LASSEN COMMUNITY COLLEGE
P.O. BOX 3000
478-200 CA 139
SUSANVILLE, CA 96130

MIDTERM REPORT

2024

Submitted To:

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

March 15, 2024

LASSEN COMMUNITY COLLEGE MIDTERM REPORT

Certification Page

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: Carie Camacho, Superintendent / President, Interim
Lassen Community College
478-200 Hwy 139
Susanville, CA 96130

I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Carie Camacho, Superintendent / President, Interim — Date 2/14/24

Buck Parks, President, Board of Trustees — Date 2/14/24

Colleen Baker, Consultation Council — Date 2/14/24

Adam P. Runyan, President, Academic Senate — Date 2/14/24

David Corley, Classified Manager — Date 2/14/24

Christi Myers, President, Lassen College Faculty Association (LCFA) — Date 2/14/24

Michael Blaschak, President, California School Employee Association (CSEA) — Date 2/14/24

Chad Lewis, Accreditation Liaison Officer — Date 2/14/24

Amanda Reeves, President, Associated Student Body — Date 2/14/24

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Report Preparation

The Lassen Community College Midterm Report is responsive to the recommendations identified by the Accrediting Commission for Community and Junior Colleges (ACCJC), Western Association of Schools and Colleges during the team visit in Spring 2020 based on the institution's 2020 Self-Evaluation Report.

The Accreditation Workgroup was established by the Consultation Council to lead accreditation work on campus. At the January 19, 2023 meeting, the Accreditation Workgroup implemented a timeline for work on the midterm report for ACCJC *(EV 1.01 Lassen Work Group Agenda, 01-19-2023).* Work during Spring 2023 included reviewing the improvement plans from the last ISER. The midterm report timeline was also refined. At the June 1, 2023 Accreditation Workgroup meeting, writers for the various sections of the midterm report were identified *(EV 1.02 Lassen Work Group Agenda, 06-01-2023).* The timeline for the midterm report was finalized at the September 22, 2023 Workgroup meeting *(EV 1.03 Lassen Work Group Agenda, 09-22-2023).* The report will go to Academic Senate for the first read on December 12, 2023, Consultation Council on January 22, 2024, and again to Academic Senate on January 23, 2024. The report will be presented to the Board of Trustees for final approval at the February 13, 2024 meeting.

The Accreditation Workgroup is comprised of members of several constituent groups and includes:

- Carie Camacho, Interim Superintendent/President
- Roxanna Haynes, Executive Vice President of Student and Administrative Services
- Colleen Baker, Interim Vice President of Academic Services
- Chad Lewis, Interim Dean of Instructional Services, ALO
- Michell Williams, Dean of Instructional Services
- Dr. Darryl Dieter, Director of Institutional Effectiveness
- Alison Somerville, Accreditation Tri-Chair
- Lisa Gardiner, Accreditation Tri-Chair
- Thomas Kareck, Accreditation Tri-Chair
- Adam Runyan, Academic Senate President
- David Corley, Director of Information Technology
- Tom Robb, Instructional Designer & SLO Coordinator
- Codi Mortell, Administrative Assistant, Academic Services

Plans Arising from the Self-Evaluation Process

This section provides an update of the self-identified plans to strengthen alignment with Standards outlined by the college in its most recent Institutional Self-Evaluation Report (ISER). Colleges should describe their progress on these plans and resulting outcomes. A chart format can be used for this section of the report if appropriate. Any plans that have not yet been fully implemented should be clearly identified, and an update of the specific timelines and responsible parties in place to support completion should be provided.

The last ISER contained a list of the self-identified plans to strengthen alignment with Standards outlined by the college. The included Midterm tracker lists the improvement plans that were accomplished *(EV. 1.04 Midterm Tracker).* The following plans are still in process or have been discontinued and include the following updates:

Fig. 1

1. *Improve Committee Chair Training, Standard I.A.3.*

   Training for committee chairs and committee members is ongoing. Master Plan Committee Chairs meet regularly informally to discuss planning. These conversations help newer committee chairs learn the planning processes on campus and how their committee plays a key role. Shared governance committee charges are reviewed and revised as needed at the first meeting each academic year *(EV 1.05 2023-2024 Shared Governance Handbook).* Committee chairs are nominated and elected by each committee at this meeting as well. Committees, such as Curriculum and Academic Standards Committee, have an orientation at the first meeting of the academic year for new committee members and newly elected chairs *(EV 1.06 Curriculum Orientation).* A more formal committee chair training process will be designed and implemented using shared governance at the Consultation Council meetings.

2. *Improve Stability in Staffing of Key Administrative Positions, Standards I.A.3, I.C.12, IV.B.2, IV.B.5*

   Progress has been made in this area. A permanent Dean of Instructional Services, Vocational Development and Programs was hired and approved at the October 2022, Board of Trustees meeting *(EV 1.07 Board of Trustees Minutes, 10-11-2022).* The Dean of Student Equity and Special Programs was permanently hired and approved at the September 2022 Board of Trustees meeting along with the Vice President of Student Services *(EV 1.08 Board of Trustees Minutes, 09-13-2022).* While interim positions are still utilized in the President/Superintendent, Vice President of Instruction, Dean of Instruction, Liberal Arts and Incarcerated Education, and Dean of Student Services, work continues making these permanent positions. All administrative positions are currently filled. All administrative positions will be made permanent by Fall 2025. An Institutional Researcher was hired and started on October 23, 2023, and approved at the November 2023 Board of Trustees meeting *(EV 1.09 Board of Trustees Minutes, 11-14-2023).*

3. *Establish effectiveness measures for statewide initiatives/programs such as Guided Pathways, Student Success Support Program, Equity, and Non-Credit/Adult Education, Standard II.A.4*

   Standardized effectiveness measures for programs such as Guided Pathways, Student Success Support Program, Equity, and Non-Credit/Adult Education programs are reported in NOVA *(EV 1.10 NOVA SEAP Student Equity Plan), (EV 1.11 2022-2025 SEAP Student Equity Plan).* The data collection and reporting requirements are monitored by the CSSO, CIO, and Institutional Researcher. The calendar from various agencies such as the California Community Colleges Chancellor's Office and ACCJC are utilized to turn in required reporting documents *(EV 1.12 Chancellors Office Annual Reporting Calendar), (EV 1.13 2023 Annual Report Survey Link and Instructions).* The Lassen Community College Planning and Budgeting Annual Timeline is also utilized to keep required reporting on track *(EV 1.14 Planning and Resource Allocation Timeline).*

4. *Pursue the addition and installation of security devices to allow monitoring of the Academic Resource Center's two levels, Standards II.B.2 & II.B.4*

   This project was discontinued as the Academic Resource Center was moved the Fall 2022, so this is no longer an issue.

5. *Reconfiguration of space to accommodate specific usage, Standard II.B.2*

   This project was discontinued as the Academic Resource Center was moved the Fall 2022, so this is no longer an issue.

6. *Develop system to gather data and create a timeline for report deadlines, Standard II.C*

   Lassen Community College follows a planning and budgeting timeline that is reviewed and updated annually. The most recent timeline was presented at the September 25, 2023 Consultation Council meeting *(EV 1.15 Consultation Council Agenda, 09-25-2023).* The Planning and Budget timeline includes dated responsibilities for the President's Cabinet, Board of Trustees, Academic Senate, Consultation Council, Office of Institutional Effectiveness, Planning Committees, and the Budget Committee *(EV 1.16 Planning and Resource Allocation Timeline).* This timeline allows the college to stay current on campus planning processes such as program review, budget development, and master plans.

7. *Perform regular validity studies placement measures and pre-requisites, Standard II.C*

   This project was discontinued as it was no longer needed. The focus of this project was primarily Math and English courses; however, when AB 705 was implemented, students are now required to complete transfer level Math and English courses their first year and pre-requisites were no longer considered for these areas.

8. *Create one system to house all data, Standard II.C*

   This project is ongoing. While having one system to house all data would be ideal, it is not practical. Lassen Community College has developed data dashboards that are kept current by our research consultant and Instructional Designer. These dashboards include course retention rates, course success rates, student demographics, SLO assessment results, ISLO assessment results, PSLO assessment results, disproportionate impact analysis, degrees and certificates awarded, and enrollment management *(EV 1.17 ISLO, PSLO & SLO Assessments Results).* Other reporting data is collected and housed in Ellucian.

9. *Continue scanning and securing all personnel files, Standard III.A.15*

   This project is ongoing because of the sheer size of the project. A position was created to assist in this project along with other job duties. Any remaining paper files in the Human Resources department are stored in a locked room with only HR personnel having access to the files. The files are stored in a locked cabinet.

10. *Increase Emergency Response Drills, Standard III.B.1*

    This is ongoing as it is a required component on campus. This is discussed in the Health and Safety committee meeting *(EV 1.18 Health and Safety Committee Minutes, 10-21-2022).* The fire alarms and extinguishers are serviced regularly to ensure operation of these systems. During fire drills a strobe light and loud horn is activated at all indoor locations to assure occupant compliance.

11. *Obtain funding to develop and implement permanent campus wayfinding solution, Standard III.B.1*

    This plan has been discontinued due to a lack of funding.

12. *Obtain funding to develop an ADA transition plan, Standard III.B.2*

    This plan is ongoing, and portions are completed as funding allows. Several projects have been completed. Some sidewalks that were cracked and heaving on campus have been ground and leveled. Various potholes and cracks in the parking lots on campus were filled and sealed. The main entry circle drive was repaired to improve the surface where bus drop-off and pick-up areas are located *(EV 1.19 2022-2027 Facilities Master Plan).* Future plans include sidewalk repair and bathroom remodels in various campus buildings.

13. *Increase facilities and operations budget to a level that more appropriately sustains the campus, Standard III.B.4*

    This process is ongoing. For a budget increase to the facilities and operations budget to happen, the planning and budget process must be followed. As stated in the Institutional Planning and Budget Development Process Handbook, all budget needs must be stated in the program review to be included in the budget process *(EV 1.20 2022-2023 Planning and Budget Development Handbook).* Budget requests are prioritized and approved through this process. Budget restraints result in all requests not being funded.

14. *Update Security Policies and Practices, Standard III.C.1*

    This project is ongoing. Information technology security is critical for campus and is continuously being evaluated and improved. As stated in the most recently approved IT master plan, data security strengths and weaknesses are being assessed and improved *(EV 1.21 2023-2028 ITMP).* An example of the ongoing nature of this project is the recent implementation of the multifactor authentication for employees accessing network resources *(EV 1.22 SSO Portal Guard Update, Email, 12-08-2023).*

15. *Incorporate all the New Federal requirements as described in our 2019 Audit findings, Standard III.D.7*

    This project is ongoing. New Federal requirements are monitored and implemented by the financial aid and student services departments. An annual comprehensive financial audit is performed to verify, among other things, that the College is in “compliance with applicable federal and California laws and regulations” *(EV 1.23 Board of Trustees Agenda, 02-14-2023).*

16. Submit program reviews and master plans on time, Standard IV.B.3

This project is ongoing. Program review and master plans are an integral part of the planning and governance process at Lassen Community College. The planning and resource allocation timeline is regularly reviewed and assessed *(EV 1.24 Consultation Council Agenda, 12-11-2023).* This timeline is used to track the progress of required planning activities such as program review and master plans *(EV 1.25 Planning and Resource Allocation Timeline).* All program reviews that were due Fall 2023 were approved or moving through the approval process except for the Business program review. This is due to not having a full-time Business faculty to write the program review. An extension for this program review was granted at the October 24, 2023 Academic Senate meeting *(EV 1.26 Academic Senate Minutes, 10-24-2023).*

List of Evidence for Report Preparation & Plans Arising from the Self-Evaluation Process

- EV 1.01 Lassen Work Group Agenda, 01-19-2023
- EV 1.02 Lassen Work Group Agenda, 06-01-2023
- EV 1.03 Lassen Work Group Agenda, 09-22-2023
- EV 1.04 Midterm Tracker
- EV 1.05 2023-2024 Shared Governance Handbook
- EV 1.06 Curriculum Orientation
- EV 1.07 Board of Trustees Minutes, 10-11-2022
- EV 1.08 Board of Trustees Minutes, 09-13-2022
- EV 1.09 Board of Trustees Minutes, 11-14-2023
- EV 1.10 NOVA SEAP Student Equity Plan
- EV 1.11 2022-2025 SEAP Student Equity Plan
- EV 1.12 Chancellors Office Annual Reporting Calendar
- EV 1.13 2023 Annual Report Survey Link and Instructions
- EV 1.14 Planning and Resource Allocation Timeline
- EV 1.15 Consultation Council Agenda, 09-25-2023
- EV 1.16 Planning and Resource Allocation Timeline
- EV 1.17 ISLO, PSLO & SLO Assessments Results
- EV 1.18 Health and Safety Committee Minutes, 10-21-2022
- EV 1.19 2022-2027 Facilities Master Plan
- EV 1.20 2022-2023 Planning and Budget Handbook
- EV 1.21 2023-2028 ITMP
- EV 1.22 SSO Portal Guard Update, Email, 12-08-2023
- EV 1.23 Board of Trustees Agenda, 02-14-2023
- EV 1.24 Consultation Council Agenda, 12-11-2023
- EV 1.25 Planning and Resource Allocation Timeline
- EV 1.26 Academic Senate Minutes, 10-24-2023

Institutional Reporting on Quality Improvements

Recommendations for Improvement

This section of the report addresses any recommendations for improvement to increase institutional effectiveness notes in the Commission Action Letter following the most recent comprehensive peer review. (If no improvement recommendations were noted in the Action Letter, this section is not required). The college should refer to the Peer Review Team Report for further information and context for each improvement recommendation. The narrative for this section should explain the manner in which each recommendation to improve was considered, and what, if anything, the college did as a result. The narrative should also note any outcomes or increases in effectiveness resulting from these improvements.

The Commission Action Letter following the March 2020 Peer Review Team visit, requested the College address the following recommendations for improvement to increase institutional effectiveness. The following includes information that was provided in the September 2021 Follow-Up Report, with additional information to show current activity.

Recommendation 11:
"In order to improve effectiveness, the team recommends the College continue to improve its process to schedule courses in a manner that allows students to complete certificate and degree programs within an appropriate timeframe."

From the September 2021 Follow-Up Report:
In line with the Mission of Lassen Community College (LCC), Division Chairs and the Deans of Academic Services ensure that schedule development provides student friendly options for all pursuing higher education goals. This allows for "a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skills instruction." *(EV 2.01 Mission Statement)*

The students of Lassen Community College deserve and receive educational services and quality instruction in an environment which fosters student success and equity. Lassen Community College is an educational leader and has expanded outreach and student access with an equity mindset. Lassen Community College is an economic and workforce development leader, cultural leader, and civic and social leader in the community it serves *(EV 2.02 Vision).*

To ensure a schedule development process that supports LCC's Mission, Institutional Set Standards, Strategic Goals and its Vision, courses are scheduled to allow an environment that fosters institutional effectiveness, learning opportunities, and resource management and student success.

The schedule allows students to complete certificate and degree programs within an appropriate timeframe and Institutional Set Standards *(EV 2.03 Strategic Goals), (EV 2.04 Institutional Set Standards).*

Lassen Community College's schedules are completed one semester at a time. The practice of producing a one-year schedule has been explored and implemented but was deemed a harmful practice as the reliance on part-time instructors caused too many changes to the schedule. This caused a disruption and an inability to provide a reliable schedule for students. A semester-by-semester schedule development timeline, by adhering to two-year educational plans, suits our students better.

During the beginning of every semester, discussions on the efficiency of scheduling, fill rate, cancellation rate and variety/number of modality offerings occur between the Division Chairs, Lead Counselor and both Instructional Deans. Over the years, by analyzing enrollment trends and success rates, we found a system that works best for the students of our small, rural college; students can transfer or complete their program in the appropriate timeframe as they can easily follow two-year scheduling plans. For instance, we do not have the student enrollment to produce a robust and consistent day, night, and online schedule. We discovered that a face-to-face day and online program served the majority of our students and allowed for enough classes to be offered so students can complete their program in the advertised and approved timeframe. Another trend/issue we analyzed and remedied was our absenteeism rate in Friday course offerings. A large portion of our students participate in school sponsored events on Fridays. This caused a high absenteeism rate and decreased student success. To accommodate this student population and improve success we now offer a portion of our general education classes in a hybrid modality. During Fall 2015 hybrid classes were introduced in a pilot program to study success rate. These courses meet on Mondays and Wednesdays with the remaining hours completed online. We have had great success with this course modality, and it is universally liked by our on-campus student population. We are in a constant state of self-evaluation and improvement.

In the process of developing each semester's schedule, Division Chairs and Instructional Deans receive a rollover schedule to review semester-to-semester course offerings. Enrollment is analyzed along with modality and time/day trends. It is important to note that rollover schedules are not used to automatically schedule classes. They are used for reference only. Division Chairs also utilize reports from our Report Server when they want to review historical scheduling and enrollment patterns. Athletic schedules are provided by the Counseling Department to Academic Services and the Division Chairs to ensure that classes are scheduled in a manner that serves our student-athletes. Our small, rural college offers few sections of general education courses so scheduling efficiently is key *(EV 2.05 Sample from Report Server), (EV 2.06 Sample of Athletic Schedules), (EV 2.07 Sample Schedule of Classes).*

Division Chairs also review two-year advising plans every semester to make sure classes advertised and approved to be offered on a specific rotation are included in the schedule. One- and two-year

advising plans are honored every semester and classes are scheduled appropriately to match advising plans. Instructors in disciplines with singular classes offered once every two years work together so those courses do not conflict with each other. An excellent example of this is how our science and math department faculty work with their Division Chair to schedule classes so that they do not overlap. Math and science students can finish their degree with singular classes never overlapping and ensuring that they can graduate in two years. To add to this equation, we have many student-athletes in these majors and have to consider athletic practice schedules.

Lassen Community College has low enrollment issues with specialty courses that are offered once every two years. The large majority of those classes are honored and scheduled no matter how low the enrollment is. If there is a situation where a class cannot be offered, the counseling department is contacted to find a substitute for the student. This is a rare occurrence. Students are always accommodated and their ability to graduate or receive a certificate is not hindered.

Progress on Recommendation 11 since the September 2021 Follow-Up Report:

Since the September 2021 Follow-Up Report, Lassen Community College has furthered its efforts to improve its process to schedule courses in a manner that allows students to complete certificate and degree programs within an appropriate timeframe.

In 2021, campus leadership participated in training to expand knowledge and skills related to effective scheduling practices as part of our Institutional Effectiveness Partnership Initiative Grant (IEPI). The Institutional Innovation and Effectiveness Plan developed as part of the IEPI Grant focused on; Integrated Planning/Educational Master Plan, Strategic Enrollment Management, and Professional Development. In Spring 2021 Administration, Division Chairs, Accreditation Tri-Chairs, the Academic Senate President, the Lead Counselor, and the district's IEPI and Accreditation Consultant met with the Partnership Resource Team for the third IEPI grant visit. This meeting included training, discussion, and sharing of Strategic Enrollment Management resources *(EV 2.08 IEPI Visit, 05-11-2021).* This collaborative experience helped broaden campus discussions about student enrollment and scheduling to meet student needs.

Lassen Community College now has a process whereby in specific circumstances instructional programs may be examined in depth and be revitalized or discontinued as recommended upon completion of a thorough review. The Program Revitalization or Discontinuance policy approved March 2020 provides for review and input of identified programs by a multidisciplinary group of administrators and faculty *(EV 2.09 AP 4021 Program Revitalization or Discontinuance).* Initially this process of review and analysis was used and as a result the following programs were discontinued: Digital Graphic Design, Art History, Anthropology and Geology for Transfer *(EV 2.10 Inactivation of Digital Graphic Design, Curriculum Minutes, 10-19-2021), (EV 2.11 Inactivation of Art History Degree, Curriculum Minutes, 10-05-2021), (EV 2.12 Inactivation of Anthro Degree, Curriculum Minutes, 05-04-2021), (EV 2.13 Inactivation of Geology Degree, Curriculum Minutes, 03-16-2021).*

An outcome of the discontinuance of Art History seen in the Studio Art IPR data package was an increase in Studio Art degrees awarded as well as an increase in the fill rate of Studio Art courses *(EV 2.14 2023-2024 Studio Art Data Package, pages 7 & 10).* Most recently, this process was used with the Child Development and Gunsmithing programs during 2022 -2023. As a result of this process, both programs implemented adjustments in scheduling to meet student needs and expedite time toward degree and certificate completion *(EV 2.15 Academic Senate Minutes, 11-14-2023), (EV 2.15a Academic Senate Agenda, 11-28-2023), (EV 2.15b Child Development Summary), (EV 2.16 Gunsmithing Summary).* The Gunsmithing program changed from short-term courses to full-term courses to allow students greater ability to complete general education coursework and reduce their time toward degree completion *(EV 2.17 2023 Gunsmithing IPR).* The Child Development Program increased the frequency of course offerings so that courses were more readily available to students, allowing them to progress with their degree/certificate in a more timely manner *(EV 2.18 CD Curriculum Action Change Advising Plan).*

Lassen Community College devotes the same efficient scheduling practices for incarcerated students as is done for community students. Lassen Community College provides face-to-face instruction to incarcerated students at High Desert State Prison in Susanville and the Federal Correctional Institution in Herlong. Additionally, the college provides correspondence instruction to incarcerated students at 33 state correctional institutions and four federal correctional institutions. To meet incarcerated student scheduling needs, the Incarcerated Student Counselor completes educational plans with all incarcerated students and advises Academic Deans and Division Chairs on face-to-face and correspondence course scheduling needs *(EV 2.19 COR and F2F Incarcerated Students Sections Needed).*

Scheduling efficacy is also integrated into the planning process as part of Instructional Program Review where a review of 2 year advising plans occurs to ensure that degrees and certificates can be completed in a timely manner. Faculty receive instruction on this IPR component as part of IPR Orientation *(EV 2.20 Fall 2023 IPR Orientation).*

Student input has been sought as to preferred modes of delivery *(EV 2.21 2022 Student Instructional Mode Preference Survey).* The results of this survey indicated students' strong preferences for fully in-person or fully online courses.

Most recently Lassen Community College is leveraging technology to meet student scheduling needs. Fall 2023 campus received video conferencing "owls" which are slated for a pilot project in Spring 2024 to offer a few course sections in a hyflex format to provide maximum flexibility in scheduling to accommodate students' varied needs. It is anticipated that the flexible attendance options hyflex provides will enable students to attend the same course section either face to face or online. This will allow students to attend courses when presented with transportation, childcare, or other similar

barriers; expedite course completion; and allow students to complete certificate and degree programs within an appropriate timeframe *(EV 2.22 VP Instruction Faculty Meeting, 09-07-2023).* As a result of these efforts, student outcomes are improving and increases in effectiveness are evident. The 2023 Factbook shows an increase in the 3-year transfer rate, demonstrating more students are transferring within the 3-year timeframe *(EV 2.23 2023 LCC Fact Book).* Student success metrics from Cal-Pass indicate a decrease in the average number of units accumulated by first-time associate degree earners. This decrease in units shows that students are taking fewer unnecessary courses that are not required for their degree which is evidence of increased efficiency in students reaching degree goals *(EV 2.24 Cal-Pass, Units of First Time AA Earners).*

The College has a process to schedule courses in a manner that allows students to complete certificate and degree programs within an appropriate timeframe. Lassen Community College is in a constant state of evaluating and improving its scheduling process to allow students to complete certificate and degree programs within an appropriate timeframe as measured by our achievement of Institutional Set Standards *(EV 2.25 2022-2023 Institutional Set Standards Data Review, April 2023).*

Recommendation 12:
"In order to improve institutional effectiveness, the team recommends that all board policies are regularly assessed and reviewed per the district board policy (IV.C.7) (TR-43)"

From the September 2021 Follow-Up Report:
In order to improve institutional effectiveness, the College has embraced the team's recommendation to regularly assess and review all board policies per the LCC Board Policy 2410 *(EV 2.26 BP 2410).* The College developed a Board Policy Review Schedule tool in 2021 *(EV 2.27 LCC Board Policy Review Schedule)* to track the review status of all board policies and the corresponding administrative procedures by the responsible entity (Board of Trustees, President's Office, or department) and then on through to final Board of Trustees approval. The initial focus in the effort to bring all Board Policy reviews current was on reviewing those Board Policies that were most overdue. This was approached by establishing a schedule for this review that was approved by the Academic Senate at the March 10, 2021 meeting *(EV 2.28 Academic Senate Minutes, 03-10-2021),* and was approved by Consultation Council at the March 22, 2021 meeting *(EV 2.29 Consultation Council Minutes, 03-22-2021).*

The schedule identified three steps:

- First, to "catch up," Chapters 3 (General Institution) and 6 (Business and Fiscal Affairs), were scheduled for review in the 2021 calendar year, and Chapter 7 (Human Resources) was scheduled for review during the 2022 calendar year.

- Next, each chapter is then scheduled for review within a six-year review cycle:
    - 2021 Chapter 3 – General Institution
    - 2021 Chapter 6 - Business and Fiscal Affairs
    - 2022 Chapter 7 - Human Resources
    - 2023 Chapter 5 - Student Services
    - 2024 Chapters 1 and 2 – The District and Board of Trustees
    - 2025 Chapter 4 - Academic Affairs
- Finally, after each chapter is brought current, the overall Policy Review Schedule will then be adjusted to place each chapter on a set six-year review cycle:
    - 2026 Chapter 3 – General Institution
    - 2027 Chapter 6 - Business and Fiscal Affairs
    - 2028 Chapter 7 - Human Resources
    - 2029 Chapter 5 - Student Services
    - 2030 Chapters 1 and 2 – The District and Board of Trustees
    - 2031 Chapter 4 - Academic Affairs

Outside of this six-year review cycle, Individual Board Policies that require revision may be reviewed and revised as needed. Even if some policies are reviewed more often, as described here, the overall chapter that the individual policy falls under will still be reviewed in its entirety within the six-year review cycle.

Progress on Recommendation 12 since the September 2021 Follow-Up Report:

Since the September 2021 Follow-Up Report, Lassen Community College has made progress in assessing and reviewing board policy:

Lassen Community College has made progress in using the Board Policy review schedule tool and has been responsive to challenges encountered by making adaptations where necessary. Through the district's efforts tracking the assessment and review of Board Policies, it was determined that the initial tracking spreadsheet was cumbersome. A more streamlined tracking tool was created that will expedite the review and tracking process *(EV 2.30 Revised Policy Review Schedule, 09-22-2023).*
In 2021, the Board of Trustees reviewed and approved Chapter 3 of the Board Policies and then further revisions in 2023 *(EV 2.31 Board of Trustees Minutes, 10-12-2021), (EV 2.32 Board of Trustees Minutes, 09-12-2023).* Assessment and review of Chapters 6 and 7 got off schedule from the initially established "catch-up" timeline due to unforeseen leaves and turnover in interim Vice Presidents of Administrative Services and Human Resources Director positions. To address this, the schedule has been revised *(EV 2.33 Academic Senate Agenda, 10-10-2023).* In September 2023, the Board of Trustees completed its second reading and approval of Board Policy Chapter 7 - Human Resources *(EV 2.34 Board of Trustees Minutes, 09-12-2023).* In November 2023, the Board of Trustees completed its first reading of Board Policy Chapter 6 - Business and Fiscal Affairs *(EV 2.35 Board of Trustees Minutes, 11-14-*

2023). The final read and approval of Chapter 6 - Business and Fiscal affairs was placed on the December 2023, Board of Trustees meeting *(EV 2.36 Board of Trustees Agenda, 12-12-2023).*

Review for Chapter 5 - Student Services is underway led by the Executive Vice President of Student and Administrative Services. League Revisions are being reviewed by Student Services administrators with the completion of assessment and review anticipated during Spring 2024 *(EV 2.37 Counseling Minutes, 10-04-2023).* With these reviews completed, we will continue on the established review schedule for 2024 forward.

List of Evidence for Recommendations for Improvement

- EV 2.01 Mission Statement
- EV 2.02 Vison
- EV 2.03 Strategic Goals
- EV 2.04 Institutional Set Standards
- EV 2.05 Sample from Report Server
- EV 2.06 Sample of Athletic Schedules
- EV 2.07 Sample of Schedule of Classes
- EV 2.08 IEPI Visit, 05-11-2021
- EV 2.09 AP 4021 Program Revitalization or Discontinuance
- EV 2.10 Inactivation of Digital Graphic Design, Curriculum Minutes, 10-19-2021
- EV 2.11 Inactivation of Art History Degree, Curriculum Minutes, 10-05-2021
- EV 2.12 Inactivation of Anthro Degree, Curriculum Minutes, 05-04-2021
- EV 2.13 Inactivation of Geology Degree, Curriculum Minutes, 03-16-2021
- EV 2.14 2023-2024 Studio Art Data Package, pages 7 & 10
- EV 2.15 Academic Senate Minutes, 11-14-2023
- EV 2.15a Academic Senate Agenda, 11-28-2023
- EV 2.15b Child Development Summary
- EV 2.16 Gunsmithing Summary
- EV 2.17 2023 Gunsmithing IPR
- EV 2.18 CD Curriculum Action Change Advising Plan
- EV 2.19 COR and F2F Incarcerated Student Sections Needed
- EV 2.20 Fall 2023 IPR Orientation
- EV 2.21 2022 Student Instructional Mode Preference Survey
- EV 2.22 VP Instruction Faculty Meeting, 09-07-2023
- EV 2.23 2023 LCC Fact Book
- EV 2.24 Cal-Pass, Units of First Time AA Earners
- EV 2.25 2022-2023 Institutional Set Standards Data Review, April 2023
- EV 2.26 BP 2410
- EV 2.27 LCC Policy Review Schedule
- EV 2.28 Academic Senate Minutes, 03-10-2021

- EV 2.29 Consultation Council Minutes, 03-22-2021
- EV 2.30 Revised Policy Review Schedule, 09-22-2023
- EV 2.31 Board of Trustees Minutes, 10-12-2021
- EV 2.32 Board of Trustees Minutes, 09-12-2023
- EV 2.33 Academic Senate Agenda, 10-10-2023
- EV 2.34 Board of Trustees Minutes, 09-12-2023
- EV 2.35 Board of Trustees Minutes, 11-14-2023
- EV 2.36 Board of Trustees Agenda, 12-12-2023
- EV 2.37 Counseling Minutes, 10-04-2023

Reflection on Improving Institutional Performance:

Student Learning Outcomes (Standard I.B.2)

ACCJC Standard I.B.2 states: "The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services." Reflect on assessment processes since the last comprehensive peer review: What are the strengths of the process that helps the college to improve teaching and learning? What growth opportunities in the assessment process has the college identified to further refine its authentic culture of assessment? Provide examples where course, program, or service improvements have occurred based on outcomes assessment data. In those areas where assessment may be falling behind, what is the college doing to complete the assessments per the college's schedule?

The Student Learning Outcomes (SLO) assessment process at Lassen Community College is a collaborative effort involving key stakeholders, including the Academic Senate, the Department of Institutional Effectiveness, instructional faculty members, Division Chairs, Instructional Deans, and the SLO Coordinator. Faculty members are responsible for assessing student learning through direct assessment methods for each Course Student Learning Outcome (SLO) based on the Assessment Plan Schedule established in Fall 2022. Faculty align Course SLOs with Institutional Student Learning Outcomes (ISLOs) and, until Fall 2023, with General Education Student Learning Outcomes (GESLOs) using the ISLO GESLO Mapping Form. Course SLOs are also aligned with Program Student Learning Outcomes (PSLOs) using the PSLO Mapping Form. These mappings are approved by the Curriculum and Academic Standards Committee and include target measures and representative course assessment methods aligned with the approved course outline. The Curriculum Technician tracks updates to Course SLOs on an annual basis *(EV 3.00 SLO to ISLO & GESLO Map), (EV 3.00a PSLO Map).*

Faculty assess Course SLOs each semester, and these assessments are reviewed by the SLO Coordinator to ensure they align with the Course SLO Assessment Plan Schedule. This schedule, developed in Fall 2022, ensures that all Course SLOs are assessed within a program review cycle, with Career Technical Education (CTE) Programs assessed every two years and Academic Programs assessed every four years. For courses offered each semester or academic year, faculty assess odd-numbered course outcomes in odd years and even outcomes in even years, although they are encouraged to assess all SLOs. Courses offered less frequently are assessed each time they are offered *(EV 3.01 2022-2023 SLO Assessment Plan Schedule).*

To address Course SLOs that do not meet their specified targets, faculty members responsible for assessing these SLOs provide written reflections at the conclusion of each semester. These reflections are collected and stored within the district's reporting tool, SLO+. Subsequently, they are shared with the Academic Senate as part of the reporting process, contributing to the ongoing improvement of the SLO assessment process. To facilitate this, the Academic Senate assigned mentors during the

2022-2023 academic year. Assigned mentors supported faculty members in re-evaluating Course SLOs based on reflections from the previous semester, thereby enhancing faculty awareness and engagement in the process and improving student learning *(EV 3.02 Academic Senate Minutes, 03-08-2023).* Beginning in the Fall of 2023, faculty members actively participate in closing the feedback loop for SLOs that did not meet their intended targets. This involves a readily available review of the compiled written reflections, from prior semesters *(EV 3.03 Compiled List of SLO Improvement Reflections).* Faculty members engage in this process at the outset of each semester when they are formulating their course SLO Assessment Plans. They also acknowledge the importance of reviewing prior reflections when designing assignments for the current semester, utilizing the SLO reporting tool, SLO+, to address any below target outcomes *(EV 3.04 Fall 2023 SLO+ Assessment Plan Instructions, Closing the Loop).*

Beginning in Fall 2022, all Course SLOs at Lassen Community College had approved maps to both Institutional Student Learning Outcomes (ISLOs) and General Education Student Learning Outcomes (GESLOs). Additionally, all course outcomes were mapped to Program Student Learning Outcomes (PSLOs). Outcome maps were compiled in Fall 2022, and data dashboards were created for Course SLO assessment results *(EV 3.05 Course SLO Dashboard Printout)* as well as for the Program SLOs *(EV 3.06 PSLO Dashboard Printout)* mapped to each individual Course SLO. These dashboards are used in Instructional Program Reviews, which occur in their regular cycles as outlined in the IPR Handbook. Course SLO revisions submitted through curriculum require updated mapping. Maps are updated each summer by the SLO Coordinator for dashboard updates. The dashboards represent historical results of direct assessments reported to the Department of Institutional Effectiveness and are referenced in the new IPR Handbook and included in the IPR data packets distributed during Instructional Program Reviews during their normal cycles *(EV 3.07 2022-2023 Instructional Program Review Handbook, page 22).*

At Fall 2022 convocation, Lassen Community College launched SLO+, a streamlined SLO assessment reporting tool *(EV 3.08 Student Learning Outcomes, Convocation Fall 2022)*, for faculty to report and reflect on course SLO assessments. Each course offered is pre-populated with assigned instructors, course information, each student learning outcome from the approved course outline, and a narrative section for faculty to reflect on outcomes that did not meet target. Each semester, beginning in Fall of 2022, faculty use SLO+ to acknowledge their assessment plan at the beginning of each course *(EV 3.09 Fall 2022 Assessment Plan Instructions, Email to Faculty), (EV 3.10 Fall 2022 Assessment Plan Instructions)* and to report on results at the end of the course, including a reflection of their outcomes that did not meet target at the end of each semester *(EV 3.11 Fall 2022 Assessment Results, Email), (EV 3.12 Fall 2022 Assessment Results Instructions).* Faculty are also offered scheduled drop-in sessions, and the ability to book an appointment with the SLO Coordinator *(EV 3.13 Student Learning Outcomes, Book an Appointment)* for support. Faculty are also supported through on-demand training pages updated each semester with refreshed instructions and videos for assessment plans at the beginning of each semester *(EV 3.14 Fall 2022), (EV 3.14a Spring 2023), (EV 3.14b Summer 2023),*

(EV 3.14c Fall 2023), and for assessment results by the end of each semester *(EV 3.15 Fall 2022), (3.15a Spring 2023), (3.15b Summer 2023).*

Since the launch of SLO+, the SLO Coordinator has created, scheduled, and curated many resources for faculty to support the district's outcomes assessment process. Regular communications, training, and support opportunities for faculty, covering topics including acknowledging assessment plans, reporting assessment results, writing effective SLOs, making SLOs meaningful, and quick guides on common tasks were carefully incorporated into SLO+ since the launch. Each semester, the new course schedule is uploaded prior to the start of the semester with updated Assessment Plan and Result pages to keep faculty on track with due dates, instructions, and to address small changes made each semester *(EV 3.16 SLO+ Faculty Training Support), (EV 3.17 SLO+ Training Events), (EV 3.18 SLO+ Talk Videos), (EV 3.19 SLO Assessment Plan, How To Guide), (EV 3.20 SLO Assessment Results, How To Guide).* Faculty were surveyed, and have rated the app, on average, 4.69 out of 5 stars, mostly due to the ease of use. Some faculty reported small issues with the user interface, which is why a few changes were made and announced to the entry screens in Fall of 2023 *(EV 3.21 SLO+ Feedback Results), (EV 3.22 Fall 2023 SLO+ Assessment Plan Instructions).*

As of Spring 2023, to prepare for Fall 2023 Instructional Program Reviews (IPRs), an SLO Assessments Data page was created to support faculty in completing the IPR. The page included videos and guides on downloading and interpreting Course SLO and PSLO Data from the Course and Program Data Dashboards previously detailed. Course SLO and PSLO Data Dashboards were also embedded on the page for easy accessibility *(EV 3.23 SLO Assessment Data Page), (EV 3.24 PSLO Data Dashboard, How To Guide).* As of 2023, faculty began incorporating and analyzing Course and PSLO Data during the Instructional Program Reviews leveraging the data dashboards to guide changes needed to improve teaching and learning during the review *(EV 3.25 2023 Work Experience IPR), (EV 3.26 2023 Social Science IPR), (EV 3.27 2023 Welding Technology IPR).*

While SLO+ was the tool chosen to report on outcomes in Spring of 2022, the decision was based on streamlining reporting, ensuring all courses were reporting results, and create a culture of outcomes assessment from the previous 2020 ISER Quality Focus Essays. At the time, the Accreditation Work Group discussed concerns about disaggregating data by specific demographic groups due to low enrollment. Concerns primarily centered around the possibility of identifying students due to classes with lower enrollment. The smaller sample sizes in the representative data may also be a limiter. Finally, the district agreed that our faculty needed a simple reporting process for outcomes assessment. The work group agreed that continuing to explore the use of other platforms, such as Canvas Outcomes may have the potential to provide more detailed analysis and evaluation of student learning within various student demographics *(EV 3.28 Tri-Chair Meeting Canvas Outcomes, 04-28-2022).*

In Spring 2023, three online courses were used to pilot Canvas Outcomes with the support of our faculty Instructional Designer. Two faculty used Canvas Outcomes and reported their results back to SLO+ in Spring 2023. Faculty in the pilot reported positive results, aligning many of their assignments in Canvas to the course outcomes *(EV 3.29 AT-60 Spring 2023 Canvas Outcomes Alignment), (EV 3.30 MATH-11A Spring 2023 Canvas Outcomes Alignment), (EV 3.31 MATH-40 Spring 2023 Canvas Outcomes Alignment).* Additional faculty piloted using Canvas Outcomes in their Summer 2023 and Fall 2023 courses reporting anecdotally it was much easier to make it part of their regular grading practices *(EV 3.32 MATH-11B Summer 2023 Canvas Outcomes Alignment), (EV 3.33 HUM-1 Fall 2023 Canvas Outcomes Alignment).* To more broadly pilot Canvas Outcomes, in Fall 2023, all Course Outcomes were compiled and imported into Canvas for every course, with plans for a Spring 2024 Flex Day to introduce Canvas Outcomes *(EV 3.34 Canvas Outcomes Import), (EV 3.35 Fall 2023 Canvas Outcomes).* To ensure ISLO and GESLO are effectively embedded in our planning processes, as well as to address expected changes to ACCJC Accreditation Standards, starting in Spring 2023 discussions to streamline SLOs began to take place in Curriculum and Academic Standards meetings as well as in Academic Senate at the recommendation of the research consultant hired by the district in Fall 2022. A chart outlining the redundancy between some of ISLOs and GESLOs were discussed throughout shared governance. Ultimately, Academic Senate decided that we should investigate and provide a recommendation on how to best capture gaps while maintaining efficiency *(EV 3.36 Academic Senate Minutes, 01-25-2023), (EV 3.37 Academic Senate Minutes, 02-28-2023).*

After discussion, Academic Senate approved moving forward with adding a fifth ISLO and automatically mapping redundant GESLOs to the new ISLO to allow more streamlined measures *(EV 3.38 GESLO-ISLO Chart), (EV 3.39 Academic Senate Agenda, 05-24-2023), (EV 3.39a Academic Senate Minutes, 05-24-2023).* Over Summer 2023 and Fall 2023, the approved maps of course SLOs to ISLO and GESLO were compiled, and a sample data dashboard was presented to Curriculum and Academic Standards Committee and Academic Senate. The ISLO Data Dashboard reflects a rollup of course SLO outcomes mapped to each ISLO, with GESLO 3 and 4 automatically mapped to the newly approved ISLO. The mapping of GESLO 3 and 4 to ISLO 5 was discussed and approved by Curriculum and Academic Standards Committee and Academic Senate along with a streamlined mapping of course SLOs to ISLOs, effective Spring 2024 *(EV 3.40 ISLO to GESLO Master Mapping), (EV 3.41 ISLO Data Dashboard), (EV 3.42 Curriculum Agenda, 10-17-2023), (EV 3.43 Curriculum Minutes, 10-17-2023), (EV 3.44 Academic Senate Agenda, 10-24-2023), (EV 3.45 Academic Senate Minutes, 10-24-2023), (EV 3.46 SLO to ISLO Mapping Form).* Any course maps approved in Fall 2023 will be put on the Spring 2024 agenda for both Curriculum and Academic Standards and Academic Senate to approve a final mapping of GESLO 3 and 4 to ISLO 5 and all new courses will use the new ISLO Mapping Form beginning in Spring of 2024. These strategic changes were discussed and approved by Consultation Council, reviewed at the summer Board Retreat, and approved at the Board of Trustees meeting. The dashboards have been publicly advertised on the Lassen Community College website, as well as internally embedded within SLO+ *(EV 3.46aConsultation Council Minutes, 07-10-2023), (EV 3.46b Board of Trustees Minutes, 08-08-2023), (EV 3.47 General Education SLO Public Website), (EV 3.48 Institutional SLO Public Website).*

List of Evidence for Student Learning Outcomes

- EV 3.00 SLO to ISLO & GESLO Map
- EV 3.00a PSLO Map
- EV 3.01 2022-2023 SLO Assessment Plan Schedule
- EV 3.02 Academic Senate Minutes, 03-08-2023
- EV 3.03 Compiled List of SLO Improvement Reflections
- EV 3.04 Fall 2023 SLO+ Assessment Plan Instructions, Closing the Loop
- EV 3.05 Course SLO Dashboard Printout
- EV 3.06 PSLO Dashboard Printout
- EV 3.07 2022-2023 Instructional Program Review Handbook, page 22
- EV 3.08 Student Learning Outcomes, Convocation Fall 2022
- EV 3.09 Fall 2022 Assessment Plan Instructions, Email to Faculty
- EV 3.10 Fall 2022 Assessment Plan Instructions
- EV 3.11 Fall 2022 Assessment Results, Email
- EV 3.12 Fall 2022 Assessment Results Instructions
- EV 3.13 Student Learning Outcomes, Book an Appointment
- EV 3.14 Fall 2022
- EV 3.14a Spring 2023
- EV 3.14b Summer 2023
- EV 3.14c Fall 2023
- EV 3.15 Fall 2022
- EV 3.15a Spring 2023
- EV 3.15b Summer 2023
- EV 3.16 SLO+ Faculty Training Support
- EV 3.17 SLO+ Training Events
- EV 3.18 SLO+ Talk Videos
- EV 3.19 SLO Assessment Plan, How To Guide
- EV 3.20 SLO Assessment Results, How To Guide
- EV 3.21 SLO+ Feedback Results
- EV 3.22 Fall 2023 SLO+ Assessment Plan Instructions
- EV 3.23 SLO Assessment Data Page

- EV 3.24 PSLO Data Dashboard, How To Guide
- EV 3.25 2023 Work Experience IPR
- EV 3.26 2023 Social Science IPR
- EV 3.27 2023 Welding Technology IPR
- EV 3.28 Tri-Chair Meeting Canvas Outcomes, 04-28-2022
- EV 3.29 AT-60 Spring 2023 Canvas Outcomes Alignment
- EV 3.30 MATH-11A Spring 2023 Canvas Outcomes Alignment
- EV 3.31 MATH-40 Spring 2023 Canvas Outcomes Alignment
- EV 3.32 MATH-11B Summer 2023 Canvas Outcomes Alignment
- EV 3.33 HUM-1 Fall 2023 Canvas Outcomes Alignment
- EV 3.34 Canvas Outcomes Import
- EV 3.35 Fall 2023 Canvas Outcomes
- EV 3.36 Academic Senate Minutes, 01-25-2023
- EV 3.37 Academic Senate Minutes, 02-28-2023
- EV 3.38 GESLO-ISLO Chart
- EV 3.39 Academic Senate Agenda, 05-24-2023
- EV 3.39a Academic Senate Minutes, 05-24-2023
- EV 3.40 ISLO to GESLO Master Mapping
- EV 3.41 ISLO Data Dashboard
- EV 3.42 Curriculum Agenda, 10-17-2023
- EV 3.43 Curriculum Minutes, 10-17-2023
- EV 3.44 Academic Senate Agenda, 10-24-2023
- EV 3.45 Academic Senate Minutes, 10-24-2023
- EV 3.46 SLO to ISLO Mapping Form
- EV 3.46a Consultation Council Minutes, 07-10-2023
- EV 3.46b Board of Trustees Minutes, 08-08-2023
- EV 3.47 General Education SLO Public Website
- EV 3.48 Institutional SLO Public Website

Reflection on Improving Institutional Performance:

Institutional Set Standards (Standard I.B.3)

ACCJC Standard I.B.3 states: "The institution established institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information." Using the most recent Annual Report, reflect on trends in data for institution-set standards on course completion, certificate completion, degrees awarded, transfer, licensure examination pass rates, and employment rates for career and technical education (CTE) student: Has the college met its floor standards? Has the college achieved its stretch (aspirational) goals? What initiative(s) is the college undertaking to improve its outcomes? How does the college inform its constituent of this information? Provide the most recent Annual Report used for this reflection.

These Institution-Set Standards for Lassen Community College are applicable across the entire institution, as mandated by the Higher Education Act and ACCJC Accreditation Standard I. B. 3.: "The institution establishes Institution set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information."

Baseline and Stretch goals were derived for ISS #1 through #5 using longitudinal analysis to determine overall and rolling averages (of three and five years), over a study period of at least ten years. Baseline and Stretch goals were derived for ISS #6 using longitudinal data and historical precedence, and for ISS #7 we used state-mandated goals under Perkins Core IV reporting, as noted below. All goals resulting from analysis are then reviewed and discussed through shared governance processes prior to final approval and implementation. Institutional Set Standards are reviewed, adjusted where necessary, and approved annually through the shared governance process *(EV 3.49 Consultation Council Minutes, 05-08-2023).*

Course completion rates remained relatively steady from 2019-2020 through 2021-2022, dipping from 80% to 76%, but then improving to 78%, as stated in the College Annual Report. Lassen Community College had floor goals of seventy percent, seventy percent, and seventy-two percent respectively for those years and the college exceeded both our floor and stretch goals for all three years. Faculty utilized the early alert system Starfish to raise concerns for students falling behind. While Starfish was helpful as an early alert tool, there was a substantial price increase to renew its contract. ConexEd is a virtual student engagement platform that has been contracted by Lassen Community College to replace Starfish *(EV 3.50 Board of Trustee Minutes, 05-09-2023).* Smaller class sizes also helped faculty recognize and take action to help students improve completion rates. Most courses have an enrollment cap of 35. The LCFA contract for 2022-2025 established enrollment caps

of 24 for Math and English courses in response to the Student Success Initiative *(EV 3.51 2022-2025 LCFA CBA, page 18).* Scheduled courses often have enrollment below the section cap.

Certificate and degree awards were mixed for meeting floor and stretch goals. While the floor goal for certificates was not met in 2019-2020, this was in part due to the enrollment decline, which exceeded 10 percent. After re-adjusting for this decline and re-setting floor and stretch goals for 2020-2021, Lassen Community College met its floor goal and exceeded its stretch goal for that year. It did not, however, reach its floor goal in 2021-2022. This may in part be due to the lag effect of the sharp enrollment decline in the previous year. The number of Associate Degrees awarded, however, did meet the floor goals for each of the three years as well as the stretch goals for two of the three years listed (missing the 2021-2022 goal by just 6 degrees). As stated in the last ISER, the College recognized it had too many degrees and certificates. The 2020-2021 College Catalog stated the College offered forty-two Associate Degrees and thirty-seven certificates and the 2023-2024 College Catalog noted thirty-four Associate Degrees and twenty-six certificates. *(EV 3.52 2020-2021 LCC Catalog, Programs and Degrees), (EV 3.53 2023-2024 LCC Catalog, Programs and Degrees).* Action was taken through the program review process as well as the Program Revitalization or Discontinuance process to increase the number of certificates and degrees awarded and help students achieve their educational goals. Lower enrollment, as noted earlier, was also a factor during this period.

Additional actions taken by the College to improve the number of degrees and certificates awarded include the Guided Pathways initiative. The California Community College Chancellor's Office established the student-centered Guided Pathways that aimed to improve student outcomes and remove obstacles to achieving their educational goals. The Guided Pathways Taskforce is one area that is instrumental in providing updates relating to these areas *(EV 3.54 Guided Pathways Minutes, 04-06-2023).* Guided Pathways feed into the Student Services Master Plan (SSMP) that include long-range plans *(EV 3.55 2022-2027 SSMP).* The Student Services Master Plan goes through the shared governance process and was approved at the April 10, 2023 Consultation Council meeting *(EV 3.56 Consultation Council Minutes, 04-10-2023).* The SSMP included Long-Range Goal #2, which aims to "Improve student success and retention through the offering of a comprehensive student resource center, mental health services, career development and transfer, and additional support programs."

Regarding student transfers to four-year institutions, Lassen Community College met or exceeded its institution-set standards for two of the three years under analysis. Our inability to meet the floor goal of 54 in 2021-22 may again be due in part to a decline in enrollment in more recent years.

Certificates

	2019-20	2020-21	2021-22
13a. List your Institution-Set Standard (floor) for certificates:	163	134	146
13b. List your stretch goal (aspirational) for certificates:	163	144	148
13c. List actual number or percentage of certificates:	130	162	109

Fig. 2

Associate Degree (A.A./A.S.)

	2019-20	2020-21	2021-22
14a. List your Institution-Set Standard (floor) for degrees:	144	214	223
14b. List your stretch goal (aspirational) for degrees:	144	261	300
14c. List actual number or percentage of degrees:	260	340	294

Fig. 3

Transfer rates for the three years reflected in the annual report met both the floor and stretch goals in two of those years. Transfer rates in 2021-2022 were reported to be 45, which did not meet the floor goal of 54. While there could be several explanations for this slight drop, it is reasonable to assume that recovery from the COVID pandemic was a factor. Efforts to improve transfer rates have included a flexible scheduling process and multiple modalities available. Much conversation has occurred across campus on ways to improve all metrics of the Institutional Set Standards. This is evident by the approval of the Lassen Community College Strategic Plan at the August 8, 2023 Board of Trustees meeting *(EV 3.57 Board of Trustees Minutes, 08-08-2023).* Included in the Strategic Plan is Strategic Goal number four, which states:

"Student Success: Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student 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."

Licensure examination pass rates and CTE program job placement rates are challenging to address. Many of our programs do not have enough students to allow us to publish data so are listed as 0. The data lag from the California Community College Chancellor's Office core indicator reports also makes improving job placement rates difficult. Nonetheless, for the only program for which numbers were sufficient to report licensure pass rates, Vocational Nursing exceeded its floor goal for each of the three years and exceeded its stretch goal for 2 of those years. Where sufficient data existed, floor and

stretch goals were exceeded for three of the five reportable programs: Vocational Nursing, Administration of Justice, and Fire Technology. Gunsmithing met its floor goal for one year and was close to that goal for the remaining two years. Business Management did not meet its floor goal for the two years for which there was reportable data. Gunsmithing has since gone through the revitalization process with the hope of improving job placement rates. Business added an updated degree and will be assessing the program data during the program review process next year.

List of Evidence for Institutional Set Standards

- EV 3.49 Consultation Council Minutes, 05-08-2023
- EV 3.50 Board of Trustees Minutes, 05-09-2023
- EV 3.51 2022-2025 LCFA CBA, page 18
- EV 3.52 2020-2021 LCC Catalog, Programs and Degrees
- EV 3.53 2023-2024 LCC Catalog, Programs and Degrees
- EV 3.54 Guided Pathways Minutes, 04-06-2023
- EV 3.55 2022-2027 SSMP
- EV 3.56 Consultation Council Minutes, 04-10-2023
- EV 3.57 Board of Trustees Minutes, 08-08-2023

Quality Focus Essay

The Institutional Self-Evaluation Report (ISER) includes a Quality Focus Essay in which colleges identify two to three quality focus projects they will implement to improve student learning and achievement. This section of the Midterm Report provides a progress update on the goals, outcomes, and data identified for each quality focus project and details any changes in student learning and student achievement that results from the projects. If appropriate, the narrative should also comment on any next steps, such as further expansion or replication of projects.

Project #1: Disaggregating and Assessing Student Learning Outcomes

During the 2020 ISER, three action plans were identified to address outcome measures, to include changing the method of reporting inclusive of student ID and section number to improve effectiveness and impact of data *(EV 4.01 2020 ISER Lassen Community College, page 207).* In addition, the anticipated outcome from reviewing the actions on unmet SLOs allows for the evaluation of program learning outcomes as they relate to success.

2020 ISER Action Plan 1: Implement Updated SLO Procedure

Lassen Community College implemented an updated procedure by launching SLO+ in Fall 2022, which is the new assessment reporting tool previously described within this report. The tool requires faculty to report aggregated SLO assessment results by Section ID and provide the district the ability to evaluate and analyze aggregated metrics via the SLO Dashboard via modality, semester, and by course *(EV 4.02 SLO Dashboard).* The PSLO Dashboard allows analysis of course SLO assessment results aligned to each Program SLO *(EV 4.03 PSLO Dashboard).* A new ISLO Dashboard was created in Fall of 2023, which roles up the Student Learning Outcome assessment data aligned with each Institutional Student Learning Outcome *(EV 4.04 ISLO Dashboard).*

2020 ISER Action Plan 2: Increase Faculty Submission Rates

The plan was to increase the faculty submission rates by making sure faculty report SLOs in a timely manner so data can be made available for ongoing improvements and resource allocation. Implementing consistent faculty training and orientation to the process of SLO submission will improve available data. Prior to the 2020 ISER, approximately 25-33% of all SLOs were not reported based on the data obtained for the last two academic years. As a result, the institution made a strategic effort to increase the submission rates.

Outcomes Assessment has become a regular process at Lassen Community College with the SLO+ Reporting Tool and Assessment Plan Schedule developed and implemented in Fall of 2022. On-demand training, regular reminders and follow up communications, scheduled drop-in sessions, and continuing the special assignment SLO Coordinator role to support faculty awareness, timelines, and knowledge of outcomes assessment has contributed to great successes in this area. Faculty are reminded both at the beginning of the semester to complete and acknowledge their Outcomes

Assessment Plan, as well as reporting results at the end of the semester. Drop-in sessions continue to be regularly scheduled and made available each semester and advertised on SLO+. These efforts have led to an increase and sustained completion of courses with outcomes assessment reporting. The table and chart below show completion rates that demonstrate our institutional commitment to assessing learning regularly.

Semester	# of Sections Offered	# of Sections with SLOs Reporting	% Reporting SLO Data
Fall 2020	336	265	79%
Spring 2021	359	329	92%
Summer 2021	123	118	96%
Fall 2021	326	272	83%
Spring 2022	399	369	92%
Summer 2022	108	108	100%
Fall 2022*	310	308	99%
Spring 2023	340	340	100%
Summer 2023	96	95	99%

Fig. 4

*SLO+ Lassen Community College's Outcomes Assessment reporting tool launched

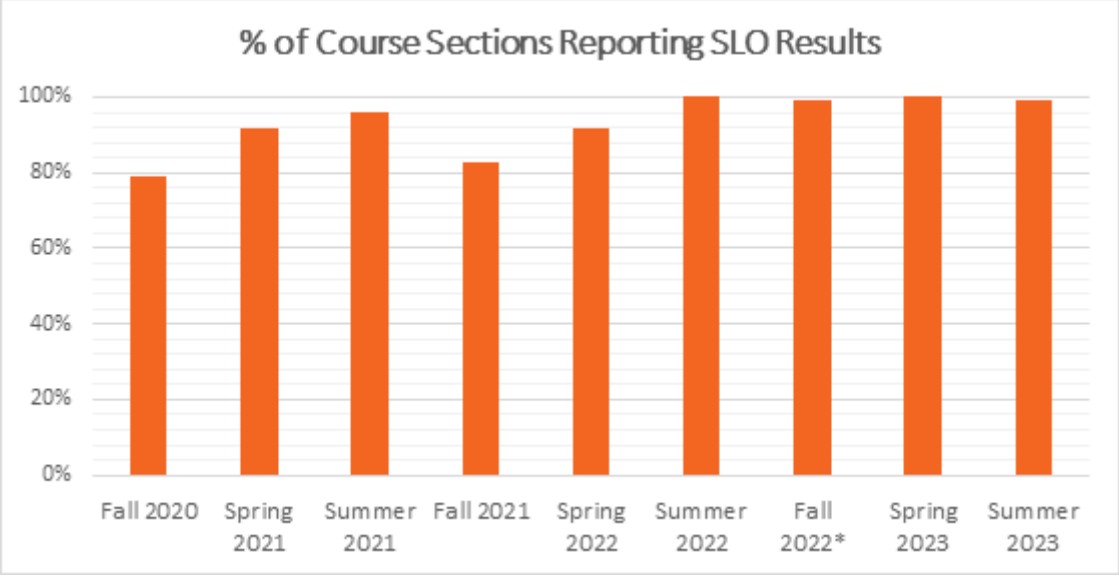

Fig. 5

Since launching SLO+, when faculty book appointments to meet with the SLO Coordinator for support, faculty are sent an automated follow-up email asking them to rate the effectiveness of the training or support received on a Likert scale, a reason for the rating, as well as suggestions for improvement. The average rating is currently a 5 out of 5 with overwhelmingly positive comments from faculty *(EV 4.05 Book An Appointment, SLOs), (EV 4.06 Evaluate Your Recent Interaction, SLO Coordinator Survey).*

In Fall of 2023, faculty were surveyed on their opinions of using SLO+ for reporting outcomes assessment results. The average rating was 4.69 out of 5 stars with no faculty rating below a 4, again with positive comments as well as comments to improve the tool.

2020 ISER Action Plan 3: Creating a Mechanism for Closing the Loop

The plan was to create a mechanism to reevaluate proposed actions when SLO targets are not met to close the loop on the identified deficiency and to propose a solution to offer useful data to faculty and their program. For Fall 2022, Spring 2023, and Summer 2023, faculty not meeting target measures for Course SLO assessments have reflected on pedagogical and classroom management practices when reporting their results to SLO+. The SLO Coordinator forwarded these to Academic Senate for mentor assignment in the 2022-2023 academic year to ensure faculty were aware they should reassess the outcome under target and as of Fall 2023, this is a standard and ongoing process each semester that takes place during SLO assessment planning at the beginning of each semester *(EV 4.06a Academic Senate Minutes, 02-08-2023), (EV 4.06b Academic Senate Minutes, 09-12-2023).*

Quality Focus Projects

Lassen Community College will continue to maintain our culture of regular outcomes assessments by reviewing and evaluating our current process on closing the loop via SLO+ and decide whether additional interventions are needed, specifically surveying faculty to determine the effectiveness of SLO+. We should focus upcoming surveys on whether SLO+ makes the process meaningful when we are closing the loop on outcomes assessment to improve student learning.

Lassen Community College will continue to ensure faculty are supported and made aware of how to leverage and include data dashboards as part of ongoing Instructional Program Reviews by focusing training sessions on how best to interpret that data to make course and program level decisions.

Lassen Community College will evaluate mechanisms by which we can leverage ISLO data dashboards in all areas of related shared governance to support and strengthen data-driven strategic decisions around program development, resource allocation, and course offerings.

Project 2: Guided Pathways/Meta-majors/Program Discontinuance
Introduction of Project and Anticipated Impact:

From the 2020 ISER

During the course of developing the self-evaluation report, it became apparent that significant improvement was needed in the area of developing meta-majors in the implementation of our Guided Pathways framework. While much work has been done in the implementation of other Guided Pathways initiatives, significant work is still needed in the area of meta-majors or career-pathways that help students get on the path and stay on the path to completion of a certificate or degree program. Up to this point, the Guided Pathways Taskforce has researched meta-majors from other colleges, has distributed information and a survey about meta-majors, but has not selected or implemented any meta-majors for LCC. Meta-majors need to be fully developed and tied to current instructional program and course offerings. For the size of our college, it has become apparent that LCC currently has too many degree options and academic program offerings that cannot be sustained with regular class offerings that are required for students to complete degrees in a timely manner. Essentially, our instructional carrying capacity is exceeded by the number of ADT's offered (17) and we are not able to offer the classes often enough for students to be able to complete these degrees.

This results in low fill rates (average of 51.4% in 2018-19) and a 6-year graduation rate that needs improvement (20%). By paring down our program and degree options and implementing meta-majors, students will have better guidance and more flexibility to complete certificates or degrees within their selected meta-major. We will also have a higher fill rate for our courses and a higher certificate and degree completion rate.

Measurable Outcomes

- Completion of a program discontinuation policy that is approved by the Academic Senate and Governing Board
- Develop meta-majors and plan for implementation
- All degree and certificate programs to be categorized within one of the college's established meta-majors
- Right-sizing the number of ADT's offered to match the instructional capacity of the institution
- Implement meta-majors into student educational planning tools
- Meta-majors publicized in college catalog, on college website, and college publications
- Increased course fill-rates and increased number of certificates and degrees completed

Project Description/Action Plan

The following table represents the activities, responsible parties, resources, and timelines for the implementation of this project's action plan. The plan is realistic and workable within a reasonable time frame and will culminate in the outcomes previously outlined. These measurable outcomes include increased course fill rates and increased student graduation rates, as well as the completion of an essential Guided Pathways initiative known as "meta-majors."

Progress on Project 2: Guided Pathways/Meta-Majors/Program Discontinuance

Meta Majors Progress

The California Community College Chancellor's Office established the student-centered Guided Pathways initiative that aimed to improve student outcomes and remove obstacles to achieving their educational goals.

Lassen Community College has created a large Guided Pathways Taskforce that consists of administrators, managers, faculty, staff, and students to address systematic change that will promote seamless steps to student success. The Lassen Community College's Mission states that it will "provide educational programs for all pursuing higher educational goals. The core programs offer a wide range of educational opportunities including transfer degrees and certificates, economic and workforce development, and basic skill instruction. The College serves diverse students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective, and economic potential." The mission established by Lassen Community College and the California Community College Chancellor's Office initiative are working in alignment. Lassen Community College has been using the Guided Pathways Taskforce to identify areas where unintentional barriers exist. It made sense that with such time and efforts being put forth with this initiative that we would include it in our Quality Focus Essay, 2020 Institutional Self-Evaluation Report. One area LCC decided to focus on was to help students identify a path and implement supportive activities along the way that help them to achieve their educational goal. Our QFE would focus on creating our Meta Majors, career clusters in connection with our programs/degrees/certificates.

In August 2019, the Research and Planning Group for California Community Colleges reached out to meet with some members of Lassen Community College to discuss the data they collected on our degrees/certificates and provided a suggested list of 10 clusters. *(EV 4.07 RP Group, Email, List of Clusters and Mapped Courses), (EV 4.07a List of Clusters).* Conversations occurred in the Meta Major workgroup, a subgroup of the Guided Pathways group, as well as at the Curriculum and Academic Standards Committee and Guided Pathways meetings. The workgroup decided that getting students, faculty, administrative, and board member input on the groupings was important. A survey was distributed from November 2019 through February 2020, and the results were part of the discussion at the Curriculum and Academic Standards Committee meeting and Guided Pathways Taskforce meeting *(EV 4.08 Curriculum Agenda, 03-03-2020), (EV 4.08a Curriculum Minutes, 03-03-2020), (EV 4.08b Guided Pathways Minutes, 03-04-2020).* On March 30, 2020, the Curriculum and Academic Standards Committee took action to rename Meta Majors to Career Pathways and reduced the clusters from 10 to 7, with some degrees being added to more than one cluster *(EV 4.09 Curriculum Agenda, 03-30-2020), (EV 4.09a Curriculum Minutes, 03-30-2020).*

With more details to work with, the Career Pathways workgroup discussed how we could integrate this information into the activities, materials, etc., on our campus. Lassen Community College implemented a basic looking explanation in the catalog *(EV 4.10 2020-2021 LCC Catalog, pages 33-36).* Icons were created *(EV 4.11 Icons)* to establish brandings for each Career Pathways, outreach materials were created *(EV 4.12 Fall 2021 Degree and Certificate Flyer),* and the catalog section was revitalized to include the new icons and appropriate colors *(EV 4.13 2021-2022 LCC Catalog, pages 33-36).* On March 18, 2021, the Career Pathways workgroup suggested that our degrees and certificates in CCCApply be divided by transfer and non-transfer to get students to identify which path they wish to take *(EV 4.14 Career Pathways Minutes, 03-18-2021).* The IT department helped to accomplish this request. Lassen Community College continues to integrate Career Pathways as awareness grows on campus. Icons have been added to our Nursing website *(EV 4.15 Example Nursing Icon),* used on all our Curriculum Cards available in the Counseling and EOPS office *(EV 4.16 Example of Curriculum Card),* used in a career presentation given at a Youth Empowerment Summit for our local junior high school students *(EV 4.17 Youth Empowerment Summit)* and included in our orientation *(EV 4.18 Orientation Career Pathway Slide).* There have been numerous discussions about adding the information to our current website with specific examples *(EV 4.19 Example of Website Changes),* but the IT department has decided it is best to wait until our new website is in place to reduce duplication of efforts and possible increased capability of the new site. A third party has been hired to complete the new website so we are limited as to how quickly they can complete our website project. The new website has been built as of January 2024. IT is currently in the process of reviewing the website for content and any errors. If all goes well, our expectation is to launch the new website in March 2024. The Guided Pathways committee is currently exploring the My Path program to advertise our degrees/certificates and employment opportunities through using our Career Pathways categories *(EV 4.20 Guided Pathways Minutes, 10-12-2023).* The website will allow us to expand the knowledge of our Career Pathways to our on and off campus students.

Next Steps

Next steps will include:

1. Include Career Pathways on our website and/or in the portal
2. Integrate more Career Pathways in activities like Week of WOW, summer campus engagement programs, and Cougar Onboarding Orientation.
3. Revisit how we can serve our incarcerated students with career exploration and Career Pathways.

Program Discontinuance Progress

During Lassen Community College's 2020 ISER, it was identified that for our size campus we may have too many degrees. As a result, our class fill rate was low in some areas. For example, in 2020, the Fine Art IPR mentioned on page 4 in the Planning Agenda section that "Program courses need to be streamlined and some courses inactivated" due to the low course fill rates *(EV 4.21 2020 Fine Art IPR).* In June 2020, as part of our IEPI Grant, many leads (Deans, Division Chairs, IT, Institutional Effectiveness, Lead Counselor) attended the Claremont Enrollment Management Academy to explore strategic enrollment management strategies *(EV 4.22 Claremont EMA Agenda, 06-22-2020).* Lassen Community College then decided to develop a revitalization or discontinuance policy and process. On February 11, 2020, Senate discussed a proposed draft of what will be known as AP 4021 Program Revitalization or Discontinuance. Senate discussed the policy, and it was mentioned that the data will need to be reviewed for accuracy and timelines will need to be created *(EV 4.23 Academic Senate Minutes, 02-11-2020).* On March 10, 2020, Senate took action and approved the new policy after considering input from LCC faculty and staff *(EV 4.24 Academic Senate Minutes, 03-10-2020).* On April 13, 2020, the policy was taken to Consultation Council and was open for discussion *(EV 4.25 Consultation Council Minutes, 04-13-2020).* Once approved the policy was included in Board Docs *(EV 4.26 AP 4021).*

At our February 8, 2021 Consultation Council meeting, the CIO of Academic Services sought input and discussion of revitalization or discontinuance of 5 programs (Geology for Transfer, Anthropology for Transfer, Early Childhood Education for Transfer- revitalization, Art History for Transfer, and Arts in Digital Graphics) *(EV 4.27 Consultation Council Minutes, 02-08-2021).* There was discussion about class fill rates, graduation rates, and how to dissolve the program without hurting students. Since there were two degrees in this low enrolled department at the time, one solution was to discontinue one of the programs but still offer some courses. It was determined through the process that the Digital Graphics Design program and Art History would be inactivated *(EV 4.28 Curriculum Minutes, 10-19-2021), (EV 4.29 Curriculum Minutes, 10-05-2021).* A meeting was held with the discipline faculty and Revitalization or Discontinuance Committee to hold further discussion *(EV 4.30 Revitalization or Discontinuance Minutes, 11-03-2020).* Without a full-time discipline faculty to champion growth, the program for both Anthropology and Geology for Transfer degrees were inactivated at Curriculum *(EV 4.31 Curriculum Minutes, 05-04-2021), (EV 4.32 Curriculum Minutes, 03-16-2021).* In the 2022-2023 school year, Gunsmithing and Child Development programs were reviewed for revitalization *(EV 4.33 Revitalization or Discontinuance Minutes, 02-01-2022), (EV 4.34 Academic Senate Minutes, 11-14-2023), (EV 4.34a Academic Senate Agenda, 11-28-2023), (EV 4.34b Child Development Summary), (EV 4.34c Gunsmithing Summary).* The Child Development program took Curriculum Action to eliminate even and odd year offerings and offer Fall or Spring courses every year in hopes of increasing the opportunity to enroll in the program *(EV 4.35 Curriculum Minutes, 01-18-2022).* Gunsmithing decided to move from weeklong courses to full semester courses as a result of the Revitalization or Discontinuance process *(EV 4.36 2023 Gunsmithing IPR).* It is too early to view the results of this change, but these will be included in the next IPR 2024.

There continues to be a constant review of low enrolled classes/programs that comes to administration's attention via our enrollment management process.

The Art Department is reviewing the data for their IPR since the Revitalization or Discontinuance process and there appears to be an increase of completers. The program had 1 completer in 2018-2019 and 2020-2021, to 3 completers in 2021-2022 *(EV 4.37 2023-2024 Studio Art Data Package).* It appears that the streamlining of courses offered, and reduction of an additional degree has resulted in more students completing the program.

NEXT STEPS

1. Continuous review of data and enrollment fill rates (i.e., administratively, division chairs, IPR data, etc.)
2. After following the revitalization or discontinuance policy process we have discovered that further steps and clarification are needed. Academic Senate will discuss how to further improve this process and examine the potential changes to the AP and/or IPR Handbook.

Activities	Responsible Party	Resources Needed	Timeline	Update
Revitalization or Discontinuance policy created through shared governance process	Academic Senate President, CIO, Consultation Council Chairs	Committee time; CIO input	Fall 2020	**Met: Senate March 2020, Consultation Council April 13, 2020**
Revitalization or Discontinuance policy approved by Governing Board in BP/AP	Consultation Council Chairs, CIO, Board Policy Committee	None	End of Fall 2020	**Met: AP 4021 Approved: Senate March 10, 2020, Consultation Council April 13, 2020**
Increase Participation in the Meta Major survey	Guided Pathways Workgroup	Online survey; students recruited	Spring 2020	**Met: Nov. 2019-Feb. 2020 students, staff, faculty, administration, and others (likely board members) were included in survey**
Compile results of meta-major survey and distribute in committee meetings	Guided Pathways Workgroup, CIO, Consultation Council Chairs	None	End of Spring 2020	**Met: March 2020 Curriculum Committee, March 2020 Guided Pathways Committee**
Meta-majors established as policy in Curriculum Committee, Senate, and Consultation Council and proposed for catalog	CIO, Curriculum Chairs, Senate President, Consultation Council Chairs, Instructional Support	Committee agendas and minutes; Time for Instructional Support Tech to edit catalog	End of Spring 2020	**Met: March 2020 Curriculum, first LCC catalog publication 2020-2021, pages 33-36**
Discontinue selected AD-T's and programs	Revitalization/Discontinuance Committee, CIO, Senate President, Governing Board	Governance process; Instructional Support; Senate minutes, Governing board minutes	Spring 2021	**Met: Feb. 2021 Consultation Council, Oct 2021 Curriculum, Nov. 3, 2020 Revitalization/Discontinuance Committee, May 2021 Curriculum Committee action**
Meta-majors published on website and counseling publications	IT Director and Tech, President's Executive Assistant, Outreach Coordinator, Lead Counselor	Guided Pathways findings; Tech support, Marketing materials	Fall 2020	**Met and ongoing: Publications completed 2021, but on going (i.e., PowerPoints, webpages, etc.)** **Website: projected to have pages spring 2024**
Career &Transfer Center and Counselors offer assistance in helping students select meta-major/career pathways and create updated educational plans	Student Success Coordinator, CSSO, Counseling Staff, IT staff	Career assessments on paper and online; staff to interpret results; Degree planner software	Spring 2021	**Met and ongoing: Curriculum Cards published 2023** **Oct 12, 2023, Guided Pathways meeting to review My Path to use as a career exploration tool**

Fig. 6

List of Evidence for Quality Focus Essay - Projects #1 & #2

- EV 4.01 2020 ISER Lassen Community College, page 207
- EV 4.02 SLO Dashboard
- EV 4.03 PSLO Dashboard
- EV 4.04 ISLO Dashboard
- EV 4.05 Book an Appointment, SLOs
- EV 4.06 Evaluate Your Recent Interaction, SLO Coordinator Survey
- EV 4.06a Academic Senate Minutes, 02-08-2023
- EV 4.06b Academic Senate Minutes, 09-12-2023
- EV 4.07 RP Group, Email, List of Clusters and Mapped Courses
- EV 4.07a List of Clusters
- EV 4.08 Curriculum Agenda, 03-03-2020
- EV 4.08a Curriculum Minutes, 03-03-2020
- EV 4.08b Guided Pathways Minutes, 03-04-2020
- EV 4.09 Curriculum Agenda, 03-30-2020
- EV 4.09a Curriculum Minutes, 03-30-2020
- EV 4.10 2020-2021 LCC Catalog, pages 33-36
- EV 4.11 Icons
- EV 4.12 Fall 2021 Degree and Certificate Flyer
- EV 4.13 2021-2022 LCC Catalog, pages 33-36
- EV 4.14 Career Pathways Minutes, 03-18-2021
- EV 4.15 Example Nursing Icon
- EV 4.16 Example of Curriculum Card
- EV 4.17 Youth Empowerment Summit
- EV 4.18 Orientation Career Pathway Slide
- EV 4.19 Example of Website Changes
- EV 4.20 Guided Pathways Minutes, 10-12-2023
- EV 4.21 2020 Fine Art IPR
- EV 4.22 Claremont EMA Agenda, 06-22-2020
- EV 4.23 Academic Senate Minutes, 02-11-2020
- EV 4.24 Academic Senate Minutes, 03-10-2020

- EV 4.25 Consultation Council Minutes, 04-13-2020
- EV 4.26 AP 4021
- EV 4.27 Consultation Council Minutes, 02-08-2021
- EV 4.28 Curriculum Minutes, 10-19-2021
- EV 4.29 Curriculum Minutes, 10-05-2021
- EV 4.30 Revitalization or Discontinuance Minutes, 11-03-2020
- EV 4.31 Curriculum Minutes, 05-04-2021
- EV 4.32 Curriculum Minutes, 03-16-2021
- EV 4.33 Revitalization or Discontinuance Minutes, 02-01-2022
- EV 4.34 Academic Senate Minutes, 11-14-2023
- EV 4.34a Academic Senate Agenda, 11-28-2023
- EV 4.34b Child Development Summary
- EV 4.34c Gunsmithing Summary
- EV 4.35 Curriculum Minutes, 01-18-2022
- EV 4.36 2023 Gunsmithing IPR
- EV 4.37 2023-2024 Studio Art Data Package

Fiscal Reporting

This section of the Midterm report provides an update on fiscal conditions at the College. Colleges must provide a copy of their most recent ACCJC Annual Fiscal Report (AFR) as evidence. In addition, colleges must provide narrative responses in response to the following conditions: If any of the areas of the most recent Annual Fiscal Report indicate that the college is not meeting its goals (e.g., high loan default rates, unmet liabilities, and/or projected deficits), please describe any plans for improvement. If the institution is on enhanced fiscal monitoring, please provide narrative describing progress on the institution's improvement plans. If the conditions above do not apply, a narrative response is not required to supplement the copy of the Annual Fiscal Report.

Lassen Community College is currently meeting its goals and is not under fiscal monitoring from any agency *(EV 5.01 LCC 2023 Annual Fiscal Report).*

Appendix A: Indexed Evidence

Linked Evidence ID	Evidence Description
EV 1.01	Lassen Work Group Agenda, 01-19-2023
EV 1.02	Lassen Work Group Agenda, 06-01-2023
EV 1.03	Lassen Work Group Agenda, 09-22-2023
EV 1.04	Midterm Tracker
EV 1.05	2023-2024 Shared Governance Handbook
EV 1.06	Curriculum Orientation
EV 1.07	Board of Trustees Minutes, 10-11-2022
EV 1.08	Board of Trustees Minutes, 09-13-2022
EV 1.09	Board of Trustees Minutes, 11-14-2023
EV 1.10	NOVA SEAP Student Equity Plan
EV 1.11	2022-2025 SEAP Student Equity Plan
EV 1.12	Chancellor's Office Annual Reporting Calendar
EV 1.13	2023 Annual Report Survey Link and Instructions
EV 1.14	Planning and Resource Allocation Timeline
EV 1.15	Consultation Council Agenda, 09-25-2023

Appendix A: Indexed Evidence

Linked Evidence ID	Evidence Description
EV 1.16	Planning and Resource Allocation Timeline
EV 1.17	ISLO, PSLO & SLO Assessment Results
EV 1.18	Health and Safety Committee Minutes, 10-21-2022
EV 1.19	2022-2027 Facilities Master Plan
EV 1.20	2022-2023 Planning and Budget Handbook
EV 1.21	2023-2028 ITMP
EV 1.22	SSO Portal Guard Update, Email, 12-08-2023
EV 1.23	Board of Trustees Agenda, 02-14-2023
EV 1.24	Consultation Council Agenda, 12-11-2023
EV 1.25	Planning and Resource Allocation Timeline
EV 1.26	Academic Senate Minutes, 10-24-2023
EV 2.01	Mission Statement
EV 2.02	Vision
EV 2.03	Strategic Goals

Appendix A: Indexed Evidence

Linked Evidence ID	Evidence Description
EV 2.04	Institutional Set Standards
EV 2.05	Sample from Report Server
EV 2.06	Sample of Athletic Schedules
EV 2.07	Sample of Schedule of Classes
EV 2.08	IEPI Visit, 05-11-2021
EV 2.09	AP 4021 Program Revitalization or Discontinuance
EV 2.10	Inactivation of Digital Graphic Design, Curriculum Minutes, 10-19-2021
EV 2.11	Inactivation of Art History Degree, Curriculum Minutes, 10-05-2021
EV 2.12	Inactivation of Anthro Degree, Curriculum Minutes, 05-04-2021
EV 2.13	Inactivation of Geology Degree, Curriculum Minutes, 03-16-2021
EV 2.14	2023-2024 Studio Art Data Package, pages 7&10
EV 2.15	Academic Senate Minutes, 11-14-2023
EV 2.15a	Academic Senate Agenda, 11-28-2023

Appendix A: Indexed Evidence

Linked Evidence ID	Evidence Description
EV 2.15b	Child Development Summary
EV 2.16	Gunsmithing Summary
EV 2.17	2023 Gunsmithing IPR
EV 2.18	CD Curriculum Action Change Advising Plan
EV 2.19	COR and F2F Incarcerated Student Sections Needed
EV 2.20	Fall 2023 IPR Orientation
EV 2.21	2022 Student Instructional Mode Preference Survey
EV 2.22	VP Instruction Faculty Meeting, 09-07-2023
EV 2.23	2023 LCC Fact Book
EV 2.24	Cal-Pass, Units of First Time AA Earners
EV 2.25	2022-2023 Institutional Set Standards Data Review, April 2023
EV 2.26	BP 2410
EV 2.27	LCC Policy Review Schedule
EV 2.28	Academic Senate Minutes, 03-10-2021
EV 2.29	Consultation Council Minutes, 03-22-2021

Appendix A: Indexed Evidence

Linked Evidence ID	Evidence Description
EV 2.30	Revised Policy Review Schedule, 09-22-2023
EV 2.31	Board of Trustees Minutes, 10-12-2021
EV 2.32	Board of Trustees Minutes, 09-12-2023
EV 2.33	Academic Senate Agenda, 10-10-2023
EV 2.34	Board of Trustees Minutes, 09-12-2023
EV 2.35	Board of Trustees Minutes, 11-14-2023
EV 2.36	Board of Trustees Agenda, 12-12-2023
EV 2.37	Counseling Minutes, 10-04-2023
EV 3.00	SLO to ISLO & GESLO Map
EV 3.00a	PSLO Map
EV 3.01	2022-2023 SLO Assessment Plan Schedule
EV 3.02	Academic Senate Minutes, 03-08-2023
EV 3.03	Compiled List of SLO Improvement Reflections
EV 3.04	Fall 2023 SLO+ Assessment Plan Instructions, Closing the Loop

Appendix A: Indexed Evidence

Linked Evidence ID	Evidence Description
EV 3.05	Course SLO Dashboard Printout
EV 3.06	PSLO Dashboard Printout
EV 3.07	2022-2023 Instructional Program Review Handbook, page 22
EV 3.08	Student Learning Outcomes, Convocation Fall 2022
EV 3.09	Fall 2022 Assessment Plan Instructions, Email to Faculty
EV 3.10	Fall 2022 Assessment Plan Instructions
EV 3.11	Fall 2022 Assessment Results, Email
EV 3.12	Fall 2022 Assessment Results Instructions
EV 3.13	Student Learning Outcomes, Book an Appointment
EV 3.14	Fall 2022
EV 3.14a	Spring 2023
EV 3.14b	Summer 2023
EV 3.14c	Fall 2023
EV 3.15	Fall 2022

Appendix A: Indexed Evidence

Linked Evidence ID	Evidence Description
EV 3.15a	Spring 2023
EV 3.15b	Summer 2023
EV 3.16	SLO+ Faculty Training Support
EV 3.17	SLO+ Training Events
EV 3.18	SLO+ Talk Videos
EV 3.19	SLO Assessment Plan, How To Guide
EV 3.20	SLO Assessment Results, How To Guide
EV 3.21	SLO+ Feedback Results
EV 3.22	Fall 2023 SLO+ Assessment Plan Instructions
EV 3.23	SLO Assessment Data Page
EV 3.24	PSLO Data Dashboard, How To Guide
EV 3.25	2023 Work Experience IPR
EV 3.26	2023 Social Science IPR
EV 3.27	2023 Welding Technology IPR

Appendix A: Indexed Evidence

Linked Evidence ID	Evidence Description
EV 3.28	Tri-Chair Meeting Canvas Outcomes, 04-28-2022
EV 3.29	AT-60 Spring 2023 Canvas Outcomes Alignment
EV 3.30	MATH-11A Spring 2023 Canvas Outcomes Alignment
EV 3.31	MATH-40 Spring 2023 Canvas Outcomes Alignment
EV 3.32	MATH-11B Summer 2023 Canvas Outcomes Alignment
EV 3.33	HUM-1 Fall 2023 Canvas Outcomes Alignment
EV 3.34	Canvas Outcomes Import
EV 3.35	Fall 2023 Canvas Outcomes
EV 3.36	Academic Senate Minutes, 01-25-2023
EV 3.37	Academic Senate Minutes, 02-28-2023
EV 3.38	GESLO-ISLO Chart
EV 3.39	Academic Senate Agenda, 05-24-2023
EV 3.39a	Academic Senate Minutes, 05-24-2023
EV 3.40	ISLO to GESLO Master Mapping

Appendix A: Indexed Evidence

Linked Evidence ID	Evidence Description
EV 3.41	ISLO Data Dashboard
EV 3.42	Curriculum Agenda, 10-17-2023
EV 3.43	Curriculum Minutes, 10-17-2023
EV 3.44	Academic Senate Agenda, 10-24-2023
EV 3.45	Academic Senate Minutes, 10-24-2023
EV 3.46	SLO to ISLO Mapping Form
EV 3.46a	Consultation Council Minutes, 07-10-2023
EV 3.46b	Board of Trustees Minutes, 08-08-2023
EV 3.47	General Education SLO Public Website
EV 3.48	Institutional SLO Public Website
EV 3.49	Consultation Council Minutes, 05-08-2023
EV 3.50	Board of Trustees Minutes, 05-09-2023
EV 3.51	2022-2025 LCFA CBA, page 18
EV 3.52	2020-2021 LCC Catalog, Programs and Degrees

Appendix A: Indexed Evidence

Linked Evidence ID	Evidence Description
EV 3.53	2023-2024 LCC Catalog, Programs and Degrees
EV 3.54	Guided Pathways Minutes, 04-06-2023
EV 3.55	2022-2027 SSMP
EV 3.56	Consultation Council Minutes, 04-10-2023
EV 3.57	Board of Trustees Minutes, 08-08-2023
EV 4.01	2020 ISER Lassen Community College, page 207
EV 4.02	SLO Dashboard
EV 4.03	PLSO Dashboard
EV 4.04	ISLO Dashboard
EV 4.05	Book an Appointment, SLOs
EV 4.06	Evaluate Your Recent Interaction, SLO Coordinator Survey
EV 4.06a	Academic Senate Minutes, 02-08-2023
EV 4.06b	Academic Senate Minutes, 09-12-2023
EV 4.07	RP Group, Email, List of Clusters and Mapped Courses

Appendix A: Indexed Evidence

Linked Evidence ID	Evidence Description
EV 4.07a	List of Clusters
EV 4.08	Curriculum Agenda, 03-03-2020
EV 4.08a	Curriculum Minutes, 03-03-2020
EV 4.08b	Guided Pathways Minutes, 03-04-2020
EV 4.09	Curriculum Agenda, 03-30-2020
EV 4.09a	Curriculum Minutes, 03-30-2020
EV 4.10	2020-2021 LCC Catalog, pages 33-36
EV 4.11	Icons
EV 4.12	Fall 2021 Degree and Certificate Flyer
EV 4.13	2021-2022 LCC Catalog, pages 33-36
EV 4.14	Career Pathways Minutes, 03-18-2021
EV 4.15	Example of Nursing Icon
EV 4.16	Example of Curriculum Card
EV 4.17	Youth Empowerment Summit

Appendix A: Indexed Evidence

Linked Evidence ID	Evidence Description
EV 4.18	Orientation Career Pathways Slide
EV 4.19	Example of Website Changes
EV 4.20	Guided Pathways Minutes, 10-12-2023
EV 4.21	2020 Fine Arts IPR
EV 4.22	Claremont EMA Agenda, 06-22-2020
EV 4.23	Academic Senate Minutes, 02-11-2020
EV 4.24	Academic Senate Minutes, 03-10-2020
EV 4.25	Consultation Council Minutes, 04-13-2020
EV 4.26	AP 4021
EV 4.27	Consultation Council Minutes, 02-08-2021
EV 4.28	Curriculum Minutes, 10-19-2021
EV 4.29	Curriculum Minutes, 10-05-2021
EV 4.30	Revitalization or Discontinuance Minutes, 11-03-2020
EV 4.31	Curriculum Minutes, 05-04-2021

Appendix A: Indexed Evidence

Linked Evidence ID	Evidence Description
EV 4.32	Curriculum Minutes, 03-16-2021
EV 4.33	Revitalization or Discontinuance Minutes, 02-01-2022
EV 4.34	Academic Senate Minutes, 11-14-2023
EV 4.34a	Academic Senate Agenda, 11-28-2023
EV 4.34b	Child Development Summary
EV 4.34c	Gunsmithing Summary
EV 4.35	Curriculum Minutes, 01-18-2022
EV 4.36	2023 Gunsmithing IPR
EV 4.37	2023-2024 Studio Art Data Package
EV 5.01	LCC 2023 Annual Fiscal Report

Evidence

Accreditation Work Group
2022-2023

Carie Camacho, Interim Superintendent/President
Colleen Baker, Interim Dean of Instructional Services
Lisa Gardiner, Accreditation Tri-Chair
Alison Somerville, Accreditation Tri-Chair
Tom Robb, Instructional Designer
Roxanna Haynes, VP of Student Services
Michell Williams, Dean of Instructional Services
Chad Lewis, ALO/Tri-Chair
Adam Runyan, Academic Senate President
Codi Mortell, Administrative Assistant, Academic Services

Task Agenda
January 19, 2023
2:00pm
Zoom

Budget Committee

- Categorical Funding and Planning Process, follow-up

Spring Convocation - Lisa

- AUO Improvement Plan Breakout
- AUO Individual Follow-Up (1 on 1 sessions)
- Anything else?

Midterm Report

- Improvement Plans from last ISER
- Requirements and Requirements Tracker
- Review timeline, below
- New Standards

Follow-Up Report

- ACCJC Board Meeting? Have we heard anything yet?

Accreditation Work Group
2022-2023

Carie Camacho, Interim Superintendent/President
Colleen Baker, Interim Dean of Instructional Services
Lisa Gardiner, Accreditation Tri-Chair
Alison Somerville, Accreditation Tri-Chair
Tom Robb, Instructional Designer
Roxanna Haynes, VP of Student Services
Michell Williams, Dean of Instructional Services
Chad Lewis, ALO/Tri-Chair
Adam Runyan, Academic Senate President
Codi Mortell, Administrative Assistant, Academic Services

Timeline –

AUOs Due	September – October 2022
NIPRs and IPRs Due to Board	February 2023
MID TERM REPORT	
Mid-Term Report – Draft Due to Accreditation Work Group	December 1, 2023
1st Read to Senate	December 13, 2023
1st read to C.C.	January 22, 2024
2nd read to Senate	January 24, 2024
Board Approval	February 13, 2024
Send Mid-Term Report to ACCJC	March 15, 2024
COMPREHENSIVE REPORT	
Send ISER Report to ACCJC	7/29/2026
Site Visit	Spring 2027

On-going:

AUOs – Discussed at 12/1/22 meeting

- Who spearheads AUO's?
- *Per Lisa, at 12/1/22 meeting, this question came up during the site visit. We need input from our researcher. Keep this on agenda so we do not lose track of it.*
    - IE? SLO Coordinator? Does a Dean do it?
    - Let's discuss

ISLO/Strategic Goal – Discussed at 12/1/22 meeting

- Where is the ISLO to Strategic Goal presented and reviewed? Annual Fact Book by IE? Discussed at Summer Board Planning Retreat? Reviewed in EMP? Anywhere else?
    - *Per Lisa, at 12/1/22 meeting, keep this on agenda so we do not lose track of it. Peer team asked specifically about this. ISLO data was not available yet and not captured in IPRs this*

year. We need to maybe incorporate into fact book. Board summer retreat is another place to capture this. Tom asked about GESLOs too. Do we want to add a dashboard for GESLOs? We need researcher input. This needs to go to IE too. Lisa has some ideas how GESLOs and ISLOs map to each other in some. Should we add a 5th ISLO and this will capture all 8 GESLOs. There appears to be duplication. It will be more efficient to pair these down and combine them. Where does it make sense to discuss this? Tom offered to look at it and try and combine so we can look at it later. Can we connect these to strategic goals and initiatives? We have 3 applicants for researcher and 5 applicants for IT III

Future Meetings
1st & 3rd TH/each month

Accreditation Work Group
2022-2023

Carie Camacho, Interim Superintendent/President
Colleen Baker, Interim Dean of Instructional Services
Lisa Gardiner, Accreditation Tri-Chair
Alison Somerville, Accreditation Tri-Chair
Tom Robb, Instructional Designer
Codi Mortell, Administrative Assistant, Academic Services
Roxanna Haynes, VP of Student Services
Michell Williams, Dean of Instructional Services
Chad Lewis, ALO/Tri-Chair
Adam Runyan, Academic Senate President
David Corley, Director of Information Technology

Task Agenda
June 1, 2023
2:00pm
Zoom

Midterm Report Homework Assignments & Dates

- ALO: **Statement of Report Preparation**
  - **Draft due by?**
- ALO: **Provides an update on how it has integrated improvement plans arising from the self-evaluation into it's ongoing planning and implementation processes**
  - **Draft due by?**
- Tri-Chairs: **Addresses work accomplished in response to the improvement recommendations affirmed by the Commission in its Action Letter**
  - **Draft due by?**
- Tom & Researcher: **Reflects on actions it has taken to improve institutional performance related to student learning outcomes and institution-set standards**
  - **SLO draft due by?**
  - **ISS draft due by?**
- David, Jenna and CBO: **Reflects on fiscal health and indicates actions taken to improve conditions (if applicable)**
  - Draft due by?
- Tom & Alison: **Reports on the progress and outcomes from the action projects identified in its most recent Quality Focus Essays (described in the ISER)**
  - Tom has volunteered to write the SLO portion. Draft due by?
  - Alison volunteered to work on the GP, Meta Majors Action Plan section. Draft due by?

Accreditation Work Group
2022-2023

Carie Camacho, Interim Superintendent/President
Colleen Baker, Interim Dean of Instructional Services
Lisa Gardiner, Accreditation Tri-Chair
Alison Somerville, Accreditation Tri-Chair
Tom Robb, Instructional Designer
Codi Mortell, Administrative Assistant, Academic Services
Roxanna Haynes, VP of Student Services
Michell Williams, Dean of Instructional Services
Chad Lewis, ALO/Tri-Chair
Adam Runyan, Academic Senate President
David Corley, Director of Information Technology

Improvement Plans

- Lisa, update

ISLO to Strategic Goals

- See attached map

Master Plans & CIMP

- Status (EMP, IEMP and SSMP have been approved at C.C.) FMP, ITMP and HRMP outstanding

Timeline –

Master Plans to C.C.	February 2023
~~Resource Allocations due to Budget Committee~~	~~March 2023~~
CIMP sent to C.C.	April 2023
~~Prioritized Resource Allocations to C.C.~~	~~April 2023~~
CIMP adopted by C.C.	April 2023
CIMP adopted by Board of Trustees	May 2023
Annual Evaluation of Planning Process	May 2023
MID TERM REPORT	
Mid-Term Report – Draft Due to Accreditation Work Group	December 1, 2023
1st Read to Senate	December 13, 2023
1st read to C.C.	January 22, 2024
2nd read to Senate	January 24, 2024
Board Approval	February 13, 2024
Send Mid-Term Report to ACCJC	March 15, 2024
COMPREHENSIVE REPORT	
Send ISER Report to ACCJC	7/29/2026
Site Visit	Spring 2027

On-going:

5/19/2023
UPDATE: Colleen mentioned she will keep this task through the Midterm Report. But would like to hand it off to the Student Services Dean (perhaps Brady) since a majority of her department handle NIPRs.

On-going:

AUOs – Discussed at 12/1/22 meeting

- Who spearheads AUO's?
- *Per Lisa, at 12/1/22 meeting, this question came up during the site visit. We need input from our researcher. Keep this on agenda so we do not lose track of it.*
    - IE? SLO Coordinator? Does a Dean do it?
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ISLO/Strategic Goal – Discussed at 12/1/22 meeting

- Where is the ISLO to Strategic Goal presented and reviewed? Annual Fact Book by IE? Discussed at Summer Board Planning Retreat? Reviewed in EMP? Anywhere else?
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combine them. Where does it make sense to discuss this? Tom offered to look at it and try and combine so we can look at it later. Can we connect these to strategic goals and initiatives?

Future Meetings
1st & 3rd TH/each month

Accreditation Work Group
2023 - 2024

Carie Camacho, Interim Superintendent/President
Colleen Baker, Interim Vice President of Academic Services
Chad Lewis, Interim Dean of Instructional Services, ALO
Alison Somerville, Accreditation Tri-Chair
Adam Runyan, Academic Senate President
David Corley, Director of Information Technology
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Michell Williams, Dean of Instructional Services
Lisa Gardiner, Accreditation Tri-Chair
Thomas Kareck, Accreditation Tri-Chair
Tom Robb, Instructional Designer
Codi Mortell, Administrative Assistant, Academic Services

Task Agenda
September 22, 2023
1:00pm
Zoom

Review Improvement Tracker

- See spreadsheet

MidTerm Drafts – Review the following

- Tom: Quality Focus Essay on SLOs
- Tri-Chairs: Work Accomplished in response to the Improvement Recommendations
- Alison: Quality Focus Essay on GP, Meta Majors & Discontinuance
- Researcher (is this Dr. Zentner?) - Reflects on actions to improve ISS

Reminder: Midterm Report Homework Assignments & Dates (see timeline below)

Timeline –

MID TERM REPORT	
Tri-Chairs: Address work accomplished in response to the improvement recommendations (1st draft & evidence)	September 25th
Tom: Quality Focus Essay on SLOs (1st draft & evidence)	September 25th
Alison: Quality Focus Essay on GP, Meta Majors & Discontinuance (1st draft & evidence)	September 25th
FINAL DRAFT (for all sections above) due to Codi	October 15th
1st Read – Work Group	November 2nd
Final Read – Work Group	November 16th
No more changes (report is locked down)	December 1 – 10th
Mid-Term to Adam	December 9th
1st Read to Senate	December 12th
1st read to C.C.	January 22, 2024
2nd read to Senate	January 23, 2024
Board Approval	February 13, 2024

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6/1/2023
Lisa reiterated the importance of rolling out the ISLO to Strategic Goal map. We also need minutes to capture this conversation.

8/1/2023
Colleen will be presenting this at the 8/8/2023 Board Meeting.

ISLO/Strategic Goal – Discussed at 12/1/22 meeting

Carie Camacho, Interim Superintendent/President
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Future Meetings
1st & 3rd TH/each month

LCC Institutional Self-Evaluation Report Improvement Plans

Standard I	Self-Identified Improvement Plan	Status
I.A.3	Enhance dialogue surrounding Planning processes and Institutional SLO's.	Accomplished
I.A.3	Improve training on IPR data analysis	Accomplished
I.A.3	Explore feasibility of providing Administrative Support to Planning/ Governance/Accreditation (See Institutional Effectiveness Master Plan 2016-2021)	Accomplished
I.B.4 I.B.6	Enhance timely delivery of required IPR data to faculty with training on analysis of data	Accomplished
I.B.8	Archive institutional assessments and evaluation results on website or in one location	Accomplished
I.B.9 I.A.3	Explore feasibility of providing Administrative Support to Planning/ Governance/Accreditation (See Institutional Effectiveness Master Plan 2016-2021)	Accomplished
I.B.5	Explore and create a better mechanism for following up on improvement plans for substandard SLO's.	Accomplished
I.B.5	Improve timeliness of program review submission	Accomplished
I.C.3	Consistently offer IPR Orientations	Accomplished
I.C.3	Timely delivery of required IPR data to faculty	Accomplished
I.C.3	Consistently post approved IPRs and NIPRs in one location online that is accessible to the public	Accomplished
I.C.12	Substantial Change indicators need to be embedded into planning process to flag ALO	Accomplished

LCC Institutional Self-Evaluation Report Improvement Plans

Standard II	Self-Identified Improvement Plan	Status
II.A.2	Complete IPR's on schedule	Accomplished
II.A.9	Improve consistency in gathering SLO and PSLO data through stability in staffing of ALO, Researcher, and Accreditation Chair positions.	Accomplished
II.A.15	Develop a program discontinuance/revitalization process along with associated Board Policy and Administrative Procedure	Accomplished
II.A.6 II.A.7	Develop and implement Meta-Majors	Accomplished
II.B.1	Become a member of QuestionPoint, a collaborative 24/7 reference service	Accomplished
II.B.3	Collect & analyze data to ensure that the library & learning center are meeting students' needs	Accomplished
II.B.3 II.B.4	Conduct a bi-annual inventory of all library & learning center resources	Accomplished
II.B.1	Continue creating Research Guides for specific departments and/or courses	Accomplished
II.B.1	Create an introduction to the LCC's Library & Learning Center Resources in Canvas	Accomplished
II.B.1	Develop & teach information literacy classes for staff & students which focus on research & citing	Accomplished
II.B.1	Secure adequate staffing & expand hours which aids in student success	Accomplished

LCC Institutional Self-Evaluation Report Improvement Plans

Standard III	Self-Identified Improvement Plan	Status
III.A.1	Ensure all job descriptions include a diversity and equality piece	Accomplished
III.A.14	Continue to create a more robust training and Professional Development program for staff and faculty	Accomplished
III.B.1	Increase Custodial staffing	Accomplished
III.B.1	Complete NIMS and SEMS training for staff.	Accomplished
III.B.1	Revise and update LCC Emergency Response Plan; complete appointment of building monitors and other members	Accomplished
III.B.2	Complete implementation of School Dude program.	Accomplished
III.B.2	Obtain funding to complete Boiler Replacement project.	Accomplished
III.B.4	Develop long-range facilities master plan document.	Accomplished
III.B.4	Revise budget request process to include total cost of ownership.	Accomplished
III.D.10	Following Board Policy by consistently taking the CFS 311 & 311Q for Board discussion and review.	Accomplished
III.D.11	Planning improvements that have started with the EMP.	Accomplished
III.D.12	Work through contract negotiations to introduce a way to limit the district financial liability for accrued vacation	Accomplished

LCC Institutional Self-Evaluation Report Improvement Plans

Standard IV	Self-Identified Improvement Plan	Status
IV.A.7	Improve the communication of decision-making policies, processes, and procedures evaluations to the campus.	Accomplished
IV.B.1	Provide leadership to assure that IPR's and NIPR's are submitted on time, according to a prescribed schedule	Accomplished
IV.B.4	Improve stability in the staffing of the ALO and Accreditation Chair positions	Accomplished
IV.C.10	Interaction between the CEO and the Board of Trustees to ensure board evaluations and trainings are reported out.	Accomplished

Lassen Community College

Participatory Governance & Collegial Consultation Handbook

2023-2024

Adopted by the Academic Senate – November 14, 2023
Adopted by the Consultation Council – November 27, 2023

The purpose of this manual is to explain and maintain the principles, reporting relationships, operating procedures, mission, duties, and membership composition of the Lassen Community College constituency groups.

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Introduction/Philosophy of Collegial Governance

The Lassen Community College governance structure involves faculty, classified, administration, and students in the planning and operation of the college.

The governance structure and practices embrace the Lassen Community College values of supporting inclusiveness of individual and student outcomes in collaborative decision- making processes; promoting mutual respect and trust through open communication and actions; and fostering integrity as the foundation for all we do. The Governing Board is the final authority for governance at Lassen Community College. The Governing Board delegates authority to the Superintendent/President who in turn solicits and receives input through the governance decision-making process.

Title 5 and Participatory Governance

Title 5 of the *California Code of Regulations*, which implements the legislature's intent in passing AB 1725, established relationships among the constituencies within California Community colleges to "ensure faculty, staff, and students the opportunity to express their opinions at the campus level and to ensure that these opinions are given every reasonable consideration, and the right to participate effectively in district and college governance, and the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards." The Lassen Community College District Board adopted policy 2510 to further define the relationship.

In addition, Title 5 states that colleges are to rely on the recommendations of their academic senates on the development of academic and professional matters. (Title 5, Article 2, Section 53200). Administrative Procedure 2510 further states that the Board of Trustees will "rely primarily" on the recommendations of the Academic Senate in the areas of:

- Curriculum, including establishing prerequisites and placing courses within disciplines;
- Degree and certificate requirements;
- Grading policies;
- Educational program development;
- Standards and policies regarding student preparation and success;
- Policies for faculty professional development activities;
- Processes for program review;
- Processes for institutional planning and budget development

Board policy provides that other academic and professional matters such as:

- District and college governance structures, as related to faculty roles;
- Faculty roles and involvement in accreditation processes, including self-study and annual reports; are to be reached through a process of "mutual agreement" by the College President and the Academic Senate.

The Governing Board and Academic Senate will identify the method (rely primarily or mutually agree) to be utilized in consulting collegially at the time when other academic and professional matters are mutually agreed upon.

- Other academic and professional matters as are mutually agreed upon between the governing board and the Academic Senate

For the purpose of shared governance, the Board shall consult collegially with the Associated Student Body on policies that have or will have a "significant effect on students" including the following:

- Grading policies
- Codes of student conduct
- Academic disciplinary policies
- Curriculum development
- Courses or programs which should be initiated or discontinued
- Processes for institutional planning and budget development
- Standards and policies regarding student preparation and success
- Student services and development
- Student fees within the authority of the district to adopt
- Any other district and college policy, procedure or related matter that the District Governing Board determines will have a significant effect on students

The Board shall adopt policies that provide college staff the opportunity to participate effectively in college governance. At minimum, these policies shall include the following:

- Definitions or categories of non-faculty positions or groups of positions that compose the staff of the college which the Board officially recognizes
- Formulation of College policies that the Board determines, in consultation with the staff, are likely to have a significant impact on the staff

Participatory Governance at Lassen College

In the participatory governance model, administration operates the college with advice from the college's constituents. The input of the constituents is received via a committee structure. At Lassen College, the use of participatory governance ensures that the voice of all personnel may be heard through constituent groups and representation on standing governance committees.

Purpose of Participatory Governance

A. Provides the process for participatory development of policies, procedures and recommendations.

B. Provides the means through which all membership of the academic community – students, faculty, administration, classified and management – can participate effectively in the orderly growth and development of the college.

C. Results in the functioning of administrative advisory committees, institutional committees, academic senate committees, participatory governance committees, and task forces.

Representation in Participatory Governance

The governance structure provides for representation from five recognized constituencies at Lassen Community College: students, faculty, classified, management & confidential staff, and administration. The primary responsibilities of representatives are as follows:

- Prepare for and attend meetings
- Participate in discussions
- Communicate with individual constituencies
- Contribute to informed decision-making

Consensus

Participatory governance, including all committees at Lassen College except for those specifically required to use Roberts Rules of Order, involves the use of consensus decision-making. Consensus decision-making is a process that does not involve Robert's Rules of Order or other such rules for committee work. Because of this, consensus decision-making may be unfamiliar to committee representatives. Therefore, each committee should begin the year's work with discussion of the decision-making principles and processes using consensus. Governance bodies must realize that consensus decision-making takes time and requires a commitment to open discussions.

The following describes some of the essential characteristics of successful consensus decision-making:

- **Speaking up:** Everyone in the group bears the responsibility of sharing their ideas, opinions, and feelings.

- **Consensus does not mean unanimity:** As long as all representatives of the governance body have had a chance to speak their minds, a few holdouts do not keep the group from achieving consensus. However, if only a few representatives find the decision acceptable, more dialogue is necessary.

- **Silence is not consensus:** It is best to ask each person to respond to the issue, if only by nodding. To prevent this from becoming a voting process, it is useful to ask a question like, "Are we all on board?" Also, the Chair might go around the group and elicit responses from every one.

- **Holdouts:** Holdouts bear extra responsibility for making their positions and feelings clear to the group. When holdouts have difficulty expressing their ideas, objections, or opinions in rational terms – ask them to share their thought and feelings. This leads to

greater clarity about their specific objections and/or concerns. Once holdouts have shared their positions or feelings, if general consensus is not changed, they should recognize and accept the fact that the group has heard them respectfully but does not agree with their positions or their point of view. It is not appropriate for the holdouts and the rest of the group to accuse each other of not listening to their points of view when both have had adequate opportunity to present these points of view within the discussion.

- **Solidarity:** When consensus is used, all governance body representatives must agree to support the decisions of the group, even if they personally disagree with those decisions. This means that they must work to carry out the decisions of the governance body and speak in favor of these decisions when talking to others in the organization. Staying silent in the group, then speaking against the group's decisions undermines the process.

Guidelines for Generating Consensus

1. Clarify the problem or question being addressed.
2. Determine the criteria for a good solution (cost, scale, scope, acceptance, etc.). Ensure that everyone agrees on the criteria.
3. Brainstorm a range of alternative solutions.
    a. Generate a thorough list of alternatives.
    b. Do not evaluate the alternatives as they are being generated.
    c. Write the alternatives in a format that can be seen by everyone.
4. Take a straw poll to check for the possibility of early agreement. If there is only a little disagreement, determine the reasons for the disagreement.
5. Evaluate alternatives according to the criteria you developed. Rule out any alternatives that do not meet the criteria or are rejected by the group after reflection. Determine if any alternatives require further research. If so, make a plan to carry out research.
6. Make a decision/determine final recommendation. Test ways to combine or modify alternatives to meet the interests of as many people in the group as possible. Select one or more alternatives.

Lassen College Committees

Participatory Governance Standing Committees

Participatory Governance Standing Committees involve developing recommendations on Board Policies, Administrative Procedures, strategic planning, and on the academic and professional matters defined in California Code of Regulations Title 5 §53200.

Members of these committees are selected as outlined by the Participatory Governance and Consultation Council Handbook (i.e. this handbook) and in each constituent bylaws, with appointments made by each respective constituency (administration, management, faculty, classified, and students). Each member is responsible for bringing information and perspectives from that unit or area into the participatory governance committee dialogue as well as for

bringing information and perspectives from the committee back to the unit or area.

Meetings conducted by the Board of Trustees and Academic Senate, including subcommittees of these two groups, are required to be conducted in compliance with the Brown Act. All other committees will utilize consensus decision making process; they are not required to conduct meetings in compliance with the Brown Act or Robert's Rules of Order.

For all committees, and permanent subcommittees, and task forces, agendas need to be posted in a timely manner to ensure efficiency and effectiveness of meetings. Agendas and minutes must be recorded and documented for historical purposes, Accreditation, and posted in BoardDocs to promote transparency. Task force committee actions will be reported out to Academic Senate and or Consultation Council.

Operational Committees

Operational committees are focused on the implementation of Board Policies and Administrative Procedures. Operational committees are approved by Consultation Council. Operational committee members are assigned or appointed by virtue of their unique expertise or the position they hold within the College.

Operational committees are charged with the task of collaborating to implement Board Policies and Administrative Procedures, objectives of strategic plans, or any 10+1 processes approved by the Academic Senate.

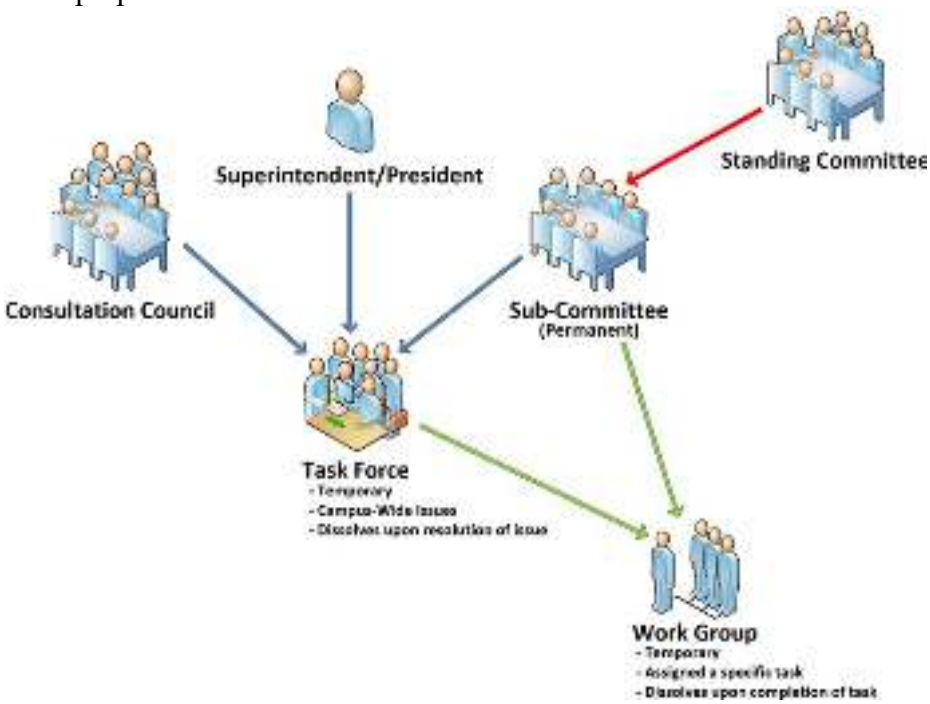
Operational committees are not required to conduct their meetings in compliance with the Brown Act or Robert's Rules of Order. However, norms for collaboration in decision-making as outlined in this document are designed to provide the same type of transparency and openness that is intended by the Brown Act without detracting from efficiency and expediency.

Subcommittees, Task Forces, and Work Groups

There are also committees that provide pathways for participation in college governance and processes while addressing specific issues. In the case of task forces and work groups, as specific issues are addressed, the group is dissolved.

- **Subcommittee:** A permanent subcommittee is one created by a standing committee to address and make recommendations on a subject. The members need not be from the standing committee or council. A subcommittee shall channel its recommendations or findings to the originating standing committee or council for approvals in continuing the participatory governance process as needed. Subcommittees must produce agendas and publish minutes as required of standing committees.
- **Task Force:** A group created by Consultation Council or the President to address a special college-wide issue and meet until the issue is resolved. Once the issue is resolved, the task force shall be dissolved.
- **Work Group:** A work group is created by a standing committee, subcommittee or a task force for a task-related special purpose. A work group meets as needed until the task is finished. A Work Group shall channel its recommendations or findings to the originating standing committee or task force as needed. Once the task is completed, the work group shall be dissolved.

Task forces and work groups shall make their notes available through the originating committee; posting of agendas in advance is encouraged. Operational committees shall maintain meeting records and submit any documentation to the originating committee for accreditation purposes.



General Operational Rules for all Open Committees

- Open meetings mean that any individual may join and fully participate in the meetings of the governance groups designated as having open meetings.
- In general, a quorum requires more than fifty percent of the committee membership or one member from three of the five constituencies (administration, classified, faculty, management, student) shall be required to conduct business. For specific quorum requirements, look to the committee charge.
- The committee for the subsequent year will be formed in the spring (approximately May) of the previous academic year. New appointees will take office on July 1.
- The chair or co-chairs, of the committee, if not designated, will be elected by the core representatives at the first meeting of the committee in the fall semester. The chair from the previous academic year will call the first meeting.
- Agendas for all open meetings must be available not later than the day prior to the meeting and posted in BoardDocs.
- Minutes for meetings that have them will be distributed one day after their approval and posted in BoardDocs.
- Representatives of various governance groups, bear the primary responsibility for both informing their constituency of the committees' work and informing the committee of the constituency's position on matters under deliberation. It is not the committee chair or college administration's responsibility to inform constituency groups of matters under deliberation by the governance structure.
- Changes to this document must be proposed to the Consultation Council and ultimately approved by the college President and President of the Academic Senate (through Academic Senate action). If a committee wishes to change its charge, representation, or reporting responsibilities, this process must be followed.

Consultation Council Agenda

- The Consultation Council Agenda will identify five categories of items:
    - Governance – recommendations to be developed by the body on policy and strategic planning
        - May require protracted discussions with multiple readings, time for information to be taken back to constituent groups for discussion
        - Results in formal recommendation or acceptance by the body
        - Looking for consensus
    - Consultation – providing suggestions prior to administrative decisions
        - Shorter discussions -individuals on committee empowered to provide suggestions or request further input from stakeholders not necessarily constituent groups
        - No formal recommendation or acceptance by the body
    - Guided Pathways –
        - Provide information on statewide initiative and updates on how our

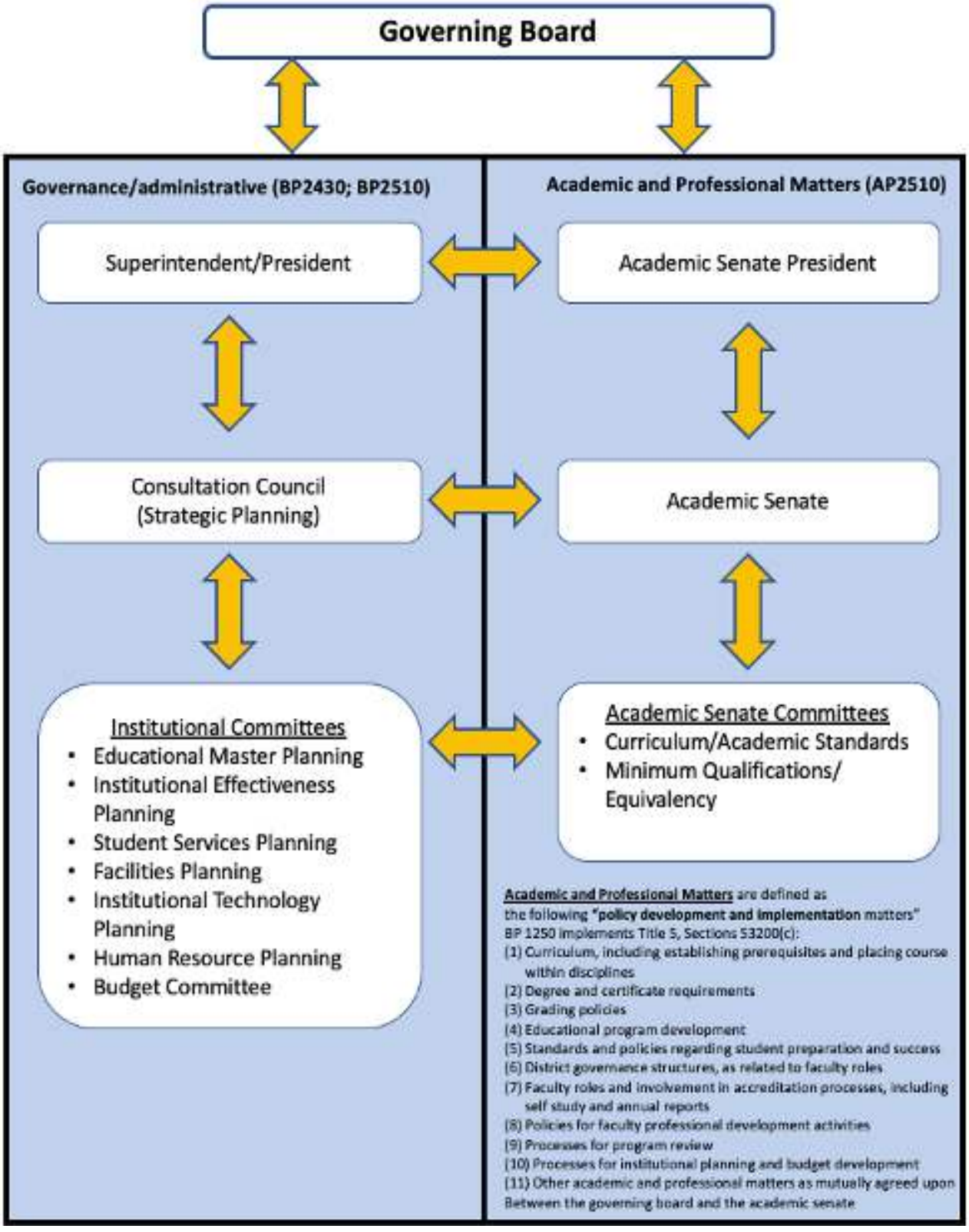
campus is implementing this initiative
        - No formal recommendations or acceptance by the body
    - Accreditation –
        - Accreditation chair(s) provide updates and information to the body regarding status of accreditation and recommendations
    - Information/Communication –
        - Single agenda discussion - may involve presentation of administrative decisions or actions by offices or constituent groups
        - Shall be used to provide planning committees opportunities to present periodic reports
        - Program reviews and annual updates – after approval by either President's Cabinet for non-instructional programs or Academic Senate for instructional programs, program reviews and annual updates will be presented as information items to Consultation Council so that budget and planning recommendations and justifications can be included in planning committee conversations and prioritizations.

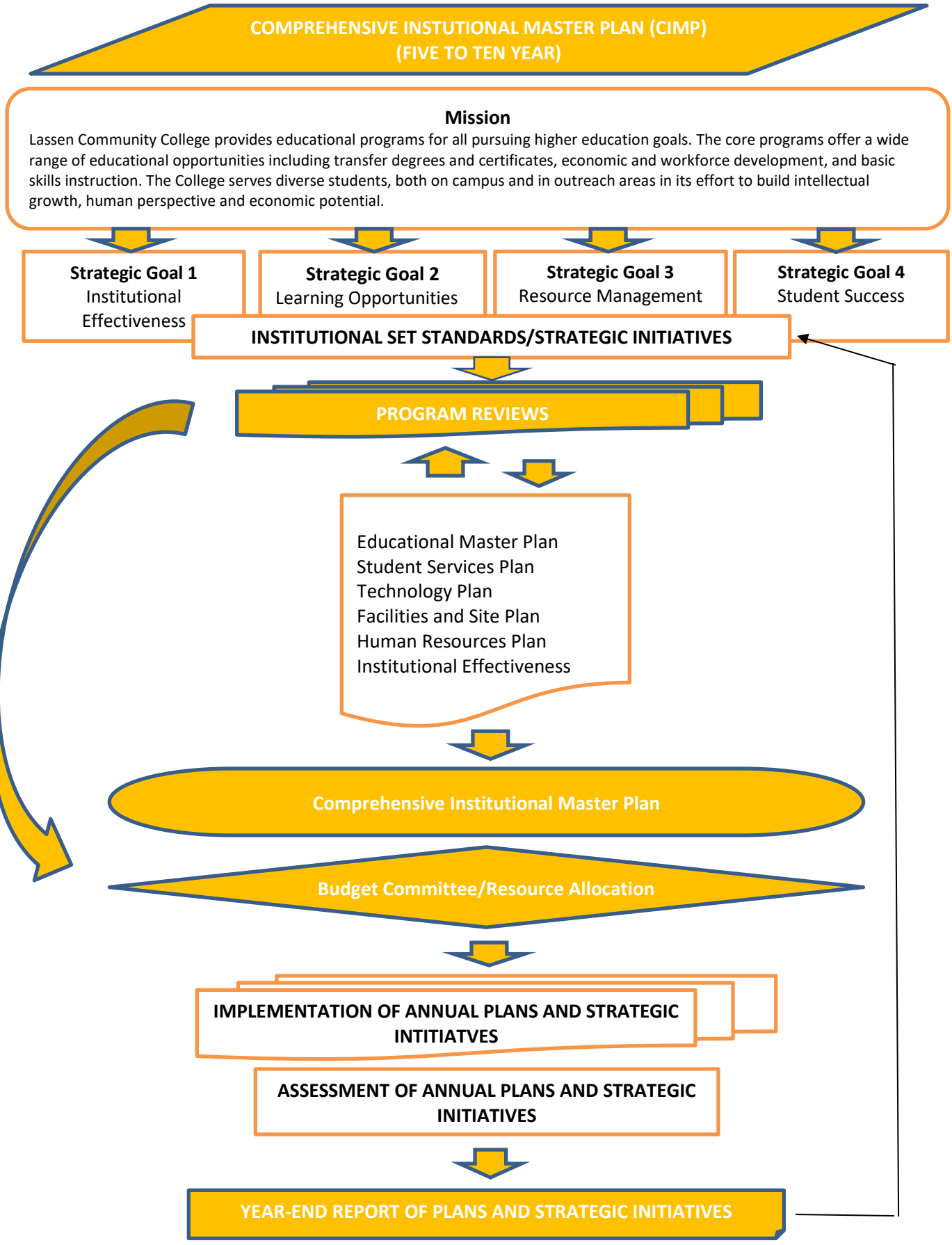
- The Consultation Council/ Agenda may also include Accreditation- related items as the committee also serves as the Accreditation Steering Committee.

Consultation Council Actions

- Recommends the Strategic Plan containing the institutional vision, value and mission statements and the overarching strategic goals to the Governing Board
- Accepts and forwards to the Governing Board Policy Subcommittee recommendations on institutional policies
- Adopts for implementation administrative procedures
- Accepts the Institutional Planning and Budget Development Process Handbook adopted by the Academic Senate
- Adopts institutional budget prioritization criteria brought forward by the Budget Committee
- Adopts the Comprehensive Institutional Master Plan
- Adopts the Participatory Governance and Collegial Consultation Handbook
- Oversees the evaluation of progress on the Annual Planning Agenda and accepts the final evaluation matrix
- Accepts prioritized resource allocation requests and recommended funding sources from the Budget Committee
- Accepts recommendations for revisions to the planning process and forwards those recommendations to the Academic Senate for consideration
- Oversees the annual evaluation of the planning and governance processes and makes recommendations for revisions

Lassen Community College Governance Structure




COMPREHENSIVE INSTUTIONAL MASTER PLAN (CIMP)
(FIVE TO TEN YEAR)
Mission
Lassen Community College provides educational 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 diverse students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.
Strategic Goal 1
Institutional Effectiveness
Strategic Goal 2
Learning Opportunities
Strategic Goal 3
Resource Management
Strategic Goal 4
Student Success
INSTITUTIONAL SET STANDARDS/STRATEGIC INITIATIVES
PROGRAM REVIEWS
Educational Master Plan
Student Services Plan
Technology Plan
Facilities and Site Plan
Human Resources Plan
Institutional Effectiveness
Comprehensive Institutional Master Plan
Budget Committee/Resource Allocation
IMPLEMENTATION OF ANNUAL PLANS AND STRATEGIC INTITIATVES
ASSESSMENT OF ANNUAL PLANS AND STRATEGIC INITIATIVES
YEAR-END REPORT OF PLANS AND STRATEGIC INITIATIVES

Lassen Community College
Committee Structure Matrix
2022-2023 Academic Year
Approved by Senate:

Committees: Type and Title	Admin	Student	CSEA	Mgmt	Faculty	Report
Institutional Planning Committees:						
Educational Master Planning	CIO CSSO DIS	1	2	2	5 AC 2 DC LC ASP CC	A
Consultation Council [Membership includes the chairs of all planning committees]	CEO CIO DIE CBO CSSO	1	3	3	7 AC ASP 4 DC LC	A
Budget Committee (Sub-Committee of Consultation Council)	2		2	2	2	A
Facilities Planning	CBO DF	1	2	2 DF	2	P
Institutional Effectiveness Planning	DIE	1	2	2	4 ASP AC	J
Institutional Technology Planning	CBO DIT	1	2	3	3	P
Human Resource Planning (includes Faculty & Staff Development, [Flex] and EEO Advisory)	CBO CIO	1	2	2 HRD	3	J
Student Services Planning/ Student Success	CIO CSSO	1	2	3 OC	3	P
Academic Senate Standing Sub-Committees:						
Curriculum/Academic Standards	CIO DIS	1	2	1	8 AO	S
Distance Education Review Committee	0	0	0	0	6 1 CC	S
Institutional Standing Operational Committees:						
Health and Safety	CAO	1	2	2 DF	3	A
Scholarship & Financial Aid Appeals/ Student Grievance & Academic Renewal	CSSO	1	2	DFA	3	J

Abbreviations:

ASP – Academic Senate President
DC – Division Chairs
LC – Lead Counselor
AC – Accreditation Chair
DF – Director of Facilities
OC – Outreach Coordinator
DIT – Director of Information Technology
CIO – Chief Instructional Officer
CC – Curriculum/Academic Standards Committee
CAO – Chief Admin Officer/VP Admin Services
CEO – Superintendent/President
CBO– Chief Business Officer/VP of Admin Services
CSSO – Chief Student Services Officer
DSS – Dean of Student Services
DIS – Dean of Instructional Services
HRD – Human Resource Director
DFA – Director of Financial Aid
AO – Articulation Officer
DIE – Director of Institutional Effectiveness

Reporting terms: **P** – President, **S** – Senate, **J** – Joint, and **A** – All Constituent Groups

Educational Master Planning Committee

Open and uses consensus decision-making processes.
Meets 1st and 3rd Friday of each month at 9:30 am in-person HU 204 and online

Charge:

The Committee shall be responsible for creating a five-year comprehensive educational master plan and maintain the five-year educational master plan through yearly updates. The five-year plan and yearly updates will be used to identify items that have been completed, that are on-going, and that have not yet been addressed as well as add new goals and strategies annually to meet emerging needs.

Methods:

- Analyze data provided by the institutional effectiveness office on course and program enrollment trends over time
- Analyze data provided by the institutional effectiveness office concerning trends in student enrollment related to gender, ethnicity, age, ability, economic status, and other demographic changes over time.
- Analyze data trends provided by the institutional effectiveness office concerning student program enrollments, class time preferences (day, evening, on-line, correspondence, hybrid), and other changes in enrollment patterns
- Utilize the analysis derived above to facilitate the improvement of student access, success, and equity in the schedule of classes.
- Utilize the analysis derived above to facilitate productivity improvement.
- Review and incorporate recommendations from instructional program reviews and non-instructional program reviews into academic planning.
- Integrate academic planning with student services and budget planning to ensure successful implementation of the goals and strategies.
- Commitment to data informed decisions to ensure inclusiveness and equity when creating and implementing the long range academic plan.

Structure:

The Educational Master Planning Committee is comprised of key positions relevant to academic planning and institutional effectiveness. The members shall include the following:

- 4 Administrators (Chief Instructional Officer, Chief Student Services Officer), Deans of Instructional Services (2)
- 5 full-time faculty (Accreditation Chair, 2 division chairs, lead counselor, Academic Senate president, 1 faculty representative from the Curriculum/Academic Standards Committee)
- 2 management/confidential appointed by the group including an individual representing Institutional Effectiveness
- 2 classified representative involved with instructional or student services; appointed by CSEA
- 1 student representative. ASB will have the first opportunity to select a representative, but if not available, faculty or staff may recommend a student representative to the chair(s) for approval.

Quorum:

- A quorum requires more than fifty percent of the membership.

Chair:
Elected by the committee at the first meeting in the fall semester.

Reporting: Reports to Consultation Council/Strategic Planning Committee
Approved by Educational Master Planning Committee – September 1, 2023

Academic Senate

Open and uses voting by majority decision-making processes.
Meets second & fourth Tuesday of each month at 3:00 pm in HU 206 and online.

Charge:
The Academic Senate makes recommendations to the administration and Governing Board concerning academic and professional matters including:

- Curriculum, including establishing prerequisites and placing course within disciplines
- Degree and Certificate Requirements
- Grading Policies
- Educational Program Development
- Standards or policies regarding student preparation and success
- College Governance Structures relating to faculty roles
- Faculty roles and involvement in Accreditation processes, including self-study and annual reports
- Policies for faculty professional development activities
- Processes for program review (including examining program review documents and making recommendations)
- Processes for institutional planning and budget development
- Other Academic and Professional Matters as are mutually agreed upon between the Governing Board and the Academic Senate
- Faculty leading change, serving students, and embracing inclusion

Structure:

- The Academic Senate is comprised of six faculty elected by their peers. Per bylaws, representatives are nominated from either Liberal Arts & Sciences (3) or PE/CTE (3) areas, with elected representatives serving two-year terms.

Quorum:

- A quorum requires more than fifty percent of the membership.

Chair:

- President elected annually by the senators.

Reporting: Reports to the faculty and the Governing Board. Committee must adhere to the Brown Act.

Approved by the Academic Senate - February 5, 2007
Revised by the Academic Senate – August 23, 2023

Associated Student Body

Membership of the Associated Student Body of Lassen Community College is not open; however ASB meetings are. Voting by majority decision-making processes.
Meets Fridays at 10:00 am in Cougar HQ

Charge:

The Board will consult collegially with the Associated Student Body on policies that have or will have a "significant effect on students" including the following:

- Grading Policies
- Codes of Student Conduct
- Academic Disciplinary Policies
- Courses or programs which should be initiated or discontinued
- Processes for Institutional Planning and Budget Development
- Standards and policies regarding Student Preparation and Success
- Student Services and Development
- Student fees within the authority of the district to adopt
- Any other district and college policy, procedure or related matter that the District Governing Board determines will have a significant effect on students

DEIA Statement:

- ASB champions diversity, equity and inclusion. ASB knows that the best way to understand the world around us is to embrace the full spectrum of perspectives and life experiences. ASB welcomes students, staff and faculty members of every gender, race, religion, sexual orientation, socioeconomic status and gender identity. We encourage the LCC community to think critically about disparities in social structures, and to take action toward positive change.

Structure:

- The Associated Student Body is comprised of students elected by their peers.

Chair:

- President elected by the students

Reporting: Reports to the students and the Governing Board

Reviewed by Associated Student Body – October 28, 2022

Board of Trustees

Open and uses voting by majority decision-making processes.
Meets second Tuesday at 5:30 pm in Board Room

Charge:

- Select and appoint the Superintendent/President and evaluate the Superintendent/President annually
- Determine policies which will govern the operation of the district and to review them periodically
- Approve the annual budget
- Pass on the recommendations of the Superintendent/President pertaining to the appointment or dismissal of employees
- Fix the rate of compensation for all employees and review all salary schedules annually
- Pass on the recommendations of the Superintendent/President on site utilization and physical plant development
- Pass on the recommendation of the Superintendent/President on matters of capital outlay with reference to buildings, major improvements and equipment
- Pass on the recommendation of the Superintendent/President on matters of repair and maintenance of the buildings, grounds, and equipment
- Require and consider reports from the Superintendent/President concerning the program and conditions of the college
- Consider and pass upon the curricular offerings of the college upon the recommendations of the Academic Senate
- Consider and pass upon both academic and Board calendars.
- Consider and pass upon the recommendation of the Superintendent/President on all matters of policy pertaining to the welfare of the students and of the college
- Provide for the establishment of the necessary procedures to assure proper accounting of receipts and disbursement of District funds and those of student organizations, the cafeteria, and other funds under the supervision of the District
- Provide for the annual audit of all funds
- Consider communications and requests from citizens or organization on matters of policy and administration
- Serve as the final court of appeal to the citizens of the District
- Serve as the final appeal for students and employees of the Lassen Community College District
- Support an environment that encompasses diversity, equity and inclusion in all facets of the college community

Structure:

Voting members shall include the following:

- 7 trustees elected at large for four (4) year terms
- 1 student trustee elected by the Associated Student Body for a one (1) year term commencing June 1 of every school year - advisory vote only

Quorum:

- A quorum requires more than fifty percent of the voting membership.

Chair:

Elected by the board members at the organizational meeting in December

Reporting: Reports to the public and must adhere to the Brown Act

Budget Committee

Open and uses consensus decision-making processes.
Meets first Monday of each month at 2:00 pm online.

Charge:
The Budget Committee is the participatory governance committee that serves in an advisory capacity to Consultation Council. The Budget Committee will make data-driven recommendations based on information provided by the department IPR and NIPR and scored on a rubric addressing ACCJC protocols and college strategic initiatives. Additionally, the CBO or a designee will inform the committee of the adopted budget. Commitment to data informed budget decisions to ensure inclusiveness and equity when advancing and implementing the long-range strategic initiatives.

Responsibilities:

- Review and approve budget prioritization criteria and forward to Consultation Council and Academic Senate
- Review and prioritize college resource allocation requests as developed through program review and institutional plans, recommend funding sources, and forward list to Consultation Council
- Inform the college community of committee work and recommendations

Structure:

- The Budget Committee membership totals eight. These eight members are comprised of two faculty members assigned from Academic Senate, two classified members assigned from CSEA, two management members assigned by (management leader), and two administrative members assigned by the Superintendent/President.

Quorum:

- A quorum requires more than fifty percent of the membership. Chair:

- The Budget Committee will have two members nominated by the committee membership at the end of every spring semester as Co-Chairs.

Reporting: Reports to Consultation Council.

Approved by the Budget Committee – September 18, 2023
Approved by Consultation Council – September 25, 2023

California School Employees Association, Chapter 591

Meetings are open. Uses voting by majority decision-making processes.
Meets second Thursday of each month at 3:00 online

Charge:

As the exclusive representative of the classified bargaining unit, through legislation enacted in AB 1725 and SB 235 (California Education Code 70901.2[a]), California School Employees Association (CSEA), Chapter 591, is responsible for the appointment of classified representatives participating in participatory governance. Members of the classified bargaining unit participate in participatory governance and will adhere to the following:

- Understand the importance of our full and complete participation in participatory governance
- Recognize our participation is crucial to the success of Lassen College and a regular part of our jobs
- Recognize committee members represent the entire bargaining unit, not individual interests
- Seek input before offering a bargaining unit perspective
- Be able to differentiate between bargaining issues and participatory governance issues
- Give either a written or oral report on activities of participatory governance committees at monthly chapter meetings
- We have an unwavering commitment to cultivate a workplace of fairness, actively engaging every member's voice and fostering a strong sense of belonging. We value each individual for their unique background and perspectives. We work diligently to eliminate disparities and ensure equal opportunities for all.

CSEA makes recommendations to the administration concerning participatory governance matters through committee participation or unit involvement including:

- College Governance Structures relating to classified roles
- Recommend institutional priorities related to diversity and inclusivity.
- Create equitable and diverse representatives on all governance committees.
- Classified roles and involvement in Accreditation processes, including self-study and annual reports
- Policies for classified professional development activities
- Processes for program review (including examining program review documents and making recommendations)
- Processes for institutional planning and budget development
- Other Classified and Professional Matters as are mutually agreed upon between the Governing Board and CSEA

Structure:

- Membership is comprised of members of the Classified Bargaining Unit as described in California Education Code 88003.
- Appointments to committees are made by the CSEA Chapter President

Chair:

- President elected in December by members in good standing.

Reporting: Reports to members of the classified bargaining unit.

Approved at the January 28, 2008 special chapter meeting
Approved at the February 20,2020 chapter meeting
Approved at the September 14, 2023 chapter meeting

Consultation Council

Open meetings and uses consensus decision-making processes.
Meets second & fourth Monday of each month at 3:00 pm online
and in-person HU 107

Charge:

Consultation Council

- To participate in institutional decision-making by developing recommendations for the President to advance to the Governing Board, or by developing recommendations for the President's decision when appropriate, on matters relevant to the orderly functioning of the College including institutional planning, policy development, budget and related financial planning, staffing, and facilities and related resource allocation.
- To facilitate college-wide communication by disseminating and interpreting Board guidance, policy, regulations and procedures to the various segments of the college community.
- Foster a team or institutional view as opposed to an individual or constituent position.
- To prioritize, direct, and monitor institutional activities, which assure that the campus meets or exceed standards set by the Accrediting Commission for Community and Junior Colleges.
- Accept and forward to the Governing Board Policy Subcommittee recommendations on institutional policies.
- Adopt administrative procedures for implementation.
- Our commitment to diversity requires that we strive to eliminate those barriers to equity and that we act deliberately to create a safe and inclusive environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community.

Strategic Planning

- Periodically review and make recommendations on the institutional vision, value, and mission statement
- Recommend the Strategic Plan containing the overarching strategic goals to the Governing Board
- Oversee campus planning groups assuring coordination between the institutional plans, the strategic goals, and the institutional mission, vision, and values
- Assure all institutional plans are based on college vision, values, mission, student learning outcomes, community expectations, and student demographics.
- Adopt the Comprehensive Institutional Master Plan
- Oversee the evaluation of progress on the Annual Planning Agenda
- Upon review of Budget Committee approved budget prioritization criteria and prioritized college resource allocation requests, recommend institutional priorities for institutional budget enhancements/reductions Recommend institutional priorities for institutional budget enhancements/reductions
- Gather and analyze information concerning external factors affecting the institution (strengths, weaknesses, opportunities, threats) and serve as a data gathering and analysis body for the Governing Board

Accreditation Workgroup Committee

- Review and approve accreditation-related reports
- Oversee development of institutional self-evaluation
- Participate in writing and review of self-evaluation

Structure:

- 1 student representative. ASB will have the first opportunity to select a representative, but if not available, faculty or staff may recommend a student representative to the chair(s) for approval.

- 7 Faculty appointed by Academic Senate including lead counselor, accreditation chair, and Academic Senate president (may include Division Chairs).
- 3 classified representatives appointed by CSEA
- 3 management representatives appointed by management group including the president
- Chairs of Educational Master Planning Committee, Facilities Planning Committee, Human Resource Planning Committee, Institutional Effectiveness Committee, Institutional Technology Planning Committee, and Student Services Planning Committee (if not already members)
- Chief Executive Officer (Superintendent/President)
- Chief Instructional Officer
- Chief Business Officer
- Chief Student Services Officer
- Director of Institutional Effectiveness
- Accreditation Liaison Officer

Additional administrative members may be required by supervisors to attend in a resource capacity.

Chair(s):

- Elected by the committee at the second meeting in August.

Quorum:

- A quorum, consisting of one member from each of four of the five constituencies (administration, classified, faculty, management, student), shall be required to conduct business.

Reporting: All constituent groups

Approved by the Consultation Council November 3, 2006
Revised by the Consultation Council August 27, 2015
Revised by Consultation Council December 10, 2018
Revised by Consultation Council September, 2019
Revised by Consultation Council September 12, 2022
Revised by Consultation Council September 11, 2023

Curriculum and Academic Standards

Open and uses voting by majority decision-making processes.
Meets every first & third Tuesday at 3:00 pm in Boardroom &/or Via Zoom

Charge:

The Committee shall be responsible for studying and reviewing recommendations and advising in the general area of curriculum proposals and procedures. Specifically, the Committee is charged with recommending action on:

Curriculum:

1. Proposed credit and non-credit courses, revised requirements for curriculum majors, certificates of accomplishment, certificates of completion, certificates of achievement, and associate degrees
2. Changes in titles, units, hours, prerequisites, corequisites, recommended preparation, course descriptions, student learning outcomes, course objectives, course content, representative text, and assignments
3. Proposed course deletions and course reactivations; participate in program revitalization
4. Proposed new educational programs, program SLO's and revisions to existing educational programs
5. Recommendations derived from an instructional program review process.
6. Institutional, CSU and UC general education requirements, major preparation and electives
7. Standards for course requisites or other issues related to student preparation and success
8. Appropriateness of modality of instruction, cross-listing, and open entry/open exit
9. Content review for recommended preparation, prerequisites and co-requisites
10. Distance Education committee is a sub-committee of curriculum
11. Faculty leading change, serving students, and embracing inclusion

Academic Standards:

1. Appropriateness of offering a specific course to pre-collegiate age students
2. Resolution of challenges to the pre-collegiate basic skills unit limitation
3. Repetition of courses in which a D, F, NC has been received twice
4. Repetition of courses in which as grade of "C" or better has been earned
5. Factors used to determine" critical thinking" and "college level" courses
6. Grading policy
7. Board policy related to academic standards (i.e. academic renewal, credit by examination, credit for prior learning-CPL, repeatability)
8. CTE Transition Articulation Agreements with high schools
9. Assignment of courses to specific disciplines
10. Assist faculty in the development of program (degree and certificate) and course level student learning outcomes

Structure:
The Curriculum and Academic Standards Committee is comprised of appointed representatives from all of the campus community constituent groups. Voting members shall include the following:

- 8 full-time faculty appointed by the Academic Senate (departmental representation)
- 1 faculty Articulation Officer (included above)
- 2 classified representative appointed by CSEA (Evaluation Coordinator and one additional representative)
- 1 administration – Vice-President of Academic Services or designee
- 1 management representative with curriculum related responsibilities appointed by Management/Confidential group (should be manager/confidential from Academic Services or Associate Dean of Student Services)
- 1 non-voting student appointed by ASB

Quorum:

- A quorum, consisting of a minimum of seven voting members including four faculty, shall be required to conduct business.

Chair and Vice-chair:

- Elected by the committee at the first meeting in the fall semester. The committee has the option to elect Co-Chairs.

Reporting:
Reports to the Academic Senate and through the Academic Senate to the Governing Board; additionally, reports to the Vice-President of Academic Services or designee

Approved by the Curriculum/Academic Standards Committee: 09/20/2022
Reaffirmed by the Academic Senate: 09/28/2022

Distance Education Review Committee

Sub-committee of Curriculum/Academic Standards Committee
Open and uses voting by majority decision-making processes.
Meets 3rd Monday of every month at 3pm PST via Zoom

Charge:

Our primary efforts are to assure quality distance education course offerings and that courses address equity, align with all areas of the CVC-OEI Course Design Rubric. We seek to promote student learning, equity, inclusion, and success in distance learning sections. This committee shall be responsible for reviewing distance education section offerings for effectiveness in delivery and aligned with local, state, and national standards through implementation of the information included in the Distance Education Handbook, which applies to the online elements of courses that utilize Canvas, including fully online courses, and online components of hybrid courses delivered through the Lassen College Learning Management System.

Specifically, the Committee is charged with:

Academic Standards:

1. Make recommendations to improve alignment of distance education courses using the CVC-OEI Course Design Rubric.
2. Upon request and notice to the faculty teaching a course, determine the alignment of content presentation, interaction, assessment and accessibility within the online elements of a course
3. Assist faculty in the alignment of their online course components to all sections of the CVC-OEI Course Design Rubric.

NOTE: This committee is a course review committee, not a faculty evaluation committee. Course sections and distance education materials will be reviewed and recommendations made to the individual faculty member and appropriate division chair. Regular CVC-OEI Rubric Alignment reports will be given to Curriculum/Academic Standards Committee. No recommendations will be made to individual faculty evaluation committees.

Structure:

The Distance Education Review Committee is a sub-committee of the Curriculum/Academic Standards Committee. It is comprised of appointed instructional faculty with experience in at least one distance education delivery (online, correspondence, hybrid)

- 5 full-time faculty appointed by the Academic Senate with experience in at least one distance education delivery
    - 2 faculty members with online instruction experience
- 1 Curriculum/Academic Standards Committee Chair or representative appointed by Curriculum/Academic Standards Committee

Division Chairs

Closed and uses consensus decision-making processes.
Meets every Monday at 9:00am via zoom or in person

Charge:

The Division Chairs

- Serve as intermediary between the members of the department and the Vice-President of Academic Services or designee
- Communicate on behalf of the department the need for new and/or maintenance of existing equipment/facilities
- Participate in the selection of new full-time and part-time department staff
- Participate in the coordination of the preparation of class schedules
- Coordinate the day, evening and summer class schedules
- Represent the department in curriculum/academic standards, division chairs, and other planning committee meetings as may be requested by the district administration, but limited to ten hours/month. However the ten-hour maximum specifically excludes any meetings associated with the development of class schedules
- Hold department meetings with faculty at least once per month to conduct department business and to provide adequate communication between the district administration and the faculty
- Make recommendations during the first two weeks of fall and spring semesters concerning the canceling or adding of classes and to make any other necessary changes in the class schedule
- Support program review activities
- Support development of student learning outcomes and assessment plans
- Commit to equitable and inclusive scheduling, curriculum and learning outcome practices where differences are valued.

Structure:

The Division Chairs include faculty who meet with the administration weekly.

- 3 administrators (V.P. of Instruction [currently not staffed], Deans of Instruction)
- 5 full-time faculty (Division Chairs, Lead Counselor)
- Executive Assistant for Academic Services

Chair:

- 3 administrators (V.P. of Instruction [currently not staffed], Deans of Instruction)
- 5 full-time faculty (Division Chairs, Lead Counselor)

Reporting: Reports to the Vice-President of Academic Services or designee

Approved by the Division Chairs February 2, 2007
Reviewed by the Division Chairs January 30, 2020
Reviewed by the Division Chairs October 3, 2022

Facilities Planning

Open and uses voting by majority decision-making processes.
Meets the third Friday of each month at 10:30 am in the Business Office Conference Room.

Charge:

- Submit the Facilities Master Plan to the Consultation/Council/Strategic Planning Committee
- Review and comment on Safety Committee and Emergency Task Force recommendations and proposed solutions
- Review and comment on various mandated reporting documents (i.e. 5 year Capital Outlay plan, scheduled Maintenance, recycling/energy and water programs etc.)
- Recommend construction and modification of District facilities, assets, and properties
- Recommend sequencing and priority of large district renovation and construction project
- Assist drafting of policies and procedures related to managing the physical plant
- Develop, review and adjust facilities planning documents, including Long Range Facilities Master Plan
- Our commitment is to strive towards accessibility to eliminate barriers to equity and that we act deliberately to create a safe and inclusive environment

Structure:

Voting members shall include the following:

- 2 administrators (Director of Institutional Effectiveness or designee and Chief Business Officer or designee)
- 2 confidential/management representatives appointed by the management group
- 2 faculty appointed by the Academic Senate
- 2 classified representatives appointed by CSEA (The FMP Committee recommends that one classified representative be from maintenance and one from the DSPS department)
- 1 student representative appointed by ASB

Chair:

Elected by the committee at the first meeting in the fall semester.

Quorum:

- A quorum, consisting of one member from each of three of the five voting constituencies, shall be required to conduct business.
- Attendance, including voting, may be facilitated by electronic communication.

Reporting : Reports to Consultation Council
Documents are forwarded to the Strategic Planning Committee.

Approved by the Facilities Planning Committee – 09/07/2023

Health and Safety Committee

Open and uses voting by majority decision-making processes
Meets the third Friday of each month at 9am in Business office 101.

Health and Safety Charge:

1. Study, review, advise and recommend regulations and procedures relating to the safety and security of persons and of district facilities.
2. Review safety, health and environmental issues that affect the campus.
3. Advise the Director of Facilities and Operations on safety issues
4. Make recommendations regarding campus emergency procedures and training
5. Make recommendations regarding parking and traffic control.
6. Make recommendations regarding hazardous waste management.
7. Make recommendations regarding equipment and other issues affecting classroom safety.
8. Assist and support college planning process as needed or requested.
9. Receive reports about unsafe conditions and direct them to the appropriate department along with any recommendations.
10. Review student accident reports, police statistical reports for the campus, and staff accident reports in order to help identify unsafe work practices and/or campus conditions and suggest possible remedies to the appropriate department(s).
11. Make recommendations regarding campus emergency procedures.
12. Encourage input and feedback from all individuals with regard to campus safety related ideas, problems, and solutions.
13. Our commitment is to strive towards accessibility to eliminate barriers to equity and that we act deliberately to create a safe and inclusive environment.

Structure:

The Health and Safety Committee is comprised of appointed representatives from all of the campus community constituent groups. Voting members shall include the following:

1 Administrator VP of Administrative Services or designee
2 Classified representatives appointed by CSEA
3 Faculty representatives appointed by Academic Senate
2 Management/Confidential representatives
1 Student representative. ASB will have the first opportunity to select a representative, but if not available, faculty or staff may recommend a student representative to the chair(s) for approval

Quorum:

- A quorum, consisting of one member from each of three of the five constituencies (administration, classified, faculty, management, student), shall be required to conduct business.

Chair:

- Elected by the committee at the 1st meeting in the fall

Reporting: Reports to Consultation Council/Strategic Planning Committee
Approved by Health and Safety Committee – 10/20/2023

Human Resource Planning

Open and uses consensus decision-making processes.
Meets second Wednesday of each month at 1 pm online

Charge:

- Coordinate the professional development activities of the college
  - Ensure that the range of activities includes all constituent groups
  - Ensure that the activities include team-building, collaboration, and other projects that enhance collegiality among the groups
  - Ensure that activities include EEO training (in order to provide trained individuals to participate as EEO representatives on screening/selection committees).
- Assist in the development of Professional Development Plan
- Periodically review and revise the staff development procedures and forms
- Plan, implement and evaluate the college's flex day activities
- Assist and support college-planning process through contributions to the Comprehensive Institutional Master Plan
- Assist in the development of a college-wide Human Resource Master Plan
- Assist in the development of EEO Plan
- Assists in the review of screening/selection procedures and forms
- Our commitment to diversity requires that we strive to eliminate barriers to equity and that we act deliberately to create a safe and inclusive environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community.

Faculty members and Chief Instructional Officer or designee will form the Flex Subcommittee

- Assist the Office of Academic Services in the development of flex forms and surveys
  - o Survey faculty and staff to identify needs and interests for potential flex activities
- Assist in the development of flex activities for the following academic year
- Review and make recommendations to the Chief Instructional Officer or designee on flex contracts
- Assist in the preparation of district and state reports as required

Structure:

- Chief Instructional Officer or designee
- 3 faculty members appointed by the Academic Senate
- 2 classified representatives appointed by CSEA
- 2 confidential/management representative appointed by the management group including the Human Resource Director
- 1 student representative. ASB will have the first opportunity to select a representative, but if not available, faculty or staff may recommend a student representative to the chair(s) for approval

Quorum:

- A quorum, consisting of one member from each of three of the five constituencies (administration, classified, faculty, management, student), shall be required to conduct business.

Chair:

Elected by the committee at the first meeting in the fall semester.

Reporting:

Reports to Academic Senate (Flex Subcommittee) and Vice-President of Academic Services

Approved by the Faculty & Staff Development Committee - March 8, 2007
Reviewed by the Human Resource Planning Committee - May 2010
Approved by Consultation Council - August 27, 2015
Reviewed by the Human Resource Planning Committee - October 9, 2019
Reviewed by the Human Resource Planning Committee - October 13, 2021
Revised by the Human Resource Planning Committee - September 14, 2022
Reviewed by the Human Resource Planning Committee – October 11, 2023

Institutional Effectiveness Planning

Open and uses consensus decision-making processes.
Meets 2nd Wednesdays of each month at 12pm in person

Charge:

- Update the Institutional Effectiveness Master Plan to identify items that have been completed, that are on-going, and that have not yet been addressed and add new goals and strategies annually to meet emerging needs in the areas of organizational structure, accreditation, governance, program review, planning, research, student learning and administrative unit outcome assessment, fiscal planning.
- Analyze data provided by the institutional effectiveness office concerning trends in any of the areas listed above.
- Review and incorporate recommendations from instructional and non-instructional program reviews into planning for an effectiveness institution.
- Integrate effectiveness planning with academic, student services and budget planning to ensure successful implementation of the goals and strategies.
- Assists faculty and staff in coordinating the development, assessment and analysis of results of program and course student learning outcomes and administrative unit outcomes.
- Drive institutional change through recommendations and strategies related to accreditation, program review, outcomes assessment and planning.
- Commitment to data informed decisions to ensure inclusiveness and equity.

Structure:

The Institutional Effectiveness Planning Committee is comprised of key positions relevant to planning for institutional effectiveness. The members shall include the following:

- 1 Academic Senate President (faculty)
- 1 Accreditation Chair (faculty)
- 1 Accreditation Liaison Officer
- 1 Faculty appointed by the Academic Senate
- 1 Director of Fiscal (management)
- 1 Consultation Council Chair(s)
- 1 Director of Institutional Effectiveness (administration)
- 1 Office of Academic Services representative involved in SLO/AUO assessment
- 1 Student representative. ASB will have the first opportunity to select a representative, but if not available, faculty or staff may recommend a student representative to the chair(s) for approval

Quorum:

- A quorum requires more than fifty percent of the membership.

Chair:

- Elected by the committee at the first meeting in the fall semester.

Reporting: Reports to both the Academic Senate and Superintendent/President.
Documents are forwarded to the Consultation Council/Strategic Planning Committee
Accepted by Consultation Council – September 26, 2022

Institutional Technology Planning

Open and uses consensus decision-making processes.
Meets 3rd Friday of each month at 1pm BO Conference Room

Charge:

- Study, review, advise and recommend regulations and procedures relating to institutional technology
- Identify, prioritize, and review technology needs with regard to network infra structure, staffing, funding, and equipment capacities.
- Develop a college-wide technology plan, including deployment of technology equipment and coordination of services with Information Technology department
- Assist and support college planning process through contributions to the Strategic Master Plan
- Review and revise the committee charge to meet changing needs over time
- Commitment to data informed decisions to ensure inclusiveness and equity

Structure:

- 3 administrators (Chief Business Officer, Director of Institutional Effectiveness, Chief Student Services Officer)
- 3 faculty representatives (two teaching faculty members) appointed by the Academic Senate
- 3 confidential/management representatives appointed by the management group (Director of Information Technology)
- 2 classified representatives appointed by CSEA (recommended from the IT support staff).
- 1 student representative. ASB will have the first opportunity to select a representative, but if not available, faculty or staff may recommend a student representative to the chair(s) for approval.

Quorum:

- A quorum, consisting of one member from each of three of the five constituencies (administration, classified, faculty, management, student), shall be required to conduct business.

Chair:

Elected by the committee at the first meeting in the fall semester.

Reporting: Reports to the Superintendent/President and Academic Senate
Documents are forwarded to the Consultation Council/Strategic Planning Committee.
Approved by Consultation Council: November 14, 2022

Reviewed by ITPC: October 25, 2022

Scholarship and Financial Aid Appeals/
Student Grievance & Academic Renewal Appeals

Closed and uses voting by majority decision-making processes.
Meets on an as needed basis with at least one annual meeting online

Charge:

- To review academic renewal applications, financial aid appeals, and to conduct student grievance hearings in a timely manner.
- To review scholarship applications.
- To make recommendations to the appropriate entity regarding appeals and grievance processes.

Structure:

Membership is made by appointment from the member's constituent group as needed. Membership is as follows:

- 3 faculty appointed by the Academic Senate
- 2 classified representatives appointed by CSEA
- 1 student representative appointed by ASB
- 1 confidential/management representative
- 1 administrator (Chief Student Services Officer)

Subcommittee comprised of only the faculty members will hear academic grievances. Subcommittee comprised of members minus the student appointee will hear financial aid appeals.

Quorum:

- A quorum, consisting of one member from each of three of the five constituencies (administration, classified, faculty, management, student), shall be required to conduct business with the exception of student grievance hearings which will consist of three of four constituencies not including administration.

Chair:

- Elected by the committee at the first meeting.

Reporting: Reports to the Academic Senate and Chief Student Services Officer. Reports to Vice-President of Academic Services for Academic Grievances.
Adopted by the Academic Senate – August 27, 2015

Student Services Planning/Student Success
Open and uses consensus decision-making processes.
Meets 1st Monday of each month at 3pm in HU107

Charge:

- Develop and write the Student Services Master Plan
- Incorporate Student Equity Plan and initiatives into the Student Services Master Plan.
- Provide guidance and support to improve enrollment and student retention efforts.
- Embrace and cultivate the Guided Pathways framework institutionally
- Provide insight and facilitate strategic enrollment guidance and strategies
- Our commitment to diversity requires that we strive to eliminate those barriers to equity and that we act deliberately to create a safe and inclusive environment where individual and group differences are valued and leveraged for our growth and understanding as an educational community.

Structure:

- 2 administrators (VP of Student Services and VP of Academic Services)
- 4 faculty representatives (3 teaching faculty members) appointed by the Academic Senate
- 2 classified representatives from CSEA
- 3 confidential/management representatives appointed by management group leader
- 1 student representative (ASB given first opportunity to select a representative, but if not available, other students may be offered the opportunity)

Quorum:

- A quorum, consisting of one member from three of the five constituencies (administration, classified, faculty, management, student), shall be required to conduct business.

Chair or Co-Chairs:

- Elected by the committee at the first meeting in the fall semester.

Reporting: Reports to the Superintendent/President and Academic Senate
Approved by SSPC – October 2, 2023
Approved by Consultation Council – October 23, 2023

Curriculum Overview: Regulations & Responsibilities

Lassen College

Curriculum/ Academic Standards Committee

Orientation

August 15, 2023

Regulations

An overview of the regulations guiding Curriculum action in the California Community College system

Layers of Guidance

- **CA Education Code**
  - Statute
  - Determined by legislation
- **Title 5**
  - Interprets Ed Code into regulations
  - Determined by Board of Governors
- **Chancellor's Office Program and Course Approval Handbook (PCAH)**
  - Establishes specific guidelines for implementing Title 5
  - Developed by Chancellor's Office with Academic Senate (ASCCC) and System Advisory on Curriculum (SACC)
- **Chancellor's Office Guidelines**
  - Further clarify implementation of Title 5
  - i.e. Guidelines for Repetition and Repeatability
- **Lassen College Curriculum/Academic Standards Handbook**
  - Intended as a reference for LCC faculty, admins and Curriculum Committee
  - Developed or revised and approved by Curriculum/Academic Standards Committee

California Education Code §70902

(b) (7): Establish procedures not inconsistent with minimum standards established by the board of governors to ensure faculty, staff, and students the opportunity to express their opinions at the campus level, to ensure that these opinions are given every reasonable consideration, to ensure the right to participate effectively in district and college governance, and to ensure the right of academic senates to assume primary responsibility for making recommendations in the areas of curriculum and academic standards.

Title 5 §53200 10+1

- **TITLE 5 §53200, DEFINITIONS: D**etails the implementation of California Education Code, state the faculty authority for curriculum through §53200, definitions, where the academic senate and its purview are defined:

The Academic Senate means an organization whose primary function is to make recommendations with respect to academic and professional matters. Academic and professional matters mean the following policy development matters:

(1) Curriculum, including establish prerequisites and placing courses within disciplines.
(2) Degree and certificate requirements.
(3) Grading policies.
(4) Educational program development.
(5) Standards or policies regarding student preparation and success.

All of the above involve curriculum!

Title 5 §53200 10+1 continued

(6) district and college governance structures, as related to faculty roles;

(7) Faculty roles and involvement in accreditation processes, including self-study and annual reports.

(8) Policies for faculty professional development activities.

(9) Processes for program review.

(10) Processes for institutional planning and budget development, and

(11) Other academic and professional matters as mutually agreed upon between the governing board and the academic senate.

Title 5, §55002. Standards and Criteria for Courses

(a)Degree-Applicable Credit Course. A degree-applicable credit course is a course which has been designated as appropriate to the associate degree in accordance with the requirements of section 55062, and which has been recommended by the college and/or district curriculum committee and approved by the district governing board as a collegiate course meeting the needs of the students.

(1) Curriculum Committee. The college and/or district curriculum committee recommending the course shall be established by the mutual agreement of the college and/or district administration and the academic senate. The committee shall be either a committee of the academic senate or a committee that includes faculty and is otherwise comprised in a way that is mutually agreeable to the college and/or district administration and the academic senate.

Local Board of Trustees

Adopt policies and procedures related to curriculum only if recommendations on those curriculum policies and procedures are made through collegial consultation with the local academic senate.

Our process:

1) Curriculum Committee Approval

2) Academic Senate Approval

3)Board of Trustees Approval

Responsibilities

An overview of responsibilities of the Lassen College Curriculum/Academic Standards Committee and its Members

Curriculum/Academic Standards Committee

The Curriculum/Academic Standards Committee is a subcommittee of the Academic Senate. The Committee shall be responsible for studying, reviewing recommendations and advising in the general area of curriculum proposals and procedures as well as academic standards.

The Curriculum/Academic Standards committee has the primary responsibility for the development, review, renewal, and recommendation of curriculum to be approved by the Board of Trustees.

Committee Responsibilities: Curriculum

The committee is charged with recommendation action on the following curriculum-related items:

1. Proposed credit and non-credit courses, revised requirements for noncredit certificates of completion and certificates of competency and credit certificates of accomplishment, certificates of achievement, and associate degrees.
2. Changes in titles, units, hours, prerequisites, co-requisites, recommended preparation, course descriptions, student learning outcomes, course objectives, course content, representative text, and assignments.
3. Proposed course deletions and course reactivations.
4. Proposed new educational programs and revisions to existing educational programs.
5. Recommendations derived from an instructional program review process.
6. Institutional and CSU, UC, and IGETC general education requirements.
7. Standards for course requisites or other issues related to student preparation and success.
8. Appropriateness of an alternate mode of delivery.
9. Content review for recommended preparation, prerequisites and co-requisites.

Committee Responsibilities: Academic Standards

The Academic Senate has delegated responsibility for making recommendations on academic standards issues to the Curriculum/Academic Standards Committee, therefore, any standards issue brought before the committee will be considered. Examples of issues include, but are not limited to:

1. Appropriateness of offering a specific course to pre-collegiate age students.
2. Resolution of challenges to the pre-collegiate basic skills unit limitation.
3. Repetition of courses in which a D, F, NP has been received twice.
4. Repetition of courses in which as grade of "C" or better has been earned.
5. Factors used to determine "critical thinking" and "college level" courses.
6. Grading policy.
7. Board policy related to academic standards (i.e. academic renewal, credit by examination, repeatability).
8. CTE Transitions Articulation Agreements with high schools.
9. Assignment of courses to specific disciplines.

Membership

Voting Members

- 8 full time faculty representatives including Articulation Officer
  - Faculty should be balanced to represent Humanities, Math-Science, CTE, and Social Science
- 2 classified representatives including Transfer Center Assistant
- 1 management representative with curriculum-related responsibilities
  - recommended Executive Assistant in Academic Services or Financial Aid Director
- 1 administrative representative: either VP Academic Services or Dean of Instructional Services

Non-voting Members

- 1 student representative with an advisory vote
- Additional administrative representation from Academic Services

Quorum

- Committee has 12 voting members
- Quorum is 7 members (50% + 1) with at least 4 faculty present

Responsibilities of Committee Members

Maintain the quality/integrity of the proposals and the Lassen College instructional program by carefully reviewing the curriculum packet and by participating critically in meetings.

Course Outlines of Record

Course Outline of Record

For Credit and Noncredit Courses

- The course outline of record (COR) is a legal document that must contain certain required elements that are outlined in §55002 of Title 5.
- The COR serves as a legal contract between the faculty, student, and the college.
  - The COR establishes the content and rigor of a course and ensures consistency for students across all section offerings.
  - The COR serves as the basis for articulation agreements and statewide course identification number (C-ID) approval.
  - All CORs must be approved by the local academic senate (and/or curriculum committee as a sub-committee of the local academic senate) and the local governing board.

Course Outline Function

- Establishes CSU-GE and IGETC status
- Establishes and supports articulation agreements
- Distinguishes a course from other courses
- Supports program review process
- Assists accrediting agency review
- Provides evidence of meeting Chancellor's Office and Title 5 requirements
- Ensures quality and consistency of course delivery for faculty
- Ensures instructional integrity
- Provides data for Management Information Systems (MIS) and apportionment

Essential Elements of the COR - Credit

- Course Prefix, Number and Title
- Catalog Description
- Prerequisites/Co-requisites/ Recommended Preparation
- Units/ Lecture/ Lab/ Outside of Class and Total Hours of Instruction
- TOP Code/SAM Code
- Course Content
- Objectives/Outcomes
- Instructional Methods
- Methods of Assessment
- Grading Criteria
- Types or examples of required reading, writing and other outside of class assignments
- Required and Recommended Textbooks
- Course Repetition Designation
- Open Entry/Open Exit if Designated
- Discipline

The required elements for a COR are found in Title V §55002

Other considerations

Item	Why you might want it
○ Student Learning Outcomes	○ Requested to be part of COR by ACCJC
○ College Level Reading and Writing Assignments	○ Insufficient detail might lead to a request for syllabi
○ Transfer/GE Information/C-ID	○ It can be helpful to have this info on the COR
○ Supplemental Instruction	○ Could it be part of your course?
○ TBA Hours	○ Ensure TBA regs are followed
○ External requirements	○ Student certification or licensure

Types of Programs & Courses

Types of programs

- Credit – degrees and certificates of achievement
  - Generates apportionment; student fees apply
  - Degree applicable and non-degree applicable (developmental/basic skills)
  - Unit bearing
  - Not designated repeatable (except in limited circumstances)
  - Approval: Curriculum Committee, Board, Chancellor's Office

<table>
<tr><th>Credit</th><th>Noncredit</th><th>Not-for-credit (Training)</th></tr>
<tr><td>Degrees
AA
AS
AA-T
AS-T</td><td rowspan="2">10 instructional categories permitted

Noncredit Certificates
Completion
Competency</td><td rowspan="4">Fee-Based (Community Service/Education)</td></tr>
<tr><td>Certificates
COA Less then 16 units
CA 16-42 units
CA 8-16 units with chancellors office approval</td></tr>
<tr><td>Articulation
ADT/C-ID</td><td>College Preparation and Career Development (CDCP) funded at a higher rate
Certificate
*4 categories</td></tr>
<tr><td colspan="3">Contract Education</td></tr>
</table>

Noncredit Categories

- English as a Second Language (ESL) *
- Citizenship for Immigrants
- Elementary and Secondary Basic Skills *
- Health and Safety
- Courses for Adults with Substantial Disabilities
- Parenting
- Home Economics
- Courses for Older Adults
- Short Term Vocational*
- Workforce Preparation *

*Career Development / College Preparation (CDCP) – This only works for programs with two or more courses

Types of courses

- Approval = Curriculum Process, Academic Senate, LCC Board, Chancellor's Office
  - Credit, degree and transfer applicable
  - Credit, degree applicable
  - Credit, non-degree applicable basic skills
  - Credit, non-degree applicable Noncredit
- Approval = Curriculum (Information), Academic Senate, LCC Board
  - Community Service (BP & AP 4400 Community Service Programs)
- Regular course approval if being offered for apportionment
  - Contract Education (AP 4104 Contract Education)

Responsibilities: Program and Course Proposals

Evaluation of Program and Course Proposals

Areas to be scrutinized for program and course proposals include:

- Appropriateness of the proposal to the mission of the college
- Need
- Curriculum Standards
- Compliance with Code of Education of California and Title 5
- Adequate Resources

Certificate Programs

Credit

Certificate of Achievement

- All curriculum components will be reviewed
- Narrative (with all components)
- CORs for all courses
- Appropriate supporting documentation for "Local" (non-CTE) certificates
- Appropriate supporting documentation for CTE certificates
- Refer to PCAH 7, Part II, Section 3 for credit certificate program standards and criteria

Noncredit

Certificate of Completion

Certificate of Competency

- All curriculum components will be reviewed
- Narrative (with all components)
- CORs for all courses
- Appropriate supporting documentation for short-term vocational ("CTE") certificates
- Refer to PCAH 7, Part III, Section 3 for noncredit program criteria and standards
- Adult High School Diploma (AHSD) and apprenticeship see PCAH 7, Part III, Section 3 (pp. 135 – 137)

Evaluation of Program and Course Proposals

Appropriateness to Mission

- The stated goals and objectives of the proposed program, or the objectives defined in the Course Outline of Record, must be consistent with the mission of the community colleges as established by the Legislature in CEC §66010.4.
- For courses or programs to be mission appropriate, they must provide systematic instruction in a body of content or skills whose mastery forms the basis of student achievement and learning.

AA/AS Degree

- Compliance standards for associate degrees, as set forth in title 5, § 55063
- All curriculum components will be reviewed
- CORs for all courses
- Narrative (with all components)
- Appropriate supporting documentation for CTE associate degrees
- Refer to PCAH 8, Part II, Section 3 for all credit degree program standards and criteria
  - CTE AA/AS Degrees: PCAH 8, pp. 84
  - Local AA/AS Degrees (non-CTE): PCAH 8, pp. 89

Evaluation of Program and Course Proposals

Need

- The proposal must demonstrate a need for a program or course that meets the stated goals and objectives in the region the college proposes to serve with the program.

- Furthermore, a proposed new program must not cause harmful competition with an existing program at another college.

- Need is determined by multiple factors, such as the Academic Master Plan and accreditation standards as well as program review. Program Review is a planning process whereby academic departments determine the future needs and goals of their educational programs. Both new and revised curriculum should reflect the fulfillment of this planning.

Evaluation of Program and Course Proposals

Curriculum Standards

- Title 5 mandates that all credit and noncredit curriculum must be approved by the college's curriculum committee and district governing board (pursuant to Chapter 6, Subchapter 2, beginning with §55100).

- Title 5 §55130(b)(8)(E) also requires that credit programs must be reviewed by Career Technical Education Regional Consortia, when applicable. The proposed program and/or course should also be consistent with requirements of accrediting agencies as applicable.

Evaluation of Program and Course Proposals:
Curriculum Standards

Some examples are….

- Incongruence between course/program description and course/program content
- Appropriateness of course unit values and the relationship of unit values to the lecture/lab hours
- Proper pre/co-requisite and/or advisory validation
- Interconnectedness of course goals and course objectives with assignments and evaluation;
- Verification of general education [GE]
- Course transferability
- Program and certificate reviews
- Suitability of delivery methods
- Potential duplication issues
- Potential multiple-prefix offering of the proposed course

Evaluation of Program and Course Proposals

Adequate Resources

- The College must demonstrate that it has the resources to realistically maintain the program and/or course at the level of quality described in the application. This includes funding for faculty compensation, facilities and equipment, and library or learning resources, and the college must demonstrate that faculty are available to sustain the proposed required course(s) and to facilitate student success.

- The college must have the resources needed to offer the course(s) at the level of quality described in the Course Outline(s) of Record (COR). The college must commit to offering all of the required courses for the program at least once every two years, unless the goals and rationale for the particular program justify a longer time frame as being in the best interests of students.

Evaluation of Program and Course Proposals

Compliance

- It is also required that the design of the program or the course not be in conflict with any law, including state and federal laws, both statutes and regulations.

- Laws that particularly affect community colleges, as well as any other laws that may affect the program or course, such as licensing laws in a particular occupation, need to be considered.

Available Training Resources

PCAH 8th Edition…

- PART I: OVERVIEW
- PART II: CREDIT CURRICULUM
- PART III: NONCREDIT CURRICULUM

Posted to the Educational Services & Support Division webpage [*Curriculum and Instruction*]

- https://www.cccco.edu/-/media/CCCCO-Website/Reports/CCCCO_Report_Program_Course_Approval-web-102819.pdf?la=en&hash=06918DD585E9F8C0805334FEA3EB1E6872C22F16

Questions?

Do you need any clarification on the information presented?

Is there other curriculum-related information that you want to know?

Agenda Item Details

Meeting

Oct 11, 2022 - Regular Meeting of the Board of Trustees - 5:30 p.m.

Category

Administration

Subject

Approval of Administrator Contract

Type

Action

Recommended Action

Recommended by the Interim Superintendent/President that the Board of Trustees approve the attached Administrator Contract, as presented.

Background

The success and growth of Lassen College's academic programs and full-time enrollment is contingent upon the acquisition of effective leadership. To achieve this, full recruitment was completed for the position of Dean of Instructional Services, Vocational Development & Programs and an offer was made and accepted.

Status & Analysis

The Interim Superintendent/President is recommending the Governing Board approve the following Administrator contract being submitted:

Michell Williams, Dean of Instructional Services, Vocational Development & Programs
Salary: Grade 36, Step G, $158,809.55 annually
Effective: October 12, 2022

For Board Discussion

Does this action achieve the College's Mission, Vision and Values and Support Student Learning?

WILLIAMS M. Dean of Instruction Vocational Development Programs 2022-2023.pdf (167 KB)

Regular Meeting of the Board of Trustees - 5:30 p.m. (Tuesday, October 11, 2022)
Generated by Julie Johnston on Wednesday, October 12, 2022

Members present
Kim Dieter, Louis Hamilton, Sophia Wages, Sandra Jonas, David Trussell, Robin Hanson

Members absent
Buck Parks, Student Trustee Tatum Raymond

Meeting called to order at 5:30 PM

1. Meeting Opening
Procedural: 1.01 Call to Order and Roll Call

2. Public Comment on Closed Session Agenda Items
Procedural: 2.01 Public Comment on Closed Session Agenda Items
None

3. Adjourn to Closed Session
Procedural: 3.01 Adjourn to Closed Session
It was moved by Trustee Dieter, seconded by Trustee Hanson and carried unanimously to go into CLOSED SESSION at 5:31 p.m.

4. Closed Session
Discussion, Information: 4.01 Public Employee Appointment/Public Appointment (One Matter)
With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957:
PUBLIC EMPLOYEE APPOINTMENT/PUBLIC EMPLOYMENT (One Matter)
Dean of Academic Services CTE
Action Taken by the Board: No Reportable Action

5. Reconvene Meeting in Open Session
Procedural: 5.01 Reconvene Meeting in Open Session
It was moved by Trustee Dieter, seconded by Trustee Trussell and carried unanimously to go into OPEN SESSION at 5:35 p.m.

Action, Procedural: 5.02 Agenda Approval
Motion by Robin Hanson, second by David Trussell
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, David Trussell, Sophia Wages
Noes: None
Absent: Buck Parks, Student Trustee Tatum Raymond (Advisory Vote)

Procedural: 5.03 Pledge of Allegiance to the Flag
Academic Senate President Adam Runyan led the Pledge of Allegiance to the Flag.

6. Public Comments
Information, Procedural: 6.01 Call for Requests from the Audience to Speak to any Item on the Agenda
None

Information, Procedural: 6.02 Public Comments on Items Not on the Agenda

Michael Blaschak, CSEA President, addressed the Board and stated that he wanted to come and make some corrections to his statement at the last meeting. He wanted to address an error in what he said. Mr. Blaschak advised that what he was addressing was administrative raises and it should have been administrative reclassification or as Trevor used to call them being placed accordingly. Mr. Blaschak stated that it was a little unfair to point a finger at budgeting when we did not have a CBO to do budgets. Mr. Blaschak advised he is looking forward to having a CBO and looking out to a five year plan. Mr. Blaschak finished by stating that when it says that we need cuts, is it fair that it almost always says classified.

7. Consent Agenda-Any items removed will be considered after the motion to approve the Consent Agenda

Information: 7.01 Public Comments on Consent Agenda Items

Action (Consent), Minutes: 7.02 Approval of Minutes of September 13, 2022 Regular Meeting

Action (Consent): 7.03 Approval of Personnel Consent Agenda

Action (Consent): 7.04 Approval of Warrants and Financial Reports ending September 30, 2022

Action (Consent): 7.05 Minimum Qualification/Equivalency

Action (Consent): 7.06 Curriculum/Academic Standard Committee Action

Action (Consent): 7.07 Curriculum/Academic Standard Committee Action - Community Service

Action (Consent): 7.08 Curriculum/Academic Standard Committee Action - Action Log

Action (Consent): 7.09 Approve Consent Agenda

Motion by David Trussell, second by Sandra Jonas
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, David Trussell, Sophia Wages
Noes: None
Absent: Buck Parks, Student Trustee Tatum Raymond (Advisory Vote)

8. Discussion/Action on item(s) removed from Consent Agenda

None

9. Information-Reports

Information, Report: 9.01 Academic Senate President's Report - Adam Runyan

Adam Runyan, Academic Senate President gave the following report:

"Good Evening, The last time I met with you we had just approved our Instructional Program Review Process. The IPR Handbook is on the agenda under 10.02. Dr. Aeron Zentner helped us to update our process and many of our faculty are going through it for the first time right now. Our timeline is updated and IPR's that are due this year will be reviewed and approved by December and to you to review by January/February. This timeline is aggressive but necessary to meet our budget cycle. ACCJC should be pleased with our work on this updated process. Our curriculum committee has been extremely busy reviewing new courses in the areas of Gunsmithing, Fire Science, Athletics, and Community Service Courses. It is on your agenda under 7.06, 7.07, and 7.08. Each of these new courses are focusing on building and growing our programs to generate FTES and better serve our community. You will see more at the next meeting with our developing RN program. As always, thank you for your support of our faculty."

Information, Report: 9.02 Associated Student's Report - ASB President Amanda Reeves

Amanda Reeves, the newly elected ASB President addressed the Board and introduced herself. Miss Reeves stated she wanted to explain how ASB is starting the year off. This Thursday ASB will have a Meet & Greet with her and the Vice President and hand out hot chocolate and work on getting new Senators.get senators. first meeting this friday. every friday at 10 am starting to already build. want student body to be more involved in community and that there is a presence. hoping to make some good changes this year.

Information, Report: 9.03 Interim Superintendent/President's Report - Carie Camacho

Interim Superintendent/President Carie Camacho advised that Dan Williams, Interim Director of Facilities will be providing an update tonight. Mr. Williams advised that on August 1st he started this role and wandered around and checked things out. He also started to find out where the money is and then he learned about Fusion. Carie set him up with a consultant who is helping us go after money for us. Mr. Williams advised that is how all our maintenance money comes in. The consultant has helped to get things up to date. Our Five Year Capital Outlay Plan is now up to date. Our Space Inventory had not done either. It is how the State pays us for usage on campus and it is current now. It was supposed to be done by 1st. We did an analysis and we meet the funding criteria to get a new gym, but it may not go in until next year. This will be a cost share to us. We are scoring a 153 on the matrix so $2.5 million would be our cost share but we can play with it to get our cost share down now. The consultant pointed us in the direction of the grant for a dorm. We are working on a crunched time schedule as we have 2 1/2 months to get it done. Due to the timing, we need to fund the application ourselves. The consultant is on the committee for coming up with the matrix for scoring. Feather River College is the only Northern California college applying. Mr. Williams advised we are trying to hit the January 25, 2023 deadline. We can also reapply in July if we miss the January window. There is money and hopefully we get a chance to get the first round. Mr Williams next discussed ewaste stating that the college has a huge ewaste stash on campus. Mr. Williams advised that the company Safety Clean will be handling this as well as doing the light bulb removal. Paint removal has already been completed. Mr. Williams stated that the college has 54 pallets currently and he is trying to get a truck load in order to get all of the ewaste gone. With regard to the surplus sale, Mr. Williams advised he started looking around campus and going through all of the old board minutes for items previously approved for sale. Bid-Cal would be more expensive whereas Public Service does a 10 1/2% buyer premium which is better for us. We will have to post and load and get rid of it. Mr. Williams reported he is trying to lean that way and started going through the massive lists since 2012. Hopefully by next board meeting he will have it updated. He is trying hard to get the updated list of what is here, and not destroyed or rotted. He would like to have it going by first of year and gone.

Mr. Williams spoke to projects on campus advising that when he started the first of August, there was a rush to get in the dorms. Maintenance had not been done to fix everything. The guys basically jammed and brought 26 rooms on line. They are working on the downstairs bathrooms that have been off line. He is working with StoneCo to get up and online. He is trying to get the doors fixed and the floor patched and painted. In gunsmithing, they have a new conex and they are getting power run out to it. The hog was moved and wired in. The previous wiring was old and it took four weeks to find it. They had to get a trencher in to get power to the conex. They have upgraded half of the lights for LED. LMUD will do a cost share in there with us. They have installed a new safety cage for gases. CA 127 it took two ears trying to get it done. The nursing rooms are all done. They have patched

and paved the pot holes on campus. StoneCo has been working really well with us. Mr. Williams reported that LMUD has an exterior light LED program. The energy service was approved for the grant and he is waiting for the details. All outside lighting will be upgraded and he was told at zero cost but he is now being told differently, so he will have to work that out. There are numerous irrigation leaks. Dave is working hard on the yards and landscaping and is doing a great job. He is spraying weeds and getting stuff cleaned up. Mr. Williams reported that the washer and dryer are installed in the gym. There is now power in the training room which has taken two years plus more storage down there. Mr. Williams advised he went to the first athletic meeting with Yo and he did not have a complaint. They have installed the new auto lift along with LED lighting outside so they can do night classes. In Math/Science they are working on multiple issues. They have installed power and cut the tank for the Sheriff's Department as they needed a site to put up a temporary conex for a repeater to see if it works. Mr. Williams advised that it seems to be working. He and the Sheriff are to have conversation about next steps. The Sheriff donated a snow cat for Coppervale. There are new boilers in the gym, CDC and the Cafeteria. He is working on a design for new sewer for CDC and the back side of campus. They are working to move the Board Room. Trying to move it to a newer, nicer facility then the existing Board Room will turn back into the book store. Mr. Williams stated he is hoping to have the new Board Room in HU 106/107. Mr. Williams next spoke about newer upgrades to campus locks adding that we need to upgrade for active shooter so we are in a one lock down scenario. Additionally we are running Cat 5 power to the gym for the video camera for stats etc. They are working on getting IT to the N Building. It has been demoed out. This location will be closer to the server and mainline there. Mr. Williams reported that upstairs in the dorms they will have a study hall. It needs to be painted and get trimmed out as well as new dorm doors. Well #1 has not been working well. It has been upgraded and should be tying it into the system in the next month. then if Well #2 goes down, Well #1 can be a back-up source. Mr. Williams advised he believes he has a solution to the water hammering problem which is caused by the old infrastructure. When Fire Science closes down a hydrant fast, the pipe is 60 years old and we get the hammering issue. Cal Valve came out and we will need to put a couple of valves up on campus to fix the issue, hopefully before Spring.

Trustee Hamilton inquired about theft on campus and was advised that they are working with IT and trying to get cameras everywhere. Additionally, the police are coming out. Lighting will be a bigger deal. Mr. Williams reported that we had a couple of people that broke into cars for a smash and grab. Smashed a van window and stole the window and mirror control. Cameras are coming along with better lighting and a police officer. We are trying to get our arms around it all. Trustee Hamilton inquired about the old vans stating that he heard we lost catalytic converters. Trustee Hamilton asked about how are we doing on vehicles here? Mr. Williams advised they are using the old Foundation vehicles but will always take more. He has an Ag Maintenance position coming on so he is short on vehicles for his guys. They could use a 3/4 ton or one ton to plow. Maintenance has been using the smaller vehicles and we ruin them. Trustee Hamilton stated that the Foundation possibly has some vehicles. Trustee Hamilton inquired about the CoGen and how are we doing there? Mr. Williams advised he has not had a chance to get down there and do much. They have infrastructure work they have to do. He spoke with Cort Cortez from LMUD on re-powering it. If we want to grow our school like Vet Tech, if maintenance moved down there first and Shipping and Receiving, they could rebuild the Maintenance and Shipping and Receiving location for Ag which makes the most sense right now. The State right now on how we are using our space, we are running at about 300% and not using our space efficiently which needs to change if we want to grow in the future. Trustee Hamilton stated he appreciates what you have done. Thank you. appreciate everything you're doing.

President Wages inquired about handicapped accessibility. Mr. Williams stated he has a master sheet and it is about 600 items long. Tara, his assistant, totaled it up and there is about $120 million dollars of stuff that we are behind in. Mr. Williams stated that the number he just used the other day was half. We have approximately $4 million coming to us from the State on deferred maintenance. Our process moving forward is one building at a time. First, will be Creative Arts, and once it is completed then we will go to the next building. Mr. Williams advised that they do not want to get spread out and he will be chasing his tail. Mr. Williams advised that he needs to re-do the front loop but he does not think he can swing it all this year. He is trying to stretch as far as he can. Eric, the College's consultant, is rolling the college's projects five years out. Mr. Williams advised he is definitely working with ADA stuff but not working as far or as fast as he wants to. Mr. Williams stated he is currently running with three Maintenance IV's, a Maintenance II, and Dave filling in for Zach. He advised he

could use 3 or 4 more guys.

Interim Superintendent/President Carie Camacho stated that regarding an on-campus Police officer, we need some kind of security. Mrs. Camacho advised she is being very conservative in our budget but there is a management position where part of it will be eliminated. She has to wait until Ed is done with our Five Year spread sheet. Once that is done, she will take half the management position and fund half a Police officer on campus doing rounds. With improved cameras, lighting and police presence, it will be better than what we have had.

Mrs. Camacho wanted to clarify to everyone that when the college talks about bringing on a new program, it means a year to two years out. Regarding our RN program, Director of Nursing Christi Myers does not know when it will exactly be approved, but believes we will be able to start in Fall 2023, and it will be a four semester, 12 unit program. Students will have extra time to take classes from Humboldt to do their BSN as well. LCC can support that effort with a center here on campus. Also some of our athletes will be able to do the RN program.

Mrs. Camacho reported that we are working on a housing grant. We are also working on in-state tuition with Dahles' office. Mrs. Camacho advised she has a meeting with Bruce Ross next week. Dahle did a Senate bill for Tahoe. Additionally, Michell Williams has been working with UNR but now for everything and not just Ag. Hopefully, this could take place in the Fall. If we can get that back, all Nevada residents would count for our FTES. Mrs. Camacho advised that we did get the North State Together Grant. We are looking at dental assistant and xray. We will be meeting with our group to do Bylaws, etc. Julie will be coordinating that.

Colleen, Michell, Tom Downing and Christi Myers are working on Bachelors programs for the college. The tricky thing is we can not have a Bachelors degree that anyone else has. Tom's will be on something in modern policing and new legislation on community policing and managing in policing as there is no other community college offering this. We have to create the curriculum. Mrs. Camacho reported that there is a lot of work to get this going. The other will be in health information administration. There are two other colleges offering it so we can borrow from their curriculum. Colleen, with a smile on her face, says Fall 2024. This is very exciting news for us. We are looking to add an associate degree in computer information systems. We have some certificates currently, so going that route make sense. There are a lot of moving parts. Mrs. Camacho stated she cannot believe Dan is still standing. Mrs. Camacho advised she went and watched two weeks ago the rodeo at Quincy.

Trustee Hamilton inquired about Seniors on campus and was advised that tomorrow the college is hosting a Senior Day. Originally our high school was going to come, but we are going to them instead to do FAFSA's. It is enabling the smaller schools to get lots of one on one while they are here. The students will sit in on vocational programs and also speak with Financial Aid and have an orientation. Mrs. Camacho stated she is excited they get to go into the classrooms and see some of the lectures. Having seniors be exposed to college now cuts down a barrier to attending college.

Information, Report: 9.04 Board Comments

Trustee Sandra Jonas stated she is so impressed with everything going on. Thank you for working so hard. Trustee Jonas advised this makes her happy. Trustee Jonas additionally reported that she attended the Career Transfer Day and saw a couple of the trustees there. It was really a good turn out.

Trustee David Trussell advised it was nice to come into this campus and have it looking like a college. It is getting shiny. Trustee Trussell stated he enjoyed that day up here, too, and it was nice to see that many students up here. A lot of them got a lot of good advice.

Trustee Kim Dieter gave a thank you for doing the programs for students, and tomorrow's program sounds really interesting. The students from Herlong enjoyed the College Day.

Trustee Louis Hamilton stated it is nice to see ASB back and he hopes everything goes well. Trustee

Hamilton advised that as far as the College Day after Covid, it is awesome. It is nice to see campus alive again. Trustee Hamilton thanked Dan for his hard work.

President Sophia Wages stated she agrees with everything everyone else said. President Wages quoted a principal from years ago that said if our rooms aren't clean and fixed up, then the teachers aren't happy, and then students aren't happy. It is important things work, and work well, and this projects to students. President Wages stated she appreciates very much all of the hard work and she appreciates the staff who have been helping students be successful. President Wages additionally advised that she played in the Frank Ernaga Golf Tournament. Half of the funds raised goes to the Foundation and half to athletics. This is an annual event and she is happy the Foundation is able to host that.

10. Administration

Action: 10.01 Approval of Administrator Contract

The success and growth of Lassen College's academic programs and full-time enrollment is contingent upon the acquisition of effective leadership. To achieve this, full recruitment was completed for the position of Dean of Instructional Services, Vocational Development & Programs and an offer was made and accepted. the Interim Superintendent/President is recommending the Governing Board approve the contract for Michell Williams as Dean of Instructional Services, Vocational Development & Programs.

Motion by Kim Dieter, second by Robin Hanson
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, David Trussell, Sophia Wages
Noes: None
Absent: Buck Parks, Student Trustee Tatum Raymond

Information: 10.02 Instructional Program Review (IPR) Handbook 2022-2023

Instructional Program Review (IPR) built on the analysis of data including the assessment of student learning and outcomes, as required by the state and the Western Association of Schools and Colleges (WASC) through the Accrediting Commission for Community and Junior Colleges (ACCJC), is an integral part of the total process of integrated planning driving institutional decisions including budget allocation at Lassen Community College. The recommendations from each program review provide the basis for informed decision-making for academic planning, human resource planning, student services planning, technology planning and facilities planning and are incorporated into the LCC Comprehensive Institutional Master Plan as well as individual Master Plans. The IPR process is an effective vehicle for accountability. Through this process, colleagues can cooperatively share ideas to strengthen the college's instructional programs. In addition, with the submission of completed program review documents to Consultation Council for review by all constituent groups, the IPR process allows for dialogue between faculty, staff and administration regarding the status and future of an instructional program. The Senate approved the handbook update on September 7th, 2022. Consultation Council reviewed the handbook on September 12th, 2022. It is presented to the Board as information. Trustee Trussell advised that he read through enough of the Handbook today and is glad he does not have to do it anymore.

Action: 10.03 Authorization for the District to Proceed with Contract Negotiations with the Lassen College Faculty Association (LCFA) for the 2022-2025 Contract

The proposals have been sunshined and the public has had the opportunity to see the proposals. The District wishes to be authorized to enter into the 2022-2023 contract negotiations with the Lassen College Faculty Association. The Lassen Community College District and the Lassen College Faculty Association will be beginning negotiations for the Collective Bargaining Agreement that is intended to be in effect for the period FY 2022-2023. Due to a shortfall in current enrollments, district finances are likely to be strained in the upcoming years. Nonetheless, the District will seek creative solutions in negotiations with LCFA that can meet faculty needs as well as the needs of the District despite these challenging times and financial constraints.

Motion by David Trussell, second by Louis Hamilton
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, David Trussell, Sophia Wages
Noes: None
Absent: Buck Parks

Information: 10.04 2021-2022 Apportionment Attendance Report - Annual Report Application for Adjustment (CCFS-320)

The CCFS-320 Annual report submitted to the Chancellor's Office for Fiscal Year 2021-2022 was brought to the Board at its August 9, 2022 Regular Meeting. Total FTES reported at that time was 1,069.15. Since that time, adjustments have been made showing adjusted FTES of 1,062.94. The CCFS-320 Annual Report Application for Adjustment is presented for information purposes only. No action is required. Interim Superintendent/President Carie Camacho advised that we need to get FTES. Getting the WUE or good neighbor, that will be huge. That will give us 100 FTES right there which is fantastic and it looks like Nevada is interested again.

Information: 10.05 Budget Update

Trustee Trussell inquired on the financial report what the line item "Other out" was? It is item 739000. Mrs. Camacho advised she would check and get back to the board on that.

Information: 10.06 Accreditation Update

Interim Superintendent/President Carie Camacho reported that the team will be on campus for a follow-up visit Nov. 8 and 9, 2022. The lead for the team is Char Perlas, the President at Siskiyous. Also Anna Bedallion and the Vice President of ACCJC, Dr. Kevin Bontenbal.

Information: 10.07 COVID Update

Interim Superintend/President Carie Camacho reported that we are still doing same as far as cleaning and giving out tests if people need them.

Information: 10.08 Foundation Update

Interim Superintendent/President Carie Camacho advised that the Foundation is still cleaning up bills. They are additionally waiting for an update from the auditor to some items that he looked deeper into. The audit is done. The audit letter is done. The Foundation is also looking for new members.

11. Information Items

Information, Procedural: 11.01 Calendar of Events

President Wages referred those present to the Events calendar on the website.

12. Future Dates and Reports

Information: 12.01 Future Dates and Reports

October 25, 2022	Retreat Meeting	Board Room	12:0
November 8, 2022	Regular Meeting	Board Room	5:30
December 13, 2022	Organizational Meeting	Board Room	5:30

13. Public Comment on Closed Session Agenda Items

Procedural: 13.01 Public Comment on Closed Session Agenda Items

None

14. Adjourn to Closed Session

Procedural: 14.01 Adjourn to Closed Session

It was moved by Trustee Trussell, seconded by Trustee Hanson and carried unanimously to go into CLOSED SESSION at 6:24 p.m.

15. Closed Session

Action, Discussion, Information: 15.01 Conference with Labor Negotiators (Three Matters)

1. *With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:*
CONFERENCE WITH LABOR NEGOTIATORS
Agency Designated Representative: Josh Morrison, Esq.
Employee Organization: LCFA
Action Taken by the Board: No Reportable Action

2. *With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:*
CONFERENCE WITH LABOR NEGOTIATORS
Agency Designated Representative: Josh Morrison, Esq.
Employee Organization: CSEA
Action Taken by the Board: No Reportable Action

3. *With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:*
CONFERENCE WITH LABOR NEGOTIATORS
Agency Designated Representative: Carie Camacho
Employee Organization: All Unrepresented Employee(s)
Action Taken by the Board: No Reportable Action

Action, Discussion, Information: 15.02 Conference with Legal Counsel - Anticipated Litigation (Two matters)

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54956.9:
CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION (Two Matters)
Action Taken by the Board: No Reportable Action

Discussion, Information: 15.03 Public Employee Appointment/Public Employment/Public Employee Performance Evaluation

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957:

PUBLIC EMPLOYEE APPOINTMENT/PUBLIC EMPLOYMENT/PUBLIC EMPLOYEE PERFORMANCE EVALUATION
Interim Superintendent/President
Action Taken by the Board: No Reportable Action

16. Reconvene Meeting in Open Session

Procedural: 16.01 Reconvene Meeting in Open Session

It was moved by Trustee Jonas, seconded by Trustee Hamilton and carried unanimously to go into OPEN SESSION at 6:50 p.m.

17. Adjournment

Action: 17.01 Adjournment of Meeting

Motion by David Trussell, second by Louis Hamilton
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, David Trussell, Sophia Wages
Noes: None
Absent: Buck Parks

The meeting adjourned at 6:51 p.m.

Agenda Item Details

Meeting

Sep 13, 2022 - Regular Meeting of the Board of Trustees - 5:30 p.m.

Category

Closed Session

Subject

Public Employee Appointment/Public Employment (Three Matters)

Type

Action, Discussion, Information

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957:

PUBLIC EMPLOYEE APPOINTMENT/PUBLIC EMPLOYMENT (Three Matters)

Vice President Student Services
Dean of Student Equity and Special Programs
Interim Dean of Student Services

Regular Meeting of the Board of Trustees - 5:30 p.m. (Tuesday, September 13, 2022)
Generated by Julie Johnston on Wednesday, September 14, 2022

Members present
Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell (telephonic appearance), Sophia Wages, Student Trustee Tatum Raymond

Meeting called to order at 5:31 PM

1. Meeting Opening
Procedural: 1.01 Call to Order and Roll Call

2. Public Comment on Closed Session Agenda Items
Procedural: 2.01 Public Comment on Closed Session Agenda Item
Logan Merchant addressed the members of the Board stating that his name is Logan Merchant and he has worked here 15 years as an IT Specialist. When he started in 2007, he was one of two IT Specialists on a campus that housed nine servers and we had no wifi on campus. Now they maintain 86 active servers and other things. Mr. Merchant advised that the IT Department has suffered only loss. At its peak the department had four IT Specialists and one Director. Then three IT Specialists. The number has now dwindled to two. The Department weathered a cyber attack two years ago and recovered on our own. Mr. Merchant advised he suffered an episode of keto acidosis and ended up in the hospital and his colleague went on alone. Mr. Merchant stated he has no fear or suspicion about his colleague and does not understand why someone would be dismissed after 12 years. Mr. Merchant stated he has been covering for his colleague, and his former Director while training someone on things that took him 15 years to learn, and now his current Director while he works remotely. Mr. Merchant stated he is returning from three weeks of mental health leave, but was interrupted having to help with payroll after which he suffered another episode of keto acidosis and was hospitalized. Mr. Merchant stated he needs to have his colleague returned to work.

3. Adjourn to Closed Session
Procedural: 3.01 Adjourn to Closed Session
It was moved by Trustee Dieter, seconded by Trustee Hanson and carried unanimously to go into CLOSED SESSION at 5:35 p.m.
A roll call vote was taken:
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell (telephonic appearance), Sophia Wages
Noes: None
Absent: None

4. Closed Session
Action, Discussion, Information: 4.01 Public Employee Appointment/Public Employment (Three Matters)
With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957:

PUBLIC EMPLOYEE APPOINTMENT/PUBLIC EMPLOYMENT (Three Matters)
Vice President Student Services
Dean of Student Equity and Special Programs
Interim Dean of Student Services
Action Taken by the Board: No Reportable Action

5. Reconvene Meeting in Open Session
Procedural: 5.01 Reconvene Meeting in Open Session
It was moved by Trustee Jonas, seconded by Trustee Parks and carried unanimously to go into OPEN SESSION at 5:51 p.m.
A roll call vote was taken:
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell (telephonic appearance), Sophia Wages

Noes: None
Absent: None

Action, Procedural: 5.02 Agenda Approval

Motion by Louis Hamilton, second by Buck Parks
Final Resolution: Motion carries.
A roll call vote was taken:
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell (telephonic appearance), Sophia Wages, Student Trustee Tatum Raymond (Advisory Vote)
Noes: None
Absent: None

Procedural: 5.03 Pledge of Allegiance to the Flag

The Pledge of Allegiance to the Flag was led by Trustee Buck Parks.

6. Public Comments

Information, Procedural: 6.01 Call for Requests from the Audience to Speak to any Item on the Agenda

Michael Blaschak addressed the Board and provided a handout and stated as follows:
Handout for you all. Lassen College Governing Board, just wanted to say hello. I know I wear a lot of hats on campus but today I'm here to talk to you as president of the Classified Union Chapter 591. I'll talk about the handout and I want to make a clear distinction on the emphasis of this statement. Today I would like to talk about the decisions made by the administration with the approval of the governing board and how they reflect the priorities at this college. I'm also going to talk about salary and compensation and I want to make clear that my comments do not reflect, are not about reclassifications or raises, whether they are deserved or not. Everybody and everyone at this college works very hard and deserves to be compensated. Now if you shift to the handout provided, you'll you see how the eyes of many of our classified staff, um, and in the eyes of many of our classified staff, the district has not made their personal financial stability a priority. So the spreadsheet you are looking at is a cost comparison of the proposed classified pay increase as it compares to the administrative increases on today's agenda. The point is not that those administrators don't deserve that pay, but the point is that the classified staff are the ones that will be implementing the programs that they are getting these pay increases for are being passed over for appropriate compensation. Now I did not have access to the districts detailed finances and I did not want to burden our finance staff by asking for very specific numbers, so you'll see in a simplified spreadsheet the classified pay is assuming everybody is at max step. That means that is the maximum increase, the maximum financial increase. I also want to point out that the 3% wasn't a number that was picked at random, it was based on the expected COLA increase and the numbers given out by the government on inflation, and we want to keep our classified staff as at close to government numbers as possible. I also want to point out this is simplified, I know both administrative and classified staff are paid from categorical funds at times but the assumption is that the percentage of classified staff and the percentage of admin staff that are paid from those alternative funds is approximately the same. So the point I want to make is the monetary values I think are an accurate representation of the approximate comparison between the two general fund or funding liabilities that would have been made If we had gotten a classified pay increase versus just the three administrative pay increases that are on the agenda.

Information, Procedural: 6.02 Public Comments on Items Not on the Agenda

Michael Blaschak addressed the Board as follows:
That was actually a very good place to end because I want to flip to a different subject. I want to show you guys the numbers so continuing with my statement. I'm fully aware that, again, this spreadsheet is simplified, but I do want to point out that the work that went into making the budget assessment for

these administrative positions was real work. Somebody had to put real work into making sure we can afford these administrative increases. And that real work is what I'm talking about here today. That is reflected on the priorities of this administration and how they choose to put that real work in to compensate you. Ultimately, classified have not been received a non COLA pay increase since 2017. I'd like to discuss just a little bit about classified pay in general and how we have not received a non-COLA raise since 2017. And in that time, many administrative and management reclassifications have occurred. I briefly spoke to this board months ago about the positive contract negotiations and that has not changed. I think our contract negotiations are going well. What I did want to point out is the financial decision ahead of you today clearly indicates where the priorities of this college are, where they are willing to find a bunch of money for pay increases, as opposed to what I frequently hear which is we are concerned about finances and have to find money for pay increases. There's a big difference there that I want to point out where people are finding their funding and how people are finding their funding. I will point out there's a couple of things those salary increases for administrators just over the last two years, CSEA contract is a 3 year contract term, so in a 2 year period these three positions. . .these three positions, mind you, not these people. These are all great people. But these three positions have been reclassed twice in the last two years whereas five years for classified. Thank you.

Tara Bias spoke and stated she was just here as a voice for classified and she is part of the e-board for classified. Ms. Bias stated she is super good friends with all of our classified and even when Trevor was here she voiced the same concern to him. Classified morale is dropping. When Carie came to them at Convocation she felt the energy increase and then when they see things on the agenda, it drops. This is not about people. They have been instructors to her. When a classified is being asked if they can get a 3% increase to keep up with gas and eggs and milk and they have children at home and they are denied, and then they see an increase to three people on campus. That is going to hurt morale. They are working long hours with everyone else. They love these students and what they will do for this campus and community. The classified have to be on the minds of our Board and Administrators. We have to be happy here at work or they will need to look for other jobs. That's the voice. Please think of us when they are offering increases. Ms. Bias stated she got two things of groceries yesterday at Safeway and it was over $60.

7. Consent Agenda-Any items removed will be considered after the motion to approve the Consent Agenda

Information: 7.01 Public Comments on Consent Agenda Items

Action (Consent), Minutes: 7.02 Approval of Minutes of August 9, 2022 Regular Meeting

Action (Consent): 7.03 Approval of Personnel Consent Agenda

Action (Consent): 7.04 Approval of Warrants and Financial Reports ending August 31, 2022

Action (Consent): 7.05 Ratification of Contracts

Action (Consent): 7.06 Minimum Qualification/Equivalency

Action (Consent): 7.07 Approve Consent Agenda

Motion by Buck Parks, second by Louis Hamilton
Final Resolution: Motion carries.

A roll call vote was taken:
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell (telephonic appearance), Sophia Wages, Student Trustee Tatum Raymond (Advisory Vote)
Noes: None
Absent: None

8. Discussion/Action on item(s) removed from Consent Agenda

None

9. Information-Reports

Information, Report: 9.01 Academic Senate President's Report - Adam Runyan

Adam Runyan, Academic Senate President, gave the following report:

Good Evening, I am pleased to report out some of our activities this past month. Senate worked closely with the Accreditation Chairs to review and approve the ACCJC Follow up report. Kudos to our Accreditation Tri Chairs as well as Tom Robb and Codi Mortell for their hard work on researching, compiling, and editing this document. This was a team effort across the campus that shows our commitment to the Shared Governance process. I'm sure you, the ACCJC Peer Review team, and the Commission will be pleased with our report. Another major initiative that was complete this past month was our updates to the Instructional Program Review Process. We worked closely with Dr. Aeron Zentner, who we are currently contracting with in the area of Institutional Effectiveness, to help us update our processes. He gave us major feedback on our IPR Handbook, Template, and Rubric. The documents have been adopted. I wasn't able to get the approved documents to you for this Board meeting, but will be sure to share the changes with you next month. Faculty are excited about the overhaul and ready to start our new process. If you ever have any questions regarding Senate, please reach out. Thank you.

Information, Report: 9.02 Associated Student's Report

Student Trustee Tatum Raymond reported that the students are getting settled into classes and programs are getting started again like TRiO and a study skills workshop, which was put together really well and a great resource for students. Later this month there is a Fall University Tour to UNR, CSU, Sacramento and Cal Poly Humboldt.

Information, Report: 9.03 Interim Superintendent/President's Report - Carie Camacho

Tom Downing provided a report and PowerPoint presentation on the Lassen Community College Public Safety Training Center and Sierra Sportsmen Club Range Upgrade. The PowerPoint presentation is attached to the agenda item for the Interim Superintendent/President's Report. Mr. Downing provided photos showing an aerial view of the site, Backstop Improvement Work, an LCC Firearms Class at the range, a site view for the location of a metal building and a diagram of the proposed 20'x30' metal building with concrete floor. Trustee Hamilton inquired concerning potential vandalism and was advised by Mr. Downing that trail cameras are in place to try to minimize any vandalism. Mr. Downing reported that the building is kind of expensive but they will not leave anything of value up there.

Interim Superintendent/President Carie Camacho reported they are getting ready to do interviews for the Dean of Fiscal, and CBO and are Flying the Dean of Administrative Services positions. Mrs. Camacho reported the college will be contracting with a Rent-a-CBO as we are in desperate need. Mrs. Camacho reported the Volleyball team is 6-1 and it is very exciting. Also the first Fall Baseball game is this Friday at our field at Memorial Park. Mrs. Camacho advised that LCC is the sponsor for the Play of the Game for all 49 games and Grizzly football games. September 19th is the College and Career Fair which is great for students. Mrs. Camacho reported that she did speak with two PG & E VP's and they are going in a different direction and are starting to bury their lines. They are looking more instead of a lineman's school, looking for fire management and weed abatement on the ground. Most Lineman's schools are being funded by Workforce Alliance and are not sustainable. Evergreen College is having a hard time keeping it full. Dan Weaver is working on a transferable degree for Fire Management with Cal Poly Humboldt. Mrs. Camacho reported she will be having lunch with the Regional VP when they come to town. Mrs. Camacho relayed that CCC is closing. They are already analyzing how many FTES Correspondence will lose. Mrs. Camacho stated that Administration believes that the college can offer more classes at High Desert and through the state and United States. We are looking for 2% growth and we are about 1% behind.

Information, Report: 9.04 Board Comments

Trustee Sandra Jonas advised that she appreciates the attendance and comments and advised that the Board listens. Thank you. Trustee Jonas additionally stated she also enjoyed going to the Student Equity Summit in Reno with some of the staff and being aware of not only our students but our staff.

Trustee Robin Hanson stated to the audience that when they come and speak it helps the Board to understand the issues from them.

Trustee Louis Hamilton advised that he has to speak about convocation and that he really appreciated the day and the presentation from Dwayne Sherman from the Susanville Indian Rancheria. Trustee Hamilton stated he would like to say thank you to him and he would love to have him to come and give a presentation. Trustee Hamilton advised he is happy to see the College Career and Transfer Day back in service with student arriving at 9 a.m. Trustee Hamilton stated the flowers at the entrance of campus look great and gave a thank you to Julie.

Trustee David Trussell stated he wanted to echo what Lou said. It was a great convocation.

President Sophia Wages stated she enjoyed convocation but did not stay for lunch. President Wages advised she enjoyed our speaker and he would be great to work with at the college. President Wages stated that she knows the college has tried to get the Native Americans to come down to the school and go on to higher education. President Wages relayed that she heard Feather River College on the radio some time back and they talked about building new dorms. This is what we need to do and we still need to look into that. President Wages advised we need to build our FTES and then we need our dorms. This is something that cannot be done really quickly as we have to do the paperwork. President Wages stated that she has a letter of resignation from Shantel McDonald who served on the Foundation board. Ms. McDonald has resigned but would like to continue to offer her services to help raise funds. President Wages stated she would like to thank her for her commitment to students. President Wages advised they are looking for Foundation Board members and in about a month or so will have answers for everybody. They are not quite finished yet, but with time and patience they are getting there. President Wages stated she appreciates anyone that supports the Foundation and is willing to raise money for the students and keep them coming to the college.

10. Administration - Public Hearing on FY 2022-2023 Final Budget

Action, Procedural: 10.01 Public Hearing on FY 2022-2023 Final Budget

President Sophia wages asked for a motion to open the public hearing on the FY 2022-2023 Final Budget. Motion by Trustee Kim Dieter. The public hearing was opened at 6:23 p.m. There being no public comment, President Wages closed the public hearing on the FY 2022-2023 Final Budget.

11. Administration

Action: 11.01 Approval of 2022-2023 Final Budget

The District is presenting a final budget for Fiscal Year 2022-2023. At the June 2022 Board meeting, the Board approved a Tentative Budget. The District is now presenting a budget that reflects a zero balance and no change to our ending fund balance. The District is required by law to have the budget available for review to the public one (1) week prior to the Board meeting. This will be the budget presented for public review. As part of this budget the Board needs to approve the GANN Limit for LCC. Administration is requesting the Board approve the increase of the GANN Limit by $1,598,667.00 to bring Lassen College's limit in line with the district's appropriations received. Approval of the Final Budget will also include approval of the GANN Limit increase.

Motion by Kim Dieter, second by Louis Hamilton
Final Resolution: Motion carries.
A roll call vote was taken:
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell (telephonic appearance), Sophia Wages, Student Trustee Tatum Raymond (Advisory Vote)
Noes: None
Absent: None

Action: 11.02 2022 Lassen Community College Follow-Up Report to ACCJC

Interim Superintendent/President Carie Camacho advised that the Follow-Up Report has gone through all the appropriate committees such as Consultation Council and Academic Senate. Mrs. Camacho stated she would like to acknowledge the Tri Chairs and Colleen for the AUO's, Tom Robb for making the report readable and Codi Mortell for making it pretty. President Wages stated she would like to thank Codi and everybody that worked so hard on this adding that we do not see the daily work and the report looks really good.

Motion by Sandra Jonas, second by Buck Parks
Final Resolution: Motion carries.
A roll call vote was taken:
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell (telephonic appearance), Sophia Wages, Student Trustee Tatum Raymond (Advisory Vote)
Noes: None
Absent: None

Action: 11.03 Approval of 2022-2023 Covid-19 LCC Emergency Conditions Allowance Application and Resolution in Support

Interim Superintendent/President Carie Camacho reported that this document is due to when the Chancellor's office when CoVid hit, they were saying that they were going to give all these hold harmless funds and now they are attaching conditions to it. Colleges must now do an Application and state how they are going to grow enrollments and be fiscally sound. Mrs. Camacho advised this will be submitted to the Chancellor's office and that the Chancellor's office is very vague as to if schools will or will not hit the fiscal cliff they keep talking about. Mrs. Camacho reported that we will eventually go off the cliff and this document will hopefully help us not go off the cliff.

Motion by Buck Parks, second by Louis Hamilton
Final Resolution: Motion carries.
A roll call vote was taken:
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell (telephonic appearance), Sophia Wages, Student Trustee Tatum Raymond (Advisory Vote)
Noes: None
Absent: None

Action: 11.04 Approval of Administrator and Interim Administrator Contracts

Interim Superintendent/President reported that at the March 8, 2022 Regular meeting, these positions were brought to the Board for approval on the Personnel Consent Agenda with the job descriptions attached and were approved at that time. The contracts have now been completed and are being provided in keeping with the District's goal of transparency in government in accordance with the Brown Act and has requested to approve the Dean of Student Equity and Special Programs contract and Interim Dean of Student Services contract in accordance with Government Code section 54953(c)(3).

Motion by Buck Parks, second by Louis Hamilton
Final Resolution: Motion carries.
A roll call vote was taken:
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell (telephonic appearance), Sophia Wages, Student Trustee Tatum Raymond (Advisory Vote)
Noes: None
Absent: None

Action: 11.05 Approval of Administrator Contract

Government Code Section 54953 requires that approval of an executive contract must occur in open session as part of the transparency in governmental processes of the District. As a result, the Board of Trustees desires to maintain transparency in government in accordance with the Brown Act and has requested to approve the Vice President of Student Services' contract in accordance with Government Code section 54953(c)(3). The Contract for the Vice President of Student Services is submitted for approval at this time. It was noted by President Wages that the contract was changed from a four year to a two year contract as it is a past practice to have two years for most people, and the Board thought it would be fair.

Motion by Buck Parks, second by Kim Dieter
Final Resolution: Motion carries.
A roll call vote was taken:
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell (telephonic appearance), Sophia Wages, Student Trustee Tatum Raymond (Advisory Vote)
Noes: None
Absent: None

Action: 11.06 District Reopeners for Article 9 – Salary and Article 10 – Health and Welfare Benefits (LCFA)

LCFA has forwarded their letter dated September 8, 2022 advising they have no reopener proposal for 2022-2023 Fiscal Year. Per the 2022-2025 LCFA Collective Bargaining Agreement, Article 9 - Salary and Article 10 – Health and Welfare Benefits are open to negotiation for 2022-2023 Fiscal Year. The District recognizes the beginning of the opening of the 30 day public comment period and looks forward to negotiations with LCFA regarding Salary and Health & Welfare Benefits.In accordance with Title VIII, California Administrative Code Section 32900, et. Seq. and California Government Code Section 547 the Board of Trustees of the Lassen Community College District will conduct a public hearing on the District's Initial Proposal to the Lassen College Faculty Association (LCFA) and Lassen College Faculty Association's (LCFA) Initial Proposal to the District. The public hearing will take place on October 11, 2022 after the 30 day public comment period. This sunshining proposal is the first step in the reopening of the 2022-2025 LCFA Collective Bargaining Agreement for the 2022-2023 Fiscal Year which includes negotiations for Salary, Health and Welfare Benefits.
Motion by Kim Dieter, second by Louis Hamilton
Final Resolution: Motion carries.
A roll call vote was taken:
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell (telephonic appearance), Sophia Wages, Student Trustee Tatum Raymond (Advisory Vote)
Noes: None
Absent: None

Action: 11.07 Approval of College and Career Access Pathways Partnership Agreement between Lassen Community College and Lassen Union High School District

Lassen College and Lassen High School have agreed to offer pathway courses in Automotive, Nursing, Fire Technology, and Child Development. These courses will allow students to be simultaneously enrolled in Lassen High School to complete college courses that meet high school graduation requirements and fulfill program area college certificate requirements. National research demonstrates that, compared to similar peers, dual enrollees have higher rates of high school graduation, higher rates of college enrollment, and higher rates of subsequently completing a college degree.
AB 288 requires that each participating school present the CCAP Agreement to the respective governing boards, at an open meeting, as an informational item. Then subsequently at an open public meeting, take comment from the public, and approve or disapprove the proposed AB 288 CCAP Partnership Agreement prior to submitting to the Chancellor's Office for approval. The Agreement brought to the Board of Trustees for public comment at the August 9, 2022 Regular meeting and is being brought forward at this time for approval.

Motion by Sandra Jonas, second by Robin Hanson
Final Resolution: Motion carries.
A roll call vote was taken:
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell (telephonic appearance), Sophia Wages, Student Trustee Tatum Raymond (Advisory Vote)
Noes: None
Absent: None

Action: 11.08 Approval of Fire Technology Program Advisory Committee

In accordance with Board Procedure 4102 – Career/Technical Programs, a completed list of the nominees for the 2022-2024 Fire Technology Advisory Committee was presented, which complies with both the membership and voting guidelines. The complete list of nominees reflects the following: current members who have agreed to serve an additional two-year term and new industry nominees for consideration.

Motion by Louis Hamilton, second by Buck Parks
Final Resolution: Motion carries.
A roll call vote was taken:
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell (telephonic appearance), Sophia Wages, Student Trustee Tatum Raymond (Advisory Vote)
Noes: None
Absent: None

Agenda Items 11.09 through 11.14 were approved with one Motion:

Action: 11.09 Approval of Child Development Advisory Committee

In accordance with Board Procedure 4102 – Career/Technical Programs, a completed list of the nominees for the 2022-2024 Child Development Advisory Committee was presented, which complies with both the membership and voting guidelines. The complete list of nominees reflects the following: current members who have agreed to serve an additional two-year term and new industry nominees for consideration.

Action: 11.10 Approval of Agriculture Advisory Committee

In accordance with Board Procedure 4102 – Career/Technical Programs, a completed list of the nominees for the 2022-2024 Agriculture Advisory Committee was presented, which complies with both the membership and voting guidelines. The complete list of nominees reflects the following: current members who have agreed to serve an additional two-year term and new industry nominees for consideration.

Action: 11.11 Approval of 2022-2023 Nursing Advisory Committee

In accordance with Board Procedure 4102 – Career/Technical Programs, a completed list of the nominees for the 2022-2024 Nursing Advisory Committee was presented, which complies with both the membership and voting guidelines. The complete list of nominees reflects the following: current members who have agreed to serve an additional two-year term and new industry nominees for consideration.

Action: 11.12 Approval of 2022-2023 Gunsmithing Advisory Committee

In accordance with Board Procedure 4102 – Career/Technical Programs, a completed list of the nominees for the 2022-2024 Gunsmithing Advisory Committee was presented, which complies with both the membership and voting guidelines. The complete list of nominees reflects the following: current members who have agreed to serve an additional two-year term and new industry nominees for consideration.

Action: 11.13 Approval of 2022-2023 Automotive Advisory Committee

In accordance with Board Procedure 4102 – Career/Technical Programs, a completed list of the nominees for the 2022-2024 Automotive Advisory Committee was presented, which complies with both the membership and voting guidelines. The complete list of nominees reflects the following: current members who have agreed to serve an additional two-year term and new industry nominees for consideration.

Action: 11.14 Approval of 2022-2023 CIS Advisory Committee

In accordance with Board Procedure 4102 – Career/Technical Programs, a completed list of the nominees for the 2022-2024 CIS Advisory Committee was presented, which complies with both the membership and voting guidelines. The complete list of nominees reflects the following: current members who have agreed to serve an additional two-year term and new industry nominees for consideration.

Motion by Buck Parks, second by Kim Dieter
Final Resolution: Motion carries.
A roll call vote was taken:
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell (telephonic appearance), Sophia Wages, Student Trustee Tatum Raymond (Advisory Vote)
Noes: None
Absent: None
Abstain: Trustee Robin Hanson abstained from voting on the Agriculture Advisory Committee

Information: 11.15 Budget Update

Budget update was provided earlier at Item 11.01 with the approval of the Final Budget for FY 2022-2023.

Information: 11.16 Accreditation Update

Accreditation updated was provided earlier at Item 11.02 with the approval of the Follow-Up Report to ACCJC.

Information: 11.17 COVID Update

Vickie Ramsey, Director of Human Resources reported that the college is still following protocol. Mrs. Ramsey advised that the last time she was looking for tests, she received some help from Christi Myers and was able to order several, which she can now do monthly.

Information: 11.18 Foundation Update

President Wages provided a Foundation update during the Board Comments.

12. Information Items

Information, Procedural: 12.01 Calendar of Events

President Wages referred those present to the "Events" tab on the front page of the website.

13. Future Dates and Reports

Information: 13.01 Future Dates and Reports

October 11, 2022	Regular Meeting	Board Room	5:30 p.m.
October 25, 2022	Retreat Meeting	Lassen Steaks	12:00 p.m.
November 8, 2022	Regular Meeting	Board Room	5:30 p.m.

14. Public Comment on Closed Session Agenda Items

Procedural: 14.01 Public Comment on Closed Session Agenda Items

None

15. Adjourn to Closed Session

Procedural: 15.01 Adjourn to Closed Session

It was moved by Trustee Parks, seconded by Trustee Jonas and carried unanimously to go into CLOSED SESSION at 6:36 p.m.
A roll call vote was taken:
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell (telephonic appearance), Sophia Wages
Noes: None
Absent: None

16. Closed Session

Action, Discussion, Information: 16.01 Conference with Labor Negotiators (Three Matters)

The Board of Trustees of the Lassen Community College District will adjourn to closed session under authority of Government Code Section 54962 to conduct the following business:

1. *With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:*
CONFERENCE WITH LABOR NEGOTIATORS
Agency Designated Representative: Josh Morrison, Esq.
Employee Organization: LCFA
Action Taken by the Board: No Reportable Action

2. *With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:*
CONFERENCE WITH LABOR NEGOTIATORS
Agency Designated Representative: Josh Morrison, Esq.
Employee Organization: CSEA
Action Taken by the Board: No Reportable Action

3. *With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:*
CONFERENCE WITH LABOR NEGOTIATORS
Agency Designated Representative: Carie Camacho
Employee Organization: All Unrepresented Employee(s)
Action Taken by the Board: No Reportable Action

Action, Discussion, Information: 16.02 Employee Discipline Dismissal Release (One Matter)

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957(b):
PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
One Matter
Action Taken by the Board: No Reportable Action

Action, Discussion, Information: 16.03 Conference with Legal Counsel - Anticipated Litigation (Three matters)

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54956.9:
CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION (Three Matters)
Action Taken by the Board: No Reportable Action

Discussion, Information: 16.04 Public Employee Appointment/Public Employment/Public Employee Performance Evaluation

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957:
PUBLIC EMPLOYEE APPOINTMENT/PUBLIC EMPLOYMENT/PUBLIC EMPLOYEE PERFORMANCE EVALUATION
Interim Superintendent/President
Action Taken by the Board: No Reportable Action

17. Reconvene Meeting in Open Session

Procedural: 17.01 Reconvene Meeting in Open Session

It was moved by Trustee Dieter, seconded by Trustee Hanson and carried unanimously to go into OPEN SESSION at 7:06 p.m.
A roll call vote was taken:
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell (telephonic appearance), Sophia Wages
Noes: None
Absent: None

18. Adjournment

Action: 18.01 Adjournment of Meeting

Motion by Buck Parks, second by Robin Hanson
Final Resolution: Motion carries.
A roll call vote was taken:
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell (telephonic appearance), Sophia Wages
Noes: None
Absent: None

The meeting adjourned at 7:07 p.m.

Agenda Item Details

Meeting	Nov 14, 2023 - Regular Meeting of the Board of Trustees - 5:30 p.m.
Category	3. Consent Agenda-Any items removed will be considered after the motion to approve the Consent Agenda
Subject	3.04 Approval of Personnel Consent Agenda
Type	Action (Consent)
Recommended Action	Recommend the Personnel Consent Agenda be approved, as presented.

ACADEMIC
Information Item: The following resignation previously accepted by the President on behalf of the Board
a. Resignation of Men's Soccer Head Coach – Kahlil Amodu
Effective: November 1, 2023

ADMINISTRATION/MANAGEMENT
b. Ratify Employment of Director of Institutional Effectiveness – Darryl Dieter
Salary: Administrative -Management Salary Schedule, Step 34, Grade F
Effective: October 23, 2023

CLASSIFIED

TEMPORARY EMPLOYEES
Ratify Short term Employees
c. Driver- Nathan Hallet
Salary: Short-Term Salary Schedule, Grade 3, $19.48 per hour
Effective: September 28, 2023 – June 30, 2024

d. Driver- Jasmin Hubbard
Salary: Short-Term Salary Schedule, Grade 3, $19.48 per hour
Effective: September 28, 2023 – June 30, 2024

e. Driver- Bryan Lowbald
Salary: Short-Term Salary Schedule, Grade 3, $19.48 per hour
Effective: August 1, 2023 – June 30, 2024

f. Driver- Mathew Maumoynier
Salary: Short-Term Salary Schedule, Grade 3, $19.48 per hour
Effective: October 30, 2023 – June 30, 2024

g. Driver- William Merkle
Salary: Short-Term Salary Schedule, Grade 3, $19.48 per hour
Effective: October 9, 2023 – June 30, 2024

h. Driver with P Endorsement- Jay McKennon
Salary: Short-Term Salary Schedule, Grade 6, $30.00 per hour
Effective: August 21, 2023 – June 30, 2024

i. Driver- Darren Turpin
Salary: Short-Term Salary Schedule, Grade 3, $19.48 per hour
Effective: October 11, 2023 – June 30, 2024

j. Driver- Katherine Upton

Regular Meeting of the Board of Trustees - 5:30 p.m. (Tuesday, November 14, 2023)
Generated by Julie Johnston on Wednesday, November 15, 2023

Members present
Kim Dieter, Louis Hamilton, Buck Parks, Sophia Wages, Sandra Jonas, David Trussell, Robin Hanson (appearing via Zoom), Student Trustee Jasmine Gisselberg

Meeting called to order at 5:33 PM

1. Meeting Opening
Procedural: 1.01 Call to Order and Roll Call

Action, Procedural: 1.02 Agenda Approval
Motion by Louis Hamilton, second by David Trussell
Final Resolution: Motion carries.
A Roll Call Vote was taken:
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson (via zoom), Sandra Jonas, Buck Parks, David Trussell, Sophia Wages, Student Trustee Jasmine Gisselberg (Advisory Vote)
Noes: None
Absent: None

Procedural: 1.03 Pledge of Allegiance to the Flag
The Pledge of Allegiance to the Flag was led by Trustee Kim Dieter.

2. Public Comments
Information, Procedural: 2.01 Call for Requests from the Audience to Speak to any Item on the Agenda
None

Information, Procedural: 2.02 Public Comments on Items Not on the Agenda
None

3. Consent Agenda-Any items removed will be considered after the motion to approve the Consent Agenda
Information: 3.01 Public Comments on Consent Agenda Items

Action (Consent),Minutes: 3.02 Approval of Minutes of October 10, 2023 Regular Meeting

Action (Consent),Minutes: 3.03 Approval of Minutes of October 24, 2023 Retreat Meeting

Action (Consent): 3.04 Approval of Personnel Consent Agenda

Action (Consent): 3.05 Approval of Warrants and Financial Reports ending October 31, 2023

Action (Consent): 3.06 Minimum Qualification/Equivalency

Action (Consent): 3.07 Curriculum/Academic Standard Committee Action - Action Log

Action (Consent): 3.08 Approve Consent Agenda
Motion by Sophia Wages, second by Sandra Jonas
Final Resolution: Motion carries.
A Roll Call Vote was taken:
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson (via zoom), Sandra Jonas, Buck Parks, David Trussell, Sophia Wages, Student Trustee Jasmine Gisselberg (Advisory Vote)
Noes: None
Absent: None

Guided Pathways One-Time Funds - 2022-26 Produced: 05/30/2023 01:04 PM PDT Brady Reed

Lassen College - Guided Pathways Work Plan - Phase 2 Report Plan (2022-23): Draft

Details

Plan Title *

Lassen College - Guided Pathways Work Plan - Phase 2 Report Plan (2022-23)

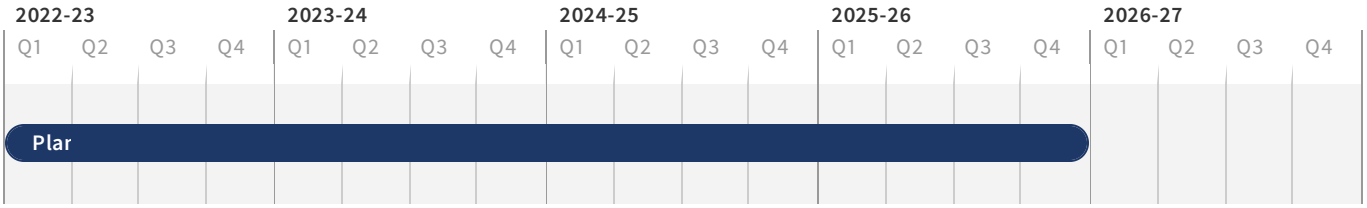
Plan Description

Not Entered

Lead Institution

Lead Institution
Lassen College
Address
N/A
Community College District
Lassen CCD
Website
N/A

Timeline



The start year for this plan
2022-23
The start quarter for this plan
Q1
The funding year for this plan
2022-23
The number of fiscal years this plan will span
4 year(s)

Contacts

Name	Responsibility	Institution	Email Address	Phone Number
Brady Reed	Project Lead Contact	n/a	breed@lassencollege.edu	(530) 257-6181 ext: 8970
Roxanna Haynes	Contact - View Only	Lassen College	rhaynes@lassencollege.edu	(530) 257-6181
Carie Camacho	Plan Approver	n/a	ccamacho@lassencollege.edu	(530) 251-8820
Carie Camacho	Fiscal Report Approver	n/a	ccamacho@lassencollege.edu	(530) 251-8820

Guided Pathways Work Plan

1. Successful Enrollment and Entering Students *

1.1 Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful in the enrollment process. *

Using data available in Launchboard and related local data, consider what 'successful enrollment' means for entering students at your college and the definition provided with Launchboard data.

Successful Enrollment is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among all applicants who indicated an intent to enroll in the selected college in the selected year as a non-special admit student for the first time, the proportion of cohort students who enrolled in the same community college in a selected year.\

Use this definition and your college's local goals and ideas about Successful Enrollment to determine an accurate percentage.

Less than 50% Complete

1.1.1 (Less than 50% Complete) What is your local goal? *

Our goal is this area was expressed in the Student Equity Plan as a goal with benchmarks over a 3-year period as follows:

- Year 1: 2% over baseline data (average of last 3 cohort years)
- Year 2: 3% increase from previous year
- Year 3: 3% increase from previous year for total of 8% improvement

1.1.2 (Less than 50% Complete) What are the major barriers for your college to reach this goal? *

We have the following major barriers to meeting our Successful Enrollment Goals:

- Process of enrollment with CCC Apply is difficult and the next steps in the process are unclear to students.
- We did not have a formal process to contact students after they applied despite having the data to do it.
- Tech support issues and glitches that occur between application and registration were an issue.
- We lack feedback from male students who have applied in the past.
- Financial Aid – students get stuck in the process and do not register for classes.

1.1.3 (Less than 50% Complete) What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process? *

The following are the action steps that have already been taken to improve this success metric for our DI group:

- Implemented a new Student Portal for better access and ease of transitioning from application to registration.
- Have increased marketing of short-term training and certificate programs for programs of interest to our DI groups and increased social media coverage as well as implemented outreach to the county jail.
- Designated a staff person to oversee and monitor the process of reaching out to students, especially males, who have applied but not yet registered.
- Formalized a process and developed a procedure and tools to do this work; i.e. Outreach Coordinator making calls and overseeing these efforts with help from Student Ambassadors and Work Study students.
- Piloted a "Re-Enrollment Day" to attract underrepresented students who had dropped out in the past to reenroll at the college with support and incentives.

1.1.4 (Less than 50% Complete) What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them? *

- Ensure that there are designated staff members overseeing recruitment and onboarding of our DI populations.
- Ensure that outreach is happening in our outlying service areas and to targeted DI groups to enhance application and registration of underrepresented student populations.
- Continue efforts to implement the new Prospective Student Portal and new Website to ensure access and help bring students on board, with personalized messages, nudges and texts.

1.1.5 (Less than 50% Complete) What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Successful Enrollment work remains an institutional priority moving forward? *

- Within the Guided Pathways Taskforce, we have a designated workgroup called the "Retention and Engagement Workgroup" whose task is keep track of all of the onboarding and retention efforts especially to our DI student populations. Activities, events, and other efforts are planned and implemented by this group, including how to best onboard students from application to registration.
- The Counseling Department also has a caseload approach to registering students, in which Counselors have designated groups that they follow and reach out to for registration and beyond. Students also have easy access to their counselors through direct access to their counselor's cell phones.
- In addition, the college has designated managers (the Outreach Coordinator as well as a Director of Student Equity and Engagement and new position, Director of TRIO, NextUP and Special Program Support that work to provide concerted outreach and onboarding prior to and after application to the college, through special programs, orientation and other equity efforts.

1.1.6 (Less than 50% Complete) Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them? *

Our barriers continue to be with the CCCApply application process itself as well as with students getting through the financial aid process after applying to the college. Our low-income students may be dropping out between application and registration due to problems with finishing their financial aid packages and not knowing if they will have the money to attend college. We also know that some of our males are applying to the college to pursue athletics but end up attending other colleges to play sports if they do not decide on attending here.

- Nonetheless, we can ensure that we have a solid process for supporting male students with phone calls from either their coaches, special programs, or the Outreach Coordinator, to make sure students feel they are wanted and welcomed.
- We also plan to create frequent and purposeful connections to student applicants with our new Student Portal that can create and send targeted messages, reminders, and info-relevant programming directly to each student via updated and high-contact technology.
- In addition, we plan to overcome difficulties with the financial aid process, by creating a position that will provide high-touch and ongoing financial aid assistance to our most vulnerable males and other DI groups

in order to help them navigate the financial aid and registration process from their first to their last semesters at the college.

1.2 With Successful Enrollment in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Successful Enrollment equitably and do not develop new barriers for students? *

Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

In Progress

1.2.1 (In Progress) What does your college need to do to develop and implement a continuous improvement process related to this goal at your college? *

- We need to continue to prioritize staffing and staffing efforts toward serving DI groups more efficiently and effectively, with targeted goals staying in the forefront and accountability provided.
- Admissions and financial aid staff as well as other staff and faculty would benefit from ongoing equity training to learn best practices for serving and interacting with our DI groups.
- Dean of Student Equity and Special Programs will continue leading equity and GP efforts, establishing benchmarks, and monitoring progress on this and the other equity success metrics.

1.2.2 (In Progress) What learnings and improvements related to this goal does your college believe it would benefit the most from by engaging in the continuous improvement cycle over the next four-year Guided Pathways cycle? *

- Our college will better retain applicants from the application process, through financial aid awarding to registration with ongoing improvements in this area.
- We hope to make our 8% improvement goal in Successful Enrollment of males within three years.
- We also hope to better retain students ongoing when they have been on-boarded in a way that meets their unique needs and makes them feel a sense of belonging to the college and the caring staff that assist them.

2. Persistence: First Primary Term to Secondary Term and Entering Students *

2.1 Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successful persisting from their First Primary Term to Secondary Term. *

Using data available in Launchboard and related local data, consider what 'Persistence' means for entering students at your college and the definition provided with Launchboard data.

Persistence: First Primary term to Secondary Term is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among enrollments by cohort students, the course success rate in their first year from first term.

Use this definition and your college's local goals and ideas about Persistence to determine an accurate percentage.

Less than 50% complete

2.1.1 (Less than 50% complete) What is your local goal? *

Our goal in this area was expressed in the Student Equity Plan as a goal with benchmarks over a 3-year period for our DI groups as follows:

- Year 1 (2022-2023) 1% over baseline data (most recent cohort year)
- Year 2 (2023-2024) 2% increase over previous year
- Year 3 (2024-2025) 2% increase over previous year for total of 5% improvement.

2.1.2 (Less than 50% complete) What are the major barriers for your college to reach this goal? *

We have the following major barriers to meeting our Persistence Goals:

- Lack of translation services for students that have English as their second language.
- Lack of affordable and available housing options for students.
- Lack of student awareness of basic needs offerings and other support services/programs, such as OER, Lending library of textbooks, computers, hotspots and calculators, and free tutoring.)
- Lack of student awareness & student utilization of the different modes of communications offered to keep students informed and connected to the college.
- Cost of Attendance issues and lack of meeting unmet need
- Student Work & Life Balance issues
- Student Mental Health issues on the rise

2.1.3 (Less than 50% complete) What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process? *

The following are the action steps that have been taken and are needed to improve persistence:

- Hired a Spanish-speaking Tutor.
- Submitted a proposal to the state to build low-income dormitories to increase housing options for students. Unable to build at this time due to lack of funding.
- Implemented a new Student and Prospective Student Portal.
- Pursue offering Time Management Workshops. Offering CG 155 support classes, even to incarcerated students.
- Have Behavioral Health Counselor offer counseling support groups.
- Need to conduct college-wide ally training.

2.1.4 (Less than 50% complete) What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them? *

- Provide translation services in Spanish for Hispanic students enrolled in gateway courses such as math and science.
- Ramp up basic needs offerings in the Student Resource Center and make sure we have a system for following up with DI Groups.
- Start a student club and provide trips to town and to Reno to learn about resources, as well as locations where they can find extra food pantry services, cultural stores and social connections.
- Launch an Intercultural Club, newsletter, and onboarding dinner for international students.
- Start a peer-mentoring program within DI Clubs to try and create a sense of community and belonging for our DI groups.
- Ramp up student life efforts that include more cultural events and activities.
- Create a comprehensive resource guide for undocumented students for help in applying for Dream Act funding, getting access to legal services, and finding allies and special programs on campus for undocumented students.
- Have college leadership conduct student town hall meetings and request feedback from students on their experience at LCC and how we can improve.
- Provide professional development for special programs, trauma-informed care training, and DEI training for the entire campus.

- Conduct college-wide ally training.
- Collaborate with community agencies that also work with DI groups.
- Create student recognition programs on campus that motivate and support success for DI groups who have been traditionally marginalized in education.

2.1.5 (Less than 50% complete) What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Persistence work remains an institutional priority moving forward? *

- Within the Guided Pathways Taskforce, we have a designated workgroup called the "Retention and Engagement Workgroup" whose task is to keep track of all of the onboarding and retention efforts to our student populations. Activities, events, and other efforts ae planned and implemented by this group, including how to best onboard students from application, registration, staying on the path to completion.
- Consultation Council Meetings in which Guided Pathways has a standing agenda item and retention and engagement efforts are shared out.
- The Counseling Department has a case management approach.
- Students are part of Guided Pathways.
- Designated managers (Outreach Coordinator, Director of Equity & Engagement and Director of TRIO, Next Up & Special Program Support) work in concert with campus wide collaboration to create persistence initiatives.

2.1.6 (Less than 50% complete) Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them? *

Our barriers continue to be with:

- Limited funding and staffing. Advocate for more funding and or reallocate funding to support persistence initiatives.
- Lack of access to data; need to hire an Institutional Research Director and/or IR Analyst.

2.2 With Persistence: First Primary Term to Secondary Term in mind: Is your college leaning into continuous improvement principles to ensure that your efforts continue to advance the goal of Persistence equitably and do not develop new barriers for students? *

Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Yes

2.2.1 (Yes) Please describe the continuous improvement process at your college towards advancing this goal. *

- Ongoing support and wraparound services to identified DI populations.
- Continual tweaking of student life in order to providing a relevant student experience.
- Active OER Taskforce Team.
- Offering CG 155 class to Incarcerated students.
- Hired an Instructional Support Specialist for incarcerated population.
- Listening and continuously removing barriers that are brought forward by the collective and individual student voice via Guided Pathways and ASB.
- Ongoing campus-wide collaboration with persistence initiatives.
- Annual updating of SLO's and AUO's for program review.

2.2.2 (Yes) What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process? *

- Our college has learned that persistence is a campus wide effort. For our persistence rate to increase we need to continue to meet each of our student's unique needs through impactful and relevant services, programs and experiences we offer.
- Our college may be better able to elevate its campus-wide efforts to increase persistence if an integration point could be made into our Strategic Plan.
- Offer more student voice opportunities and paid opportunities for students to participate in shared governance and various planning committees.
- Would benefit from having access to other colleges' information and best practices for what is working and not working to move the needle on persistence.

3. Completion of Transfer-Level Math & English and Entering Students *

3.1 Using a percentage, estimate your college's level of progress advancing local goals related to ensuring entering students are successfully completing Transfer-level Math & English in their first year. *

Using data available in Launchboard and related local data, consider what 'Completion of Transfer-level Math & English' means for entering students at your college and the definition provided with Launchboard data.

Completed Transfer-level Math & English is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among students in the cohort, the proportion who completed both transfer-level math and English in their first academic year of credit enrollment within the district.

Use this definition and your college's local goals and ideas about Transfer-level Math & English completion to determine an accurate percentage.

Less than 50% complete

3.1.1 (Less than 50% complete) What is your local goal? *

Lassen College's goal is to increase English and Math transfer course completion for all students on campus. We have identified these specific populations in our Equity Report.

Hispanic or Latino:

- 1-year outcome: Year 1(2022-23) 2% increase from baseline data (average of last three cohort years)
- 2-year outcome: Year 2(2023-24) 2% increase from previous year
- 3-year outcome: Year 3(2024-25) 2% increase from previous year for a 6% increase over three years

Foster Youth:

- 1-year outcome: Year 1(2022-23) 1% increase from baseline data (average of last three cohort years)
- 2-year outcome: Year 2(2023-24) 2% increase from previous year
- 3-year outcome: Year 3(2024-25) 3% increase from previous year for a 6% increase over three years

3.1.2 (Less than 50% complete) What are the major barriers for your college to reach this goal? *

Some of our barriers are:

- Language barrier for some of our Latinx students, while they are trying to take a full load to reduce time to completion.

- We do not offer an ESL program.
- We have students with all different levels of experience in English and foundational math skills who need to improve skills to be successful in a transfer level course.
- Lack of permanent Instructional Support Specialists; student tutors are temporary, and schedules vary.
- Lack of school supplies and other basic needs
- Lack of stable housing
- Lack of culturally inclusive activities within the classroom

3.1.3 (Less than 50% complete) What needs to be done to remove this/these barriers? What actions/structural changes has your taken to begin the process? *

Lassen College has started with student input to identify our barriers. Lassen College is looking to take the following actions:

- Explore an ESL non-credit course and/or explore adult ed ESL program and how to provide support if an ESL program is not possible.
- Expand on our variety of transferrable math courses by adding a liberal arts math course.
- Provide Spanish translators and/or tutors.
- Identify best practices when serving Latinx and Foster Youth.
- Educate staff and provide student panels to identify areas in which we can improve.
- Provide permanent Instructional Support Specialists.
- Provide low- or no cost textbooks where possible.
- Implement Next Up program for foster youth and former foster youth.
- Provide resources for low-cost housing.
- Provide mental wellness support services.
- Explore learning communities.
- Embed tutors in classrooms where instructors are comfortable with this support.

3.1.4 (Less than 50% complete) What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them? *

- Provide wraparound services such as basic needs, mental health, and special support groups for our DI populations.
- Pursue special program options such as Next up Program for foster youth.
- Provide access to technology and school services for no cost such as: Chromebooks, Hotspots and a lending Textbook Library for all students in need.
- Provide extra study support groups for EOPS/TRiO/Next Up participants.
- Work with Community Agencies to fulfill unmet needs such as housing shortages and special activities for former foster youth.
- Provide opportunities for creating math Learning Communities such as a buddy program.
- Start a peer mentorship program and extra academic support in the tutoring center for special populations.
- Pursue more low-income housing options.

3.1.5 (Less than 50% complete) What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Transfer-level Math & English work remains an institutional priority moving forward? *

It is important that we identify and serve our students of disproportionate impact to provide equitable support. LCC is trying to also serve all students with GP funds in order to see a real institutional impact by supporting the hiring of permanent Instructional Support Specialists, adding an additional math course as an option for those majors that do not specify a particular math course, implementing low-cost textbooks, providing training for faculty and staff on best practices, and providing embedded tutors in key gateway courses as much as possible. Implementing the student voice in our support services has been instrumental in identifying areas of strength, weakness, and successful retention efforts. Putting these efforts in place will ensure an institutional change.

3.1.6 (Less than 50% complete) Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them? *

One of LCC's largest barrier right now is not having been able to hire a researcher for over a year. This causes an issue when we try to gather, disaggregate, and analyze data.

We have found a temporary solution by contracting with a researcher on an as-needed basis.

3.2 With Transfer-level Math & English in mind: Is your college leaning into continuous improvement principles to ensure that efforts continue to advance 'Transfer-level Math & English Completion' equitably and not develop new barriers for students? *

Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Yes

3.2.1 (Yes) Please describe the continuous improvement process at your college towards advancing this goal. *

AB 705 and AB 1705 continue to be a top priority for the college with a lot of work having already been accomplished and implemented in the past couple years. We will be having discussions within the Guided Pathways Taskforce as well as other governance committees to determine the best use of CCCCO funding that is coming down the pipeline for these continued efforts. Our Guided Pathways student leaders were instrumental in letting us know what was working and not working with our AB 705 efforts in the past, and we will continue to seek out the student voice in upcoming goals and endeavors.

3.2.2 (Yes) What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process? *

We have learned that some support provided in the past to students for improving transfer math and English rates (such as highly recommended labs) were not considered "good" or "helpful" to many students. Sometimes students did not want the extra support if it involved more work or was pushed too strongly onto them. Our GP student leaders were instrumental in telling how sometimes our support efforts actually hurt their progress toward passing the course, especially in mathematics. The college has corrected and improved these supportive offerings to students, as well as added an additional course option for transfer-level math, with yet another option going through the approval process for students who are pursuing liberal arts or vocational degrees.

4. Transfer and the Student Journey *

4.1 Using a percentage, estimate your college's level of progress advancing local goals related to ensuring students are successful in their transfer to a four-year institution. *

Using data available in Launchboard and related local data, consider what 'Transfer' means for entering students at your college and the definition provided with Launchboard data.

Transfer is defined by the Student Success Metrics Dashboard in Launchboard as follows: Among students in the cohort who earned 12 or more units at any time and at any college and who exited the community college system in the selected year, the number of cohort students who enrolled in any four-year postsecondary institution in the subsequent year or 4 years after for 3 year cohort, 5 years after for 4 year cohort and 7 years after for 6 year cohort.

Use this definition and your college's local goals and ideas about Transfer to determine an accurate percentage for what Transfer means.

Less than 50% complete

4.1.1 (Less than 50% complete) What is your local goal? *

Our goals in this area were expressed in the Student Equity Plan over a 3-year period for our DI groups as follows:

- Year 1 (2022-2023) 0.5% over baseline data (most recent cohort year)
- Year 2 (2023-2024) 0.5% increase over previous year
- Year 3 (2024-2025) 1% increase over previous year for total of 2% improvement, as well as a minimum of 50% of all transferrable courses will have a low-cost or zero-cost textbook option by 2025.

4.1.2 (Less than 50% complete) What are the major barriers for your college to reach this goal? *

Some of our major barriers are:

- Socioeconomic factors and challenges for DI populations.
- DI groups coming to higher education from a point of mistrust, abuse, and marginalization within the school system.
- Students wanting to attend school as short of a time as possible so they can get work skills or certificate needed to start work as soon as possible.
- Our college has not formally acknowledged being located on American Indian territory.
- We do not offer many options for transferrable math and the ones we have are difficult for our students to pass successfully.
- Missing Speech and Lab Science for transfer for most incarcerated students; although they are now available at our local prison (High Desert State Prison) for in-person instruction.
- We do not have the capacity to offer a comprehensive ESL program or classes for credit.
- Currently there are very few options for Latinx incarcerated students to transfer (only programs offered are CSU Sacramento and CSU Fresno from prisons in those areas and a couple out-of-state private universities), despite 70% of incarcerated students stating that they want transfer opportunities.
- Students often have transcripts from many different colleges of which some are difficult to get due to access issues. Therefore, they may be repeating courses they already have taken due to lack of being able to acquire past transcripts to confirm completion of courses.

4.1.3 (Less than 50% complete) What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process? *

Some of our strategies for removing these barriers include:

- Concentrating on creating more transferrable course options for students especially in math.
- Promoting new and upcoming programs at LCC, as well as scholarship options for DI populations to help pay for their education here and after transfer.
- Bringing awareness about 4-year colleges that have supportive services for DI student populations as well as scholarships and create referral systems and partnerships with those universities.
- Having a guide for resources to UC's/ CSU's that have programs and services that are desired by Native American students, and which have affinity centers and tuition assistance for Native students.
- Having a flyer that is culturally appropriate and speaks to the needs of our DI groups for use as an outreach tool.
- We currently offer a fully transferrable degree for our in-person students at High Desert State Prison but need to provide more options in the future.

4.1.4 (Less than 50% complete) What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them? *

Here are some equity considerations and proposed actions:

- Use Guided Pathways (Career Pathways) to promote our upcoming environmental and forestry programs and do outreach to our local Rancheria to promote these programs (including summer outreach to their children and teens.)
- Capitalize on the current desire and need for the Rancheria to gain skills and knowledge in Fire Science and then create articulated courses to Cal Poly Humboldt's new Applied Fire Science program.
- Create transfer partnerships with other nearby universities to facilitate transfer of our underrepresented students into their equity programs and gain admission through an established pathway and guaranteed admission procedure.
- Work on creating a more welcoming, comfortable and inclusive environment on campus by having guest lecturers from our DI cultural groups to speak at the college on a regular basis.
- Create a Guide of resources to UC's/ CSU's (and other nearby universities) that have programs and services that are desired by indigenous and Latinx students, and which have affinity centers and tuition assistance for our DI populations.
- Provide university tours for free to our DI populations especially to universities that have supportive services and desired majors for American Indian and Latinx students.
- Create a week-long summer bridge program specifically for our DI groups featuring information on university transfer, financial aid, and success skills for transfer.

4.1.5 (Less than 50% complete) What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Transfer work remains an institutional priority moving forward? *

- UC Merced partnership in place.
- CSU Cal Poly Humboldt partnership in place.
- Guided Pathways Taskforce with a continued focus on Student Leader input.
- Career and Transfer Center activities, tours, and resources.
- Categorical programs, such as TRIO, that focus on transfer initiatives and plan campus tours at multiple universities each semester.
- Tutoring Center with unlimited tutoring hours.
- Athletic programs that put a strong emphasis on transfer and prepare their athletes for transfer.

4.1.6 (Less than 50% complete) Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them? *

- Limited budgets for TRiO and Career and Transfer Center activities and campus tours.
- Limited number of math and science tutors available.
- Funding for Guided Pathways students that will not affect their financial aid.

4.2 With Transfer in mind: Is your college leaning into continuous improvement principles to ensure that efforts continue to advance the goal of Transfer equitably and do not develop new barriers for students? *

Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Yes

4.2.1 (Yes) Please describe the continuous improvement process at your college towards advancing this goal. *

Guided Pathways brings many initiatives together that affect student transfer rates and allows for greater collaboration between the student services and instructional sides of the college. For instance, the work we are doing with AB 1705 and helping student to complete transfer level math and English, directly impacts students' opportunities and abilities to transfer to 4-year universities. Another example is the work that is being done toward the Zero-Cost and Low-Cost Textbook initiative, which reduces the financial burden and barrier on the student so that they can afford to take transferable courses where textbooks are normally the highest. We have created the goal within Guided Pathways and the Student Equity Plan to have 50% of our transferable courses to be Zero or Low-Cost by 2025. Transfer also remains a top priority with the Chancellor's Office and Vision for Success Goals, with which many of our program reviews and strategic goals have now been aligned and brought to greater awareness and accountability.

4.2.2 (Yes) What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process? *

We will continue to face logistical difficulties with helping our incarcerated student populations to transfer to 4-year universities. We are making strides in making the completion of ADTs and other transfer degrees as an option for our incarcerated students so that when the CSU's and/or UC's expand options for incarcerated individuals, they will be ready to transfer with these degrees already completed.

5. Completion and Student Success *

5.1 Using a percentage, estimate your college's level of progress advancing local goals related to ensuring students are completing their college journeys. *

Using data available in Launchboard and related local data, consider what 'Completion' means for entering students at your college and the definition provided with Launchboard data.

Completion is defined by the Student Success Metrics Dashboard in Launchboard as follows: EITHER among students in the cohort, the unduplicated count of students who earned one or more of the following: Chancellor's Office approved certificate, associate degree, and/or CCC baccalaureate degree, and had an enrollment in the selected year in the district that they earned the award within 3, 4, or 6 years.

Use this definition and your college's local goals and ideas about Completion to determine an accurate percentage.

With your Student Equity Plan in mind, your college may also select distinct areas of Completion your college would like to discuss for this metric area.

Less than 50% complete

5.1.1 (Less than 50% complete) Which areas of Completion does your college identify as Less than 50% complete? *

Check all that apply. Additional, optional space will be provided if your college would like to distinguish between areas of completion.

- Certificate Completion
- Degree Completion

5.1.2 (Less than 50% complete) What is your local goal? *

For our selected DI Groups of American Indian and Hispanic/Latinx, we have the following benchmarks and goals to attain over the next 3 years:

- Year 1: 2% over baseline data (average of last 3 cohort years)
- Year 2: 2% increase from previous year
- Year 3: 2% increase from previous year for total of 6% improvement

5.1.3 (Less than 50% complete) What are the major barriers for your college to reach this goal? *

Some of our major barriers to completion of certificates and degrees include the following:

- Limited sections offered for correspondence and incarcerated students, especially for lab science and communication transfer courses which makes it more difficult for these students to complete a degree.
- Correspondence Education is limited to only 11 units – so it does not allow for full time enrollment and many of our Hispanic students are incarcerated.
- Text books costs have increased especially for math and science textbooks, and the cost of taking them online has increased due to increased costs of online acces codes.
- Socioeconomic factors that affect our DI student groups
- Canvas may be in the works for incarcerated students, but not yet available.
- Family obligations and cultural issues affect being able to attend full-time for some DI student groups.
- Financial barriers and lack of affordable housing in our area are also hurtles to overcome.

5.1.4 (Less than 50% complete) What needs to be done to remove this/these barriers? What actions/structural changes has your college taken to begin the process? *

We have begun implementing the following actions to make structural changes and remove barriers:

- Submitted a proposal to the state for on-campus low-income housing.
- We have started adding more in-person classes to one of our local prisons as well as starting to serve another correctional institution in our area.
- Have hired an Instructional Support Specialist and added tutoring classes to run tutoring programs for better academic support in our largest correctional institution.
- Justice Counselor is now meeting with incarcerated students online for counseling appointments and for more immediate access to counseling needs.
- Justice Counselor created course equivalency charts and forms to document classes taken through other colleges while incarcerated so as not to repeat courses already taken.
- Updated an Academic Records Release forms for incarcerated students to help Counselor to gain access to inmate transcripts in a more timely manner.
- Added a lending library to the Women's Correctional Facility that we serve.
- Establish partnership with local Indian Rancheria to provide summer outreach programming for their K-12 children to introduce them to college options, financial aid, and more.
- Created a Fire Tech course that acknowledges and incorporates Native American cultural practices into the curriculum (This course is going through the approval process.)
- Providing cultural events and activities featuring the cultures of our DI populations and will be providing professional development to staff and faculty on inclusive practices for these DI groups.

5.1.5 (Less than 50% complete) What are the equity considerations in your actions to remove student friction points and ensure that all students will benefit from them? *

Here are some of the ideal equity considerations for removing friction points for our DI groups tied to completion equity gaps:

- Targeted counselor intervention to these DI groups after students complete 40 to 45 units so that they understand and get support for the last 15 units of classes to graduation or transfer.
- Financial aid information and extra financial aid outreach to our DI groups.
- Basic Needs resources/Special Programs – improve awareness and referral to basic needs and special programs.
- Rigorously pursue Zero-Cost and low-cost textbook options for both on-campus and incarcerated students.
- Instructional Support Services for incarcerated educational program, as well as better wages for tutors at our on-campus tutoring center.
- Second language textbooks or translation software made available to our English Language learning students, especially in Spanish for DI group.
- Provide E-reader textbook translation services or in-person interpretation services.
- Make lecture videos and imbed them into Power Points for Canvas so language learners can review videos for extra assistance in learning English, and work with CDCR to have Canvas and embedded videos available to incarcerated students as well.

5.1.6 (Less than 50% complete) What is the institutional structure, if any, in place that ensures that the Guided Pathways-informed Successful Enrollment work remains an institutional priority moving forward? *

Almost all of our Guided Pathways efforts are working toward persistence and completion for our students. We continue to implement our new Career Pathways for integrating the concept of meta-majors or "career pathways" into our college catalog, schedule, curriculum cards, and degree offerings. We continue to utilize student leaders within our Guided Pathways Taskforce so that the student voice remains loud and clear in the initiatives that we use to move the needle forward. Technology remains a top priority so that we have relevant and updated systems for students to access and navigate without the barrier of technology that is out-of-date or difficult to navigate.

In addition, one of our main Guided Pathways workgroups called the Communications Workgroup remains in place to be able to implement our technology initiatives. This workgroup also monitors methods of college communication and receives consistent student feedback in the area of technology, especially when new systems are being implemented.

5.1.7 (Less than 50% complete) Does your college face any barriers sustaining the provided structure? How does your college plan to overcome them? *

One of our greatest barriers is the cost of technology given that we are operating from a small rural college district. We have to stay current as well as meet the online demands of our students, despite not having the same funding as larger college districts. Just recently, we had to change vendors in a significant technological area of student services because we could no longer keep up with the increased costs of this vendor in which we had already made significant investments. Our Guided Pathways and Student Services teams had to research new vendors to fulfill the same goals and not fall behind in our equity and GP-related initiatives. This took a lot more additional time and energy on top of what had already been invested in the previous software system.

We plan to continue investing a good portion of our GP funding into improving and upgrading our college technology.

5.1.8 (Less than 50% complete) Please use this optional space to provide more information about any of the previous areas in relation to your selected Completion categories:

Not Entered

5.2 With Completion in mind: Is your college leaning into continuous improvement principles to ensure that efforts continue to advance the goal of Completion equitably and do not develop new barriers for students? *

Continuous Improvement is a process already present in various structures across campuses. Please consider how your college is applying this process to Guided Pathways-informed efforts and metrics.

Yes

5.2.1 (Yes) Which areas of Completion does your college wish to discuss for this selection? *

Check all that apply. Additional, optional space will be provided if your college would like to distinguish between areas of completion.

- Certificate Completion
- Degree Completion

5.2.2 (Yes) Please describe the continuous improvement process at your college towards advancing this goal. *

Guided Pathways and the Student Equity Plan are worked on within our governance structure in tandem. Our Guided Pathways Taskforce has a standing Equity Plan workgroup as well as a standing line item on our college's Consultation Council agenda and Student Services Planning Committee so that information can be shared out and input gathered on a regular basis. This structure works well for sharing out about equity-related work and goals (including completion goals) as well as for professional development opportunities.

5.2.3 (Yes) What has your college learned so far and hoped to improve on related to this goal over the next four-year Guided Pathways cycle by engaging in the continuous improvement process? *

We have learned that more action is needed to improve outcomes in the area of creating belonging and improve completion of certificates and degrees. Below are some of the initiatives that we plan to implement:

- Targeted counselor interventions to our DI groups, especially after students reach 40-45 units to support students to completion of degrees.
- Creating a Native land acknowledgement statement that acknowledges our local tribes and the college being located on and around Native American territory, to be delivered at Convocation, Commencement, and other significant events at the college.
- Having a book club and other communities of practice for staff and faculty that highlights historical experiences in education of our DI groups for awareness, training, and improving understanding as well as for creating a sense of belonging for our DI students.
- Investing in textbooks in Spanish or translation software/services made available as needed for English language-learning students.
- Continuing to pursue steps towards building low-income housing option on campus.
- Providing financial aid information and extra financial aid outreach to this DI group, including information in Spanish and a resource guide for undocumented students.
- Pursuing Zero cost textbooks-options for both on-campus and incarcerated programs, as well as low-cost online textbooks and access codes.

5.2.4 (Yes) Please use this optional space to provide more information about any of the previous areas in relation to your selected Completion categories:

Not Entered

6. Student Equity and Achievement (SEA) Program Integration *

6.1 Using the scale below, describe your college's progress integrating SEA Program with Guided Pathways to achieve KPI Metrics. *

Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: Click here.

Integration In Progress

6.1.1 (Integration In Progress) What are some present challenges that affect reaching full integration? *

As mentioned before, one of our greatest challenges is technology and keeping up with the cost of technology given that we are a small rural college district. We have to stay current as well as meet the online demands of our students, despite not having the same funding as larger college districts.

In addition, all of our Equity and Guided Pathways workgroups are made up of employees who have full-time jobs and yet dedicate themselves to the GP work outside of what they do every day. One Dean oversees the Guided Pathways efforts, however all other staff and faculty work on Guided Pathways and equity initiatives in addition to their regular job duties. The college does support a Dean of Student Equity to oversee these endeavors and there is a concerted effort to make Guided Pathways and equity an integral part of what the college does, so that our work becomes mainstream and part of the college structure and operations moving forward.

6.1.2 (Integration In Progress) What are the actions your college has taken / plans to take to overcome these challenges? *

We are still investing a good portion of our SEAP and Guided Pathways funds into improving our structural technology so that all students, including our DI groups, have uninhibited access to our systems and have an easier time navigating college processes. Investing in technology also allows for improved college communication to both current and prospective students, and works towards improving persistence and other success metrics.

Last year, an administrator position was upgraded to incorporate the advancement of Student Equity and Guided Pathways. We now have a Dean of Student Equity and Special Programs in which almost all equity initiatives and efforts are supported and monitored by this position. Having this position also ensures that any challenges are addressed directly and in a timely manner, and that any potential obstacles to our equity work are overcome and do not result in any ongoing barriers for our students.

6.1.3 (Integration In Progress) Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college? *

With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response.

	Outcome Response
Immediate Outcome:	Advancing college technology with upgraded scheduling software, student portal, and website.
Intermediate Outcome:	Providing ongoing DEIA professional development for staff and faculty that is supported regardless of funding source, and which becomes part of employee expectations and evaluations. In addition, making DEIA monitoring and planning an enduring part of our regular cycle with an annual Equity Summit as well as the ongoing Guided Pathways Equity Workgroup meetings and discussions. We also hope to reach our goal of a 6% improvement to completion for our Latinx and Native American DI groups within 3 years.
Long-Term Outcome:	Continually implement advanced technology to create better access and academic support, such as E-textbooks, Spanish translation software, etc. In addition, create intentional equity proclamations and programming that help all students to feel included, such as creating a Native American Land Acknowledgement, having an Annual Diversity Showcase, and building more inclusive activities into all college curriculum.

6.1.4 (Integration In Progress) How will your college evaluate these listed outcomes? *

1. Having the prospective student portal and website fully operational by end of 2023-24 school year, as well as the new ConexED system implemented for collecting student data and addressing student needs.
2. Creating a schedule and DEIA Professional Development Plan by December 2023 for providing quality DEIA training to all employees over the next 3-4 years. In addition, reach our goal of a 6% improvement in completion for our DI groups within 3-4 years.
3. Creating two to three Equity-related proclamations (one being the Native American Land Acknowledgement) to be adopted by the Board of Trustees by end of the 2024-2025 school year. In addition, researching and incorporating software and other course materials that aid developing language learners and build cultural inclusivity in the classroom for improved outcomes within three years and beyond.

7. Associate Degree for Transfer (ADT) Integration *

7.1 Using the scale below, describe your college's progress integrating ADT Program with Guided Pathways to achieve KPI Metrics. *

Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: Click here.

Integration in Progress

7.1.1 (Integration in Progress) What are some present challenges that affect reaching full integration? *

Some of our present challenges are that:

- Athletes often transfer to out-of-state or private colleges where they are recruited to continue playing their sports rather than pursuing an ADT to transfer to a California State University.
- Our incarcerated student populations currently have very few options for transferring to universities, with currently only a couple CSU and private college options. When half of our enrollment is incarcerated, this lack of opportunity has a great impact on our DI and overall transfer success rates and will make it difficult to significantly affect transfer within only 1-3 years. The CSU system needs to expand options for incarcerated students.

7.1.2 (Integration in Progress) What are the actions your college has taken / plans to take to overcome these challenges? *

- Lassen has identified new CTE programs for which we would like to expand offerings and possibly for transfer as well (i.e. fire science, nursing, dental hygiene, vet tech). They are being vetted through our planning process.
- The most recent ADTs we have added were Human Services and Social Work, which brings our small campus offerings to 15 ADT's.
- The RP Group provided Lassen College with data on how to cluster our degrees and certificates based on Curriculum alignment. This list was vetted with the students, staff and Curriculum Committee at the time which brought the clusters down from 8 pathways or meta majors to what we now have in place (based on the survey) to seven (7) Career Pathways.
- Our GP program identified a Career Pathways workgroup to integrate this information into our campus culture. Each pathway has a specific icon that represents the career category. The Career Pathways are explained in our catalog, the appropriate icon is placed on each program curriculum card and soon our new website will speak to the Career Pathways. As new degrees and certificates get added, the Curriculum Committee determines the appropriate placement with additional feedback.

7.1.3 (Integration in Progress) Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college? *

With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

	Outcome Response
Immediate Outcome:	Finish Career Pathways initiatives so that the ADTs and other transfer options are laid out clearly for students to choose and stay on their paths.
Intermediate Outcome:	Expand our CTE programs and work with universities to bridge these programs.
Long-Term Outcome:	Evaluate the effectiveness of partnerships to see if they have increased transfer for our DI groups and overall student population.

7.1.4 (Integration in Progress) How will your college evaluate these listed outcomes? *

- Have our Career Pathways integrated into catalog, curriculum cards, website, and all counseling and outreach materials for effective communication and increased enrollment.
- Create and implement at least three MOU's with universities to ease and expand transfer opportunities especially for underrepresented groups.

- Evaluate the effectiveness of above partnerships by assessing transfer rates for DI groups and overall student population after year three, four, and five.

8. Zero Textbook Cost to Degree (ZTC) Program Integration *

8.1 Using the scale below, describe your college's progress integrating ZTC Program with Guided Pathways to achieve KPI Metrics. *

Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: Click here.

Starting Integration

8.1.1 (Starting Integration) What are some present challenges that have impacted integration? *

Our process seems to be moving forward but we have a few major challenges:

- Only 26% of our courses currently have an OER textbook option.
- We have not approved a definition for Low-Cost Textbooks yet, but this is almost completed.
- Every subject area does not have OER's available.
- OER's for transfer courses cannot include a bunch of links; they need to be bona fide textbooks.

8.1.2 (Starting Integration) What are the actions your college has taken / plans to take to overcome these challenges? *

Some of the actions Lassen College plans to take or has taken to overcome these challenges:

- The OER/ZTC taskforce is in place to provide faculty input into the process and to work on tasks to get to the ultimate goal of 50% Low or Zero-cost textbooks in transferrable classes.
- LCC distributed a survey to faculty to determine who was already using OER's and who would like to work on putting one in place.
- The OER/ZTC taskforce will identify certificates and degrees that are close to offering a fully online or low-cost textbook program.
- Academic Senate is discussing and will take action on the Low-Cost Textbook definition before end of spring 2023 term.
- The college will offer funds to have faculty create their own OERs.

8.1.3 (Starting Integration) Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college? *

With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

	Outcome Response
Immediate Outcome:	Taskforce put into place to define low-cost language, evaluate survey results, and identify at least one degree and certificate to work on.
Intermediate Outcome:	Educate faculty, and submit new textbook requests to Curriculum.
Long-Term Outcome	Identify next steps to attain 50% of transferrable classes having an OER or low-cost textbooks in place by 2025.

8.1.4 (Starting Integration) How will your college evaluate these listed outcomes? *

- Evaluate the work of the taskforce and determine if objectives were met.
- Have at least three or more trainings for faculty and assess the number of new OER/ZCT textbooks submitted to Curriculum.
- Determine if the goal was met to have 50% or more of transferrable courses having low-cost or zero-cost textbook options by 2025.

9. California Adult Education Program (CAEP) Integration *

9.1 Using the scale below, describe your college's progress integrating CAEP with Guided Pathways to achieve KPI Metrics. *

Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: Click here.

Starting Integration

9.1.1 (Starting Integration) What are some present challenges that have impacted integration? *

- Not having an executable CAEP integration plan. Currently the Adult Education program has an annual College plan as well as a Lassen-Modoc Adult Education Consortium plan that do not lend themselves to integration.
- Limited awareness and knowledge for Guided Pathways members regarding the Adult Education programming and the students it serves.
- Staffing issues
- Lack of Student Voice in this work
- Data Collection-How to accurately track what services and resources that Adult Ed students are using.

9.1.2 (Starting Integration) What are the actions your college has taken / plans to take to overcome these challenges? *

The following are actions steps already taken and actions the college will take going forward:

Taken:

- Mailer (to all Lassen/Modoc Communities) Adult Ed Orientation and tours of campus offered.

- Academic follow-up provided.
- Transition services provided.

Going Forward:

- Create a CAEP integration plan, implement, review, modify and manage the plan.
- Newsletter targeted to Adult Ed students with resources/services available and newsletter shared out with campus wide community.
- Invite more CAEP Staff to participate in Guided Pathways meetings.
- Yearly Mailer (to all Lassen/Modoc Communities), Adult Ed Orientation and tours of campus for Adult Ed students.
- Increase Academic Follow-up.
- Continue transition services.
- Create Student Voice opportunities.

9.1.3 (Starting Integration) Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college? *

With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

	Outcome Response
Immediate Outcome	Create an integration plan.
Intermediate Outcome	Evaluate outcomes of plan and adjust plan as needed.
Long-Term Outcome	Update the Annual CAEP Plan with action steps that result in targeted outcomes.

9.1.4 (Starting Integration) How will your college evaluate these listed outcomes? *

CAEP annual outcomes will be reported out to the main Guided Pathways Taskforce to ensure that the results are in alignment with the Guided Pathways objectives and Workplan.

10. Strong Workforce Program (SWP) Integration *

10.1 Using the scale below, describe your college's progress integrating SWP with Guided Pathways to achieve KPI Metrics. *

Education Code for 2022-26 Guided Pathways funds requires a progress update for the integration between Guided Pathways and specific program areas. Consider your Student Equity Plan, current efforts in progress with your disproportionately impacted populations in mind, and your work embedding Guided Pathways elements into your campus structures. Estimate your college's progress with integration efforts and plan steps accordingly in the questions that follow. For additional review, please visit the education code link provided: Click here.

Integration in Progress

10.1.1 (Integration in Progress) What are some present challenges that affect reaching full integration? *

- SWF funding is set up to benefit mostly the CTE programs and not all areas of instruction.
- There are greater equity gaps in the CTE programs, but SWF funding and initiatives can potentially make a greater impact.
- Career Pathways affect the CTE areas in a more substantial way, but this is one of the last large initiatives for us to finish and is still not quite completed.

10.1.2 (Integration in Progress) What are the actions your college has taken / plans to take to overcome these challenges? *

- SWF funding has supported the adoption of our Career Pathways (meta-majors) with increased class offerings , dual-enrollment offerings, and recruitment efforts.
- The CTE areas were the first to update their areas of the website with improved content and delivery in part by using SWF funding.
- SWF supports key positions on campus that improves academic support, career support, and student success (i.e. instructional specialists, faculty coordination of career pathways, and career center coordinator).
- SWF has helped connect students to careers as well as to college programs that lead to good living-wage careers.

10.1.3 (Integration in Progress) Leaning into continuous improvement principles, what will be the key immediate, intermediate, and long-term outcomes toward full integration for your college? *

With your college's commitment to continuing integrating this program and Guided Pathways, consider what steps need to be taken in the immediate term (within one year), intermediate term (one to three years) and long-term (four or more years) to achieve an integration with continuous improvement and evaluation cycles.

This table is limited to 100 Characters per Outcome Response

	Outcome Response
Immediate Outcome:	Expand Fire Science, Nursing, and Administration of Justice offerings to be more marketable and accessible to underrepresented students.
Intermediate Outcome:	Expand dual-enrollment options and pathways to outlying service areas which tends to bring in more low-income and first-generation students and helps close equity gaps.
Long-Term Outcome:	Utilize funding to support expansion of career pathways in the following needed local industry areas: • Forestry • Dental Assisting and Hygiene • Veterinary Tech

10.1.4 (Integration in Progress) How will your college evaluate these listed outcomes? *

Will evaluate the effectiveness of these programs through assessing the Vision for Success Goals (completion and employment in CTE field of study), the Student Equity Plan goals (successful enrollment, DI group persistence and completion), as well as assessing the college's overall FTES and enrollment target goals.

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NOVA Site Version: 6.3.1

Student Equity and Achievement Program Produced: 11/28/2022 11:46 AM PST Brady Reed

Lassen College - Student Equity Plan (2022-25): Draft

Details

Assurances

Legislation

✓ I have read the legislation Education Code 78220 and am familiar with the goals, terms, and conditions of the Student Equity Plan, as well as the requirements of Student Equity & Achievement Legislation.

EDC_78220.pdf

Additional 78220 Acknowledgement

✓ I read and have given special consideration to Education Code 78220 section (b) and have considered the input of groups on campus including, but not limited to, the academic senate, academic faculty and staff, student services, and students, and have considered additional involvement of appropriate people from the community.

Campus-Wide Equity Approach

View Memo

Race Consciousness in Equity Plan Development *

In the last Student Equity Plan, we attempted to improve outcomes for given DI groups, however, all of the DI groups were intersected by gender and did not have strategies specific to each metric, which did seem to take some of the focus away from race and race consciousness. Instead of necessarily examining how to break down systemic racial barriers, the focus was more on student services activities to improve feelings of inclusion among all groups. The hope then was to improve outcomes and close equity gaps for all groups, and this combination of activities would somehow produce this magical result. However, the list of activities was too long and too broadly focused in order to make any major impact in any one area.

This time around, we conducted a momentous Equity Summit over summer 2022, in which we were very intentional about saying that the purpose of this Summit was to dig deep into our data and to choose DI groups for which we could address race, racial inequities, and systemic barriers at our college. We learned about the importance of having crucial conversations around race and our previous failures. We learned that it was okay to be uncomfortable, honest, and open about why we had not been successful, and how we could be better for our students and campus community. We had healthy debates and did choose our DI groups with race consciousness in the forefront of our minds.

We ended up choosing four main DI groups, two of which are ethnic/racial groups for which we felt we could create better outcomes for students both on-campus and incarcerated. The DI groups were also tied to larger numbers of our incarcerated students and to populations in which we had potential partnership opportunities for aiding us in our efforts. After all, breaking down racial systemic barriers requires a community–based united approach. We laid a great foundation for our Equity Plan workgroup to carry out the rest of the hard work to be further race-conscious and intentional with our strategies and produce a well-vetted plan.

Summary of Target Outcomes for 2022-25

Successful Enrollment

Male
1-year outcome: Year 1 (2022-23) 2% over baseline data (average of last 3 cohort years)
2-year outcome: Year 2 (2023-24) 3% increase from previous year
3-year outcome: Year 3 (2024-25) 3% increase from previous year for total of 8% improvement

Completed Transfer-Level Math & English

Hispanic or Latino
1-year outcome: Year 1 (2022-23) 2% increase from baseline data (average of last three cohort years)
2-year outcome: Year 2 (2023-24) 2% increase from previous year
3-year outcome: Year 3 (2024-25) 2% increase from previous year for a 6% increase over three years

Foster Youth
1-year outcome: Year 1 (2022-23) 1% increase from baseline data (average of last three cohort years)
2-year outcome: Year 2 (2023-24) 2% increase from previous year
3-year outcome: Year 3 (2024-25) 3% increase from previous year for a 6% increase over three years

Persistence: First Primary Term to Secondary Term

Hispanic or Latino
1-year outcome: Year 1 (2022-23)1% over baseline data (most recent cohort year)
2-year outcome: Year 2 (2023-24)2% increase over previous year
3-year outcome: Year 3 (2024-25)2% increase over previous year for total of 5% improvement

Foster Youth
1-year outcome: Year 1 (2022-23)1% increase in retention based on increased enrollment of foster youth into our special programs
2-year outcome: Year 2 (2023-24)2% retention increase over baseline data
3-year outcome: Year 3 (2024-25)2% increase over previous year for total of 4% improvement

Transfer

Hispanic or Latino
1-year outcome: Year 1 (2022-23) 1% from baseline data (average of last three cohort years)
2-year outcome: Year 2 (2023-24) 1% increase over previous year
3-year outcome: Year 3 (2024-25) 1% increase over previous year for 3% total improvement and a minimum of 50% of all transferrable courses will have a zero-cost or low-cost textbook option by 2025.

American Indian or Alaska Native
1-year outcome: Year 1 (2022-23) 1% from baseline data (average of last three cohort years)
2-year outcome: Year 2 (2023-24) 1% increase over previous year
3-year outcome: Year 3 (2024-25) 1% increase over previous year for 3% total improvement and a minimum of 50% of all transferrable courses will have a zero-cost or low-cost textbook option by 2025.

Completion

Hispanic or Latino
1-year outcome: Year 1 (2022-23)2% increase from baseline data (most recent cohort year)

2-year outcome: Year 2 (2023-24)2% increase over previous year
3-year outcome: Year 3 (2024-25)2% increase over previous year for a total 6% increase

American Indian or Alaska Native

1-year outcome: Year 1 (2022-23)2% increase from baseline data (average of last three cohort years)
2-year outcome: Year 2 (2023-24)2% increase over previous year
3-year outcome: Year 3 (2024-25)2% increase over previous year for total of 6% increase

District Contact Information Form

Name	Responsibility	Institution	Email Address	Phone Number
Brady Reed	Project Lead	n/a	breed@lassencollege.edu	(530) 257-6181 ext: 8970
Carie Camacho	Chancellor/President	n/a	ccamacho@lassencollege.edu	(530) 251-8820
David Corley	Chief Business Officer	n/a	dcorley@lassencollege.edu	(530) 251-8826
colleen baker	Chief Instructional Officer	n/a	cbaker@lassencollege.edu	(530) 251-8854
Roxanna Haynes	Chief Student Services Officer	n/a	rhaynes@lassencollege.edu	(530) 257-6181
Adam Runyan	Academic Senate President	n/a	arunyan@lassencollege.edu	
Brady Reed	Guided Pathways Coordinator/Lead	n/a	breed@lassencollege.edu	(530) 257-6181 ext: 8970

Equity Plan Reflection

2019-22 Activities Summary

- Orientation Program
- College & Career Resource Fair
- Week of Welcome
- College Success Bootcamp
- Early Alert
- Text Alert/Mobile Communication
- Increase Local High School Engagement
- Profesasional Development
- Faculty Mentor Program
- Increase Tutoring Services
- Behavioral Health

- Zero Cost Textbook degree utilizing Open Educational Resources
- Student Ambassador Program
- Increased Collaboration with Rancheria
- Improved Outreach Materials
- Improved Schedules and Child Care
- Student Success Coordinator - Career & Transfer Center
- 15 To Finish
- Transfer Workshops & Activities
- Improved Academic Planning + Software App
- Transferable Liberal Arts and/or Career Education Math Course

Key Initiatives/Projects/Activities *

- College Success Bootcamp - increased participation and offered virtually
- Week of Welcome and Winter Welcome Week added with equity-focused
- Implementation of robust Early Alert System
- Text Alert/Mobile Communication Implementation
- DEIA Professional Development offered
- Increased Tutoring Services and Imbedded Tutoring
- Behavioral Health - Hired full-time Behavioral Health Program Manager
- Zero Cost Textbook /Open Educational Resources efforts- up to 30% college-wide
- Student Ambassador Program - very successful
- Improved Outreach Materials- added Career Pathways
- Student Success Coordinator hired - Career & Transfer Center
- 15 to Finish (did well until pandemic)
- Improved Academic Planning + Software for better student engagement
- Purposely aligned SEAP with Guided Pathways by creating an equity and engagement workgroup within the Guided Pathways Taskforce.
- Utilized student voices and student involvement in our Guided Pathways efforts as well as in our Student Equity Summit and workgroups.
- Created the first ever Director of Student Equity, Engagement, and Success position to purposefully align all student life activities with equity and inclusion.
- Created first ever Dean of Student Equity and Special Programs to oversee Guided Pathways, SEAP, and other categorical programs under one administrator.
- Created the first ever Welcome, Engagement, and Multicultural Center on campus called “Cougar Headquarters” to provide a welcoming, safe, and inclusive environment for students from diverse backgrounds to share cultural experiences, access resources, and find a home away from home.
- Implemented stronger food security programs during COVID such as USDA food distributions, food vouchers to use at local supermarkets, curbside pickup of food pantry items, and online healthy food cooking demonstrations.
- Created an extensive textbook lending library available to help students access textbooks that they could not afford to buy.

- Participated in the "Leading from the Middle Academy" with participation from all constituency groups that lead to forming the college's first Diversity Team.

Evidence of Decreased Disproportionate Impact *

Prior to and halfway through the first year of the COVID pandemic (Dec 2020), we were starting to see significant improvements in a few of our DI outcomes especially for the following groups…

- For Black/African American Males we met our full equity goal for completion of math and English in the first year, as well as transfer to 4-year universities, and made strides toward closing gaps in attainment of the vision for success completion goal.
- For Latino/Hispanic Males we met our full equity goal for completion of math and English in the first year, as well as transfer to 4-year universities, and made strides toward closing the gap in attainment of the vision for success completion goal.
- For Economically Disadvantaged Males, we met our full equity goals for completion of math and English in the first year, as well as transfer to 4-year universities.
- For both Male and Female Students with Disabilities, we met our full equity goal for transfer to 4-year universities.

Unfortunately, we did not even come close to reaching our minimum equity goals for our Native American and Foster Youth DI groups, which is partly why we have chosen them as DI groups on which to focus in our new equity plan. We also saw significant drops in the improvements we had made with our African American and Latino males after a full year+ into the COVID pandemic.

2022-25 Planning Efforts *

The former 2019-22 equity plan cycle informed our planning efforts for the new Equity Plan in several ways. We had already been successful in utilizing student voices in our Guided Pathways efforts, and therefore began using students to inform our equity efforts as well. We also had been successful in interrelating our initiatives from Guided Pathways with our strategies for our Equity work. This was purposeful so that we did not operate in silos, or duplicate efforts, but rather work together for common outcomes. Therefore, we have continued to put this into practice going into the first year of our new Student Equity Plan, as we felt it helped us to combine forces and be more successful as a small rural college.

As mentioned in a previous narrative, we made very few if any success in meeting the equity outcomes of our Native American and Foster Youth DI groups in the last plan, and therefore was a consideration in deciding to focus on those two groups for four out of the five metrics in this year's plan. We also felt that some of the success we had experienced in improving outcomes for our male incarcerated students going into the pandemic was worth trying again with hopes of getting outcomes back up for our Latinx /Hispanic students for both on campus and incarcerated populations.

Furthermore, there were a few activities that we had hoped to accomplish in the last plan that got derailed during the COVID pandemic, but which we thought would be worth pursuing for our DI groups in this equity plan. For instance, one strategy was to provide another transferrable-level math course that we felt would help our Hispanic and Foster Youth students to be more successful in passing on the first attempt. We have already implemented this class for fall 2022 by updating a course that was on the books and was easier to bring back. In addition, the math department is already working on another transferrable math course for liberal arts majors to be offered in Fall 2024. We are excited to see the data after this semester to see if retention and course success has improved already. Therefore, something that had totally stalled in the Pandemic was one of the first things accomplished in this year's plan.

Pandemic Acknowledgement

✓ Interrupted Work Fully

Provide an explanation (optional)

I would have to say that the Pandemic affected our equity efforts in all three of these ways. In some regards, it completely and fully interrupted our work. An example of that was that we had just opened our new Career & Transfer Center in Fall 2019 and had just hired someone into the newly created Student Success Coordinator position. During the pandemic, the Center which

was just getting recognized and used, had to close indefinitely. To make matters worse, the employee left who had filled that position. So, something that was just getting off the ground, was really given a hard blow, and it took almost two years to get the Center back open and functioning again.

✓ Catalyzed Work

Provide an explanation (optional)

It might actually be a good thing that the pandemic catalyzed our work as well. Having our work catalyzed provided motivation for us to make drastic changes following a mass exodus of our most vulnerable and underrepresented students. We significantly increased our efforts, for instance, in the areas of basic needs and mental health. We invested significant equity funding into key employee positions and direct aid to students, and we feel the pandemic provided the impetus for those efforts that are now paying off with successful outcomes. Some improved outcomes include an increase of students coming back to school after dropping out as well as students staying due to having their basic needs more fully met by the college than even before the pandemic started.

✓ Delayed Work

Provide an explanation (optional)

In addition, the pandemic delayed our work in many areas, and we saw a drop in student enrollment, a drop in completion of educational plans, a drop in students joining special programs, etc. A lot of this was due to the college not being prepared to operate completing online. Once we established online forms, cell phones for counselors and other key staff, software to improve online learning, etc. then we were able to continue business without as many delays and interruptions to our work and students.

Executive Summary URL *

http://www.lassencollege.edu/about/planning/Documents/Equity-Plan/Student%20Equity%20and%20Achievement%202019.pdf

Student Populations Experiencing Disproportionate Impact and Metrics

Student Populations for Metric Workflow	Metrics				
	Successful Enrollment	Completed Transfer-Level Math & English	Persistence: First Primary Term to Secondary Term	Transfer	Completion
Male	✓	×	×	×	×
Hispanic or Latino	×	✓	✓	✓	✓
Foster Youth	×	✓	✓	×	×
American Indian or Alaska Native	×	×	×	✓	✓

Successful Enrollment

Male

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

- Process of enrollment with CCC Apply is difficult and the next steps in the process are unclear to students.
- No formal process to contact them after they apply despite having the data to do it.
- Students think they are registered when they go through the process, but they are not. It shows the classes on their schedule so that is very confusing but requires an extra step.
- Tech support issues and glitches that occur between application and registration cause friction points in the process.
- Lack of feedback from male students who have applied in the past.
- No specific outreach efforts to this DI group.
- Financial aid – students get stuck in the process and do not register for classes.

Structure Evaluation

Current Structure

✕ Instruction
✕ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✓ General Operations (A&R, Parking, Campus Policing, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Process of enrollment with CCC Apply is difficult and the next steps in the process is unclear to students.

No formal process to contact them after they apply despite having the data to do it.

Students think they are registered when they go through the process, but they are not. It shows the classes on your schedule so that is very confusing, however, it requires an extra step to actually save those classes in the system.

Tech support issues and glitches that occur between application and registration.

✓ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Lack of feedback from male students who have applied in the past.

No specific outreach efforts to this DI group.

Financial aid – students get stuck in the process and do not register for classes.

Ideal Structure

✕ Instruction
✕ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✓ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

- Case Management and follow up of male students in cohorts
- Training and follow up (helping onboard and finish to registration)
- Build cohorts to help (focus groups)
  - 1. Email
  - 2. Automated
  - 3. Personal touch
  - 4. Text Messages
  - 5. Software to track students

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

- Case Management system and follow up of male students in cohorts
- The new portal and website will help to bring students on board, including prospective students to provide personalized nudges and texts.
- Student Success Assistant Support position needed to manage cohorts and contact with students.

Action

Action Steps *

1. Partner with athletics to help the coaches with recruitment efforts and follow up.

2. Implement New Student and Prospective Student Portal (Allow us to reach out specifically to this group with personalized messages).

3. Increase Recruitment in local area for students (outside of the high school), such as Alliance for Workforce Development, Social Services Agencies, etc.

4. Increase marketing of short-term training and certificate programs (i.e, improving website on CTE short-term options, creating brochures, and targeted advertising to specific marketing sites such as CDCR.)

5. Formalized process – develop a procedure and tools to do this work

6. Designate a staff person to monitor the process.

7. Pilot (split up students to contact) by classified staff or peer student mentors from special programs to make efforts if one employee cannot be designated.

Chancellor's Office Supports

Supports Needed

✕ Field Guidance & Implementation
✓ Technical Assistance/Professional Development
✓ Data & Research
✓ Policy & Regulatory Actions
✓ Technology Investments & Tools
✓ Proof of Concept Pilots
✓ Strategic and Operational Communication

Explanation of Supports Needed

- Technical assistance to solve CCC Apply problems
- High school –dual enrolled (transition) - articulation and communication tools and policies
- Ease the transition from taking classes as a high school student to becoming a college student
- Easy way to show credits taken from somewhere else after it is on their transcripts

Completed Transfer-Level Math & English

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

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student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

- We added a math lab option for some math classes that did not produce successful results.
- We have added embedded tutors into some classes, but most math teachers do not prefer having embedded tutors.
- We have hired more math tutors, but they are temps or peer tutors. We would prefer to have permanent Instructional Support Specialist to provide more consistency and more availability for drop-in tutoring.
- We have unlimited tutoring available, but all by scheduled appointments.
- We do not have an ESL instructional program.
- Many of our LatinX students struggle with math and English due to language barriers and difficulties learning English while taking a full load of academic classes.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- We added a math lab option for some math classes that did not produce successful results.
- We have added embedded tutors into some classes, but most math teachers do not prefer having embedded tutors.
- We do not have an ESL instructional program.
- Many of our Latinx students struggle with math and English due to language barriers and difficulties learning English while taking a full load of academic classes.

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- We have hired more math tutors, but they are temps or peer tutors. We would prefer to have permanent Instructional Support Specialist to provide more consistency and more availability for drop-in tutoring.
- We have unlimited tutoring available, but all by scheduled appointments.

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✕ Other

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See below...

✕ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

- Creating other transferable math class options other than statistics and algebra so that English language learners will not be hindered by the math requirement.
- Having Spanish translators available in the class to help with the language barrier.
- Better communication with instructors to understand the role of the translator.
- Having an ESL non-credit class.
- Educating the campus on student needs, challenges, and equitable practices for Latinx students.
- Having student panels during campus meetings featuring Latinx and Hispanic English language learners.
- Having permanent Instructional Support Specialists to better support Latinx students, especially in math and English (and science too).
- Providing more low-cost textbook options, especially for online math courses which have become more costly for low-income students to take.

Action

Action Steps *

1. Provide professional development for instructors on how to best teach English-language learning students.

2. Look at best practices from other campuses to see how they are serving their Latinx-Hispanic students.

3. Provide professional development and create faculty communities of practice on improving equitable grading practices such as scaffolding, universal design, etc. that allow more time for learning and more ways to show competency.

4. Hire permanent instructional support specialists, tutors, or a similar position for each discipline (especially math, English and science.)

5. Actively pursue low and zero-cost math and English textbooks as well as math codes for students taking online courses.

Chancellor's Office Supports

Supports Needed

✓ Field Guidance & Implementation
✕ Technical Assistance/Professional Development
✕ Data & Research
✓ Policy & Regulatory Actions
✕ Technology Investments & Tools

✕ Proof of Concept Pilots
✕ Strategic and Operational Communication

Explanation of Supports Needed

Policy and funding that allows for colleges to provide minimum ESL support without a comprehensive program required.

Because our resources are very limited for small rural colleges, we cannot find qualified faculty in the area of ESL.

Foster Youth

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

- Financial issues that plague foster youth and keep them from even attempting to take classes with high-cost textbooks and fees
- Lack of parenting to help foster youth navigate college challenges
- Often don't ask for or seek out help
- Housing situations that create unstable situations for continuing in college
- Lack of resources such as school supplies

Structure Evaluation

Current Structure

✕ Instruction
✕ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✓ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Financial issues that plague foster youth and keep them from even attempting to take classes with high cost textbooks and fees
- Lack of parenting to help navigate college challenges
- Often don't ask for help
- Housing situations that create unstable situations for continuing in college
- Lack of resources such as school supplies

Ideal Structure

✕ Instruction

✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See below...

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)

✕ General Operations (A&R, Parking, Campus Policing, etc.)

✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

- Wrap Around Services such as basic needs, mental health, and special support groups for foster youth Next up Program participants
- Providing technology and school services for free such as: laptops, textbooks etc…
- Study support group for EOPS/TRiO/Next Up students
- Work with Community Agencies to fulfill unmet needs such as housing shortages and special activities for former foster youth
- Having a Learning Community to learn math together such as, a buddy program
- Starting a peer mentorship program after Next Up Program is started
- More Low-income housing options

Action

Action Steps *

1. Reach out to community agencies that work with foster youth to collaborate on recruitment, activities and services.

2. Purse a Next Up Program to provide the infrastructure for better coordination of academic and support services

3. Have Behavioral Health Counselor offer a counseling support group for foster youth

4. Pursue low-cost and zero-cost textbooks for math and English courses to make those classes more affordable to foster youth.

5. Pursue a learning community for math and English courses so that groups of foster youth can take the classes together and have study groups, etc.

6. Start a Peer Mentoring program through the Next Up Program to provide academic and social support to other foster youth.

7. Provide professional development to faculty on issues facing foster youth and best teaching practices for students with ACEs (Adverse Childhood Experiences).

Chancellor's Office Supports

Supports Needed

- ✓ Field Guidance & Implementation
- ✕ Technical Assistance/Professional Development
- ✕ Data & Research
- ✓ Policy & Regulatory Actions
- ✕ Technology Investments & Tools
- ✕ Proof of Concept Pilots
- ✓ Strategic and Operational Communication

Explanation of Supports Needed

Help to provide Professional Development opportunities to offer to faculty on ACEs and trauma-informed care/teaching practices.

Regulations that make it easier for foster youth to access programs and services.

Persistence: First Primary Term to Secondary Term

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI

student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

- Have not been able to fill the Instructional Support Specialist position for incarcerated students and only have part-time English tutoring.
- Currently do not offer winter classes or all the summer classes that are desired to stay engaged and persist (i.e., Fire classes, general education, etc.)
- Currently many of our Hispanic/Latinx students have language barriers and we do not offer ESL courses.
- LatinX and Hispanic International students have basic unmet needs (such food and housing insecurity that does not allow for stability.)

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Have not been able to fill the Instructional Support Specialist position for incarcerated students and only have part-time English tutoring
- Currently do no offer winter classes or all the summer classes that are desired to stay engaged and persist (i.e. Fire classes, general education, etc.)
- Currently many of our Hispanic/Latinx students have language barriers and we do not offer ESL courses.

✕ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✓ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Latinx and Hispanic International students have basic unmet needs (such food and housing insecurity that does not allow for stability.)

Ideal Structure

✕ Instruction
✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See below...

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Student Support Clubs

Town Hall Meetings

Mentoring Programs

Translation Services

Embedding Tutors into Gateway courses

Note-Takers (that can take notes in Spanish)

Basic needs – increasing services and follow up to this DI group

Hiring ISS for incarcerated Latinx students

Action

Action Steps *

1. Provide translation services in Spanish for Hispanic students enrolled in gateway courses such as math and science.

2. Ramp up Basic Need offerings in the new Student Resource Center and make sure we have a system for following up with this DI group.

3. Start a student club (i.e., International or Multicultural Club) and provide trips to town and to Reno to learn about resources, as well as locations where they can find extra food pantry services, cultural stores and social connections, etc.

4. Start a peer mentoring program within the Latinx /International Club to try and create a sense of community and inclusion within our Latinx students by utilizing other students.

5. Re-advertise the ISS position for incarcerated students now that one of our prisons is closing and may attract more applicants.

6. Ramp up student life efforts that include more Latinx cultural events and activities.

7. Create a comprehensive Resource Guide for Undocumented students for help in applying for Dream Act funding, getting access to legal services, finding allies and special programs on campus for undocumented students, etc.

8. Have the college Leadership conduct Student Town Hall meetings and request feedback from students on their experience at LCC and how we can improve.

9. Pursue building low-income dormitories to increase housing options for Latinx and other low-income groups.

Chancellor's Office Supports

Supports Needed

✕ Field Guidance & Implementation
✕ Technical Assistance/Professional Development
✕ Data & Research
✓ Policy & Regulatory Actions
✕ Technology Investments & Tools
✓ Proof of Concept Pilots
✕ Strategic and Operational Communication

Explanation of Supports Needed

Need policies that support more funding for basic needs, low-income housing on campus, and funding for permanent instructional support, not just part-time tutoring.

Foster Youth

Structure Evaluation: Friction Points

Friction Points

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Friction Points: Current Structure *

- We currently do not have a concrete process to reach out to our foster youth.
- We do not have a formal process to target foster youth.
- We do not have affordable housing in the area.
- We did not have our own mental health counselor on campus for about a year.
- We have a foster youth liaison on campus but there is very limited time devoted to that role.
- Priority housing in the dorms, but not many other low-income housing options.

Structure Evaluation

Current Structure

✕ Instruction
✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- We currently do not have a concrete process to reach out to our foster youth.
- We do not have a formal process to target foster youth.
- We did not have our own mental health counselor on campus for about a year.
- We have a foster youth liaison on campus but there is very limited time devoted to that role.
- Priority housing in the dorms, but not many other low-income housing options.

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✓ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- We do not have affordable housing in the area other than our dorms which are in demand.

Ideal Structure

✕ Instruction
✓ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See below...

✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

- Coordinated connections with our foster youth.
- Professional development for staff to know how to better serve our foster youth as well as have better understanding of trauma-informed care and practices.
- Have more information on the website and portal of the resources for foster youth.
- Early identification and contact with foster youth to get them into our special programs.
- Making sure our foster youth know about our basic needs resources.
- Collaborating with foster youth agencies in our community to outreach to our local foster youth earlier.
- Consideration of getting a NextUp program to provide more funding and dedicated staff time to foster youth.

Action

Action Steps *

1. Identify our foster youth and reach out to them personally via special programs.

2. Provide Professional Development for special programs, trauma-informed care training, and foster youth training for entire campus.

3. Conduct college-wide Ally training.

4. Have designated support specialist on campus to coordinate foster youth services.

5. Pursue getting a Next Up program to do the above.

6. Collaborate with community agencies that also work with foster youth.

7. Have foster youth peer mentors on campus to identify with and help other foster youth within special programs.

8. Create student recognition programs on campus that motivate and support student success for foster youth and other groups who have been traditionally marginalized in education.

Chancellor's Office Supports

Supports Needed

- ✓ Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- ✓ Data & Research
- ✕ Policy & Regulatory Actions
- ✕ Technology Investments & Tools
- ✓ Proof of Concept Pilots
- ✕ Strategic and Operational Communication

Explanation of Supports Needed

More funding to help support foster youth at all colleges.

Timely data from existing NextUp programs to help guide upcoming new programs.

Having staff and student role models /mentors who have successfully navigated college.

Have webinars and student panels with former foster youth provided by the Chancellors office.

Transfer

Hispanic or Latino

Structure Evaluation: Friction Points

Friction Points

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Friction Points: Current Structure *

- Missing Speech and Lab Science for transfer for most incarcerated students; although they are now available at our local prison (High Desert State Prison) for in-person instruction.
- We do not have the capacity to offer a comprehensive ESL program or classes.
- Currently there are very few options for Latinx incarcerated students to transfer (only programs offered are CSU Sacramento and CSU Fresno from prisons in those areas and a couple out-of-state private universities), despite 70% of incarcerated students stating that they want transfer opportunities.
- We currently offer a fully transferrable degree accessible to incarcerated students in-person at High Desert State Prison.
- Students often have transcripts from many different colleges of which some are difficult to get due to access issues. Therefore, they may be repeating courses they already have taken due to lack of being able to acquire past transcripts to confirm completion of courses.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Missing Speech and Lab Science for transfer for most incarcerated students; although they are now available at our local prison (High Desert State Prison) for in-person instruction.
- We do not have the capacity to offer a comprehensive ESL program or classes.

✕ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✓ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

- Currently there are very few options for Latinx incarcerated students to transfer (only programs offered are CSU Sacramento and CSU Fresno from prisons in those areas and a couple out-of-state private universities), despite 70% of incarcerated students stating that they want transfer opportunities.
- We currently offer a fully transferrable degree for our in-person students at High Desert State Prison.
- Students often have transcripts from many different colleges of which some are difficult to get due to access issues. Therefore, they may be repeating courses they already have taken due to lack of being able to acquire past transcripts to confirm completion of courses.

Ideal Structure

✕ Instruction
✕ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✓ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See below...

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

- Work on solving the issue of limited transferable class offerings for incarcerated students.
- Create partnerships with 4-year universities to facilitate transfer for Latinx students, especially incarcerated transfer options.
- Early outreach to K-12 and other potential partners in order to bring awareness about college and financial aid as early as elementary and middle school.
- Create a transfer "Golden Four" Certificate of Achievement (15-18 Units), and also make it available for incarcerated students.
- Create a Course Equivalency and Release of Information form that can be easily used for incarcerated student to document previous coursework taken and have their transcripts sent to the college in a more expedited manner.
- Offer Spanish translation services, or software for emerging English Language learners.
- Offer more direction to show students which classes can be taken and in what order for completing an all-online transfer degree at LCC.
- Bring more awareness on where students can take ESL classes in our community.
- Having embedded tutors in classes taking notes for ESL students (in Spanish or English) and follow up with a study session.
- Pursue OER and Zero-cost to low-cost textbooks options especially for transferrable courses.
- Provide transfer activities for free to Hispanic students to universities that have supportive services and desired majors for Latinx students.
- Create a week-long summer bridge program specifically for our DI groups featuring information on university transfer, financial aid, and success skills for transfer.

Action

Action Steps *

1. Create at least one more transferrable math class that can be taken by Latinx incarcerated students as well as on campus students.

2. Start early outreach to K-12 and other potential Latinx partners in order to bring awareness about college and financial aid as early as elementary and middle school.

3. Revise the UC Merced partnership or MOU to facilitate transfer specifically for Hispanic students and create a goal to meet in conjunction with UC Merced administration.

4. Create partnerships with Cal Poly Humboldt specifically to help transfer Latinx incarcerated as well as non-incarcerated students.

5. Create a transfer "Golden Four" Certificate of Achievement (15-18 Units) by Fall 2023, to be made available also to Latinx incarcerated students.

6. Create a Course Equivalency and Release of Information form that can be easily used for incarcerated student to document previous coursework taken and have their transcripts sent to the college in a more expedited manner.

7. Offer Spanish translation services through the college's tutoring center for emerging English Language learners.

8. Have an imbedded tutor in classes taking notes for ESL students and follow up with a study session to improve comprehension.

9. Create a curriculum /course Guidebook to show students which classes can be taken and in what order for completing an all-online transfer degree at LCC. Make sure that online textbook costs are zero or low cost as well.

10. Pursue Zero-cost textbooks options with the goal of having a minimum of 50% of all transferrable courses with an OER/Zero-cost or low-cost textbook in place by 2025.

11. Provide university tours for free to Hispanic students to universities that have supportive services and desired majors for Latinx students.

12. Create a week-long summer bridge program specifically for our DI groups featuring information on university transfer, financial aid, and success skills for transfer.

Chancellor's Office Supports

Supports Needed

- ✓ Field Guidance & Implementation
- ✕ Technical Assistance/Professional Development
- ✕ Data & Research
- ✓ Policy & Regulatory Actions
- ✕ Technology Investments & Tools
- ✕ Proof of Concept Pilots
- ✕ Strategic and Operational Communication

Explanation of Supports Needed

Facilitated discussion and policy regulations between CCCs and UCs /CSUs to support transfer of underrepresented groups. Also, need help with providing pathways for incarcerated students to transfer to 4-year universities.

American Indian or Alaska Native

Structure Evaluation: Friction Points

Friction Points

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Friction Points: Current Structure *

Our college has not formally acknowledged being located on American Indian territory.

We do not offer many options for transferrable math and the ones we have are difficult for our students to pass successfully. We also do not currently have a Native American Studies class that meets transfer requirements.

A few of our CTE programs have established inroads with our local Rancheria (i.e., fire science training and short certificate classes) but we need to expand on these.

Structure Evaluation

Current Structure

✕ Instruction
✕ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✓ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Socioeconomic factors

Coming to higher education from a point of mistrust, abuse, and marginalization within the school system

Some Native American students want to attend school as short of a time as possible so they can get work skills or certificates needed to start work as soon as possible.

The school system has caused generational trauma that is difficult to overcome.

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See below...

✕ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✓ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See below...

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Promoting new and upcoming programs at LCC, as well as scholarship options for native students to pay for their education here and after transfer.

Creating a referral system and MOUs to universities that support Native American students to facilitate transfer and transfer guarantee options.

Creating more transferable course options that appeal to American Indian students, such as a Native American Studies course.

Having a guide for resources to UC's/ CSU's that have programs and services that are desired by native students, and which have affinity centers and tuition assistance for Native students.

Providing university tours for free to Native students to universities that have supportive services to offer this DI group.

Having a flyer that is culturally relevant to use as an outreach tool.

Action

Action Steps *

1. Use Guided Pathways (new Career Pathways) to promote our upcoming environmental and forestry programs and do outreach to our Rancheria to promote these programs (including summer outreach to their children and teens.)

2. Capitalize on the current desire and need for the Rancheria to gain skills and knowledge in Fire Science and then create articulated courses to Cal Poly Humboldt's new Applied Fire Science program.

4. Create transfer partnerships with other nearby universities to facilitate native students to transfer into their equity programs and gain admission through an established pathway and guaranteed admission procedure.

5. Work on creating a more welcoming, comfortable and inclusive environment on campus by having Native American tutors and guest lecturers from the local tribes to speak at the college on a regular basis.

6. Create a Guide of resources to UC's/ CSU's (and other nearby universities) that have programs and services that are desired by native students, and which have affinity centers and tuition assistance for Native students.

7. Provide university tours for free to Native students to universities that have supportive services and desired majors for American Indian students.

8. Create more transferable course options that appeal to American Indian students, such as a Native American Studies course.

9. Create a week-long summer bridge program specifically for our DI groups featuring information on university transfer, financial aid, and success skills for transfer.

Chancellor's Office Supports

Supports Needed

- ✓ Field Guidance & Implementation
- ✕ Technical Assistance/Professional Development
- ✕ Data & Research
- ✓ Policy & Regulatory Actions
- ✕ Technology Investments & Tools
- ✕ Proof of Concept Pilots
- ✕ Strategic and Operational Communication

Explanation of Supports Needed

Facilitated discussion and policy regulations between CCCs and UCs /CSUs to support transfer of underrepresented groups.

Completion

Hispanic or Latino

Areas of Completion

Areas of Completion *

- ✕ Adult Ed/Noncredit Completion
- ✓ Certificate Completion
- ✓ Degree Completion

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a

structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

Socioeconomic factors

Canvas may be in the works for incarcerated students, but not yet available.

Family obligations and cultural issues affect being able to attend full-time.

Not able to find a full-time Instructional Support Specialist for the incarcerated education program.

Hispanic students have financial barriers, and lack of affordable housing in our area.

Structure Evaluation

Current Structure

✓ Instruction

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

Correspondence Education- Limited to only 11 units - not allowed full time enrollment.

Limited sections offered for correspondence and incarcerated students, especially for lab science and communication transfer courses.

Textbooks costs have increased especially for math and science textbooks, and cost of taking them online has increased due to cost of online access codes.

Cannot use some OER for correspondence students since some OER texts have imbedded links and incarcerated students cannot access the internet.

✕ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✕ Other

Ideal Structure

✕ Instruction
✕ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✓ Other

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See below...

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

Targeted counselor intervention after students complete 40 to 45 units so that they understand and get support for the last 15 units of classes to graduation or transfer.

Financial aid information and extra financial aid outreach to this DI group.

Basic Needs resources/Special Programs – improve awareness and referral to basic needs and special programs.

Rigorously pursue OER, Zero-Cost, and low-cost textbook options for both on-campus and incarcerated students.

Instructional Support Services for incarcerated educational program, as well as permanent classified instructional specialists for on campus tutoring center needed.

Low-income housing options to pursue for on-campus housing as well as partnerships in the community to place housing insecure students.

Second language learning support and services needed.

Having lecture videos embedded into Power Points for Canvas so language learners can review videos for extra assistance in learning English and also have Canvas and embedded videos available to incarcerated students as well.

Action

Action Steps *

1. Provide financial aid information and extra financial aid outreach to this DI group, including information in Spanish and a resource guide for undocumented students.

2. Zero Cost Textbooks – pursue options for both on-campus and incarcerated programs, and lower cost of online access codes.

3. Reach out to students regularly with information on resources, basic needs, and referrals to special programs during student life events and activities.

4. Provide more consistent instructional support by hiring permanent Instructional Support Specialists, tutors, or a similar position for on-campus tutoring center.

5. Textbooks in Spanish or translation software/services made available as needed.

6. Targeted counselor interventions to this DI group, especially after students reach 40-45 units.

7. Pursue steps toward building a low-income housing option on campus.

8. Encourage faculty with equity funding, to create and embed instructional videos into their Canvas shells and create lecture videos that can be accessed by incarcerated students as well.

9. Promote and provide the “Career Launch” program to our Native and Latinx students. Have a cohort of DI students with supportive services as they go through the program.

Chancellor's Office Supports

Supports Needed

✕ Field Guidance & Implementation

✕ Technical Assistance/Professional Development
✕ Data & Research
✓ Policy & Regulatory Actions
✓ Technology Investments & Tools
✕ Proof of Concept Pilots
✕ Strategic and Operational Communication

Explanation of Supports Needed

Policy changes for incarcerated education and technology tools for second language learning support.

American Indian or Alaska Native

Areas of Completion

Areas of Completion *

✕ Adult Ed/Noncredit Completion
✓ Certificate Completion
✓ Degree Completion

Structure Evaluation: Friction Points

Friction Points

At its core, the Guided Pathways framework asks for institutional changes that eliminate student friction points, improve student outcomes and close achievement gaps. It requires us to interrogate existing structures, identify changes necessary to reform those structures, and implement those changes to achieve equitable outcomes for our students and communities. As such, this section of the student equity plan is designed to prompt a structural analysis of the myriad aspects of an institution (policies, processes, practices, and culture) that impede equitable student outcomes. Start with a student friction point or an inequitable outcome for a DI student population in learning, experience and/or impact, and reflect on impacted institutional structures, policies, processes, practices, and culture.

Friction Points: Current Structure *

The school system has caused generational trauma that is difficult to overcome.

College has not respected or acknowledged being located on native land or territory, and our policies are not native-friendly.

A few of our CTE programs have established inroads with our local Rancheria (i.e. fire science training and short certificate classes) but we need to expand on these.

Lack of providing clarity on financial aid process and programs for American Indian students.

Socioeconomic factors for Native students.

Native students coming to the educational system from a point of mistrust, abuse, and marginalization in the school system and higher education.

Many of our Native American students want to attend school as short of a time as possible so they can get work skills or certificate needed to start work as soon as possible.

Structure Evaluation

Current Structure

✕ Instruction
✕ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✓ Other

What is the impacted structure/process/policy/practice/culture on your campus related to this selection? *

College has not acknowledged being located on native land or territory, and our policies are not culturally friendly.

A few of our CTE programs have established inroads with our local Rancheria (i.e., fire science training and short certificate classes) but we need to expand on these.

Lack of providing clarity on financial aid process and programs for American Indian students.

Native students are coming to the educational system from a point of mistrust, abuse, and marginalization in the school system and higher education, and we have not done enough to address this.

Many of our Native American students want to attend school as short of a time as possible so they can get work skills or certificate needed to start work as soon as possible, and we don't have enough attractive options.

Ideal Structure

✓ Instruction

What equity-minded process/policy/practice/culture would facilitate a shift to equitable outcomes for this population? *

See below...

✕ Wraparound Services (Counseling, Support Programs, Textbook Programs, etc.)
✕ Budgeting and Administration (HR, Purchasing, Processes, etc.)
✕ General Operations (A&R, Parking, Campus Policing, etc.)
✕ Other

Structure Evaluation: Necessary Transformation to Reach Ideal

Necessary Transformation to Reach Ideal *

- Need more Certificates of Achievement (stackable certificates leading to degrees and transfer).
- The new Indian Rancheria Medical Center that is being built provides greater opportunity to partner/collaborate with Susanville Indian Rancheria:

- Will provide new jobs for our students and county.
- College is poised to provide the allied health training for nurses and other staff with our new RN program starting Fall 2023 and dental programs in the works.
- College can provide certificates and degrees for key staffing positions such as CNA, LVN, Dialysis Technicians, Medical Assistants, and Dental Assistants.

- New Forest Management/Ecology degree. Possibly connect and collaborate with Cal Poly Humboldt to provide some online classes and pipeline for transfer to their Forestry and Environmental Science Degrees.
- Early Outreach- Introduce the idea of pursuing college at an early age to SIR children with a summer outreach program.
- Tutoring –Referral and funding support for their tutoring center; as well as hire Native American tutors in our college tutoring center.

Action

Action Steps *

1. Establish relationship, partnership certificates/degrees/pathways and MOUs with Susanville Indian Rancheria (SIR) to provide training for their fire science technicians and new health facility.

2. Create marketing materials specific to attracting native students to our allied health programs. Have counselors do outreach to help students apply and register for classes out at the Rancheria.

3. Establish partnership with SIR to provide summer outreach programming for their K-12 children to introduce them to college options, financial aid, and more.

4. Work with Cal Poly Humboldt to provide transfer options from our Fire Science and Nursing programs to Humboldt, as well as a partnership to provide an online BSN program that could be completed entirely in Lassen County.

5. Create and provide a Fire Tech course that acknowledges and incorporates Native American cultural practices into the curriculum.

6. Provide support to Native students by supporting the Rancheria's tutoring program and hiring Native American employees to work in our college tutoring center.

7. Provide cultural events and activities on Native American culture and provide professional development to staff and faculty on inclusive practices for native students.

8. Create a Native Land Acknowledgement Statement that acknowledges our local tribes and the college being located on and around American Indian territory, to be delivered at Convocation, Commencement, and other significant events at the college.

9. Have a book club for staff and faculty that features Native American historical experiences in education for awareness, training, and improving understanding as well as a sense of belonging for native students.

10. Promote and provide the "Career Launch" program to our Native students. Have a cohort of DI students with supportive services as they go through the program.

Chancellor's Office Supports

Supports Needed

- ✕ Field Guidance & Implementation
- ✓ Technical Assistance/Professional Development
- ✕ Data & Research
- ✓ Policy & Regulatory Actions
- ✕ Technology Investments & Tools
- ✕ Proof of Concept Pilots
- ✕ Strategic and Operational Communication

Explanation of Supports Needed

Professional development opportunities for our staff and faculty to improve understanding and inclusive practices for Native American students, as well as policies that expand bachelor's degree options and more culturally responsive programs for our colleges.

Student Support Integration Survey

1. Previous Equity Efforts

1.1 Continuing What Works: Are there existing, effective equity efforts on your campus that your college plans to continue?

- Week of Welcome and other equity-focused activities to improve sense of belonging
- College Success Bootcamp
- Early Alert System
- DEI Professional Development and Ally Training
- Continue to improve and increase effective Tutoring Services
- Increased mental health and basic needs programming and services
- Continue to pursue and increase Zero-Cost/Low-cost Textbook and Open Educational Resources options
- Student Ambassador Program
- Increased Collaboration with Susanville Indian Rancheria
- 15 To Finish and Ed Plan Campaigns
- Increased Transfer Activities and Partnerships with 4-year Universities
- Create another Transferable Liberal Arts and/or Career Education Math Course

2. Guided Pathways

2.1 Alignment: Please provide a summary of how your college's equity efforts align with achieving Guided Pathways goals.

We have been integrating our Guided Pathways and DEI efforts for several years now. The Guided Pathways Project Lead is also the SEAP Project Lead and holds the position of Dean of Student Equity and Special Programs. Having these two critical areas under one administrator has helped tremendously with breaking down silos and uniting our collaborative efforts.

During our Equity Summit last summer, the Dean of Student Equity and Special Programs lead a two-day retreat where we looked intently at our equity data and conducted a college S-W-O-T analysis. One session was also conducted on how our Guided Pathways efforts are aligned with our equity efforts and how we can continue to overlap initiatives in order to combine forces for improved student success outcomes.

Many of our current initiatives are interrelated and depend on each other for success, as well as funded through braided funding streams. Examples include the implementation of our new student portal, new website, zero-cost textbook effort, basic needs center, and career pathways endeavor. Our primary Equity Plan and Retention/Engagement workgroups are themselves subgroups of the Guided Pathways Taskforce, in which we utilize student voices and meet regularly for collaborative student activities, updates, and future planning.

The new Student Equity Plan strategies support Guided Pathways by elevating these strategies to top college-wide priorities that will continue to break down institutional and systemic barriers for our underrepresented students. By putting these strategies and priorities into place, we will ensure that we are always moving forward in creating the college environment where all students can find belonging, value, and success!

3. General Accessibility

3.1 Summarize key initiatives/projects/activities your college plans to implement and/or are focused on improving to support accessibility of all curriculum and technology across the campus.

Not Entered

4. Financial Aid

4.1 FAFSA Participation: Share up to three strategies your college plans to implement to increase FAFSA participation and completion on your campus.

1. Special Programs staff and A&R staff will be cross trained on how to help students with the FAFSA in addition to the FA office staff (i.e. EOPS, CARE, TRIO, etc.)

2. Create a Financial Aid brochure to show all of the financial aid programs and services offered by the college in one place, and for ease of understanding eligibility criteria for current and prospective students.

3. Most of the special programs, counseling, and enrollment services staff will be co-located in the same building for ease of assisting students in one location and for improved communication and collaboration between departments.

4.2 Pell Grant Participation: Share up to three strategies your college plans to implement to increase Pell Grant recipient participation and completion on your campus.

Not Entered

4.3 Financial Aid: Will your college provide additional student aid other than Federal Financial Aid and Pell

Grant? If yes, please describe.

The 2021-22 Budget Act included a total of $250 million one-time in federal ARP funds to provide emergency financial assistance to low-income California community college students.

5. Basic Needs

5.1 Basic Needs Center: Has your college established a Basic Needs Center and designated a staff person as a coordinator?

The 2021-22 Budget Act included ongoing funding of $30 million to support basic needs centers and coordinators, and an additional $100 million one-time for colleges to support basic needs. The trailer bill requires colleges to establish a Basic Needs Center, designate a Basic Needs Coordinator, and improve access to and utilization of basic needs support.

Yes

5.2 Services: What services are you providing (or do you plan to provide) in your college's Basic Needs Center?

Food vouchers

Free meals

Cal-Fresh Application Assistance

Hygiene/Personal Products

Housing Assistance

Grocery Items

Sexual Health

Mental Health Referrals

Gas Cards

Direct Emergency Aid

And More…

5.3 Participation: How do you plan on increasing student participation in your college's Basic Needs Center?

Already happening due to hiring a full-time “Program Manager of Student Resources and Basic Needs.” Will provide more details when our plan is updated.

5.4 Food Pantry: Please describe your Food Pantry efforts. If you do not have one, please describe your plans to establish a program.

Our food pantry has been incorporated into our new Student Resource Center. (See Basic Needs section.)

6. Zero-Textbook Cost

6.1 Please discuss your plans, if any, for integrating a Zero-Textbook Cost Program on your campus.

1. Ensure that a ZTC/OER icon is placed in the class schedule on any course that offers the zero-cost option for easy reference.

2. Academic Senate to form an internal Taskforce to actively research OER/ZTC options with the goal of increasing low and zero-cost options college-wide.

3. Have a goal of reaching a minimum of 50% zero-cost or low-cost textbook options in transferrable courses by 2025.

4. Academic Senate to define the criteria for "low-cost" textbooks so that the college can move closer to these options in addition to zero-cost options.

5. Embed ZTC/OER strategies and goals into our Guided Pathways and Student Equity Plans for accountability and leveraging of funding.

7. LGBTQ+ Supports

7.1 Please discuss your plans or current efforts to support the LGBTQ+ population on your campus.

LCC only received $52K of one-time funding to use over five years, but we have a plan in place to support LGBTQ+ student organizations, fund queer-awareness and pride events on campus, and provide an ongoing mental health support group, among other initiatives.

8. Mental Health Supports

8.1 Mental Health Related Programs: Please discuss your plans or current efforts to create mental health-related programs to serve hard to reach, underserved populations.

Not Entered

9. Institutional Planning

9.1 Ongoing Engagement: Please describe any efforts your Board will take to ensure ongoing engagement in student equity planning efforts for the 2022-25 period.

The BOT will review and approve our submitted Student Equity Plan by January 2023.

Members of the BOT will be invited and will attend ongoing equity professional development opportunities to learn best practices for engaging and creating improved DEI outcomes for our DI groups.

The BOT will be given annual updates from the President and/or Dean of Student Equity and Special Programs on progress being made on the Student Equity Plan and will be asked to provide any input or suggestions for improvement as needed.

The BOT will approve instructional program reviews, and review newly articulated courses and curricular changes that may occur as a result of the faculty and administration implementing Equity Plan strategies and coming to consensus

on equitable systemic changes.

At least one or two members of the Board of Trustees will attend the Annual Equity Summit each summer as they did in August 2022.

Convocation will continue to offer equity plan updates and DEI trainings, of which 3-5 BOT members will participate annually.

9.2 Integrated Budgeting: Please describe any strategies you will deploy to leverage funding beyond the SEA program to advance your institutional equity goals.

Not Entered

9.3 Student Voice: Please describe any strategies you will deploy to leverage student voice to advance your institutional equity goals.

1. Continue to utilize students in the Guided Pathways Taskforce and equity workgroups to solicit ongoing feedback.

2. Have students attend our annual Equity Summit, Diversity Symposium, Convocation panels, and DEI trainings.

3. Have a college-wide campus-climate survey or student focus groups every two to three years to assess equity efforts.

4. Have special programs conduct a survey every year with their participants to assess equity efforts and best practices.

5. Bring back student Town Hall Meetings to encourage open communication and feedback.

6. Utilize student peer mentoring in as many appropriate programs as possible.

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Chancellor's Office
Annual Reporting Calendar

July

1-7	8-14	15-21	22-27	28-31
		SPRING/WINTER QUARTER/TERM-END [MIS] *30 days after the end of Spring term* Student Basic File Section/Session/Assign File Employee Demographic File Student CalWORKs File Student Enrollment File Student Matriculation File Student EOPS-CARE File Special Populations File Course File Student DSPS File Student VTEA File		
		COLLEGE CALENDAR FISCAL YEAR Calendar File		
7/1 [EXEC] Flex Program Recertification (for Flex Districts) **7/1 [FPU]** District deadline to submit: 5 Year Capital Outlay Plan (5YCOP) Final Project Proposals (FPP) Initial Project Proposals (IPP)	**7/14 [FPU]** Status and Encumbrance Summary of Capital Outlay Projects Expiring End of Fiscal Year	**7/15 [FS]** Apportionment Attendance Report (CCFS-320) Fac. Contact Hour Adjust. to FTES (CCFS-320F) (Flex Calendar Dist.) Apprenticeship Attendance Report (CCFS-321) (note: CCFS-321 submitted to Apprenticeship Coordinator in WED Division) **7/15 [SS&SP]** Foster & Kinship Care Education Year-End Report Upload		**7/29 [SS&SP]** Self-Review Report Final Expenditure Report **7/31 [AA]** Final Report due for MESA and Middle College High School (MCHS) **7/31 [WED]** 4th Qtr. Year-to -Date Expend. & Progress Reports (VTEA IB, IC) Quarterly Reports – SB 70 SB 70 Annual Report **7/31 [SS&SP]** Interim Report of Expenditures Transfer and Articulation Allocation **7/31 [TRIS]** TTIP Final Report Program Year

AA = Academic Affairs
EXEC = Executive
FPU = Facilities Planning Unit
FS = Fiscal Services
MIS = Management Information Services
SS & SP = Student Services & Special Programs
TRIS = Technology, Research, & Info. Systems
WED = Workforce & Economic Development

August

1-7	8-14	15-21	22-27	28-31
—— SUMMER TERM-END [MIS] —— *30 days after the end of the Summer term* Student Basic File Section/Session/Assign File Employee Demographic File Student CalWORKs File		Student Enrollment File Student Matriculation File Student EOPS-CARE File Special Populations File	Course File Student DSPS File Student VTEA File	
8/1 [EXEC] Expenditure Report Sent to Districts Annual Flexible Calendar Certification Due (Pursuant to Title 5 § 55730) **8/1 [FS]** Maintenance Allowance (Certification Form, CCFS-355) **FIRST MONDAY IN AUGUST [MIS]** The Last Day to Submit or Resubmit Term-End Data Files for Allocation Purposes. Data Files Must be Received and Ready to Load into the MIS Database by 5:00 p.m.		**8/15 [FS]** Quarterly Financial Status Report (311Q)		**8/31 [SS&SP]** Year-End Reports: CARE Year-End Report (narrative) Expenditure Report, CalWORKs TANF **8/31 [WED]** VTEA IB Special Project Grants VTEA IC: Final Request/Claim for Funds and Narrative Economic Development Grants: Final Report of Expenditures, Data Collection System Entry and Narrative Summary Nursing: Final Report of Expenditures, Data Collection System Entry and Narrative Summary **8/31 [TRIS]** TTIP Allocation/Fiscal Report for current year advance

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September

1-7	8-14	15-21	22-27	28-30
		SUMMER TERM-END [MIS] *30 days after the end of Summer term* Student Basic File Section/Session/Assign File Employee Demographic File Student CalWORKs File	Student Enrollment File Student Matriculation File Student EOPS-CARE File Special Populations File	Course File Student DSPS File Student VTEA File
9/1 [MIS] Annual: Program Award File		**9/15 [FS]** 50% Law, Application for Exemption (CCFS-350A) Prior Year Enrollment Fee Revenue (CCFS-323) **9/15 [SS&SP]** Transfer Center Annual Report End of Year Report: DSPS and State Hospitals EOPS Final Expend. Report, EOPS Book Expenditure Form, CARE Final Report **9/19 [SS&SP]** Letters of Intent to Apply for Noncredit Matriculation Funds Due		**9/30 [AA]** Annual Certification for Local Approval of Stand-Alone Credit Courses **9/30 [EXEC]** Annual Equal Employment Opportunity Expenditure Reports Equal Employment Opportunity Performance Reports **9/30 [SS&SP]** CAN Expenditure Report Foster & Kinship Care Education Program Plan & Budget Osher/CCCSE Annual Report

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October

1-7	8-14	15-21	22-27	28-31
SUMMER TERM-END [MIS] *30 days after the end of Summer term* Student Basic File Section/Session/Assign File Employee Demographic File Student CalWORKs File		Student Enrollment File Student Matriculation File Student EOPS-CARE File Special Populations File	Course File Student DSPS File Student VTEA File	
10/1 [FS] Amended Apportionment Attendance Reports [(CCFS-320) (For Lottery Purposes)] **10/1 [MIS]** Annual: Financial Aid File Assessment File **10/1 [SS&SP]** COTOP Contract/Data Submission Return to Title IV Spreadsheet Due for Reimbursement of Institutional Payments	**10/10 [AA]** Basic Skills Allocation Reporting (due from Colleges) **10/10 [FS]** Annual Financial & Budget Report (CCFS-311) Gann Limit (CCFS-311) Lottery (CCFS-311)	**10/15 [FPU]** District Quarterly Report Submittal Due Annual Space Inventory is Due From Districts Energy Usage Calculator is Due From Districts **10/15 [FS]** Participation Report [Contracts Awarded to Disabled Veteran, Minority, and Women Business Enterprise] **10/15 [SS&SP]** BFAP Admin. Allow. Expend. Report (Form #3) and Maintenance of Effort Report Credit/Noncredit Matriculation Final Expenditure Reports Due		**10/30 [SS&SP]** Year-End Reports: Matric. Plan Updates/Revisions (Ongoing) Due During Month of October **10/31 [SS&SP]** PADS/HTCUT/ATPC Grant/Sub-Contract Quarterly Progress Reports Due Year End Reports: Transfer & Articulation **10/31 [WED]** First Quarter Year-to-Date Expenditure and Progress Reports Due for Economic Development Grants, Nursing, VTEA IB, and VTEA IC (Allocations) and Tech-Prep

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November

1-7	8-14	15-21	22-27	28-30
11/1 [FS] Final Amendments— Apportionment Attendance Report (CCFS-320) (For Recal. Purposes) (CCFS-321 and CCFS-320F) (note: CCFS-321 submitted to Apprenticeship Coordinator in WED Division) Part-Time Faculty Health Benefits Final Reimbursement Claim (CCFS-360) Part-Time Faculty Office Hours Final Reimbursement Claim (CCFS-365) Part-Time Faculty Compensation (CCFS-367) **11/1 [MIS]** Employee Fall Collection— Fall (Starts) Employee Demographic File Employee Assignment File **11/1 [FPU]** Instructional Equipment Block Grant Certification **11/1 [WED]** Legislative Annual Report on Status of CVU and FSS Programs		**11/15 [FS]** Full-Time Faculty Obligation Report (110/FFO) Quarterly Fiscal Status Report (CCFS-311Q) Financial Statements and Audit Report for Auxiliary Organizations Estimated CY + Actual PY PTAX + ERAF Revenue (CCFS-329) **11/15 [SS&SP]** Hard Copy Prgm. Plan & SSARCC Budget Approval Request Current FY: EOPS CARE CalWORKs & TANF **11/21 [TRIS]** TTIP Fiscal Report/Allocation Recalculation for Prior Year		**11/30 [SS&SP]** Prior Year Recalculation **11/30 [WED]** Competitive Grants Released

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December

1-7	8-14	15-21	22-27	28-31
12/1 [FPU] Deadline for Submission of SMSR 5-Yr. Plan **12/1 [FS]** 50% Law: Findings of the Local Governing Board Regarding Provisions of EC §84362 (CCFS-350B). Follow-up to Form CCFS-350A, due 9/15. **12/1* [MIS]** The Last Day to Resubmit Financial Aid Data for Allocation Purposes. Data Files Must be Received and Ready to Load into the MIS Database by 5:00 p.m. (*deadline changes yearly, by CTE) **12/1 [SS&SP]** MIS Final Recon., FA Annual **12/7 [SS&SP]** COTOP Annual Load File - Submit to FTB				**12/31 [FPU]** Statewide Space Inventory (Tabulations are Completed and Distributed Along With Instructions for Future Reporting) **12/31 [FS]** Contracted District Audit Report **12/31 [WED]** VTEA Consolidated Annual Report (CAR)

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TRIS = Technology, Research, & Info. Systems
WED = Workforce & Economic Development

January

1-7	8-14	15-21	22-27	28-31
		FALL TERM-END [MIS] *30 days after the end of Fall term* Student Basic File Section/Session/Assign File Student CalWORKs File Employee Demographic File Student Enrollment File Student Matriculation File Student EOPS-CARE File Special Populations File Course File Student DSPS File Student VTEA File		
	1/14 [FPU] Status and Expense Summary of Capital Outlay Projects Expiring End of Fiscal Year	**1/15 [FPU]** District Quarterly Report submittal due **1/15 [FS]** First Period Apportionment Attendance Report (CCFS-320) Apprenticeship Attendance Report [(CCFS-321) (note: CCFS-321 submitted to Apprenticeship Coordinator in WED Division)] Enrollment Fee Revenue (CCFS-323) Fac. Contact Hour Adjust. to FTES (CCFS-320F) (Flex Cal. Dist.) **1/15 [SS&SP]** COTOP Additions		**1/31 [AA]** Progress Report due for MESA and Middle College High School (MCHS) **1/31 [SS&SP]** PADS/HTCTU/ATPC Quarterly Progress Reports Due **1/31 [TRIS]** TTIP Mid-Year Progress Reports for Grants Active in the Current Year Are Due **1/31 [WED]** Second Year-to-Date Expenditure and Progress Report (233/CCGC) for All Economic Development Grants VTEA IB, VTEA IC (Allocations), and Tech-Prep

AA = Academic Affairs
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SS & SP = Student Services & Special Programs
TRIS = Technology, Research, & Info. Systems
WED = Workforce & Economic Development

February

1-6	7-12	13-18	19-24	25-28
		FALL TERM-END [MIS] *30 days after the end of Fall term* Student Basic File Section/Session/Assign File Student CalWORKs File Employee Demographic File Student Enrollment File Student Matriculation File Student EOPS-CARE File Special Populations File Course File Student DSPS File Student VTEA File		
2/1 [FS] Non-Resident Tuition Fee Worksheet **2/1 [SS&SP]** EOPS Mid-Year Report Noncredit Matriculation CARE Mid-Year Report		**2/15 [FPU]** Enrollment Projections Distributed to Districts **2/15 [FS]** Quarterly Financial Status Report (CCFS-311Q) **2/15 [SS&SP]** Request for Reallocated Funds/ Declaration of Unused Funds: CalWORKs/TANF DSPS Foster & Kinship Care Education		

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March

1-7	8-14	15-21	22-27	28-31
3/1 [FS] Part -Time Faculty Health Benefits Estimated Reimbursements (CCFS-360) Part -Time Faculty Office Hours Estimated Reimbursements (CCFS-365) Upon Request "Emergency Condition Adjustment to Apportionment" (CCFS-313) **3/7 [SS]** Declaration of Unused Funds / Request for Reallocation of Unused Funds Report Due **3/7 [WED]** Economic and Workforce Development Annual Report Due to the Legislature Nursing Annual Report Due to the Legislature				**3/30 [AA]** Basic Skills (BS) Development Grant Report

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April

1-7	8-14	15-21	22-28	29-30
4/1 [FPU] District Deadline to Appeal Enrollment Projections **4/1 [SS&SP]** Financial Aid Legislative Report	**4/11 [SS&SP]** Last Day to Submit or Revise MIS Financial Aid Data Elements for SFAA/BFAP Allocations	**4/15[FPU]** District Quarterly Report Submittal Due **4/15 [FS]** Enrollment Fee Revenue (CCFS-323) **4/15 [SS&SP]** Request for Reallocated Funds/Declaration of Unused Funds: CalWORKs/TANF Progress Report on Low Transfer Colleges in Coordination wi th PFE Report **4/19 [SS&SP]** BFAP Admin. Allow. Release of Unexpended Funds/Request for Funds (Form #2) **4/20 [FS]** Apportionment Attendance Report (CCFS-320) Fac. Contact Hour Adjust. to FTES (CCFS-320F) (Flex Calendar Dist.) Apprenticeship Attendance Report (CCFS-321) Estimated CY PTAX & ERAF Report (CCFS-329)	**4/28 [SS&SP]** Title IIC–3rd Quarter Quarterly Report	**4/30[FPU]** Deadline for Submission of Final Claims for Capital Outlay Reverting Appropriation Projects **4/30 [WED]** Third Quarter Year-to -Date Expenditure and Progress Report for Economic Development Grants, Nursing, VTEA IB, VTEA IC (Allocations) Third Quarter Service Provider Information for All Economic Development Grants Last Day to Request Amendments for Economic Development Grants Special Projects Program/Fiscal Amendment Requests Due

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May

1-7	8-14	15-21	22-27	28-31
5/1 [AA] CDCP Legislative Report on Courses/Program FTES		**5/15 [FS]** Quarterly Financial Status Report (CCFS-311Q) Notification of External Auditor Retained/Hired for Contracted District Audit Report	**5/24 [SS&SP]** Second Principal Apportionment	**5/31 [AA]** Distance Education Reports (due from Colleges) Flexible Calendar Certifications for 2012-12 (due from Colleges) **5/31 [SS&SP]** Annual Child Development Course Matrix Update

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June

1-7	8-14	15-21	22-27	28-30
——— **SPRING/WINTER QUARTER/TERM-END [MIS]** ——— *30 days after the end of Spring term* Student Basic File Section/Session/Assign File Student CalWORKs File Employee Demographic File Student Enrollment File Student Matriculation File Student EOPS-CARE File Special Populations File Course File Student DSPS File Student VTEA File **COLLEGE CALENDAR FISCAL YEAR** Calendar File				
6/1 [FS] Part -Time Faculty Health Benefits Estimated Reimbursements (CCFS-360) Part -Time Faculty Office Hours Estimated Reimbursements (CCFS-365) Upon Request "Emergency Condition Adjustment to Apportionment" (CCFS-313) **6/7 [WED]** Deadline: Apprenticeship and Survey Report				**6/30 [AA]** Library and Learning Resources Survey due for Current Year

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WED = Workforce & Economic Development

From: Accrediting Commission for Community and Junior Colleges
To: Chad Lewis
Subject: 2023 Annual Report – Survey Link and Instructions
Date: Thursday, February 16, 2023 5:05:27 PM

This email originated from outside of our school email system. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Dear Mr. Chad Lewis,

Each year, ACCJC member institutions submit an Annual Report to the ACCJC in accordance with the Commission's **Policy on Monitoring Institutional Performance**. Below, you will find instructions for accessing and submitting the 2023 Annual Report survey. ACCJC anticipates that as the ALO, you will help to ensure that your institution's Annual Report is accurate and submitted by the due date. The 2023 Annual Report is due **April 14, 2023**.

Access and Submission Instructions
To access the 2023 Annual Report survey and enter data, please use the following link: **https://s-024f0e-i.sgizmo.com/s3/i-G7w9ZoUEXv0GhL3XAp-5910072/?sguid=G7w9ZoUEXv0GhL3XAp**

Please note that this link is unique to your institution. You may share this link with your CEO, institutional researchers, deans, or others within your institution as appropriate to facilitate dialogue and accurate data entry. Once all data has been entered into the online survey, use the Section Navigation links to review carefully. You may review and revise your answers as many times as needed prior to final submission of the survey.

To submit the final copy of your survey: Follow the instructions in the Final Step page of the online survey to submit. Upon submission, ACCJC will forward PDF copy of the submission to you and your institution's CEO for final review (and correction, if needed). If no corrections are needed, the PDF copy will stand as the final, certified copy of the institution's 2023 Annual Report.

Survey Questions
To assist you as your institution prepares its responses, you can find additional information, data definitions, and a printable version of the 2023 survey questions at https://accjc.org/wp-content/uploads/Annual-Report-Instructions-and-Questions.pdf.

Webinar on the Annual Fiscal Report & Annual Report
On February 21, ACCJC will host a **webinar** focused on the Annual Report and Annual Fiscal Report. The webinar will provide an overview of both reports, and ACCJC staff will be available to answer your questions. We encourage CEOs, ALOs, chief business officers, research staff, and others who help compile or complete the annual reports to attend.

Webinar Details:
Date: Tuesday, February 21, 2023
Time: 1:00 p.m. – 2:00 p.m. (PST)
*Place: **https://us02web.zoom.us/j/84555416447***

Support Contacts
You may also contact us directly with questions at any time. For technical support, please contact Tom Lane (**tlane@accjc.org**). For all other questions related to the survey, please contact Catherine Webb (**cwebb@accjc.org**).

Thank you!

This message was sent by ACCJC, 331 J Street, Suite 200, Sacramento, CA 95814. To unsubscribe, click below:
Unsubscribe

PLANNING AND BUDGETING ANNUAL TIMELINE

	Cabinet	Board of Trustees	Academic Senate	Consultation Council	Office of Institutional Effectiveness (OIE)	Planning Committees	Budget Committee
June	The President will submit the current tentative budget to the Governing Board for adoption. Cabinet Planning Retreat (review year-end report on Strategic Initiatives, Strategic Initiative and planning goals decided for next academic year – forward to July Governing Board's Planning Retreat. Working with Cabinet, the President will finalize the ranked list into the Institutional Budget Priority List for the Comprehensive Institutional Master Plan presenting it to at the Governing Board's Planning Retreat in July.	Board of Trustees adopts Tentative Budget for next fiscal year			Compile data for July Board Planning Retreat (progress on Key Performance Indicators and Annual Fact Book) Compile all IPR/NIPR data for distribution in the Fall.		
July	Chancellor's Office notifies districts as to funding for new fiscal year (discussions take place in Cabinet)	Governing Board Planning Retreat (discuss and accept progress on Key Performance Indicators, Annual Fact Book, Year End Resource Allocation Report and other compiled and analyzed data)		Presentation of Annual Fact Book and Annual Report by OIE President will report back to Consultation Council what items from the recommended Prioritized List will be funded in the previous Budget.	Annual Fact Book and Annual Report posted on webpage Complete all IPR/NIPR data for distribution in the Fall.		

	Cabinet	Board of Trustees	Academic Senate	Consultation Council	Office of Institutional Effectiveness (OIE)	Planning Committees	Budget Committee
		Strategic Initiative(s), set forth by June Cabinet retreat for new fiscal year, accepted by Board					
Aug.	CIO in conjunction with Academic Senate President notifies IPR authors to begin the cycle Deans notify vocational IPR areas to prepare advisory committee list to be forwarded to the Board in September IPR and NIPR presentations to faculty and staff	Acceptance of Strategic Plan Advisory Committee members sent to V.P. of Academic Services and forwarded to Board	Academic Senate President in conjunction with the CIO notifies IPR authors to begin the IPR cycle Academic Senate appoints faculty members to the mentors list if not done in previous May IPR presentation to faculty with CIO		OIE notifies all authors of NIPR/Distribute NIPR schedule NIPR presentation to staff	All planning committees meet to elect chairs for new academic year and approve charges A meeting with all chairs of the planning committees (Facilities, Human Resources, Institutional Technology, Student Services, Educational & Institutional Effectiveness and Research) meet to discuss strategic initiatives for the next planning cycle.	Develop and finalize Budget Criteria Screening Tool based off of Strategic Initiatives for the current budget year and send to Consultation Council and Academic Senate.
Sept.	Review and accept year-end status report of previous fiscal year Budget Prioritization Report and Strategic Initiatives Outcomes to Consultation Council	Adopt Final Budget Accept Advisory Committee Members	Initial meeting of the IPR Team and Senate Mentor The IPR Team conducts the curriculum review, submitting review and revision documents to the Curriculum/Academic Standards Committee for approval Advisory Committees meet. Review Budget Committee Screening Tool	1st meeting of September - adopt Budget Criteria Screening Tool developed by the Budget Committee Review and accept year-end status report of previous fiscal year Budget Prioritization Report and Strategic Initiatives Outcomes to Consultation Council Approve charges from Master Planning Committees	1st week, IPR data sent out Presentation to Consultation Council of revised Institutional Planning and Budget Development Handbook for Adoption. Student evaluation #2 for IPRs administered and compiled by the Office of Institutional Effectiveness	Educational Master Planning committee meets to assess and improve Long-Range Plan. Needs to be completed by end of September and forwarded to Consultation Council. Planning Committee Chairs meet to assess and improve previous Long-Range Plans. Monthly meeting of chairs from Facilities, Human Resources, Institutional Technology, Student Services, Educational & Institutional Effectiveness and Research	Review Institutional Planning and Budget Development Handbook adopted by Consultation Council. Review and accept year-end status report of previous fiscal year Budget Prioritization Report and Strategic Initiatives Outcomes to Consultation Council Review current Final Budget adopted by Board. Immediately following the adoption by Consultation Council, the

	Cabinet	Board of Trustees	Academic Senate	Consultation Council	Office of Institutional Effectiveness (OIE)	Planning Committees	Budget Committee
							Budget Criteria Screening Tool is disseminated to campus.
Oct.			Adoption of revised Institutional Planning and Budget Development Handbook and Participatory Governance Handbook. The IPR Team continues curriculum review, submitting review and revision documents to the Curriculum/Academic Standards Committee for approval	EMP submitted to Consultation Council for acceptance. Adoption of revised Institutional Planning and Budget Development Handbook (send to budget committee) and Participatory Governance Handbook.	1st week, NIPR data sent out Post on the website the year-end status report of previous Budget Prioritization Report and Strategic Initiatives Outcomes	EMP submits current master plan to Consultation Council and all planning committee chairs. For the development of the other plans. Monthly meeting of chairs from Facilities, Human Resources, Institutional Technology, Student Services, Educational & Institutional Effectiveness and Research	Budget Committee notifies campus on budgetary items that need to be brought forward that are not located in an in-progress IPR or NIPR
Nov.	V.P.'s initiate the prioritization of budget requests, in their area, on the spreadsheet based on the adopted Budget Committee prioritization criteria. Due to Budget Committee in January.		The IPR teams submits the completed IPR documents to Academic Senate and the Academic Dean			Institutional Effectiveness, Student Services, Facilities, Institutional Technology and Human Resources Long Range Plans are initiated to be completed in support of the EMP. Each plan is due to Consultation Council by the first meeting in February. ALL NIPRs due for February Board Meeting – sent to Consultation Council 2nd meeting in January Monthly meeting of chairs from Facilities, Human Resources, Institutional Technology, Student Services, Educational & Institutional Effectiveness and Research	

	Cabinet	Board of Trustees	Academic Senate	Consultation Council	Office of Institutional Effectiveness (OIE)	Planning Committees	Budget Committee
Dec.	All NIPRs approved by Cabinet during month of December and forward them on to Consultation Council in January		Academic Senate takes action to accept the IPRs and with the Academic Dean		December 1, NIPR teams submit completed NIPRs to OIE.	Monthly meeting of chairs from Facilities, Human Resources, Institutional Technology, Student Services, Educational & Institutional Effectiveness and Research	
Jan.	The CBO monitors current year operations and evaluates the status of the following academic year's budget by comparing the projected revenues against the projected expenditures. The CBO will advise Cabinet of any projected budget shortfalls potentially impacting staffing levels. Governor's Proposed Budget for next fiscal year released			IPRs and NIPRs presented and adopted by Consultation Council Budget Committee may conduct Listening Forums for campus/area input.		Monthly meeting of chairs from Facilities, Human Resources, Institutional Technology, Student Services, Educational & Institutional Effectiveness and Research	Budget committee communicate how many items each V.P., President and Board needs to bring forth to the Budget Committee by March 1st.
Feb.	V.P.'s , President and Board needs to bring forth to Budget Committee their allotted priority items and send to Budget Committee by March 1st.	IPRs and NIPRs presented and accepted by Governing Board		Institutional Effectiveness, Student Services, Facilities, Institutional Technology and Human Resources Long Range Plans are initiated to be completed in support of the EMP. Each plan is due to Consultation Council by the first meeting in February.	Environmental Scan Data is compiled	Monthly meeting of chairs from Facilities, Human Resources, Institutional Technology, Student Services, Educational & Institutional Effectiveness and Research	Analysis of impact of Governor's new Proposed Budget on LCC.
Mar					The Comprehensive Institutional Master Plan is compiled in March and sent to Consultation Council for their 1st meeting in April	Monthly meeting of chairs from Facilities, Human Resources, Institutional Technology, Student Services, Educational &	By March 1st the prioritization of Resource Allocation Requests will be forwarded by V.P.s

	Cabinet	Board of Trustees	Academic Senate	Consultation Council	Office of Institutional Effectiveness (OIE)	Planning Committees	Budget Committee
						Institutional Effectiveness and Research Plan to send out governance process surveys.	and President to the Budget Committee. Budget Committee completes their prioritization process of resource allocation requests of next fiscal year.
April	Recipients of the previous year's budget prioritization process begin Resource Allocation Year-End Status Report			1st meeting in April - Consultation Council adopts the Comprehensive Institutional Master Plan	The Comprehensive Institutional Master Plan is compiled by April 1st and sent to Consultation Council for their 1st meeting in April Planning process evaluations sent out 1st week of April	Monthly meeting of chairs from Facilities, Human Resources, Institutional Technology, Student Services, Educational & Institutional Effectiveness and Research Governance process surveys are sent to all planning committees, constituent groups, and individuals.	Budget Committee completes their prioritization process of resource allocation requests of next fiscal year and forwards final list to Consultation Council by May 1st Budget Committee sends out a Resource Allocation Year-End Status Report to all recipients of money from the previous year's budget prioritization process
May	The CBO will draft the tentative budget for institutional review to include 50% Law Analysis and GANN Appropriations Limit Recipients of the previous year's budget prioritization process need to submit a Resource Allocation Year-End Status Report Strategic Initiatives Outcomes are reviewed (V.P.'s and President)	The Comprehensive Institutional Master Plan to Board	Academic Senate appoints IPR Mentors	Annual Evaluation of the planning and governance process conducted by Consultation Council Consultation Council will accept and forward the recommended prioritized list from the Budget Committee to the President for consideration and publish the list in the minutes Review Strategic Plan to be sent to the Board in July.	Annual Report on NIPR SLO/AUO Assessment Results released Student evaluation #1 for next academic year IPRs administered and compiled by the Office of Institutional Effectiveness OIE notifies all authors of NIPR/Distribute NIPR schedule Planning Process Evaluations due.	Monthly meeting of chairs from Facilities, Human Resources, Institutional Technology, Student Services, Educational & Institutional Effectiveness and Research Governance process surveys are due.	

	Cabinet	Board of Trustees	Academic Senate	Consultation Council	Office of Institutional Effectiveness (OIE)	Planning Committees	Budget Committee
	VP's notify IPR authors for following year cycle (CIO reminds fall CTE-IPR faculty to visit Advisory Committee membership to be submitted beginning fall semester)						
June	The President will submit the tentative budget for next fiscal year to the Governing Board for adoption. Cabinet Planning Retreat (review year-end report on Strategic Initiatives, Strategic Initiative and planning goals decided for next fiscal year budget) – forward to July Governing Board's Planning Retreat. Cabinet and the President will finalize the ranked list into the Institutional Budget Priority List for the Comprehensive Institutional Master Plan presenting it to at the Governing Board's Planning Retreat in July.	Board of Trustees adopts Tentative Budget for next fiscal year			Compile data for July Board Planning Retreat (progress on Key Performance Indicators and Annual Fact Book) Compile all IPR/NIPR data for distribution in the fall.		

Monday, September 25, 2023
Consultation Council 3:00 pm via Zoom and in-person in HU107

Consultation Council is the 2nd and 4th Monday of each month at 3:00pm via Zoom and in person in HU 107. Everyone is welcome.
Topic: Consultation Council
Join Zoom Meeting
https://lassencollege-edu.zoom.us/j/84940363382?pwd=b3A2OXlRQk1uQllqM0t4VEhEWDVRQT09
Meeting ID: 849 4036 3382
Passcode: 234224
One tap mobile
+16694449171,,84940363382#,,,,*234224# US
+16699006833,,84940363382#,,,,*234224# US (San Jose)
Meeting ID: 849 4036 3382
Passcode: 234224
Consultation Council

1. Meeting Opening

Subject **1.01 Call to Order and Roll Call**

Meeting Sep 25, 2023 - Consultation Council 3:00 pm via Zoom and in-person in HU107

Category 1. Meeting Opening

Type Discussion, Action

Administration:	Classified:	Faculty:	Management:	Student:
Roxanna Haynes (CSSO) Carie Camacho (CEO) Colleen Baker (CIO)	Michael Blaschak Tara Bias Codi Mortell Alt: Tara Harkema	Alison Somerville Tom Downing Christi Myers Toni Poulsen Adam Runyan Lisa Gardiner Tom Robb	Kristin Gilman Julie Johnston Jenna Ducasse	
Chairs: Chairs of Academic Planning Committee (Michell Williams), Facilities Planning Committee (Dan Williams), Human Resource Planning Committee (Kristin Gilman), Institutional Effectiveness Committee (Carie Camacho), Institutional Technology Planning Committee (David Corley), and Student Services Planning Committee (Roxanna Haynes) (if not already members)				

Subject **1.02 Approval of Agenda**

Meeting Sep 25, 2023 - Consultation Council 3:00 pm via Zoom and in-person in HU107

Category 1. Meeting Opening

Type action

Put information here

Subject **1.03 Approval of Minutes from 09/11/2023**

Meeting Sep 25, 2023 - Consultation Council 3:00 pm via Zoom and in-person in HU107

Category 1. Meeting Opening

Type Minutes, Action

File Attachments
Consultation Council Minutes 09.11.2023.pdf (182 KB)

2. Governance

Subject **2.01 Approve Budget Committee Charge**

Meeting Sep 25, 2023 - Consultation Council 3:00 pm via Zoom and in-person in HU107

Category 2. Governance

Type Information, Action

The Budget sub committee updated their charge on 9/18/23

File Attachments
Budget Committee Charge FINAL 091823.pdf (72 KB)

Subject **2.02 Approve Budget Criteria Screening Tool**

Meeting Sep 25, 2023 - Consultation Council 3:00 pm via Zoom and in-person in HU107

Category 2. Governance

Type Discussion, Action

The Budget Criteria Screening Tool was updated and approved by the Budget sub-committee on 8/7/23.

File Attachments
2023 2024 BUDGET REQUEST FORM-Final.pdf (130 KB)

3. Consultation

4. Guided Pathways

Subject **4.01 Guided Pathways Update-Brady Reed**

Meeting Sep 25, 2023 - Consultation Council 3:00 pm via Zoom and in-person in HU107

Category 4. Guided Pathways

Type information, minutes

5. Accreditation

Subject **5.01 Accreditation Update- Tri- Chairs**

Meeting Sep 25, 2023 - Consultation Council 3:00 pm via Zoom and in-person in HU107

Category 5. Accreditation

Type information, discussion

Student Services Planning/Student Success - Brady
Human Resource Planning (Flex Committee) - Vickie
Facilities Planning - Randy
President's Office & Board of Trustees - Trevor
Adam Runyan, Senate President, has been added to the Accreditation Work Group.
Tri-Chairs- Alison Somerville, Lisa Gardiner, Chad Lewis

6. Other-Information/Communication

Subject **6.01 Remind all other committees to start meeting and approving charges**

Meeting Sep 25, 2023 - Consultation Council 3:00 pm via Zoom and in-person in HU107

Category 6. Other-Information/Communication

Type information

Subject **6.02 Superintendent/President Update -- Carie Camacho**

Meeting Sep 25, 2023 - Consultation Council 3:00 pm via Zoom and in-person in HU107

Category 6. Other-Information/Communication

Type

Subject **6.03 Good of the Order- Additional Information updates**

Meeting Sep 25, 2023 - Consultation Council 3:00 pm via Zoom and in-person in HU107

Category 6. Other-Information/Communication

Type Information

Subject **6.04 Planning and Resource Allocation Calendar**

Meeting Sep 25, 2023 - Consultation Council 3:00 pm via Zoom and in-person in HU107

Category 6. Other-Information/Communication

Type Information, Discussion

File Attachments
1..FINAL Planning and Resource Allocation Timeline.pdf (171 KB)

7. Meeting Closing

Subject **7.01 Future Meetings**

Meeting	Sep 25, 2023 - Consultation Council 3:00 pm via Zoom and in-person in HU107
Category	7. Meeting Closing
Type	information

October 9th
October 23rd
November 13th
November 27th
December 11th
December 25th

Subject	**7.02 Adjourn**
Meeting	Sep 25, 2023 - Consultation Council 3:00 pm via Zoom and in-person in HU107
Category	7. Meeting Closing
Type	action

PLANNING AND BUDGETING ANNUAL TIMELINE

	Cabinet	Board of Trustees	Academic Senate	Consultation Council	Office of Institutional Effectiveness (OIE)	Planning Committees	Budget Committee
June	The President will submit the current tentative budget to the Governing Board for adoption. Cabinet Planning Retreat (review year-end report on Strategic Initiatives, Strategic Initiative and planning goals decided for next academic year – forward to July Governing Board's Planning Retreat. Working with Cabinet, the President will finalize the ranked list into the Institutional Budget Priority List for the Comprehensive Institutional Master Plan presenting it to at the Governing Board's Planning Retreat in July.	Board of Trustees adopts Tentative Budget for next fiscal year			Compile data for July Board Planning Retreat (progress on Key Performance Indicators and Annual Fact Book) Compile all IPR/NIPR data for distribution in the Fall.		
July	Chancellor's Office notifies districts as to funding for new fiscal year (discussions take place in Cabinet)	Governing Board Planning Retreat (discuss and accept progress on Key Performance Indicators, Annual Fact Book, Year End Resource Allocation Report and other compiled and analyzed data)		Presentation of Annual Fact Book and Annual Report by OIE President will report back to Consultation Council what items from the recommended Prioritized List will be funded in the previous Budget.	Annual Fact Book and Annual Report posted on webpage Complete all IPR/NIPR data for distribution in the Fall.		

	Cabinet	Board of Trustees	Academic Senate	Consultation Council	Office of Institutional Effectiveness (OIE)	Planning Committees	Budget Committee
		Strategic Initiative(s), set forth by June Cabinet retreat for new fiscal year, accepted by Board					
Aug.	CIO in conjunction with Academic Senate President notifies IPR authors to begin the cycle Deans notify vocational IPR areas to prepare advisory committee list to be forwarded to the Board in September IPR and NIPR presentations to faculty and staff	Acceptance of Strategic Plan Advisory Committee members sent to V.P. of Academic Services and forwarded to Board	Academic Senate President in conjunction with the CIO notifies IPR authors to begin the IPR cycle Academic Senate appoints faculty members to the mentors list if not done in previous May IPR presentation to faculty with CIO		OIE notifies all authors of NIPR/Distribute NIPR schedule NIPR presentation to staff	All planning committees meet to elect chairs for new academic year and approve charges A meeting with all chairs of the planning committees (Facilities, Human Resources, Institutional Technology, Student Services, Educational & Institutional Effectiveness and Research) meet to discuss strategic initiatives for the next planning cycle.	Develop and finalize Budget Criteria Screening Tool based off of Strategic Initiatives for the current budget year and send to Consultation Council and Academic Senate.
Sept.	Review and accept year-end status report of previous fiscal year Budget Prioritization Report and Strategic Initiatives Outcomes to Consultation Council	Adopt Final Budget Accept Advisory Committee Members	Initial meeting of the IPR Team and Senate Mentor The IPR Team conducts the curriculum review, submitting review and revision documents to the Curriculum/Academic Standards Committee for approval Advisory Committees meet. Review Budget Committee Screening Tool	1st meeting of September - adopt Budget Criteria Screening Tool developed by the Budget Committee Review and accept year-end status report of previous fiscal year Budget Prioritization Report and Strategic Initiatives Outcomes to Consultation Council Approve charges from Master Planning Committees	1st week, IPR data sent out Presentation to Consultation Council of revised Institutional Planning and Budget Development Handbook for Adoption. Student evaluation #2 for IPRs administered and compiled by the Office of Institutional Effectiveness	Educational Master Planning committee meets to assess and improve Long-Range Plan. Needs to be completed by end of September and forwarded to Consultation Council. Planning Committee Chairs meet to assess and improve previous Long-Range Plans. Monthly meeting of chairs from Facilities, Human Resources, Institutional Technology, Student Services, Educational & Institutional Effectiveness and Research	Review Institutional Planning and Budget Development Handbook adopted by Consultation Council. Review and accept year-end status report of previous fiscal year Budget Prioritization Report and Strategic Initiatives Outcomes to Consultation Council Review current Final Budget adopted by Board. Immediately following the adoption by Consultation Council, the

	Cabinet	Board of Trustees	Academic Senate	Consultation Council	Office of Institutional Effectiveness (OIE)	Planning Committees	Budget Committee
							Budget Criteria Screening Tool is disseminated to campus.
Oct.			Adoption of revised Institutional Planning and Budget Development Handbook and Participatory Governance Handbook. The IPR Team continues curriculum review, submitting review and revision documents to the Curriculum/Academic Standards Committee for approval	EMP submitted to Consultation Council for acceptance. Adoption of revised Institutional Planning and Budget Development Handbook (send to budget committee) and Participatory Governance Handbook.	1st week, NIPR data sent out Post on the website the year-end status report of previous Budget Prioritization Report and Strategic Initiatives Outcomes	EMP submits current master plan to Consultation Council and all planning committee chairs. For the development of the other plans. Monthly meeting of chairs from Facilities, Human Resources, Institutional Technology, Student Services, Educational & Institutional Effectiveness and Research	Budget Committee notifies campus on budgetary items that need to be brought forward that are not located in an in-progress IPR or NIPR
Nov.	V.P.'s initiate the prioritization of budget requests, in their area, on the spreadsheet based on the adopted Budget Committee prioritization criteria. Due to Budget Committee in January.		The IPR teams submits the completed IPR documents to Academic Senate and the Academic Dean			Institutional Effectiveness, Student Services, Facilities, Institutional Technology and Human Resources Long Range Plans are initiated to be completed in support of the EMP. Each plan is due to Consultation Council by the first meeting in February. ALL NIPRs due for February Board Meeting – sent to Consultation Council 2nd meeting in January Monthly meeting of chairs from Facilities, Human Resources, Institutional Technology, Student Services, Educational & Institutional Effectiveness and Research	

	Cabinet	Board of Trustees	Academic Senate	Consultation Council	Office of Institutional Effectiveness (OIE)	Planning Committees	Budget Committee
Dec.	All NIPRs approved by Cabinet during month of December and forward them on to Consultation Council in January		Academic Senate takes action to accept the IPRs and with the Academic Dean		December 1, NIPR teams submit completed NIPRs to OIE.	Monthly meeting of chairs from Facilities, Human Resources, Institutional Technology, Student Services, Educational & Institutional Effectiveness and Research	
Jan.	The CBO monitors current year operations and evaluates the status of the following academic year's budget by comparing the projected revenues against the projected expenditures. The CBO will advise Cabinet of any projected budget shortfalls potentially impacting staffing levels. Governor's Proposed Budget for next fiscal year released			IPRs and NIPRs presented and adopted by Consultation Council Budget Committee may conduct Listening Forums for campus/area input.		Monthly meeting of chairs from Facilities, Human Resources, Institutional Technology, Student Services, Educational & Institutional Effectiveness and Research	Budget committee communicate how many items each V.P., President and Board needs to bring forth to the Budget Committee by March 1st.
Feb.	V.P.'s , President and Board needs to bring forth to Budget Committee their allotted priority items and send to Budget Committee by March 1st.	IPRs and NIPRs presented and accepted by Governing Board		Institutional Effectiveness, Student Services, Facilities, Institutional Technology and Human Resources Long Range Plans are initiated to be completed in support of the EMP. Each plan is due to Consultation Council by the first meeting in February.	Environmental Scan Data is compiled	Monthly meeting of chairs from Facilities, Human Resources, Institutional Technology, Student Services, Educational & Institutional Effectiveness and Research	Analysis of impact of Governor's new Proposed Budget on LCC.
Mar					The Comprehensive Institutional Master Plan is compiled in March and sent to Consultation Council for their 1st meeting in April	Monthly meeting of chairs from Facilities, Human Resources, Institutional Technology, Student Services, Educational &	By March 1st the prioritization of Resource Allocation Requests will be forwarded by V.P.s

	Cabinet	Board of Trustees	Academic Senate	Consultation Council	Office of Institutional Effectiveness (OIE)	Planning Committees	Budget Committee
						Institutional Effectiveness and Research Plan to send out governance process surveys.	and President to the Budget Committee. Budget Committee completes their prioritization process of resource allocation requests of next fiscal year.
April	Recipients of the previous year's budget prioritization process begin Resource Allocation Year-End Status Report			1st meeting in April - Consultation Council adopts the Comprehensive Institutional Master Plan	The Comprehensive Institutional Master Plan is compiled by April 1st and sent to Consultation Council for their 1st meeting in April Planning process evaluations sent out 1st week of April	Monthly meeting of chairs from Facilities, Human Resources, Institutional Technology, Student Services, Educational & Institutional Effectiveness and Research Governance process surveys are sent to all planning committees, constituent groups, and individuals.	Budget Committee completes their prioritization process of resource allocation requests of next fiscal year and forwards final list to Consultation Council by May 1st Budget Committee sends out a Resource Allocation Year-End Status Report to all recipients of money from the previous year's budget prioritization process
May	The CBO will draft the tentative budget for institutional review to include 50% Law Analysis and GANN Appropriations Limit Recipients of the previous year's budget prioritization process need to submit a Resource Allocation Year-End Status Report Strategic Initiatives Outcomes are reviewed (V.P.'s and President)	The Comprehensive Institutional Master Plan to Board	Academic Senate appoints IPR Mentors	Annual Evaluation of the planning and governance process conducted by Consultation Council Consultation Council will accept and forward the recommended prioritized list from the Budget Committee to the President for consideration and publish the list in the minutes Review Strategic Plan to be sent to the Board in July.	Annual Report on NIPR SLO/AUO Assessment Results released Student evaluation #1 for next academic year IPRs administered and compiled by the Office of Institutional Effectiveness OIE notifies all authors of NIPR/Distribute NIPR schedule Planning Process Evaluations due.	Monthly meeting of chairs from Facilities, Human Resources, Institutional Technology, Student Services, Educational & Institutional Effectiveness and Research Governance process surveys are due.	

	Cabinet	Board of Trustees	Academic Senate	Consultation Council	Office of Institutional Effectiveness (OIE)	Planning Committees	Budget Committee
	VP's notify IPR authors for following year cycle (CIO reminds fall CTE-IPR faculty to visit Advisory Committee membership to be submitted beginning fall semester)						
June	The President will submit the tentative budget for next fiscal year to the Governing Board for adoption. Cabinet Planning Retreat (review year-end report on Strategic Initiatives, Strategic Initiative and planning goals decided for next fiscal year budget) – forward to July Governing Board's Planning Retreat. Cabinet and the President will finalize the ranked list into the Institutional Budget Priority List for the Comprehensive Institutional Master Plan presenting it to at the Governing Board's Planning Retreat in July.	Board of Trustees adopts Tentative Budget for next fiscal year			Compile data for July Board Planning Retreat (progress on Key Performance Indicators and Annual Fact Book) Compile all IPR/NIPR data for distribution in the fall.		

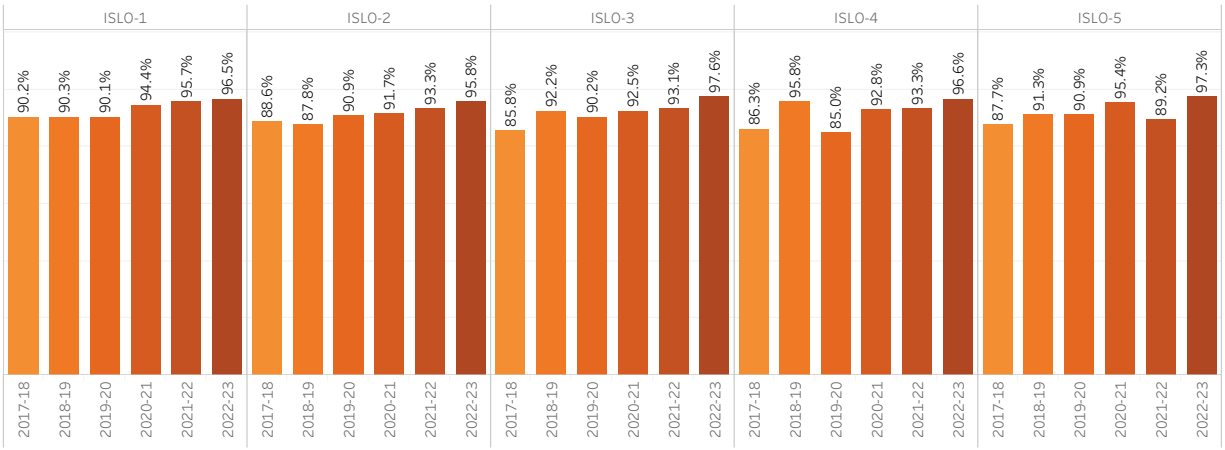
Institutional Student Learning Outcomes (ISLOs)

Year
Multiple values

ISLO
All

Course
All

ISLO Annual Results



ISLO Outcome Table

ISLOs	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ISLO 1 Communication: Ability to listen and read with comprehension and the ability to write and speak effectively.	90.2%	90.3%	90.1%	94.4%	95.7%	96.5%
ISLO 2 Critical Thinking: Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome.	88.6%	87.8%	90.9%	91.7%	93.3%	95.8%
ISLO 3 Life-Long Learning: Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems.	85.8%	92.2%	90.2%	92.5%	93.1%	97.6%
ISLO 4 Personal/Interpersonal Responsibility: Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accom..	86.3%	95.8%	85.0%	92.8%	93.3%	96.6%
ISLO 5 Cultural Awareness: Ability to embrace awareness of the ways people respond to themselves and the world around them to understand social dynamics past and present including the interrelationship between the creative arts, the humanities and self; where individual and group differences are valued and cont..	87.7%	91.3%	90.9%	95.4%	89.2%	97.3%

Program Student Learning Outcome Assessment Results

Program Name
Administration of Justic..

Degree/Certificate Type
All

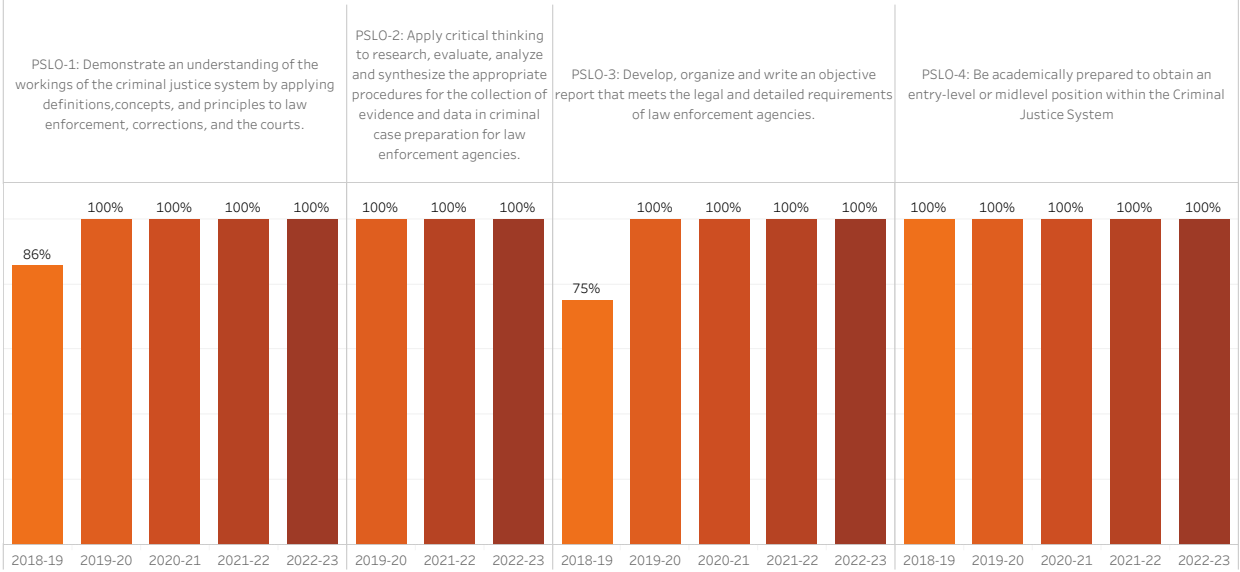
Year
Multiple values

Term
All

Discipline
All

Course
All

Administration of Justice: Associate of Arts Degree



Program Name	Program Student Learning Outcome (PSLO)	2018-19	2019-20	2020-21	2021-22	2022-23
Administration of Justice: Associate of Arts Degree	PSLO-1: Demonstrate an understanding of the workings of the criminal justice system by applying definitions,concepts, and principles to law enforcement, corrections, and the courts.	86%	100%	100%	100%	100%
	PSLO-2: Apply critical thinking to research, evaluate, analyze and synthesize the appropriate procedures for the collection of evidence and data in criminal case preparation for law enforcement agencies.		100%		100%	100%
	PSLO-3: Develop, organize and write an objective report that meets the legal and detailed requirements of law enforcement agencies.	75%	100%	100%	100%	100%
	PSLO-4: Be academically prepared to obtain an entry-level or midlevel position within the Criminal Justice System	100%	100%	100%	100%	100%

Student Learning Outcome Assessment Results

Term
Multiple values

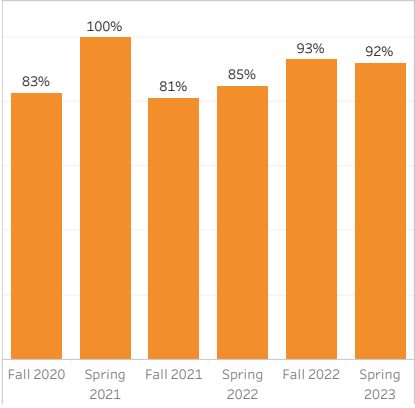
Course
ENGL-1

Modality
All

Course: ENGL-1 College Composition

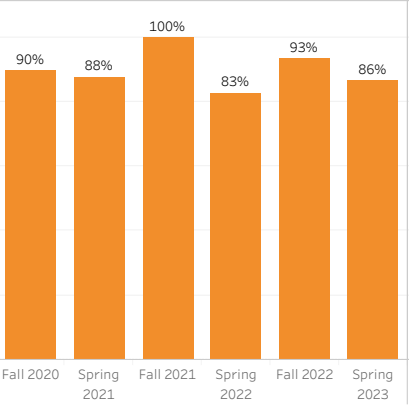
SLO-1

Demonstrate the ability to comprehend and analyze a variety of readings throughdiscussion, journal entries, in-class writings, formal out-of-class essays and reports, and literary reviews.



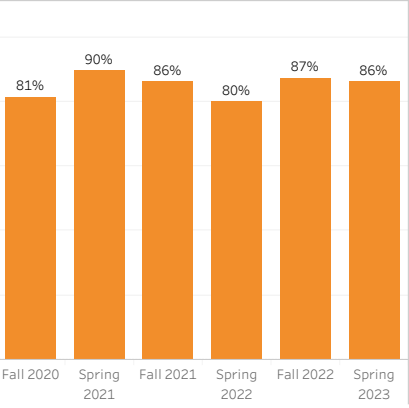
SLO-2

Write essays applying patterns of development appropriate for expository writing, including personal narrative, comparison/contrast, and argumentation. These essays will conform to Standard English grammar, spelling and punctuation rules.



SLO-3

Given an assignment to write an extended essay, investigate a topic and write a well-organized and grammatically correct document, which conforms to MLA style in its in-text source citations and works-cited pages.



SLO Table

Course	SLO	SLO Description	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
ENGL-1	SLO-1	Demonstrate the ability to comprehend and analyze a variety of readings throughdiscussion, journal entries, in-class writings, formal out-of-class essays ..	83%	100%	81%	85%	93%	92%
	SLO-2	Write essays applying patterns of development appropriate for expository writing, including personal narrative, comparison/contrast, and argumentation. ..	90%	88%	100%	83%	93%	86%
	SLO-3	Given an assignment to write an extended essay, investigate a topic and write a well-organized and grammatically correct document, which conforms to ..	81%	90%	86%	80%	87%	86%

SLO Language is from Fall 2022

Health and Safety Committee Meeting

Date: 10/21/22

Time: 9:00 am

Committee Members Present: Carie Camacho, Dan Williams, Barb Baston, Shannon Hogan, Toni Poulsen, Dan Weaver, and Carl Oberriter.

Committee Members Absent: Cathy Ritola and Vickie Ramsey.

1. Open Meeting

1.01 Approval of Agenda

Motion to approve agenda made by Toni Poulsen and seconded by Carl Oberriter.

1.02 Approval of Minutes

Minutes from the April 22, 2022 minutes were not found. Carl gave a copy of his notes and Toni said she will email her notes as well. The minutes for 4/2/22 will be tabled until the next meeting.

2. Current Items

2.01 Elect Committee Chair

Dan Williams offered to be the Committee Chair. It was unanimously approved for Dan Williams to be the committee chair.

2.02 Discuss in-person meeting

Dan Williams stated due to COVID no longer being a danger, meetings will be held in person from now on unless there are extenuating circumstances. Carrie Nyman thought having the option for Zoom would allow for better involvement and more participation. Dan stated if the committee needed to walk around campus to see potential trip hazards, it would be difficult to accomplish via Zoom. Meetings will be held in person unless there are extenuating circumstances.

2.03 Approve Charge

The committee added a DEIA statement to the charge that states; Our commitment is to strive towards accessibility to eliminate barriers to equity and that we act deliberately to create a safe and inclusive environment.

The student representative language was changed to 1 student representative. ASB will have the first opportunity to select a representative, but if not available, faculty or staff may recommend a student representative to the chair(s) for approval. This updated language will help with more student involvement. ASB has a hard time getting a representative on each committee due to its small numbers. The updated language will potentially allow more student involvement.

Dan Weaver made a motion to accept the charge and Barb Baston seconded the motion. The motion was unanimously accepted.

2.05 Fire Drills

Johnson Controls came and serviced fire alarms and extinguishers. We will be holding fire drills. Often times the dorm students do not pay attention when the fire alarm goes off. Nobody evacuates. The RA will need to be able to account for everyone in the case of a real fire. Dorm students will need to utilize the buddy system to help keep track of everyone. It was suggested we let faculty and staff know when fire drills will occur and then eventually hold drills without prior notification. When a fire alarm goes off there will be a strobe light and a loud horn that will sound. One problem the Police Department and Fire departments had was trying to figure out where the alarm was coming from. We will have exterior strobe lights and a horn will sound outside the building the alarm went off in.

2.06 Active Shooter Meetings and Drills

This is an area we need to improve in. As a campus, we are not prepared for an emergency situation. A lot of information came from the last active shooter drill we had. There are a lot of holes in our system that need to be addressed. We will be working with the Police Department which has an active shooter trainer who will be assisting us. We will be holding active shooter drills. It was suggested to hold a drill during convocation so we can practice as a campus before we try a drill with students.

We are working on establishing a 2nd entrance to the college by the co-gen. This will hopefully be open for use within 18 months. It was suggested to install blue emergency boxes with flashing lights around campus. Dan said that is something we will look into. We have plans to hire a part-time police officer on campus. They will not be in full tactical gear but in a PD polo or t-shirt and khakis. We will pay half of their salary and the PD will pay the other half.

2.07 Annual Security Report

The Annual Security Report which was issued on 10/1/22 was discussed. Many things were addressed but not corrected yet. Dan is new to his position and is working on getting issues addressed. LMUD has approved the replacement of all existing exterior lights to new 5k LED lights at no cost to us. These are the brightest lights available. Our current fixtures are outdated so this will not only help improve security across campus but will also provide huge energy savings for us. The lights under the eaves are considered indoors therefore there will be a cost to us for that.

2.08 SWACC Report

The SWACC report from April 2021 was discussed. We were told that the oxygen and acetylene cylinders in the Gun Shop cage need to be stored separately. This has been rectified. There were doors that have been propped open with rocks which is not proper procedure. We will need to get stoppers on doors to alleviate the trip hazard the rocks provide. Concrete will be poured in the spring to help alleviate trip hazards around campus. Items have been stored incorrectly. As a campus, we need to do better with following correct storage procedures as well as decluttering offices and common areas. We will be working on the cleanliness of the campus. The wooden benches we have are going to be upgraded to expanded metal-coated benches. We are working on providing more study areas for students. It was suggested that clubs do campus beautification projects to help around campus.

3. Committee Updates

3.01 Facility Planning

Dan is working on a feasibility study in order to get new dorms built. A survey will be sent out to students. The feedback will come to us and

our consultants to help with the planning of new housing. There are a few possible locations that are being looked at on campus. Ideally, the new dorm will be close to the existing dorm to help create a community feel. The cost needs to be under $650 per bed. We currently have a waitlist for our dorms which will give us a greater chance of receiving funding. Students must be PELL eligible to get into the new dorms.

4. Open Discussion

4.01 Public Comment

Dan commends his crew for their very hard work. They have all been putting in a lot of hours and are getting things done.

3. Close Meeting

Toni Poulsen made a motion to adjourn the meeting. Carl seconded the motion. The meeting ended at 10:01.

LASSEN COMMUNITY COLLEGE FACILITY MASTER PLAN

2022-2027

Section IV – Five Master Plans

Facilities Master Plan and Facilities Staffing Plan

INTRODUCTION

The facilities at Lassen Community College (LCC) physically provide an environment where teaching and learning can flourish both inside and outside the traditional classroom and as such strongly contribute to creating a sense of place and to establishing the character and culture of its campus community. The College is dedicated to making a significant investment in its facilities and grounds to ensure that this community is well served with carefully planned and maintained spaces. By developing both traditional and innovative learning spaces the college will strive to enhance each individual's educational experience and extend its learning opportunities in ways that will engage and best serve our local community. We affirm that our facilities should support and promote the development of premier programs that make an impact on the hearts and minds of students, parents, visitors, alumni, faculty, and staff. In short, our facilities should provide a safe on-campus learning experience which fosters a vibrant, diverse and integrated community.

The main campus is located on approximately 209 acres of land with 42 structures. The various buildings amount to 252,955 gross square feet that provide 171,802 square feet of assignable floor space. A majority of programs and services are housed in buildings designed for, or appropriate to their use. In addition to classrooms, laboratories, and offices, the college also contains a 108-bed dormitory, library, cafeteria, several computer laboratories, and a large gymnasium. The campus grounds include large grass recreational fields an all-weather running track, softball facility, stables for thirty horses, a rodeo arena, and an agricultural production facility.

Additionally, the District maintains a lease to operate the Coppervale Ski Hill located fifteen miles to the west of the main campus. Coppervale is used for public recreation. Lassen Community College also maintains a lease with the City of Susanville Parks and Recreation District for the use of a baseball field with Susanville city limits. The college also has approximately 160 acres of forest property between Eagle Lake and Hwy 44, and approximately 307 acres of land in Herlong adjacent to the Sierra Army Depot

All campus facilities planning and physical development shall be implemented in a formal and systematic method where the basis of decision-making is a transparent collaborative process involving input from all constituencies and shall gain the inherent benefits afforded within a consistent, predictable review and approval system. Our goal is to achieve planning and architectural excellence through careful consideration of all contributing factors, which may include; health & safety, institutional/academic prioritization, functionality, aesthetics, economic feasibility, environmental impact, constructability, code compliance, operational utilization, efficiency and technology. One of the primary principles guiding our master plan is the dedication to expanding or restructuring the physical infrastructure of the campus to support learning environments that are based upon instructional approaches and student services known to increase learning and educational effectiveness.

Our desire is to maintain and enhance the character and use of the campus by improving its facilities. Planning strategies will include the development and maintenance of safe and healthy work environments for all students, employees and visitors and will further advance modernized equally accessible accommodations. Furthermore, planning will promote design principles that sensitively incorporate sustainable and environmental initiatives and that adhere to a core set of architectural standards, used to establish and pronounce a campus identity and promote a sense of place. All facility plans should, in response to the future need for change, philosophically incorporate the cost effective concept of flexibility within their designs. Cost of Ownership planning models should also be utilized to establish the desired level of performance for site and building components.

The Facilities Planning Committee is charged to:

- Submit the Annual Facilities Master Plan Update to Consultation Council/Strategic Planning Committee
- Review and comment on Safety Committee and Emergency Task Force recommendations and proposed solutions
- Review and comment on various mandated reporting documents (i.e. 5 year Capital Outlay plan, scheduled Maintenance, recycling/energy and water programs etc.)
- Recommend construction and modification of District facilities, assets, and properties
- Recommend sequencing and priority of large district renovation and construction project
- Assist drafting of policies and procedures related to managing the physical plant
- Develop, review, and adjust facilities planning documents including Long Range Facilities Master Plan.

The mission of both the Facilities Department and Planning Committee is to ensure a safe, effective and inspiring physical environment that supports and enhances the instructional mission outlined within the Strategic Master Plan. To successfully implement the necessary Capital Improvement Plans, all facility decisions should meet with the approved campus standards and objectives, and further consider the aspects of safety, security, functionality, aesthetics, budgetary constraints, operational efficiency, accommodation of technological advancements, and response to legislative and environmental impacts.

FACILITIES MASTER PLANNING COMMITTEE MEMBERSHIP:

The following individuals served as members of the 2022-2027 Facilities Master Planning Committee:

Two Administrators

- Director of Institutional Effectiveness (vacant)
- Executive Vice President Student and Administrative Services

*Carie Camacho, Interim President / Superintendent served as a designee

Two Confidential / Management

- Dan Williams
- Francis Beaujon

Four Faculty

- Carie Nyman
- Frank Avilla
- Kory Konkol
- Brian Wolf

Two CSEA

- Tiffany Montgomery
- Tara Harkema

One Student Representative

- Vacant

PREVIOUS MASTER PLAN ITEMS COMPLETED:

Source	Strategic Goal	Line Item	Planning Agenda Item(s)	Implementation Time Frame	Estimated Cost	Expected Outcome	Unit Priority	Area Priority	Funding Source	Status
2018-2023 Facilities NIPR	1,3,4	1	Administrative Assistant IV	2021-2022	$76,000	Increased Departmental Efficiency/Continuity	1	1	GF	Completed
2018-2023 Facilities NIPR	1,3,4	2	Maintenance Custodian	2021-2022	$61,000	Increased basic health and safety services	2	2	GF	Completed
~~2018-2023 Facilities NIPR~~	~~1,3,4~~	~~5~~	~~Maintenance Specialist II~~	~~2024-2025~~	~~$69,200~~	~~Increased Maintenance Effectiveness~~	~~5~~	~~5~~	~~GF~~	Not needed
2019 Work	3	1	Install railings circling the top of internal stair well in Humanities need to be redesigned to reduce small child fall hazard	2021-2022	$5,000	Improved safety	1	1	GF	Completed Summer 23
ITMP			Backup Generator and Air Conditioning for Server Room (VT)		$100,000	Ensure reliability of Campus IT Infrastructure		2	GF	Completed Spring 23
FMP	3	3	Grind cracked and heaving sidewalks	2021-2022	$10,000	Safety		4	GF	Completed Fall 22

SSMP/CalWORKS	4	14	Lactation rooms on campus	2021-2022	$500	Meet current educational code and state laws Education Code Section	11	5	GF	Completed
SSMP/Residence Hall	3,4	12	Dorm- Completion of Recreation Room/Public Restroom/Main Entry/Stairs	2021-2022	$100,000	Student Life & Safety	2	6	Dorm Funds	Completed Spring 23
Business IPR	4	9	Install emergency exit (CA-123 to CA-116/Main Hallway)	2021-2022	$25,000	Federal/State compliant	16	7	SWP	Completed Spring 22
Business IPR	4	8	Clean out storage	2021-2022	$1,000	ADA compliant	15	8	SWP	Completed Spring 22
Business IPR	3	10	Remove ceiling fixtures/	2021-2022	$20,000	Clean, neat, organized	17	9	SWP	Completed Spring 23
Gunsmithing IPR	4	21	Conex Box Completion	2021-2022	$20,000	Storage for gunsmithing supplies		10	SWP	Completed Spring 23
SSMP/Residence Hall	3	11	Backup Generator (Dorm)	2022-2023	$200,000	Safety and security during power outages	1	13	GF	Completed Spring 23
Facilities	3	16	Emergency Exit Signs	2022-2023	$20,000	Campus Safety		15	GF	In progress This is ½ done
CalWORKS	3, 4	20	Changing Stations in each building	2022-2023	$500	Create family friendly environment		16	GF	Completed Fall 22
2019 Admin of Justice IPR	3	7	Locate, renovate, or acquire dedicated instructional and /or lab space that can be utilized for multi-day training course and scenarios.	2022-2023	$150,000	Dedicated Educational Lab space to house AJ program and training equipment	14	17	SWP	Completed Summer 22
2017 Welding IPR	1,4	3	Improve the current ventilation system in TR103	2024-2025	$40,000	Health and safety	3	20	SWP	In progress

2014 Athletics IPR	1,3	5	Add one Whirlpool to the Athletic Training Center Room w/ installation	2024-2025	$6,000	Allow more students to take advantage of the whirlpool therapy	8	21	GF	Completed Fall 22
2017 Welding IPR	1	6	Add electrical drops for welding booths	2025-2026	$5,000	Expand student capacity and increase graduation rates	11	22	SWP	anticipated completion Spring 24
2018 Natural Science IPR	4	2	Hazardous waste disposal emical and preserved specimens)	2021-2022	$2,500	Provide safe and environmentally sound learning and working environment		2	GF	Completed
FMP	3	4	Potholes Crack Seals repair Campus wide	2021-2022	$25,000	Safety		5	GF	Completed
FMP	3	25	Safety Ballard (Gas & Electric)	2021-2026	$24,000	Campus Safety		1	GF	Completed
FMP	3	16	Install two transformers and Panels & Remove UPS system from Vo-Tech Bldg.	2021-2026	$50,000	Campus Safety		4	GF	Completed
FMP	3	18	Repair& Replace cracked and failing walkways (Main Entry & Circle Drive)	2021-2026	$200,000	Campus Safety		5	GF	Completed
Facilitie s	3	55	Electronic Access/Locks (Campus Wide)	2021-2026	$900,000 (one time)	To increase security for all campus occupants and provide for mass lock-down during campus security Incidents.		9	GF	In progress
2017 Fine Arts	2, 4	45	Track lighting & lights in CA 201	2021-2026	$1,200		4	12		Completed
2016 Auto IPR	2, 4	46	Provide tables and chairs to replace desks in the classroom	2021-2026	$5,000	Increase student learning	5	13	GF	Tried but the tables and chairs wanted do not fit in space
FMP	3	20	Lighting System for Classrooms (Campus Wide) LMUD Grant	2021-2026	$100,000	Decreased Utility costs, and improved lighting		15	LMUD Grant	25% complete – in-progress

						quality				
FMP	3	40	Replace Main Boiler Standalone Boilers Phase (Café', Dorm, Gym)	2021-2026	$240,000	Cost Savings/Efficiency		18	GF	In progress
2018 Natural Science/ Mathem at ics IPR	3,4	64	Systematically replace the chairs in all classrooms over the next several years.	2021-2026	$3,000/ room of 24 chairs	Improve the learning and safety environment for students		21	GF	50% complete in-progress
FMP	3	57	Replace Main Boiler Standalone Boilers Phase Ill (Cafe, M/S, Athletic	2021-2026	$240,000	Cost Savings/ Efficien cy		22	Prop 39	In-progress
FMP	3	21	12 Passenger Van	2021-2026	$32,000	Compliance to replace 15 passenger vans		23	GF	Purchased 2 busses instead
2019 Kinesiol o gy/Athl eti cs IPR	3	52	Gymnasium Remodel	2021-2026	$250,000	To improve the aesthetics of the Gym Foyer (and other areas) to present a more appropriate impression of LCC Kinesiology/Athl etics programs.		33	GF	In progress

2022-2027 LONG RANGE FACILITIES MASTER PLAN

Strategic Initiatives:

1. Increase and retain enrollment
   a. Grow the nursing program
   b. Expand athletic programs
   c. Increase enrollment in current programs

d. Explore other opportunities
2. Improve and expand student housing
3. Continue to meet accreditation standards.

Strategic Goals:
1. Institutional Effectiveness: Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support an inclusive learning environment, while ensuring responsible stewardship of public trust and resources.
2. Learning Opportunities: Provide an array of rigorous academic programs delivered via a variety of modalities that promote student equity and learning while meeting the needs of the local and global community.
3. Resource Management: Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.
4. Student Success: Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student 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.

FMP Long Range Plan #1: Improve ADA Access across campus (Safety Committee, CalWorks NIPR)

Goal 2, 3, 4 Objective 4.6, Strategic Initiative 1, 2

2022-2023
Strategy Description: Repair sidewalks determined to be in worst condition across campus, repaving potholes in parking lots, and pour cement for ADA access around Café. Replace floor in weight room in gym to ADA compliant floors.
Expected Outcome: Accessible access to campus, classrooms, and student services for all students, faculty and staff.
Responsible Party(s): Facilities
Performance Measures Outcome: Completed projects for 2022-2023.

2023-2024
Strategy Description: Replace exterior doors at both entrances in Dorm and Creative Arts east entrance for automatic ADA doors. Various sidewalk repairs across campus.
Expected Outcome: Accessible access to campus, classrooms, and student services for all students, faculty and staff
Responsible Party(s): facilities
Performance Measures Outcome: Completed projects for 2023-2024.

2024-2025

Strategy Description: Begin work on improved ADA access in gym including replacing doors, floors, and bathroom. VT upgrades for ADA access. Continue to assess sidewalks for repairs.
Expected Outcome: Accessible access to campus, classrooms, and student services for all students, faculty and staff
Responsible Party(s): Facilities
Performance Measures Outcome: Completed projects for 2024-2025.

2025-2026

Strategy Description: Cogen ADA upgrades for staff access. Continue to assess sidewalks for repairs. Assess other repairs necessary for ADA compliance across campus.
Expected Outcome: Accessible access to campus, classrooms, and student services for all students, faculty and staff.
Responsible Party(s): Facilities
Performance Measures Outcome: Completed projects for 2025-2026.

2026-2027

Strategy Description: Assess other repairs necessary for ADA compliance across campus.
Expected Outcome: Accessible access to campus, classrooms, and student services for all students, faculty and staff.
Responsible Party(s): Facilities
Performance Measures Outcome: Completed projects for 2026-2027.

FMP Long Range Plan #2: Improve reliability of campus infrastructure (Facilities NIPR)

Goal 2, 3, 4 Objective 3.3, Strategic Initiative 1, 2

2022-2023

Strategy Description: Upgrade water system including well #1, install meters, new water services, new valves, and backflows. Begin upgrading sewer from lift stations to gravity flow. Replacing old and failing lines. Installing and repairing electrical wires across campus.
Expected Outcome: Improved infrastructure means quality student and staff experience on campus, ability to house all academic and student services.
Responsible Party(s): Facilities
Performance Measures Outcome: Projects or phases of projects completed. Budgets for additional projects completed.

2023-2024

Strategy Description: Continuing electrical wiring project to include street lights. Replace transformer in Creative Arts. Continue sewer upgrades to Creative Arts, Café, and removal of lift stations to gravity for east side of campus. Repowering the Cogen plant. Begin water improvement grant research. Begin universal door lock project. Replacing fire hydrants across campus.
Expected Outcome: Improved infrastructure means quality student and staff experience on campus, ability to house all academic and student services.

Responsible Party(s): Facilities, CBO, Director of Fiscal Services

Performance Measures Outcome: Projects or phases of projects completed. Budgets for additional projects completed.

2024-2025

Strategy Description: Implement second entrance for campus. New electrical power to agriculture and gunshop facilities. Begin water line improvements if grant funds become available. Begin infrastrure projects on Dorms including new windows, siding and interior doors. Continue universal door lock project.
Expected Outcome: Improved infrastructure means quality student and staff experience on campus, ability to house all academic and student services.
Responsible Party(s): Facilities, CBO, Director of Fiscal Services
Performance Measures Outcome: Projects or phases of projects completed. Budgets for additional projects completed.

2025-2026

Strategy Description: Renovation to Creative Arts to include A/C and upgrades in building. Continue universal door lock project.
Expected Outcome: Improved infrastructure means quality student and staff experience on campus, ability to house all academic and student services.
Responsible Party(s): Facilities, CBO, Director of Fiscal Services
Performance Measures Outcome: Projects or phases of projects completed. Budgets for additional projects completed.

2026-2027

Strategy Description: Phase II of water projects replacing water lines on west side of campus. Explore other A/C units in buildings. Repaving parking lots and roads on campus.
Expected Outcome: Improved infrastructure means quality student and staff experience on campus, ability to house all academic and student services.
Responsible Party(s): Facilities, CBO, Director of Fiscal Services
Performance Measures Outcome: Projects or phases of projects completed. Budgets for additional projects completed.

FMP Long Range Plan #3: Improve Effectiveness of Maintenance and Operations (Facilities NIPR)

Goal 2, 3, 4 Objective 3.3, Strategic Initiative 1, 2

2022-2023

Strategy Description: Revised work order process, hired open positions, expand outside contractor contacts for projects on campus.
Expected Outcome: Efficient use of existing personnel reduces costs to district and completes projects in a timely manner.
Responsible Party(s): Facilities
Performance Measures Outcome: Completed projects for 2022-2023

2023-2024

Strategy Description: Utilize staffing plans and projects to more efficiently use current personnel. Assess personnel levels and determine necessary hires. Work with budgetary process to hire necessary staff. Explore grant opportunities for facility upgrades or staffing hires.
Expected Outcome: Efficient use of existing personnel reduces costs to district and completes projects in a timely manner.
Responsible Party(s): Facilities, CBO, Director of Fiscal Services
Performance Measures Outcome: Completed projects for 2023-2024 with current personnel. New grant opportunities identified.

2024-2025

Strategy Description: Continue to assess staffing levels and apply for any grant opportunities available for campus projects.
Expected Outcome: Efficient use of existing personnel reduces costs to district and completes projects in a timely manner.
Responsible Party(s): Facilities, CBO, Director of Fiscal Services
Performance Measures Outcome: Completed projects for 2023-2024 with current personnel. New grant opportunities identified.

Lassen Community College

Institutional Planning and Budget Development Process Handbook

2022-2023

Adopted by Academic Senate – October 26, 2022
Presented to Consultation Council – November 14, 2022

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PLANNING AND BUDGET DEVELOPMENT PROCESS

Title 5 of the California Code of Regulations requires that the "[Community College] District financial planning will include both short-term and long-term goals and objectives, and broad-based-input, and will be coordinated with the districts educational planning" (Appendix A: Title 5 Section 58311). Lassen Community College's planning and budget development process operates within this context.

The Comprehensive Institutional Master Plan is a five-year plan that is updated and sent to the Governing Board for acceptance annually. The institutional planning document and budget will reflect the college mission statement and strategic goals as established by the Governing Board. The Lassen College District Strategic Plan can be found on page 5 of this document.

The institutional planning and budget development process begins with the instructional program review (IPR) and non-instructional program review (NIPR). The instructional and non-instructional program reviews provide the unit level planning documents for Lassen Community College. The program goals and objectives as well as recommendations developed during the review process integrate into the various planning sections of the Comprehensive Institutional Master Plan (Section I – Institutional Effectiveness, Section II - Educational Master Plan, Section III – Student Services Plan, Section IV - Institutional Technology Plan, Section V - Facilities Master Plan, Section VI - Human Resource Plan and Professional Development Plan). The budget requests from the various IPRs and NIPRs are forwarded to the administrators in Academic Services, Student Services, and Administrative Services. All budget requests will be submitted on the Budget Prioritization Sheet developed by the Budget Committee. Each area, Academic Services, Student Services, and Administrative Services will use a shared governance approach to prioritizing their budget requests. Each area will then send the requested amount of budget requests to the Budget Committee for final prioritization by that committee.

The schedule of program reviews is provided in the Instructional and Non-instructional Program Review Handbooks. Career technical education instructional programs are reviewed every two years and academic instructional and non-instructional programs are reviewed every four years. There are also yearly updates for academic and career technical education that follow the same process when needed for changes in curriculum or budgeting. Area administrators will remind program managers when their program review is due. Academic Senate reminds faculty yearly of due dates for instructional program reviews.

The Chief Instructional Officer will monitor the program review process. The Governing Board will accept each IPR and NIPR.

- The Office of the President is responsible for housing all the current institutional planning documents and for assuring completion of program reviews as scheduled.

- Copies of institutional planning documents and program reviews are placed on the college website.

Regarding the development of the budget, the Comprehensive Institutional Master Plan will be used as the foundation and frame upon, and within which, the Budget is built. All budgets (requests for funding) shall be developed through the budget development process as integrated into the program review process. The same budget request forms and resource allocation process will be utilized for all funding sources.

Budget principles, as presented in Appendix C, are stated in each District Budget document. The following guidelines additionally apply to the development of the Budget:

a. One-time revenues will be allocated to one-time expenditures; on-going expenditures shall be covered from on-going revenues.

b. Year-end balances are not budgeted for ongoing expenses.

c. Funds are budgeted where they are expected to be spent so as to minimize transfers and protect budget integrity.

d. Contractual obligations and fixed costs are budgeted first.

e. New positions must be fully funded: salaries, benefits, and support expenses.

EVALUATION OF THE PLANNING AND BUDGET DEVELOPMENT PROCESS

The Planning and Budget Development Process is evaluated annually in conjunction with the Governance Process in late April through May. Adoption of the evaluation timeline and any changes to the evaluation instruments is the responsibility of Consultation Council. The evaluation process consists of distribution of evaluation instruments to each of three components:

1. Planning Committee Self-Evaluation Surveys
- Educational Master Planning
- Consultation Council
- Human Resource Planning
- Institutional Effectiveness Planning
- Institutional Technology Planning
- Student Services Planning
- Facilities Planning

2. Constituent Group Evaluation Surveys
- Management/Confidential
- Associated Student Body
- Classified
- Administration
- Academic Senate

3. Individual Surveys

The survey results are compiled and presented to Consultation Council by the Director of Institutional Effectiveness and Research for discussion and acceptance of recommendations for inclusion in the next year's handbook. A subcommittee of the Academic Senate including appointees from Consultation Council meets in September to revise and update the *Institutional Planning and Budget Development Handbook* based upon the accepted recommendations. The Academic Senate acts on the subcommittee recommendations by October and forwards the approved handbook to Consultation Council as an information item.

Lassen Community College District Strategic Plan

Recommendation for revisions by Consultation Council – July 25, 2022
Approved by Board of Trustees – August 9, 2022

Vision

- Lassen College will be a highly efficient self-sustaining rural community college, a catalyst for the region's image, economy, and human capital, and an example of a "we can" culture" of collective impact by being:
  - The academic leader by ensuring quality instruction and encouraging student success
  - The educational leader by expanding outreach and student access with an equity mindset
  - The trusted steward by providing capable leadership and accountability
  - The economic and workforce development leader for the community
  - The cultural leader in the community
  - The civic and social leader in the community

Mission

Lassen Community College provides educational 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 diverse students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.

Strategic Goals

1. **Institutional Effectiveness:** Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support an inclusive learning environment, while ensuring responsible stewardship of public trust and resources.

2. **Learning Opportunities:** Provide an array of rigorous academic programs delivered via a variety of modalities that promote student equity and learning while meeting the needs of the local and global community.

3. **Resource Management:** Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.

4. **Student Success:** Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student 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 Values:

Student Success:
- Students reaching their goals
- Students being prepared for transfer to four-year institutions
- Students being prepared for employment
- Doing what is best for students
- Learning as a priority over teaching
- Student needs; they are paramount in the learning process
- Recognizing and minimizing barriers to student success

Educational Excellence:
- Equitable student learning as the focal point of every experience
- High quality educational delivery
- Highly qualified instructors
- High quality technology and materials
- Well-equipped classrooms

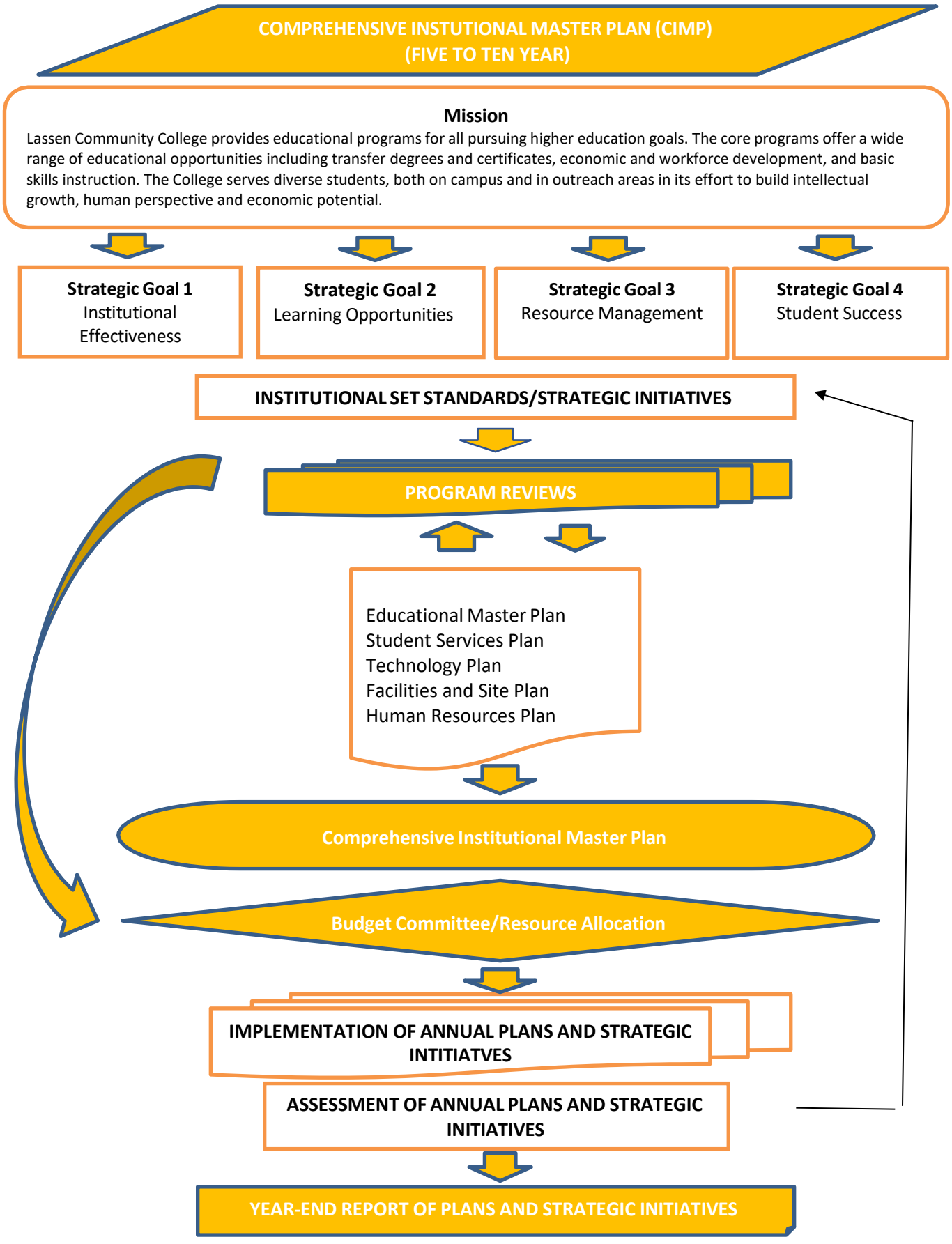
Honesty/Integrity:
- Trust in relationships
- Dependability
- Transparency
- Collaboration
- Sustainability
- Accountability

Dignity & Respect:
- Open forum for exchange of ideas
- Civility
- Collegiality
- Diversity & Equity
- Active listening and communication

Institutional Student Learning Outcomes

1. **Communication** - Ability to listen and read with comprehension and the ability to write and speak effectively
2. **Critical Thinking -** Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
3. **Life Long Learning -** Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems
4. **Personal/Interpersonal Responsibility -** Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures

LCC
LASSEN COMMUNITY COLLEGE


COMPREHENSIVE INSTUTIONAL MASTER PLAN (CIMP)
(FIVE TO TEN YEAR)
Mission
Lassen Community College provides educational 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 diverse students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.
Strategic Goal 1
Institutional Effectiveness
Strategic Goal 2
Learning Opportunities
Strategic Goal 3
Resource Management
Strategic Goal 4
Student Success
INSTITUTIONAL SET STANDARDS/STRATEGIC INITIATIVES
PROGRAM REVIEWS
Educational Master Plan
Student Services Plan
Technology Plan
Facilities and Site Plan
Human Resources Plan
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Budget Committee/Resource Allocation
IMPLEMENTATION OF ANNUAL PLANS AND STRATEGIC INTITIATVES
ASSESSMENT OF ANNUAL PLANS AND STRATEGIC INITIATIVES
YEAR-END REPORT OF PLANS AND STRATEGIC INITIATIVES

PLANNING AND BUDGETING ANNUAL TIMELINE 2022-2023

	Cabinet	Board of Trustees	Academic Senate	Consultation Council	Office of Institutional Effectiveness (OIE)	Planning Committees	Budget Committee
June 2022	The President will submit the tentative budget (2022-2023) to the Governing Board for adoption. Cabinet Planning Retreat (review year-end report on Strategic Initiatives for 2021-2022, Strategic Initiative and planning goals decided for 2023-2024 budget) – forward to July Governing Board's Planning Retreat. Working with Cabinet, the President will finalize the ranked list into the Institutional Budget 2022-2023 Priority List for the Comprehensive Institutional Master Plan presenting it to at the Governing Board's Planning Retreat in July.	Board of Trustees adopts Tentative Budget for 2022-2023 fiscal year			Compile data for July Board Planning Retreat (progress on Key Performance Indicators and Annual Fact Book) Compile all IPR/NIPR data for fall 2022		
July 2022	Chancellor's Office notifies districts as to funding for 2022-2023 fiscal year (discussions take place in Cabinet)	Governing Board Planning Retreat (discuss and accept progress on Key Performance Indicators, Annual Fact Book, Year End Resource Allocation Report and other compiled and analyzed data) Strategic Initiative(s), set forth by June Cabinet retreat for fiscal year 2022-2023, accepted by Board		Presentation of Annual Fact Book and Annual Report by OIE President will report back to Consultation Council what items from the recommended Prioritized List will be funded in the 2022-2023 Budget.	Annual Fact Book and Annual Report posted on webpage Complete all IPR/NIPR data for fall 2022		

	Cabinet	Board of Trustees	Academic Senate	Consultation Council	Office of Institutional Effectiveness (OIE)	Planning Committees	Budget Committee
Aug. 2022	CIO in conjunction with Academic Senate President notifies IPR authors to begin the cycle Deans notify vocational IPR areas to prepare advisory committee list to be forwarded to the Board in September IPR and NIPR presentations to faculty and staff	Acceptance of Strategic Plan	Academic Senate President in conjunction with the CIO notifies IPR authors to begin the IPR cycle Academic Senate appoints faculty members to the mentors list if not done in previous May IPR presentation to faculty with CIO Advisory Committee members sent to V.P. of Academic Services and forwarded to Board		OIE notifies all authors of NIPR/Distribute NIPR schedule NIPR presentation to staff	All planning committees meet to elect chairs for 2022-2023. A meeting with all chairs of the planning committees (Facilities, Human Resources, Institutional Technology, Student Services, Educational & Institutional Effectiveness and Research) meet to discuss strategic initiatives for the next planning cycle.	Develop and finalize Budget Criteria Screening Tool based off of Strategic Initiatives for the 2023-2024 budget year and send to Consultation Council and Academic Senate.
Sept. 2022	Review and accept year-end status report of 2021-2022 Budget Prioritization Report and 2021-2022 Strategic Initiatives Outcomes to Consultation Council	Adopt Final Budget Accept Advisory Committee Members	Adoption of revised Institutional Planning and Budget Development Handbook Initial meeting of the IPR Team and Senate Mentor The IPR Team conducts the curriculum review, submitting review and revision documents to the Curriculum/Academic Standards Committee for approval Advisory Committees meet. Review Budget Committee Screening Tool	1st meeting of September - adopt Budget Criteria Screening Tool developed by the Budget Committee Review and accept year-end status report of 2021-2022 Budget Prioritization Report and 2021-2022 Strategic Initiatives Outcomes.	1st week, IPR data sent out Presentation to Consultation Council of revised Institutional Planning and Budget Development Handbook for Adoption. Student evaluation #2 for IPRs administered and compiled by the Office of Institutional Effectiveness	Educational Master Planning committee meets to develop Long-Range Plan 2023-2028. Needs to be completed by end of September and forwarded to Consultation Council. Planning Committee Chairs meet to assess and improve previous Long-Range Plans. Monthly meeting of chairs from Facilities, Human Resources, Institutional Technology, Student Services, Educational & Institutional Effectiveness and Research	Review Institutional Planning and Budget Development Handbook adopted by Consultation Council. Review and accept year-end status report of 2021-2022 Budget Prioritization Report and 2021-2022 Strategic Initiatives Outcomes Review 2022-2023 Final Budget adopted by Board. Immediately following the adoption by Consultation Council, the Budget Criteria Screening Tool is disseminated to campus.
Oct. 2022			The IPR Team continues curriculum review, submitting review and revision documents to the Curriculum/Academic	EMP submitted to Consultation Council for acceptance.	1st week, NIPR data sent out Post on the website the year-end status report of 2021-2022 Budget Prioritization Report	EMP submits 2023-2028 plan to Consultation Council and all planning committee chairs. For the development of the other plans.	Budget Committee notifies campus on budgetary items that need to be brought forward that are not

	Cabinet	Board of Trustees	Academic Senate	Consultation Council	Office of Institutional Effectiveness (OIE)	Planning Committees	Budget Committee
			Standards Committee for approval	Adoption of revised Institutional Planning and Budget Development Handbook and send to Budget Committee	and 2021-2022 Strategic Initiatives Outcomes	Monthly meeting of chairs from Facilities, Human Resources, Institutional Technology, Student Services, Educational & Institutional Effectiveness and Research	located in an in-progress IPR or NIPR
Nov. 2022	V.P.'s initiate the prioritization of budget requests, in their area, on the spreadsheet based on the adopted Budget Committee prioritization criteria. Due to Budget Committee in January.		The IPR teams submits the completed IPR documents to Academic Senate and the Academic Dean			Institutional Effectiveness, Student Services, Facilities, Institutional Technology and Human Resources Long Range Plans are initiated to be completed in support of the EMP. Each plan is due to Consultation Council by the first meeting in February. ALL NIPRs due for February Board Meeting – sent to Consultation Council 2nd meeting in January Monthly meeting of chairs from Facilities, Human Resources, Institutional Technology, Student Services, Educational & Institutional Effectiveness and Research	
Dec. 2022	All NIPRs approved by Cabinet during month of December and forward them on to Consultation Council in January		Academic Senate takes action to accept the IPRs and with the Academic Dean		December 1, NIPR teams submit completed NIPRs to OIE.	Monthly meeting of chairs from Facilities, Human Resources, Institutional Technology, Student Services, Educational & Institutional Effectiveness and Research	
Jan. 2023	The CBO monitors current year operations and evaluates the status of the following academic year's budget by comparing the projected revenues against the projected expenditures. The CBO will advise Cabinet of			IPRs and NIPRs presented and adopted by Consultation Council Budget Committee may conduct Listening Forums for campus/area input.		Monthly meeting of chairs from Facilities, Human Resources, Institutional Technology, Student Services, Educational & Institutional Effectiveness and Research	Budget committee communicate how many items each V.P., President and Board needs to bring forth to the Budget Committee by March 1st.

	Cabinet	Board of Trustees	Academic Senate	Consultation Council	Office of Institutional Effectiveness (OIE)	Planning Committees	Budget Committee
	any projected budget shortfalls potentially impacting staffing levels. Governor's Proposed Budget for next fiscal year released						
Feb. 2023	V.P.'s , President and Board needs to bring forth to Budget Committee their allotted priority items and send to Budget Committee by March 1st.	IPRs and NIPRs presented and accepted by Governing Board		Institutional Effectiveness, Student Services, Facilities, Institutional Technology and Human Resources Long Range Plans are initiated to be completed in support of the EMP. Each plan is due to Consultation Council by the first meeting in February.	Environmental Scan Data is compiled	Monthly meeting of chairs from Facilities, Human Resources, Institutional Technology, Student Services, Educational & Institutional Effectiveness and Research	Analysis of impact of Governor's 2023-2024 Proposed Budget on LCC.
Mar 2023					The Comprehensive Institutional Master Plan is compiled in March and sent to Consultation Council for their 1st meeting in April	Monthly meeting of chairs from Facilities, Human Resources, Institutional Technology, Student Services, Educational & Institutional Effectiveness and Research	By March 1st the prioritization of Resource Allocation Requests will be forwarded by V.P.s and President to the Budget Committee. Budget Committee completes their prioritization process of resource allocation requests of 2023-2024
April 2023	Recipients of the previous year's budget prioritization process begin Resource Allocation Year-End Status Report			1st meeting in April - Consultation Council adopts the Comprehensive Institutional Master Plan	The Comprehensive Institutional Master Plan is compiled by April 1st and sent to Consultation Council for their 1st meeting in April Planning process evaluations sent out 1st week of April	Monthly meeting of chairs from Facilities, Human Resources, Institutional Technology, Student Services, Educational & Institutional Effectiveness and Research	Budget Committee completes their prioritization process of resource allocation requests of 2023-2024 and forward final list to Consultation Council by May 1st Budget Committee sends out a Resource Allocation Year-End Status Report to all recipients of money from the previous year's budget prioritization process

	Cabinet	Board of Trustees	Academic Senate	Consultation Council	Office of Institutional Effectiveness (OIE)	Planning Committees	Budget Committee
May 2023	The CBO will draft the tentative budget for institutional review to include 50% Law Analysis and GANN Appropriations Limit Recipients of the previous year's budget prioritization process need to submit a Resource Allocation Year-End Status Report Strategic Initiatives Outcomes are reviewed (V.P.'s and President) VP's notify IPR authors for following year cycle (CIO reminds fall CTE-IPR faculty to visit Advisory Committee membership to be submitted beginning fall semester)	The Comprehensive Institutional Master Plan to Board	Academic Senate appoints IPR Mentors	Annual Evaluation of the planning and governance process conducted by Consultation Council Consultation Council will accept and forward the recommended prioritized list from the Budget Committee to the President for consideration and publish the list in the minutes	Annual Report on NIPR SLO/AUO Assessment Results released Student evaluation #1 for 2022-2023 IPRs administered and compiled by the Office of Institutional Effectiveness OIE notifies all authors of NIPR/Distribute NIPR schedule	Monthly meeting of chairs from Facilities, Human Resources, Institutional Technology, Student Services, Educational & Institutional Effectiveness and Research	
June 2023	The President will submit the tentative budget (2023-2024) to the Governing Board for adoption. Cabinet Planning Retreat (review year-end report on Strategic Initiatives for 2022-2023, Strategic Initiative and planning goals decided for 2023-2024 budget) – forward to July Governing Board's Planning Retreat. Working with Cabinet, the President will finalize the ranked list into the Institutional Budget 2022-2023 Priority List for the	Board of Trustees adopts Tentative Budget for 2023-2024 fiscal year			Compile data for July Board Planning Retreat (progress on Key Performance Indicators and Annual Fact Book) Compile all IPR/NIPR data for fall 2023		

	Cabinet	Board of Trustees	Academic Senate	Consultation Council	Office of Institutional Effectiveness (OIE)	Planning Committees	Budget Committee
	Comprehensive Institutional Master Plan presenting it to at the Governing Board's Planning Retreat in July.						

Appendix A: PRINCIPLES FOR SOUND FISCAL MANAGEMENT

Title 5. Education
Division 6. California Community Colleges Chapter 9. Fiscal Support
Subchapter 4. Budgets And Reports Section 58311

In any organization certain principles, when present and followed, promote an environment for growth, productivity, self-actualization, and progress. The following principles shall serve as the foundation for sound fiscal management in community college districts:

1. Each district shall be responsible for the ongoing fiscal stability of the district through the responsible stewardship of available resources.

2. Each district will adequately safeguard and manage district assets to ensure the ongoing effective operations of the district. Management will maintain adequate cash reserves, implement and maintain effective internal controls, determine sources of revenues prior to making short-term and long-term commitments, and establish a plan for the repair and replacement of equipment and facilities.

3. District personnel practices will be consistent with legal requirements, make the most effective use of available human resources, and ensure that staffing costs do not exceed estimates of available financial resources.

4. Each district will adopt policies to ensure that all auxiliary activities that have a fiscal impact on the district comport with the educational objectives of the institution and comply with sound accounting and budgeting principles, public disclosures, and annual independent audit requirements.

5. Each district's organizational structure will incorporate a clear delineation of fiscal responsibilities and establish staff accountability.

6. Appropriate district administrators will keep the governing board current on the fiscal condition of the district as an integral part of the policy- and decision-making processes.

7. Each district will effectively develop and communicate fiscal policies, objectives, procedures, and constraints to the governing board, staff, and students.

8. Each district will have an adequate management information system that provides timely, accurate, and reliable fiscal information to appropriate staff for planning, decision- making, and budgetary control.

9. Each district will adhere to appropriate fiscal policies and procedures and have adequate controls to ensure that established fiscal objectives are met.

10. District management will have a process to evaluate significant changes in the fiscal environment and make necessary, timely, financial and educational adjustments.

11. District financial planning will include both short-term and long-term goals and objectives, and broad-based-input, and will be coordinated with the district educational planning.

12. Each district's capital outlay budget will be consistent with its five-year plan and reflect regional planning and needs assessments. To the extent that the foregoing principles repeat or paraphrase mandates already in existence, these underlying mandates shall continue to be legally binding. Otherwise these principles, by themselves, shall be applied to the extent that existing state and district funding is available.

Appendix B: LCC 2022-2023 BUDGET PRINCIPLES, PRIORITIES, AND CRITERIA

BUDGETING PRINCIPLES:

- Transparency
- Broad participation
- Balanced
- Conservative
- Complete/comprehensive (including long term obligations)

BUDGET GUIDELINES AND PRIORITIES:

- Align with College's Strategic Plan (Vision/Mission/Values/Strategic Goals)
- Achieve Strategic Goals – ensuring student success, expanding services and access (growth).
- Transfer resources from indirect (internal) services to prioritize services that directly support student success and program growth.
- Mitigate future risk and avoid future cost increases by finding external (outsourced) solutions for high-risk administrative services.
- Align categorical/restricted programs with Strategic Goals; to the degree possible and allowable, use those funds to support on-going District expenditures even if on a one-time basis. Make maximum use of pro-offered "flexibility with Categorical funds."
- Recommend level of reserves equal to 15% [approximately two (2) months of operations] – Board Policy 6200 - Budget Preparation.
- To accommodate cash flow shortfalls, implement a disciplined spending plan tied to cash-flow projections with centralized spending control.
- Use inter-fund borrowing in preference to external borrowing, due to added costs and potential conflicts between scheduling of repayment and deferred apportionment.

2022-2023 BUDGET PRIORITIZATION CRITERIA

1. **Statutory Mandates and Fixed Costs** – Items we have no control over and which are necessary for the daily operation of the college: salary step increases, benefit increases (STRS, PERS, health, workers comp, etc.), contract agreements, utility increases, software/lease agreement increases.
2. **Regulatory Mandates** – Items that are required by another body, including legislature or Chancellor's Office. These should be brought forward in a program review or addendum since advanced notice is generally given. Evidence of the mandate must be provided.
3. **Health and Safety** – Items determined by administrators to be immediate risks to health and safety will be handled immediately with existing funds and will not go through the budget process. Items addressing health and safety risks as identified in program reviews and/or by Safety Committee will be initially prioritized by Facilities Master Plan and Safety Committees.
4. **Implementation of Strategic Goals** – Items may range from maintenance of existing facilities and programs to program growth, with an emphasis on items supporting or enhancing student learning and success and on items originating in the program review process.

Appendix C: Glossary of Terms

Abatement: The return of part or all of an item of income or expenditure to its source.

Accounting System: (1) The special field concerned with the design and implementation of procedures for the accumulation and reporting of financial data. (2) The total structure of records and procedures, which discover, record, classify, and report information on the financial operations of an agency through its funds, balanced account groups, and organizational components.

Administrative Unit Outcomes (AUOs): Similar to SLOs, administrative outcomes determine what the expected outcomes are for offices and departments that provide services and administrative support rather than instruction.

Annual Appropriation Limit (Gann Limit)

Apportionment: Allocation of state or federal aid, district taxes, or other moneys to community college districts or other governmental units.

Appropriation for contingencies: (formerly termed Undistributed Reserve) That portion of current fiscal year's budget not appropriated for any specific purpose and held subject to intrabudget transfer, i.e., transfer to other specific appropriations as needed during the fiscal year. (becomes the "ending balance" at June 30, and the "beginning balance" at July 1.

Budget: A plan of financial operation for a given period for specified purposes consisting of an estimate of income and expenditures.

Budget document: The instrument used by the budget-making authority to present a comprehensive financial program (for California Community Colleges, this Form CCFS-311). Included is a balanced statement of revenues and expenditures (both actual and budgeted), as well as other exhibits.

Capital Outlay: The acquisition of fixed assets or additions to fixed asset, including land or existing buildings, improvements of grounds, construction of buildings, additions to buildings, remodeling of buildings, or equipment.

Charts of Accounts: A systematic list of accounts applicable to a specific entity.

Community Services: Educational, cultural, and recreational services, which an educational institution may provide for its community in addition to regularly scheduled classes. Community college districts receive no direct State apportionment for community services.

Contract Services: Services rendered by personnel who are not on the payroll of the college system, including all related expenses covered by the contract.

Current Expenses of Education (CEE): EC 84362, CRR 59200 et seq. The current General Fund operating expenditures of a community college district excluding expenditures for food services, community services, object classifications 6000 (except Equipment Replacement) and 7000, and other costs specified in laws and regulations.

Current Liabilities: Amount due and payable for goods and services received prior to the end of the fiscal year. Current liabilities are paid within a relatively short period of time, usually within a year.

Deferred Income: Revenue received prior to being earned such as bonds sold at a premium, advances received on federal or State program grants, or registration fees received for a subsequent period.

Deficit: Excess of liabilities over assets.

Direct Expenses or Costs: Expenses that can be separately identified and charged as a party of the cost of an activity, department, services, or a product.

Employee Benefits: Amounts paid by an employer on behalf of employees. These amounts are not included in the gross salary, but are over and above. While not paid directly to employees, they are nevertheless part of the cost of salaries and benefits. Examples are (1) group health or life insurance payments; (2) contribution to employee retirement; (3) district share of O.A.S.D.I. (Social Security) taxes; (4) worker's compensation payments.

Encumbrances: Obligations in the form of purchase orders, contracts, salaries, and other commitments for which part of an appropriation is reserved.

Entitlement: An amount of money to which an entity has a right as determined by the granting or awarding party.

Expenses of Education: This includes all General Fund expenditures, restricted and unrestricted, for all objects of expenditure 1000 through 5000 and all expenditures of activity from 0100 to 6700.

Expenses: Expenditures made or liabilities incurred for goods and services used in the current year.

Fiscal Year: For governmental entities in the State of California, the period beginning July 1 and ending June 30. Otherwise, it is usually a period of one year which can by agreement begin at any time and end one year later.

Fixed Assets: Assets of permanent character having continuing value such as land, buildings, machinery, furniture, and equipment.

Fixed Costs: Those costs, that remain relatively constant regardless of enrollment or volume of business. Examples include interest, insurance, and contributions to retirement systems.

Full-time Equivalent (FTE) Employees: Ratio of the hours worked based upon the standard work hours of one full-time employee. For example, classified employees may have a standard work-load of 40 hours per week, if several classified employees worked 380 hours in one week, the FTE conversion would be 380/40 or 9.5 FTE.

Full-time Equivalent Students (FTES): An FTES represents 525 class (contact) hours of student instruction/activity in credit and noncredit courses. Full-time equivalent student (FTES)

is one of the workload measures used in computation of state support for California Community Colleges (see form CCF-320, "Apportionment Attendance Report").

Fund: An independent fiscal and accounting entity with a self-balancing set of accounts for recording cash and other financial resources, together with all related liabilities and residual equities or balances, and changes therein.

Fund Balance: The fund equity of governmental funds and Trust Funds; the difference between assets and liabilities within a fund.

General Fund: The fund used to account for the ordinary operations of the district. It is available for any legally authorized purpose not specified for payment by other funds.

Indirect Cost: Elements of cost necessary in the operation of the Local Educational Agency (LEA) or in the performance of a service that are of such nature that the amount applicable to each accounting unit cannot be determined readily and accurately or for which the cost of such a determination exceeds the benefit of the determination.

Instructional Aide: A person employed to assist classroom instructors and other certificated personnel in the performance of their duties; in the supervision of students; and in instructional tasks which, in the judgment of the certificated personnel to whom the instructional aide is assigned, may be performed by a person not licensed as a classroom instructor (EC 88243)

Liabilities: Debt or other legal obligations (exclusive of encumbrances) arising out of transactions in the past, which must be liquidated, renewed, or refunded at some future date.

Long-term Debt: A loan that extends for more than one year from the beginning of the fiscal year.

Non-Instructional Program Review (NIPR): A program review completed by areas that do not have instructional responsibilities. In cases where a program provides instruction as well as support or services, an IPR will be completed.

Prepaid Expenses: Goods or services for which payment has been made, but for which benefits have not been realized as of a certain date; e.g., prepaid rent, prepaid interest, and premiums or unexpired insurance. Benefits and corresponding charges to expenses will be borne in future accounting periods.

Program Accounting: A system of accounting in which records are maintained to accumulate income and expenditure data by program rather than by organization or by fund.

Restricted Accounts: Cash and/or other assets, which are limited as to use or disposition by their source. Their identity is therefore maintained and their expenditure or use is also recorded separately.

Sales and Use Tax: A tax imposed upon the sale of goods and services. The use tax is paid in lieu of sales tax on goods purchased outside the state, but intended for use in the state.

Self-Insurance Fund: An Internal Service Fund designed to account for income and expenditures of self-insurance programs.

Student Learning Outcomes (SLOs): The expected knowledge, skills or attitudes students will have after completing a course, program, or leaving the institution after accomplishing an academic goal.

Appendix D: LCC Evaluation Survey – Planning Committees

Lassen College Planning, Budgeting and Governance Process Review
Planning Committee Survey

Committee Name:

Date:

Members Present:

Members Absent:

Planning Section
When answering these questions consider the "planning process" the process used to create the Comprehensive Institutional Master Plan; including but not limited to the work of planning committees (Academic Planning, Student Services Planning, Institutional Effectiveness Planning, Institutional Technology Planning, Facility Planning, Human Resource Planning etc.) as well as the recommendations from IPR and NIPRs and analysis of student learning and administrative unit outcome results.

Describe the committee's major accomplishment during this year.

1. Please share your recommendations to improve committee efficiency and effectiveness?

2. Please describe any additional resources (e.g., human, research data, additional information) the committee needs to perform its assigned tasks?

Governance Section

Indicate the extent to which you agree or disagree with statements related to your service on the committee overall (Strongly Agree to Strongly Disagree)

- The committee mandate and charge are clearly understood by committee members
- Meeting agendas were available to members at the start of each committee meeting
- Draft minutes of prior meetings were available to members at the start of each committee meeting for approval
- The length of the meetings was adequate to perform the work of the committee
- Meetings were held at the regularly scheduled time
- The committee started on time (within 5 minutes of expected start time).
- The committee ended on time (within 5 minutes of expected end time).
- The chair (co-chair) operated the committee effectively
- Members contribute ideas freely
- All ideas are treated with respect, whether others agree with them
- There are sufficient opportunities to provide input into committee recommendations

Please rate the following aspects of the committee's work (Very Good to Very Poor)

- Quality of communication within the committee
- Quality of information flow from the committee to constituency groups
- Quality of information flow from constituency groups to the committee
- Quality of communication by the committee with the campus community as a whole
- Access to information needed for discussion
- Appropriateness of meeting dates and times
- Effectiveness of meeting location
- Access to other resources needed for the committee to work effectively

Appendix E: LCC Evaluation Survey – Constituent Groups

Lassen College Planning, Budgeting and Governance Process Review

Constituent Group Survey

Committee Name:

Date:

Members Present:

Members Absent:

Planning Section

1. Describe major planning accomplishments at Lassen College during this past year.
2. Please share your recommendations to improve the effectiveness of planning at Lassen College.
3. Please describe any additional resources (e.g., human, research data, additional information) that planning committees need to perform their assigned tasks?

Governance Section

1. Describe the positive aspects of the Participatory Governance and Collegial Consultation process at Lassen College.

2. Do you have any suggestions or comments to improve the function of the Shared Governance and Collegial Consultation Process?

3. Do you have any suggestions for modifying, adding, or deleting any components of the governance and/or organizational structures at Lassen College?

Appendix F: LCC Evaluation Survey – Individuals

Lassen College Planning, Budgeting, and Governance Process Review

Individual Survey

Constituent group identification: (faculty, classified admin, mgmt., student) How long employed by the college: (0-2 year, 2-5 years, 6+ years)

Please answer all questions using the 1 to 4 scale with 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree

The planning process at Lassen College works and produces appropriate institutional plans.

I receive information about institutional planning through a variety of ways (by receiving committee minutes, through committee membership, through my group's representatives on various committees, through open forums).

I know who to ask and where to go for additional information about budgeting, planning, and governance.

The institution plans in the correct areas.

The process I follow to have my ideas heard (through open forums, through representatives, etc) is effective.

The Comprehensive Institutional Master Plan is the appropriate vehicle for institutional planning.

The institutional planning process is appropriately tied to the budget development process

Suggestions for improving the planning and/or governance processes at Lassen Community College:

LASSEN COMMUNITY COLLEGE

INSTITUTIONAL TECHNOLOGY MASTER PLAN

2023-2028

1. Institutional Technology Master Plan

I. INTRODUCTION

Lassen Community College uses technology to achieve institutional goals for student success and provide a modern telecommunication infrastructure for college staff. The college maintains a full spectrum of technology infrastructure and services, including domain servers, switched fiber network, e-mail Office365 Exchange Hybrid solution, Voice Over IP telephone system including voice mail, fully-equipped desktops/laptops for all full-time employees as well as student labs, configurable anti-virus and anti-spam services, and public Web pages. An integrated administrative software suite, Ellucian Colleague, provides functionality in HR, Finance, and Student applications, and includes a Web self-service interface (Student Self-Service). The implementation of Hyland's ImageNow document imaging platform has been completed in Financial Aid, Counseling, Admissions & Records, and Human Resources being the first departments. Canvas is the adopted Learning Management System (LMS) platform and is remotely hosted by Instructure. Classrooms have previously been upgraded with technology such as short-throw projectors and docking stations however, all classrooms are in need of technology upgrades. Two classrooms (CA113 & HU204) have been setup as distance learning classrooms that will be able to be used with other schools in Lassen County to allow students at those sites to attend classes at Lassen College.

In 2015-16 LCC implemented the first year of the Technology Replacement Plan for desktop/laptop computers, servers and network switches. This plan calls for spending $120,000 annually ($70,000 funded) on desktop/laptop computers, servers, and network equipment with the goal of replacing all computers and servers every 5 years and switches when needed.

In 2020-21 the Information Technology (IT) Department consists of four staff: Director of Information Technology and three Information Technology Specialists supporting servers, network, end user devices (phones, fax, desktops, laptops, and printers). Some technology support functions are contracted externally e.g., Ellucian customizations.

The college-wide Institutional Technology Committee, comprised of members from each constituent group, is charged with the responsibility of addressing institutional technology needs. The Committee develops the Institutional Technology Master Plan and meets to discuss and make recommendations regarding present and future technology needs. Operational technology decisions are also based on IT Department advice and deliberations. The IT Department is subject to the Non-Instructional Program Review (NIPR) cycle, with the last full review in Spring 2021.

The plan focuses on the alignment of institutional technology with curricular needs as outlined in the Educational Master Plan, the ongoing assessment of current technological requirements, oversight and direction of Ellucian Colleague web resources, periodic review of the Lassen Community College website in an effort to ensure that student needs are being met, and prioritization of technology initiatives with emphasis given to meeting students' needs in the classroom and to attracting new students.

II. INSTITUTIONAL TECHNOLOGY PLANNING COMMITTEE

The following individuals served as members of the 2022-2023 Institutional Technology Planning Committee:

- Carie Camacho- (Administration) - Interim Superintendent/President
- David Corley- (Administration) - CBO/DIT
- Julie Johnston (Management) – Public Relations Officer
- Melissa Hill (Management)- HR Generalist
- Jackson Ng (Faculty) – Mathematics
- Sharlene Murphy (Faculty) – Academic Resource Center
- Logan Merchant (Classified) – Information Technology
- Trent Lewis (Classified)- Information Technology
- Nicole Kelley (Management) – Director of Resource
- James Kleckner- (Faculty) Art Instructor
- Thomas Kareck- (Faculty) Psychology Instructor
- Laura Rotlisberger- (Faculty) English Instructor
- <vacant> – Associated Student Body (ASB)

III. 2023-2028 INSTITUTIONAL TECHNOLOGY ENCOMPASSING ELEMENTS

The Institutional Technology Master Plan articulates a pathway of support for the technological needs of the college through five all- encompassing elements: Professional Development, Capacity Building, Program Development, Outreach Implementation, and Capital Development. This pathway coincides with college planning in regards to technological needs and implements the college mission statement, identifies recommendations made through instructional program reviews, and utilizes strategic goals approved by the Governing Board.

Element I – Professional Development

As technology evolves, it is crucial for staff and faculty to develop their knowledge in order to provide the best support and education possible for students. Therefore, training in the available and emerging technology is vital to all personnel. Insurance is requiring regular training for all employees on cybersecurity in the workplace. IT needs training to stay current with technology.

Element II – Capacity Building

Today's educational environment requires colleges to deliver curriculum in alternative and innovative ways. As a result, the college recognizes the need for relevant technology. Throughout the next five years, the college will build this capacity in instructional technology and administrative support. This will allow us to most appropriately address the rapidly emerging changes to both instructional delivery and student services.

Element III – Program Development

Institutional technology will grow and evolve as instructional and non-instructional programs require it, providing the infrastructure, support and training required by the other programs.

Element IV – Outreach Implementation

Institutional technology will increase the outreach opportunities of the college over the next five years through its implementation and support of the college's online presence, including web services, social media, Regroup, online classes, online registration, and a portal platform. This new technology will allow the college to support students both inside and beyond its geographic region. CCC MyPath has been implemented and is being used in our Application process for prospective students in an effort to provide them useful information at the time they complete their LCC Application.

Element V – Capital Development

The college will review and expand the available wireless network system on campus, enabling access for students and staff to the college resources and Internet resources. The campus safety and security infrastructure needs improvements in a few areas. All network equipment on campus needs to have an Uninterruptable Power Supply (UPS) supporting the power needs of network equipment allowing for at least 1 hour of equipment up time in the event of a power failure. This will allow for all phones to work during that time. Additional security cameras are needed on campus to monitor main corridors and walk ways. Additional network IP clocks need to be installed in all classrooms and other appropriate areas to aid with emergency announcements. There is a need to upgrade some classrooms on campus that will allow for a hyflex type of instruction delivery. These classrooms will need additional technology such as Owls and speakers to allow for more collaboration and increased participation for zoom meetings. The security of the IT network and infrastructure needs to be improved and one way will be to implement multifactor authentication for employees accessing network resources.

Projects completed since 2021:

Source	Strategic Goal	Line Item	Planning Agenda Item(s)	Implementation Time frame	Estimated Cost	Expected Outcome	Unit Priority	Area Priority	Fund Source	Notes
ITMP	1,3		Information Technology Specialist III	2021-22	$107,000	Hire Information Technology Specialist III Position	1	1	General Fund	Done – SP22 (Trent)
ITMP	1,3		Information Technology Specialist III (reclassification)	2021-22	$8,500	Reclassify existing Information Technology Specialist II employee to a Information Technology Specialist III	2	2	General Fund	Done – SP22 (Jake – now hired as James))
ITMP	1,3		Information Technology Specialist III (reclassification)	2021-22	$8,500	Reclassify existing Information Technology Specialist II employee to a Information Technology Specialist III	3	3	General Fund	Done – SP22 (Logan)
A&R	2		Additional Scanners	2021-22	$1000	Increase Efficiency	5	2		There is a matching One Time Expense Fall 2024 should be reassessed after implementation of ConexEd as this may not be an issue. Reassess in F24

IEMP	1,3		Web Master Position	2021-22	$107,000	Hire one person dedicated to the web needs of the college	3	5	General Fund	Currently contracting out. Not needed but should be reassessed in the next IT NIPR
SSMP	2, 3, 4		Way Finding App (and Signage)	2021-22	$200,000	To appropriately support new and continuing students.	1	7		This is no longer needed as the App is out of date and no longer is viable.
Residence Hall	3		Installation of Video surveillance cameras on North, South exterior walls & entrance to campus	2021-22	$25,000	Improved safety and security	3	4		Began in SP23 – In-progress
2018 Natural Science/Mathematics IPR	3, 4	11	Add a second small copier for student use in the central area of the Math- Science building *printing kiosk options – David Corley & Karissa Morehouse	2021-22	$1500 (ongoing)	Avoid FERPA violations and provide backup printer in the Math-Science building. Note: This is more about establishing print-on-demand kiosks than it is	6	8		"Papercut" purchase planned for F23

2023-2028 LONG RANGE INFORMATION TECHNOLOGY MASTER PLAN

Strategic Initiatives:
1. Increase and retain enrollment
   a. Grow the nursing program
   b. Expand athletic programs
   c. Increase enrollment in current programs
   d. Explore other opportunities
2. Improve and expand student housing
3. Continue to meet accreditation standards.

Strategic Goals:
1. Institutional Effectiveness: Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support an inclusive learning environment, while ensuring responsible stewardship of public trust and resources.
2. Learning Opportunities: Provide an array of rigorous academic programs delivered via a variety of modalities that promote student equity and learning while meeting the needs of the local and global community.
3. Resource Management: Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.
4. Student Success: Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student 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.

ITMP Long Range Plan #1: Data Security

Goal 3 Objective 3.2, Strategic Initiative 1, 3

2023-2024
Strategy Description: Assess data security strengths and weaknesses.
Expected Outcome: Document LCC's data security strengths and weaknesses.
Responsible Party(s): IT Director, IT staff
Performance Measures Outcome: Begin assessment.

2024-2025
Strategy Description: Assess data security strengths and weaknesses.
Expected Outcome: Document LCC's data security strengths and weaknesses.
Responsible Party(s): IT Director, IT staff
Performance Measures Outcome: Completed assessment by the end of 2023-2024.

2025-2026
Strategy Description: Develop an IT data security plan, train IT staff, and purchase equipment, hardware and software to counter data security threats.
Expected Outcome: Fewer data security breaches, improved response to data security threats, and faster response when repairing data losses.
Responsible Party(s): IT Director, IT staff
Performance Measures Outcome: Completed IT data security plan, IT staff training, and equipment, hardware and software purchases.

2026-2027

Strategy Description: Train IT staff and purchase equipment, hardware, and software to counter data security threats.
Expected Outcome: Fewer data security breaches, improved response to data security threats, and faster response when repairing data losses.
Responsible Party(s): IT Director, IT staff
Performance Measures Outcome: Completed IT data security plan, IT staff training, and equipment, hardware and software purchases.

2027-2028

Strategy Description: Evaluate previous years' progress and assess current data security strengths and weaknesses.
Expected Outcome: Document LCC's progress toward mitigating data security threats and assess current data security strengths and weaknesses.
Responsible Party(s): IT Director, IT staff
Performance Measures Outcome: Updated IT data security plan.

ITMP Long Range Plan #2: Update Campus IT Hardware and Software

Goal 3 Objective 3.2, Strategic Initiative 1, 3

2023-2024

Strategy Description: Assess IT hardware and software needs.
Expected Outcome: Document LCC's IT hardware and software needs.
Responsible Party(s): IT Director, IT staff
Performance Measures Outcome: Begin assessment.

2024-2025

Strategy Description: Upgrade Colleague system.
Expected Outcome: Ability for LCC staff to use Colleague as the current system is out-of-date.
Responsible Party(s): IT Director
Performance Measures Outcome: New Colleague system in place.

2025-2026

Strategy Description: Upgrade VMware Host and update classroom technology
Expected Outcome: Ability for LCC staff to use the Cloud for document storage and working classroom technology.
Responsible Party(s): IT Director, IT staff
Performance Measures Outcome: Updated VMware Host system in place and 15% of classrooms with new working classroom technology.

2026-2027

Strategy Description: Upgrade UPS back-up batteries, begin replace rotation for instructor computers, update classroom technology.
Expected Outcome: Ability for LCC staff to use systems during power outages, and provide updated instructor computers.
Responsible Party(s): IT Director, IT staff
Performance Measures Outcome: Number of back-up batteries, 15% of instructor computers replaced, and 15% of classrooms with new working classroom technology. .

2027-2028

Strategy Description: Assess IT hardware and software needs, continue with previous IT projects.
Expected Outcome: Document LCC's IT hardware and software needs.
Responsible Party(s): IT Director, IT staff
Performance Measures Outcome: Completed assessment and continued replacement of both instructor computers and classroom technology.

ITMP Long Range Plan #3: Support Platforms for Student Learning and Success

Goal 1, 3 Objective 3.2, Strategic Initiative 1, 3, 5

2023-2024

Strategy Description: Assess campus platforms and services for relevance; begin CVC-OEI Teaching College status.
Expected Outcome: Document LCC's platforms and recommend changes; join CVC-OEI Teaching College Cohort.
Responsible Party(s): IT Director, IT staff
Performance Measures Outcome: Begin assessment.

2024-2025

Strategy Description: Support campus in replacing Starfish with ConexEd; become a CVC-OEI Teaching College.
Expected Outcome: LCC employees are able to use ConexEd for daily tasks; earn CVC-OEI Teaching College status

Responsible Party(s): IT Director, V.P of Student Services, V.P. of Instruction
Performance Measures Outcome: ConexEd is operational; CVC-OEI Teaching College status.

2025-2026

Strategy Description: Support campus in replacing Adobe PDFs with Dynamic Forms.
Expected Outcome: LCC staff employees are able to use Dynamic Forms.
Responsible Party(s): IT Director, V.P. of Student Services, V.P. of Instruction
Performance Measures Outcome: Dynamic Forms is operational.

2026-2027

Strategy Description: Support campus in replacing current website with new website.

Expected Outcome: New website that is both aesthetically pleasing and functions correctly.
Responsible Party(s): IT Director, IT staff
Performance Measures Outcome: New website is operational.

2027-2028

Strategy Description: Assess content on new website for accuracy and replace as needed.
Expected Outcome: Document LCC's website content.
Responsible Party(s): IT Director, IT staff, V.P. of Student Services, V.P. of Instruction
Performance Measures Outcome: Accurate content is displayed in the new website.

Chad M Lewis

From: David A Corley
Sent: Friday, December 8, 2023 9:02 AM
To: LCC Everyone; LCC Faculty - PT
Subject: SSO - PortalGuard Update

We are currently in process of migrating our portalguard instance to the cloud. For the next half an hour or so you may experience issues with your SSO authentication. But any issues should clear up shortly.

Thank you for your patience.

David Corley

Agenda Item Details

Meeting	Feb 14, 2023 - Regular Meeting of the Board of Trustees - 5:30 p.m.
Category	6. Administration
Subject	6.01 2021-2022 Comprehensive Annual Financial Report
Type	Action
Recommended Action	Recommend that the Board of Trustees approve the 2021-2022 Comprehensive Annual Financial Audit, as presented.

Background

Education Code Section 84040 requires that the governing board of the district provide an annual audit of all funds, books, and accounts of the district. The annual financial audit prepared by the District's external contract auditors, CWDL, and complies with the California Community Colleges Budget and Accounting Manual and California Education Code Section 84040.

The primary objectives of the financial audit are: to determine the District's accountability for revenues, the propriety of expenditures, the extent to which funds have been expended in accordance with prescribed federal and California laws and regulations; to determine whether the District's financial statements are presented fairly in accordance with generally accepted accounting principles; and to recommend appropriate actions in any areas where internal control or compliance with applicable federal and California laws and regulations could be improved.

Status and Analysis

The District's audit firm Cossolias, Wilson, Dominguez, Leavitt [CWDL] has presented the audit to the District's Audit Committee immediately preceding this meeting. Ben Leavitt of CWDL will now present the 2021-2022 Comprehensive Annual Financial Audit.

For Board Discussion

How does this action achieve the College's Mission, Vision and Values and Support Student Learning?

Lassen CCD Audit Report June 30 2022 - FINAL.pdf (1,048 KB)

Management Letter 2022 Lassen CCD.pdf (248 KB)

Agenda Item Details

Meeting	Dec 11, 2023 - Consultation Council 3:00 pm via Zoom and in-person in HU107
Category	6. Other-Information/Communication
Subject	6.03 Planning and Resource Allocation Calendar
Type	Information, Discussion

FINAL Planning and Resource Allocation Timeline 2023-2024.pdf (171 KB)

PLANNING AND BUDGETING ANNUAL TIMELINE

	Cabinet	Board of Trustees	Academic Senate	Consultation Council	Office of Institutional Effectiveness (OIE)	Planning Committees	Budget Committee
June	The President will submit the current tentative budget to the Governing Board for adoption. Cabinet Planning Retreat (review year-end report on Strategic Initiatives, Strategic Initiative and planning goals decided for next academic year – forward to July Governing Board's Planning Retreat. Working with Cabinet, the President will finalize the ranked list into the Institutional Budget Priority List for the Comprehensive Institutional Master Plan presenting it to at the Governing Board's Planning Retreat in July.	Board of Trustees adopts Tentative Budget for next fiscal year			Compile data for July Board Planning Retreat (progress on Key Performance Indicators and Annual Fact Book) Compile all IPR/NIPR data for distribution in the Fall.		
July	Chancellor's Office notifies districts as to funding for new fiscal year (discussions take place in Cabinet)	Governing Board Planning Retreat (discuss and accept progress on Key Performance Indicators, Annual Fact Book, Year End Resource Allocation Report and other compiled and analyzed data)		Presentation of Annual Fact Book and Annual Report by OIE President will report back to Consultation Council what items from the recommended Prioritized List will be funded in the previous Budget.	Annual Fact Book and Annual Report posted on webpage Complete all IPR/NIPR data for distribution in the Fall.		

	Cabinet	Board of Trustees	Academic Senate	Consultation Council	Office of Institutional Effectiveness (OIE)	Planning Committees	Budget Committee
		Strategic Initiative(s), set forth by June Cabinet retreat for new fiscal year, accepted by Board					
Aug.	CIO in conjunction with Academic Senate President notifies IPR authors to begin the cycle Deans notify vocational IPR areas to prepare advisory committee list to be forwarded to the Board in September IPR and NIPR presentations to faculty and staff	Acceptance of Strategic Plan Advisory Committee members sent to V.P. of Academic Services and forwarded to Board	Academic Senate President in conjunction with the CIO notifies IPR authors to begin the IPR cycle Academic Senate appoints faculty members to the mentors list if not done in previous May IPR presentation to faculty with CIO		OIE notifies all authors of NIPR/Distribute NIPR schedule NIPR presentation to staff	All planning committees meet to elect chairs for new academic year and approve charges A meeting with all chairs of the planning committees (Facilities, Human Resources, Institutional Technology, Student Services, Educational & Institutional Effectiveness and Research) meet to discuss strategic initiatives for the next planning cycle.	Develop and finalize Budget Criteria Screening Tool based off of Strategic Initiatives for the current budget year and send to Consultation Council and Academic Senate.
Sept.	Review and accept year-end status report of previous fiscal year Budget Prioritization Report and Strategic Initiatives Outcomes to Consultation Council	Adopt Final Budget Accept Advisory Committee Members	Initial meeting of the IPR Team and Senate Mentor The IPR Team conducts the curriculum review, submitting review and revision documents to the Curriculum/Academic Standards Committee for approval Advisory Committees meet. Review Budget Committee Screening Tool	1st meeting of September - adopt Budget Criteria Screening Tool developed by the Budget Committee Review and accept year-end status report of previous fiscal year Budget Prioritization Report and Strategic Initiatives Outcomes to Consultation Council Approve charges from Master Planning Committees	1st week, IPR data sent out Presentation to Consultation Council of revised Institutional Planning and Budget Development Handbook for Adoption. Student evaluation #2 for IPRs administered and compiled by the Office of Institutional Effectiveness	Educational Master Planning committee meets to assess and improve Long-Range Plan. Needs to be completed by end of September and forwarded to Consultation Council. Planning Committee Chairs meet to assess and improve previous Long-Range Plans. Monthly meeting of chairs from Facilities, Human Resources, Institutional Technology, Student Services, Educational & Institutional Effectiveness and Research	Review Institutional Planning and Budget Development Handbook adopted by Consultation Council. Review and accept year-end status report of previous fiscal year Budget Prioritization Report and Strategic Initiatives Outcomes to Consultation Council Review current Final Budget adopted by Board. Immediately following the adoption by Consultation Council, the

	Cabinet	Board of Trustees	Academic Senate	Consultation Council	Office of Institutional Effectiveness (OIE)	Planning Committees	Budget Committee
							Budget Criteria Screening Tool is disseminated to campus.
Oct.			Adoption of revised Institutional Planning and Budget Development Handbook and Participatory Governance Handbook. The IPR Team continues curriculum review, submitting review and revision documents to the Curriculum/Academic Standards Committee for approval	EMP submitted to Consultation Council for acceptance. Adoption of revised Institutional Planning and Budget Development Handbook (send to budget committee) and Participatory Governance Handbook.	1st week, NIPR data sent out Post on the website the year-end status report of previous Budget Prioritization Report and Strategic Initiatives Outcomes	EMP submits current master plan to Consultation Council and all planning committee chairs. For the development of the other plans. Monthly meeting of chairs from Facilities, Human Resources, Institutional Technology, Student Services, Educational & Institutional Effectiveness and Research	Budget Committee notifies campus on budgetary items that need to be brought forward that are not located in an in-progress IPR or NIPR
Nov.	V.P.'s initiate the prioritization of budget requests, in their area, on the spreadsheet based on the adopted Budget Committee prioritization criteria. Due to Budget Committee in January.		The IPR teams submits the completed IPR documents to Academic Senate and the Academic Dean			Institutional Effectiveness, Student Services, Facilities, Institutional Technology and Human Resources Long Range Plans are initiated to be completed in support of the EMP. Each plan is due to Consultation Council by the first meeting in February. ALL NIPRs due for February Board Meeting – sent to Consultation Council 2nd meeting in January Monthly meeting of chairs from Facilities, Human Resources, Institutional Technology, Student Services, Educational & Institutional Effectiveness and Research	

	Cabinet	Board of Trustees	Academic Senate	Consultation Council	Office of Institutional Effectiveness (OIE)	Planning Committees	Budget Committee
Dec.	All NIPRs approved by Cabinet during month of December and forward them on to Consultation Council in January		Academic Senate takes action to accept the IPRs and with the Academic Dean		December 1, NIPR teams submit completed NIPRs to OIE.	Monthly meeting of chairs from Facilities, Human Resources, Institutional Technology, Student Services, Educational & Institutional Effectiveness and Research	
Jan.	The CBO monitors current year operations and evaluates the status of the following academic year's budget by comparing the projected revenues against the projected expenditures. The CBO will advise Cabinet of any projected budget shortfalls potentially impacting staffing levels. Governor's Proposed Budget for next fiscal year released			IPRs and NIPRs presented and adopted by Consultation Council Budget Committee may conduct Listening Forums for campus/area input.		Monthly meeting of chairs from Facilities, Human Resources, Institutional Technology, Student Services, Educational & Institutional Effectiveness and Research	Budget committee communicate how many items each V.P., President and Board needs to bring forth to the Budget Committee by March 1st.
Feb.	V.P.'s , President and Board needs to bring forth to Budget Committee their allotted priority items and send to Budget Committee by March 1st.	IPRs and NIPRs presented and accepted by Governing Board		Institutional Effectiveness, Student Services, Facilities, Institutional Technology and Human Resources Long Range Plans are initiated to be completed in support of the EMP. Each plan is due to Consultation Council by the first meeting in February.	Environmental Scan Data is compiled	Monthly meeting of chairs from Facilities, Human Resources, Institutional Technology, Student Services, Educational & Institutional Effectiveness and Research	Analysis of impact of Governor's new Proposed Budget on LCC.
Mar					The Comprehensive Institutional Master Plan is compiled in March and sent to Consultation Council for their 1st meeting in April	Monthly meeting of chairs from Facilities, Human Resources, Institutional Technology, Student Services, Educational &	By March 1st the prioritization of Resource Allocation Requests will be forwarded by V.P.s

	Cabinet	Board of Trustees	Academic Senate	Consultation Council	Office of Institutional Effectiveness (OIE)	Planning Committees	Budget Committee
						Institutional Effectiveness and Research Plan to send out governance process surveys.	and President to the Budget Committee. Budget Committee completes their prioritization process of resource allocation requests of next fiscal year.
April	Recipients of the previous year's budget prioritization process begin Resource Allocation Year-End Status Report			1st meeting in April - Consultation Council adopts the Comprehensive Institutional Master Plan	The Comprehensive Institutional Master Plan is compiled by April 1st and sent to Consultation Council for their 1st meeting in April Planning process evaluations sent out 1st week of April	Monthly meeting of chairs from Facilities, Human Resources, Institutional Technology, Student Services, Educational & Institutional Effectiveness and Research Governance process surveys are sent to all planning committees, constituent groups, and individuals.	Budget Committee completes their prioritization process of resource allocation requests of next fiscal year and forwards final list to Consultation Council by May 1st Budget Committee sends out a Resource Allocation Year-End Status Report to all recipients of money from the previous year's budget prioritization process
May	The CBO will draft the tentative budget for institutional review to include 50% Law Analysis and GANN Appropriations Limit Recipients of the previous year's budget prioritization process need to submit a Resource Allocation Year-End Status Report Strategic Initiatives Outcomes are reviewed (V.P.'s and President)	The Comprehensive Institutional Master Plan to Board	Academic Senate appoints IPR Mentors	Annual Evaluation of the planning and governance process conducted by Consultation Council Consultation Council will accept and forward the recommended prioritized list from the Budget Committee to the President for consideration and publish the list in the minutes Review Strategic Plan to be sent to the Board in July.	Annual Report on NIPR SLO/AUO Assessment Results released Student evaluation #1 for next academic year IPRs administered and compiled by the Office of Institutional Effectiveness OIE notifies all authors of NIPR/Distribute NIPR schedule Planning Process Evaluations due.	Monthly meeting of chairs from Facilities, Human Resources, Institutional Technology, Student Services, Educational & Institutional Effectiveness and Research Governance process surveys are due.	

	Cabinet	Board of Trustees	Academic Senate	Consultation Council	Office of Institutional Effectiveness (OIE)	Planning Committees	Budget Committee
	VP's notify IPR authors for following year cycle (CIO reminds fall CTE-IPR faculty to visit Advisory Committee membership to be submitted beginning fall semester)						
June	The President will submit the tentative budget for next fiscal year to the Governing Board for adoption. Cabinet Planning Retreat (review year-end report on Strategic Initiatives, Strategic Initiative and planning goals decided for next fiscal year budget) – forward to July Governing Board's Planning Retreat. Cabinet and the President will finalize the ranked list into the Institutional Budget Priority List for the Comprehensive Institutional Master Plan presenting it to at the Governing Board's Planning Retreat in July.	Board of Trustees adopts Tentative Budget for next fiscal year			Compile data for July Board Planning Retreat (progress on Key Performance Indicators and Annual Fact Book) Compile all IPR/NIPR data for distribution in the fall.		

1.01 Call to Order and Roll Call-
Present: Adam Runyan, Melinda Duerksen, Laura Rotlisberger, Jennifer Lawler, Tom Downing
Absent: Celeste Wiser

1.02 Approval of Agenda
MSCU Rotlisberger /Runyan

1.03 Approval of Minutes
MS Rotlisberger /Duerksen
Ayes: Runyan, Duerksen, Rotlisberger
Abstain- Lawler

2. Public Comment-
None

3.01 ISLO Dashboard & ISLO/GESLO Mapping updates
Runyan discussed the new dashboards. No further discussion. Motion to approve.
MSCU Lawler/Duerksen

3.02 2023-2024 Curriculum Action Log
Action log was presented. No discussion. Motion to approve.
MSCU Downing/ Rotlisberger

3.03 AP 4021.1
Revitalization workgroup reporting form.
AP 4021.1 is the form after the committee meets and documents everything. Runyan shared the document and discussed who needs to sign it. Concern was the form says specifically Discontinuation. Not for revitalization. Discussion took place on what the form should say. Motion to change to just Signature Page. Remove deactivation language.
MSCU – Downing/Lawler

3.04 Request for Business IPR Extension
M. Williams has requested an extension for the Bus IPR due to not having a full-time faculty member.
Motion to approve extension
MSCU- Downing/Lawler

4.01 Scholarship and Financial Aid Appeals/ Student Grievances and Academic Renewal Appeals Charge
Runyan shared an email concerning the committee. The committee only meets as needed and hasn't met in a while. R. Haynes looked it over and noticed the charge only mentions AP and the administrator is not the one that is listed as should be on there.

The committee wants to convene to look at the charge and is looking for Senate Feedback.
Downing suggested that both administrators should be on, CSSO, and VP of Instruction or CIO. Senators agreed and is recommending that they appoint the correct administrators and go over the charge and look at the AP's and update them.

5.01 Spring Finals Schedule
Due to Graduation being on Thursday for 2025, the finals scheduled for Spring 2024 has been changed to pilot the changes.
A discussion took place about the Friday finals.
Thursday evening finals moved to Tuesdays, Thursday finals to end by 2pm.
Other changes to accommodate student needs.

5.02 ASCCC Fall 2023 Plenary Resolution
Runyan brought forth where to find the resolutions and encouraged senators to look at them and join the Area A meeting.

5.03 Area A Meeting
Area A meeting will be Oct 27th, you can hop in and off as needed. Free registration.

5.04 AP/BP for Artificial Intelligence
ASCCC is still looking into this and nothing has been done yet. Runyan mentioned that the Area A meeting would be great venue to bring up AI and if any other schools have created an AP.
Downing just wants this to be on the radar so that Senate can support instructors with their use or non-use of it in their classrooms.

6.01 Administration
None- no admin present

6.02 Senators
Senator Wiser had a healthy baby boy! Congratulations to the Wiser family!

6.03 LCFA
High flex pilot project MOU signed, and a special assignment was flown for instructors. This is a two-semester pilot project.
Still waiting to hear about ZTC/OER.
The online professional development micro-credential course rate was increased to the adjunct hourly rate but not to exceed $4,500 per course with a max number of two courses per year.

6.04 Guided Pathways
Work groups are starting.
Planning for Convocation to give update

Motion to move into Closed Session
MSCU- Duerksen/ Rotlisberger
Entered close session @ 3:32pm

7.01 Consideration of Faculty Minimum Qualifications and Equivalency

Discussion took place regarding candidate's equivalency for the Transportation Instructor.
Vote took place. Equivalency approved.
Return to Open Session:
MSCU Rotlisberger /Downing
Return to open session @3:37

8.01 Meeting Dates and Location - HU 206 and via Zoom

Remaining meeting Dates for the Fall 2023 Semester are November 14, November 28, and December 12

9.01 Adjournment

MSCU Downing/ Rotlisberger
Adjourn @ 3:39

Lassen Community College District Strategic Plan

Recommendation for revisions by Consultation Council – October 12, 2020
Approved by Board of Trustees – December 15, 2020

Vision

- Lassen College will be a highly efficient self-sustaining rural community college, a catalyst for the region's image, economy, and human capital, and an example of a "we can" culture" of collective impact by being:
  - The academic leader by ensuring quality instruction and encouraging student success
  - The educational leader by expanding outreach and student access with an equity mindset
  - The trusted steward by providing capable leadership and accountability
  - The economic and workforce development leader for the community
  - The cultural leader in the community
  - The civic and social leader in the community

Mission

Lassen Community College provides educational 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 diverse students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.

Strategic Goals

1. **Institutional Effectiveness:** Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support an inclusive learning environment, while ensuring responsible stewardship of public trust and resources.

2. **Learning Opportunities:** Provide an array of rigorous academic programs delivered via a variety of modalities that promote student equity and learning while meeting the needs of the local and global community.

3. **Resource Management:** Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.

4. **Student Success:** Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student 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 Values:

Student Success:
- Students reaching their goals
- Students being prepared for transfer to four-year institutions
- Students being prepared for employment
- Doing what is best for students
- Learning as a priority over teaching
- Student needs; they are paramount in the learning process
- Recognizing and minimizing barriers to student success

Educational Excellence:
- Equitable student learning as the focal point of every experience
- High quality educational delivery
- Highly qualified instructors
- High quality technology and materials
- Well-equipped classrooms

Honesty/Integrity:
- Trust in relationships
- Dependability
- Transparency
- Collaboration
- Sustainability
- Accountability

Dignity & Respect:
- Open forum for exchange of ideas
- Civility
- Collegiality
- Diversity & Equity
- Active listening and communication

Institutional Student Learning Outcomes

1. **Communication** - Ability to listen and read with comprehension and the ability to write and speak effectively
2. **Critical Thinking -** Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
3. **Life Long Learning -** Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems
4. **Personal/Interpersonal Responsibility -** Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures

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Institution Set Standards

These Institution-Set Standards for Lassen Community College are applicable across the entire institution, as mandated by the Higher Education Act and applicable accreditation standards. This document provides insight on the associated data elements and methodology used to determine goals for these standards.

Baseline and Stretch goals were derived for ISS #1 through #5 using longitudinal analysis to determine overall and rolling averages (of three and five years), over a study period of at least ten years, Baseline and Stretch goals are derived for ISS #6 using longitudinal data and historical precedence, and for ISS #7 using state-mandated goals under Perkins Core IV reporting, as noted below. All goals resulting from analysis are then reviewed and discussed through shared governance processes prior to final approval and implementation, with the dates of these approvals being annotated at the end of this document.

ISS #1: Completion Rate

The completion rate attainment strategy utilized the Chancellor's Office definition of completion as students receiving a grade of A, B, C, CR, or Pass. The data was gathered from the LCC Datatel database.

Baseline Goal = **71.20%**; Stretch Goal = **73.48%**

ISS #2: Fall-to-Fall Retention Rate

The fall-to-fall retention rate attainment focused on first-time degree seeking students and followed term to term persistence from fall to fall. The data was gathered from the LCC Datatel database.

Baseline Goal = **28.82%**; Stretch Goal = **30.75%**

ISS #3: Number of Degrees Awarded

The certificates attainment strategy followed the Chancellor's Office reporting on degrees awarded for academic years. The data was gathered from the LCC Datatel database.

Baseline Goal = **214**; Stretch Goal = **261**

ISS #4: Number of Certificates Awarded

The certificates attainment strategy followed the Chancellor's Office reporting on certificates awarded for academic years. The data was gathered from the LCC Datatel database.

Baseline Goal = **134**; Stretch Goal = **144**

ISS #5: Four-Year Transfer Rate

The four-year transfer attainment strategy utilized the Chancellors transfer pathways tool and Student Centered Funding Formula (SCFF) 'Exhibit C' reports to report transfers to four-year California state schools by fiscal year.

Baseline Goal = **55**; Stretch Goal = **64**

ISS #6: Licensure Pass Rate

The institution set standards were developed based on the longitudinal data and historical precedence for licensure exams for the following program(s).

Vocational Nursing Baseline Goal = **85.00%** Pass Rate; Stretch Goal = **90.00%** Pass Rate

ISS #7: Job Placement Rates

The Baseline Employment Performance Goal for all programs listed below is **61.47%** and the Stretch Goal is **66.09%**, based on the standards published in the Perkins IV Performance Trend Reports for the most recent two years. This CTE Perkins VI core indicators (Core IV - Employment) data can be accessed at: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx.

Administrative of Justice

- Associate in Science Degree in Administration of Justice for Transfer
- Associate in Art Degree Administration of Justice
- Certificate of Achievement in Administration of Justice
- Certificate of Accomplishment in Administration of Justice

Agriculture

- Associate in Arts Degree University Studies: Emphasis in Agriculture Sciences (transfer)
- Associate in Science in Agriculture Animal Science for Transfer (transfer)
- Associate in Science in Agriculture Business for Transfer (transfer)
- Associate in Science Degree in Agriculture Science and Technology
- Certificate of Achievement in Agriculture Science and Technology
- Certificate of Accomplishment in Animal Science
- Certificate of Accomplishment in Horsemanship
- Certificate of Accomplishment in Agriculture Business
- Certificate of Accomplishment Agriculture Irrigation

Allied Health/Nursing

- Associate in Arts Degree University Studies: Emphasis in Allied Health
- Associate in Science Degree in Vocational Nursing
- Certificate of Achievement in Vocational Nursing
- Certificate of Achievement in Medical Assisting
- Certificate of Accomplishment in Administrative Medical Assisting
- Certificate of Accomplishment in Clinical Medical Assisting

Automotive Technology

- Associate in Science Degree in Automotive Technology
- Certificate of Achievement in Engine Repair
- Certificate of Achievement in Advanced Mechanics
- Certificate of Accomplishment Basic Mechanics
- Certificate of Accomplishment in Electrical
- Certificate of Completion in Automotive Chassis and Maintenance (non-credit)

Business

- Associate in Science Degree in Business Administration for Transfer (transfer)
- Associate in Arts Degree in Economics for Transfer (transfer)
- Certificate of Achievement Administrative Office Technician
- Certificate of Achievement in Geographic Information Systems
- Certificate of Completion IT Support Specialist (non-credit)

Child Development

- Associate in Science Degree in Early Childhood Education for Transfer (transfer)
- Associate in Arts Degree in Child Development
- Certificate of Achievement in Child Development
- Certificate of Accomplishment of Child Development-Associate Teacher

Fire Technology

- Associate in Science Degree in Fire Technology
- Certificate of Achievement in Fire Technology
- Certificate of Achievement Basic Wildland Firefighter
- Certificate of Accomplishment in Fire Technology

Gunsmithing

- Associate in Science Degree in Firearms Repair
- Associate in Science Degree in General Gunsmithing
- Certificate of Achievement in Firearms Repair
- Certificate of Achievement in General Gunsmithing
- Certificate of Accomplishment in Gunsmith Machinist and Metal Finishing
- Certificate of Accomplishment in Long Guns
- Certificate of Accomplishment in Pistolsmith
- Certificate of Accomplishment in Riflesmith

Welding Technology

- Associate in Science Degree in Welding Technology
- Two-Year Certificate of Achievement in Welding Technology
- One-Year Certificate of Achievement in Welding Technology
- Certificate of Accomplishment in Welding Technology

Section Id	Term	Section Name	Title	Credit Type	Census Type	Start Date
17177	2018FA	ENGL-1-I0178	College Composition	D	IW	8/20/2018
17178	2018FA	ENGL-1-I0179	College Composition	D	IW	8/20/2018
17179	2018FA	ENGL-1-I1001	College Composition	D	IW	8/20/2018
17180	2018FA	ENGL-1-M0070	College Composition	D	W	8/20/2018
17181	2018FA	ENGL-1-M0092	College Composition	D	W	8/20/2018
17182	2018FA	ENGL-1-M0177	College Composition	D	W	8/20/2018
17183	2018FA	ENGL-1-M0973	College Composition	D	W	8/20/2018
17184	2018FA	ENGL-1-N0184	College Composition	D	IW	8/20/2018
17519	2018FA	ENGL-1-M0180	College Composition	D	W	8/20/2018
18228	2019FA	ENGL-1-I0178	College Composition	D	IW	8/19/2019
18229	2019FA	ENGL-1-I0179	College Composition	D	IW	8/19/2019
18230	2019FA	ENGL-1-I1001	College Composition	D	IW	8/19/2019
18231	2019FA	ENGL-1-M0070	College Composition	D	W	8/19/2019
18232	2019FA	ENGL-1-M0092	College Composition	D	W	8/19/2019
18233	2019FA	ENGL-1-M0177	College Composition	D	W	8/19/2019
18235	2019FA	ENGL-1-M0973	College Composition	D	W	8/19/2019
18236	2019FA	ENGL-1-N0184	College Composition	D	IW	8/19/2019
18332	2019FA	ENGL-1-M0182	College Composition	D	W	8/19/2019
18333	2019FA	ENGL-1-M0183	College Composition	D	W	8/19/2019
18339	2019FA	ENGL-1-I0181	College Composition	D	IW	8/19/2019
18764	2019FA	ENGL-1-K1050	College Composition	D	W	8/19/2019
19729	2020FA	ENGL-1-I0178	College Composition	D	IW	8/17/2020
19730	2020FA	ENGL-1-I0179	College Composition	D	IW	8/17/2020
19731	2020FA	ENGL-1-I0181	College Composition	D	IW	8/17/2020
19732	2020FA	ENGL-1-I1001	College Composition	D	IW	8/17/2020
19740	2020FA	ENGL-1-N0184	College Composition	D	IW	8/17/2020
20131	2020FA	ENGL-1-N1178	College Composition	D	IW	8/17/2020
20132	2020FA	ENGL-1-N1179	College Composition	D	IW	8/17/2020
20135	2020FA	ENGL-1-N1180	College Composition	D	IW	8/17/2020
20137	2020FA	ENGL-1-N1184	College Composition	D	IW	8/17/2020
20138	2020FA	ENGL-1-N1185	College Composition	D	IW	8/17/2020

Census Date	End Date	Location	Mode	Units	Total Hours	Res Census Enrolled
9/4/2018	12/21/2018	I	I - Inc. Correspondence	3	52.5	17
9/4/2018	12/21/2018	I	I - Inc. Correspondence	3	52.5	15
9/4/2018	12/21/2018	I	I - Inc. Correspondence	3	52.5	22
9/4/2018	12/21/2018	1	F - Face-to-Face	3	52.5	19
9/4/2018	12/21/2018	1	F - Face-to-Face	3	52.5	20
9/4/2018	12/21/2018	1	F - Face-to-Face	3	52.5	15
9/4/2018	12/21/2018	1	F - Face-to-Face	3	52.5	16
9/4/2018	12/21/2018	N	N - Internet	3	52.5	24
9/4/2018	12/21/2018	1	F - Face-to-Face	3	52.5	10
9/9/2019	12/20/2019	I	I - Inc. Correspondence	3	52.5	12
9/9/2019	12/20/2019	I	I - Inc. Correspondence	3	52.5	7
9/9/2019	12/20/2019	I	I - Inc. Correspondence	3	52.5	11
9/9/2019	12/20/2019	1	F - Face-to-Face	3	52.5	14
9/9/2019	12/20/2019	1	F - Face-to-Face	3	52.5	16
9/9/2019	12/20/2019	1	F - Face-to-Face	3	52.5	16
9/9/2019	12/20/2019	1	F - Face-to-Face	3	52.5	12
9/9/2019	12/20/2019	N	N - Internet	3	52.5	20
9/9/2019	12/20/2019	1	F - Face-to-Face	3	52.5	16
9/9/2019	12/20/2019	1	F - Face-to-Face	3	52.5	12
9/9/2019	12/20/2019	I	I - Inc. Correspondence	3	52.5	7
9/9/2019	12/20/2019	K	F - Face-to-Face	3	52.5	22
8/31/2020	12/17/2020	I	I - Inc. Correspondence	3	52.5	14
8/31/2020	12/17/2020	I	I - Inc. Correspondence	3	52.5	15
8/31/2020	12/17/2020	I	I - Inc. Correspondence	3	52.5	18
8/31/2020	12/17/2020	I	I - Inc. Correspondence	3	52.5	21
8/31/2020	12/17/2020	N	N - Internet	3	52.5	20
8/31/2020	12/17/2020	N	N - Internet	3	52.5	17
8/31/2020	12/17/2020	N	N - Internet	3	52.5	15
8/31/2020	12/17/2020	N	N - Internet	3	52.5	21
8/31/2020	12/17/2020	N	N - Internet	3	52.5	22
8/31/2020	12/17/2020	N	N - Internet	3	52.5	20

Non Res Census Enrolled	Total Census Enrolled	Res FTES	Non Res FTES	Total FTES	Credit FTES	Reporting Period	TOPS2	TOPS4
0	17	1.7	0	1.7	1.7	2018 Fall	15	1501
0	15	1.5	0	1.5	1.5	2018 Fall	15	1501
0	22	2.2	0	2.2	2.2	2018 Fall	15	1501
5	24	1.9	0.5	2.4	2.4	2018 Fall	15	1501
4	24	2	0.4	2.4	2.4	2018 Fall	15	1501
6	21	1.5	0.6	2.1	2.1	2018 Fall	15	1501
3	19	1.6	0.3	1.9	1.9	2018 Fall	15	1501
1	25	2.4	0.1	2.5	2.5	2018 Fall	15	1501
5	15	0.9	0.5	1.4	1.4	2018 Fall	15	1501
0	12	1.2	0	1.2	1.2	2019 Fall	15	1501
0	7	0.7	0	0.7	0.7	2019 Fall	15	1501
0	11	1.1	0	1.1	1.1	2019 Fall	15	1501
11	25	1.4	1.1	2.5	2.5	2019 Fall	15	1501
8	24	1.6	0.8	2.4	2.4	2019 Fall	15	1501
4	20	1.6	0.4	2	2	2019 Fall	15	1501
3	15	1.2	0.3	1.5	1.5	2019 Fall	15	1501
0	20	2	0	2	2	2019 Fall	15	1501
4	20	1.6	0.4	2	2	2019 Fall	15	1501
9	21	1.2	0.9	2.1	2.1	2019 Fall	15	1501
0	7	0.7	0	0.7	0.7	2019 Fall	15	1501
1	23	2.2	0.1	2.3	2.3	2019 Fall	15	1501
0	14	1.4	0	1.4	1.4	2020 Fall	15	1501
0	15	1.5	0	1.5	1.5	2020 Fall	15	1501
0	18	1.8	0	1.8	1.8	2020 Fall	15	1501
0	21	2.1	0	2.1	2.1	2020 Fall	15	1501
4	24	2	0.4	2.4	2.4	2020 Fall	15	1501
5	22	1.7	0.5	2.2	2.2	2020 Fall	15	1501
7	22	1.5	0.7	2.2	2.2	2020 Fall	15	1501
3	24	2.1	0.3	2.4	2.4	2020 Fall	15	1501
2	24	2.2	0.2	2.4	2.4	2020 Fall	15	1501
4	24							

TOPS	FTEF
150100	0.1
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Fall 2021 Practice/Class Times

M Basketball	1-325	M-F
W Basketball	11-125	M-F
Volleyball	3-5	M-F
Baseball	2-430	M/W/Th/F
Softball	12-2	M-F
M Rodeo	2-5	Tu-Th
S Rodeo	2-5	Tu-Th
Wrestling	2-4	M-F
M Soccer	1-3	M-F
W Soccer	3-5	M-F

Administration of Justice

0130	AJ	9	Intro Corr Science	3.0	NET	TBA	TBA	Downing, Thomas	NET	ONLINE
					NET	TBA	TBA	Growdon, Dean	NET	ONLINE

This course is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at dgrowdon@lassencollege.edu

0008	AJ	11	Youth Gangs in America	3.0	NET	TBA	TBA	Booth, Glenn	NET	ONLINE

This course is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at gbooth@lassencollege.edu

0003	AJ	12	Intro Criminal Just	3.0	LEC	MW	9:00- 9:50am	Downing, Thomas	M	3
					NET	TBA	TBA	Downing, Thomas	NET	ONLINE

This is a hybrid class. 2 hours per week of instruction will be completed on-campus in a face-to-face classroom setting. The remaining 1 hour per week of instruction will be completed asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at tdowning@lassencollege.edu.

0002	AJ	14	Juvenile Procedures	3.0	NET	TBA	TBA	Growdon, Carol	NET	ONLINE

This class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at cgrowdon@lassencollege.edu

0857	AJ	20	Criminal Law	3.0	LEC	MW	10:00-10:50am	Downing, Thomas	M	3
					NET	TBA	TBA	Downing, Thomas	NET	ONLINE

This is a hybrid class. 2 hours per week of instruction will be completed on-campus in a face-to-face classroom setting. The remaining 1 hour per week of instruction will be completed asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at tdowning@lassencollege.edu.

0007	AJ	24	Community Relations	3.0	NET	TBA	TBA	Downing, Thomas	NET	ONLINE

This class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at tdowning@lassencollege.edu

0496	AJ	49	Admin of Justice Work Exp	1.0-8.0	WE	TBA	TBA	Gardiner, Lisa	HU	205

All Work Experience students are required to attend ONE of the following MANDATORY ON-CAMPUS IN-PERSON ORIENTATIONS: Friday, 8/13/21 at noon in room HU107 -OR- Thursday, 8/19/21 at 12:30 in room HU107 -OR- Wednesday, 8/25/21 at 5:30pm in room HU107. This class will consist of a combination of on-campus orientation approximately 1.5 hours in duration; work based learning; individual conferences at worksite with instructor-coordinator and work site supervisor; and online exercises, and/or written assignments. Students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. For more information, please contact lgardiner@lassencollege.edu or 530.251.8856.

Agriculture

0446	AGR	3	Intro to Agriculture Business	3.0	LEC	MWF	9:00- 9:50am	Wolf, Brian	TR	101A
0442	AGR	8	Intro Animal Prod.	3.0	LEC	T	5:30- 8:20pm	Wolf, Brian	TR	101A
0399	AGR	10	Introduction to Animal Science	3.0	LEC	TTh	8:30- 9:20am	Wolf, Brian	TR	101A
					LAB	M	10:00-12:50pm	Wolf, Brian	TR	101A
0445	AGR	13	Feeds and Feeding	3.0	LEC	TTh	9:30-10:20am	Wolf, Brian	TR	101A
					LAB	T	10:30- 1:20pm	Wolf, Brian	TR	101A
0773	AGR	22	Rodeo Skills	3.0	LAB	TWTh	2:00- 4:50pm	Williams, Suzanne	ARNA	LARGE

This section to focus on Women's Rodeo Events.

0774	AGR	22	Rodeo Skills	3.0	LAB	TWTh	2:00- 4:50pm	Williams, Daniel	ARNA	LARGE

This section to focus on Men's Rodeo Events.

0026	AGR	49	Agriculture Work Exp	1.0-8.0	WE	TBA	TBA	Gardiner, Lisa	HU	205

All Work Experience students are required to attend ONE of the following MANDATORY ON-CAMPUS IN-PERSON ORIENTATIONS: Friday, 8/13/21 at noon in room HU107 -OR- Thursday, 8/19/21 at 12:30 in room HU107 -OR- Wednesday, 8/25/21 at 5:30pm in room HU107. This class will consist of a combination of on-campus orientation approximately 1.5 hours in duration; work based learning; individual conferences at worksite with instructor-coordinator and work site supervisor; and online exercises, and/or written assignments. Students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. For more information, please contact lgardiner@lassencollege.edu or 530.251.8856.

0458	AGR	50	Basic Riding	2.0	LEC	S	9:00- 9:50am	Staff	ARNA	LARGE
					LAB	S	10:00-12:50pm	Staff	ARNA	LARGE

A course designed to introduce horse care and basic western riding skills. This course covers not only the ability to ride, but an understanding of equipment, conformation, breeds, care and feeding. For more information, please contact the instructor at mwilliams@lassencollege.edu.

0459	AGR	57	Beginning Horseshoeing	3.0	LEC	M	5:00- 6:50pm	Williams, Suzanne	TR	101A
					LAB	W	5:00- 8:50pm	Williams, Daniel	ARNA	LARGE

Anthropology

0033	ANTH	1	Biological Anthropology	3.0	COR	TBA	TBA	O'Brien, Christopher	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. **THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK. Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

0034	ANTH	1	Biological Anthropology	3.0	COR	TBA	TBA	O'Brien, Christopher	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. **THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK. A printed version of the OER textbook is available from the LCC Bookstore with a minimal cost to the student.

0618	ANTH	1	Biological Anthropology	3.0	NET	TBA	TBA	Bright, Lisa	NET	ONLINE

This class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at lbright@lassencollege.edu. **THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK. A printed version of the OER textbook is available from the LCC Bookstore with a minimal cost to the student.

Art

0096	ART	1A	Two-Dimensional Design	3.0	LEC	MW	1:00- 1:50pm	Kleckner, James	CA	202
					LAB	MW	1:50- 3:50pm	Kleckner, James	CA	202

There is a $10 materials fee for this class. For more information, please contact the instructor at jkleckner@lassencollege.edu. **THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK. A printed version of the OER textbook is available from the LCC Bookstore with a minimal cost to the student.

0038	ART	2	Drawing	3.0	LEC	MWF	10:00-10:30am	Kleckner, James	CA	201
					LAB	MWF	10:30-11:50am	Kleckner, James	CA	201

There is a $10 materials fee for this class. For more information, please contact the instructor at jkleckner@lassencollege.edu.

0048	ART	6	Prehist/Renaissance	3.0	LEC	MWF	9:00- 9:50am	Panfilio, Randle	HU	206
0049	ART	8	Art Appreciation	3.0	COR	TBA	TBA	Panfilio, Randle	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0059	ART	8	Art Appreciation	3.0	COR	TBA	TBA	Kleckner, James	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0465	ART	8	Art Appreciation	3.0	COR	TBA	TBA	Kleckner, James	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0051	ART	10A	Beginning Painting	3.0	LEC	TTh	1:00- 1:50pm	Mendoza, Beverly	CA	201
					LAB	TTh	1:50- 3:50pm	Mendoza, Beverly	CA	201

There is a $10 materials fee for this class. For more information, please contact the instructor at bmendoza@lassencollege.edu.

0053	ART	10B	Intermediate Painting	2.0	LAB	TTh	2:00- 4:50pm	Mendoza, Beverly	CA	201
0055	ART	10C	Advanced Painting	2.0	LAB	TTh	2:00- 4:50pm	Mendoza, Beverly	CA	201
0057	ART	10D	Portfolio Painting	2.0	LAB	TTh	2:00- 4:50pm	Mendoza, Beverly	CA	201
0154	ART	19A	Beginning Digital Photography	3.0	LEC	TTh	5:30- 6:25pm	Fuller, Lynn	CA	204
					LAB	TTh	6:25- 7:45pm	Fuller, Lynn	CA	204

There is a $10 materials fee for this class. For more information, please contact the instructor at lfuller@lassencollege.edu.

6372	ART	19B	Inter. Digital Photography	1.0	LAB	TTh	6:30- 7:45pm	Fuller, Lynn	CA	204

There is a $10 materials fee for this class. For more information, please contact the instructor at lfuller@lassencollege.edu.

6149	ART	19C	Advanced Digital Photography	1.0	LAB	TTh	6:30- 7:45pm	Fuller, Lynn	CA	204

There is a $10 materials fee for this class. For more information, please contact the instructor at lfuller@lassencollege.edu.

6374	ART	19D	Portfolio Digital Photography	1.0	LAB	TTh	6:30- 7:45pm	Fuller, Lynn	CA	204

There is a $10 materials fee for this class. For more information, please contact the instructor at lfuller@lassencollege.edu.

0703	ART	23	Beginning Printmaking	3.0	LEC	TTh	9:30-10:20am	Kleckner, James	CA	202
					LAB	TTh	10:20-12:20pm	Kleckner, James	CA	202

0060	ART	36A	Beginning Ceramics	3.0	LEC	MW	4:00- 4:50pm	Anderson, Deborah	CA	101
					LAB	MW	4:50- 6:50pm	Anderson, Deborah	CA	101

There is a $10 materials fee for this class. For more information, please contact the instructor at deanderson@lassencollege.edu.

0061	ART	36B	Intermediate Ceramics	2.0	LAB	MW	5:00- 7:50pm	Anderson, Deborah	CA	101

There is a $10 materials fee for this class. For more information, please contact the instructor at deanderson@lassencollege.edu.

0062	ART	36C	Advanced Ceramics	2.0	LAB	MW	5:00- 7:50pm	Anderson, Deborah	CA	101

There is a $10 materials fee for this class. For more information, please contact the instructor at deanderson@lassencollege.edu.

0063	ART	36D	Portfolio Ceramics	2.0	LAB	MW	5:00- 7:50pm	Anderson, Deborah	CA	101

There is a $10 materials fee for this class. For more information, please contact the instructor at deanderson@lassencollege.edu.

0148	ART	49	Art Work Experience	1.0-8.0	WE	TBA	TBA	Gardiner, Lisa	HU	205

All Work Experience students are required to attend ONE of the following MANDATORY ON-CAMPUS IN-PERSON ORIENTATIONS: Friday, 8/13/21 at noon in room HU107 -OR- Thursday, 8/19/21 at 12:30 in room HU107 -OR- Wednesday, 8/25/21 at 5:30pm in room HU107. This class will consist of a combination of on-campus orientation approximately 1.5 hours in duration; work based learning; individual conferences at worksite with instructor-coordinator and work site supervisor; and online exercises, and/or written assignments. Students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. For more information, please contact lgardiner@lassencollege.edu or 530.251.8856.

Automotive Technology

0075	AT	49	Auto Tech Work Experience	1.0-8.0	WE	TBA	TBA	Gardiner, Lisa	HU	205

All Work Experience students are required to attend ONE of the following MANDATORY ON-CAMPUS IN-PERSON ORIENTATIONS: Friday, 8/13/21 at noon in room HU107 -OR- Thursday, 8/19/21 at 12:30 in room HU107 -OR- Wednesday, 8/25/21 at 5:30pm in room HU107. This class will consist of a combination of on-campus orientation approximately 1.5 hours in duration; work based learning; individual conferences at worksite with instructor-coordinator and work site supervisor; and online exercises, and/or written assignments. Students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. For more information, please contact lgardiner@lassencollege.edu or 530.251.8856.

0438	AT	50	Car Care Basics	3.0	LEC	M	7:30- 9:05am	Lewis, Chad	TR	104
					LAB	WF	7:30- 8:50am	Lewis, Chad	TR	104
1224	AT	54	Brakes	3.0	LEC	TTh	7:15- 7:45am	Lewis, Chad	TR	104D
					LAB	TTh	7:45- 9:05am	Lewis, Chad	TR	104
					NET	TBA	TBA	Lewis, Chad	NET	ONLINE

This is a hybrid class. One hour per week of instruction will be completed asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). The remaining 4 hours per week will be completed on-campus face-to-face in a classroom setting. For more information, please contact the instructor at clewis@lassencollege.edu.

0439	AT	66	Manual Dr Train	4.0	LEC	MW	3:30- 4:20pm	Oliver, Jeff	TR	104D
					LAB	MW	4:30- 7:20pm	Oliver, Jeff	TR	104
0448	AT	70	General Automotive Lab	2.0	LAB	TTh	1:30- 4:20pm	Casteel, Orrin	TR	104
0447	AT	82	Engine Performance I	3.0	LEC	TTh	5:00- 5:50pm	Lewis, Chad	TR	104D
					LAB	TTh	6:00- 7:15pm	Lewis, Chad	TR	104

Basic Skills

0867	BS	170	Pre-High School Equiv Prep I	0.0	LEC	WTh	10:00-11:55am	Darley, Elizabeth	HU	213
					LAB	WTh	11:55- 1:50pm	Darley, Elizabeth	HU	213

Instruction is provided at designated reading and math levels to maximize student learning and to acquire the higher level thinking skills necessary to prepare for the high school equivalency test. Students are not required to buy textbooks for this class. Textbooks are provided at no cost to the student. This is an open entry/open exit class. Students may enroll or withdraw at any time. Students will arrange up to 136 hours of instruction. For more information, please contact the instructor at edarley@lassencollege.edu.

0677	BS	171	Pre-High School Equiv Prep II	0.0	LAB	TBA	TBA	Darley, Elizabeth	HU	213

Students are not required to buy textbooks for this class. Textbooks are provided at no cost to the student. This is an open entry/open exit class. Students may enroll or withdraw at any time. Students will arrange up to 40 hours of instruction, within the lab times of WTH 12:00-1:50p. For more information about enrollment, textbooks, or to arrange class time, contact Elizabeth Darley at edarley@lassencollege.edu.

Biology

0082	BIOL	20	Microbiology	5.0	NET	TBA	TBA	Baiocchi, Tiffany	NET	ONLINE
					LAB	MWF	1:00- 2:50pm	Baiocchi, Tiffany	MS	123

This is a hybrid course. 3 hours per week of lecture will be completed asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). 6 hours per week of lab will be completed on campus in a classroom setting. For more information, please contact the instructor at tbaiocchi@lassencollege.edu. A NOTE ABOUT CLASS SIZE: The maximum class size to comply with Covid 6-foot distancing rules for the in-person Microbiology Lab is 13 students. If more than 13 students register, a second section of Microbiology Lab will be opened. It will run MWF 4:00pm-5:50pm and the waitlisted students will be enrolled into that section. Conversely, if the 6-foot Covid distancing rules are waived prior to the start of Fall semester, the maximum class size for the Microbiology Lab will be increased to 24 students and only one Microbiology Lab time will be offered (MWF 1:00pm-2:50pm).

1115	BIOL	25	Human Anatomy/Physiology I	4.0	NET	TBA	TBA	Tobola, Crystal	NET	ONLINE
					LAB	TTh	8:00- 9:15am	Tobola, Crystal	MS	123

This is a hybrid course. 3 hours per week of lecture will be completed asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). 3 hours per week of lab will be completed in person on-campus in a classroom setting. For more information, please contact the instructor at ctobola@lassencollege.edu. A NOTE ABOUT CLASS SIZE: The maximum class size to comply with Covid 6-foot distancing rules for the in-person Anatomy/Physiology Lab is 13 students. If more than 13 students register, a second section of Anatomy/Physiology Lab will be opened. It will run TTH 9:30am-10:45am and the waitlisted students will be enrolled into that section. Conversely, if the 6-foot Covid distancing rules are waived prior to the start of Fall semester, the maximum class size for the Anatomy/Physiology Lab will be increased to 24 students and only one Anatomy/Physiology Lab time will be offered (TTH 8:00am-9:15am).

1211	BIOL	25	Human Anatomy/Physiology I	4.0	NET	TBA	TBA	Tobola, Crystal	NET	ONLINE
					LAB	MW	8:00- 9:15am	Tobola, Crystal	MS	123

This is a hybrid course. 3 hours per week of lecture will be completed asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). 3 hours per week of lab will be completed in person on-campus in a classroom setting. For more information, please contact the instructor at ctobola@lassencollege.edu. A NOTE ABOUT CLASS SIZE: The maximum class size to comply with Covid 6-foot distancing rules for the in-person Anatomy/Physiology Lab is 13 students. If more than 13 students register, a second section of Anatomy/Physiology Lab will be opened. It will run MW 9:30am-10:45am and the waitlisted students will be enrolled into that section. Conversely, if the 6-foot Covid distancing rules are waived prior to the start of Fall semester, the maximum class size for the Anatomy/Physiology Lab will be increased to 24 students and only one Anatomy/Physiology Lab time will be offered (MW 8:00am-9:15am).

1249	BIOL	25	Human Anatomy/Physiology I	4.0	NET	TBA	TBA	Baiocchi, Tiffany	NET	ONLINE
					LAB	MW	6:00- 7:15pm	Baiocchi, Tiffany	MS	123

This is a hybrid course. 3 hours per week of lecture will be completed asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). 6 hours per week of lab will be completed on campus in a classroom setting. For more information, please contact the instructor at tbaiocchi@lassencollege.edu.

1188	BIOL	32L	General Biology With Lab	4.0	NET	TBA	TBA	Baiocchi, Tiffany	NET	ONLINE
					LAB	Th	8:00-10:50am	Baiocchi, Tiffany	MS	128

This is a hybrid course. 3 hours per week of lecture will be completed asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). 3 hours per week of lab will be completed on campus in a classroom setting. For more information, please contact the instructor at tbaiocchi@lassencollege.edu. A NOTE ABOUT CLASS SIZE: The maximum class size to comply with Covid 6-foot distancing rules for the in-person Biology Lab is 13 students. If more than 13 students register, a second section of General Biology Lab will be opened. It will run M- 5:30p-8:20pm and the waitlisted students will be enrolled into that section. Conversely, if the 6-foot Covid distancing rules are waived prior to the start of Fall semester, the maximum class size for the General Biology Lab will be increased to 24 students and only one General Biology Lab time will be offered (Th 8:00a-10:50a).

Business

0085	BUS	1A	Acct Principles-Financial	4.0	COR	TBA	TBA	Rupley, Andrew	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0826	BUS	1A	Acct Principles-Financial	4.0	LEC	TTh	11:00-12:50pm	Taylor, Garrett	CA	123A
1092	BUS	1A	Acct Principles-Financial	4.0	COR	TBA	TBA	Azhand, Hasib	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0087	BUS	2	Introduction to Business	3.0	COR	TBA	TBA	Rupley, Andrew	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. **THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK. The online textbook is FREE online. A printed version of the OER textbook is available through the LCC Bookstore with a minimal cost to the student.

0699	BUS	2	Introduction to Business	3.0	LEC	Th	9:00-10:15am	Taylor, Garrett	CA	123A
					NET	TBA	TBA	Taylor, Garrett	NET	ONLINE

This is a hybrid class. 1.5 hours of instruction per week will be completed on-campus face-to-face in a classroom setting. The remaining 1.5 hours of instruction per week will be completed online asynchronously (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information,please contact the instructor at gtaylor@lassencollege.edu. **THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK. Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

0780	BUS	2	Introduction to Business	3.0	COR	TBA	TBA	Azhand, Hasib	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. **THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK. The online textbook is FREE online. A printed version of the OER textbook is available through the LCC Bookstore with a minimal cost to the student.

0089	BUS	22	Business Law	3.0	NET	TBA	TBA	Taylor, Garrett	NET	ONLINE

This class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at gtaylor@lassencollege.edu.

0829	BUS	22	Business Law	3.0	COR	TBA	TBA	Clain, Kimberly	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK. The online textbook is free through Open Educational Resource Textbook at https://open.umn.edu/opentextbooks/textbooks/the-legal-and-ethica l-environ. A printed version of the OER textbook is available at the LCC Bookstore with a minimal cost to the student.

0093	BUS	49	Business Work Exp	1.0-8.0	WE	TBA	TBA	Gardiner, Lisa	HU	205

All Work Experience students are required to attend ONE of the following MANDATORY ON-CAMPUS IN-PERSON ORIENTATIONS: Friday, 8/13/21 at noon in room HU107 -OR- Thursday, 8/19/21 at 12:30 in room HU107 -OR- Wednesday, 8/25/21 at 5:30pm in room HU107. This class will consist of a combination of on-campus orientation approximately 1.5 hours in duration; work based learning; individual conferences at worksite with instructor-coordinator and work site supervisor; and online exercises, and/or written assignments. Students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. For more information, please contact lgardiner@lassencollege.edu or 530.251.8856.

Chemistry

0105	CHEM	1A	General Chemistry I	5.0	NET	TBA	TBA	Lin, Yuting	NET	ONLINE
					LAB	MW	8:00-10:50am	Lin, Yuting	MS	114

This is a hybrid class. The lecture will be completed asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings) and the lab will be completed on-campus in a face-to-face setting. For more information, please contact the instructor at ylin@lassencollege.edu. **THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK. Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee. A NOTE ABOUT CLASS SIZE: The maximum class size to comply with Covid 6-foot distancing rules for the in-person Chemistry Lab is 9 students. If more than 9 students register, a second section of Chemistry Lab will be opened and will run MW-1:00pm-3:50pm and the waitlisted students will be enrolled into that section. Conversely, if the 6-foot Covid distancing rules are waived prior to the start of Fall semester, the maximum class size for the Chemistry Lab will be increased to 24 students and only one Chemistry Lab time will be offered (MW 8:00a-10:50a).

1240	CHEM	40	Survey of Chemistry & Physics	3.0	NET	TBA	TBA	Lin, Yuting	NET	ONLINE

This is an online class. The lecture will be completed asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at ylin@lassencollege.edu.

1226	CHEM	40L	Survey of Chem & Physics Lab	1.0	LAB	T	8:00-10:50am	Lin, Yuting	MS	114

This class must be taken along with CHEM-40. For more information, please contact the instructor at ylin@lassencollege.edu.

0106	CHEM	45	Intro to General Chemistry	4.0	NET	TBA	TBA	Lin, Yuting	NET	ONLINE
					LAB	T	1:00- 3:50pm	Lin, Yuting	MS	114

This is a hybrid class. The lecture will be completed asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings) and the lab will be completed on-campus in a face-to-face setting. For more information, please contact the instructor at ylin@lassencollege.edu.

0961	CHEM	45A	General Chemistry Discussion	1.0	LEC	T	11:00-11:50am	Lin, Yuting	MS	114

This class must be taken with CHEM-45. For more information, please contact the instructor at ylin@lassencollege.edu.

Child Development

1022	CD	11	Observation and Assessmen	3.0	NET	TBA	TBA	Greer, Laura	NET	ONLINE
					LAB	TBA	TBA	Greer, Laura	CD	119

This is a hybrid class. 2 hours of Lab instruction per week will be completed online asynchronously (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). The Lab portion of the class will be completed in-person at the LCC Child Development Center. For more information and to arrange lab hours,please contact the instructor at lgreer@lassencollege.edu.

0107	CD	12	Child, Family and Community	3.0	NET	TBA	TBA	Greer, Laura	NET	ONLINE

This course is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at lgreer@lassencollege.edu.

0820	CD	15	Pre-School Administration	3.0	NET	TBA	TBA	Greer, Laura	NET	ONLINE

This course is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at lgreer@lassencollege.edu.

0801	CD	22	The Infant Toddler	3.0	NET	TBA	TBA	Greer, Laura	TBA	TBA

This course is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at lgreer@lassencollege.edu.

0805	CD	30	Early Steps to Reading Success	3.0	NET	TBA	TBA	Greer, Laura	NET	ONLINE

This course is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at lgreer@lassencollege.edu.

0755	CD	31	Conceptn-Adolescenc	3.0	NET	TBA	TBA	Freeman, Micah	NET	ONLINE

This course is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at mfreeman@lassencollege.edu.

0128	CD	49	Child Development Work Exp	1.0-8.0	WE	TBA	TBA	Gardiner, Lisa	HU	205

All Work Experience students are required to attend ONE of the following MANDATORY ON-CAMPUS IN-PERSON ORIENTATIONS: Friday, 8/13/21 at noon in room HU107 -OR- Thursday, 8/19/21 at 12:30 in room HU107 -OR- Wednesday, 8/25/21 at 5:30pm in room HU107. This class will consist of a combination of on-campus orientation approximately 1.5 hours in duration; work based learning; individual conferences at worksite with instructor-coordinator and work site supervisor; and online exercises, and/or written assignments. Students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. For more information, please contact lgardiner@lassencollege.edu or 530.251.8856.

Counseling/Guidance

0912	CG	1	Success in College	3.0	COR	TBA	TBA	Lucas, Matthew	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0913	CG	1	Success in College	3.0	COR	TBA	TBA	Lucas, Matthew	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0933	CG	1	Success in College	3.0	COR	TBA	TBA	Lucas, Matthew	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0934	CG	1	Success in College	3.0	COR	TBA	TBA	Mauck, Whitney	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0935	CG	1	Success in College	3.0	COR	TBA	TBA	Mauck, Whitney	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0936	CG	1	Success in College	3.0	COR	TBA	TBA	Mauck, Whitney	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0975	CG	1	Success in College	3.0	COR	TBA	TBA	Deal, Julie	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

Developmental Studies

0742	DS	120	Adaptive Fitness	1.0	LAB	MW	9:30-10:45am	Nyman, Carrie	SC	GYM
0697	DS	122	Adaptive Weight Training	1.0	LAB	MW	7:30- 8:45am	Nyman, Carrie	SC	118
0709	DS	122	Adaptive Weight Training	1.0	LAB	TTh	8:00- 9:15am	Nyman, Carrie	SC	118
0932	DS	122	Adaptive Weight Training	1.0	LAB	TTh	9:30-10:45am	Nyman, Carrie	SC	118
0170	DS	153	Community Awareness 1	0.0	LEC	TTh	12:30- 2:20pm	Nyman, Carrie	MS	121

Economics

0173	ECON	10	Macroeconomics	3.0	COR	TBA	TBA	Azhand, Hasib	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0830	ECON	10	Macroeconomics	3.0	COR	TBA	TBA	Azhand, Hasib	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

1021	ECON	10	Macroeconomics	3.0	NET	TBA	TBA	Taylor, Garrett	NET	ONLINE

This class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at gtaylor@lassencollege.edu.

Emergency Medical Tech

0174	EMT	60	Emer Med Tech B	6.5	LEC	Th	5:00-10:15pm	Falkowski, Matthew	CA	102
					NET	TBA	TBA	Falkowski, Matthew	NET	ONLINE
					LAB	TBA	TBA	Falkowski, Matthew	TBA	TBA

This is a hybrid class. 88 hours of instruction will be completed in-person in a classroom setting. 49 hours of instruction will be completed online. The remaining 24 hours of instruction will be completed in a clinical setting and will be scheduled based on clinical availability. Uniform and lab fee of $200 will be collected at registration. After registering for the Emergency Medical Technician Program the student will: 1. Verify possession of a valid BLS CPR card from ASHI or AHA. 2. Verify that he or she doesn't have a criminal record and can work in a health care setting. 3. Provide documentation of recent two step tuberculosis testing or equivalent. 4. Provide records of vaccinations or titers required for entry in to clinical environments. 5. Comply with testing required for clinical site rotations such as Covid-19 testing. 6. Complete a 10 panel drug screening. 7. Complete a physical exam. 8. Create an account in My Clinical Exchange and complete all competencies. Please contact the instructor for Clinical assignments and more information at mfalkowski@lassencollege.edu.

English

0070	ENGL	1	College Composition	3.0	LEC	MWF	8:00- 8:50am	McClellan, Cory	HU	107

Textbook comment: If students are not able to obtain the 7th edition of A Writer's Reference as listed, students may use the 8th edition ISBN 9781457666766.

0092	ENGL	1	College Composition	3.0	LEC	MWF	10:00-10:50am	McClellan, Cory	HU	107

Textbook comment: If students are not able to obtain the 7th edition of A Writer's Reference as listed, students may use the 8th edition ISBN 9781457666766.

0177	ENGL	1	College Composition	3.0	LEC	TTh	8:00- 9:15am	McClellan, Cory	HU	107

Textbook comment: If students are not able to obtain the 7th edition of A Writer's Reference as listed, students may use the 8th edition ISBN 9781457666766.

0178	ENGL	1	College Composition	3.0	COR	TBA	TBA	Owens, Jeffrey	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. Textbook comment: If students are not able to obtain the 7th edition of A Writer's Reference as listed, students may use the 8th edition ISBN 9781457666766.

0179	ENGL	1	College Composition	3.0	COR	TBA	TBA	Pfanku, Kristin	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. Textbook comment: If students are not able to obtain the 7th edition of A Writer's Reference as listed, students may use the 8th edition ISBN 9781457666766.

0181	ENGL	1	College Composition	3.0	COR	TBA	TBA	Owens, Jeffrey	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. Textbook comment: If students are not able to obtain the 7th edition of A Writer's Reference as listed, students may use the 8th edition ISBN 9781457666766.

0182	ENGL	1	College Composition	3.0	LEC	TTh	11:00-12:15pm	Swanson, Richard	HU	204

Textbook comment: If students are not able to obtain the 7th edition of A Writer's Reference as listed, students may use the 8th edition ISBN 9781457666766.

0184	ENGL	1	College Composition	3.0	NET	TBA	TBA	Swanson, Richard	NET	ONLINE

This class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information please contact instructor at rswanson@lassencollege.edu. Textbook comment: If students are not able to obtain the 7th edition of A Writer's Reference as listed, students may use the 8th edition ISBN 9781457666766.

1001	ENGL	1	College Composition	3.0	COR	TBA	TBA	Pfanku, Kristin	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. Textbook comment: If students are not able to obtain the 7th edition of A Writer's Reference as listed, students may use the 8th edition ISBN 9781457666766.

1178	ENGL	1	College Composition	3.0	NET	TBA	TBA	McClellan, Cory	NET	ONLINE

This course is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at cmcclellan@lassencollege.edu.

0807	ENGL	2	Introduction to Literary Types	3.0	LEC	TTh	9:30-10:45am	Swanson, Richard	HU	204
0110	ENGL	9	Crit Think & Comp	3.0	COR	TBA	TBA	Owens, Jeffrey	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0190	ENGL	9	Crit Think & Comp	3.0	LEC	MWF	9:00- 9:50am	McClellan, Cory	HU	107
1182	ENGL	9	Crit Think & Comp	3.0	NET	TBA	TBA	Owens, Jeffrey	NET	ONLINE

This course is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at jowens@lassencollege.edu.

0764	ENGL	33	Studies in Fiction	3.0	LEC	TTh	11:00-12:15pm	Owens, Jeffrey	MS	112
0192	ENGL	105	Intro College Reading, Writing	3.0	LEC	TTh	1:00- 2:15pm	Swanson, Richard	HU	206
0537	ENGL	105	Intro College Reading, Writing	3.0	COR	TBA	TBA	Hoffman, Coby	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0989	ENGL	105A	Reading and Writing Support	1.0	CORB	TBA	TBA	Hoffman, Coby	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

1279	ENGL	155	English Writing Lab	0.0	LAB	TBA	TBA	Rotlisberger, Laura	HU	216

This is a non-credit open entry/open exit English Lab held upstairs in the Libary/Learning Center/ARC. Lab hours will be held TTH 10:00-10:50 and W 10:00-11:50. Students may enroll or withdraw at any time. Contact instructor at lrotlisberger@lassencollege.edu to arrange up to 68 hours of instruction.

Ethnic Studies

0201	ES	1	Ethnic Minorities in America	3.0	COR	TBA	TBA	Bollinger, Kathleen	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0202	ES	1	Ethnic Minorities in America	3.0	COR	TBA	TBA	Bollinger, Kathleen	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0821	ES	1	Ethnic Minorities in America	3.0	NET	TBA	TBA	Morgan, Heidi	NET	ONLINE

This course is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at hmorgan@lassencollege.edu. TEXBOOK NOTE: Students may qualify for free textbooks through EOP&S or other programs. Please contact your counselor for more information. The Lassen College Library has a limited supply of textbooks to lend free of charge. Please contact the library at cmadrid@lassencollege.edu for more information. A printed digital copy, loose-leaf version is available from the Lassen College Bookstore for $100. Please see the Bookstore link on the Lassen College webpage www.lassencollege.edu for more information.

Film

0744	FILM	1	History of the Cinema	3.0	LEC	W	5:30- 8:20pm	Swanson, Richard	HU	201

TEXTBOOK NOTE - STUDENTS - DO NOT BUY A TEXTBOOK YET: We are in the process of updating the required textbook for this course. Please contact the instructor for more information at rswanson@lassencollege.edu.

Fire Science

0835	FS	4	Fire Protection Equipment	3.0	LEC	MW	2:00- 4:50pm	Weaver, John	VT	101

(10/11/21 to 12/06/21)
For more information, please contract the Fire Technology office at 530.251.8829.

0863	FS	5	Fire Orientation and Org.	3.0	LEC	TTh	2:00- 4:50pm	Rivas, Michael	VT	101

(10/12/21 to 12/14/21)
For more information, please contact the Fire Technology office at 530.251.8829.

2060	FS	5	Fire Orientation and Org.	3.0	LEC	MW	6:00- 8:50pm	Staff	CCC	FIRE

(08/16/21 to 10/13/21)
This section intended for Incarcerated Student Education at Califorina Correctional Center (CCC) Fire Hall. Must be admitted into the program to register. For more information, please contact the Fire Science office at 530-251-8829.

1113	FS	13	Fire Behavior and Combustion	3.0	LEC	MW	6:00- 8:50pm	Butler, Adam	CCC	FIRE

(10/18/21 to 12/13/21)
This section intended for Incarcerated Student Education at Califorina Correctional Center (CCC) Fire Hall. Must be admitted into the program to register. For more information, please contact the Fire Science office at 530-251-8829.

1221	FS	20	1st Aid/Cpr Pub Emp	1.5	LEC	F	8:00-11:50am	Myers, Christi	N	3
					LEC	F	1:00- 5:20pm	Myers, Christi	N	3

(11/05/21 to 11/19/21)
There is a $10 certification fee for this course, payable at registration. For more information, please contact the instructor at cmyers@lassencollege.edu.

1247	FS	20	1st Aid/Cpr Pub Emp	1.5	LEC	MTWThF	8:00- 8:50am	Hitchcock, Steven	N	3

(09/30/21 to 11/04/21)
A $10 certification fee will be collected at registration. For more information, please contact the Fire Technology office at 530.251.8829.

0135	FS	49	Fire Science Work Experience	1.0-8.0	WE	TBA	TBA	Gardiner, Lisa	CCC	FIRE

This section is intended for Incarcerated Student Education at CDCR CCC Firehouse in Susanville. Students must be accepted into program prior to registration. ALL WORK EXPERIENCE STUDENTS ARE REQUIRED TO ATTEND A MANDATORY ORIENTATION OFFERED ONLINE AS A SYNCHRONOUS (LIVE online presentation in real time in a virtual classroom) MEETING WITH ZOOM, as approved by CDCR and supervised by Firehouse staff. This class will consist of a combination of orientation; work based learning; individual conferences at worksite with instructor-coordinator and/or work site supervisor; and online content, and/or written assignments. Students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. For more information, please contact lgardiner@lassencollege.edu or 530.251.8856. This variable unit course can be taken for 1 - 8 units in increments of 1 units.

0150	FS	49	Fire Science Work Experience	1.0-8.0	WE	TBA	TBA	Gardiner, Lisa	HU	205

All Work Experience students are required to attend ONE of the following MANDATORY ON-CAMPUS IN-PERSON ORIENTATIONS: Friday, 8/13/21 at noon in room HU107 -OR- Thursday, 8/19/21 at 12:30 in room HU107 -OR- Wednesday, 8/25/21 at 5:30pm in room HU107. This class will consist of a combination of on-campus orientation approximately 1.5 hours in duration; work based learning; individual conferences at worksite with instructor-coordinator and work site supervisor; and online exercises, and/or written assignments. Students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. For more information, please contact lgardiner@lassencollege.edu or 530.251.8856.

1048	FS	51	Intro to Fire Careers	1.0	LEC	MTWThF	8:00- 8:50am	Hitchcock, Steven	N	3

(11/05/21 to 12/02/21)

2059	FS	51	Intro to Fire Careers	1.0	LEC	WTh	8:00-11:50am	Robinson, Gary	N	3
					LEC	WTh	1:00- 5:15pm	Robinson, Gary	N	3

(10/06/21 to 10/07/21)
For more information, please contact the Fire Technology office at 530.251.8829.

1223	FS	57	Vehicle Extrication	1.0	LEC	MSSu	8:00-11:50am	Brown, Robert	CCC	FIRE
					LAB	MSSu	12:00- 4:50pm	Brown, Robert	CCC	FIRE

(09/18/21 to 09/20/21)
This section intended for Incarcerated Student Education at Califorina Correctional Center (CCC) Fire Hall. Must be admitted into the program to register. For more information, please contact the Fire Science office at 530-251-8829. A supplemental $81.00 fee will be charged including a $5.00 materials fee for student manual flash drive and a $76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration.

2062	FS	59	Confined Space Awareness	0.5	LEC	F	8:00-11:50am	Brown, Robert	N	3
					LEC	F	1:00- 5:15pm	Brown, Robert	N	3

(09/24/21 to 09/24/21)
A supplemental $81.00 fee will be charged including a $5.00 materials fee for student manual flash drive and a $76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration. For more information, please contact the Fire Technology office at 530.251.8829.

0750	FS	60	Wildland Firefighter (calfire)	5.0	LEC	TWTh	6:00- 7:30pm	Mena, Gregory	N	3
					LAB	TWTh	7:30- 8:50pm	Mena, Gregory	N	3
					LAB	S	8:00- 3:50pm	Mena, Gregory	N	3
					LAB	S	8:00- 3:50pm	Mena, Gregory	N	3
					LAB1	S	8:00- 3:50pm	Mena, Gregory	N	3

(09/14/21 to 12/18/21)
For more information, please contact the Fire Technology Office at 530.251.8829.

1629	FS	60A	Basic Fire Crew Firefighter	3.0	LEC	TWThF	8:00- 2:05pm	Duffen, Walter	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Fehler, Dean	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Higgins, Dana	STC	ANT

(08/17/21 to 08/27/21)
This section intended for Incarcerated Student Education. Must be accepted into program prior to registration. For more information contact Fire Technology Office at 530.251.8829.

1630	FS	60A	Basic Fire Crew Firefighter	3.0	LEC	TWThF	8:00- 2:05pm	Fehler, Dean	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Higgins, Dana	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Duffen, Walter	STC	ANT

(08/24/21 to 09/03/21)
This section intended for Incarcerated Student Education. Must be accepted into program prior to registration. For more information contact Fire Technology Office at 530.251.8829.

1631	FS	60A	Basic Fire Crew Firefighter	3.0	LEC	TWThF	8:00- 2:05pm	Fehler, Dean	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Higgins, Dana	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Duffen, Walter	STC	ANT

(08/31/21 to 09/10/21)
This section intended for Incarcerated Student Education. Must be accepted into program prior to registration. For more information contact Fire Technology Office at 530.251.8829.

1633	FS	60A	Basic Fire Crew Firefighter	3.0	LEC	TWThF	8:00- 2:05pm	Fehler, Dean	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Higgins, Dana	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Duffen, Walter	STC	ANT

(09/07/21 to 09/17/21)
This section intended for Incarcerated Student Education. Must be accepted into program prior to registration. For more information contact Fire Technology Office at 530.251.8829.

1635	FS	60A	Basic Fire Crew Firefighter	3.0	LEC	TWThF	8:00- 2:05pm	Higgins, Dana	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Duffen, Walter	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Fehler, Dean	STC	ANT

(09/14/21 to 09/24/21)
This section intended for Incarcerated Student Education. Must be accepted into program prior to registration. For more information contact Fire Technology Office at 530.251.8829.

1637	FS	60A	Basic Fire Crew Firefighter	3.0	LEC	TWThF	8:00- 2:05pm	Fehler, Dean	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Duffen, Walter	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Higgins, Dana	STC	ANT

(09/21/21 to 10/01/21)
This section intended for Incarcerated Student Education. Must be accepted into program prior to registration. For more information contact Fire Technology Office at 530.251.8829.

1639	FS	60A	Basic Fire Crew Firefighter	3.0	LEC	TWThF	8:00- 2:05pm	Duffen, Walter	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Higgins, Dana	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Fehler, Dean	STC	ANT

(09/28/21 to 10/08/21)
This section intended for Incarcerated Student Education. Must be accepted into program prior to registration. For more information contact Fire Technology Office at 530.251.8829.

1641	FS	60A	Basic Fire Crew Firefighter	3.0	LEC	TWThF	8:00- 2:05pm	Higgins, Dana	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Duffen, Walter	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Fehler, Dean	STC	ANT

(10/05/21 to 10/15/21)
This section intended for Incarcerated Student Education. Must be accepted into program prior to registration. For more information contact Fire Technology Office at 530.251.8829.

1643	FS	60A	Basic Fire Crew Firefighter	3.0	LEC	TWThF	8:00- 2:05pm	Duffen, Walter	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Higgins, Dana	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Fehler, Dean	STC	ANT

(10/12/21 to 10/22/21)
This section intended for Incarcerated Student Education. Must be accepted into program prior to registration. For more information contact Fire Technology Office at 530.251.8829.

1645	FS	60A	Basic Fire Crew Firefighter	3.0	LEC	TWThF	8:00- 2:05pm	Fehler, Dean	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Higgins, Dana	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Duffen, Walter	STC	ANT

(10/19/21 to 10/29/21)
This section intended for Incarcerated Student Education. Must be accepted into program prior to registration. For more information contact Fire Technology Office at 530.251.8829.

1647	FS	60A	Basic Fire Crew Firefighter	3.0	LEC	TWThF	8:00- 2:05pm	Duffen, Walter	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Fehler, Dean	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Higgins, Dana	STC	ANT

(10/26/21 to 11/05/21)
This section intended for Incarcerated Student Education. Must be accepted into program prior to registration. For more information contact Fire Technology Office at 530.251.8829.

1649	FS	60A	Basic Fire Crew Firefighter	3.0	LEC	TWThF	8:00- 2:05pm	Fehler, Dean	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Duffen, Walter	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Higgins, Dana	STC	ANT

(11/02/21 to 11/12/21)
This section intended for Incarcerated Student Education. Must be accepted into program prior to registration. For more information contact Fire Technology Office at 530.251.8829.

1651	FS	60A	Basic Fire Crew Firefighter	3.0	LEC	TWThF	8:00- 2:05pm	Fehler, Dean	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Higgins, Dana	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Duffen, Walter	STC	ANT

(11/09/21 to 11/19/21)
This section intended for Incarcerated Student Education. Must be accepted into program prior to registration. For more information contact Fire Technology Office at 530.251.8829.

1653	FS	60A	Basic Fire Crew Firefighter	3.0	LEC	TWThF	8:00- 2:05pm	Fehler, Dean	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Higgins, Dana	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Duffen, Walter	STC	ANT

(11/16/21 to 12/03/21)
This section intended for Incarcerated Student Education. Must be accepted into program prior to registration. For more information contact Fire Technology Office at 530.251.8829.

1655	FS	60A	Basic Fire Crew Firefighter	3.0	LEC	TWThF	8:00- 2:05pm	Fehler, Dean	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Duffen, Walter	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Higgins, Dana	STC	ANT

(11/30/21 to 12/10/21)
This section intended for Incarcerated Student Education. Must be accepted into program prior to registration. For more information contact Fire Technology Office at 530.251.8829.

1657	FS	60A	Basic Fire Crew Firefighter	3.0	LEC	TWThF	8:00- 2:05pm	Fehler, Dean	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Duffen, Walter	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Higgins, Dana	STC	ANT

(12/07/21 to 12/17/21)
This section intended for Incarcerated Student Education. Must be accepted into program prior to registration. For more information contact Fire Technology Office at 530.251.8829.

1666	FS	60A	Basic Fire Crew Firefighter	3.0	LEC	TWThF	8:00- 2:05pm	Fehler, Dean	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Duffen, Walter	STC	ANT
					LEC	TWThF	8:00- 2:05pm	Higgins, Dana	STC	ANT

(12/14/21 to 12/24/21)
This section intended for Incarcerated Student Education. Must be accepted into program prior to registration. For more information contact Fire Technology Office at 530.251.8829.

0519	FS	61	Basic Firefighter (basic 32)	2.0	LEC	MTWThF	8:00- 8:50am	Hitchcock, Steven	N	3
					LAB	S	8:00- 3:50pm	Hitchcock, Steven	N	3

(08/16/21 to 09/29/21)

2064	FS	61	Basic Firefighter (basic 32)	2.0	LEC	M	6:00- 8:50pm	Higgins, Dana	N	3
					LAB	M	6:00- 8:50pm	Higgins, Dana	N	3

(09/13/21 to 12/06/21)
For more information, please contact the Fire Technology Office at 530.251.8829.

0983	FS	64	Instructor 1	2.5	LEC	MTWTh	8:00-11:50am	Weaver, John	N	3
					LEC	MTWTh	1:00- 4:50pm	Weaver, John	N	3
					LEC1	F	8:00-11:50am	Weaver, John	N	3
					LEC1	F	1:00- 4:50pm	Weaver, John	N	3

(12/13/21 to 12/17/21)
A supplemental State Fire Training CFSTES certification fee of $141.00 is due to Lassen Community College and will be collected at the time of registration. For more information, please contact the Fire Technology office at 530.251.8829.

1291	FS	72	Hazmat First Responder Operati	1.0	LEC	FSSu	8:00-11:50am	Medvin, Bradley	N	3
					LEC	FSSu	1:00- 4:50pm	Medvin, Bradley	N	3

(10/15/21 to 10/17/21)
A supplemental $81.00 fee will be charged including a $5.00 materials fee for student manual flash drive and a $76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration. For more information, please contact the Fire Technology office at 530.251.8829.

1068	FS	80	Firefighter Survival	1.0	LEC	FS	8:00-11:50am	Brown, Robert	N	3
					LEC	FS	1:00- 5:15pm	Brown, Robert	N	3

(10/08/21 to 10/09/21)
A supplemental $81.00 fee will be charged including a $5.00 materials fee for student manual flash drive and a $76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration. For more information, please contact the Fire Technology office at 530.251.8829.

1114	FS	81	Wildland Firefighter Safety	0.5	LEC	F	8:00-11:50am	Robinson, Gary	N	3
					LEC	F	1:00- 5:15pm	Robinson, Gary	N	3

(10/22/21 to 10/22/21)
For more information, please contact the Fire Technology office at 530.251.8829.

1248	FS	81	Wildland Firefighter Safety	0.5	LEC	MTWThF	8:00- 8:50am	Hitchcock, Steven	N	3

(12/03/21 to 12/14/21)

2065	FS	92D	Company Officer 2D All-Risk	2.0	LEC	MTWThF	8:00-11:50am	Sherfy, Christian	N	3
					LEC	MTWThF	1:00- 4:50pm	Sherfy, Christian	N	3

(11/29/21 to 12/03/21)
A supplemental State Fire Training CFSTES certification fee of $141.00 is due to Lassen Community College and will be collected at the time of registration. For more information, please contact the Fire Technology office at 530.251.8829.

2066	FS	92E	Company Officer 2E: Wildland	2.0	LEC	MTWThF	8:00-11:50am	Brown, Robert	N	3
					LEC	MTWThF	1:00- 4:50pm	Brown, Robert	N	3

(12/06/21 to 12/10/21)
A supplemental State Fire Training CFSTES certification fee of $141.00 is due to Lassen Community College and will be collected at the time of registration. Prerequisites: Must complete or provide copy of S-290 Intermediate Fire Behavior Certificate (classroom delivery only) as well as meet the educational requirements for Fire Fighter II as stated in the California State Fire Training certification process. A copy of your Firefighter II certificate and NWCG S-290 must be presented to the instructor on the first day of class. For more information,please contact the Fire Technology office at 530.251.8829.

Geographic Information Systems

1245	GIS	1	Fundamentals of GIS	4.0	NET	TBA	TBA	Shoemaker, Charles	NET	ONLINE
					NETB	TBA	TBA	Shoemaker, Charles	NET	ONLINE

(09/13/21 to 12/16/21)
This course is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). This must be taken concurrently with GIS-2. For more information, please contact the instructor at cshoemaker@lassencollege.edu.

1246	GIS	2	GIS Data Concepts	3.0	NET	TBA	TBA	Mooney, Teri	NET	ONLINE
					NETB	TBA	TBA	Mooney, Teri	NET	ONLINE

(09/13/21 to 12/16/21)
This course is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). The class must be taken concurrently with GIS-1. For more information, please contact the instructor at tlmooney@lassencollege.edu.

Geology

0109	GEOL	1	Physical Geology	4.0	LEC	T	1:00- 3:50pm	Fuller, Lynn	MS	112
					LAB	Th	1:00- 3:50pm	Fuller, Lynn	MS	112

Gunsmithing

0218	GSS	49	Gunsmithing Work Experience	1.0-8.0	WE	TBA	TBA	Gardiner, Lisa	HU	205

All Work Experience students are required to attend ONE of the following MANDATORY ON-CAMPUS IN-PERSON ORIENTATIONS: Friday, 8/13/21 at noon in room HU107 -OR- Thursday, 8/19/21 at 12:30 in room HU107 -OR- Wednesday, 8/25/21 at 5:30pm in room HU107. This class will consist of a combination of on-campus orientation approximately 1.5 hours in duration; work based learning; individual conferences at worksite with instructor-coordinator and work site supervisor; and online exercises, and/or written assignments. Students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. For more information, please contact lgardiner@lassencollege.edu or 530.251.8856.

0222	GSS	50.01	Recoil Pad Install	1.0	LEC	MTWThF	8:00- 9:10am	Mumma, Brent	GS	101
					LAB	MTWThF	9:10-11:50am	Mumma, Brent	GS	101
					LAB	MTWThF	1:00- 4:30pm	Mumma, Brent	GS	101

(11/01/21 to 11/05/21)
Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0258	GSS	50.03	Open Sight Install	1.0	LEC	MTWThF	8:00- 9:10am	Mumma, Brent	GS	101
					LAB	MTWThF	9:10-11:50am	Mumma, Brent	GS	101
					LAB	MTWThF	1:00- 4:30pm	Mumma, Brent	GS	101

(10/25/21 to 10/29/21)
Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0263	GSS	52.01	Gunsmith Machining I	2.0	LEC	MTWThF	8:00- 9:10am	Bauer, Buck	GS	101
					LAB	MTWThF	9:10-11:50am	Bauer, Buck	GS	101
					LAB	MTWThF	1:00- 4:30pm	Bauer, Buck	GS	101
					LEC1	MTWThF	8:00- 9:10am	Steele, Clifford	GS	101
					LEC1	MTWThF	9:10-11:50am	Steele, Clifford	GS	101
					LAB1	MTWThF	1:00- 4:30pm	Steele, Clifford	GS	101

(08/16/21 to 08/27/21)
Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0264	GSS	52.02	Gunsmith Machining 2	2.0	LEC	MTThF	7:00- 8:25am	Steele, Clifford	GS	101
					LAB	MTThF	8:25-11:50am	Steele, Clifford	GS	101
					LAB	MTThF	1:00- 5:25pm	Steele, Clifford	GS	101
					LEC1	TWThF	7:00- 8:25am	Bauer, Buck	GS	101
					LAB1	TWThF	8:25-11:50am	Bauer, Buck	GS	101
					LAB1	TWThF	1:00- 5:25pm	Bauer, Buck	GS	101

(08/30/21 to 09/10/21)
Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0261	GSS	52.03	Gunsmith Machining 3	2.0	LEC	MTWThF	8:00- 9:10am	Bauer, Buck	GS	101
					LAB	MTWThF	9:10-11:50am	Bauer, Buck	GS	101
					LAB	MTWThF	1:00- 4:30pm	Bauer, Buck	GS	101
					LEC1	MTWThF	8:00- 9:10am	Steele, Clifford	GS	101
					LAB1	MTWThF	9:10-11:50am	Steele, Clifford	GS	101
					LAB1	MTWThF	1:00- 4:30pm	Steele, Clifford	GS	101

(09/13/21 to 09/24/21)
Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0279	GSS	52.04	Gunsmith Machining 4	1.0	LEC	MTWThF	8:00- 9:10am	Mumma, Brent	GS	101
					LAB	MTWThF	9:10-11:50am	Mumma, Brent	GS	101
					LAB	MTWThF	1:00- 4:30pm	Mumma, Brent	GS	101

(11/15/21 to 11/19/21)
Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0277	GSS	52.05	Gunsmith Machining 5	1.0	LEC	MTWThF	8:00- 9:10am	Bauer, Buck	GS	101
					LAB	MTWThF	9:10-11:50am	Bauer, Buck	GS	101
					LAB	MTWThF	1:00- 4:30pm	Bauer, Buck	GS	101

(11/29/21 to 12/03/21)
Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0278	GSS	52.06	Gunsmith Machining 6	1.0	LEC	MTWThF	8:00- 9:10am	Musante, Daniel	GS	101
					LAB	MTWThF	9:10-11:50am	Musante, Daniel	GS	101
					LAB	MTWThF	1:00- 4:30pm	Musante, Daniel	GS	101

(12/06/21 to 12/10/21)
Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0303	GSS	54.05	Hard/Temp Steels	1.0	LEC	MTWThF	8:00- 9:10am	Steele, Clifford	GS	101
					LAB	MTWThF	9:10-11:50am	Steele, Clifford	GS	101
					LAB	MTWThF	1:00- 4:30pm	Steele, Clifford	GS	101

(09/27/21 to 10/01/21)
Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0311	GSS	59.02	Metal Preparation	1.0	LEC	MTWThF	8:00- 9:10am	Bauer, Buck	GS	101
					LAB	MTWThF	9:10-11:50am	Bauer, Buck	GS	101
					LAB	MTWThF	1:00- 4:30pm	Bauer, Buck	GS	101

(10/18/21 to 10/22/21)
Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0312	GSS	59.03	Parkerizing	1.0	LEC	MTWThF	8:00- 9:10am	Steele, Clifford	GS	101
					LAB	MTWThF	9:10-11:50am	Steele, Clifford	GS	101
					LAB	MTWThF	1:00- 4:30pm	Steele, Clifford	GS	101

(10/04/21 to 10/08/21)
Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0313	GSS	59.04	Color Case Hardening	1.0	LEC	MTWF	7:00- 8:25am	Bauer, Buck	GS	101
					LAB	MTWF	8:25-11:50am	Bauer, Buck	GS	101
					LAB	MTWF	1:00- 5:25pm	Bauer, Buck	GS	101

(11/08/21 to 11/12/21)
Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0314	GSS	59.05	Rust Bluing	1.0	LEC	TWThF	7:00- 8:25am	Martin, John	VT	104
					LAB	TWThF	8:25-11:50am	Martin, John	VT	104
					LAB	TWThF	1:00- 5:25pm	Martin, John	VT	104

(09/07/21 to 09/10/21)
Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0238	GSS	59.07	Niter Bluing and Heat Coloring	1.0	LEC	MTThF	7:00- 8:25am	Mumma, Brent	VT	104
					LAB	MTThF	8:25-11:50am	Mumma, Brent	VT	104
					LAB	MTThF	1:00- 5:25pm	Mumma, Brent	VT	104

(08/30/21 to 09/03/21)
Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0315	GSS	59.09	Alternative Metal Finishes	1.0	LEC	MTWThF	8:00- 9:10am	Mumma, Brent	GS	101
					LAB	MTWThF	9:10-11:50am	Mumma, Brent	GS	101
					LAB	MTWThF	1:00- 4:30pm	Mumma, Brent	GS	101

(10/11/21 to 10/15/21)
Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0240	GSS	60.01	Dfr Recoil Auto Sg	1.0	LEC	MTWThF	8:00- 9:10am	Martin, John	VT	104
					LAB	MTWThF	9:10-11:50am	Martin, John	VT	104
					LAB	MTWThF	1:00- 4:30pm	Martin, John	VT	104

(12/06/21 to 12/10/21)
Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0241	GSS	60.02	Dfr Gas Operated Auto Shotguns	1.0	LEC	MTWThF	8:00- 9:10am	Martin, John	VT	104
					LAB	MTWThF	9:10-11:50am	Martin, John	VT	104
					LAB	MTWThF	1:00- 4:30pm	Martin, John	VT	104

(11/29/21 to 12/03/21)
Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0242	GSS	60.04	Dfr Pump Shotguns	1.0	LEC	MTWThF	8:00- 9:10am	Chavez, Robert	VT	104
					LAB	MTWThF	9:10-11:50am	Chavez, Robert	VT	104
					LAB	MTWThF	1:00- 4:30pm	Chavez, Robert	VT	104

(11/15/21 to 11/19/21)
Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0167	GSS	61.01	Dfr Single Action Revolvers	1.0	LEC	MTWThF	8:00- 9:10am	Bauer, Buck	VT	104
					LAB	MTWThF	9:10-11:50am	Bauer, Buck	VT	104
					LAB	MTWThF	1:00- 4:30pm	Bauer, Buck	VT	104

(09/20/21 to 09/24/21)
Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0168	GSS	61.02	Dfr Smith & Wesson Revolvers	1.0	LEC	MTWThF	8:00- 9:10am	Chavez, Robert	VT	104
					LAB	MTWThF	9:10-11:50am	Chavez, Robert	VT	104
					LAB	MTWThF	1:00- 4:30pm	Chavez, Robert	VT	104

(09/27/21 to 10/01/21)
Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0245	GSS	61.03	DFR Colt & Ruger Revolvers	1.0	LEC	MTWThF	8:00- 9:10am	Bauer, Buck	VT	104
					LAB	MTWThF	9:10-11:50am	Bauer, Buck	VT	104
					LAB	MTWThF	1:00- 4:30pm	Bauer, Buck	VT	104

(10/04/21 to 10/08/21)
Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0317	GSS	66.02	Revolver Barrel Fit	1.0	LEC	MTWThF	8:00- 9:10am	Bauer, Buck	VT	104
					LAB	MTWThF	9:10-11:50am	Bauer, Buck	VT	104
					LAB	MTWThF	1:00- 4:30pm	Bauer, Buck	VT	104

(10/11/21 to 10/15/21)
Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0247	GSS	67.01	Blowback Principle	1.0	LEC	MTWThF	8:00- 9:10am	Martin, John	VT	104
					LAB	MTWThF	9:10-11:50am	Martin, John	VT	104
					LAB	MTWThF	1:00- 4:30pm	Martin, John	VT	104

(10/18/21 to 10/22/21)
Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0248	GSS	68.01	Dfr Locked Breech	1.0	LEC	MTWThF	8:00- 9:10am	Martin, John	VT	104
					LAB	MTWThF	9:10-11:50am	Martin, John	VT	104
					LAB	MTWThF	1:00- 4:30pm	Martin, John	VT	104

(11/01/21 to 11/05/21)
Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0249	GSS	68.02	Locked Breech Dbl A	1.0	LEC	MTWF	7:00- 8:25am	Chavez, Robert	VT	104
					LAB	MTWF	8:25-11:50am	Chavez, Robert	VT	104
					LAB	MTWF	1:00- 5:25pm	Chavez, Robert	VT	104

(11/08/21 to 11/12/21)
Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0250	GSS	68.03	Dfr Blowback Auto Pistols	1.0	LEC	MTWThF	8:00- 9:10am	Martin, John	VT	104
					LAB	MTWThF	9:10-11:50am	Martin, John	VT	104
					LAB	MTWThF	1:00- 4:30pm	Martin, John	VT	104

(10/25/21 to 10/29/21)
Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0251	GSS	70.01	Dfa Triggers 1	1.0	LEC	MTWThF	8:00- 9:10am	Chavez, Robert	VT	104
					LAB	MTWThF	9:10-11:50am	Chavez, Robert	VT	104
					LAB	MTWThF	1:00- 4:30pm	Chavez, Robert	VT	104

(08/16/21 to 08/20/21)
Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800

0254	GSS	70.02	Dfa Triggers 2	1.0	LEC	MTWThF	8:00- 9:10am	Chavez, Robert	VT	104
					LAB	MTWThF	9:10-11:50am	Chavez, Robert	VT	104
					LAB	MTWThF	1:00- 4:30pm	Chavez, Robert	VT	104

(08/23/21 to 08/27/21)
Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

0318	GSS	73.02	Spring Making	1.0	LEC	MTWThF	8:00- 9:10am	Martin, John	VT	104
					LAB	MTWThF	9:10-11:50am	Martin, John	VT	104
					LAB	MTWThF	1:00- 4:30pm	Martin, John	VT	104

(09/13/21 to 09/17/21)
Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800.

1143	GSS	98.21	Hand Guns Special Projects	1.0-3.0	LAB	TBA	TBA	Bauer, Buck	GS	101
					LAB1	TBA	TBA	Steele, Clifford	GS	101
					LAB2	TBA	TBA	Bauer, Buck	GS	101

(08/17/21 to 12/09/21)
Lab held TWTH 5:30pm-8:35pm. Open Entry/Open Exit, variable unit class. Class will not meet the week of Thanksgiving, November 23rd & November 24th. Students will complete 51 hours of lab for each unit attempted, hours to be arranged with instructor. Enrollment limited to approved Gunsmithing Program students. For more information contact 530.251.8800.

1144	GSS	98.22	Dfr Long Guns Special Projects	1.0-3.0	LAB	TBA	TBA	Bauer, Buck	GS	101
					LAB1	TBA	TBA	Steele, Clifford	GS	101
					LAB2	TBA	TBA	Bauer, Buck	GS	101

(08/17/21 to 12/09/21)
Lab held TWTH 5:30pm-8:35pm. Open Entry/Open Exit, variable unit class. Class will not meet the week of Thanksgiving, November 23rd & November 24th. Students will complete 51 hours of lab for each unit attempted, hours to be arranged with instructor. Enrollment limited to approved Gunsmithing Program students. For more information contact 530.251.8800.

1145	GSS	98.23	Machine Shop Special Projects	1.0-3.0	LAB	TBA	TBA	Bauer, Buck	GS	101
					LAB1	TBA	TBA	Steele, Clifford	GS	101
					LAB2	TBA	TBA	Bauer, Buck	GS	101

(08/17/21 to 12/09/21)
Lab held TWTH 5:30pm-8:35pm. Open Entry/Open Exit, variable unit class. Class will not meet the week of Thanksgiving, November 23rd & November 24th. Students will complete 51 hours of lab for each unit attempted, hours to be arranged with instructor. Enrollment limited to approved Gunsmithing Program students. For more information contact 530.251.8800.

1146	GSS	98.24	Stockmaking Special Projects	1.0-3.0	LAB	TBA	TBA	Bauer, Buck	GS	101
					LAB1	TBA	TBA	Steele, Clifford	GS	101
					LAB2	TBA	TBA	Bauer, Buck	GS	101

(08/17/21 to 12/09/21)
Lab held TWTH 5:30pm-8:35pm. Open Entry/Open Exit, variable unit class. Class will not meet the week of Thanksgiving, November 23rd & November 24th. Students will complete 51 hours of lab for each unit attempted, hours to be arranged with instructor. Enrollment limited to approved Gunsmithing Program students. For more information contact 530.251.8800.

Health

0097	HLTH	2	Personal Health	3.0	COR	TBA	TBA	Tobola, Crystal	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0266	HLTH	2	Personal Health	3.0	LEC	T	8:00- 9:15am	Poulsen, Toni	HU	201
					NET	TBA	TBA	Poulsen, Toni	NET	ONLINE

This is a hybrid class. 1.5 hours of instruction will be completed on-campus in a face-to-face classroom setting. The remaining 1.5 hours of instruction will be completed asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at tpoulsen@lassencollege.edu.

0267	HLTH	2	Personal Health	3.0	COR	TBA	TBA	Tobola, Crystal	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0269	HLTH	2	Personal Health	3.0	COR	TBA	TBA	Beckwith, Michelle	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0271	HLTH	25	Understanding Nutrition	3.0	COR	TBA	TBA	Nyman, Carrie	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0272	HLTH	25	Understanding Nutrition	3.0	COR	TBA	TBA	Jones, Hillary	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0530	HLTH	25	Understanding Nutrition	3.0	NET	TBA	TBA	Jones, Hillary	NET	ONLINE

This course is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at hcolby@lassencollege.edu.

0546	HLTH	25	Understanding Nutrition	3.0	COR	TBA	TBA	Nyman, Carrie	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0899	HLTH	25	Understanding Nutrition	3.0	NET	TBA	TBA	Beckwith, Michelle	NET	ONLINE

This course is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at mbeckwith@lassencollege.edu.

Health Occupations

0273	HO	3	Medical Terminology	3.0	NET	TBA	TBA	Gillespie, Jessica	NET	ONLINE

This course is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at jgillespie@lassencollege.edu.

0718	HO	3	Medical Terminology	3.0	LEC	W	8:00- 8:50am	Myers, Christi	CA	127
					NET	TBA	TBA	Myers, Christi	NET	ONLINE

This is a hybrid class. One hour per week of instrucion will be completed on-campus in a face-to-face clasroom setting. The remaining 2 hours of instruction will be completed asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more informatin, please contact the instructor at cmyers@lassencollege.edu.

0275	HO	49	Health Occupations Work Exp	1.0-8.0	WE	TBA	TBA	Gardiner, Lisa	HU	205

All Work Experience students are required to attend ONE of the following MANDATORY ON-CAMPUS IN-PERSON ORIENTATIONS: Friday, 8/13/21 at noon in room HU107 -OR- Thursday, 8/19/21 at 12:30 in room HU107 -OR- Wednesday, 8/25/21 at 5:30pm in room HU107. This class will consist of a combination of on-campus orientation approximately 1.5 hours in duration; work based learning; individual conferences at worksite with instructor-coordinator and work site supervisor; and online exercises, and/or written assignments. Students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. For more information, please contact lgardiner@lassencollege.edu or 530.251.8856.

1238	HO	70	Medical Assisting: Core	7.0	LEC	TWTh	1:00- 4:50pm	Fiddament, Amy	CA	113
					NET	TBA	TBA	Myers, Christi	NET	ONLINE

(08/17/21 to 09/30/21)
A $200 fee for uniforms and materials will be collected at registration. This is a hybrid class. 80 hours of instruction will be completed in person in a classroom setting on campus. The remaining 45 hours of instruction will be completed online. For more information, please contact the instructors at afiddament@lassencollege.edu or cmyers@lassencollege.edu.

1239	HO	71	Medical Assist Administrative	6.5	LEC	TWTh	1:00- 4:50pm	Fiddament, Amy	CA	113
					LAB	TWTh	1:00- 4:50pm	Fiddament, Amy	CA	113
					NET	TBA	TBA	Myers, Christi	NET	ONLINE

(10/05/21 to 12/16/21)
This is a hybrid class. 124 hours of instruction will be completed in person in a classroom setting on campus. The remaining 37.5 hours of instruction will be completed online. This course requires a 40 hour externship at a clinical facility, all clinical compliance requirements in HO 70 must be met prior to enrollment. For more information, please contact the instructors at afiddament@lassencollege.edu or cmyers@lassencollege.edu.

1236	HO	80A	Nurse Assistant	6.0	LEC	MWF	5:00- 9:15pm	Braccialini, Elizabeth	CA	113
					LAB	TBA	TBA	Braccialini, Elizabeth	CA	113

(10/04/21 to 12/16/21)
Students will complete 72 hours of lecture instruction in a classroom setting. The remaining 112 hours of lab instruction will be completed at Clinical sites. All clinical compliance requirements must be met prior to enrollment. Uniform and lab fee of $100 will be collected at registration. Please contact the instructor for clinical site asssignments at ebraccialini@lassencollege.edu. For more information, please contact the Nursing Office at 530.251.8870.

1237	HO	80A	Nurse Assistant	6.0	LEC	TTh	8:00- 8:50am	Myers, Christi	CA	127
					NET	TBA	TBA	Myers, Christi	NET	ONLINE
					LAB	TBA	TBA	Myers, Christi	CA	113

(08/16/21 to 05/27/22)
This section intended for High School Pathway program. The Lecture portion of the class will be completed in the Fall 2021 semester by hybrid instruction. 2 hours per week of instruction will be completed in-person on campus in a classroom setting. The remaining 38 hours of lecture will be completed asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). The Lab portion of the class will be completed in the Spring 2022 semester. 112 hours will be completed in-person in a clinical setting at an approved site. All clinical compliance requirements must be met prior to enrollment. Uniform and lab fee of $100 will be collected at registration. For more information, please contact the instructor at cmyers@lassencollege.edu.

1241	HO	120	Cardiopulmonary Res	0.5	LEC	T	9:00- 5:15pm	Myers, Christi	TBA	TBA

(10/05/21 to 10/05/21)
This section will be held in-person on the main Susanville campus. Please contact the instructor at cmyers@lassencollege.edu for the classroom location.

1242	HO	120	Cardiopulmonary Res	0.5	LEC	T	9:00- 5:15pm	Myers, Christi	TBA	TBA

(11/02/21 to 11/02/21)
This section will be held in-person on the main Susanville campus. Please contact the instructor at cmyers@lassencollege.edu for the classroom location.

1243	HO	120	Cardiopulmonary Res	0.5	LEC	T	9:00- 5:15pm	Myers, Christi	TBA	TBA

(12/07/21 to 12/07/21)
This section will be held in-person on the main Susanville campus. Please contact the instructor at cmyers@lassencollege.edu for the classroom location.

1897	HO	120	Cardiopulmonary Res	0.5	LEC	T	9:00- 5:15pm	Myers, Christi	CA	113

(09/07/21 to 09/07/21)
This section will be held in-person on the main Susanville campus. Please contact the instructor at cmyers@lassencollege.edu for more information.

History

0286	HIST	14	World History, Beginning 1500	3.0	COR	TBA	TBA	Baker, Colleen	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0757	HIST	14	World History, Beginning 1500	3.0	COR	TBA	TBA	Baker, Colleen	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0804	HIST	14	World History, Beginning 1500	3.0	LEC	T	11:00-12:15pm	Baker, Colleen	HU	201
					NET	TBA	TBA	Baker, Colleen	NET	ONLINE

This is a hybrid class. 1.5 hours of instruction per week will be completed on-campus face-to-face in a classroom setting. The remaining 1.5 hours of instruction per week will be completed online asynchronously (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information,please contact the instructor at cbaker@lassencollege.edu.

1082	HIST	15	World History, 1500 to Present	3.0	NET	TBA	TBA	Baker, Colleen	NET	ONLINE

This is class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at cbaker@lassencollege.edu.

1131	HIST	15	World History, 1500 to Present	3.0	COR	TBA	TBA	Baker, Colleen	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0122	HIST	16	U.S. History	3.0	COR	TBA	TBA	Wilkerson, Robert	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0507	HIST	16	U.S. History	3.0	NET	TBA	TBA	Poulsen, Toni	NET	ONLINE

This class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information please contact instructor at tpoulsen@lassencollege.edu.

0531	HIST	16	U.S. History	3.0	COR	TBA	TBA	Wilkerson, Robert	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0564	HIST	16	U.S. History	3.0	LEC	T	9:30-10:45am	Poulsen, Toni	HU	201
					NET	TBA	TBA	Poulsen, Toni	NET	ONLINE

This is a hybrid class. 1.5 hours of instruction per week will be completed on-campus face-to-face in a classroom setting. The remaining 1.5 hours of instruction per week will be completed asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at tpoulsen@lassencollege.edu.

0015	HIST	17	Post Civil War - U. S. History	3.0	LEC	MW	8:00- 8:50am	Poulsen, Toni	HU	201
					NET	TBA	TBA	Poulsen, Toni	NET	ONLINE

This is a hybrid class. 2 hours of instruction per week will be completed on-campus face-to-face in a classroom setting. The remaining 1 hour of instruction per week will be completed asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at tpoulsen@lassencollege.edu.

0288	HIST	17	Post Civil War - U. S. History	3.0	COR	TBA	TBA	Wilkerson, Robert	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0822	HIST	17	Post Civil War - U. S. History	3.0	COR	TBA	TBA	Romero, Thomas	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

Human Services

1085	HUS	10	Intr Social Work Human Service	3.0	LEC	Th	9:30-10:45am	Baker, Colleen	HU	206
					NET	TBA	TBA	Baker, Colleen	NET	ONLINE

This is a hybrid class. 1.5 hours per week of instruction will be completed in a face-to-face classroom setting. The remaining 1.5 hours of instruction per week will be completed asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at cbaker@lassencollege.edu.

0938	HUS	30	Pharmacology of Drugs of Abuse	3.0	COR	TBA	TBA	Kerby, Andrew	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0939	HUS	30	Pharmacology of Drugs of Abuse	3.0	COR	TBA	TBA	Kerby, Andrew	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0965	HUS	30	Pharmacology of Drugs of Abuse	3.0	COR	TBA	TBA	Kerby, Andrew	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0301	HUS	49	Human Services Work Exp	1.0-8.0	WE	TBA	TBA	Gardiner, Lisa	HU	205

All Work Experience students are required to attend ONE of the following MANDATORY ON-CAMPUS IN-PERSON ORIENTATIONS: Friday, 8/13/21 at noon in room HU107 -OR- Thursday, 8/19/21 at 12:30 in room HU107 -OR- Wednesday, 8/25/21 at 5:30pm in room HU107. This class will consist of a combination of on-campus orientation approximately 1.5 hours in duration; work based learning; individual conferences at worksite with instructor-coordinator and work site supervisor; and online exercises, and/or written assignments. Students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. For more information, please contact lgardiner@lassencollege.edu or 530.251.8856.

Humanities

0291	HUM	1	Prehistoric to 1600	3.0	COR	TBA	TBA	Romero, Thomas	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0292	HUM	1	Prehistoric to 1600	3.0	COR	TBA	TBA	Porter, Joelle	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

1111	HUM	1	Prehistoric to 1600	3.0	NET	TBA	TBA	Porter, Joelle	NET	ONLINE

This class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information please contact instructor at jporter@lassencollege.edu.

0621	HUM	2	1600 to Present	3.0	COR	TBA	TBA	Romero, Thomas	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0636	HUM	2	1600 to Present	3.0	COR	TBA	TBA	Porter, Joelle	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

Interdisciplinary Studies

1244	IDS	1	Intro to Sign Lang	4.0	NET	TBA	TBA	Staff	NET	ONLINE

This class is offered online. For more information, please contact the instructor at jminkler@lassencollege.edu.

Mathematics

0639	MATH	1A	Geometry/Calculus I	5.0	SNC	MWF	11:00-12:25pm	McClellan, Natalia	ZOOM	MEETING

This is a synchronous online class (LIVE online classes in real time in a virtual classroom with Zoom meetings). The class will meet live online MWF 11:00AM-12:25PM. Attendance is expected just as in an on-campus face-to-face class. For more information, please contact the instructor at nmcclellan@lassencollege.edu.

1112	MATH	7	Trigonometry	3.0	NET	TBA	TBA	Schofield, Robert	NET	ONLINE

Must be taken along with non-credit MATH-167-N1107. This class is offered online using OPTIONAL synchronous (LIVE online classes in real time in a virtual Zoom classroom) meetings with Zoom on Thursdays 11:00AM - 12:15PM. The remainder of the class will be completed asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No mandatory Zoom meetings). The synchronous Zoom class meetings will be recorded in the event you are unable to attend. For more information, please contact the instructor at rschofield@lassencollege.edu. **THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK. Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

0323	MATH	40	Elementary Statistics	3.0	COR	TBA	TBA	Ng, Jackson	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. This class to be taken along with MATH-164-I1089.

0717	MATH	40	Elementary Statistics	3.0	LEC	TTh	8:00- 9:15am	Ng, Jackson	MS	121

This class to be taken along with MATH-164-M1230.

0783	MATH	40	Elementary Statistics	3.0	NET	TBA	TBA	McClellan, Natalia	NET	ONLINE

This class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at nmcclellan@lassencollege.edu. The class to be taken along with MATH-164-N1097.

0837	MATH	40	Elementary Statistics	3.0	SNC	T	11:00-11:50am	Eckley, Noelle	ZOOM	MEETING
					NET	TBA	TBA	Eckley, Noelle	NET	ONLINE

MATH-40 is offered online using one MANDATORY synchronous meeting per week (LIVE online classes in real time in a virtual classroom by Zoom). The Zoom class will be on Tuesdays 11:00AM- 11:50AM. The remainder of the class will be completed using asynchronous online lessons (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). **FREE ONLINE CALCULATORS will be used on homework and exams. The mandatory MyLab Pearson Access Code [includes an e-book and is necessary for online homework and exams] Students SHOULD NOT purchase the A. G. Bluman, Elementary Statistics text [no need for a second textbook]. For more information, please contact the instructor at neckley@lassencollege.edu. This class to be taken along with MATH-164-N1096.

0838	MATH	40	Elementary Statistics	3.0	LEC	MW	12:00-12:50pm	Eckley, Noelle	MS	121
					NET	TBA	TBA	Eckley, Noelle	NET	ONLINE

This is a hybrid class. 2 hours of instruction per week will be completed in person on campus in a classroom setting. The remaining 1 hour per week of instruction will be completed asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). **FREE ONLINE CALCULATORS will be used on homework and exams. The mandatory MyLab Pearson Access Code [includes an e-book and is necessary for online homework and exams] Students SHOULD NOT purchase the A. G. Bluman, Elementary Statistics text [no need for a second textbook]. For more information, please contact the instructor at neckley@lassencolleg.edu.

0839	MATH	40	Elementary Statistics	3.0	LEC	MW	10:00-10:50am	Ng, Jackson	MS	121
					NET	TBA	TBA	Ng, Jackson	NET	ONLINE

This is a hybrid class. 2 hours of instruction per week will be completed in person on campus in a classroom setting. The remaining 1 hour per week of instruction will be completed asynchronously online (Work online on your own time while meeting unit deadlines set by the instructor. No mandatory Zoom meetings). For more information, please contact the instructor at jng@lassencollege.edu. This class must be taken along with MATH-164-N1235.

1064	MATH	40	Elementary Statistics	3.0	COR	TBA	TBA	Ng, Jackson	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. This section must be taken along with MATH-164-I1099.

1066	MATH	40	Elementary Statistics	3.0	COR	TBA	TBA	Ng, Jackson	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. This section must be taken along with MATH-164-I1102.

0860	MATH	60	Intermediate Algebra	4.0	COR	TBA	TBA	Benes Wilson, Monica	FCI	CDCR
					CORB	TBA	TBA	Benes Wilson, Monica	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0861	MATH	60	Intermediate Algebra	4.0	COR	TBA	TBA	Eckley, Noelle	FCI	CDCR
					CORB	TBA	TBA	Eckley, Noelle	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0862	MATH	60	Intermediate Algebra	4.0	COR	TBA	TBA	Beckwith, Allison	FCI	CDCR
					CORB	TBA	TBA	Beckwith, Allison	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0893	MATH	60	Intermediate Algebra	4.0	NET	TBA	TBA	Schofield, Robert	NET	ONLINE
					NETB	TBA	TBA	Schofield, Robert	NET	ONLINE

Math 60 will be offered online using OPTIONAL synchronous (LIVE online classes in real time in a virtual Zoom classroom) meetings with Zoom on Thursdays during your scheduled class time (9:30AM-10:45AM) and online asynchronously (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings) for the rest of the class hours. The synchronous Zoom class meetings will be recorded in the event you are unable to attend. For more information, please contact the instructor at rschofield@lassencollege.edu.

1089	MATH	164	Elementary Statistics Lab	0.0	CORB	TBA	TBA	Ng, Jackson	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. This class to be taken along with MATH-40-I0323.

1096	MATH	164	Elementary Statistics Lab	0.0	NETB	TBA	TBA	Eckley, Noelle	NET	ONLINE

MATH-164 is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). This class must be taken along with MATH-40-N0837. **FREE ONLINE CALCULATORS will be used on homework and exams. The mandatory MyLab Pearson Access Code [includes an e-book and is necessary for online homework and exams] Students SHOULD NOT purchase the A. G. Bluman, Elementary Statistics text [no need for a second textbook]. For more information, please contact the instructor at neckley@lassencollege.edu.

1097	MATH	164	Elementary Statistics Lab	0.0	NETB	TBA	TBA	McClellan, Natalia	NET	ONLINE

This class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at nmcclellan@lassencollege.edu. The class to be taken along with MATH-40-N0783.

1099	MATH	164	Elementary Statistics Lab	0.0	CORB	TBA	TBA	Ng, Jackson	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. This section must be taken along with MATH-40-I1064.

1102	MATH	164	Elementary Statistics Lab	0.0	CORB	TBA	TBA	Ng, Jackson	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. This section must be taken along with MATH-40-I1066.

1230	MATH	164	Elementary Statistics Lab	0.0	LAB	TTh	9:30-10:45am	Ng, Jackson	MS	121

This section must be taken along with MATH-40-M0717.

1234	MATH	164	Elementary Statistics Lab	0.0	NETB	TBA	TBA	Eckley, Noelle	NET	ONLINE

This class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). **FREE ONLINE CALCULATORS will be used on homework and exams. The mandatory MyLab Pearson Access Code [includes an e-book and is necessary for online homework and exams] Students SHOULD NOT purchase the A. G. Bluman, Elementary Statistics text [no need for a second textbook]. For more information, please contact the instructor at neckley@lassencollege.edu. The class to be taken along with MATH-40-Y0838.

1235	MATH	164	Elementary Statistics Lab	0.0	NETB	TBA	TBA	Ng, Jackson	NET	ONLINE

This class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at jng@lassencollege.edu. This class to be taken along with MATH-40-Y0839.

1107	MATH	167	Trigonometry Lab	0.0	NETB	TBA	TBA	Schofield, Robert	NET	ONLINE

Must be taken along with MATH-7-N1112. This class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No mandatory Zoom meetings). For more information, please contact the instructor at rschofield@lassencollege.edu. **THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK. Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

Music

0813	MUS	6	Music History From	3.0	LEC	TTh	9:30-10:45am	Mullin, Liudmila	CA	127

TEXTBOOK NOTE TO STUDENTS - DO NOT BUY A TEXTBOOK YET: We are in the process of updating the required textbook for this course. Please contact the instructor for more information at lmullin@lassencollege.edu.

1106	MUS	12	Music Appreciation	3.0	LEC	T	11:00-12:15pm	Mullin, Liudmila	CA	127
					NET	TBA	TBA	Mullin, Liudmila	NET	ONLINE

This is a hybrid class. 1.5 hours of instruction per week will be completed on-campus face-to-face in a classroom setting. The remaining 1.5 hours of instruction per week will be completed asynchronousl online set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at lmullin@lassencollege.edu. **THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK. Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

PE Activity

0353	PEAC	2A	Men's Varsity Soccer	3.0	LAB	MTWThF	1:00- 2:50pm	Machin, Alex	SCCR	FIELD
0391	PEAC	2C	Women's Varsity Soccer	3.0	LAB	MTWThF	3:00- 4:50pm	Staff	SCCR	FIELD
0985	PEAC	5A	Men's Varsity Basketball-Fall	2.0	LAB	MTWThF	1:00- 2:50pm	Freedman, William	SC	GYM
(10/01/21 to 12/16/21)										
0357	PEAC	5B	Pre-Season Skills Basketball	1.5	LAB	MTWThF	11:00- 1:10pm	Jackson, Derrick	SC	GYM
(08/16/21 to 09/30/21) This section intended for Womens' Basketball Skills.										
0730	PEAC	5B	Pre-Season Skills Basketball	1.5	LAB	MTWThF	1:00- 3:10pm	Freedman, William	SC	GYM
(08/16/21 to 09/30/21) This section intended for Men's Basketball Skills.										
0348	PEAC	5C	Womens Varsity Basketball-Fall	2.0	LAB	MTWThF	11:00-12:50pm	Jackson, Derrick	SC	GYM
(10/01/21 to 12/16/21)										
0966	PEAC	6	Varsity Wrestling	3.0	LAB	MTWThF	2:00- 3:50pm	Brown, Lance	SC	119
0489	PEAC	7D	Off-Season Skills Baseball	3.0	LAB	MWThF	2:00- 4:20pm	Avilla, Frank	MEM	PARK
0753	PEAC	7D	Off-Season Skills Baseball	3.0	LAB	MWThF	2:00- 4:20pm	Staff	MEM	PARK
0967	PEAC	9	Women's Varsity Volleyball	3.0	LAB	MTWThF	3:00- 4:50pm	Erickson, Julia	SC	GYM
0363	PEAC	10D	Off-Season Skills Softball	3.0	LAB	MTWThF	12:00- 1:50pm	Staff	SC	SBALL
0372	PEAC	32D	Fitness Center	1.0	LAB	TTh	11:00-12:15pm	Nyman, Carrie	SC	118

Philosophy

0346	PHIL	10	Comparative World Religions	3.0	COR	TBA	TBA	Beck, Michael	FCI	CDCR
This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.										
0591	PHIL	10	Comparative World Religions	3.0	COR	TBA	TBA	Beck, Michael	FCI	CDCR
This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.										
0593	PHIL	10	Comparative World Religions	3.0	COR	TBA	TBA	Beck, Michael	FCI	CDCR
This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.										

Physical Education

0599	PE	15	Introduction to Kinesiology	3.0	NET	TBA	TBA	Nyman, Carrie	NET	ONLINE
					NET1	TBA	TBA	Staff	NET	ONLINE

This class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at cnyman@lassencollege.edu.

Physical Science

0392	PHSC	1	General Physical Science	3.0	NET	TBA	TBA	Perdue, Leslie	NET	ONLINE

This class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at lperdue@lassencollege.edu.

Physics

0761	PHYS	2A	General College Physics I	4.0	SNC	MWF	8:00- 8:50am	McClellan, Natalia	ZOOM	MEETING
					SNCB	MWF	9:00- 9:50am	McClellan, Natalia	ZOOM	MEETING

This class will be completed synchronous online (LIVE online classes in real time in a virtual classroom by Zoom). The class will meet live online by Zoom meetings MWF 8:00AM-8:50AM for lecture and MWF 9:00AM-9:50AM for lab. Attendance is expected just as in a face-to-face class. For more information, please contact the instructor at nmcclellan@lassencollege.edu.

Political Science

0395	PLSC	1	American Institutions	3.0	LEC	MW	9:00- 9:50am	Poulsen, Toni	HU	201
					NET	TBA	TBA	Poulsen, Toni	NET	ONLINE

TEXTBOOK NOTE TO STUDENTS - DO NOT BUY A TEXTBOOK YET: We are in the process of updating the required textbook for this course. Please contact the instructor for more information. This is a hybrid class. 2 hours of instruction per week will be completed on-campus face-to-face in a classroom setting. The remaining 1 hour of instruction per week will be completed asynchronously online set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at tpoulsen@lassencollege.edu.

0950	PLSC	1	American Institutions	3.0	COR	TBA	TBA	Poulsen, Toni	FCI	CDCR

TEXTBOOK NOTE TO STUDENTS - DO NOT BUY A TEXTBOOK YET: We are in the process of updating the required textbook for this course. Please contact the Correspondence Office for more information. This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

1008	PLSC	1	American Institutions	3.0	COR	TBA	TBA	Poulsen, Toni	FCI	CDCR

TEXTBOOK NOTE TO STUDENTS - DO NOT BUY A TEXTBOOK YET: We are in the process of updating the required textbook for this course. Please contact the Correspondence Office for more information. This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

Psychology

0402	PSY	1	Introduction to Psychology	3.0	LEC	TTh	11:00-12:15pm	Kareck, Thomas	HU	206

**THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK. Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

0404 PSY 1 Introduction to Psychology 3.0 COR TBA TBA Kareck, Thomas FCI CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. **THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK. Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

0406 PSY 1 Introduction to Psychology 3.0 NET TBA TBA Beckwith, Sandra NET ONLINE

(09/07/21 to 12/16/21)
This class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at sbeckwith@lassencollege.edu. **THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK. Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

0407 PSY 1 Introduction to Psychology 3.0 COR TBA TBA Kareck, Thomas FCI CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. **THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK. Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

0408 PSY 1 Introduction to Psychology 3.0 NET TBA TBA Beckwith, Sandra NET ONLINE

This class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at sbeckwith@lassencollege.edu. **THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK. Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

0506 PSY 1 Introduction to Psychology 3.0 COR TBA TBA Kareck, Thomas FCI CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. **THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK. Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

0517 PSY 1 Introduction to Psychology 3.0 COR TBA TBA Freeman, Micah FCI CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. **THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK. Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

0620 PSY 1 Introduction to Psychology 3.0 COR TBA TBA Freeman, Micah FCI CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. **THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK. Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

0409 PSY 6 Abnormal Psychology 3.0 COR TBA TBA Beckman, Lisa FCI CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. **THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK. Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

0704 PSY 6 Abnormal Psychology 3.0 COR TBA TBA Beckman, Lisa FCI CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. **THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK. Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

0705	PSY	6	Abnormal Psychology	3.0	NET	TBA	TBA	Mesloh, K	NET	ONLINE

This is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at sbeckwith@lassencollege.edu. **THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK. Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

1233	PSY	6	Abnormal Psychology	3.0	COR	TBA	TBA	Beckman, Lisa	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. **THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK. Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

0687	PSY	18	Life Span Development	3.0	LEC	TTh	9:30-10:45am	Kareck, Thomas	HU	107

**THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK. Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

0688	PSY	18	Life Span Development	3.0	NET	TBA	TBA	Beckwith, Sandra	NET	ONLINE

(09/07/21 to 12/16/21)
This class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information please contact instructor at sbeckwith@lassencollege.edu. **THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK. Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

0414	PSY	31	Conceptn-Adolescenc	3.0	NET	TBA	TBA	Freeman, Micah	NET	ONLINE

This class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at mfreeman@lassencollege.edu.

0418	PSY	33	Personal and Social Adjustment	3.0	LEC	T	9:30-10:45am	Baker, Colleen	HU	206
					NET	TBA	TBA	Baker, Colleen	NET	ONLINE

This is a hybrid class. 1.5 hours of instruction per week will be completed on-campus face-to-face in a classroom setting. The remaining 1.5 hours of instruction per week will be completed asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at cbaker@lassencollege.edu.

1163	PSY	33	Personal and Social Adjustment	3.0	NET	TBA	TBA	Baker, Colleen	NET	ONLINE

This course is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at cbaker@lassencollege.edu.

1231	PSY	33	Personal and Social Adjustment	3.0	COR	TBA	TBA	Baker, Colleen	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

1232	PSY	33	Personal and Social Adjustment	3.0	COR	TBA	TBA	Kareck, Thomas	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

Sociology

0076	SOC	1	Introduction to Sociology	3.0	NET	TBA	TBA	Schofield, Monique	NET	ONLINE

This course is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information please contact instructor at mschofield@lassencollege.edu. **THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK. Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

0159	SOC	1	Introduction to Sociology	3.0	COR	TBA	TBA	Gardiner, Lisa	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. **THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK. Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

0422	SOC	1	Introduction to Sociology	3.0	COR	TBA	TBA	Gardiner, Lisa	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. **THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK. Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

6333	SOC	1	Introduction to Sociology	3.0	COR	TBA	TBA	Gardiner, Lisa	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875. **THIS SECTION USES A FREE OPEN EDUCATIONAL RESOURCES (OER) TEXTBOOK. Student will be able to access the textbook FREE online or may request a printed copy from the LCC Book Store for a minimal fee.

0423	SOC	2	Social Problems	3.0	NET	TBA	TBA	Jordan, Rebecca	NET	ONLINE

This class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information please contact instructor at rjordan@lassencollege.edu.

0428	SOC	2	Social Problems	3.0	COR	TBA	TBA	Bollinger, Kathleen	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0694	SOC	3	Family Relations	3.0	COR	TBA	TBA	Alberico, Lynda	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0794	SOC	3	Family Relations	3.0	COR	TBA	TBA	Alberico, Lynda	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0797	SOC	3	Family Relations	3.0	COR	TBA	TBA	Clain, Kimberly	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

1056	SOC	4	Introduction to Gender	3.0	NET	TBA	TBA	Schofield, Monique	NET	ONLINE

This class is offered asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at mschofield@lassencollege.edu.

Speech

0426	SPCH	1	Public Speaking	3.0	COR	TBA	TBA	Pfanku, Kristin	FCI	CDCR

This class is offered for Incarcerated Student Education. For more information please contact the Correspondence Office at 530.251.8875.

0429	SPCH	1	Public Speaking	3.0	LEC	M	5:30- 7:20pm	Rotlisberger, Laura	HU	107
					NET	TBA	TBA	Rotlisberger, Laura	NET	ONLINE

This is a hybrid class. The class will meet on-campus in a face-to-face classroom setting for 2 hours per week. The remaining 1 hour per week of instruction will be completed asynchronously online (set your own hours while meeting unit deadlines set by the instructor. No Zoom meetings). For more information, please contact the instructor at lrotlisberger@lassencollege.edu.

0430	SPCH	1	Public Speaking	3.0	LEC	TTh	11:00-12:15pm	Rotlisberger, Laura	HU	107

Vocational Nursing

1285	VN	50	Pharmacology	4.0	LEC	MF	8:45-11:55am	Wiser, Celeste	CA	102

(08/16/21 to 10/25/21)
Must be accepted into the Nursing Program prior to registration for this class. Students will complete 68 hours of instruction. For more information and to obtain a class schedule calendar, please contact the Nursing Director at 530.257.6181 ext 8994 or cmyers@lassencollege.edu. Or contact the instructor at cwiser@lassencollege.edu.

1286	VN	51	Nursing Fundamentals	4.0	LEC	MF	1:00- 4:10pm	Myers, Christi	CA	102

(08/16/21 to 10/25/21)
Must be accepted into the Nursing Program prior to registration for this class. Students will complete 68 hours of instruction. Uniform and lab fee of $300 will be collected at registration. For more information and to obtain a class schedule calendar, please contact the Nursing Director at 530.257.6181 ext 8994 or cmyers@lassencollege.edu.

1903	VN	52	Clinical Lab 1	7.0	LAB	TWTh	7:00- 4:10pm	Wiser, Celeste	CA	113
					LAB	TWTh	7:00- 4:10pm	Gray, Heidi	CA	113
					LAB1	TWTh	7:00- 4:10pm	Gray, Heidi	CA	113
					LAB1	TWTh	7:00- 4:10pm	Wiser, Celeste	CA	113

(08/16/21 to 11/16/21)
Must be accepted into the Nursing Program prior to registration for this class. Students will complete 357 hours of clinical instruction. For more information, to obtain a class schedule calendar, and to receive clinical site assignments, please contact the Nursing Director at 530.257.6181 ext 8994 or cmyers@lassencollege.edu. Or contact the instructors at cwiser@lassencollege.edu and hgray@lassencollege.edu.

1293	VN	53	Adult Nursing Theory	7.0	LEC	MF	8:30- 3:20pm	Gray, Heidi	CA	102
					LEC1	MF	8:30- 3:20pm	Wiser, Celeste	CA	102
					LEC2	MF	8:30- 3:20pm	Gray, Heidi	CA	102
					LEC3	MF	8:30- 3:20pm	Wiser, Celeste	CA	102

(10/29/21 to 01/31/22)
Must be accepted into the Nursing Program prior to registration for this class. For more information, to obtain a class schedule calendar, and to receive clinical site assignments, please contact the Nursing Director at 530.257.6181 ext 8994 or cmyers@lassencollege.edu. Or contact the instructors at cwiser@lassencollege.edu and hgray@lassencollege.edu.

1294	VN	54	Clinical Lab II	6.0	LAB	TWTh	7:00- 4:15pm	Gray, Heidi	CA	113
					LAB	TWTh	7:00- 4:15pm	Wiser, Celeste	CA	113
					LAB1	TWTh	7:00- 4:15pm	Wiser, Celeste	CA	113
					LAB1	TWTh	7:00- 4:15pm	Gray, Heidi	CA	113

(11/17/21 to 03/03/22)
Must be accepted into the Nursing Program prior to registration for this class. Students will complete 306 hours of instruction. For more information, to obtain a class schedule calendar, please contact the Nursing Director at 530.257.6181 ext 8994 or cmyers@lassencollege.edu. Or contact the instructors at cwiser@lassencollege.edu and hgray@lassencollege.edu.

Welding Technology

0432	WT	20	Power Plnt/Fld Pipe	3.0	LEC	T	5:00- 5:50pm	Konkol, Kory	TR	103
					LAB	TTh	6:00- 8:50pm	Konkol, Kory	TR	103
0435	WT	21	Power Plnt/Fld Pipe	3.0	LEC	Th	5:00- 6:00pm	Konkol, Kory	TR	103
					LAB	TTh	6:00- 8:50pm	Konkol, Kory	TR	103

0434	WT	22	Power Plnt/Fld Pipe	3.0	LEC	T	4:00- 4:50pm	Konkol, Kory	TR	103
					LAB	TTh	6:00- 8:50pm	Konkol, Kory	TR	103
0596	WT	23	Power Plnt/Fld Pipe	3.0	LEC	Th	4:00- 4:50pm	Konkol, Kory	TR	103
					LAB	TTh	6:00- 8:50pm	Konkol, Kory	TR	103
0963	WT	31	Gtaw for Gunsmiths	3.0	LEC	MW	6:00- 6:30pm	Schmidt, Robert	TR	102
					LAB	MW	6:30- 9:25pm	Schmidt, Robert	TR	102

(08/16/21 to 12/08/21)
Students must be accepted into the Gunsmithing Program prior to enrollment in this class. For more information, please contact the Gunsmithing Office at 530.251.8800

0440	WT	36	Wldg Thry&prac-Oxy	3.0	LAB	MW	9:00- 1:15pm	Konkol, Kory	TR	103
0441	WT	36	Wldg Thry&prac-Oxy	3.0	LAB	MW	1:45- 6:00pm	Konkol, Kory	TR	103
0662	WT	36	Wldg Thry&prac-Oxy	1.0	LAB	TBA	TBA	Konkol, Kory	TR	103

STUDENTS MUST ARRANGE LAB HOURS WITH INSTRUCTOR PRIOR TO REGISTERING FOR THE CLASS. Lab hours are Monday and Wednesday 9:00am to 1:15pm and 1:45 to 6:00pm. This is an open entry/open exit/one unit class. Students will complete 51 hours of lab per unit attempted. For more information and to arrange lab hours contact instructor at kkonkol@lassencollege.edu or 530.251.8887.

0450	WT	37	Wldg Thry&prac-Shld	3.0	LAB	MW	9:00- 1:15pm	Konkol, Kory	TR	103
0454	WT	37	Wldg Thry&prac-Shld	3.0	LAB	MW	1:45- 6:00pm	Konkol, Kory	TR	103
0659	WT	37	Wldg Thry&prac-Shld	1.0	LAB	TBA	TBA	Konkol, Kory	TR	103

STUDENTS MUST ARRANGE LAB HOURS WITH INSTRUCTOR PRIOR TO REGISTERING FOR THE CLASS. Lab hours are Monday and Wednesday 9:00am to 1:15pm and 1:45 to 6:00pm. This is an open entry/open exit/one unit class. Students will complete 51 hours of lab per unit attempted. For more information and to arrange lab hours contact instructor at kkonkol@lassencollege.edu or 530.251.8887.

0460	WT	38	Wldg Thry&prac-Gas	3.0	LAB	MW	9:00- 1:15pm	Konkol, Kory	TR	103
0461	WT	38	Wldg Thry&prac-Gas	3.0	LAB	MW	1:45- 6:00pm	Konkol, Kory	TR	103
0467	WT	38	Wldg Thry&prac-Gas	1.0	LAB	TBA	TBA	Konkol, Kory	TR	103

STUDENTS MUST ARRANGE LAB HOURS WITH INSTRUCTOR PRIOR TO REGISTERING FOR THE CLASS. Lab hours are Monday and Wednesday 9:00am to 1:15pm and 1:45 to 6:00pm. This is an open entry/open exit/one unit class. Students will complete 51 hours of lab per unit attempted. For more information and to arrange lab hours contact instructor at kkonkol@lassencollege.edu or 530.251.8887.

0470	WT	39	Wldg Thry&prac-Gas	3.0	LAB	MW	9:00- 1:15pm	Konkol, Kory	TR	103
0471	WT	39	Wldg Thry&prac-Gas	3.0	LAB	MW	1:45- 6:00pm	Konkol, Kory	TR	103
0477	WT	39	Wldg Thry&prac-Gas	1.0	LAB	TBA	TBA	Konkol, Kory	TR	103

STUDENTS MUST ARRANGE LAB HOURS WITH INSTRUCTOR PRIOR TO REGISTERING FOR THE CLASS. Lab hours are Monday and Wednesday 9:00am to 1:15pm and 1:45 to 6:00pm. This is an open entry/open exit/one unit class. Students will complete 51 hours of lab per unit attempted. For more information and to arrange lab hours contact instructor at kkonkol@lassencollege.edu or 530.251.8887.

0544	WT	42	Intermediate Smaw	3.0	LAB	MW	9:00- 1:15pm	Konkol, Kory	TR	103
0553	WT	42	Intermediate Smaw	3.0	LAB	MW	1:45- 6:00pm	Konkol, Kory	TR	103
0556	WT	43	Advanced Smaw	3.0	LAB	MW	9:00- 1:15pm	Konkol, Kory	TR	103

0557	WT	43	Advanced Smaw	3.0	LAB	MW	1:45- 6:00pm	Konkol, Kory	TR	103
0559	WT	44	Gas Metal Arc Welding	3.0	LAB	MW	9:00- 1:15pm	Konkol, Kory	TR	103
0560	WT	44	Gas Metal Arc Welding	3.0	LAB	MW	1:45- 6:00pm	Konkol, Kory	TR	103
0572	WT	45	Gas Tungsten Arc Welding	3.0	LAB	MW	9:00- 1:15pm	Konkol, Kory	TR	103
0577	WT	45	Gas Tungsten Arc Welding	3.0	LAB	MW	1:45- 6:00pm	Konkol, Kory	TR	103
0215	WT	49	Welding Work Experience	1.0-8.0	WE	TBA	TBA	Gardiner, Lisa	HU	205

All Work Experience students are required to attend ONE of the following MANDATORY ON-CAMPUS IN-PERSON ORIENTATIONS: Friday, 8/13/21 at noon in room HU107 -OR- Thursday, 8/19/21 at 12:30 in room HU107 -OR- Wednesday, 8/25/21 at 5:30pm in room HU107. This class will consist of a combination of on-campus orientation approximately 1.5 hours in duration; work based learning; individual conferences at worksite with instructor-coordinator and work site supervisor; and online exercises, and/or written assignments. Students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. For more information, please contact lgardiner@lassencollege.edu or 530.251.8856.

0776	WT	51	Blueprint and Symbol Reading	2.0	LEC	MW	8:00- 8:50am	Konkol, Kory	TR	103
0998	WT	52	Robotic Operations/Programming	3.0	LEC	T	11:00-11:50am	Konkol, Kory	TR	102
					LAB	TTh	12:00- 2:50pm	Konkol, Kory	TR	103

For more information, please contact the instructor at kkonkol@lassencollege.edu or 530.251.8887.

Work Experience

0217	WE	1	General Work Experience	1.0-6.0	WE	TBA	TBA	Gardiner, Lisa	HU	205

All Work Experience students are required to attend ONE of the following MANDATORY ON-CAMPUS IN-PERSON ORIENTATIONS: Friday, 8/13/21 at noon in room HU107 -OR- Thursday, 8/19/21 at 12:30 in room HU107 -OR- Wednesday, 8/25/21 at 5:30pm in room HU107. This class will consist of a combination of on-campus orientation approximately 1.5 hours in duration; work based learning; individual conferences at worksite with instructor-coordinator and work site supervisor; and online exercises, and/or written assignments. Students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. For more information, please contact lgardiner@lassencollege.edu or 530.251.8856.

0529	WE	1	General Work Experience	1.0-6.0	WE	TBA	TBA	Gardiner, Lisa	HU	205

(10/18/21 to 12/16/21)
All Work Experience students are required to attend A MANDATORY ORIENTATION. This class will consist of a combination of on-campus orientation approximately 1.5 hours in duration; work based learning; individual conferences at worksite with instructor-coordinator and work site supervisor; and online exercises, and/or written assignments. Students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. For more information and to schedule the Orientation meeting, please contact lgardiner@lassencollege.edu or 530.251.8856.

0153	WE	2	Occup. Work Exper.	1.0-8.0	WE	TBA	TBA	Gardiner, Lisa	HU	205

All Work Experience students are required to attend ONE of the following MANDATORY ON-CAMPUS IN-PERSON ORIENTATIONS: Friday, 8/13/21 at noon in room HU107 -OR- Thursday, 8/19/21 at 12:30 in room HU107 -OR- Wednesday, 8/25/21 at 5:30pm in room HU107. This class will consist of a combination of on-campus orientation approximately 1.5 hours in duration; work based learning; individual conferences at worksite with instructor-coordinator and work site supervisor; and online exercises, and/or written assignments. Students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. For more information, please contact lgardiner@lassencollege.edu or 530.251.8856.

Lisa K Gardiner

Subject: IEPI Grant - Visit #3
Location: Zoom (Off Campus) maand HU-107 (On Campus)

Start: Tue 5/11/2021 1:00 PM
End: Tue 5/11/2021 5:00 PM

Recurrence: (none)

Meeting Status: Accepted

Organizer: Randall S. Joslin

-----Original Appointment-----
From: Randall S. Joslin <rjoslin@lassencollege.edu>
Sent: Wednesday, March 24, 2021 4:28 PM
To: Randall S. Joslin; Trevor Albertson; Lisa K Gardiner; Chad Lewis; Alison M Somerville; toni sommerwholesalenursery.com; David A Corley; Brady L. Reed; Carie Camacho; Roxanna A Haynes; Codi L Mortell; Andrew Rupley; Adam P Runyan; Marguerite Lewman; Michael Blaschak
Subject: IEPI Grant - Visit #3
When: Tuesday, May 11, 2021 1:00 PM-5:00 PM (UTC-08:00) Pacific Time (US & Canada).
Where: Zoom (Off Campus) maand HU-107 (On Campus)

Zoom link: https://cccconfer.zoom.us/j/99336607305

Timeline of IEPI visit for May 11th, 1:00 PM to 5:00 PM

1:00 PM to 1:20 PM Introductions and IEPI Progress Report

1:20 PM to 2:25 PM Educational Master Planning and the Institutional Planning Process

2:25 PM to 2:35 PM Break

2:35 PM to 3:50 PM Strategic Enrollment Management

3:50 PM to 4:00 PM Break

4:00 PM to 5:00 PM Professional Development

List of LCC Participants:
Trevor Albertson - Superintendent/President (Interim)
Randy Joslin – V.P. of Administrative Services (Interim) and ALO
Brady L. Reed – V.P. of Student Services (Interim)

Carie Camacho - Dean of Instruction/CIO (Interim)
Roxanna A Haynes - Dean of Instruction (Interim)
Adam P Runyan Academic Senate President
Lisa K Gardiner – Faculty/Accreditation Tri-Chair
Chad Lewis - Faculty/Accreditation Tri-Chair
Alison M Somerville - Faculty/Accreditation Tri-Chair
David A Corley – Director of IT and IE
Codi L Mortell – Admin Asst III (Academic Services)
Andrew Rupley - Faculty/ Division Chair
Meggin Lewman - Director of Fiscal Services
Toni Sommer – IEPI and Accreditation Consultant

Book	Chapter 4 - Academic Affairs
Section	Procedures
Title	Program Revitalization or Discontinuance
Code	AP 4021
Status	Active
Adopted	March 10, 2020
Last Reviewed	December 13, 2021

Lassen Community College District Procedure **CCLC No. 4021**

Academic Affairs

AP 4021 Program Revitalization or Discontinuance

References:
Education Code Section 78016;
Title 5 Sections 51022 and 55130
ACCJC Accreditation Standard II.A.15

Lassen Community College is committed to supporting programs and classes that fulfill the goals of the Mission Statement as these are elaborated in the Educational Master Plan. Following Title 5, section 55000, "program" is herein defined as an organized sequence of courses leading to a defined objective, e.g., a degree, a certificate, a diploma, a license or transfer to another institution of higher education. Only programs with low or declining enrollment, decreasing demand for service or clear obsolescence shall be considered for discontinuance. The service provided to the college and the community by the program will be the primary consideration for a program's discontinuance. Budget concerns shall not be the primary consideration.

A. A program may be considered for discontinuance only if one or more of the following criteria are fulfilled:

1. The goals and objectives of the program are no longer appropriate to the Mission of California Community Colleges, LCC's mission or

Educational Master Plan, and/or congruent with the institutional Strategic Plan of the District.

2. The program curriculum no longer aligns with university transfer majors or, General Education requirements of the program no longer meet industry needs and lack demand in the current job market and the program's field is not considered an emerging industry or career path.
3. The program does not meet curriculum standards as defined by Title 5 section 55100.
4. There are insufficient resources to realistically support the program at a sufficient level of quality and the program has experienced either consistent low enrollment, per the Lassen College Faculty Association (LCFA) contract, or statistically significant declining program persistence and completion rates over the course of three or four offerings, as evidenced by reliable, longitudinal data.
5. The program has been determined to be out of compliance with existing state or federal laws, i.e., Title 5, section 55130(d), or licensing laws in particular occupations.
6. There is universal agreement among faculty in a program that it be merged with or replaced by another related program.

When a specific program fulfills one or more of these criteria, the faculty in the program, college administration, or college Curriculum Committee will contact the Department Chair directly supervising the program and convene a Program Revitalization/Discontinuance Work Group, a work group of the Academic Senate.

B. A Program Revitalization/Discontinuance Work Group will consist of the following voting members as well as one non-voting member:

1. 1. At least one faculty member that teaches in the program, or if they are not available, if necessary, the faculty from a closely related field, as selected by a faculty member who teaches in the program.
   2. The Department Chair overseeing the program.
   3. The Dean of Instruction supervising the program.
   4. A representative from the office of Institutional Effectiveness.
   5. The Articulation Officer or designee from Counseling who does not teach in the program.
   6. A representative of the Academic Senate who does not teach in the program.
   7. The chair of the Curriculum Committee or designee who does not teach in the program.
   8. The Vice President of Academic Services, or designee, shall chair the Work Group as a non-voting member but may vote in the case of a tie.

The Work Group will inform the college community that the program is being considered for revitalization or discontinuance after several factors are considered using a holistic approach.

In the spirit of good intentions and future enrollment management and planning, the Work Group will consider several factors in making its determination. Possible areas of inquiry include:

- Needs of the community;
- Needs of the department as the particular class fits in as part of a program;
- Workforce development;
- Currency and accuracy of Program Review;
- Quantitative and Qualitative data;
- Core indicators from Chancellor's Office;

- Local labor market information through EDD (Employment Development Department) and or employer Program Advisory Committees and surveys; North-Far-North Consortium, Centers of Excellence;
- Reputation and skills of program and/or staff;
- FTES generated by program;
- Other funding sources, such as grants or contributions from business and industry;
- Percentage of faculty who have updated skills (staff development, industry externships, conferences, courses, etc.) documented within past three years;
- Special leadership, integration or cross discipline projects in which the program is involved;
- Possibility of merging or replacing program with a related program;
- Feedback from the Advisory Board from the affected CTE program.

A public comment session will be called, followed by a closed Work Group meeting in order to decide on one of three directives (see below).

C. The Program Revitalization/Discontinuance Task Force will give one of the following directives to the college Curriculum Committee in writing:

1. Directive A – Program Continuance: The program is accepted in its current state.

2. Directive B – Revitalization Effort: The Task Force will assist program faculty and other involved parties in developing a process/plan and associated time table to revitalize the program. Resources will be allocated as necessary; in order to improve program enrollment, retention, completion and other measures of program success. Some areas to be considered are: in-depth revision of the program courses, upgrading of facilities, and offering of workshops to provide re-training, changes in methodology, approaches to teaching, etc. Other considerations will involve Student Support Services, which promotes student success and retention.

   The Task Force will specify the desired levels of improved performance as directed and overseen by the task force chair or designee. If there has not been a sufficient increase in key performance indicators a full academic year within the 12 months following the implementation of the process, the Administration will reconvene the Task Force and choose one of the following:
3. Directive C – Program Discontinuance: The program is discontinued in a manner that respects the needs of students and fulfills contractual obligations to faculty and staff. The discontinuance procedure will allow currently enrolled students to complete their program(s) of study in accordance with the rights of students as stipulated in the college catalog. The area Dean in collaboration with the Division Chair shall inform current students of the discontinuance of the program and refer all students to counselors. When Directive C is issued, the Work Group will complete the Program Discontinuation Form and forward it to the Curriculum Committee.
   The Work Group shall make their notes available and channel its recommendations or findings to Academic Senate.

Office of Primary Responsibility: Office of Instruction

Approved by Senate: 3/10/20
Reviewed by Consultation Council: 4/13/20
Approved by Senate: 11/24/21
Reviewed by Consultation Council: 12/13/21

Tuesday, October 19, 2021 Minutes
Curriculum and Academic Standards Committee 3:00 pm in-person –
HUM 107 & via Zoom

Present:
Mr. Cory McClellan
Ms. Natalia McClellan
Mr. Chad Lewis-Chair
Ms. Crystal Tobola
Mr. Thomas Robb
Ms. Alison Somerville, Articulation Officer, Vice-Chair
Ms. Cathy Harrison
Makenzie Freedman-Instructional Services Technician

Absent:
Ms. Carie Camacho
Mr. Kory Konkol
Ms. Christi Meyers
Ms. Fran Oberg
Ms. Julie Williams -CSEA Alternate

Guests:
Tom Downing
Colleen Baker
Carol Growdon
Michell Williams
Shar Murphey
Melinda Duerksen
Andy Rupley

1. Meeting Openings

1.01 Call to order – 3:02 p.m.

1.02 Agenda Approval – **Somerville/ Cory McClellan MSCU**

1.03 Minutes Approve Oct. 5, 2021 — **Mesloh/ Tobola MSCU**

2. Subcommittee Action

2.01 Approved BUS 2: Introduction to Business - IPR Review - No Changes needed at this time

2.02 Approved BUS 10: Managing Diversity and Human Resources - IPR Review - No changes needed at this time

2.03 Approved BUS 22: Business Law - IPR Review - No changes needed at this time

2.04 Approved BUS 25: Small Business Management - IPR Review - No changes needed at this time

2.05 Approved WT-25 SolidWorks Fundamentals - IPR Review - No changes needed at this time

2.06 Approved Welding A.S. degree, 2-year certificate of Achievement, 1-year Certificate of Achievement, and Certificate of Accomplishment - IPR Review - No changes are needed at this time

Andy Rupley commentated the business books are still good, and two will need updating next year.

3. Action Items

3.01 Approved AJ52BR -Firearms Training-Refresher - Added a half hour to class. Add language that it is "Degree Applicable"
Effective: Fall 2022
– **Harrison/ Mesloh MSCU**
Ms. Cathy Harrison noted 8 hours used to be sufficient for half unit courses, but now need to be 8.5, and some still needed changing. She also discussed since the course is within the 1-99 numbering, it needed changed language regarding degree applicable.

3.02 Approved BUS- Approved Certificate of Achievement Administrative Office Technician - Discontinue – Effective: Fall 2022
Natalia McClellan/ Robb MSCU
Andy Rupley said in the IPR, this was discussed to be reworked. This was a deactivation to rework. Rupley asked if faculty, or administration could initiate a deactivation. Mr. Lewis noted the revitalization and discontinue process could be started with administration. Ms. Harrison noted she heard from Lisa Gardiner that they wanted deactivations to happen through the IPR process and originated by faculty, but if a department is not keeping up and there's a course with little enrollment, it would go through the discontinuation/ revitalization process and could be initiated by administration.

3.03 Approved BUS 27 Business Communications - Update to only offer course in Spring
Effective: Fall 2022
Mesloh/ Cory McClellan MSCU

3.04 Approved CS-1 Computer Literacy - update to only offer course in Spring
Effective: Fall 2022
Harrison/ Natalia McClellan MSCU

3.05 Approved CIS-Computer Information Systems-Proposed new program - 2nd Read
Effective: Fall 2022
Board and Chancellors Office Pending
Somerville/ Tobola MSCU
Melinda Duerksen noted she has the agreement with CISCO ready to go, and she already has the training and is ready to teach. Ms. Mesloh questioned why there are 200 suggested targeted students. Duerksen noted that was the projected amount for a year since this would be a program offered online, and would reach students from other areas. She noted the program might be intended to be regional. Ms. Harrison reminded everyone new CTE programs need LMI, advisory minutes and regional approval.

3.06 Approved ENGL 1: College Composition - Change from 6,000 required words of analysis to 5,000 words of analysis
Effective: Fall 2022
Tobola/ Somerville MSCU

3.07 Approved ENGL 9: Critical Thinking and Composition - Change from 6,000 required words of analysis to 5,000 words of analysis
Tobola/ Somerville MSCU

3.08 Approved GD - Certificate of Accomplishment in Graphic Design Fast Track - inactivate
Effective: Fall 2022
Somerville/ Tobola MSCU
Mr. Lewis noted this item was back before the board since they were unsure if it was done correctly. 3.08 through 3.10 were approved together.

3.09 Approved GD- AS in Graphic Design - Inactivation
Effective: Fall 2022
Somerville/ Tobola MSCU

3.10 Approved GD - Certificate of Achievement in Graphic Design - Inactivation
Effective: Fall 2022
Somerville/ Tobola MSCU

3.11 Approved HIST 14 World History to 1500 - Changes to course content, assignments, methods of evaluation
Effective: Fall 2022
Somerville/ Cory McClellan MSCU
Items 3.11 through 3.15 were updated to better align with current C-ID descriptors. Ms. Harrison noted, as ADT information is shared with Chancellor's Office, everything has to match. Ms. Somerville noted there had been little changes to the C-ID outlines and reviews, which these updates are meant to match.

3.12 Approved HIST 15 World History since 1500 - changes to course objectives, course content, assignments, methods of evaluation
Effective: Fall 2022
Somerville/ Cory McClellan MSCU

3.13 Approved HIST 16 U.S. History - Changes to course objectives, course content, assignments
Effective: Fall 2022
Somerville/ Cory McClellan MSCU

3.14 Approved HIST 17 Post Civil War U.S. History - Changes to course objectives, course content, assignments, methods of evaluation
Effective: Fall 2022
Somerville/ Cory McClellan MSCU

3.15 Approved PLSC 1 American Government – Changes to Course Content and Assignments
Effective: Fall 2022
Somerville/ Cory McClellan MSCU

4. Discussion Items
4.01 AP 4021 – *Mr. Lewis noted there were some areas that needed updates, including changing the wording from "Task Force" to "Working Group." Additional changes included a removed sentence in first paragraph. Somerville asked if there should be clearer language to include the initiation process for a discontinuation, whether it goes to curriculum or the discontinuation committee. Lewis said it depends who is initiating. He said he would talk with the academic senate president for further clarification. Somerville asked about the highlighted Program Discontinuation Form placeholder, and Lewis said the Academic Senate was looking at it next week, and he would bring it back with that form for review.*

4.02 Curriculum Charge – *Somerville asked about "Associate Dean of Student Services" listed in the structure, saying the intent was just to include the person who was over financial aid. They discussed replacing with "Associate Dean of Student Services/ Financial Aid Representative."*

4.03 Curriculum Handbook – *Over the past year, Lewis noted he and Somerville kept track of changes. He requested the committee take a look at the document and see if there are any needed changes. Tobola noticed the handbook had the former Distance Education Charge. Lewis said they would bring back the handbook at the next meeting. If anyone finds areas needing changes, they should reach out to Lewis/ Somerville. Somerville requested faculty who have more experience to be an extra set of eyes to ensure it is helpful to those new to writing curriculum.*

4.04 Curriculum forms – *Mr. Lewis discussed the proposed templates and forms for course and program revisions. He noted the addition of out-of-class hours on the COR templates. Robb shared of some changes coming for distance education, 55206 and 55204, and mentioned there could be an addendum for distance education courses supplying any additional information needed. On the proposed existing program/ certification*

and course forms, they list spots for instructors to list the exact changes listed, and extra sports for full time faculty to ensure all FT instructors in the department are made aware of all changes. Discussion was held on how best to inform adjunct faculty of any changes, i.e. textbooks.

4.05 Distance Education Charge – *Mr. Robb shared the Distance Education Charge was reviewed by the committee some language was removed, especially from the academic standards. Language removed was in regard to determining the appropriateness of offering a specific course via distance education, and with assisting faculty in understanding requirements for instruction. In the review of distance education course sections, the committee removed language where it related to reviewing distance education courses prior to and during the first offering, and recommending continuation or discontinuation of a course section, in addition to the removal of language they didn't feel was appropriate for this committee. Language was added to continually review distance education courses and provide feedback to individual faculty to assist with alignment of the DE course to the Academic Senate suggested CVC-OEI Rubric. Mr. Lewis said this could be sent to the Academic Senate.*

5. Information Items

5.01 Distance Education Committee Update – *Ms. Tobola shared the committee discussed some verbiage that's coming up, and teaching college exchanges – adding once they get the handbook and more courses online, they could join the exchange to get students from other areas. Currently, they are working on cleaning up the handbook.*

5.02 Instructional Program Reviews Due

Administration of Justice-Sept 2021
Agriculture-Sept 2021
Automotive Technology-Sept 2021
Business-Sept 2021
Child Development-Sept 2021
DSPS-Sept 2020
Gunsmithing-Sept-2017, 2019, 2021
Math/Natural Science-Sept 2021
Physical Education/Athletics-Sept 2021
Welding-2019, 2021

Mr. Lewis noted welding IPR should be approved by Academic Senate soon.

5.03 Future Meeting dates

Nov. 2, 2021

6. Future Agenda Items

7. Adjournment – Somerville/ Tobola MSCU at 4:14 p.m.

Tuesday, October 5, 2021
Curriculum and Academic Standards Committee 3:00 pm in-person - HUM 107 & via Zoom

Present:
Ms. Carie Camacho
Mr. Cory McClellan
Ms. Natalia McClellan
Ms. Christi Meyers
Mr. Chad Lewis-Chair
Ms. Crystal Tobola
Mr. Thomas Robb
Ms. Alison Somerville, Articulation Officer, Vice-Chair
Ms. Fran Oberg
Ms. K.C. Mesloh
Ms. Cathy Harrison
Makenzie Freedman-Instructional Services Technician

Absent:
Mr. Kory Konkol
Ms. Julie Williams -CSEA Alternate

Guests:
Tom Downing
Carol Growdon
Michell Williams
Davis Murphy
Melinda Duerksen

Meeting Openings

1.01 Call to order – 3:03 pm

1.02 Approved - Agenda Approval – Oberg/McClellan MSCU

1.03 Approved - Minutes Approve Sept 21, 2021 – Oberg/Mesloh MSCU

2. Subcommittee Action

2.01 Approved AJ 14 Juvenile Procedures - Change textbook to Cox, Allen, Hanser, and Conrad, Juvenile Justice: A Guide to Theory, Policy and Practice 10th Edition, 2021, Sage Publishing, ISBN: 9781544395456
Effective: Fall 2022

2.02 Approved AJ 58 - Perishable Skills for Peace Officers - IPR Review - No recommended changes at this time.

2.03 Approved DS 110 Computer Access I - IPR Review-No changes needed at this time

2.04 Approved DS 111 Computer Access II - IPR Review-No changes needed at this time

2.05 Approved DS 112 Computer Access Projects - IPR Review-No changes needed at this time

2.06 Approved DS 113 Developmental Skills - Personal Assessment - IPR Review-No changes needed at this time

2.07 Approved DS 114 Developmental Skills - Reading - IPR Review-No changes needed at this time

2.08 Approved DS 115 Developmental Skills - Writing Skills - IPR Review-No changes needed at this time

2.09 Approved DS 116 Developmental Skills - Math - IPR Review-No changes needed at this time

2.10 Approved DS 120 Adaptive Fitness - IPR Review-No changes needed at this time

2.11 Approved DS 122 Adaptive Individual Sports - Weight Lifting - IPR Review-no change

2.12 Approved DS 153 Community Awareness I - IPR Review-No change

2.13 Approved DS 155 Adapted Aquatics for the Physically Limited - IPR Review-No change

2.14 Approved DS 158 Developmental Studies - Adaptive Arts & Crafts - IPR Review-No change

2.15 Approved WT 20 Power Plant & Field Pipe Welding I - Updated textbook information Jeffus, Larry;"Welding Principles & Applications", 2017, 8th Edition, Delmar Cengage Learning, ISBN: 978-1-305-494695-5
Effective: Fall 2022

2.16 Approved WT 21 Power Plant & Field Pipe Welding II - Updated textbook information Jeffus, Larry;"Welding Principles & Applications", 2017, 8th Edition, Delmar Cengage Learning, ISBN: 978-1-305-494695-5
Effective: Fall 2022

2.17 Approved WT 22 Power Plant & Field Pipe Welding III - Updated textbook information Jeffus, Larry;"Welding Principles & Applications", 2017, 8th Edition, Delmar Cengage Learning, ISBN: 978-1-305-494695-5
Effective: Fall 2022

2.18 Approved WT 23 Power Plant & Field Pipe Welding IV - Updated textbook information Jeffus, Larry;"Welding Principles & Applications", 2017, 8th Edition, Delmar Cengage Learning, ISBN: 978-1-305-494695-5
Effective: Fall 2022

2.19 Approved WT-31 GTAW for Gunsmiths - Updated textbook to newer edition Jeffus, Larry;"Welding Principles & Applications", 2017, 8th Edition, Delmar Cengage Learning, ISBN: 978-1-305-494695-5
Effective: Fall 2022

2.20 Approved WT-32 Advanced GTAW for Gunsmiths - Updated textbook to newer edition Jeffus, Larry;"Welding Principles & Applications", 2017, 8th Edition, Delmar Cengage Learning, ISBN: 978-1-305-494695-5
Effective: Fall 2022

2.21 Approved WT-38 Welding Theory and Practice-Gas Metal Arc Welding - Updated textbook to newer edition Jeffus, Larry;"Welding Principles & Applications", 2017, 8th Edition, Delmar Cengage Learning, ISBN: 978-1-305-494695-5
Effective: Fall 2022

2.22 Approved WT-39 Welding Theory and Practice-Gas Tungsten Arc Welding - Updated textbook to newer edition Jeffus, Larry;"Welding Principles & Applications", 2017, 8th Edition, Delmar Cengage Learning, ISBN: 978-1-305-494695-5
Effective: Fall 2022

2.23 Approved WT-42 Intermediate Shield Arc Welding - Updated textbook to newer edition Jeffus, Larry;"Welding Principles & Applications", 2017, 8th Edition, Delmar Cengage Learning, ISBN: 978-1-305-494695-5
Effective: Fall 2022

2.24 Approved WT-43 Advanced Shield Metal Arc Welding - Updated textbook to newer edition Jeffus, Larry;"Welding Principles & Applications", 2017, 8th Edition, Delmar Cengage Learning, ISBN: 978-1-305-494695-5
Effective: Fall 2022

2.25 Approved WT-44 Gas Metal Arc Welding - Updated textbook to newer edition Jeffus, Larry;"Welding Principles & Applications", 2017, 8th Edition, Delmar Cengage Learning, ISBN: 978-1-305-494695-5
Effective: Fall 2022

2.26 Approved WT-45 Gas Tungsten Arc Welding - Updated textbook to newer edition Jeffus, Larry;"Welding Principles & Applications", 2017, 8th Edition, Delmar Cengage Learning, ISBN: 978-1-305-494695-5
Effective: Fall 2022

2.27 Approved WT courses IPR Review - No changes - IT-22 Operations Maintenance and Safety, IT-72 Facilities Maintenance Welding Safety, WT-50 Welding for Artists (Design and Fabrication), and WT-51 Blue Print and Symbol Reading for Welders, WT 52 Robotic Operations and Programing, WT 53 Robotic Welding Operation and Programing (Advanced)

3. Action Items

3.01 Approved Art History AA for Transfer - Inactivate program for now until enrollment increases. Somerville/Oberg MSCU
Effective: Fall 2022

3.02 Approved with changes: AJ 16 Supervision in Law Enforcement - Add Hybrid modality and update textbook to Iannone, Nathan F., Supervision of Police Personnel, 9th Edition, Pearson Publishing, 2020, ISBN: 9780132973823 9780137408825 Robb/Oberg MSCU
Effective: Fall 2022

3.03 Approve with changes to outline: AJ 52A PC 832 Arrest Methods and Procedures - Update course name, description, objectives, and course content. Textbook is College supplied binder including the latest POST editions of: P.C. 832 Student workbook volume one: Leadership, Diversity, Policing in the Community & Justice System. P.C. 832 Student workbook volume two: Law and Evidence P.C. 832 Student workbook volume three: Investigations P.C. 832 Student workbook volume four: Use of Force/De-escalation Skills Oberg/McClellan MSCU
Effective: Fall 2022

3.04 Approved with correcting typos: AJ 52B PC832 Firearms - Update course name, units, lecture/lab delivery, description, objectives, and course content. Textbook information is: College supplied binder including the latest POST edition of: PC 832 Student Workbook Volume Five: Firearms Oberg/Meyers MSCU
Effective: Fall 2022

3.05 Approved AJ 52BR - PC832 Firearms Training-Refresher - Update course description, objectives, and course content.
Effective: Fall 2022 Oberg/Tobola MSCU

3.06 Approved DS 121 Adaptive Individual Sports - Bowling - Discontinue class due to no access to bowling facility Robb/Somerville MSCU
Effective: Fall 2022

3.07 Approved Music Program - MUS 6, 7, 12 - SLO Mapping Harrison/McClellan, N. MSCU

3.08 Approved WT-36 Welding Theory and Practice-Oxyacetylene - Updated textbook to newer edition. Jeffus, Larry;"Welding Principles & Applications", 2017, 8th Edition, Delmar Cengage Learning, ISBN: 978-1-305-494695-5. Course Objectives and SLO format changes. Oberg/Robb MSCU
Effective: Fall 2022

3.09 Approved WT-37 Welding Theory and Practice-Shielded Metal Arc Welding Item - Updated textbook to newer edition Jeffus, Larry;"Welding Principles & Applications", 2017, 8th Edition, Delmar Cengage Learning, ISBN: 978-1-305-494695-5. Course Objectives and SLO format changes. Oberg/Robb MSCU
Effective: Fall 2022

4. Discussion Items

4.01 CIS-Computer Information Systems-Proposed new program - 1st Read

Melinda Duerksen, CIS instructor, attended to discuss the proposed program. Not meant to be transfer degree. Numbering is so that more classes will get added under general topics later. Discussed adding information about earning the Certificate of Achievement, Mr. Lewis noted he would work with Duerksen prior to next meeting.

4.02 Review Curriculum and Academic Standards Charge

Moved program revitalization to #3. Add distance education is a subcommittee as #10

5. Information Items

5.01 Distance Education Committee Update

Robb/ Tobola – They went over the charge during last month's meeting and held an Emergency vote through Share Point, where four members voted to approve, so it will go on the next Curriculum Agenda as an action item, so it can go on to Senate

5.02 Instructional Program Reviews Due

Athletics and PEAC – Ms. Camacho raised the question about why Athletics was doing an NIPR. Athletics is not in the NIPR handbook, it's still in the IPR handbook. Mr. Murphy indicated the NIPR was supposed to be in addition – not replacing the IPR. NIPR instituted so that non-instructional portion of athletics had a voice. Ms. Camacho is working with Adam Runyan and also with Randy Joslin.

5.03 Future Meeting dates

Next meeting October 19th

6. Future Agenda Items

7. Adjournment Oberg/McClellan MSCU 3:55pm

Curriculum and Academic Standards Committee 3:00 pm via Zoom (Tuesday, May 4, 2021)
Generated by Sue Kelley on Tuesday, May 4, 2021

1. Meeting Openings:
Information: 1.01 Call to order@ 3:04

Present:
Ms. Carie Camacho
Ms. Cathy Harrison
Mr. Chad Lewis- Chair
Ms. K.C. Mesloh
Ms. Fran Oberg

Mr. Andy Rupley
Ms. Crystal Tobola
Ms. Alison Somerville, Articulation Officer

Ms. Sue Kelley - Instructional Support Technician

Absent:
ASB Representative
Mr. Tom Downing-Vice Chair
Ms. Julie William -CSEA Alternate
Ms. Heidi Gray
Mr. Kory Konkol
Mr. Thomas Robb

Guest:
Roxanna Haynes
Dan Weaver

Action: 1.02 Agenda Approval Rupley/Oberg: MSCU

Action, Minutes: 1.03 Minutes Approve April 20, 2021 Mesloh/Camacho:MSCU

2. Subcommittee Action:

Subcommittee Action: 2.01 HLTH 2 Personal Health
Reviewed for IPR with no change

Subcommittee Action: 2.02 HUS 30 Pharmacology of Drug Abuse Approved updating text to Meyer, J. S., & Quenzer, L. F., Psychopharmacology: Drugs, the Brain, and Behavior, 3rd Edition, 2018 ISBN-13: 978-1605355559 ISBN-10: 1605355550
Approved
Effective Fall 2022

Subcommittee Action: 2.03 PE 15 Kinesiology
Reviewed for IPR with no change

Subcommittee Action: 2.04 PEAC 16 Walking for Fitness
Reviewed for IPR with no change

Subcommittee Action: 2.05 PEAC 44 Yoga
Reviewed for IPR with no change

Subcommittee Action: 2.06 PEAC 32D Fitness Center
Reviewed for IPR with no change

3. Action Items:

Action: 3.01 Anthropology AA-T Oberg/Mesloh: MSCU
Approved inactivation
Effective: Fall 2021

Action: 3.02 Approved Fire Technology AA & CA PLSO mapping Rupley/Camacho: MSCU

Action: 3.03 FS 64B Instructor II-Instructional Development Camacho/Tobola: MSCU
Approved updating scheduled to spring odd and SLO mapping

Action: 3.04 FS 65A Driver/Operator 1A: Emergency Vehicle Operations Rupley/Camacho: MSCU
Approved change in requite, grading and SLO mapping
Can use the colleges Fire Engine

Action: 3.05 FS 65B Driver/Operator 1B: Pump Operations Rupley/Camacho: MSCU
Approved schedule, requisite, grading and SLO mapping

Action: 3.06 FS 65C Wildland Fire Apparatus Operations Rupley/Oberg: MSCU
Approved change in requisite, schedule, grading and SLO mapping

Action: 3.07 FS 68 Essentials of Fire Fighting Somerville/Oberg: MSCU
Approved inactivation

Action: 3.08 FS 70 Heavy Equipment Boss (S-236) Rupley/Oberg: MSCU
Approved scheduled, grading option and SLO mapping

Action: 3.09 FS-70A – Single Resource Academy (S-230, S-231, S-232) Rupley/Oberg: MSCU
Approved change in schedule to spring even and SLO mapping

Action: 3.10 FS 70B - Engine Boss (Single Resource) Rupley/Oberg: MSCU
Approved change in schedule per agency request and SLO mapping

Action: 3:11 FS 70C – Single Resource Crew Boss (S-230) Rupley/Oberg: MSCU
Approve change in scheduled to agency request and SLO mapping

Action: 3.12 FS 72 HazMat First Responder Operations Somerville/Harrison: MSCU
Approved change in description, grading option, text and SLO mapping

Action: 3.13 FS-72A HazMat First Responder- Refresher Oberg/Mesloh: MSCU
Approve change in description, grade option, SLO's, text and SLO mapping
Fee being removed because through the state fire training agency they can get the certificate for free or low cost

Action: 3.14 FS-76 Firefighter Type 1 (Squad Boss) S-131 Harrison/Mesloh: MSCU
Approved scheduled to spring even, graded and SLO mapping

Action: 3.15 FS 84 Lessons Learned (Fatality Fire Case Studies) Oberg/Somerville: MSCU
Approved change in requisites, SLO's and SLO mapping
Basic 32 covers the prerequisite *removing*

Action: 3.16 FS-85 Understanding Maps, Compass & GPS Mesloh/Harrison: MSCU
Approved change in hours and units, description, text and SLO mapping

Action: 3.17 FS 86 Emergency Vehicle Operation Oberg/Mesloh: MSCU
Approved inactivation

Action: 3.18 FS 92A Company Officer 2A-Human Resource Management for Company Officers Oberg/Rupley: MSCU
Approved change in requisite, grade option and SLO mapping
Director or Instructor approval needed; add to description

Action: 3.19 FS 92B Company Officer 2B -General Administrative Functions for Company Officers Oberg/Rupley: MSCU
Approved change in requisites, grade option and SLO mapping

Action: 3.20 FS 92C Company Officer 2C: Fire Inspections and Investigation for Company Officers Oberg/Rupley: MSCU
Approved change in requisites, grade option and SLO mapping

Action: 3.21 FS 92D Company Officer 2D: All-Risk Command Operations Oberg/Rupley: MSCU
Approved change in requisites, grade option and SLO mapping

Action: 3.22 FS 92E Company Officer 2E-Wildland Incident Operations for Company Officers Oberg/Rupley: MSCU
Approved change in requisites, scheduled, grade option and SLO mapping

Action: 3.23 FS 94 - Strike Team/Task Force Leader, All Hazards (AH-330) Oberg/Somerville: MSCU
Approved change in title, description, requisites, SLO's, text and SLO mapping
Complies with industry standard to say all Hazards

Action: 3.24 FS 95 – Initial Attack Incident Command Somerville/Mesloh: MSCU
Approved change in schedule to Spring odd, graded only and SLO mapping

Action: 3.25 FS 96 Low Angle Rope Rescue Harrison/Rupley: MSCU
Approved change in scheduled, grade option, SLO's and SLO mapping

Action: 3.26 FS 97 Fire Control 4: Controlling Ignitable Liquids and Gases Rupley/Oberg: MSCU
Approved change in requisites, scheduled, and SLO mapping

Action: 3.27 FS 98.18 Annual Fireline Safety Refresher Training (RT-130) Oberg/Harrison: MSCU
Approved change in title and SLO mapping

Action: 3.28 FS 98.20 Incident Safety Awareness for Hired Vendors Somerville/Oberg: MSCU
Approved SLO mapping

Action: 3.29 FS 98.21 Volunteer Firefighter Academy Somerville/Oberg: MSCU
Approved change in scheduled, grade option, content, assignments, text and SLO mapping

Action: 3.30 FS 156 Pump Operations
Approved change in SLO's and SLO mapping

Action: 3.31 History AA for Transfer
Approved From list A: Remove HUM 1 and HUM 2 From List B: Remove HIST14, HIST 15, SPAN 1; Add IDS 1, ES1, and PLSC 1 Rupley/Mesloh: MSCU
This makes HIST 14 & 15 required

Action: 3.32 HUS 42 - Field Experience in Social Work and Human Services Camacho/Mesloh: MSCU
Approved changes in units/hours, description, objectives, evaluation, delivery and SLO mapping

Action: 3.33 HUS 42 - Field Experience in Social Work and Human Services Somerville/Harrison: MSCU
Approved course for online delivery
Need to add method of evaluation for online

Action: 3.34 Approved Health SLO mapping Somerville/Tobola: MSCU

Action: 3.35 Approved Physical Education SLO mapping Somerville/Oberg: MSCU

Action: 3.36 Approved Welding SLO mapping Somerville/Oberg: MSCU

Action: 3.37 Career and Technical Education (Formerly tech prep 2+2) Somerville/Mesloh: MSCU
Approved Auto for Herlong

4. Discussion Items:

Discussion: 4.01 HUS 43- Social Work and Human Services Seminar- new course
Move to action and, and in prerequisites

Discussion: 4.02 MATH-6 Finite Mathematics New course
Remove GE areas and C-ID, put transfer to CSU only, need to remove Web enhanced as a modality

Discussion: 4.03 MATH 166 Finite Mathematics Lab New course

Discussion: 4.04 Associate in Arts in Social Work and Human Services for Transfer Degree New

5. Information Items:

Information: 5.01 Distance Education Committee Report
Meeting next week

Information: 5.02 Instructional Program reviews due
Agriculture – Sept 2014, 2016, 2018, 2020 Approved by senate 4/14/2021
Automotive Technology-Sept 2018, 2020
Human Services-Sept 2015, 2017, 2019
Fine Arts - Sept 2020
Gunsmithing – Sept 2017, 2019, 2021
Humanities(GE Area C & D) Sept 2020
Physical Education – Sept 2018
Welding Sept 2019, 2021

Information: 5.03 Future Meeting dates
May 18, 2021

6. Future Agenda Items:

7. Adjournment Rupley/Tobola @ 4:14

Curriculum and Academic Standards Committee 3:00 pm via Zoom (Tuesday, March 16, 2021)
Generated by Sue Kelley on Tuesday, March 16, 2021

1. Meeting Openings:

Information: 1.01 Call to order @ 3:04
Present:
Chad Lewis
Carie Camacho
Alison Somerville
Cris Tobola
KC Mesloh
Tom Downing
Julie Williams
Andy Rupley

Absent:
Heidi Gray
Cathy Harrison
Kory Konkol
Thomas Robb

Action: 1.02 Agenda Approval Downing/Fran: MSCU
Approved

Action, Minutes: 1.03 Minutes Tobola/Somerville: MSCU
Approved March 2, 2021

2. Subcommittee Action:
None

3. Action Items:
Action: 3.01 Administration of Justice AA for Transfer Somerville/Downing: MSCU
Approved change in double counting
Effective: Fall 2021

Action: 3.02 ANTH 3 Intro to Archeology Somerville/Williams: MSCU
Approved Inactivation
Effective: Fall 2021

Action: 3.03 AT courses SLO mapping Oberg/Somerville: MSCU
Approved

Action: 3.04 AT Program PLSO mapping Oberg/Somerville: MSCU
Approved

Action: 3.05 CD SLO mapping Downing/Williams: MSCU
Approved

Action: 3.06 ES 1: Ethnic Minorities in America Rupley/Somerville: MSCU
Approved SLO Mapping

Action: 3.07 Geology AS-T Williams/Mesloh: MSCU
Approve inactivation
Effective: Fall 2021
It went through the discontinuation process.

Action: 3.08 PEAC 34 Golf Skills Oberg/Williams: MSCU
Approved for hybrid delivery for emergence us only
Effective: Spring 2021 (COVID-19)

Action: 3.09 PSY 1 Intro to Psychology Rupley/Mesloh: MSCU
Approved change in SLO 1
Took the in-class reference out so can be taught online

Action: 3.10 PSY 5 Intro to Research Methods Williams/Somerville: MSCU
Approve change in SLO's

Action: 3.11 PSY 18 Life Span Development Rupley/Mesloh: MSCU
Approved change in SLO's

Action: 3.12 Psychology AA-Transfer Williams/Downing: MSCU
Approved adding BIOL 32L to degree
Effective: Fall 2021

Action: 3.13 SOC 2: Social Problems Somerville/Rupley: MSCU
Approved SLO mapping

Action: 3.14 Sociology AA-Transfer Mesloh/Oberg: MSCU
Approved adding PSY 5 to core
Effective: Fall 2021

Action: 3.15 Terminal GE pattern Mesloh/Somerville: MSCU
Approved Adding IDS 1, 2 to area C
Effective: Fall 2021

4. Discussion Items:

Discussion: 4.01 Credit for Prior Learning Assessment Petition
Liked the change with one course per form
Bring for Approval next meeting

Discussion: 4.02 Credit for Prior Learning Portfolio Assessment Rubric
Need comment box to say how many points earn and why
Sign electronically
Bring to approval next meeting

Discussion: 4.03 SLO Handbook
One of our weakness with accreditation. Bring to action for approval next meeting

Discussion: 4.04 Associate in Arts in Social Work and Human Services for Transfer Degree
This will replace the Human Services terminal degrees because they are so out of date.
These are courses we have and offer regularly

5. Information Items:

Information: 5.01 Distance Education Committee Report
Scheduling a meeting for first week in April and discuss online handbook

Information: 5.02 Instructional Program reviews due

Information: 5.03 Future Meeting dates
April 6th & 20th
May 4th & 18th

6. Future Agenda Items:

7. Adjournment @ 3:40 Williams/Rupley: MSCU

Instructional Program Review

Program: Studio Art

Academic Year:

Author(s):

Accepted by Academic Senate: Accepted by Consultation Council: Accepted by Governing Board

Executive Summary

The executive summary should be a consolidation of key findings, program plans, and participants that contributed to the review

SECTION 1: ACADEMIC PLANNING

Program Overview, Objectives, and Student Learning Outcomes

- Describe the program (types of degrees offered, jobs/industries/transfer pathways associated with the program, faculty members in program)
- Describe and evaluate the program objectives against the LCC strategic plan, specifically the mission statement and strategic goals
- Evaluate any changes in the program since last review. Include summary of Annual Updates completed since last review. Regular program assessment will drive program improvements.

Student Achievement and Learning Outcomes

Trends and Patterns in Student Achievement

Course Success Rates

Course Success Rate	2019-20	2020-21	2021-22	2022-23
Program-Level				
Studio Art Overall Success Rate	80%	76%	81%	77%
Lassen College Success Rate	80%	77%	78%	77%
Course-Level				
ART-10A	75%	50%	80%	90%
ART-10B	100%		100%	100%
ART-10C				
ART-10D				
ART-19A	82%		88%	93%
ART-19B	100%		100%	100%
ART-19C	100%		100%	75%
ART-19D	100%		100%	100%
ART-1A	89%	80%	86%	100%
ART-1B	75%	50%	100%	100%
ART-2	67%	71%	71%	86%
ART-21	100%			
ART-23	100%			86%
ART-25	83%		80%	91%
ART-3		83%		
ART-36A	91%		67%	88%
ART-36B	100%		33%	100%
ART-36C			67%	
ART-36D			100%	
ART-49	67%	50%	100%	
ART-6	87%	64%	83%	69%
ART-7	100%	75%	90%	69%
ART-8	79%	75%	79%	69%
FILM-1	77%	91%	88%	82%
Modality				
C - Correspondence	79%	74%	79%	66%
F - Face-to-Face	82%	83%	83%	84%
H - Hybrid	67%	50%	100%	
N - Internet	78%	76%	84%	82%

Course Success Rate	2019-20	2020-21	2021-22	2022-23
Program-Level				
Studio Art Overall Success Rate	80%	76%	81%	77%
Lassen College Success Rate	80%	77%	78%	77%
Gender				
Female	82%	71%	78%	83%
Male	79%	77%	82%	72%
Unreported				71%
Ethnicity				
American Indian or AK Native	84%	79%	80%	72%
Asian	83%	80%	77%	86%
Black or African American	76%	69%	74%	68%
Filipino	89%	50%	100%	100%
Hispanic or Latinx	80%	82%	79%	71%
Pacific Islander or HI Native	67%	71%	100%	75%
Unreported	78%	59%	100%	69%
White	81%	76%	82%	83%
Age Group				
17 and Younger	88%	75%	79%	89%
18 to 24	81%	76%	87%	80%
25 to 49	77%	76%	78%	70%
50 and Older	88%	68%	79%	86%
Unreported	100%		100%	

Course Retention Rates

Course Retention Rate	2019-20	2020-21	2021-22	2022-23
Program-Level				
Studio Art Overall Retention Rate	88%	87%	91%	94%
Lassen College Retention Rate	91%	88%	89%	89%
Course-Level				
ART-10A	88%	63%	87%	95%
ART-10B	100%		100%	100%
ART-10C				
ART-10D				
ART-19A	88%		88%	100%
ART-19B	100%		100%	100%
ART-19C	100%		100%	75%
ART-19D	100%		100%	100%
ART-1A	89%	80%	100%	100%
ART-1B	92%	50%	100%	100%
ART-2	81%	76%	71%	95%
ART-21	100%			
ART-23	100%			86%
ART-25	100%		80%	100%
ART-3		100%		
ART-36A	91%		76%	88%
ART-36B	100%		33%	100%
ART-36C			67%	
ART-36D			100%	
ART-49	100%	50%	100%	
ART-6	87%	82%	92%	94%
ART-7	100%	93%	90%	100%
ART-8	88%	86%	93%	92%
FILM-1	87%	96%	92%	100%
Modality				
C - Correspondence	86%	85%	94%	92%
F - Face-to-Face	90%	91%	87%	95%
H - Hybrid	100%	50%	100%	
N - Internet	88%	88%	88%	97%

Course Retention Rate	2019-20	2020-21	2021-22	2022-23
Program-Level				
Studio Art Overall Retention Rate	88%	87%	91%	94%
Lassen College Retention Rate	91%	88%	89%	89%
Gender				
Female	89%	88%	82%	95%
Male	88%	86%	94%	93%
Unreported				100%
Ethnicity				
American Indian or AK Native	95%	93%	80%	94%
Asian	91%	92%	91%	100%
Black or African American	82%	82%	88%	95%
Filipino	89%	50%	100%	100%
Hispanic or Latinx	93%	93%	92%	92%
Pacific Islander or HI Native	83%	86%	100%	100%
Unreported	89%	76%	100%	100%
White	87%	85%	90%	93%
Age Group				
17 and Younger	96%	92%	89%	100%
18 to 24	91%	87%	92%	97%
25 to 49	86%	87%	90%	92%
50 and Older	91%	76%	87%	90%
Unreported	100%		100%	

Awards

Degree and Certificates	2018-19	2019-20	2020-21	2021-22
Studio Arts Degrees Awarded	1		1	3
Lassen College Degrees Awarded	260	340	297	321
Studio Arts Certificates Awarded				
Lassen College Certificates Awarded	128	162	107	137
Degree or Certificate Program				
AA Studio Arts for Transfer				
AA Studio Arts for Transfer-CSU	1		1	3
AA Studio Arts for Transfer-IGETC				

Achievement

Based on your review of the data trends above (e.g., course success, retention, awards) please provide an analysis of achievement gaps and accomplishments in the program.

Equity

Based on your review of the data trends above (e.g., course success, retention) please provide a narrative to outline opportunities to address any equity gaps.

Student Learning Outcomes

SLO assessment is important to maintain and improve an effective learning experience for LCC students. Evaluating SLO results regularly is helpful for evaluating student learning and identifying emerging program needs. There is a link between SLO assessment results, SLO improvement plans and review of curriculum and/or budget requests. Regular program assessment will drive program improvement. These records are maintained in the online Data Management and Visualization tool (TABLEAU) and are available for review by faculty at any time through its self-updating, interactive dashboards, and reports. Feedback and narrative from the Share Point tool will be included in the reports.

*By contract, faculty are required to prepare and submit an SLO Assessment Plan for each class within one week of the first-class meeting and implementation of the assessment method as indicated on the SLO Plan for each class. Submission of the (a) results of the assessment methods and (b) steps taken as result of the assessment withing five (5) District business days after the last scheduled meeting of the class. Both submissions will be made in accordance with District tracking procedures (I.e., may be paper-based or electronic).

- Provide an analysis of findings of the assessments completed and recommendations being made in individual assessments.
- Consider the impact or influence of the assessment results at the program level.
- Identify and evaluate the Program Student Learning Outcomes including the relationship between course, program and institutional student learning outcomes utilizing information provided by the Office of Institutional Effectiveness.

Course Assessed	Recommendations for Improvement
ART-1A: Two-Dimensional Design	
ART-1B: Three-Dimensional Design	
ART-2: Drawing	
ART-3: Beginning Life Drawing	
ART-6: Prehist/Renaissance	
ART-7: Survey of Art Histo	
ART-8: Art Appreciation	
ART-10A: Beginning Painting	
ART-10B: Intermediate Painting	
ART-10C: Advanced Painting	
ART-10D: Portfolio Painting	
ART-19A: Beginning Digital Photography	
ART-19B: Inter. Digital Photography	
ART-19C: Advanced Digital Photography	
ART-19D: Portfolio Digital Photography	
ART-21: Digital Illustration 1	
ART-23: Beginning Printmaking	
ART-25: Graphic Design I	
ART-36A: Beginning Ceramics	
ART-36B: Intermediate Ceramics	
ART-36C: Advanced Ceramics	
ART-36D: Portfolio Ceramics	
ART-49: Art Work Experience	
ART-50: Welding for Artists	

FILM-1: History of the Cinema	

Program Student Learning Outcomes	Summarize Findings
PSLO 1	
PSLO 2	
PSLO 3	
PSLO 4	
PSLO 5	
Recommendations for Improvement	

Enrollment Management

Enrollment Management	2019-20	2020-21	2021-22	2022-23
Studio Arts Enrollment Overall	607	500	430	472
Lassen College Census Enrollment	14,318	12,243	11,847	11,195
Studio Arts Full-Time Equivalent Students (FTES)	72.3	54.2	51.2	56.2
Lassen College Full-Time Equivalent Students (FTES)	1,538.3	1,283.8	1,200.6	1,153.9
Studio Arts Number of Sections	40	23	36	36
Lassen College Number of Sections	851	758	818	769
Studio Arts Fill Rate	55%	64%	57%	64%
Lassen College Fill Rate	50%	52%	48%	51%
Studio Arts Full-Time Equivalent Faculty (FTEF)	4.1	2.6	3.1	3.6
Lassen College Full-Time Equivalent Faculty (FTEF)	79.8	70.7	74.5	72.4
Studio Arts FTES/FTEF	17.5	20.8	16.3	15.5
Lassen College FTES/FTEF	20.1	19.0	17.1	16.6

Enrollment	2019-20	2020-21	2021-22	2022-23
Program-Level				
Studio Art Enrollment Overall	607	500	430	472
Enrollment	**2019-20**	**2020-21**	**2021-22**	**2022-23**
Course-Level				
ART-10A	20	8	16	20
ART-10B	6		6	10
ART-10C	5			
ART-10D	1			
ART-19A	17		8	15
ART-19B	6		3	3
ART-19C	4		5	7
ART-19D	1		2	1
ART-1A	9	5	7	4
ART-1B	13	2	8	5
ART-2	22	21	17	22
ART-21	6			
ART-23	3			7
ART-25	8		5	11
ART-3		6		
ART-36A	27		23	31
ART-36B	9		4	5
ART-36C	2		3	1
ART-36D	1		1	
ART-49	3	2	1	
ART-6	15	28	12	16
ART-7	9	28	10	13
ART-8	336	344	247	244
FILM-1	84	56	52	57

Modality				
C - Correspondence	239	257	222	189
F - Face-to-Face	333	54	182	249
H - Hybrid	3	2	1	
N - Internet	32	187	25	34

Enrollment	2019-20	2020-21	2021-22	2022-23
Program-Level				
Studio Art Enrollment Overall	607	500	430	472
Gender				
Female	192	108	117	191
Male	415	392	313	274
Unreported				7
Ethnicity-Race-Ancestry				
American Indian or AK Native	22	14	10	18
Asian	23	25	22	14
Black or African American	95	89	66	59
Filipino	9	2	5	2
Hispanic or Latinx	163	136	116	147
Pacific Islander or HI Native	6	7	8	8
Unreported	10	17	14	16
White	279	210	189	208
Age Group				
17 and Younger	28	25	28	38
18 to 24	222	159	136	148
25 to 49	297	291	222	221
50 and Older	57	25	43	65
Unreported	3		1	

Based on your review of the data trends above (e.g., enrollment, FTES, FTES/FTEF, fill rate) please provide an analysis of efficiency gaps and accomplishments.

Curriculum

Degrees and/or Certificates

Degree or Certificate Title	Award Type	Term of Last Revision
AA Studio Arts for Transfer	AA-T	
AA Studio Arts for Transfer-CSU	AA-T	
AA Studio Arts for Transfer-IGETC	AA-T	

Provide a narrative of revisions made.

Courses

Summarize curriculum revisions, new course adoptions, and/or course deletions r since the last program review. Describe the program accomplishments and/or changes (e.g., major revisions, additions, etc.). All courses need to be submitted to the Curriculum Committee for revision at least once every five years.

Whether changes to a course outline are necessary or not, a Revision to Existing Course Form for each course must be completed and submitted to the Curriculum/Academic Standards Committee for action. If all the courses in the certificate or degree are reviewed at one time, a single Program revision form can be used. If there are changes made to a course, the changes must be noted on the revision form. When reviewing a single course and changes are necessary, indicate the revisions on the form. Where no changes are necessary, simply indicate on the Revision Form that "the course has been reviewed as part of the program review and no changes are necessary." All program certificates, degrees, PSLO maps, and SLO maps are also required to be reviewed and updated if necessary. PSLO maps require a program revision form and course SLO maps require a course revision form. If all maps are reviewed at the same time, a single program revision form can be used. Advising plans also need to be reviewed and updated. A program revision form is used to review and update the advising plan if necessary. Revision forms will be retained in the Instructional Office with the Curriculum agenda packets.

Following the Curriculum/Academic Standards Committee action on all submitted Revision to Existing Course Forms, a summary Instructional Program Curriculum Review Form will be completed by the Curriculum/Academic Standards Subcommittee Chair and given to the program faculty for inclusion in the program review.

The signed Instructional Program Curriculum Review Form is to be included with your completed program review documents for all certificates and degrees.

Course	Last Offered	Term of Last Revision
ART-1A: Two-Dimensional Design		
ART-1B: Three-Dimensional Design		
ART-2: Drawing		
ART-3: Beginning Life Drawing		
ART-6: Prehist/Renaissance		
ART-7: Survey of Art Histo		
ART-8: Art Appreciation		
ART-10A: Beginning Painting		
ART-10B: Intermediate Painting		
ART-10C: Advanced Painting		
ART-10D: Portfolio Painting		
ART-19A: Beginning Digital Photography		

ART-19B: Inter. Digital Photography		
ART-19C: Advanced Digital Photography		
ART-19D: Portfolio Digital Photography		
ART-21: Digital Illustration 1		
ART-23: Beginning Printmaking		
ART-25: Graphic Design I		
ART-36A: Beginning Ceramics		
ART-36B: Intermediate Ceramics		
ART-36C: Advanced Ceramics		
ART-36D: Portfolio Ceramics		
ART-49: Art Work Experience		
ART-50: Welding for Artists		
FILM-1: History of the Cinema		

Provide a narrative of revisions made.

Articulation/Integration of Curriculum

- Attach a tabular comparison of Lassen Community College courses articulating with UC and CSU, indicating courses with approved C-ID designations as applicable (Obtain copies of Articulation Agreements from the Transfer Center / Articulation Officer)
- Provide a narrative reviewing the Lassen Community College courses and courses at four-year institutions for course alignment. (e.g., two courses at Lassen needed to articulate with one course at UC) and the unit requirements for Lassen Community College courses as compared to four-year institutions.

External Compliance

Provide a summary of any compliance regulations (e.g., accreditation, accessibility), actions taken, and gaps identified.

External Analysis: Job Market Assessment

Provide a summary of Industry Advisory Board suggestions and market data. The market data will be populated for Career Technical Education programs only

Program Planning and Communication Strategies

Describe the communication methods and interaction strategies used by your program faculty and administrators to discuss program-level planning, curriculum, SLOs, PSLOs, equity, student achievement, and institutional performance data.

Academic Planning Analysis Summary

Summarize the key findings from the program analysis and outline opportunities for change.

Section 2: Human Resource Planning

Workload and Staffing Assessment

Year	F/T Faculty	P/T Faculty
Previous Year		
Current Year		
Next 2 Years		

Provide a narrative that describes the program's faculty staffing trends and develop a projection for the two years. Discuss the extent to which your current faculty staffing structure meets or does not meet your program's needs and/or initiatives. Please describe what strategies will be used to diversify your staffing (e.g., education, expertise/skillsets, areas of interest, demographics).

Professional Development

Provide a description and associated outcomes related to the program's target professional development participation over since the last program review. Discuss the current professional development/training need(s) of your program, and why this need(s) exists. If you have specific trainings you want to request, please include those details.

Section 3: Infrastructure Planning

Facilities

- Describe and evaluate the Lassen Community College facilities available to the program.
- Describe and evaluate additional facilities utilized off-campus by the program
- Describe any facilities needs identified internal or external analysis
- Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the program review cycle.

Equipment

- Describe and evaluate equipment and equipment support provided for instruction and instructional support

Technology

- Describe and evaluate technology and technology support provided for instruction and instructional support.
- Justify any proposed modifications or additions to existing technology that would better serve the program planned for the next four years.

Section 4: Program Planning

Progress update on previous action plans

Action Plan	Progress Detail	Outcomes

Strengths, Weaknesses, Opportunities, Threats (SWOT) Analysis

Complete SWOT analysis

Strengths	
Weaknesses	
Opportunities	
Threats	

Program Plan

Develop a program action plan based on the findings of the SWOT Analysis. The plan should specify should aligns with one or more College Goals. SLO maps may be utilized to help show the connection.

- How do the action plans align with the mission of the college?
- What strategic goals do the action plans support?
- What ISLOs do the action plans support?
- What specific evidence (e.g., SLOs, data) support the action plans?
- Based on the action plans what resources are needed?
- What are the expected outcomes of the action plans?
- What is the total cost of bringing the action plan to life?

Action Plan	Supporting Evidence	Expected Outcome	Resource(s) to Achieve the Action Plan	Resource Category	Estimated Cost	Expense Type	Priority Ranking
Example 2: Update the automotive equipment to support relevant learning and job readiness	Course Success and Retention Rates	Increase success and retention rates	Cool Auto thing + training	Equipment	$5,000	One-Time	1

Tuesday, November 14, 2023
Academic Senate Meeting - Tuesday, November 14, 2023 - 3:00pm

1. Meeting Opening

1.01 Call to Order and Roll Call CALL TO ORDER AT 3:02PM

ABSENT LAURA ROTLISBERGER, CELESTE WISER

1.02 Approval of Agenda MSCULAWLER/DOWNING

1.03 Approval of Minutes MSCU DOWING/LAWLER

2. Public Comment

3. Action

3.01 Committee Assignments

ADD TERRA AVILLA TO HEALTH AND SAFETY, 2ND ASSIGNMENT FOR AVILLA

MSCU DOWNING/LAWLER

3.02 AJ Courses

TOM DOWNING SPOKE ABOUT THE COURSES. THESE COURSES ARE BENEFICIAL FOR OUR REGION

MSCU DUERKSEN/LAWLER

3.03 Automotive Technology MQ

LISA GARDINER SPOKE ABOUT THE LANGUAGE. THE NEW LANGUAGE NEEDS TO HAVE THE ASE CERTIFICATION SINCE OUR AUTO DEPARTMENT IS AN ASE EDUCATION ACCREDIATED PROGRAM SO INSTRUCTORS NEED THE ASE CERTIFICATION. THIS IS AN OVERDUE CHANGE.

MSCU DOWNING/DUERKSEN

DISCUSSION TOOK PLACE. LISA WILL MAKE CHANGES TO MQ HANDBOOK, ADAM WILL LET HR KNOW ABOUT THE CHANGES

3.04 Dental Technology MQ

LISA GARDINER DISCUSSED THE NEW MQ LANGUAGE. THE LANGUAGE WAS PUT TOGETHER SIMILAR TO NURSING. USING A SPECIFIC DENTAL TECHNOLOGY MQ IS THE BEST WAY TO STREAMLINE THE APPLICATION/HIRING PROCESS

MSCU DUERKSEN/LAWLER

3.05 Program Revitalization and Discontinuance - Biology ADT degree

RUNYAN SPOKE ABOUT THE ENROLLMENT BEING LOW, WITH HIGH LEVEL COURSES FUTURE STUDENTS CAN BE PUSHED TOWARD ALLIED HEALTH. COLLEEN BAKER MET WITH BIO FACULTY; IT WAS AGREED TO MOVE FORWARD WITH A DISCONTINUANCE TASKFORCE. PHYSICS WILL STILL BE OFFERED EVERY OTHER YEAR. RUNYAN WENT OVER WHO WILL SIT ON THE TASKFORCE **1 BIO FACULTY (BOTH WILL BE INVITED), THE CORRECT ADMINISTRATORS (CHAD LEWIS**

3.06 Participatory Governance and Collegial Consultation Handbook

DISCUSSION ABOUT THE COMMITTEE MATRIX ON PAGE 11. TASKFORCE LOOKED AT IT LAST YEAR AND IT DOESN'T TYPICALLY GET CHANGED YEARLY. ED MASTER PLAN REPORTING SHOULD SAY CONSULTATION COUNCIL. CURRICULUM COMMITTEE SHOULD LOOK AT THEIR REPORTING NEXT YEAR

MSCU DOWNING/LAWLER

3.07 Institutional Planning and Budget Development Handbook

BUDGET COMMITTEE HAD A SMALL CHANGE IN REGARD TO WORDING AND ALIGNMENT AND UPDATING THE BUDGET TIMELINE AND STRATEGIC GOALS. END OF THE YEAR REPORTS WILL BE GIVEN AT THE END OF THE ACADEMIC YEAR ON THINGS THAT WERE FUNDED OR NOT FUNDED.

MSCU LAWLER/DUERKSEN

WILL ADD LMI DATA, CHECK FOR SPELLING AND GRAMMARATICAL ERRORS.

5. Information

5.01 ASCCC Fall 2023 Plenary Resolution

MOST UP TO DATE RESOLUTIONS ARE UP. VOTING TAKES PLACE SATURDAY.

5.02 Area A Meeting

RUNYAN WENT OVER SOME THE TOPICS DISCUSSED AT THE AREA A MEETINGS. RUNYAN ENCOURAGED ALL SENATORS TO LOOK OVER THE ATTACHED DOCUMENTS

6. Reports

6.01 Administration

M.WILLIAMS DISCUSSED THE USE OF THE REVITALIZATION FORMS WITH CHILD DEVELOPMENT AND GUNSMITHING. THE FORMS NEED TO BE REVIEWED SO THAT THE LENGHTY NOTES DON'T NEED TO BE USED AS EVIDENCE WITH ACCREDITATION. WE SHOULD LOOK INTO ADDING A SUMMARY SECTION ON THE FORMS. SHE WILL BRING FORTH THE FORMS FOR FUTURE AGENDA ITEMS AND EXPLAINED SOME OF THE DEVIATION FROM THE FORMS. CLARIFICATION ON THE AP

REGARDING REVITALIZATION CLOUSRE. DO THEY NEED TO BE RATIFIED?
C. BAKER DISCUSSED ENGLISH ADT DISCONTINUATION, THE LACK OF FACULTY IN ENGLISH MAKES TEACHING THE ADDITIONAL ENGLISH COURSES VERY DIFFICULT. AND THE DEGREE HAS HAD VERY LOW ENROLLMENT AND GRADUATES. ENGLISH 12 AND 22 MAY STILL BE OFFERED. ENGLISH 12 WILL BE NEEDED FOR THE EDUCATION ADT. ENGLISH 22 MAY BE OFFERED AS A NON-CREDIT. THE DISCONTINUANCE WILL COME THROUGH THE IPR AND THEN TO A DISCONTINUANCE COMMITTEE, OR AT LEAST A DISCONTINUANCE FORM. THE PROCESS OF PUTTING IT IN AN IPR IS NEW. DISCUSSION TOOK PLACE ON THE NEED OF A DISCONTINUANCE FORM FOR HISTORICAL REFERENCE. MANY OF THESE THINGS DISCUSSED COME THROUGH FORMS THAT ARE APPROVED THROUGH THE CURRICULUM COMMITTEE. THE AP IS VERY SPECIFIC ON HOW TO DISCONTINUANCE PROCESS. THE CURRICULUM FORMS AND AP NEED TO BE LOOKED AT MORE SPECIFICALLY. THE SUGGESTION WAS MADE THAT WHEN THE IPR COMES TO SENATE THE CURRICULUM FORMS FOR IPR SHOWING THE DISCONTINUANCE ARE APPROVED AS DIRECT-ACTION ITEMS.
THIS WILL CONTINUE TO BE A DISCUSSION ITEM AS WE SMOOTH IT OUT

6.02 Senators-
NONE

6.03 LCFA
NONE

7. Closed Session

MSCU DOWNING/LAWLER TO MOVE INTO CLOSED SESSION 3:58PM

7.01 Consideration of Faculty Minimum Qualifications and Equivalency
DISCUSSION TOOK PLACE REGARDING THE PHLEBOTOMY EQUIVALENCY PASSES

RETURN TO OPEN SESSION MSCU DOWNING/LAWLER 4:06PM

8. Future Meeting Dates

8.01 Meeting Dates and Location - HU 206 and via Zoom
NOV 28TH
DEC 12TH
if; color: rgb(0, 0, 0);">
MSCUDUERKSEN/LAWLER ADJOUNMENT AT 4:10PM

Tuesday, November 28, 2023
Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm

Hi there,
Adam Runyan is inviting you to a scheduled Academic Senate meeting in person Rm. HU206 and/or via Zoom.
Additional Public Location: Moorpark City Library - 699 Moorpark Ave. Moorpark, CA 93021
Topic: Academic Senate
Time: This is a recurring meeting
Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/94056618152
Or iPhone one-tap (US Toll): +16699006833,94056618152# or +12532158782,94056618152#
Or Telephone:
Dial:
+1 669 900 6833 (US Toll)
+1 253 215 8782 (US Toll)
+1 346 248 7799 (US Toll)
+1 312 626 6799 (US Toll)
+1 646 876 9923 (US Toll)
+1 301 715 8592 (US Toll)
Meeting ID: 940 5661 8152
International numbers available: https://cccconfer.zoom.us/u/aenfrc5qDT
Or Skype for Business (Lync):
SIP:94056618152@lync.zoom.us

1. Meeting Opening

Subject	**1.01 Call to Order and Roll Call**
Meeting	Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm
Category	1. Meeting Opening
Type	Procedural

Adam Runyan - President
Tom Downing – Vice President
Celeste Wiser – Secretary
Melinda Duerksen
Jennifer Lawler
Laura Rotlisberger

Subject	**1.02 Approval of Agenda**
Meeting	Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm
Category	1. Meeting Opening
Type	Procedural, Action
Recommended Action	Approve Agenda

Subject	**1.03 Approval of Minutes**
Meeting	Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm
Category	1. Meeting Opening
Type	Minutes

2. Public Comment

3. Action

Subject	**3.01 Information Systems IPR**
Meeting	Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm
Category	3. Action
Type	Action
Recommended Action	Approve Information Systems IPR

File Attachments
Information Systems IPR 2023-24.docx (608 KB)

Subject	**3.02 2023-2024 Curriculum Action Log**
Meeting	Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm
Category	3. Action
Type	Action
Recommended Action	Approve Action Log

All actions taken at Curriculum/Academic Standards meetings are compiled into the Action Log, and it goes to the board monthly for approval.

File Attachments
2023-2024 Action Log - Nov.pdf (827 KB)
November 2023 Action Log Additions.docx (28 KB)

Subject	**3.03 Denatal Assisting**
Meeting	Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm
Category	3. Action
Type	Action
Recommended Action	Approve Dental Assisting Courses and Certificate of Achievement

File Attachments
DA Advising plan RDA.docx (19 KB)
DA 50 Introduction to Dental Assisting Theory 1(2).docx (37 KB)
DA 51 Dental Assiting Lab 1.docx (40 KB)
DA 52 Dental Assisting Theory 2.docx (37 KB)

DA 53 Dental Assiting Clinical 1(1).docx (47 KB)
DA 54 Dental Assisting 3.docx (32 KB)
DA 55 Dental Assiting Lab 2.docx (41 KB)
DA 56 Dental Assisting Theory 4(1).docx (34 KB)
DA 57 Dental Assiting Clinical 2.docx (34 KB)
DA 58 Radiation Saftey(1).docx (31 KB)
DA 59 Coronal Polishing(1).docx (31 KB)
DA 60 Pit and Fissure Sealants.docx (31 KB)

Subject	**3.04 BP AP Updates for Work Experience**
Meeting	Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm
Category	3. Action
Type	Action
Recommended Action	Approve Updates

File Attachments
BP AP Updates Work Experience 11_9_2023 LG.docx (58 KB)

Subject	**3.05 Committee Assignments**
Meeting	Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm
Category	3. Action
Type	Action
Recommended Action	Remove Thomas Kareck from IT Committee

4. Discussion

Subject	**4.01 Administration of Justice IPR**
Meeting	Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm
Category	4. Discussion
Type	Discussion

File Attachments
IPR 2023-24 Administration of Justice.pdf (2,454 KB)

Subject	**4.02 Automotive Technology IPR**
Meeting	Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm
Category	4. Discussion
Type	Discussion

File Attachments
IPR 2023-24 Automotive Technology.docx (1,903 KB)

Subject **4.03 Child Development IPR**

Meeting Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm

Category 4. Discussion

Type Discussion

File Attachments
IPR 2023-24 Child Development.docx (665 KB)

Subject **4.04 Humanities IPR**

Meeting Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm

Category 4. Discussion

Type Discussion

File Attachments
IPR 2023-24 Humanities.docx (79 KB)

5. Information

Subject **5.01 Child Development Revitalization Data**

Meeting Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm

Category 5. Information

Type Information

File Attachments
Child Development Revitalization Data.docx (412 KB)

Subject **5.02 Gunsmithing Revitalization Summary**

Meeting Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm

Category 5. Information

Type Information

File Attachments
Gunsmithing Revitalization Summary.docx (19 KB)
AP 4021 form Gunsmithing.pdf (1,841 KB)

Subject **5.03 ASCCC Fall 2023 Plenary Resolution**

Meeting Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm

Category 5. Information

Type

The Fall 2023 Plenary Resolutions are now available online: Resolutions Fall 2023 webpage. Delegates of the plenary session voted on a number of resolutions and amendments, with the end resulting in 26 adopted resolutions.

Subject	**5.04 Updates on MQ and Program Revitalization/Discontinuance Process**
Meeting	Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm
Category	5. Information
Type	Information

Give feedback on what other senate leaders are doing regarding MQ and Revitalization/Discontinuance process.

6. Reports

Subject	**6.01 Administration**
Meeting	Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm
Category	6. Reports
Type	Information

Administration will provide information on items of relevance to the Academic Senate as faculty representatives on academic and professional matters. Reports may be limited to 5 minutes.

Subject	**6.02 Senators**
Meeting	Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm
Category	6. Reports
Type	Information

Each senator has an opportunity to report on items of interest to Academic Senate and guests present

Subject	**6.03 LCFA**
Meeting	Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm
Category	6. Reports
Type	Information

LCFA has an opportunity to update Academic Senate on upcoming meetings, trainings, negotiations, and other matters of faculty interest. Reports may be limited to 5 minutes.

7. Closed Session

Subject	**7.01 Consideration of Faculty Minimum Qualifications and Equivalency**
Meeting	Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm
Category	7. Closed Session
Type	Action

Recommended Action	Review equivalency and approve or deny

8. Future Meeting Dates

Subject	**8.01 Meeting Dates and Location - HU 206 and via Zoom**
Meeting	Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm
Category	8. Future Meeting Dates
Type	Information

December 12
January 9
January 23

9. Meeting Closing

Subject	**9.01 Adjournment**
Meeting	Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm
Category	9. Meeting Closing
Type	Action
Recommended Action	Meeting adjournment

Child Development Revitalization – Follow Up Report

Background

The Child Development Program underwent a revitalization process during the academic year of 2020-2021. There are 2 main changes made during this process:

1. Courses are to be offered once every year instead of every other year.
2. The core courses are to be offered via online modality.

1. Change Course Offering Term

Reasoning

With offering many courses every other year, it can take students up to 4 years to complete their AA in Child Development here at Lassen College. In addition, the Child Development Agencies in town have a high turnover rate and are in continuous need to fill positions. To capture the people who need courses for California Community Care Licensing in our local area, the 4 core courses that are needed for the licensing are proposed to be offered online. The 4 core courses include: CD-12, -16, -20, and -31.

Proposed change in Advising Plan

A file was sent out by Laura Greer (Child Development Instructor/Director) documenting the curriculum changes proposed. Original File is in Appendix A at the end of this document.

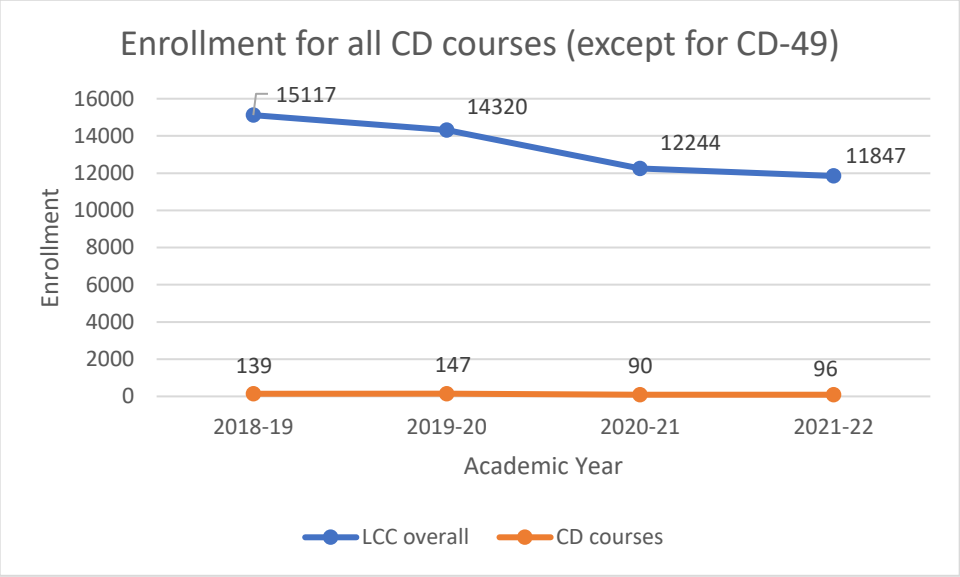
Based on the minutes and files of the Curriculum Committee, the following changes are made to each of the degree/certificate in the area:

- **Child Development Certificate of Accomplishment** was inactivated at 12/1/2020 meeting.
- **Child Development Certificate of Achievement (CA)** had CD 11, 24 and 25 removed, with CD 22 added at 12/1/2020 meeting.
- **Child Development associate in arts (AA)** added CD 22 to required Core and added 1 unit to "required electives" (from 3 to 4)
- **Early Childhood Education associate in science Degree for Transfer (AS-T)** – on 01/18/2022 the advising plan was changed to remove any "odd" or "even" offerings to every spring or every fall – no classes were changed.

All the above curriculum changes were reflected in the document sent (See Appendix A) by the area instructor except for the 1-unit elective added to the Chide Development AA. The change in offering term for the courses in AS-T also effects the offering of the same courses in the CA and AA.

Enrollment Analysis

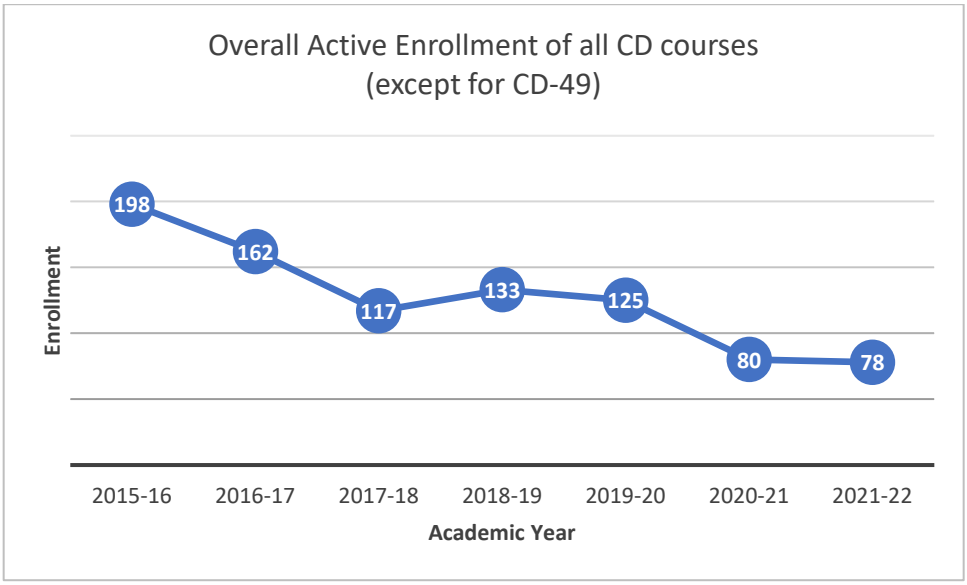
The enrollment for the four CD courses listed increased by 5.76% from the academic year 2018 to the 2019, indicating that the CD program was growing at that time. The drastic drop of 38.8% in enrollment from 2019 to 2020 is likely due to the pandemic where the lifestyle of the student was affected during the academic year of 2020. This influence of pandemic on enrollment can also be observed in the decrease in the LCC overall enrollment over the same time. It is hypothesized that since the students in the CD program are mostly working adults/parents, the enrollment of the CD program was affected by the pandemic more than others. As people's lifestyle adjusted, the CD program was able to gradually recover its enrollment as observed by the 6.67% increase in enrollment from 2021 to 2022. The trend observed in the selected CD course enrollment correlates to the trend observed for the overall enrollment trend at LCC. No clear conclusion can be drawn to the effect of the change in offering term with the data available. The data below was based on the data provided in the LCC Data Tableau platform (enrollment based on Census).



2. Proposed Change in Delivery Modality

Reasoning

Most of the students in the Child Development program are working adults (and/or parents) who are currently working in the field and trying to complete their corresponding course work. Prior to the year 2018, the CD courses were offered mostly through online modality with few exceptions, allowing the students to complete their degree and core course works through fully online modality. This allows students that are not in the region to participate in the program. Starting Spring 2019, core courses such as CD-11 and -24 required an in-person participation component (face-to-face or hybrid modality), restricting enrollment for the students who are not currently in the region. This is hypothesized to be another factor that contributes to the decrease in enrollment in addition to the pandemic around the corresponding academic years. The data below was based on the data found in the Report Server (Active Enrollment in the Scheduled in A Term document over the years listed), which acconts the student enrollment after census (including students dropping/withdrawing throughout the semester).



Proposed change in Modality

In the Child Development IPR for 2021-2022 (page 9 planning agenda), it is recommended to offer CD-11 and CD-24 in both face-to-face and online modality. And to also offer all classes every year and the core courses (CD-12, -16, -20, and -31) in 8-week session. On Page 16, it is documented that most CD courses (except for CD-11, -24, -49, and -50) was being offered online. All courses except for CD-31 and -40 were semester-length courses. CD-11 and -24 were offered once a week during evening hours.

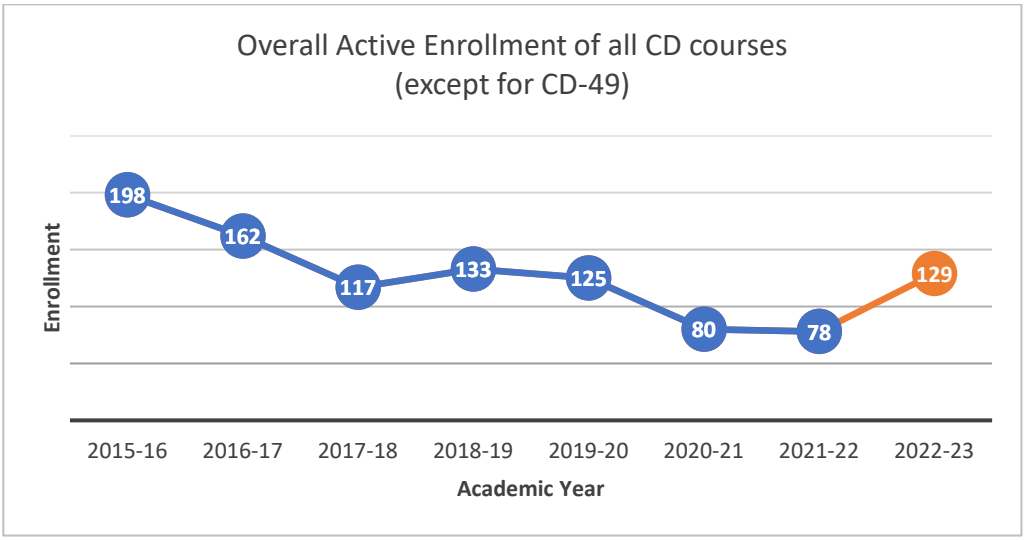
Scheduling Changes Made starting 2022-23

For the academic year of 2022, all CD courses except for CD-11, -12, -24, -31, and -50 were scheduled to be delivered through asynchronous online modality. CD-11 and -24 were offered once a week during evening, and CD-12 and -31 were offered twice a week during morning for dual enrollment students. Starting Fall 2023, CD-11 and -24 would be scheduled fully online to try capturing the students who are prefers online modality (either not in the area or working adults with other commitments).

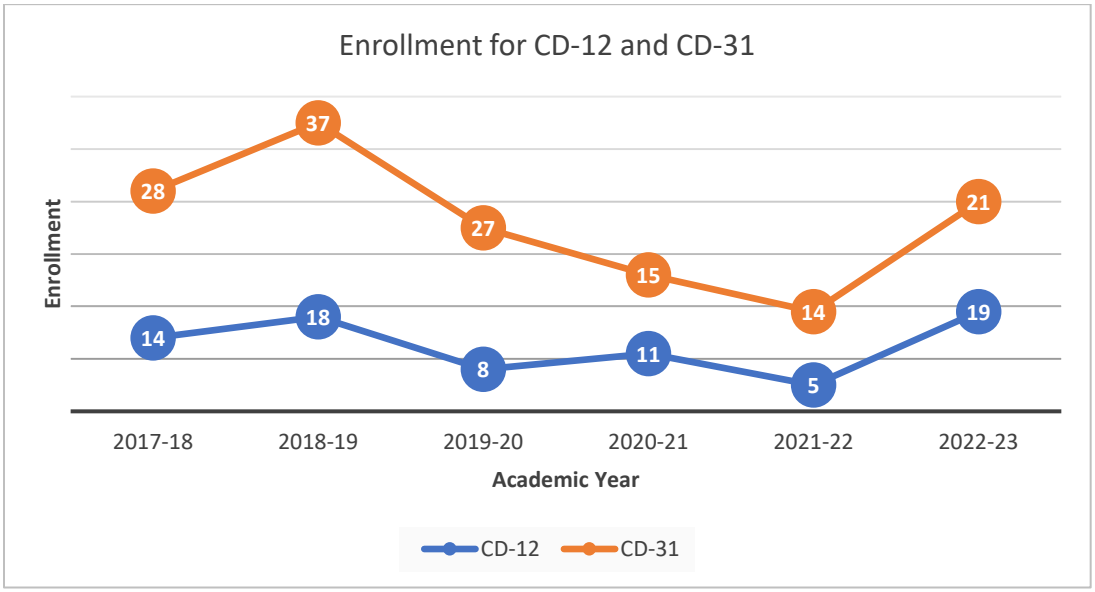
CD program Today

Dual Enrollment program resulting in increase in program enrollment.

Starting Fall 2022, the CD program started a dual enrollment/pathway program with Lassen High School. This program will produce students who have the 4 core courses upon high school completion. These core courses included: CD-12, -16, -20, and -31. As a result, these courses will be offered in person at LCC (one course per term) to help ease the student into the associated AA and CA. This results in an increase in enrollment for the academic year of 2022-23. While at the time this report is written (April 2023) the Spring 2023 semester has not concluded and the academic year is not yet over, an increase in enrollment can already be observed. The data below was based on the data found in the Report Server (Active Enrollment in the Scheduled in A Term document over the years listed), which accounts the student enrollment after census (including students dropping/withdrawing throughout the semester).



The below chart demonstrates the increase in enrollment for CD-12 and -31. Both courses piloted as dual enrollment during the academic year of 2022-23, CD-12 for Fall 2022 and CD-31 for Spring 2023. Both courses experience an increase in enrollment as a face-to-face course, while the enrollment for previous years are collected for online modality. The data is based on the enrollment presented in the Faculty Workload report, which accounts the student enrollment after census (including students dropping/withdrawing throughout the semester).



CD program Planning Agenda

1. Continue participating in the Dual Enrollment program and maintain the agreement with the local high school.
2. Continue following the revised advising plan and offer the courses every term.
3. Offer the courses listed (CD-11 and -24) online starting Fall 2023.
4. Continue tracking the enrollment data and evaluate the changes implemented.

Note from the Report Author

Another piece of data that needed to be incorporated was the retention rate for the courses. However, at the time when this report was written, there were discrepancy in data observed in the data dashboard provided. Therefore, the retention rate analysis was not included in this report.

Appendix A. Document sent out by Laura Greer with the proposed changes.

File was found in email from Cathy Harrison to Makenzie Davis on Dec. 10th, 2021.

Child Development Advisory Program Revitalization 2020-2021

On January 14th, 2021, I reached out to the Child Development Advisory Committee via email regarding the Child Development Program Revitalization. Below is the email I sent to the committee:

Hello everyone,

I wanted to update all of you on the Child Development Advisory Committee at Lassen Community College about a program revitalization that is in the process. There has been a handful of us here at the college who have been taking a very close look at the Child Development Instructional Program and we all feel that there are some changes that need to be made in order to bring the program up-to-date with community needs, state regulations, and to make it more student friendly. Below are the changes I am forwarding to our Curriculum Committee and I need approval from all of you in order to help these changes along the way.

Proposed changes:

Terminal (in-house) AA Degree:

- *Add CD 22 (The Infant/Toddler) to the "required course" section. As of now, it is an elective, but in order to teach infants or toddlers, a person needs this course.*

Child Development Certificate of Achievement:

- *Eliminate CD 11 (observation and assessment), CD 24 (practicum), and CD 25 (diversity)-we had many more units than required for a cert. of achievement.*
- *Add CD 22 (The Infant/Toddler)*

Child Development Certificate of Accomplishment:

- *Eliminate this certificate all together. It is no longer useful in the field.*

Courses to be offered every year instead of on an every other year cycle.

Please let me know if you have any questions about the proposed changes and email me back with an approval or why you do not approve. Thank you so much and I look forward to having a Zoom committee meeting once the semester is up and going!

[redacted]

The following committee members were in agreement with the changes:

Micah Freeman

Tambra Bowles

Jennifer McCulley

Maria Altamirano

Melissa Rojas

Roxanna Haynes

The following members did not respond to my contact attempts:

Denise Stevenson

Adam Runyan

Terri Hays

Lori Furtado

Melissa Downing

There were 0 members who were against the changes.

I have emails from the committee members who responded indicating they are for the changes

Gunsmithing Revitalization Summary

The revitalization committee was formed according to AP 4021 and first met February 1, 2022. The committee continued to meet until October 27, 2022 to discuss needed curriculum changes and marketing of the program. It was determined that enrollment has been declining and that it is difficult for students to complete a degree within 2 years due to the schedule of courses and degree plan. It was also determined that marketing investments for the program are needed.

On March 29, 2022 a vote of the revitalization committee occurred and the committee voted for Directive B, Revitalization Effort. The program student cohort was paused and second year students were continued through the existing advising plan to graduation. The faculty worked to revise curriculum and plan for semester length courses to allow students to more easily complete a degree. During the 2022 Spring semester and 2022 fall semester, curriculum and program was revised submitted to LCC curriculum committee, North Far North Consortium, and Chancellor's office. All were approved in Spring 2023. Advertisement for new students occurred after approval and students were accepted into the program for Fall 2023. The program saw increased enrollment in Fall 2023 from Fall 2021.

Instructional Program Review

Program: Gunsmithing

Academic Year:2022/2023

Author(s):J. Martin, B.Bauer

Accepted by Academic Senate: February 22, 2023

Accepted by Consultation Council: February 27, 2023

Accepted by Governing Board: March 14, 2023

Executive Summary

The executive summary should be a consolidation of key findings, program plans, and participants that contributed to the review

The Lassen College gunsmithing program is a unique program with the community college system. The program offers one and two week long classes that offer a wide variety of skill sets to the student and prospective gunsmith. The courses are hands on and for the beginner as well as the current gunsmith to learn or advance their skills. The Lassen college gunsmithing program is also endorsed by the NRA for the short term gunsmithing courses (summer classes). These classes include but not limited to law enforcement armorer classes, general gunsmithng, machine shop as well as a variety of other courses to offer the students.

The gunsmithing program has seen a decline in enrollment and was believed to be because of the online enrollment system that was being used. The gunsmithing program used an in person registration before 2013 and was successful but changed to the online system. In 2020 the gunsmithing program started using the in person registration again and was a success considering the Covid-19 pandemic. Since 2020 there has been an increase in enrollment and in the spring of 2022 a committee was formed of Lassen college employees and voted to revitalize the gunsmithing program. The revitalization was said to be because of low enrollment and change the format to give the students more time to complete an A.S. degree in two years.

The changes to the program are mandated by administration and the revitalization committee.

The revitalization and what is changing is as follows:

- The gunsmithig program did not take in students for the 2022-23 school year
- This break was to give the two full time employees' time to rewrite/update curriculum and finish out the current students in the current format.
- Change in format to change from the one/two week classes to semester length classes
- Reduce the hours the students are in gunsmithing classes so the student will have time to complete the general education requirement to obtain and Associate degree in a two year period
- Update curriculum to expand on some firearm platforms including inertia operated shotguns(Benelli),Glock auto pistols and AR 15 style rifles including the standard operating system(direct gas impingement) and piston operating system.
- Update facilities; replace the shipping containers that were unusable with one 40' container for storage of equipment that clutters the shop and is only used once a year. With the external storage area we can make our storage room into a spray area for spraying firearm finishes.
- Purchase new equipment for applying firearm finishes i.e. ovens and spray booth

The revitalization and changes are only being made to the two year degree/certificate program. There are no changes at this time to the NRA summer classes.

As this is being written the curriculum has been rewritten and has been reviewed by the advisory committee, curriculum committee, the North Far North committee and now is going to the chancellor's

office to be approved. As soon as we can get the chancellor's office approval we will start advertising for the updated program, to start taking in students for the 2023-24 school year starting in August 2023. With the updated program there will be some small adjustments that will need to be made to the program. These adjustments are not know at this time but will be reviewed in the next review cycle. The gunsmithing program will continue to improve and stay at the leading edge of the industry with input from our advisory committee. The facilities director is looking at moving the gunsmithing department in the next 5 years. This move will be to facilitate the student services being in one location. John Martin and Buck Bauer, both full time faculty for the Lassen College gunsmihting program have contributed to this document.

SECTION 1: ACADEMIC PLANNING

Program Overview, Objectives, and Student Learning Outcomes

- Describe the program (types of degrees offered, jobs/industries/transfer pathways associated with the program, faculty members in program)

The mission of the Lassen Community College Gunsmithing Program is as follows:

- Provide a comprehensive series of courses to enable the student to develop necessary industry skills and earn an A.S. Degree.
- Provide specific vocational training in specific Gunsmithing subjects to facilitate entry-level employment and develop job skills to advance in current career.

The objective of the Gunsmithing program is as follows:

- Identify industry standards and needs and provide individuals with opportunities to advance within the industry through vocational training with an A.S. Degree or Certificate from Lassen Community College.

The goals of the Gunsmithing Program are as follows:

- Treat each student with respect to encourage each student to establish and reach his/her goals and objectives within the field of Gunsmithing.
- Expand the use of industry technology in both degree and certificate courses.
- With the participation of an active Advisory Committee, review and improve the Program curriculum every two years.

- Describe and evaluate the program objectives against the LCC strategic plan, specifically the mission statement and strategic goals

The objective of the Gunsmithing program is as follows:

- Identify industry standards and needs and provide individuals with opportunities to advance within the industry through vocational training with an A.S. Degree or Certificate from Lassen Community College.

The following are approved Student Learning Outcomes for the Degrees and Certificates offered in the Gunsmithing program;

- **Associate in Science Degree Firearms Repair**

1. Diagnose a specific firearm malfunction, execute the appropriate corrective step and verify the problem has been resolved.
2. Perform firearms repair and maintenance procedures on the large variety of firearms common to retail Gunsmithing operation and do them legally under state and federal law.

- **Certificate of Achievement Gunsmith Machinist and Metal Finishing**

1. Design and machine firearm parts and fixtures using the appropriate tools and techniques.
2. Apply the appropriate polishing technique and finish to metal firearms parts.

- **Certificate of Achievement Firearms Repair**
  1. Diagnose specific firearm malfunctions, execute the appropriate corrective step and verify the problem has been resolved.
  2. Perform appropriate custom alterations and modifications to specified firearm platforms

- Evaluate any changes in the program since last review. Include summary of Annual Updates completed since last review. Regular program assessment will drive program improvements.

The Lassen Community College gunsmithing program is currently in the revitalizing process. With that we have paused taking in students for the 2022-2023 school year and finishing out the current students that are in the program. This pause is to give current fulltime staff to rewrite/update curriculum and update facilities.

- The curriculum changes include changing the format of the classes from one-week long blocks to semester length courses,
- New firearm platforms such as inertia operated shotguns (Benelli), Striker fired auto pistols (Glock) and AR-15 style rifles.
- The curriculum will also include some CNC (computer numerical control) programing as well as machine use.
- The facilities update includes adding storage next to the machine shop and changing the storage room into a spray booth.
- Listed is some of the differences we will have with the updated program

  The current contact hours per week; 40

  Proposed contact hours per week; 27

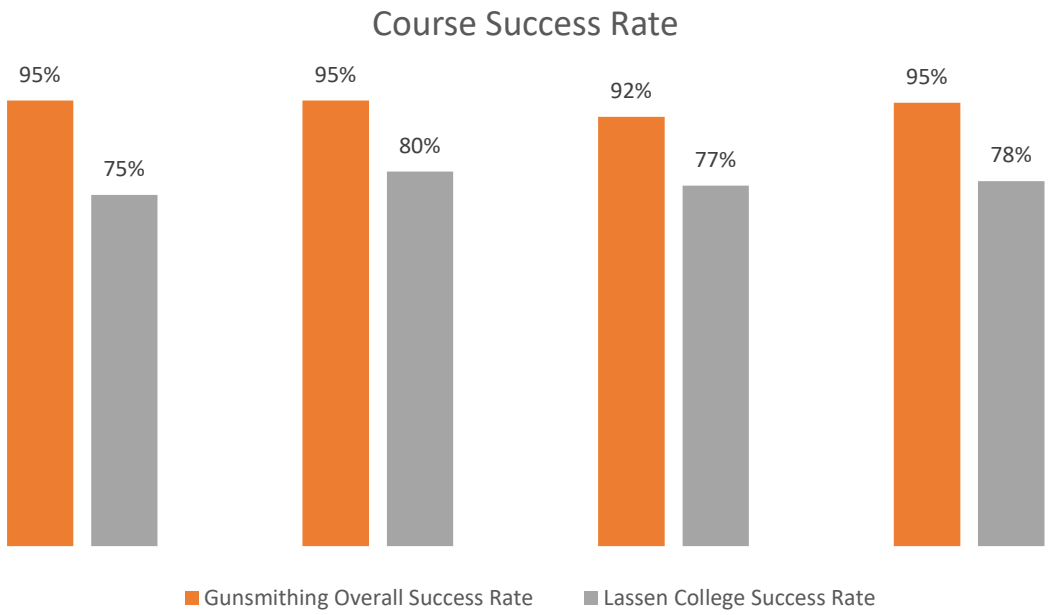
  Current enrollment per year; 704

  Proposed enrollment per year; 440

As this is written, we have currently completed the curriculum changes and waiting for them to be approved by the chancellor so that we can start advertising for the updated program. The gunsmithing program is also waiting for the facilities updates to be completed. The new equipment is ordered but has not arrived at this time.

Student Achievement and Learning Outcomes

Trends and Patterns in Student Achievement

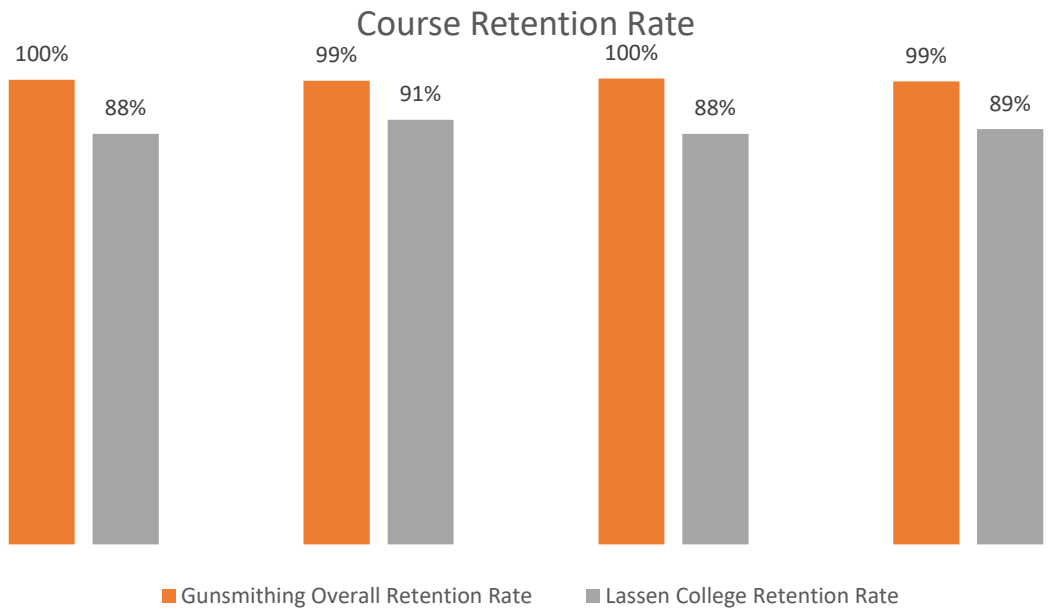


Course Success Rate	2018-19	2019-20	2020-21	2021-22
Program-Level				
Gunsmithing Overall Success Rate	95%	95%	92%	95%
Lassen College Success Rate	75%	80%	77%	78%
Course-Level				
GSS 112	95%	70%	-	83%
GSS 114	100%	-	-	100%
GSS 117	100%	100%	-	100%
GSS 119	100%	100%	-	100%
GSS 134	100%	-	-	100%
GSS 135	-	100%	-	100%
GSS 147	100%	-	-	-
GSS 49	60%	0%	-	-
GSS 50.01	92%	63%	90%	100%
GSS 50.03	100%	100%	100%	90%
GSS 51.01	100%	-	88%	100%
GSS 51.03	-	-	-	100%
GSS 51.05	100%	-	75%	100%
GSS 51.06	100%	-	94%	100%
GSS 52.01	100%	100%	100%	100%
GSS 52.02	93%	100%	100%	100%
GSS 52.03	100%	100%	100%	100%
GSS 52.04	100%	50%	89%	100%
GSS 52.05	100%	100%	100%	100%
GSS 52.06	100%	100%	100%	25%
GSS 52B	100%	-	-	-
GSS 52BR	100%	-	-	-

GSS 54.05	100%	100%	100%	100%
GSS 55.04	100%	-	82%	90%
GSS 56.01	100%	75%	100%	100%
GSS 56.03	100%	100%	100%	100%
GSS 56.04	100%	100%	100%	100%
GSS 57.01	100%	100%	63%	100%
GSS 57.02	100%	100%	100%	100%
GSS 57.03	100%	100%	100%	100%
GSS 57.06	100%	100%	100%	100%
GSS 57.08	71%	38%	44%	45%
GSS 57.15	100%	100%	75%	100%
GSS 58.02	100%	-	88%	90%
GSS 59.02	100%	100%	100%	100%
GSS 59.03	100%	100%	100%	100%
GSS 59.04	100%	88%	100%	100%
GSS 59.05	87%	100%	100%	100%
GSS 59.07	86%	100%	86%	100%
GSS 59.09	100%	100%	100%	100%
GSS 60.01	86%	100%	100%	86%
GSS 60.02	86%	100%	100%	71%
GSS 60.04	100%	100%	100%	100%
GSS 61.01	83%	100%	100%	86%
GSS 61.02	100%	100%	100%	100%
GSS 61.03	93%	100%	100%	100%
GSS 62.03	92%	83%	43%	86%
GSS 62.04	100%	100%	100%	-
GSS 63.01	100%	-	95%	100%
GSS 63.02	100%	-	95%	86%
GSS 63.03	100%	-	94%	100%
GSS 63.05	100%	100%	100%	83%
GSS 64.01	85%	-	80%	78%
GSS 66.01	92%	100%	71%	86%
GSS 66.02	80%	100%	100%	100%
GSS 66.03	93%	83%	71%	100%
GSS 67.01	86%	100%	100%	100%
GSS 68.01	87%	100%	100%	86%
GSS 68.02	100%	100%	100%	100%
GSS 68.03	75%	92%	100%	86%
GSS 69.01	92%	100%	86%	83%
GSS 69.02	100%	100%	71%	86%
GSS 69.03	100%	92%	71%	86%
GSS 69.04	100%	-	100%	-
GSS 70	-	78%	-	100%
GSS 70.01	100%	100%	100%	100%
GSS 70.02	100%	100%	100%	100%
GSS 71.01	92%	100%	71%	83%
GSS 71.02	85%	92%	71%	83%
GSS 71.03	92%	92%	57%	86%

GSS 71.04	100%	-	100%	100%
GSS 72.01	100%	100%	-	100%
GSS 73.02	81%	100%	100%	100%
GSS 75.02	100%	-	100%	100%
GSS 77	-	-	-	100%
GSS 79	-	100%	-	-
GSS 82	100%	100%	-	86%
GSS 83	-	-	-	100%
GSS 87	100%	77%	-	100%
GSS 88	100%	-	-	100%
GSS 89	100%	100%	-	100%
GSS 93	-	-	-	100%
GSS 95	100%	100%	-	100%
GSS 98.03	100%	-	-	-
GSS 98.05	-	100%	-	-
GSS 98.06	-	-	-	100%
GSS 98.08	-	93%	-	88%
GSS 98.09	100%	-	-	-
GSS 98.12	-	-	-	100%
GSS 98.21	89%	100%	100%	100%
GSS 98.22	96%	100%	-	100%
GSS 98.23	100%	100%	100%	100%
GSS 98.24	88%	1	1	1
Modality				
Correspondence	-	-	-	-
Face-to-Face	95%	95%	92%	95%
Online	-	-	-	-
Hybrid	-	-	-	-

Success Rate by Student Demographic	2018-19	2019-20	2020-21	2021-22
Program-Level				
Gunsmithing Overall Success Rate	95%	95%	92%	95%
Lassen College Success Rate	75%	80%	77%	78%
Gender				
Female	100%	100%	-	100%
Male	95%	95%	92%	95%
Unreported	100%	100%	-	100%
Ethnicity-Race-Ancestry				
American Indian or AK Native	78%	100%	100%	92%
Asian	70%	100%	-	100%
Black or African American	100%	100%	-	-
Filipino	-	100%	-	100%
Hispanic or Latino	99%	92%	89%	100%
Pacific Islander	-	100%	-	-
White	96%	96%	90%	92%
Other	-	-	-	-
Unreported	-	94%	98%	99%
Age Group				
17 and Under	-	100%	-	-
18 to 24	89%	94%	92%	94%
25 to 49	99%	96%	92%	94%
50 and Over	95%	96%	91%	99%



Retention Rate	2018-19	2019-20	2020-21	2021-22
Program-Level				
Gunsmithing Overall Retention Rate	100%	99%	100%	99%
Lassen College Retention Rate	88%	91%	88%	89%
Course-Level				
GSS 112	95%	70%	-	83%
GSS 114	100%	-	-	100%
GSS 117	100%	100%	-	100%
GSS 119	100%	100%	-	100%
GSS 134	100%	-	-	100%
GSS 135	-	100%	-	100%
GSS 147	100%	-	-	-
GSS 49	100%	100%	-	-
GSS 50.01	100%	100%	100%	100%
GSS 50.03	100%	100%	100%	100%
GSS 51.01	100%	-	100%	100%
GSS 51.03	-	-	-	100%
GSS 51.05	100%	-	94%	100%
GSS 51.06	100%	-	100%	100%
GSS 52.01	100%	100%	100%	100%
GSS 52.02	93%	100%	100%	100%
GSS 52.03	100%	100%	100%	100%
GSS 52.04	100%	100%	100%	100%
GSS 52.05	100%	100%	100%	100%
GSS 52.06	100%	100%	100%	100%
GSS 52B	100%	-	-	-
GSS 52BR	100%	-	-	-
GSS 54.05	100%	100%	100%	100%
GSS 55.04	100%	-	100%	100%

GSS 56.01	100%	100%	100%	100%
GSS 56.03	100%	100%	100%	100%
GSS 56.04	100%	100%	100%	100%
GSS 57.01	100%	100%	100%	100%
GSS 57.02	100%	100%	100%	100%
GSS 57.03	100%	100%	100%	100%
GSS 57.06	100%	100%	100%	100%
GSS 57.08	100%	100%	100%	100%
GSS 57.15	100%	100%	100%	100%
GSS 58.02	100%	-	100%	100%
GSS 59.02	100%	100%	100%	100%
GSS 59.03	100%	100%	100%	100%
GSS 59.04	100%	100%	100%	100%
GSS 59.05	100%	100%	100%	100%
GSS 59.07	100%	100%	100%	100%
GSS 59.09	100%	100%	100%	100%
GSS 60.01	100%	100%	100%	86%
GSS 60.02	100%	100%	100%	86%
GSS 60.04	100%	100%	100%	100%
GSS 61.01	100%	100%	100%	100%
GSS 61.02	100%	100%	100%	100%
GSS 61.03	100%	100%	100%	100%
GSS 62.03	100%	100%	100%	100%
GSS 62.04	100%	100%	100%	-
GSS 63.01	100%	-	100%	100%
GSS 63.02	100%	-	100%	100%
GSS 63.03	100%	-	100%	100%
GSS 63.05	100%	100%	100%	100%
GSS 64.01	100%	-	100%	100%
GSS 66.01	100%	100%	100%	100%
GSS 66.02	100%	100%	100%	100%
GSS 66.03	100%	100%	100%	100%
GSS 67.01	100%	100%	100%	100%
GSS 68.01	100%	100%	100%	100%
GSS 68.02	100%	100%	100%	100%
GSS 68.03	94%	100%	100%	100%
GSS 69.01	100%	100%	100%	100%
GSS 69.02	100%	100%	100%	100%
GSS 69.03	100%	100%	100%	100%
GSS 69.04	100%	-	100%	-
GSS 70	-	100%	-	100%
GSS 70.01	100%	100%	100%	100%
GSS 70.02	100%	100%	100%	100%
GSS 71.01	100%	100%	100%	100%
GSS 71.02	92%	100%	100%	100%
GSS 71.03	100%	100%	100%	100%
GSS 71.04	100%	-	100%	100%
GSS 72.01	100%	100%	-	100%

GSS 73.02	100%	100%	100%	100%
GSS 75.02	100%	-	100%	100%
GSS 77	-	-	-	100%
GSS 79	-	100%	-	-
GSS 82	100%	100%	-	86%
GSS 83	-	-	-	100%
GSS 87	100%	100%	-	100%
GSS 88	100%	-	-	100%
GSS 89	100%	100%	-	100%
GSS 93	-	-	-	100%
GSS 95	100%	100%	-	100%
GSS 98.03	100%	-	-	-
GSS 98.05	-	100%	-	-
GSS 98.06	-	-	-	100%
GSS 98.08	-	93%	-	88%
GSS 98.09	100%	-	-	-
GSS 98.12	-	-	-	100%
GSS 98.21	100%	100%	100%	100%
GSS 98.22	100%	100%	-	100%
GSS 98.23	100%	100%	100%	100%
GSS 98.24	100%	100%	100%	100%
Modality				
Correspondence	-	-	-	-
Face-to-Face	100%	99%	100%	99%
Online	-	-	-	-
Hybrid	-	-	-	-

Degree and Certificates	**2018-19**	**2019-20**	**2020-21**	**2021-22**
Gunsmithing Degrees Awarded	10	6	10	4
Lassen College Degrees Awarded	310	260	338	236
Gunsmithing Certificates Awarded	28	4	13	4
Lassen College Certificates Awarded	156	128	161	72
Degree or Certificate Program				
AS Firearms Repair	5	3	5	2
AS General Gunsmithing	5	3	5	2
Cert. of Achievement Firearms Repair	14	2	11	2
Certificate of Achievement General Gunsmithing	14	2	12	2

Achievement

Based on your review of the data trends above (e.g., course success, retention, awards) please provide an analysis of achievement gaps and accomplishments in the program.

The data provided shows that the Lassen Community College Gunsmithing program had great success and retention rates. The rates were well above the average for the college as a whole. Due to the gunsmithing program revitalizing and changing the program format the success and retention rate is suspected to decline. The success and retention rates were much lower when the program was in the semester format and we are changing back to that format. The current format focuses on one subject or firearm platform and is completed in one week there is no other subjects in that time period. The new format will give the student several lectures on different subjects/firearm platforms in one day and can lead the student to some confusion and combining of the subjects. The instructor will do extensive demonstrations and tutoring in the lab to try to mitigate these issues.

Equity

Based on your review of the data trends above (e.g., course success, retention) please provide a narrative to outline opportunities to address any equity gaps.

There are no equity gaps at this time. The Gunsmithing program is under revitalization and we will have to wait until the next review cycle to see how the updates are working out.

Student Learning Outcomes

SLO assessment is important to maintain and improve an effective learning experience for LCC students. Evaluating SLO results regularly is helpful for evaluating student learning and identifying emerging program needs. There is a link between SLO assessment results, SLO improvement plans and review of curriculum and/or budget requests. Regular program assessment will drive program improvement. These records are maintained in the online Data Management and Visualization tool (TABLEAU) and are available for review by faculty at any time through its self-updating, interactive dashboards, and reports. Feedback and narrative from the Share Point tool will be included in the reports.

*By contract, faculty are required to prepare and submit an SLO Assessment Plan for each class within one week of the first-class meeting and implementation of the assessment method as indicated on the SLO Plan for each class. Submission of the (a) results of the assessment methods and (b) steps taken as result of the assessment within five (5) District business days after the last scheduled meeting of the class. Both submissions will be made in accordance with District tracking procedures (I.e., may be paper-based or electronic).

- Provide an analysis of findings of the assessments completed and recommendations being made in individual assessments.

  The Gunsmithing program is under revitalization. This will have to be reviewed at the next review cycle to see if the updates are an improvement.
- Consider the impact or influence of the assessment results at the program level.

  The results show the courses offered were very successful.
- Identify and evaluate the Program Student Learning Outcomes including the relationship between course, program and institutional student learning outcomes utilizing information provided by the Office of Institutional Effectiveness.

  The PSLOs show that the students are meeting the SLO and there is no improvement needed. The course format will change before the next review cycle and we will see if this stays the same.

Course Assessed	Recommendations for Improvement
GSS-112 Machine Shop For Gunsmiths	No improvement needed
GSS-114 Basic Rifle Barreling	No improvement needed
GSS-117 GTAW For Gunsmiths	No improvement needed
GSS-119 Advanced Rifle Barreling	No improvement needed
GSS-134 Caustic Bluing	No improvement needed
GSS-135 Parkerizing	No improvement needed
GSS-147 Assemble/Tung Gas Rif	No improvement needed
GSS-49 Gunsmithing Work Experience	See work experience IPR
GSS-50.01 Recoil Pad Install	No improvement needed
GSS-50.03 Open Sight Install	No improvement needed
GSS-51.01 Stock Inletting	No improvement needed
GSS-51.03 Stock Shaping	No improvement needed
GSS-51.05 Glass Bedding	No improvement needed
GSS-51.06 Wood Stock Finishing	No improvement needed

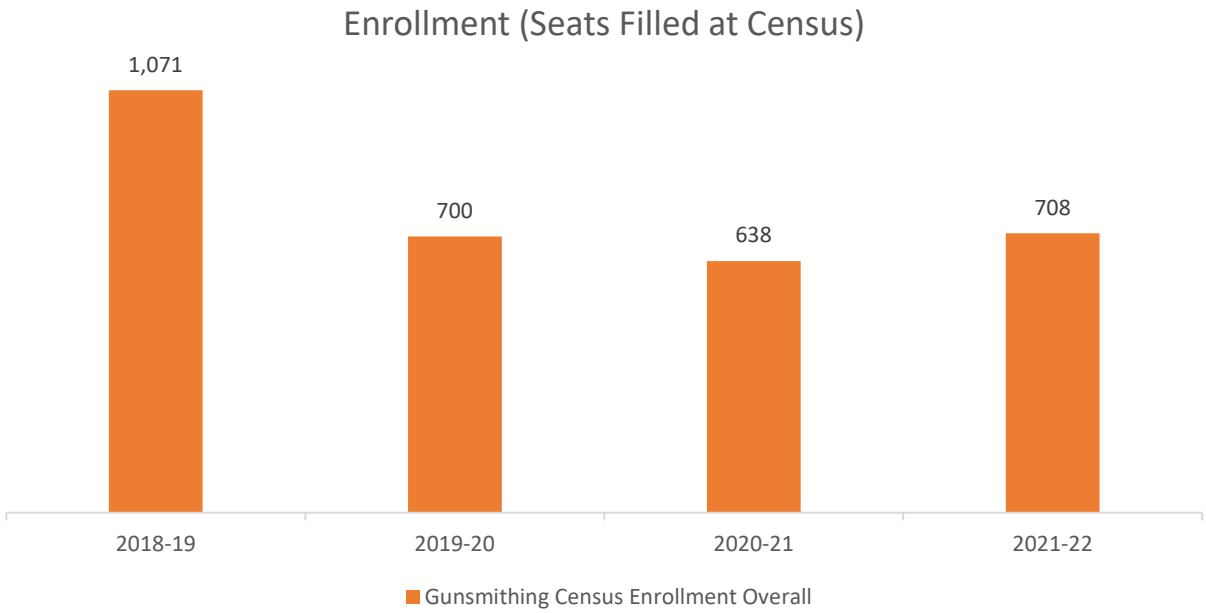
GSS-52.01 Gunsmith Machining I	No improvement needed
GSS-52.02 Gunsmith Machining 2	No improvement needed
GSS-52.03 Gunsmith Machining 3	No improvement needed
GSS-52.04 Gunsmith Machining 4	No improvement needed
GSS-52.05 Gunsmith Machining 5	No improvement needed
GSS-52.06 Gunsmith Machining 6	No improvement needed
GSS-52B Firearms Training	No improvement needed
GSS-52BR Firearms Training Refresher	No improvement needed
GSS-54.05 Hard/Temp Steels	No improvement needed
GSS-55.04 Stock Refinish and Repair	No improvement needed
GSS-56.01 Headspace	No improvement needed
GSS-56.03 Bolt Action Barrel Fitting	No improvement needed
GSS-56.04 Barrel Contouring	No improvement needed
GSS-57.01 Bolt Action Breech	No improvement needed
GSS-57.02 Action Blueprinting	No improvement needed
GSS-57.03 Action and Bolt Modifications	No improvement needed
GSS-57.06 Truing Exterior of Action	No improvement needed
GSS-57.08 Bottom Metal Modifications	No improvement needed
GSS-57.15 Bolt Action Rifle Feeding	No improvement needed
GSS-58.02 Pres & Pil Bedding	No improvement needed
GSS-59.02 Metal Preparation	No improvement needed
GSS-59.03 Parkerizing	No improvement needed
GSS-59.04 Color Case Hardening	No improvement needed
GSS-59.05 Rust Bluing	No improvement needed
GSS-59.07 Niter Bluing and Heat Coloring	No improvement needed
GSS-59.09 Alternative Metal Finishes	No improvement needed
GSS-60.01 Dfr Recoil Auto Sg	No improvement needed
GSS-60.02 Dfr Gas Operated Auto Shotguns	No improvement needed
GSS-60.04 Dfr Pump Shotguns	No improvement needed
GSS-61.01 Dfr Single Action Revolvers	No improvement needed
GSS-61.02 Dfr Smith & Wesson Revolvers	No improvement needed
GSS-61.03 DFR Colt & Ruger Revolvers	No improvement needed
GSS-62.03 Misfire Correction	No improvement needed
GSS-62.04 Firing Pin Holes	No improvement needed
GSS-63.01 Single Triggers	No improvement needed
GSS-63.02 Ejectors	No improvement needed
GSS-63.03 Double Gun Locks	No improvement needed
GSS-63.05 Hinge Pin/Headspace	No improvement needed
GSS-64.01 Stock Fit and Bed	No improvement needed
GSS-66.01 Rifle Barrel Fit.	No improvement needed
GSS-66.02 Revolver Barrel Fit	No improvement needed
GSS-66.03 .22 Barrel Fitting	No improvement needed
GSS-67.01 Blowback Principle	No improvement needed
GSS-68.01 Dfr Locked Breech	No improvement needed
GSS-68.02 Locked Breech Dbl A	No improvement needed
GSS-68.03 Dfr Blowback Auto Pistols	No improvement needed
GSS-69.01 Dfr Auto Rifles	No improvement needed
GSS-69.02 Drf Pump Rifles	No improvement needed

GSS-69.03 Dfr Lever Action Rifles	No improvement needed
GSS-69.04 Non-Bolt Action Feeding	No improvement needed
GSS-70 Checkering	No improvement needed
GSS-70.01 Dfa Triggers 1	No improvement needed
GSS-70.02 Dfa Triggers 2	No improvement needed
GSS-71.01 Dfr .22 Auto's	No improvement needed
GSS-71.02 Dfr Bolt Action .22's	No improvement needed
GSS-71.03 Dfr Pump and Lever	No improvement needed
GSS-71.04 Dfr Marlin Model 39	No improvement needed
GSS-72.01 Metallic Cartridge Reloading	No improvement needed
GSS-73.02 Spring Making	No improvement needed
GSS-75.02 Firearm Laws & Regulations	No improvement needed
GSS-77 Acc. M1-M1A For Comp	No improvement needed
GSS-79 Basic Cors Armorer	No improvement needed
GSS-82 General Gunsmithing	No improvement needed
GSS-83 General Gunsmithing-Advanced	No improvement needed
GSS-87 L.E.A.S./D & R Autopistol	No improvement needed
GSS-88 L.E.A.S./D & R Autopistol	No improvement needed
GSS-89 L.E.A.S./D & R Full Autos I	No improvement needed
GSS-93 L.E.A.S./Design & Repair	No improvement needed
GSS-95 Law Enforce Arms	No improvement needed
GSS-98.03 Cow Act Shoot Short	No improvement needed
GSS-98.05 Design, Func Rep Sw	No improvement needed
GSS-98.06 L.E.A.S./Dfr Long Guns	No improvement needed
GSS-98.08 Custom Built 1911	No improvement needed
GSS-98.09 Color Case Hardening	No improvement needed
GSS-98.12 Belts and Holsters	No improvement needed
GSS-98.21 Hand Guns Special Projects	No improvement needed
GSS-98.22 Dfr Long Guns Special Projects	No improvement needed
GSS-98.23 Machine Shop Special Projects	No improvement needed
GSS-98.24 Stockmaking Special Projects	No improvement needed

Program Student Learning Outcomes	**Summarize Findings**
PSLO 1	No improvement needed
PSLO 2	No improvement needed
PSLO 3	No improvement needed
PSLO 4	No improvement needed
PSLO 5	No improvement needed
Recommendations for Improvement	

Enrollment Management

Enrollment Management	2018-19	2019-20	2020-21	2021-22
Gunsmithing Census Enrollment Overall	1,071	700	638	708
Lassen College Census Enrollment	15,117	14,320	12,244	11,847
Gunsmithing Full-Time Equivalent Students (FTES)	84.6	56.9	48.2	57.9
Lassen College Full-Time Equivalent Students (FTES)	1,648	1,561	1,340	1,269
Gunsmithing Number of Sections	89	71	81	87
Lassen College Number of Sections	883	851	758	818
Gunsmithing Fill Rate	52%	43%	37%	34%
Lassen College Fill Rate	55%	54%	55%	51%
Gunsmithing Full-Time Equivalent Faculty (FTEF)	5.7	4.4	5.0	5.8
Lassen College Full-Time Equivalent Faculty (FTEF)	79.8	77.7	70.6	74.2
Gunsmithing FTES/FTEF	14.8	12.9	9.6	9.9
Lassen College FTES/FTEF	20.7	20.1	19	17.1



Based on your review of the data trends above (e.g., enrollment, FTES, FTES/FTEF, fill rate) please provide an analysis of efficiency gaps and accomplishments.

Based on the data provided, the gunsmithing program has been operating about half capacity and the program has seen a decrease in enrollment mainly due to Covid-19 pandemic. We can see that since the pandemic the enrollment numbers are on the rise. The data listed includes the NRA summer courses and we have had a decline in enrollment in that program due to Covid-19 as well as the lack of advertising. The data listed does not capture all enrollments the gunsmithing program brings in i.e. the welding courses are not listed in the data for the gunsmithing program. The welding courses are specific to the gunsmithing program and only students enrolled into the gunsmithing program are allowed to take these courses. The degree/certificate program is under revitalization to improve enrolment. With the changes to the format to the gunsmithing program the enrollment number will be substantially less. Currently one student will be enrolled in an average of 18 courses per semester and counted for each

course. With the new format one student will be enrolled in 5 courses per semester and counted for each course. With full classes the enrollments compared as follows;

- Current program; 22 students X 18 classes per semester = 396 enrollments per class per semester
- Proposed program; 22 students X 5 classes per semester = 110 enrollments per class per semester

These changes will also show a decrease in FTES the program will generate. With the decrease in enrollments and decrease in contact hours this in turn decreases FTES the program can earn. The current program vs. proposed program FTES generation per semester,

Current program with 22 students enrolled = 14,080 contact hours = 26.8 FTES

Proposed program with 22 students enrolled = 9,504 contact hours = 18.1 FTES

The gunsmithing program staff will work diligently to fill the classes through advertising and promoting the program. These changes are mandated by the administration and the revitalization committee. The decrease in contact hours as well as enrollments are to facilitate the students having more time to complete the general education requirements for the degree.

Curriculum

Degrees and/or Certificates

Degree or Certificate Title	Award Type (AA, AS, AAT, AST, etc.)	Units	Term of Last Revision
Associate in Science Degree in Firearms Repair	A.S.	60	2021
Associate in Science Degree in General Gunsmithing	A.S.	60	2021
Certificate of Achievement in Firearms Repair	COA	16	2021
Certificate of Achievement in General Gunsmithing	COA	16	2021
Certificate of Accomplishment in Gunsmith Machinist and Metal Finishing	COA	16	2021
Certificate of Accomplishment in Long Guns	COA	16	2021
Certificate of Accomplishment in Pistolsmith	COA	16	2021
Certificate of Accomplishment in Riflesmith	COA	16	2021

Provide a narrative of revisions made.

The program in under revitalization at this time. The updated program will offer

- A.S. firearms repair
- Certificate of Achievement Gunsmith machinist and metal finisher
- Certificate of Achievement firearms repair

The revitalization and changes to the program are as follows

- The gunsmithig program did not take in students for the 2022-23 school year
  This break was to give the two full time employees' time to rewrite/update curriculum and finish out the current students in the current format.
- Change in format to change from the one/two week classes to semester length classes
- Reduce the hours the students are in gunsmithing classes so the student will have time to complete the general education requirement for obtain and Associate degree in a two year period
- Update curriculum to expand on some firearm platforms including inertia operated shotguns(Benelli),Glock auto pistols and AR 15 style rifles including the standard operating system(direct gas impingement) and piston operating system.

The revitalization and changes are only being made to the two year degree/certificate program. There are no changes at this time to the NRA summer classes.

Courses

Summarize curriculum revisions, new course adoptions, and/or course deletions r since the last program review. Describe the program accomplishments and/or changes (e.g., major revisions, additions, etc.). All courses need to be submitted to the Curriculum Committee for revision at least once every five years.

Whether changes to a course outline are necessary or not, a Revision to Existing Course Form for each course must be completed and submitted to the Curriculum/Academic Standards Committee for action.

If all the courses in the certificate or degree are reviewed at one time, a single Program revision form can be used. If there are changes made to a course, the changes must be noted on the revision form. When reviewing a single course and changes are necessary, indicate the revisions on the form. Where no changes are necessary, simply indicate on the Revision Form that "the course has been reviewed as part of the program review and no changes are necessary." All program certificates, degrees, PSLO maps, and SLO maps are also required to be reviewed and updated if necessary. PSLO maps require a program revision form and course SLO maps require a course revision form. If all maps are reviewed at the same time, a single program revision form can be used. Advising plans also need to be reviewed and updated. A program revision form is used to review and update the advising plan if necessary. Revision forms will be retained in the Instructional Office with the Curriculum agenda packets.

Following the Curriculum/Academic Standards Committee action on all submitted Revision to Existing Course Forms, a summary Instructional Program Curriculum Review Form will be completed by the Curriculum/Academic Standards Subcommittee Chair and given to the program faculty for inclusion in the program review.

The signed Instructional Program Curriculum Review Form is to be included with your completed program review documents for all certificates and degrees.

Course	Last Offered	Term of Last Revision
GSS-112 Machine Shop For Gunsmiths	2022SU	2021
GSS-114 Basic Rifle Barreling	2022SU	2021
GSS-117 GTAW For Gunsmiths	2022SU	2021
GSS-119 Advanced Rifle Barreling	2022SU	2021
GSS-134 Caustic Bluing	2022SU	2021
GSS-135 Parkerizing	2022SU	2021
GSS-147 Assemble/Tung Gas Rif	2019SU	2021
GSS-49 Gunsmithing Work Experience	2022SU	2021
GSS-50.01 Recoil Pad Install	2021FA	2021
GSS-50.03 Open Sight Install	2021FA	2021
GSS-51.01 Stock Inletting	2022SP	2021
GSS-51.03 Stock Shaping	2022SP	2021
GSS-51.05 Glass Bedding	2022SP	2021
GSS-51.06 Wood Stock Finishing	2022SP	2021
GSS-52.01 Gunsmith Machining I	2021FA	2021
GSS-52.02 Gunsmith Machining 2	2021FA	2021
GSS-52.03 Gunsmith Machining 3	2021FA	2021
GSS-52.04 Gunsmith Machining 4	2021FA	2021
GSS-52.05 Gunsmith Machining 5	2021FA	2021
GSS-52.06 Gunsmith Machining 6	2021FA	2021
GSS-52B Firearms Training	N/A	2021
GSS-52BR Firearms Training Refresher	N/A	2021

GSS-54.05 Hard/Temp Steels	2021FA	2021
GSS-55.04 Stock Refinish and Repair	2022SP	2021
GSS-56.01 Headspace	2022SP	2021
GSS-56.03 Bolt Action Barrel Fitting	2022SP	2021
GSS-56.04 Barrel Contouring	2022SP	2021
GSS-57.01 Bolt Action Breech	2022SP	2021
GSS-57.02 Action Blueprinting	2022SP	2021
GSS-57.03 Action and Bolt Modifications	2022SP	2021
GSS-57.06 Truing Exterior of Action	2022SP	2021
GSS-57.08 Bottom Metal Modifications	2022SP	2021
GSS-57.15 Bolt Action Rifle Feeding	2022SP	2021
GSS-58.02 Pres & Pil Bedding	2022SP	2021
GSS-59.02 Metal Preparation	2021FA	2021
GSS-59.03 Parkerizing	2021FA	2021
GSS-59.04 Color Case Hardening	2021FA	2021
GSS-59.05 Rust Bluing	2022FA	2021
GSS-59.07 Niter Bluing and Heat Coloring	2022FA	2021
GSS-59.09 Alternative Metal Finishes	2021FA	2021
GSS-60.01 Dfr Recoil Auto Sg	2021FA	2021
GSS-60.02 Dfr Gas Operated Auto Shotguns	2021FA	2021
GSS-60.04 Dfr Pump Shotguns	2021FA	2021
GSS-61.01 Dfr Single Action Revolvers	2021FA	2021
GSS-61.02 Dfr Smith & Wesson Revolvers	2021FA	2021
GSS-61.03 DFR Colt & Ruger Revolvers	2021FA	2021
GSS-62.03 Misfire Correction	2022SP	2021
GSS-62.04 Firing Pin Holes	2021SP	2021
GSS-63.01 Single Triggers	2022SP	2021
GSS-63.02 Ejectors	2022SP	2021
GSS-63.03 Double Gun Locks	2022SP	2021
GSS-63.05 Hinge Pin/Headspace	2022SP	2021
GSS-64.01 Stock Fit and Bed	2022SP	2021
GSS-66.01 Rifle Barrel Fit.	2022SP	2021
GSS-66.02 Revolver Barrel Fit	2021FA	2021
GSS-66.03 .22 Barrel Fitting	2022SP	2021
GSS-67.01 Blowback Principle	2021FA	2021
GSS-68.01 Dfr Locked Breech	2021FA	2021
GSS-68.02 Locked Breech Dbl A	2021FA	2021
GSS-68.03 Dfr Blowback Auto Pistols	2021FA	2021
GSS-69.01 Dfr Auto Rifles	2022SP	2021
GSS-69.02 Drf Pump Rifles	2022SP	2021
GSS-69.03 Dfr Lever Action Rifles	2022SP	2021
GSS-69.04 Non-Bolt Action Feeding	2021SP	2021
GSS-70 Checkering	2021SU	2021
GSS-70.01 Dfa Triggers 1	2021FA	2021
GSS-70.02 Dfa Triggers 2	2021FA	2021
GSS-71.01 Dfr .22 Auto's	2022SP	2021
GSS-71.02 Dfr Bolt Action .22's	2022SP	2021
GSS-71.03 Dfr Pump and Lever	2022SP	2021

GSS-71.04 Dfr Marlin Model 39	2022SP	2021
GSS-72.01 Metallic Cartridge Reloading	2022SP	2021
GSS-73.02 Spring Making	2022FA	2021
GSS-75.02 Firearm Laws & Regulations	2022SP	2021
GSS-77 Acc M1-M1A For Comp	2022SU	2021
GSS-79 Basic Cors Armorer	2022SU	2021
GSS-82 General Gunsmithing	2022SU	2021
GSS-83 General Gunsmithing-Advanced	2021SU	2021
GSS-87 L.E.A.S./D & R Autopistol	2022SU	2021
GSS-88 L.E.A.S./D & R Autopistol	N/A	2021
GSS-89 L.E.A.S./D & R Full Autos I	2022SU	2021
GSS-93 L.E.A.S./Design & Repair	2022SU	2021
GSS-95 Law Enforce Arms	2022SU	2021
GSS-98.03 Cow Act Shoot Short	N/A	2021
GSS-98.05 Design, Func Rep Sw	N/A	2021
GSS-98.06 L.E.A.S./Dfr Long Guns	2021SU	2021
GSS-98.08 Custom Built 1911	2022SU	2021
GSS-98.09 Color Case Hardening	2021SU	2021
GSS-98.12 Belts and Holsters	2022SU	2021
GSS-98.21 Hand Guns Special Projects	2022SP	2021
GSS-98.22 Dfr Long Guns Special Projects	2022SP	2021
GSS-98.23 Machine Shop Special Projects	2022SP	2021
GSS-98.24 Stockmaking Special Projects	2022SP	2021

Provide a narrative of revisions made.

The program is in revitalization at this time. The changes are as follows:

- The gunsmithing program did not take in students for the 2022-23 school year
- This break was to give the two full time employees' time to rewrite/update curriculum and finish out the current students in the current format.
- Change in format to change from the one/two week classes to semester length classes
- Reduce the hours the students are in gunsmithing classes so the student will have time to complete the general education requirement for obtain and Associate degree in a two year period
- Update curriculum to expand on some firearm platforms including inertia operated shotguns(Benelli),Glock auto pistols and AR 15 style rifles including the standard operating system(direct gas impingement) and piston operating system.

The revitalization and changes are only being made to the two year degree/certificate program. There are no changes at this time to the NRA summer classes.

Articulation/Integration of Curriculum

- Attach a tabular comparison of Lassen Community College courses articulating with UC and CSU, Indicating courses with approved C-ID designations as applicable (Obtain copies of Articulation Agreements from the Transfer Center / Articulation Officer)

- Provide a narrative reviewing the Lassen Community College courses and courses at four-year institutions for course alignment. (e.g., two courses at Lassen needed to articulate with one course at UC) and the unit requirements for Lassen Community College courses as compared to four-year institutions.

  Lassen Community College Gunsmithing program is a unique program that is the only campus based Gunsmithing School that offers Design, Function and Repair classes in America. Our classes do not transfer to the UC or CSU level because none of the four-year institutions offer a gunsmithing program.

External Compliance

Provide a summary of any compliance regulations (e.g., accreditation, accessibility), actions taken, and gaps identified.

The gunsmithing program is currently next to the child day care and the student services office. The Child Day care is leased to an outside agency and with the large amount of traffic in the area is a concern. At this time the Gunsmithing program is in compliance with federal, state and local laws. If the laws are to change in the future the Gunsmithing program will not be able to operate at its current location. The LCC facilities director is currently looking into another space for the gunsmithing program. The gunsmithing advisory committee has not given any input on this issue at this time. This will be brought to their attention at the next meeting. The facilities director looking at moving the gunsmithing program in the next 5 years. This move is to facilitate student services being in one location. This proposed move would move us away from the child day care and alleviate most of these issues.

External Analysis: Job Market Assessment

Provide a summary of Industry Advisory Board suggestions and market data. The market data will be populated for Career Technical Education programs only

The advisory committee minuets are available in the office of instruction. At this time there has been not many recommendations from our advisory board due to they have had a lot of information to review and vote on with the program going through revitalization.

Program Planning and Communication Strategies

Describe the communication methods and interaction strategies used by your program faculty and administrators to discuss program-level planning, curriculum, SLOs, PSLOs, equity, student achievement, and institutional performance data.

The communication that has happened between program faculty and administration is by zoom and in person. The program planning and strategies has been discussed and plans have been made, during the revitalization process.

Academic Planning Analysis Summary

Summarize the key findings from the program analysis and outline opportunities for change.

The gunsmithing program is being revitalized at this time there is nothing to analyzed and we are making

changes to update the program.

Section 2: Human Resource Planning

Workload and Staffing Assessment

Year	F/T Faculty	P/T Faculty
Previous Year	2	7
Current Year	2	7
Next 2 Years	2	7

Provide a narrative that describes the program's faculty staffing trends and develop a projection for the two years. Discuss the extent to which your current faculty staffing structure meets or does not meet your program's needs and/or initiatives. Please describe what strategies will be used to diversify your staffing (e.g., education, expertise/skillsets, areas of interest, demographics).

The Number of full and part time faculty is steady. With full time faculty working at max capacity, it is difficult to expand the program. Lassen College is in desperate need of a director for the gunsmithing program to survive and grow. The gunsmithing program is the only program on campus that runs 12 months and does not have a director.

Lassen College has a signed contract with the NRA that states Lassen College will maintain a director or coordinator to oversee the NRA Gunsmithing program. At this time Jonathan Herring GS department ISS is the NRA coordinator.

Due to the work load of the current GSS staff full time and part time, the program is in need of a third full time instructor. The GSS program used to have three full time employees but due to staffing changes it was reduced to two. It is hard to maintain/improve the GSS program with the full-time instructors teaching at the current work load. Thus, the program needs a director and 2 full time instructors. Within the next couple years one of the full-time instructors is looking at retiring so it would be beneficial to hire another instructor so they can be up to speed when the senior instructor retires.

With a director and 2 full time instructors and the spread-out work load the faculty would have ample time to take care of the duties to maintain/improve/advance the Gunsmithing program. At the time that the gunsmithing program had a waitlist to get into the program and there were 600-700 summer students there were 3 fulltime faculty. With the help of another full-time faculty, we could increase enrollment and offer more classes that would in turn bring in more FTES.

The GSS program needs a secretary to help with the clerical duties that are necessary to be in compliance in the industry.

Professional Development

Provide a description and associated outcomes related to the program's target professional development participation over since the last program review. Discuss the current professional development/training need(s) of your program, and why this need(s) exists. If you have specific trainings you want to request, please include those details.

Since the last review we have been in the revitalization process. The only professional development that has been done is to update the program is the program staff are getting online training for the CNC machine so that we can include programing and machine use into the updated program after we finish the revitalization process. In the spring 2023 we hope to attend gun shows as well as the SHOT show to attend trainings and stay current with the industry.

Section 3: Infrastructure Planning

Facilities

- Describe and evaluate the Lassen Community College facilities available to the program.
- Describe and evaluate additional facilities utilized off-campus by the program
- Describe any facilities needs identified internal or external analysis
- Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the program review cycle.

The classroom for the Gunsmithing Program is located in the Vocational-Technical building, room VT-104, along with a program office located in VT-110. The remainder of the
Program is located in the GS building, which is immediately adjacent to the Vo-Tech building. The GS building includes

- Work benches, grinders, welders, saws, lathes, milling machines, caustic bluing equipment, sandblasting equipment, and a wide range of small tooling. The major equipment is outlined below: see appendix A

Evaluation of the facilities available to the Gunsmithing Department:

- The current facility is limited in space for machinery and equipment
- The current facility is limited in space for student activity and storage of student and program materials resulting in some safety concerns.
- The current facility has a realistic operational capacity of approximately 50 students, limited by the availability of machines/equipment in the machine shop
- The Child Development Center was constructed in close proximity to the facility, raising concerns
- Student Services in the Vo-Tech building is in close proximity to the gunsmithing facility
- VT-105, formerly a classroom available to the Gunsmithing Department, has become Counseling offices, forcing a make-shift classroom to be arranged in the Gunsmithing Shop
- VT-101, one of the class rooms currently used by the gunsmithing department, is being changed into offices for student services.

- The gunsmithing department has asked for more classrooms and we have been told that there is no room for more classrooms facilities has to make room for student services, so we will be losing another class room. At this time we will only have one class room available for our summer program 2023. In the past we have had 5 class rooms in use at one time.
- Availability of classroom space during the degree/certificate and NRA Summer Program keeps getting smaller.
- The former Facilities director has taken away what was used for the gunsmithing armory Vt-102. Forcing LCC to purchase gun safes and store them in classroom VT108. This cut down the size of the classroom and as a result have to cut down class size.
- Due to Covid-19 pandemic LCC made the campus i.e., dorms and gym, overflow for the hospital if need be. In turn the main electrical panel in the gunsmithing dept. machine shop has been upgraded and made so there could be generators hooked to the panel. With this the former facilities director built a room around the panel in the machine shop that makes more of our area unusable and cuts down the square footage of the shop. The former Facilities director also removed equipment out of the machine shop that we currently used to make room for this structure. This was done with no consideration to the gunsmithing program staff.
- LCC gunsmithing dept. had a fenced area on the east side of the machine shop. The fence and the area were removed including part of the lawn to repair a drainage line. The drainage line is still broken after 5years and the fence has not been replaced. We stored raw materials, oxygen and acetylene bottles and other supplies that didn't need to be inside in this area. The fenced area was locked and secure. Now we must store these items in the machine shop/lab area and they clutter the shop and is a safety concern. This area is also the first place all students go on campus to get to admissions and records. This is unsightly and unprofessional looking.
- Since the last review, and due to the program being revitalized, the program has received a 40'-shipping container for storage and at this time we are waiting to get power hooked up to it so we can move the equipment that is used once a year and clutters the shop into it.
- With getting the shipping container for storage we will be able to move the spare parts out of the storage room in the lab and the room will become a painting area for spraying firearm finishes. We have ordered a paint booth but have not received it at this time. We have also ordered two commercial ovens for curing the firearm finishes and also have not received them at this time.

Evaluation of the major equipment utilized by Gunsmithing Department shows some of the worn and outdated equipment has been replaced using grant moneys.

Equipment

- Describe and evaluate equipment and equipment support provided for instruction and instructional support

The classroom for the Gunsmithing Program is located in the Vocational-Technical building, room VT-104, along with a program office located in VT-110. The remainder of the
Program is located in the GS building, which is immediately adjacent to the Vo-Tech building. The GS building includes

- Work benches, grinders, welders, saws, lathes, milling machines, caustic bluing equipment, sandblasting equipment, and a wide range of small tooling. The major equipment is outlined below:
- 19 Metal turning lathes
  a. 3 lathes less than 5 years old
  b. 7 lathes 5 to 10 years old

c. 9 lathes unknown age (two are WWII vintage)
d. 1 lathes are non-operational

- 6 Milling machines
  a. 2 mills less than 5 years old
  b. 1 CNC mill w/attachments, approx. 15 years old
- 2 Welders, Tungsten Inert Gas (TIG)
  a. Both approx. 15 years old
- Dell Computer to Run CNC programs Less than 1 year old
  a. Paton software
- 14 Browning Gun safes, 2years old
- 1 Finish curing oven, built by students
- Savage Range systems snail trap, under 5 years old

The majority of the worn and obsolete equipment has been replaced using grant moneys.

Due to a limited budget, the GSS program does not have any equipment maintenance/service agreements. The Gunsmithing program could use a maintenance/service program for the equipment. A maintenance/service program would extend the life of our equipment

Technology

- Describe and evaluate technology and technology support provided for instruction and instructional support.
- Justify any proposed modifications or additions to existing technology that would better serve the program planned for the next four years.

Since the last review the gunsmithing program has not received any new technology. The IT department has provided support that we have not received in the past.

The Gunsmihting program would like to include laser engraving. Laser engraving has become an advancement in the industry not only for engraving but for removing broken taps and cutting material that cannot be done on conventional machine equipment.

Section Four: Program Planning

Progress update on previous action plans

Since the last review, the gunsmithing program has been in the revitalization process. The changes that are in progress right now are, the gunsmithing program has received the 40' shipping container that was approved in approximately 2007, with receiving the shipping container for storage the gunsmithing department will be able to make room for a spray booth within the shop. The spray booth and new ovens have been ordered but not received at the time this is written. At this time the shipping container does not have power to it there for we cannot start using the new equipment.

The plan at this time is, as soon as the chancellor's office approves the updated program we will start advertising and promoting the program. Lassen college administration has moneys set aside to advertise and promote.

Action Plan	Progress Detail	Outcomes
N/A		

Strengths, Weaknesses, Opportunities, Threats (SWOT) Analysis

Complete SWOT analysis

Strengths	The only program in CA offering courses in this subject large LE following for armorer classes
Weaknesses	Motivating students following Covid-19 where individuals are not self-dependent No program director that is faculty Advertising
Opportunities	Community service classes Bring in more industry experts for wider knowledge base Bachelor's degree in gunsmithing
Threats	Changes in federal and state laws Political climate

Program Plan

Develop a program action plan based on the findings of the SWOT Analysis. The plan should specify should aligns with one or more College Goals. SLO maps may be utilized to help show the connection.

SWOT ; The Lassen College Gunsmithing program exists as a unique entity and is the only Gunsmithing not only in California but on the west coast. The Gunsmithing program has existed within Lassen College for 77 years. The Gunsmithing program trains law enforcement, military as well as the general and specialized gunsmith. The Gunsmithing program also offers extensive training for the hobbyist to the advanced gunsmith or armorer to learn or maintain their skill set. The current program has offered students that have a unique skill set that employers not only in the Gunsmithing industry look for.

The Gunsmithing program has seen that students are harder to motivate coming out of the Covid-19 pandemic. The Gunsmithing program is in desperate need of a director for the Gunsmithing program as well as the NRA summer program. This position must be a faculty position. There has been no advertising for the Gunsmithing program for many years. Now that the program is being revitalized there will be extensive advertising when the chancellor's office approves the new degrees and certificates. This will include online, print and attending gun and trade shows.

The Gunsmithing program could offer community service classes that would offer the student a class that they could take as many times as they want. These classes would not be subject to the states repeatability restrictions. With offering community service classes the Gunsmithing program would be able to bring in more industry experts that currently cannot pass the minimum qualification. There are people in the industry that have years of experience and are an expert but cannot pass the minimum qualification requirements. The Gunsmithing program could offer a bachelor's degree in Gunsmithing. This would offer the student a degree that is not offered anywhere else in the country. After the degree/ certificate program get back on its feet we will look into writing some community service classes.

At this time the Gunsmithing program is complying with federal and state laws pertaining to having firearms on a college campus and next to a day care center. If the laws, federal and/or state change this could make it to where the Gunsmithing program would have to be moved from its current location and possibly off of campus to comply with the laws. The Gunsmithing program is looking at moving locations in the next 5 years. At this time we are looking at options for a new facility.

The program plan is as follows.

Recover from the revitalization process.

Start the degree/certificate program back up fall 2023

Keep advertising fall of 2023 for fall of 2024 and summer NRA courses

- How do the action plans align with the mission of the college?
- What strategic goals do the action plans support?
- What ISLOs do the action plans support?
- What specific evidence (e.g., SLOs, data) support the action plans?
- Based on the action plans what resources are needed?
- What are the expected outcomes of the action plans?
- What is the total cost of bringing the action plan to life?

Lassen Community
College Status of Curriculum

Action Plan	Supporting Evidence	Expected Outcome	Resource(s) to Achieve the Action Plan	Resource Category	Estimated Cost	Expense Type	Priority Ranking
Increase supply budget	Course Success rate	Increase student success	N/A	Equipment	$15,000	annually	5
Increase equipment repair budget	Course success rate	Increase student success	N/A	Equipment	$3000	annually	4
Establish equipment service agreements	Course success rate	Increase student success	N/A	Equipment	Unknown	Annually	3
Establish recruiting and advertising program	Increase enrollment	Increase enrollment	N/A	advertising	$5000	Annually	2
AC in classrooms and lab	Increase enrollment	Increase student success	N/A	Facilities	unknown	One time	1

Lassen Community College Status of Curriculum

Course Name	Curriculum Committee Review Completed	Curriculum Committee Review Not Completed	Course SLO mapping reviewed
GSS 50.01 Recoil Pad and Sling Swivel Installation	11/15/2022		02/16/2021
GSS 50.03 Open and Optical Sight Installation	11/15/2022		02/16/2021
GSS 51.01- Stock Inletting	11/15/2022		02/16/2021
GSS 51.03 Stock Shaping	11/15/2022		02/16/2021
GSS 51.05- Glass Bedding for Strength and Accuracy	11/15/2022		02/16/2021
GSS 51.06 -Wood Stock Finishing	11/15/2022		02/16/2021
GSS 52.01- Gunsmith Machining 1	11/15/2022		02/16/2021
GSS 52.02- Gunsmith Machining 2	11/15/2022		02/16/2021
GSS 52.03- Gunsmith Machining 3	11/15/2022		02/16/2021
GSS 52.04- Gunsmith Machining 4	11/15/2022		02/16/2021
GSS 52.05- Gunsmith Machining 5	11/15/2022		02/16/2021
GSS 52.06- Gunsmith Machining 6	11/15/2022		02/16/2021
GSS 52B Firearms Training	11/15/2022		02/16/2021
GSS 52BR Firearms Training Refresher	11/15/2022		02/16/2021
GSS 54.05 - Hardening & Tempering of Carbon Steels	11/15/2022		02/16/2021

Lassen Community
College Status of Curriculum

GSS 55.04- Stock and Refinish & Repair	11/15/2022		02/16/2021
GSS 56.01 - Headspace	11/15/2022		02/16/2021
GSS 56.03 - Bolt Action Barrel Fitting	11/15/2022		02/16/2021
GSS 56.04 - Barrel Contouring	11/15/2022		02/16/2021

GSS 57.01 Bolt Action Breeching & Headspace	11/15/2022		02/16/2021
GSS 57.02-Action Blueprinting	11/15/2022		02/16/2021
GSS 57.03 -Action & Bolt Modifications	11/15/2022		02/16/2021
GSS 57.06-Truing Exterior of Action	11/15/2022		02/16/2021
GSS 57.08 - Bottom Metal Modification	11/15/2022		02/16/2021
GSS 57.15 -Bolt Action Rifle Feeding	11/15/2022		02/16/2021
GSS 58.02 - Pressure Bedding & Pillar Bedding	11/15/2022		02/16/2021
GSS 59.02-Metal Prep. For Refinishing & Caustic Bluing	11/15/2022		02/16/2021
GSS 59.03 - Parkerizing	11/15/2022		02/16/2021
GSS 59.04 - Color Case Hardening	11/15/2022		02/16/2021
GSS 59.05 -Rust Bluing	11/15/2022		02/16/2021
GSS 59.07 - Niter Bluing & Heat Coloring	11/15/2022		02/16/2021
GSS 59.09- Alternative Metal Finishes	11/15/2022		02/16/2021
GSS 60.01 - DFR Recoil Operated Auto Shotguns	11/15/2022		02/16/2021
GSS 60.02 - DFR Gas Operated Auto Shotguns	11/15/2022		02/16/2021
GSS 60.04 - DFR Pump Shotguns	11/15/2022		02/16/2021
GSS 61.01 DFR Single Action Revolvers	11/15/2022		02/16/2021
GSS 61.02 - DFR Smith & Wesson Revolvers	11/15/2022		02/16/2021
GSS 61.03 - DFR Colt Revolvers	11/15/2022		02/16/2021
GSS 62.03 - Misfire Correction	11/15/2022		02/16/2021
GSS 62.04 - Correcting	11/15/2022		02/16/2021

Oversize Firing Pin Holes			
GSS 63.01 - Single Triggers	11/15/2022		02/16/2021
GSS 63.02 -Ejectors	11/15/2022		02/16/2021
GSS 63.03 - Double Gun Locks	11/15/2022		02/16/2021
GSS 63.04-Double Gun Locking Systems	11/15/2022		02/16/2021
GSS 63.05 -Double Gun Hinge Pins & Headspace	11/15/2022		02/16/2021
GSS 64. 01-Composition Stock Fitting, Bedding & Finishing	11/15/2022		02/16/2021
GSS 66.01 -Non-Bolt Action Rifle Barrel Fitting	11/15/2022		02/16/2021
GSS 66.02 - Revolver Barrel Fitting and Ranging	11/15/2022		02/16/2021
GSS 66.03 - 22 Barrel Fitting	11/15/2022		02/16/2021
GSS 68.01 - DFR Locked Breech Single Action Auto Pistols	11/15/2022		02/16/2021
GSS 68.02 - DFR Locked Breech Double Action Auto Pistols	11/15/2022		02/16/2021
GSS 68.03 - DFR Blowback Auto Pistols	11/15/2022		02/16/2021
GSS 69.01 -DFR Auto Rifles	11/15/2022		02/16/2021
GSS 69.02-DFR Pump Rifles	11/15/2022		02/16/2021
GSS 69.03 -DFR Lever Action Rifles	11/15/2022		02/16/2021
GSS 69.04 - Non-bolt Action Feeding	11/15/2022		02/16/2021
GSS 70 - Checkering	11/15/2022		02/16/2021
GSS 70.01 -DFR Triggers 1	11/15/2022		02/16/2021
GSS 70.02 - DFR Triggers 2	11/15/2022		02/16/2021

GSS 71 - Custom Rifle Seminar	11/15/2022		02/16/2021
GSS 71.01 - DFR .22 Auto	11/15/2022		02/16/2021
GSS 71.02-DFR Bolt Action .22's	11/15/2022		02/16/2021
GSS 71.03 -DFR Pump and Lever Actions .22'a	11/15/2022		02/16/2021
GSS 71.04 - DFR Marlin Model 39	11/15/2022		02/16/2021
GSS 72 - Fiberglass Stockmaking	11/15/2022		02/16/2021
GSS 72. 01- Metallic Cartridge Reloading	11/15/2022		02/16/2021
GSS 73.02 - Spring Making	11/15/2022		02/16/2021
GSS 75.02 - Firearm Laws and Regulations	11/15/2022		02/16/2021
GSS 77 - Accurizing Ml-MlA Competition	11/15/2022		02/16/2021
GSS 78 - Design & Repair .22 Autopistals	11/15/2022		02/16/2021
GSS 79- Basic Correctional Armorer's School	11/15/2022		02/16/2021
GSS 82 - General Gunsmithing	11/15/2022		02/16/2021
GSS 83 - General Gunsmithing - Advanced	11/15/2022		02/16/2021
GSS 84-LEAS D & R Colt & Ruger Revolvers	11/15/2022		02/16/2021
GSS 85 - LEAS D & R Smith & Wesson Revolvers	11/15/2022		02/16/2021
GSS 87-LEAS D & R Double Action Autopistols 1	11/15/2022		02/16/2021
GSS 88 - LEAS D & R Double Action Autopistols 2	11/15/2022		02/16/2021
GSS 89-LEAS D & R Full Automatic Firearms	11/15/2022		02/16/2021

GSS 90 - Customizing the Colt-Type Autopistol, Basic	11/15/2022		02/16/2021
GSS 91 - Customizing the Colt-Type Autopistol, Advanced	11/15/2022		02/16/2021
GSS 93-LEAS D & R Counter Sniper Rifles	11/15/2022		02/16/2021
GSS 94 - Ballistics, Handloading & Testing	11/15/2022		02/16/2021
GSS 95-Law Enforcement Armorer School - Basic	11/15/2022		02/16/2021
GSS 98.02- Cowboy Action Shooting Long Guns	11/15/2022		02/16/2021
GSS 98.03- Cowboy Action Shooting Short Guns	11/15/2022		02/16/2021
GSS 98.04 Advanced Knife Making	11/15/2022		02/16/2021
GSS 98.05 Design, Function and Repair Smith & Wesson Revolver	11/15/2022		02/16/2021
GSS 98.06 - DFR Patrol Rifles	11/15/2022		02/16/2021
GSS 98.08 - Custom Built 1911	11/15/2022		02/16/2021
GSS 98.09 - Color Case Hardening	11/15/2022		02/16/2021
GSS 98.12 Modem and Cowboy Action Belts and Holsters	11/15/2022		02/16/2021
GSS 98.13 - Metallurgy for Gunsmiths	11/15/2022		02/16/2021
GSS 98.21 - Hand Gun Special Projects	11/15/2022		02/16/2021
GSS 98.22 - Long Gun Special Projects	11/15/2022		02/16/2021
GSS 98.23 - Machine Shop Special Projects	11/15/2022		02/16/2021
GSS 98.24- Stockmaking Special Projects	11/15/2022		02/16/2021
GSS 112-Machine	11/15/2022		02/16/2021

Shop for Gunsmiths			
GSS 112B - Introduction to Knifemaking	11/15/2022		02/16/2021
GSS 114 - Basic Rifle Barreling	11/15/2022		02/16/2021
GSS 116- Stockmaking -Phase I	11/15/2022		02/16/2021
GSS 117-Gas Tungsten Arc Welding for Gunsmiths	11/15/2022		02/16/2021
GSS 119 - Advanced Rifle Barreling	11/15/2022		02/16/2021
GSS 120- Stockmaking - Phase 2	11/15/2022		02/16/2021
GSS 120B - Stock Refinish and Repair/Recoil Pad Installation	11/15/2022		02/16/2021
GSS 123 -Basic Hard Metal Engraving	11/15/2022		02/16/2021
GSS 124- Welding Fabrication for Gunsmiths	11/15/2022		02/16/2021
GSS 127 - Advanced Engraving	11/15/2022		02/16/2021
GSS 130 - Professional Engraving	11/15/2022		02/16/2021
GSS 133 - Scrimshaw	11/15/2022		02/16/2021
GSS 134 - Caustic Bluing	11/15/2022		02/16/2021
GSS 135 - Parkerizing	11/15/2022		02/16/2021
GSS 136- Cold Rust and Niter Bluing	11/15/2022		02/16/2021
GSS 143 -Custom Gunmaking- Muzzleloaders	11/15/2022		02/16/2021
GSS 147-LEAS Assembly and Tuning of Gas Operated Repeating Rifles	11/15/2022		02/16/2021
GSS 148- Advanced Correctional Armorer School	11/15/2022		02/16/2021

Degrees and Certificates			Program PSLO mapping reviewed
AS-General Gunsmithing	11/15/2022		03/02/2021
AS - Firearm Repair	11/15/2022		03/02/2021
CA-General Gunsmithing	11/15/2022		03/02/2021
CA-Firearms Repair	11/15/2022		03/02/2021
COA-Gunsmith Machinist and Metal Finishing	11/15/2022		03/02/2021
COA-Long Gun	11/15/2022		03/02/2021
COA-Pistolsmith Certificate of Accomplishment	11/15/2022		03/02/2021
COA-Riflesmith Certificate of Accomplishment	11/15/2022		03/02/2021

John Martin Subject Area Faculty Signature — Date 11/22/22

Buck Bauer Subject Area Faculty Signature — Date 11/28/22

Tom Downing, Curriculum and Academic Standards Committee Chair Signature — Date 11/29/2022

Michell Williams, Dean of Instructional Services — Date 12/1/2022

CTE Advisory Committee Minutes
Gunsmithing Program Advisory Committee
Meeting Date: November 3, 2022
Meeting Time: 1600
Meeting Location: ZOOM

Committee Members/Invitees Present:
Buck Bauer, Lassen Community College, Full time Gunsmithing Instructor
Michell Williams, Lassen Community College, Dean of Instruction CTE programs
Fran Oberg, Lassen Community College, Executive Assistant, Academic Services
Jake Floyd, Lassen Community College, Part time Gunsmithing Instructor
Daniel Musante, Lassen Community College, Part time Gunsmithing Instructor
Thomas Downing, Lassen Community College, AJ/POST Director
Chad Lewis, Lassen Community College, Automotive Instructor, CTE Division Chair
Barb Baston, Lassen Community College, Counselor
Wesley Brians, Weatherby INC, Gunsmith

Committee Members/Invitees Absent:
John Martin, Lassen Community College, Full time Gunsmithing instructor
Garrett Taylor, Lassen Community College, Business Instructor
Peter Coelho, J&G Gunsmithing, Lead Gunsmith
Matthew Hawes, Matthew Hawes Precision Gunsmithing, Owner/Lead Gunsmith
Mike Lake, Nosler INC, Senior Manager, technical services
Kelley Merritt, Lassen Co. Sheriff Department, Armorer

1. CALL TO ORDER: 4:06pm

A. Introductions

All members present introduced themselves.

B. Approval on minutes from meeting September 29, 2021

Tabled until next meeting. Not all members had opportunity to review.

C. Approval of Agenda

ACTION: Motion by Jake Floyd to approve agenda. Second by Dan Musante. All in favor, the motion passed.

II. REPORT ITEMS

A. Program Update

a. Revitalization

The program is going through Revitalization because of low enrollment. We did not admit new first year students this fall. Second year students are finishing out the program with the 1-week per class format. A change in format will make it so students can complete the General Education (GE) classes needed for an Associate's Degree in two years.

1. Format

The format is being changed from 1-week classes to semester-long classes.

2. Curriculum

Curriculum is being updated to the new semester-long classes.

3. Facilities

A new 40-foot shipping container has been purchased for storage. Maintenance is working on getting power to it. They're doing a good job. Once completed, the armory will be moved out of the current storage room and relocated to the shipping container. The storage room will be converted to a spray booth and oven area.

Guns are being updated including inertia-operated shotguns, striker-fire handguns, Glock & Sig-Sauer, AR/M16 style platform as designed and the new piston driven system. Basic CNC will be added to the machine shop classes. No platforms have been dropped, just adding new ones.

PROGRAM UPDATE DISCUSSION:

With the new semester-long format, students will not be in the shop as long so they have time to take GE classes. Instead of the week-long DFR handgun classes, all revolvers will be in one semester-long class, with one or two hours of lecture per week and 3 hours of lab time. Make up labs will be offered for students needing more time. Details are still being ironed out.

What happens if someone doesn't pass a section? The same policies are in place to re-take the class. If the current 2nd year students don't pass a class, they can sign up for a lab class and challenge the class to show knowledge.

There are 4 or 5 classes per semester. As listed in the program outline, there are 9 classes for the Fall, 4 classes for 1st year and 5 classes for 2nd year.

What happens if they fail a pre-requisite class? They re-take or challenge the course, then they can go on to the next class. They have the full semester to finish the check sheets, not just one week. In order to keep students on track, a certain amount of skills on the check sheets will be required to be completed by mid-semester.

None of the Chancellor's Office rules have changed. We have to show that students can complete a degree in 2 years. It's going to be a heavy lift, but we need to show the student has the opportunity to complete in 2 years. If we do not show this, college financial aid, etc. are at risk.

How many students will be allowed in the program? The cap is 44 students total – 22 1st year and 22 2nd year. If a student needs to re-take a class, the instructor will have leeway to add more.

The semester-long format may help some students. They don't have to cram it in to one week. If they take a bit longer to pick it up, they have leeway. That might help the success rate.

Lecture and lab hours have been cut back. Hopefully students will be ambitious and get the lab work done right after the lecture and not procrastinate.

Any comments on the new add-on guns? Wes Brians stated it's good to add inertia-operated shotguns. They have them at Weatherby. Wes may be able to get the company to donate some. He'll see what he can do.

How do Adjuncts fit into the new program? We still need them. The program won't work with just the two full-time instructors. We rely heavily on Adjuncts as Subject Matter Experts. We need to calculate workloads to find exact hours. Still ironing out scheduling so we can bring adjuncts in for two or three weeks at a time. LCC wants to make it beneficial for our Adjuncts. We'd hate to lose Adjuncts over possible reduced workload.

For facility updates, the armory is being moved to the container. The old armory area will be converted to a paint booth and oven. The inside of the shop will be re-painted over winter break. The lighting situation is being addressed. One bank of lights was switched out to LED as a trial. That change seems to have solved the lighting problem, so all lights will be switched to LED.

The container has a ramp, roll-up door, cement slab, new drainage, and a cement sidewalk that's under an overhang so students will be protected when going from the classroom to the container.

Michell William stated that long range plans – at least 5 years out – the gunshop will be moved to different location on campus.

IT is being updated. Updates to the CNC machine, technology and the Elmo in the classroom. We will be

putting another Elmo in the lab with a larger screen.
What about AC? Not in the short term. We purchased bigger fans for the work spaces and are doing the best we can right now. Air conditioning in classrooms is a campus-wide issue. Our new facilities manager is working with the Chancellor's Office to get us funding for upgrades. Ovens for color case hardening, etc. are being moved outside so they won't heat up the shop. The Cerakote oven will stay inside with the new paint booth.

B. Activation of new program

We cannot advertise our new program until it has been approved by the Chancellor's Office.
Are the Course Outlines of Record fluid documents? Changes can be made, but they have to go through the process. Substantive changes must be approved in the fall for implementation the following fall.
ACTION: Motion made by Jake Floyd to approve the new curriculum and degree plan for the program (courses, associate's degree and two certificates of achievement). Second by Wes Brians. All in favor, the motion passed.

C. Deactivation of current program

The current program will remain in effect through May 2023 to allow all current second year students to complete the program.
ACTION: Motion made by Wes Brians to deactivate the current curriculum and degree plan for the program after May 2023. Second by Dan Musante. All in favor, the motion passed.

III. DISCUSSION ITEMS

Advertising

We need to get the word out about our new program. Members were asked to brainstorm ideas for advertising and marketing.

Member Mike Lake was unable to attend the meeting, but emailed his suggestions: High Schools, Job Fairs or any place Military Recruiters attend, Rifleman magazine, Fish & Game programs, youth programs.

Jake Floyd has contacts at the Marine Corps Combat Center at 29 Palms. They do all education centers for Military installations. Michell Williams asked Jake to forward any contacts or contact info. Jake can get west coast contacts to Buck. Would getting east coast contacts be effective? Yes, we can at least mail them flyers.

Mike Lake met John Martin at a gun show. We haven't been to shows recently and gun shows have been impacted by Covid restrictions. Our plan is to return to gun shows as soon as we get Chancellor's Office approval for the program. Michell Williams extended an invitation to Adjuncts to help man the LCC booth at gun shows. There are usually funds available to pay you for your time. Please contact Michell if you're interested.

V. ADJOURNMENT

Michell Williams thanked everyone for their support of the program.
ACTION: Motion made by Dan Musante to adjourn the meeting. Second by Jake Floyd. All in favor, the meeting was adjourned at 5:00pm.

EMAILS FROM COMMITTEE MEMBERS NOT PRESENT AT THE MEETING:

Hi Buck,

The new curriculum looks very good to me! I like the semester-long class model much better than the one-week setup.

As for advertising, my thoughts are as follows:

- Get in front of High School students before they graduate. Look for Job Fairs and other places that on-campus recruitment is done, just like the military and larger colleges do.
- Advertise through the NRA in American Rifleman and American Hunter magazines.
- Make contact with Fish & Game Departments in the Western states – all of them have youth programs for mentored hunts, Hunter Education, and other programs that would be great places to distribute a flyer that markets the program.
- Contact the State Unemployment Division. They have programs that pay for re-education of displaced workers, and your program may quality.

Hope you guys are doing well! Tell John "hi" for me –

Best,
Mike Lake

Senior Manager, Technical Services
800.285.3701 ext. 1026
Cell 541.979.0631
mikel@nosler.com

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LABOR MARKET ANALYSIS

North/Far North Center of Excellence

MAY 2022

FOR PROGRAM RECOMMENDATION

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If, for any reason, this document is not accessible or if you have specific needs for readability, please contact us, and we will do our utmost to accommodate you with a modified version. To make a request, contact Ebony J. Benzing by phone at (916) 563-3215 or by email at Ebony.Benzing@losrios.edu.

SUMMARY

The North/Far North of Excellence for Labor Market Research prepared this report to provide a labor market analysis of educational supply and occupational demand for middle-skilled career pathways in the North/Far North region. This report aims to determine if demand in the local labor market is unmet by the supply from existing community college programs and other postsecondary training providers.

This report primarily focuses on training that leads to jobs in middle-skilled occupations - jobs that typically require education beyond a high school diploma but less than a Bachelor's degree - but may include higher-skilled occupations for training pathways that lead to a bachelor's degree. Lowered skilled occupations are rarely considered in this type of analysis due to the lessened barriers for entry-level work, such as no formal education and on-the-job training requirements.

Key findings include:

- The traditional labor market information provided represents a broad range of jobs beyond the scope of Gunsmithing.
- Analysis of job postings yielded opportunities for employment under the traditional employer-worker model, suggesting that many gunsmiths are self-employed. At this point, there is very little to no labor market data about gunsmiths.
- Lassen conferred an average of 26 awards (certificates and associate degrees) in Gunsmithing programs over the last three academic years (2018-19 through 2020-21).

Recommendations include:

- The North/Far North Center of Excellence does not recommend creating new gunsmithing programs at this point due to limited labor market data.
- The North/Far North Center of Excellence recommends that Lassen Community College move forward with chaptering its existing gunsmithing program at the Chancellor's Office.

INTRODUCTION

The North/Far North Center of Excellence (COE) was asked to provide labor market information for a proposed program at a regional community college. This report focuses on the following Standard Occupational Classification (SOC) occupations and codes:

- Installation, Maintenance, and Repair Workers, All Other (49-9099)
- Assemblers and Fabricators, All Other (51-2099)
- Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic (51-4072)
- Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic (51-4081)
- Metal Workers and Plastic Workers, All Other (51-4199)

A review of related programs revealed the following Taxonomy of Programs (TOP) title(s) and code(s) are appropriate for inclusion in this report:

- Other Engineering and Related Industrial Technologies (0999.00)

The corresponding Classification of Instructional Program (CIP) title(s) and code(s) are:

- Gunsmithing/Gunsmith (47.0402)

Description of occupations included in this report:

Installation, Maintenance, and Repair Workers, All Other (49-9099)	
Description:	All installation, maintenance, and repair workers not listed separately.
Sample of reported job titles:	N/A

Assemblers and Fabricators, All Other (51-2099)

Description:	All assemblers and fabricators not listed separately. Miscellaneous assemblers and fabricators.
Sample of reported job titles:	N/A

Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic (51-4072)	
Description:	Set up, operate, or tend metal or plastic molding, casting, or coremaking machines to mold or cast metal or thermoplastic parts or products.
Sample of reported job titles:	Core Machine Operator, Die Cast Technician, Diecast Machine Operator, Machine Operator, Mold Setter, Mold Technician, Molder, Process Technician, Production Technician

Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic (51-4081)	
Description:	Set up, operate, or tend more than one type of cutting or forming machine tool or robot.
Sample of reported job titles:	Cell Technician, CNC Machine Setter (Computer Numerically Controlled Machine Setter), Fabrication Set-Up Person, Injection Molding Technician, Machine Operator, Machine Technician, Mold Setter, Production Operator, Shear Operator, Tooling Set-Up Person

Metal Workers and Plastic Workers, All Other (51-4199)	
Description:	All metal workers and plastic workers not listed separately.
Sample of reported job titles:	N/A

OCCUPATIONAL DEMAND

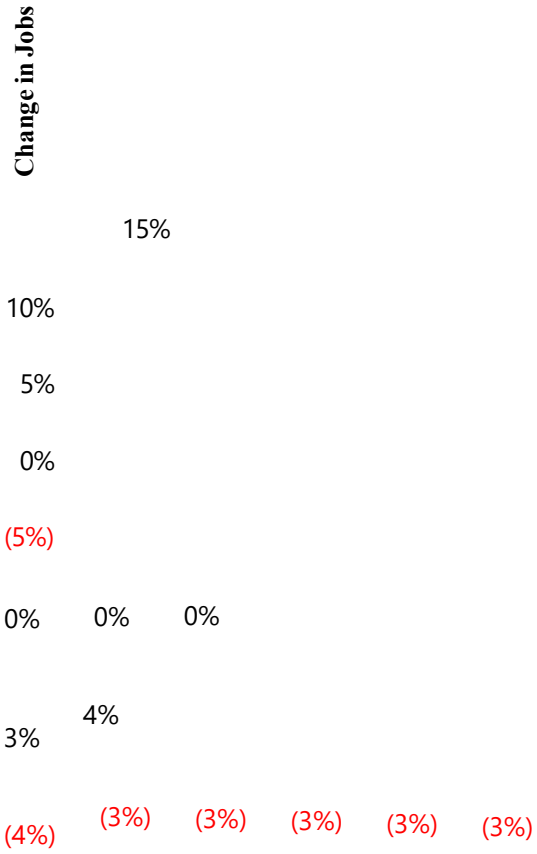
Exhibit 1 summarizes the five-year projected job growth for middle-skill and high-skill occupations in the North/Far North and California.

Exhibit 1. Employment and projected demand, 2020-2025

Occupation	2020 Jobs	2025 Jobs	2020-2025 Change	2020-2025 % Change	2020-2025 Annual Openings
Installation, Maintenance, and Repair Workers, All Other	2,694	2,849	155	6%	318
Miscellaneous Assemblers and Fabricators	6,242	6,207	(34)	(1%)	680
Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic	321	363	42	13%	43
Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	241	284	43	18%	35
Metal Workers and Plastic Workers, All Other	188	184	(4)	(2%)	20
North/Far North	**9,686**	**9,887**	**201**	**2%**	**1,095**
Installation, Maintenance, and Repair Workers, All Other	24,368	24,288	(80)	(0%)	2,589
Miscellaneous Assemblers and Fabricators	102,518	103,048	530	1%	12,164
Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic	7,669	7,582	(87)	(1%)	818
Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	6,275	6,781	505	8%	786
Metal Workers and Plastic Workers, All Other	2,293	2,256	(38)	(2%)	243
California	**143,123**	**143,955**	**831**	**1%**	**16,600**

Exhibit 2 compares the percent change in jobs between 2015 through 2020 and the projected changes through 2025. The rate of change is indexed to the total number of jobs in 2015.

Exhibit 2. Changes in employment, 2015-2025



WAGES

North/Far North - Historical North/Far North - Projected California - Historical California - Projected

Exhibit 3 compares the entry-level, median, and experienced wages for the selected occupations to the North/Far North living wage for a single adult - $12.29 per hour.[1]

Exhibit 3. Comparison of wages by occupation, 2020

Installation, Maintenance, and Repair Workers, All Other

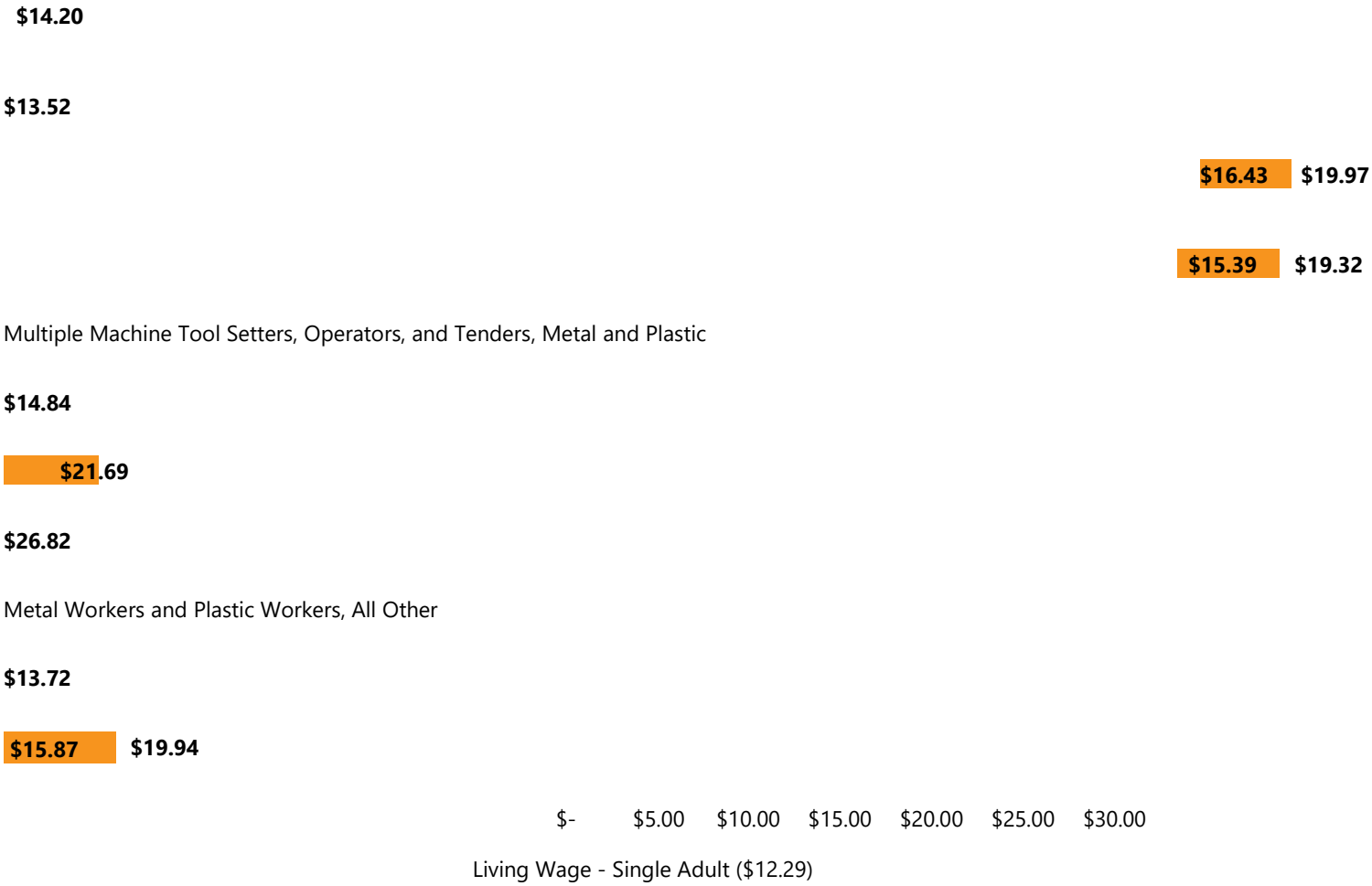
$16.38

$20.61

$27.15

Miscellaneous Assemblers and Fabricators

Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic



[1] Living wage is defined as the level of income a single adult with no children must earn to meet basic needs, including food, housing, transportation, healthcare, taxes, and other miscellaneous basic needs. The 25th-percentile and 75th-percentile hourly wages are used as proxy for entry-level and experienced-level wages.

JOB POSTINGS

This section analyzes recent data from online job postings (real-time LMI). Online job postings may provide additional insight into recent changes in the labor market that are not captured by historical trends.

The North/Far North COE identified 638 online job postings for the selected occupations across the 22-county North/Far North region. Job posting data comes from Burning Glass Labor Insights and represents new listings posted online within the last year, from May 1, 2021, to April 30, 2022.

Occupations and Job Titles

Exhibit 4 details the number of online job postings for the selected occupations.

Exhibit 4. Number of job postings by occupation

Occupation	Job Postings	Share of Job Postings
Installation, Maintenance, and Repair Workers, All Other	530	83%
Assemblers and Fabricators, All Other	95	15%
Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	5	1%
Metal Workers and Plastic Workers, All Other	5	1%
Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic	3	0%
Total Job Postings	**638**	**100%**

Exhibit 5 shows the top 10 job titles with the most job postings and the share. All job postings included a job title. Most of the 150 job titles were for repair and service technicians, while none were for gunsmiths.

Exhibit 5. Top jobs titles

Job Title	Job Postings	Share of Job Postings
Service Technician	51	8%
Repair Technician	47	7%

Job Title	Job Postings	Share of Job Postings
Maintenance Mechanic	44	7%
Pool Technician	40	6%
Auto Service Technician - Consistent Workflow	36	6%
Entry Level Service Technician	32	5%
Senior Service Technician	30	5%
Master Service Technician	29	5%

Advanced Service Technician	23	4%
Pallet Repairman	15	2%

Job Postings for Gunsmiths

To identify real-time LMI for gunsmiths, the North/Far North COE conducted a job posting search for gunsmiths utilizing job titles and skills in the 22-county region of the North/Far North. Exhibit 6 summarizes the job titles and skills used in the job posting search.

The North/Far North COE identified 53 online job postings related to Gunsmithing in the North/Far North region posted within the last three years (January 1, 2019 - April 30, 2022). All identified job postings came from the job title search; a skills search resulted in 0 job postings.

Exhibit 6. Job title and skill search terms for Gunsmiths in NFN

Job Titles (n = 53)	Skills (n = 0)
Gunsmith	Gunsmith
Gun smith	Firearm repair
Armorer	Firearm maintenance
Gun*	Weapon(s) repair
	Weapon(s) maintenance

* Note: Using the job title search term "Gun" resulted in 52 of the 53 job postings. However, most of these job postings were for jobs involving the sale/resale of firearms and related accessories (i.e., ammunition and safes) in retail shops (i.e., Bass Pro, Cabela's, Liberty Safes, etc.). Only one of the 53 job titles was explicitly for a gunsmith.

EDUCATION AND TRAINING

The U.S. Census Bureau and Bureau of Labor Statistics collected data on education achieved by workers employed in occupations. Exhibit 11 shows the national-level educational attainment of the current workforce in the selected occupations.

Exhibit 11. National worker educational attainment for selected occupations, 2019

Installation,

Miscellaneous

Molding, Coremaking,Multiple Machine Tool

Metal Workers and

Maintenance, and Repair Workers, All Other

Assemblers and Fabricators

and Casting Machine Setters, Operators, and Tenders, Metal and Plastic

Setters, Operators, and Tenders, Metal and Plastic

Plastic Workers, All Other

High school or less Some college Associates Bachelor's Master's or Doctoral

The Bureau of Labor Statistics (BLS) uses a system to assign categories for entry-level education, work experience in a related occupation, and typical on-the-job training to each occupation for which the BLS

publishes projections data. Exhibit 12 shows the skill level and entry-level job requirements for the selected occupations.

Exhibit 12. Typical education, work experience, and on-the-job training requirements

Occupation	Typical Entry-level Education	Work Experience Required	On-the-job Training Required
Installation, Maintenance, and Repair Workers, All Other	High school diploma or equivalent	None	Long-term on-the-job training
Miscellaneous Assemblers and Fabricators	High school diploma or equivalent	None	Moderate-term on-the-job training
Molding, Coremaking, and Casting	High school diploma	None	Moderate-term on-

Occupation	Typical Entry-level Education	Work Experience Required	On-the-job Training Required
Machine Setters, Operators, and Tenders, Metal and Plastic	or equivalent		the-job training
Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	High school diploma or equivalent	None	Moderate-term on-the-job training
Metal Workers and Plastic Workers, All Other	High school diploma or equivalent	None	Moderate-term on-the-job training

Certifications and Licensing

Gunsmithing is a federally licensed occupation. Individuals looking to sell and service firearms must hold a Federal Firearms License (FFL) from the Bureau of Alcohol, Tobacco, and Firearms (ATF).[2] Gunsmiths in California must also complete additional background checks and certifications through the State of California Department of Justice (DOJ) Bureau of Firearms.

EDUCATIONAL SUPPLY

Educational supply for an occupation can be estimated by analyzing the number of awards issued in related Taxonomy of Programs (TOP) or Classification of Instructional Programs (CIP) codes. Exhibit 13 shows the TOP and CIP codes for educational programs related to the selected occupations.

Exhibit 13. TOP and CIP codes for training programs related to the selected occupations

TOP Programs and Codes	Aligned CIP Programs and Codes

Other Engineering and Related Industrial Technologies (0999.00)	Gunsmithing/Gunsmith (47.0402)

Gunsmithing Programs

Exhibit 14 lists current Gunsmithing programs available. Lassen Community College's Gunsmithing programs are the oldest (established in 1945) programs in the United States and the only NRA-approved gunsmithing programs offered in California.[3]

[2] Sourced from: https://www.atf.gov/qa-category/gunsmiths?destination=qa-category/gunsmiths on May 25, 2022.
[3] Sourced from: http://www.lassencollege.edu/academics/programs/Pages/Program-Costs.aspx and https://gunsmithing.nra.org/find-a-school/ on May 24, 2022.

Exhibit 14. Lassen's Gunsmithing Programs (as of May 24, 2022)

TOP Code	Program Title	Award Offered
Other Engineering and Related Industrial Technologies (0999.00)	General Gunsmithing	Associate in Science
	General Gunsmithing	Certificate of Achievement
	Firearms Repairs	Certificate of Achievement
	Long Gun	Certificate of Accomplishment
	Pistolsmith	Certificate of Accomplishment
	Riflesmith	Certificate of Accomplishment
	Gunsmith Machinist/Metal Finish	Certificate of Accomplishment

Community College Supply

Exhibits 15 and 16 compare the average number of certificates and degrees conferred in selected community college programs over the last three academic years.

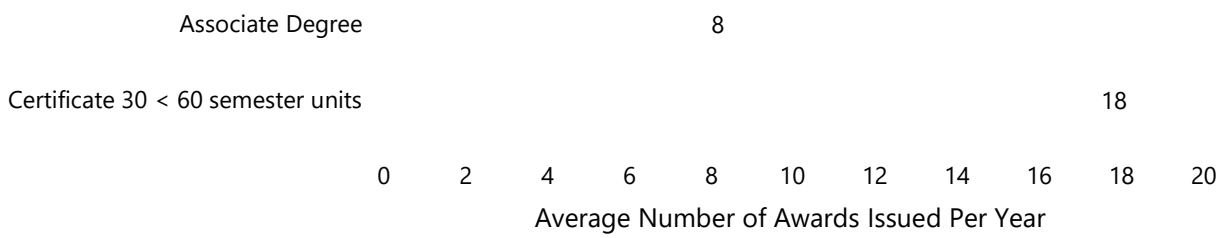
Exhibit 15. Annual average community college awards by program, 2018-19 through 2020-21

Program - TOP Code	College	Annual Awards 2018-19	Annual Awards 2019-20	Annual Awards 2020-21	3-Yr Annual Awards Average

Other Engineering and Related Industrial Technologies (0999.00)	Lassen	38	8	32	26
	Grand Total	**38**	**8**	**32**	**26**

12

Exhibit 16. Annual average community college awards by type, 2018-19 through 2020-21



13

FINDINGS

- This report focuses on Gunsmithing in the North/Far North region. A gunsmith is a person who repairs, modifies, designs or builds firearms or guns.[4] Gunsmiths may also sell firearms.
- Five occupations were selected for inclusion in this report, including Installation, Maintenance, and Repair Workers, All Other (49-9099), Assemblers and Fabricators, All Other (51-2099), Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic (51-4072), Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic (51-4081), and Metal Workers and Plastic Workers, All Other (51-4199).
- Assessing labor market demand for Gunsmithing jobs is an inherently difficult task. There is no singular occupational code that aligns with the gunsmith job. Five occupations were selected for this report to approximate the size of the labor market. However, many other jobs exist within these occupations. As a result, the traditional labor market information provided represents a broad range of jobs beyond the scope of Gunsmithing.
- Analysis of job postings yielded opportunities for employment under the traditional employer-worker model, suggesting that many gunsmiths are self-employed. At this point, there is very little to no labor market data about gunsmiths.
- Lassen Community College's Gunsmithing programs are the oldest (established in 1945) programs in the United States and the only NRA-approved Gunsmithing programs offered in California. Lassen conferred an average of 26 awards (certificates and associate degrees) in Gunsmithing programs over the last three academic years (2018-19 through 2020-21).

[4] Sourced from https://www.atf.gov/firearms/docs/ruling/2015-1-manufacturing-and-gunsmithing on May 24, 2022.

RECOMMENDATIONS

- There isn't enough data to conclude whether or not Lassen's Gunsmithing program is filling an unmet labor market need, and occupational demand data for gunsmiths is extremely limited.
- However, Lassen's Gunsmithing programs are unique, and despite a COVID-related drop in awards during the 2019-2020 academic year, interest in the program remains strong.
- The North/Far North Center of Excellence does not recommend creating new gunsmithing programs at this point due to limited labor market data.
- The North/Far North Center of Excellence recommends that Lassen Community College move forward with chaptering its existing gunsmithing program at the Chancellor's Office.

APPENDIX A. METHODOLOGY AND SOURCES

This report identified Occupations using the Center of Excellence TOP-to-CIP-to-SOC crosswalk and O*Net OnLine. This report's findings were determined using labor market data from the Bureau of Labor Statistics (BLS), U.S. Census Bureau data from Emsi, and jobs posting data from Burning Glass.

Cal-PASS Plus LaunchBoard. California Community Colleges Chancellor's Office. https://www.calpassplus.org/LaunchBoard/Home.aspx.

Emsi 2021.4; QCEW Employees, Non-QCEW Employees, and Self-Employed. https://www.economicmodeling.com/. EMSI occupational employment data are based on final EMSI industry data and final EMSI staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors).

Educational Attainment for Workers 25 Years and Older by Detailed Occupation, 2016-2017. Bureau of Labor Statistics. https://www.bls.gov/emp/tables/educational-attainment.htm#.

Integrated Postsecondary Education Data System (IPEDS). National Center for Education Statistics. U.S. Department of Education. https://nces.ed.gov/ipeds/.

"Labor Insight Real-Time Labor Market Information Tool." Burning Glass Technologies. http://www.burning-glass.com.

Labor Market Information Division. California Employment Development Department. https://labormarketinfo.edd.ca.gov/.

Management Information Systems (MIS) Data Mart. California Community Colleges Chancellor's Office. https://datamart.cccco.edu/.

Occupational Employment Statistics (OES). Bureau of Labor Statistics. https://www.bls.gov/oes/home.htm.

O*NET OnLine. U.S. Department of Labor/Employment and Training Administration (DOL ETA). https://www.onetonline.org/.

Self-Sufficiency Standard Tool for California. The University of Washington. http://www.selfsufficiencystandard.org/

"Taxonomy of Programs." California Community Colleges Chancellor's Office. June 2012, 6th Edition. https://www.cccco.edu/-/media/CCCCO-Website/About-

Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we- do/Curriculum-and-Instruction-Unit/Files/TOPmanual6200909corrected12513pdf.ashx

"TOP-CIP-SOC Crosswalk." Centers of Excellence for Labor Market Research. November 2015 Edition. http://coeccc.net/

Ebony J. Benzing, Research Manager
North/Far North Center of Excellence
Ebony.Benzing@losrios.edu

COVID-19 Statement: This report includes employment projection data by EMSI. EMSI's projections are modeled on recorded (historical) employment figures and incorporate several underlying assumptions, including the assumption that the economy during the projection period will be at approximately full employment or potential output. To the extent that a recession or labor shock, such as the economic effects of COVID-19, can cause long-term structural change, they may impact the projections. At this time, it is not possible to quantify the impact of COVID-19 on projections of industry and occupational employment. Other measures such as unemployment rates and monthly industry employment estimates will reflect the most recent information on employment and jobs in the state and, in combination with input from local employers, may help validate current and future employment needs as depicted here.

Important Disclaimer: All representations included in this report have been produced from primary research and/or secondary review of publicly and/or privately available data and/or research reports. Efforts have been made to qualify and validate the accuracy of the data and the reported findings; however, neither the Centers of Excellence, COE host District, nor California Community Colleges Chancellor's Office are responsible for applications or decisions made by recipient community colleges or their representatives based upon components or recommendations contained in this study.

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Workforce Development Program

Curriculum and Academic Standards Committee 3:00 pm via Zoom
Tuesday, January 18, 2022

Present: Chad Lewis-Chair, Cory McClellan, Natalia McClellan, Crystal Tobola, Fran Oberg, K.C. Mesloh, Michell Williams (as Carie Camacho designee)

Absent: Carie Camacho, Kory Konkol, Christi Meyers, Thomas Robb, Alison Somerville, Cathy Harrison, Julie Williams

Guests: Anna Pasqua, Tom Downing, Dan Weaver, Carol Growdon, Adrienne Hill, Jenn Lawler, Makenzie Freedman - Instructional Services Technician

1. Meeting Openings

1.01 Call to order
3:03 p.m.

1.02 Agenda Approval
Approved Cory McClellan/ Natalia McClellan MSCU

1.03 Approval of Minutes
Approved Cory McClellan/ Natalia McClellan MSCU

2. Subcommittee Action

None

3. Action Items

3.01 ART 30 - Inactivate course locally ***Approved Cory McClellan/ Natalia McClellan MSCU***
According to Chad Lewis, the courses has not been offered for a while, and there is no need for it.

3.02 Associate in Arts Degree in Studio Art for Transfer - Remove ART 30 from program ***Approved Cory McClellan/ Natalia McClellan MSCU***

3.03 Associate in Arts in Studio Arts for Transfer - Remove Art 9 ***Approved Cory McClellan/ Natalia McClellan MSCU***

3.04 AJ 61 Juvenile Corrections Officer Core Course - New Course, second read ***Approved Mesloh/ Oberg MSCU***
Chad Lewis noted this is the second time the course has come before the committee. He shared he wasn't sure if the course would need a course content review form since there is technically a prerequisite for the course, which is a GED or high school completion. Tom Downing noted a similar course with the same pre-req did not need the form. KC Meslow asked who was checking the pre-req. Downing answered the students need the instructors signature to take the course and they check for approval. Mesloh also inquired if the course would be added to the terminal AJ degree. Downing responded it would, but would not be a required course.

3.05 Basic Wildland Firefighter Certificate of Achievement - Remove FS-78 Followership to Leadership and replace with FS-90 Portable Pumps, Adjust total Units to 18-19 Total Units, and updated PSLO mapping with replacement class. ***Approved Mesloh/ Cory McClellan MSCU***
Chad Lewis noted this item was back after being tabled at the prior meeting due to some errors. KC Mesloh asked if the FS 90 course was being inactivated or just removed from the certificate of achievement. Dan Weaver answered just removed from the CA- when he was developing the program initially it was a higher level, but found it was difficult to find instructors and get students for FS 90. FS 90 will be "on the books" just not a required course for the certificate of achievement.

3.06 BIOL 21 Human Anatomy with Lab - Add course to terminal GE (Area A) requirements ***Approved Mesloh/ Tobola MSCU***
There was some discussion between Cris Tobola and Makenzie Freedman regarding signing the course revision form. 3.06 and 3.07 were approved together.

3.07 BIOL 22 Human Physiology with Lab - Add course to terminal GE (Area A)requirements ***Approved Mesloh/ Tobola MSCU***

3.08 Child Development Certificate of Achievement - Eliminate even and odd offerings and offer fall courses every fall and spring courses every spring.***Approved Mesloh/ Cory McClellan MSCU***
There was some discussion about the courses adding up to the number of units in the certificate and transfer degree. Chad Lewis also shared there are some questions about the number of units for the instructor and the student. Since the program is going through the IPR process, it may come back to the committee for further changes. 3.08 and 3.09 were approved together.

3.09 Associate in Science Degree in Early Childhood Education for Transfer - Eliminate even and odd offerings and offer fall courses every fall and spring courses every spring. ***Approved Mesloh/ Cory McClellan MSCU***

3.10 CHEM 1A General Chemistry I - 1. Changing the Course student learning outcome to stress on problem solving skills and preparation of higher-level course work 2. Add an SLO related to Laboratory skills (to reflect the "hands-on" laboratory portion) 3. Edit the Course Objectives to emphasis that this is a higher level course and include a "Lab Objective" 3. Edit the Lecture Content to have the content evenly spread between 1A and 1B 4. Include language for "hands-on" laboratory experiment in assignment and methods of delivery 5. Update the Expected Outside Class Hours to reflect the required laboratory assignments and report that students are expected to complete outside of lab time. ***Approved Tobola/ Cory McClellan MSCU***
3.10 and 3.11 were approved together.

3.11 CHEM 1B General Chemistry II - 1. Changing the Course student learning outcome to stress on problem solving skills and preparation of higher-level course work 2. Add an SLO related to Laboratory skills (to reflect the "hands-on" laboratory portion) 3. Edit the Course Objectives to emphasis that this is a higher level course and include a "Lab Objective" 3. Edit the Lecture Content to have the content evenly spread between 1A and 1B 4. Include language for "hands-on" laboratory experiment in assignment and methods of delivery 5. Update the Expected Outside Class Hours to reflect the required laboratory assignments and report that students are expected to complete outside of lab time 6. Add in the "Advisories" session for recommendation of knowledge in exponential functions and logarithms. ***Approved Tobola/ Cory McClellan MSCU***

3.12 FS-60B Fire Crew Firefighter (Cal Fire Seasonal)- New Course, second read ***Approved Mesloh/ Cory McClellan MSCU***
Dan Weaver this courses may or may not go, and they are waiting on Cal Fire, but wanted to be ready to start the courses as soon as Cal Fire "pulls the trigger." He said Cal Fire was changing curriculum to have a reduced time version to fill the immediate need of crews.

3.13 FS- 93 Firefighter Academy SLO mapping ***Approved Cory McClellan/ Mesloh MSCU***
Chad Lewis noted this was just cleaning up a missing SLO.

3.14 MATH 60, Intermediate Algebra - Add student study hours and update textbook. The Traditional classroom and Correspondence delivery sections require of Math 60 text Intermediate Algebra, 13th edition, 2020, by Lial, et. Al., Pearson Publishing. The text is available in cloth bound (ISBN 9780134895987), loose leaf (ISBN 9780134896403), or etext (ISBN 9780136881070) versions ***Approved Natalia McClellan/ Cory McClellan MSCU***

3.15 PHIL 1 Introduction to Philosophy - Inactivate. Course has not been offered in more than 5 years ***Approved Cory McClellan/ Mesloh MSCU***

There was some discussion about whether there was an instructor for this and when the last time the class was taught. 3.15, 3.16 and 3.17 were approved together.

3.16 California State University General Education Certificate of Achievement - Remove PHIL 1: Introduction to Philosophy from Area C 2 ***Approved Cory McClellan/ Mesloh MSCU***

3.17 Intersegmental General Education Curriculum Certificate of Achievement - Remove PHIL 1: Introduction to Philosophy from Area 3: 2 ***Approved Cory McClellan/ Mesloh MSCU***

3.18 Associate in Arts in Social Work and Human Services for Transfer Degree New ***Approved Mesloh/ Natalia McClellan MSCU***
KC Mesloh noted on the Template it reads Econ 10 and Econ 11 and she wants to ensure if it's supposed to say "or." Makenzie said she'd look into it.

3.19 Associate in Arts in Social Work and Human Services for Transfer Degree - remove ES from required elective area ***Approved Cory McClellan/ Natalia McClellan MSCU***
Chad Lewis noted hopefully the ES 1 course would be approved soon.

3.20 Curriculum and Academic Standards Committee Handbook 8th edition - 2022 ***Approved Mesloh/ Natalia McClellan MSCU***

4. Discussion Items

5. Information Items

5.01 Distance Education Committee Update
Cris Tobola noted the committee hasn't met yet this year yet and has a meeting set for next week.

5.02 Instructional Program Reviews Due
Chad Lewis noted people are making progress on their IPRs.

5.03 Future Meeting dates
Next meeting is set for Feb. 15. Chad Lewis reminded everyone that changes intended for the fall 2022 semester should come before the committee in February.

6. Future Agenda Items

7. Adjournment
3:37 p.m. ***Cory McClellan/ Natalia McClellan MSCU***

Lisa K Gardiner

From: Colleen P Baker
Sent: Friday, September 2, 2022 9:02 AM
To: Fran Oberg; Michell Williams; Alison M Somerville; Chad Lewis; Lisa K Gardiner; Yuting F Lin; Thomas E Robb
Cc: Jennifer N Lawler; Dana Armeson; Blake Oiterong
Subject: Spring 2023 Correspondence and CDCR In-Person classes needed
Attachments: Spring 2023 Course Options.xlsx

Hi Everyone. We will be adding 380 new correspondence students for Spring 2023. Please see the attached list of correspondence classes needed from Jennifer.

- The list has 8 sections of CG 1. I think we will only need 5.
- ALS 1: I would like to offer 1 section as a test to our local CDCR students but it is not on the list.

In-person at HDSP
M-F @ 2 classrooms @ 2:30-5:30pm

- 1 @ English 1
- 2 @ Math 11A
- 1 @ Music 12
- 1 @ Psychology 5
- 1 @ Physical Science 1
- 1 @ Speech 1

In-person at CCC – I do not think we will run an in-person program but I would like to be ready if we get this thrown at us at the last minute. Ideally, instructors will be scheduled on the same nights so they can go in and out of the prison together.
M-TH @ 2 classrooms @ 5:30-8:20pm

- 1 @ Math 11A
- 1 @ PSY (33 or 6 since we ran 1 this semester)
- 1 @ Art 8
- 1 @ English 9 or Speech 1 (since we ran English 1 this semester)

Please let me know if you have questions.
Colleen

IPR Orientation

SEPTEMBER 7, 2023

LCC
LASSEN COMMUNITY COLLEGE

Why do we complete Instructional Program Reviews

Program review is an integral part of the total process of integrated planning driving institutional decisions including budget allocation at LCC. (program reviews are required by the state and ACCJC)

The recommendations from each program review provide the basis for informed decision-making for academic planning, human resource planning, student services planning, technology planning and facilities planning and are incorporated into LCC's Comprehensive Institutional Master Plan.

This is your time to analyze your program. What's working? What needs to be changed? What do you need to improve your program?

The good news - we're almost at 100% compliance with completing and submitting our IPRs on time.

Where we need to improve – all members of an IPR Team need to participate and contribute throughout the entire process!

IPR's due and AS Mentor

Transfer or Special Academic Program Conducting Self-Evaluation	Last Program Review:	Next Full Review Due:	2022 - 2023 Mentor
Developmental Studies/Basic Skills	2017	2021	Laura R.
History/Social Science/Sociology/Psychology/Anthropology (Area B/E1)	2020	2023	Yuting L.
Work Experience	2019	2023	Melinda D.
Career/Technical Program Conducting Self-Evaluation	Last Program Review:	Next Full Review Due:	2022- 2023 Mentor
Allied Health	2021	2023	Celeste W.
Fire Technology	2021	2023	Tom D.
Gunsmithing	2022	2023	Adam R.
Welding	2021	2023	Tom D.

New Timeline for IPR's

April/May

- The Vice President of Academic Services, in conjunction with the Academic Senate, notifies faculty of the upcoming IPR (Sent May by Carie). Academic Senate appoints faculty members to the mentors list.
- Student evaluation #1 administered and compiled by Office of Institutional Effectiveness

August

- Faculty Orientation for IPRs are scheduled and held.
- Deans notify CTE areas to prepare advisory committee lists for Board approval in September.
- IPR Data set distributed to IPR authors during the 1st week of September.
- Student evaluation #2 administered and compiled by Office of Institutional Effectiveness

New Timeline for IPR's

September

- IPR Data set distributed to IPR authors during the 1st week of September.
- Student evaluation #2 administered and compiled by the Office of Institutional Effectiveness.
- Advisory Committee meets.
- IPR Mentor and Author team meet (if desired).
- IPR team conducts curriculum review and submits to Curriculum/Academic Standards Committee for approval.

2 Year Advising Plans

Prior to curriculum being reviewed, it is important to review the 2 Year Advising Plans. Student must be able to complete the degree or certificate within this timeframe.

If a degree or certificate program is changing, the 2 Year Advising Plan also needs tobe revised.

Curriculum Review

- Use the proper curriculum documents to submit to Curriculum Committee – Email Makenzie Davis if you have questions. mcdavis@lassencollege.edu
- Start this process early!
- **All courses must be reviewed** – SLO's, mapping, textbooks, content, etc.
- Notify all adjuncts, Division Chairs and Deans when a textbook has been changed
- Textbooks for transferable courses cannot be older than 7 years
- Courses with a C-ID number should be aligned with C-ID descriptors, C-ID website is https://c-id.net/. You will get the best results by using Chrome as browser. Click on, "descriptors" tab at the top, and then the appropriate discipline and C-ID number to find the appropriate descriptor.

New Timeline for IPR's

October

- IPR Author Team continues curriculum review and submitting revisions to Curriculum/Academic Standards Committee for approval.
- IPR team finishes drafting/editing IPR Documents.

November

- IPR team submits the completed IPR documents to Academic Senate and the Academic Dean.

December

- Academic Senate takes action to accept the IPRs.

New Timeline for IPR's

January

- IPRs presented and adopted by Consultation Council.

February

- IPRs submitted to the Governing Board for acceptance.

Budget prioritization will start occurring in January. This new timeline will allow for items identified through the IPR process to be included in the current year's budgeting cycle.

Additional Information

- For additional resources visit the Portal and review our Accreditation Canvas course. This course provides additional information: SLO's, SLO mapping, IPR review, planning and budgeting, module for CTE faculty and other valuable information
- New IPR Template approved at Academic Senate!

Questions…….

SEPTEMBER 6, 2022

LCC
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Q1 How likely are you to register for Spring 2022 classes that are:

Answered: 47 Skipped: 0

	(1) NOT LIKELY	(2) SOMEWHAT UNLIKELY	(3) SOMEWHAT LIKELY	(4) VERY LIKELY	(5) I DO NOT PLAN TO ENROLL SPRING 2022	TOTAL	WEIGHTED AVERAGE
Fully online	19.57% 9	6.52% 3	19.57% 9	47.83% 22	6.52% 3	46	3.15
Fully in person	19.15% 9	10.64% 5	12.77% 6	51.06% 24	6.38% 3	47	3.15
In hybrid format (online and in person)	43.48% 20	17.39% 8	13.04% 6	19.57% 9	6.52% 3	46	2.28
Hyflex - attend at a scheduled time in person or online	51.16% 22	4.65% 2	27.91% 12	9.30% 4	6.98% 3	43	2.16

Q2 If you would prefer to take some courses that are fully or partially online, would you prefer the courses to be:

Answered: 47 Skipped: 0

ANSWER CHOICES	RESPONSES	
All online	31.91%	15
Mostly online/few in-person	6.38%	3
Half online/half in-person	8.51%	4
Few online/Mostly in-person	19.15%	9
All in-person	34.04%	16
TOTAL		47

Q3 If you would prefer to take some courses that are fully or partially online, would you prefer the courses to be:

Answered: 47 Skipped: 0

ANSWER CHOICES	RESPONSES	
(1) Where you can participate on your own schedule several times per week (Asynchronous)	55.32%	26
(2) Where you are required to participate live via Zoom on set days and times (Synchronous)	17.02%	8
(3) No preference	12.77%	6
(4) Not applicable	14.89%	7
TOTAL		47

Q4 Are there certain subjects that you prefer in one format over the other?

Answered: 47 Skipped: 0

	(1) DEFINITELY IN-PERSON	(2) IN-PERSON IS BETTER	(3) EITHER IS FINE	(4) ONLINE IS BETTER	(5) DEFINITELY ONLINE	(0) N/A	TOTAL	WEIGHTED AVERAGE
English	27.66% 13	6.38% 3	25.53% 12	4.26% 2	25.53% 12	10.64% 5	47	2.62
Math	51.06% 24	0.00% 0	6.38% 3	8.51% 4	23.40% 11	10.64% 5	47	2.21
Communication	31.91% 15	6.38% 3	19.15% 9	2.13% 1	23.40% 11	17.02% 8	47	2.28
My major courses	48.94% 23	4.26% 2	12.77% 6	4.26% 2	23.40% 11	6.38% 3	47	2.30
Courses with labs	55.32% 26	12.77% 6	4.26% 2	10.64% 5	14.89% 7	2.13% 1	47	2.11

Q5 Please rate the importance of the following online support services

Answered: 47 Skipped: 0

	(1) NOT IMPORTANT	(2) SOMEWHAT IMPORTANT	(3) SOMEWHAT UNIMPORTANT	(4) VERY IMPORTANT	TOTAL	WEIGHTED AVERAGE
Library for textbooks, research help, computer loans, etc.	12.77% 6	23.40% 11	4.26% 2	59.57% 28	47	3.11
Learning Center for online tutoring	8.51% 4	34.04% 16	6.38% 3	51.06% 24	47	3.00
Online academic counseling for educational planning	6.38% 3	19.15% 9	2.13% 1	72.34% 34	47	3.40

Q6 What is your employment status>?

Answered: 47 Skipped: 0

ANSWER CHOICES	RESPONSES	
(1) Employed Full-Time	34.04%	16
(2) Employed Part-Time	34.04%	16
(3) Not Employed	31.91%	15
TOTAL		47

Q7 Aside form work and school, what other factors impact your preferences??

Answered: 47 Skipped: 0

ANSWER CHOICES	RESPONSES	
(1) Caring for one or more children	21.28%	10
(2) Other care-giving responsibilities	2.13%	1
(3) Transportation	2.13%	1
(4) Internet access/speed	19.15%	9
(5) Computer/technology access	2.13%	1
(6) Learning style/preference	36.17%	17
(7) Familiarity with technology	2.13%	1
(8) None; there are no other factors that impact my preference	14.89%	7
TOTAL		47

Faculty Meeting

Evaluation Process
OWLs
Q&A

September 7, 2023

Colleen Baker – V.P. of Instruction / CIO, Interim

Faculty Evaluations

- **Notice of Evaluation** – Through mail
- **Self-Evaluation** – Faculty member completes
- **Pre-Evaluation Conference** – In-person, Zoom, Phone
- **Teaching Evaluation** – In-person, Correspondence, Online
- **Post-Evaluation Conference** – In-person, Zoom, Phone

Self-Evaluation

New Items

- Topics on the Self-Evaluation:
  - Organization
  - Effects on students
    - 1-10 DEIA Competencies
    - 3 goals in DEIA for the next evaluation
  - College district activities
  - Assessment of how you addressed previous recommendations
  - Other related information

- LCFA CBA 2022-2025 p. 120

DEIA

- Diversity
- Equity
- Inclusion
- Accessibility

- DEI in Curriculum: Model Principles and Practices

DEIA and Evaluation

DEI in Curriculum: Model Principles and Practices

- "DEIA Competency" will be added on the faculty self-evaluation as 2A: "On a scale of 1-10 (one being novice and 10 being expert) rate your competencies with DEIA teaching principles."
- "Commitment to DEIA Improvement" will be added on faculty self-evaluation as 2B: "Before your next evaluation cycle to improve your competence in DEJA principles, explain a minimum of three specific things you will do."

OWLs
"Hoot. Hoot."

- Video conferencing: Fall 2023 "On the go!"
  - Curriculum
  - Academic Senate
  - Consultation Council
  - IPR Workshop
-
- Owls are slated for a pilot project Spring 2024 to offer a few course sections hyflex (face-to/face & Online). This will provide students **maximum flexibility in attending classes, thus providing greatest opportunity to reach certificate/degree goals in a timely manner.**

Q&A

???

@One & ACUE Training

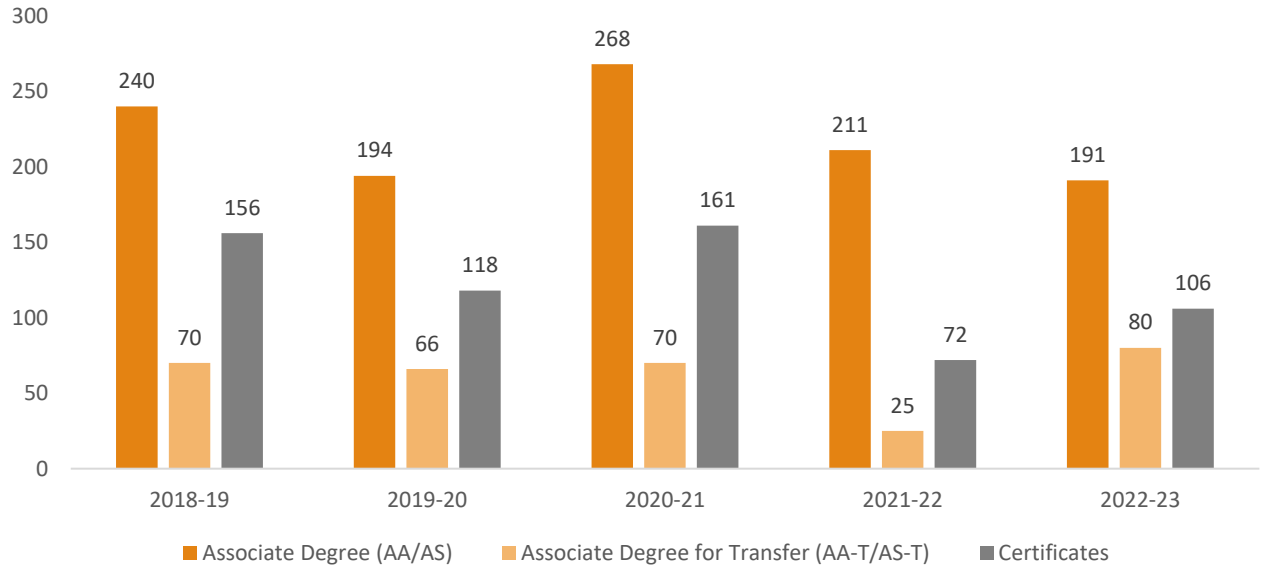
Fall 2023 Faculty Meetings

- CVC @One Training – Some courses are free.
  - Approved training = $25 hourly stipend + registration fees *Some restrictions apply
  - Contact Colleen Baker cbaker@lassencollege.edu for more information

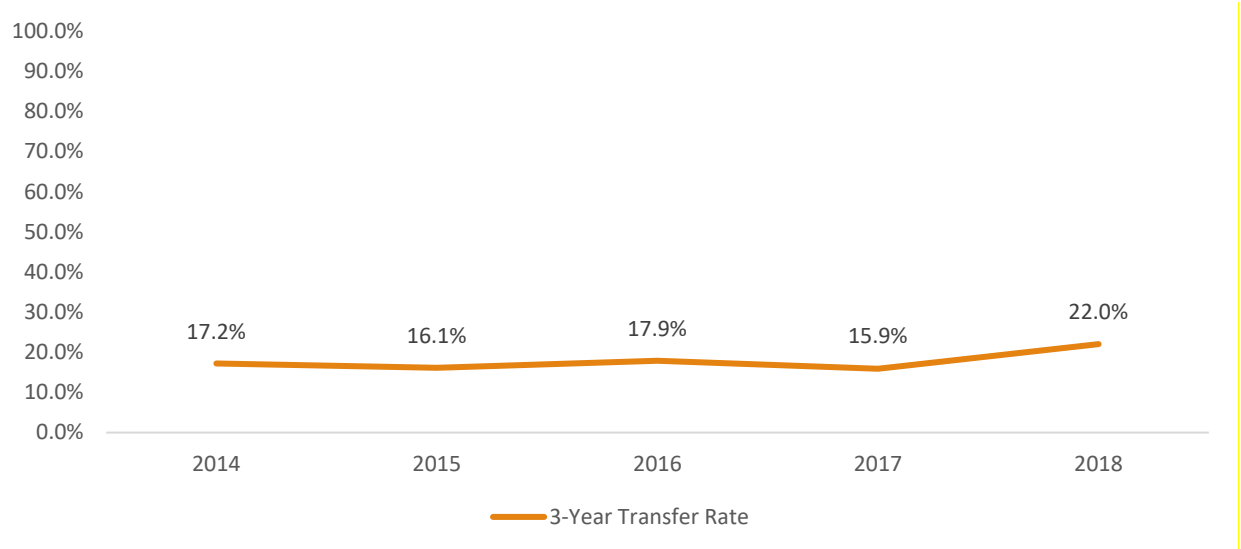
- Additional (optional) Faculty Meetings – 6pm *Adjunct instructors receive hourly stipend
  - October 5 – Student contacts, attendance calculations / concerns, and dropping students
  - November 2 – Mid-semester check-in, dropping students, and troubleshooting
  - December 7 – Syllabus creation, contacting students, and SLO assessment records, Final check-in and troubleshooting

Student Achievement

The trends from 2018-19 to 2022-23 show a 19.1% decrease in the overall degrees and certificates awarded. While there is a decline in awards given, it is less of a decline than the overall college enrollment (25.9%) during the same period. However, there is notable increase in associate degrees for transfer (AA-T/AST) and certificates from 2021-22 to 2022-23.

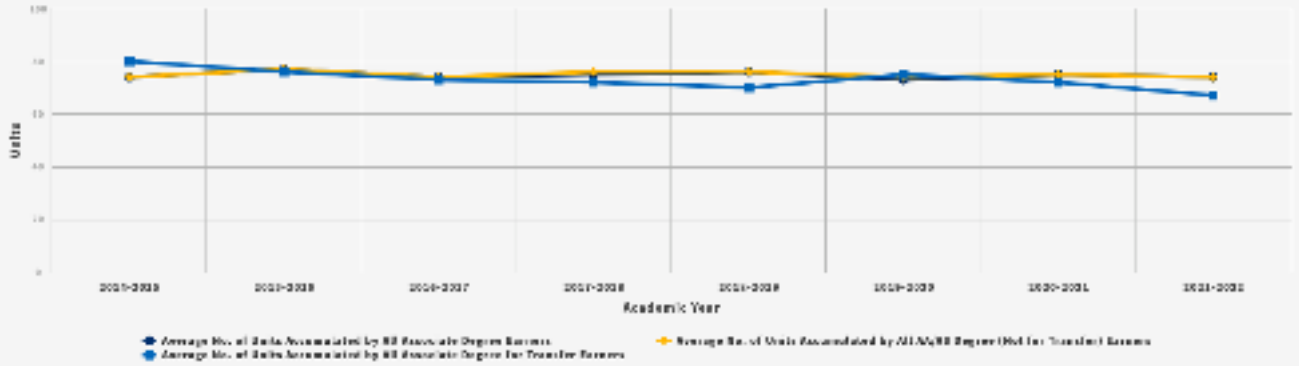


Like the student momentum points, the of 3-year transfer to university rate increased 4.9% from 17.2% for the 2014 cohort (transfer year 2017) to 22.0% for the 2018 cohort (transfer year 2021).



Average No. of Units Accumulated by All First Time Associate Degree Earners

Among students in the selected student journey who were enrolled and who earned an associate degree for the first time in the selected year, the average number of semester units in the California community college system earned up to and including the selected year



Source: Chancellor's Office Management Information System

Technical Definition

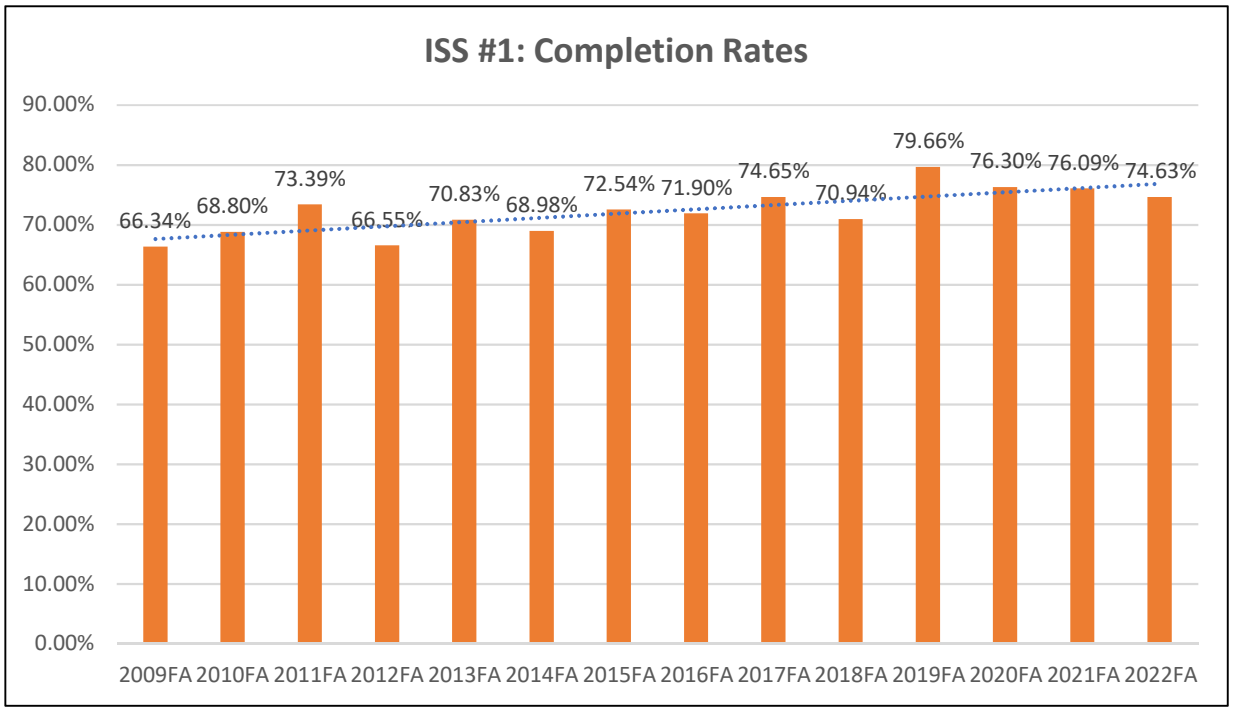
Annual Review of Institutional Set Standards

Approved by IE Planning Committee: April 26, 2023

Approved by Academic Senate: April 26, 2023

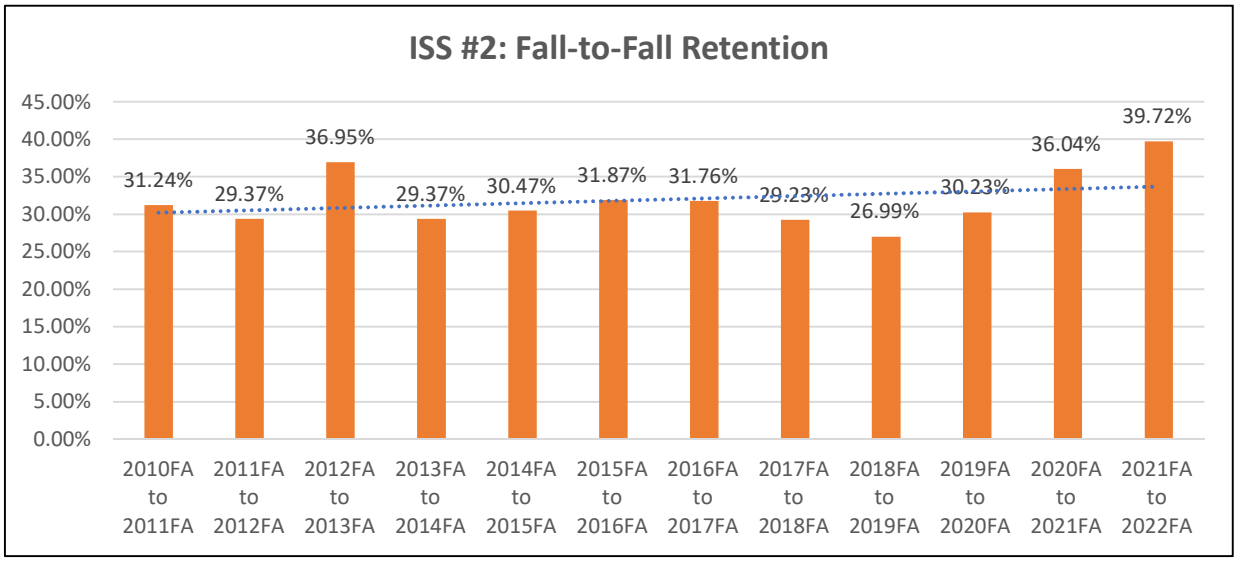
ISS #1 - Completion Rates

Metric	Term/Year	Value	3-Year Avg:	5-Year Avg:
Successful student course completion rate	2009FA	66.34%		
Successful student course completion rate	2010FA	68.80%		
Successful student course completion rate	2011FA	73.39%	69.51%	
Successful student course completion rate	2012FA	66.55%	69.58%	
Successful student course completion rate	2013FA	70.83%	70.25%	69.18%
Successful student course completion rate	2014FA	68.98%	68.78%	69.71%
Successful student course completion rate	2015FA	72.54%	70.78%	70.46%
Successful student course completion rate	2016FA	71.90%	71.14%	70.16%
Successful student course completion rate	2017FA	74.65%	73.03%	71.78%
Successful student course completion rate	2018FA	70.94%	72.50%	71.80%
Successful student course completion rate	2019FA	79.66%	75.09%	73.94%
Successful student course completion rate	2020FA	76.30%	75.63%	74.69%
Successful student course completion rate	2021FA	76.09%	77.35%	75.53%
Successful student course completion rate	2022FA	74.63%	75.67%	75.52%
	Overall Average:	**72.26%**		
	Current Baseline:	**72.07%**		
	Current Stretch	**77.35%**		



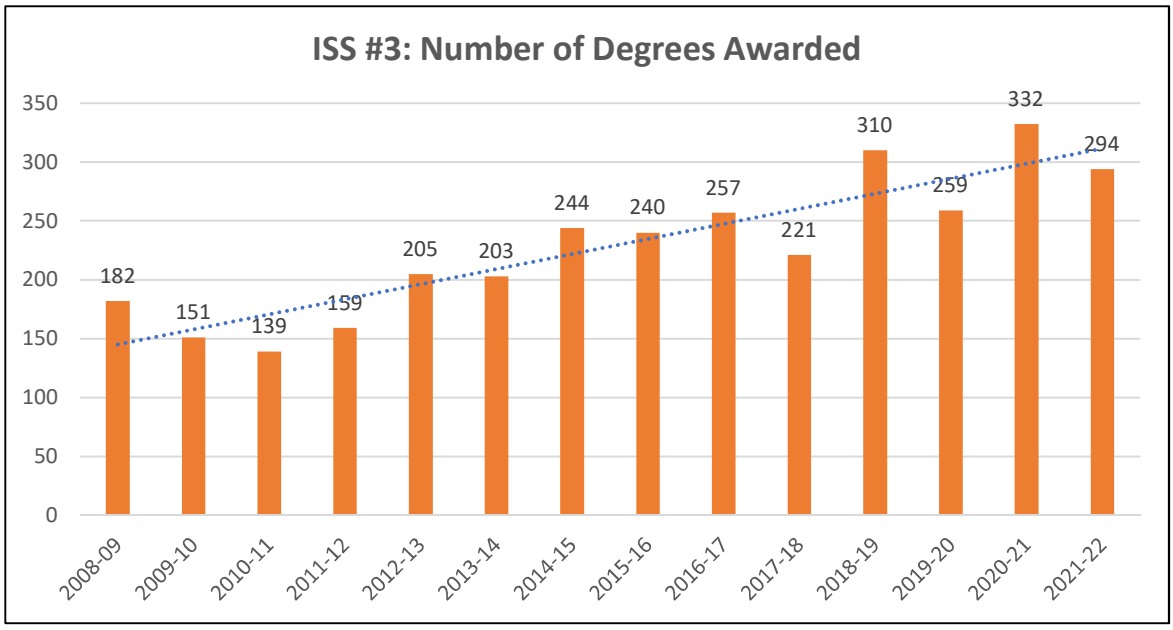
ISS #2 - Fall-To-Fall Retention

Metric	Term/Year	Value	3-Year Avg:	5-Year Avg:
Percent of students retained from fall to fall semesters	2010FA to 2011FA	31.24%		
Percent of students retained from fall to fall semesters	2011FA to 2012FA	29.37%		
Percent of students retained from fall to fall semesters	2012FA to 2013FA	36.95%	32.52%	
Percent of students retained from fall to fall semesters	2013FA to 2014FA	29.37%	31.90%	
Percent of students retained from fall to fall semesters	2014FA to 2015FA	30.47%	32.26%	31.48%
Percent of students retained from fall to fall semesters	2015FA to 2016FA	31.87%	30.57%	31.61%
Percent of students retained from fall to fall semesters	2016FA to 2017FA	31.76%	31.37%	32.08%
Percent of students retained from fall to fall semesters	2017FA to 2018FA	29.23%	30.95%	30.54%
Percent of students retained from fall to fall semesters	2018FA to 2019FA	26.99%	29.33%	30.06%
Percent of students retained from fall to fall semesters	2019FA to 2020FA	30.23%	28.82%	30.02%
Percent of students retained from fall to fall semesters	2020FA to 2021FA	36.04%	31.09%	30.85%
Percent of students retained from fall to fall semesters	2021FA to 2022FA	39.72%	35.33%	32.44%
	Overall Average:	**31.94%**		
	Current Standard:	30.00%		
	Current Stretch Goal:	31.23%		



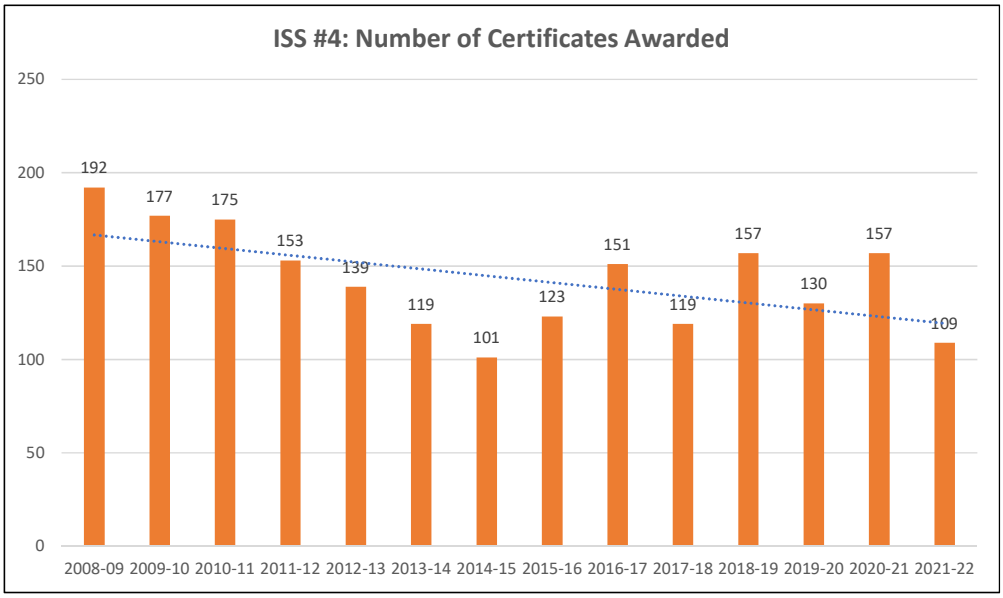
ISS #3 - Associate Degrees Awarded

Metric	AcademicYear	Value	3-Year Avg:	5-Year Avg:
Number of students who received a degree in the academic year	2008-09	182		
Number of students who received a degree in the academic year	2009-10	151		
Number of students who received a degree in the academic year	2010-11	139	157	
Number of students who received a degree in the academic year	2011-12	159	150	
Number of students who received a degree in the academic year	2012-13	205	168	167
Number of students who received a degree in the academic year	2013-14	203	189	171
Number of students who received a degree in the academic year	2014-15	244	217	190
Number of students who received a degree in the academic year	2015-16	240	229	210
Number of students who received a degree in the academic year	2016-17	257	247	230
Number of students who received a degree in the academic year	2017-18	221	239	233
Number of students who received a degree in the academic year	2018-19	310	263	254
Number of students who received a degree in the academic year	2019-20	259	263	257
Number of students who received a degree in the academic year	2020-21	332	300	276
Number of students who received a degree in the academic year	2021-22	294	295	283
	Overall Average:	**228**		
	Current Standard:	**250**		
	Current Stretch Goal:	**300**		



ISS #4 - Certificates Awarded

Metric	AcademicYear	Value	3-Year Avg:	5-Year Avg:
Number of students who completed certificate requirements and received a certificate in the academic year	2008-09	192		
Number of students who completed certificate requirements and received a certificate in the academic year	2009-10	177		
Number of students who completed certificate requirements and received a certificate in the academic year	2010-11	175	181	
Number of students who completed certificate requirements and received a certificate in the academic year	2011-12	153	168	
Number of students who completed certificate requirements and received a certificate in the academic year	2012-13	139	156	167
Number of students who completed certificate requirements and received a certificate in the academic year	2013-14	119	137	153
Number of students who completed certificate requirements and received a certificate in the academic year	2014-15	101	120	137
Number of students who completed certificate requirements and received a certificate in the academic year	2015-16	123	114	127
Number of students who completed certificate requirements and received a certificate in the academic year	2016-17	151	125	127
Number of students who completed certificate requirements and received a certificate in the academic year	2017-18	119	131	123
Number of students who completed certificate requirements and received a certificate in the academic year	2018-19	157	142	130
Number of students who completed certificate requirements and received a certificate in the academic year	2019-20	130	135	136
Number of students who completed certificate requirements and received a certificate in the academic year	2020-21	157	148	143
Number of students who completed certificate requirements and received a certificate in the academic year	2021-22	109	132	134
	Overall Average:	**143**		
	Current Standard:	**134**		
	Current Stretch Goal:	**148**		



ISS #5 - Transfer To Four Year Institution

Metric	Term/Year	Value	3-Year Avg:	5-Year Avg:
Number of Students who transfer to a four-year	2011-12	45		
Number of Students who transfer to a four-year	2012-13	73		
Number of Students who transfer to a four-year	2013-14	43	54	
Number of Students who transfer to a four-year	2014-15	91	69	
Number of Students who transfer to a four-year	2015-16	67	67	64
Number of Students who transfer to a four-year	2016-17	87	82	72
Number of Students who transfer to a four-year	2017-18	56	70	69
Number of Students who transfer to a four-year	2018-19	45	63	69
Number of Students who transfer to a four-year	2019-20	65	63	64
Number of Students who transfer to a four-year	2020-21	50	54	61
Number of Students who transfer to a four-year	2021-22	45	51	52
	Overall Average:	**61**		
	Current Standard:	**55**		
	Stretch Goal:	**62**		

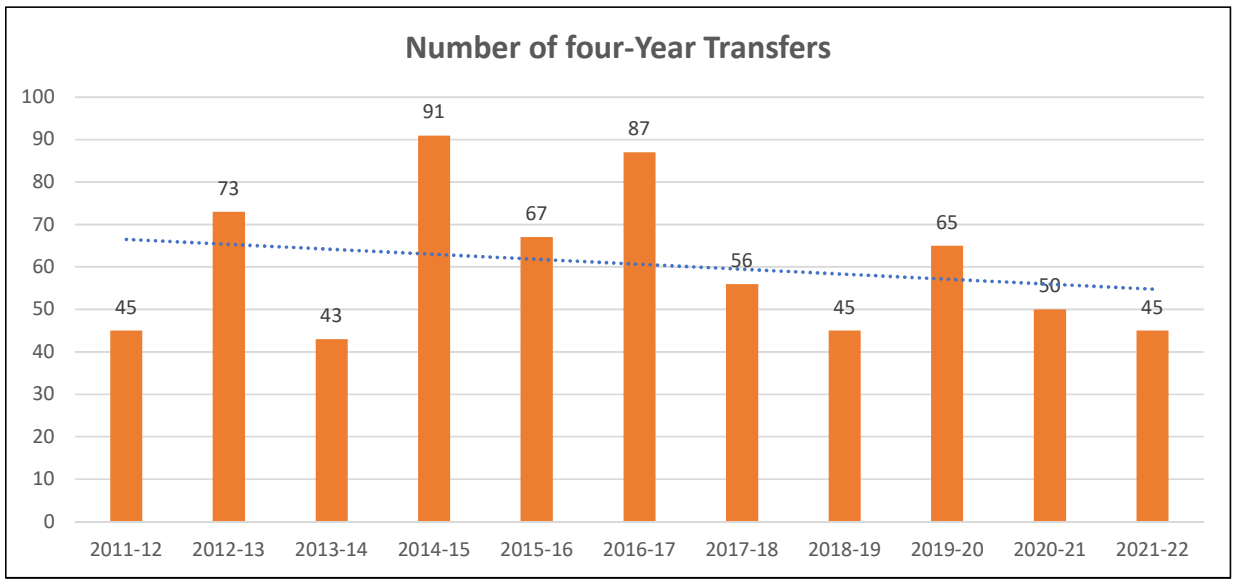


Figure 1: Source for Transfer Data is SCFF XFER Data file on the Data on Demand web site (CCCCO)at: https://misweb.cccco.edu/dataondemand/

ISS #6 - Licensure Pass Rates

Metric	Term/Year	% Passed	# Tested
LVN Licensure Examination Pass Rates	2021-11	87%	
LVN Licensure Examination Pass Rates	2011-12	87%	
LVN Licensure Examination Pass Rates	2012-13	79%	
LVN Licensure Examination Pass Rates	2013-14	78%	
LVN Licensure Examination Pass Rates	2014-15	-	-
LVN Licensure Examination Pass Rates	2015-16	-	-
LVN Licensure Examination Pass Rates	2016-17	-	-
LVN Licensure Examination Pass Rates	2017-18	87%	30
LVN Licensure Examination Pass Rates	2018-19	89%	9
LVN Licensure Examination Pass Rates	2019-20	86%	21
LVN Licensure Examination Pass Rates	2020-21	100%	17
LVN Licensure Examination Pass Rates	2021-22	90%	10
	Overal Average:	**90%**	
	Current Standard:	**85%**	
	Current Stretch Goal:	**90%**	

ISS #7 - Job Placement Rates

(2021-2022 Report Not Yet Available)

Current Goal = 61.47%
Current Stretch Goal: 66.09%

PERKINS IV Core Indicators of Performance by Vocational TOP Code

Indicators for 2020-2021 Fiscal Year Planning

Summary Districtwide for LASSEN

To display 4 or 6 digit TOP codes, click on the plus sign to the left of the TOP code.

		Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
01	**AGRICULTURE AND NATURAL RESOURCES**	**100.00**	**53.85**	**69.23**	**50.00**	**65.38**	**76.92**
0101	AGRICULTURE TECHNOLOGY AND SCIENCES, GENERAL	*100.00*	*100.00*	*50.00*	*100.00*	*50.00*	*50.00*
0102	ANIMAL SCIENCE	**100.00**	**45.45**	**70.83**	**42.86**	**66.67**	**81.82**
05	**BUSINESS AND MANAGEMENT**	**96.23**	**65.52**	**86.79**	**52.63**	**34.62**	**38.89**
0501	BUSINESS AND COMMERCE, GENERAL	*100.00*		*100.00*		*0.00*	
0502	ACCOUNTING	**100.00**	*100.00*	**90.91**	*100.00*	**45.45**	*75.00*
0505	BUSINESS ADMINISTRATION	**69.23**	**100.00**	**76.92**	*71.43*	**30.77**	**30.77**
0506	BUSINESS MANAGEMENT	**100.00**	**16.67**	**87.50**	**40.00**		
0514	OFFICE TECHNOLOGY/OFFICE COMPUTER APPLICATIONS	*100.00*	*100.00*	*100.00*	*0.00*	*0.00*	*0.00*
08	**EDUCATION**	*100.00*		*100.00*		*100.00*	
0835	PHYSICAL EDUCATION	*100.00*		*100.00*		*100.00*	
09	**ENGINEERING AND INDUSTRIAL TECHNOLOGIES**	**89.87**	**64.29**	**77.92**	**60.00**	**3.80**	**5.26**
0948	AUTOMOTIVE TECHNOLOGY	**84.62**	*28.57*	**58.33**	*83.33*	**15.38**	*0.00*
0956	MANUFACTURING AND INDUSTRIAL TECHNOLOGY	**90.00**	**50.00**	**80.00**	**58.33**	**2.00**	**16.67**
0999	OTHER ENGINEERING AND RELATED INDUSTRIAL TECHNOLOGIES	**93.75**	**100.00**	**86.67**	**50.00**	**0.00**	**0.00**
10	**FINE AND APPLIED ARTS**	*100.00*	*100.00*	*75.00*	*100.00*	*25.00*	*50.00*
1030	GRAPHIC ART AND DESIGN	*100.00*	*100.00*	*75.00*	*100.00*	*25.00*	*50.00*
12	**HEALTH**	**97.44**	**76.19**	**77.14**	**100.00**	**3.13**	**0.00**
1208	MEDICAL ASSISTING	*100.00*		*100.00*		*0.00*	
1230	NURSING	**100.00**	**82.35**	**76.00**	**100.00**	**3.45**	**0.00**
1250	EMERGENCY MEDICAL SERVICES	*100.00*	*0.00*	*60.00*	*100.00*		
1260	HEALTH PROFESSIONS, TRANSFER CORE CURRICULUM	*50.00*	*100.00*	*100.00*	*100.00*		
13	**FAMILY AND CONSUMER SCIENCES**	**78.57**	**50.00**	**78.57**	*75.00*	**0.00**	*0.00*
1305	CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	**84.62**	*40.00*	**76.92**	*66.67*	**0.00**	*0.00*
1306	NUTRITION, FOODS, AND CULINARY ARTS	*0.00*	*100.00*	*100.00*	*100.00*	*0.00*	*0.00*
21	**PUBLIC AND PROTECTIVE SERVICES**	**96.67**	**78.95**	**83.33**	**78.95**	**38.00**	**40.00**
2104	HUMAN SERVICES	**100.00**	*100.00*	**60.00**	**40.00**		
2105	ADMINISTRATION OF JUSTICE	**92.31**	*77.78*	**92.31**	*100.00*	**73.08**	**66.67**
2133	FIRE TECHNOLOGY	**100.00**	**71.43**	**83.33**	**88.89**	**0.00**	**0.00**
49	**INTERDISCIPLINARY STUDIES**	*100.00*	*0.00*	*20.00*	*100.00*		
4932	GENERAL WORK EXPERIENCE	*100.00*	*0.00*	*20.00*	*100.00*		

Source: CCCCO MIS Database, EDD Base Wage File, CSU Chancellor's Offce,
UC Office of the President, 2000 Census, Student Loan Clearing House

Report Create Date: 02/01/2010

PERKINS IV Core Indicators of Performance by Vocational TOP Code

Indicators for 2020-2021 Fiscal Year Planning

Performance Rate Less Than Goal is Shaded	**Total Count is 10 or Greater**	*Total Count is Less Than 10*

Core 1 - Skill Attainment, GPA 2.0 & Above: 91.75% Performance Goal - (2017- 2018)
Core 2 - Completions, Certificates, Degrees and Transfer Ready: 68.34% Performance Goal - (2017- 2018)
Core 3 - Persistance in Higher Education: 81.77% Performance Goal - (2017- 2018)
Core 4 - Employment: 66.09% Performance Goal - (2017- 2018)
Core 5 - Training Leading to Non-traditional Employment: Greater than 22.50% Participation & 28.80% Completion - (2017- 2018)

Source: CCCCO MIS Database, EDD Base Wage File, CSU Chancellor's Offce,
UC Office of the President, 2000 Census, Student Loan Clearing House

Report Create Date: 02/01/2010

PERKINS IV Core Indicators of Performance by Vocational TOP Code

Indicators for 2019-2020 Fiscal Year Planning

Summary Districtwide for LASSEN

To display 4 or 6 digit TOP codes, click on the plus sign to the left of the TOP code.

		Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
01	**AGRICULTURE AND NATURAL RESOURCES**	**100.00**	**80.00**	**88.00**	**70.00**	**56.00**	**62.50**
0101	AGRICULTURE TECHNOLOGY AND SCIENCES, GENERAL	*100.00*	*100.00*	*87.50*	*50.00*	*62.50*	*62.50*
0102	ANIMAL SCIENCE	**100.00**	**66.67**	**93.33**	**80.00**	**53.33**	**57.14**
0103	PLANT SCIENCE	*100.00*	*0.00*	*50.00*	*100.00*	*50.00*	*100.00*
05	**BUSINESS AND MANAGEMENT**	**96.43**	**65.00**	**83.93**	**69.23**	**31.82**	**50.00**
0502	ACCOUNTING	**100.00**	*66.67*	**83.33**	*100.00*	**25.00**	*50.00*
0505	BUSINESS ADMINISTRATION	*71.43*	*100.00*	*100.00*	*33.33*	*57.14*	*57.14*
0506	BUSINESS MANAGEMENT	**100.00**	*20.00*	**85.29**	*80.00*		
0514	OFFICE TECHNOLOGY/OFFICE COMPUTER APPLICATIONS	*100.00*	*50.00*	*33.33*	*66.67*	*0.00*	*0.00*
09	**ENGINEERING AND INDUSTRIAL TECHNOLOGIES**	**93.98**	**61.90**	**73.17**	**72.09**	**6.02**	**10.34**
0948	AUTOMOTIVE TECHNOLOGY	**88.24**	**33.33**	**47.06**	**83.33**	**11.76**	*20.00*
0956	MANUFACTURING AND INDUSTRIAL TECHNOLOGY	**95.45**	**58.33**	**79.55**	**57.14**	**4.55**	*12.50*
0999	OTHER ENGINEERING AND RELATED INDUSTRIAL TECHNOLOGIES	**95.45**	**83.33**	**80.95**	**76.47**	**4.55**	**6.25**
10	**FINE AND APPLIED ARTS**	*57.14*	*100.00*	*85.71*	*100.00*	*42.86*	*42.86*
1030	GRAPHIC ART AND DESIGN	*57.14*	*100.00*	*85.71*	*100.00*	*42.86*	*42.86*
12	**HEALTH**	**96.00**	**100.00**	**100.00**	**75.00**	**0.00**	**0.00**
1208	MEDICAL ASSISTING	*100.00*		*100.00*		*0.00*	*0.00*
1230	NURSING	**100.00**	**100.00**	**100.00**	*100.00*	**0.00**	**0.00**
1250	EMERGENCY MEDICAL SERVICES	*100.00*	*100.00*	*100.00*	*100.00*		
1260	HEALTH PROFESSIONS, TRANSFER CORE CURRICULUM	*0.00*	*100.00*	*100.00*	*0.00*		
13	**FAMILY AND CONSUMER SCIENCES**	**93.33**	*100.00*	**100.00**	*100.00*	**0.00**	*0.00*
1305	CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	**93.33**	*100.00*	**100.00**	*100.00*	**0.00**	*0.00*
21	**PUBLIC AND PROTECTIVE SERVICES**	**92.96**	**57.89**	**75.71**	**75.76**	**45.61**	**60.00**
2104	HUMAN SERVICES	**92.86**	**83.33**	**85.71**	**100.00**		
2105	ADMINISTRATION OF JUSTICE	**90.63**	**61.11**	**78.13**	**73.33**	**59.38**	**66.67**
2133	FIRE TECHNOLOGY	**96.00**	**42.86**	**66.67**	**69.23**	**28.00**	**42.86**
49	**INTERDISCIPLINARY STUDIES**	*100.00*	*0.00*	*62.50*	*66.67*		
4932	GENERAL WORK EXPERIENCE	*100.00*	*0.00*	*62.50*	*66.67*		

Performance Rate Less Than Goal is Shaded	**Total Count is 10 or Greater**	*Total Count is Less Than 10*

Core 1 - Skill Attainment, GPA 2.0 & Above: 91.75% Performance Goal - (2016- 2017)

Source: CCCCO MIS Database, EDD Base Wage File, CSU Chancellor's Offce,
UC Office of the President, 2000 Census, Student Loan Clearing House

Report Create Date: 02/01/2010

Core 2 - Completions, Certificates, Degrees and Transfer Ready: 68.60% Performance Goal - (2016- 2017)
Core 3 - Persistance in Higher Education: 82.38% Performance Goal - (2016- 2017)
Core 4 - Employment: 61.47% Performance Goal - (2016- 2017)
Core 5 - Training Leading to Non-traditional Employment: Greater than 21.62% Participation & 27.58% Completion - (2016- 2017)

PERKINS IV Core Indicators of Performance by Vocational TOP Code

Indicators for 2018-2019 Fiscal Year Planning

Summary Districtwide for LASSEN

To display 4 or 6 digit TOP codes, click on the plus sign to the left of the TOP code.

		Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
01	**AGRICULTURE AND NATURAL RESOURCES**	**100.00**	**84.62**	**95.45**	**40.00**	**50.00**	**50.00**
0101	AGRICULTURE TECHNOLOGY AND SCIENCES, GENERAL	*100.00*	*100.00*	*100.00*	*100.00*	*75.00*	*75.00*
0102	ANIMAL SCIENCE	**100.00**	**87.50**	**94.12**	*0.00*	**47.06**	**46.15**
0103	PLANT SCIENCE	*100.00*	*0.00*	*100.00*	*0.00*	*0.00*	*0.00*
05	**BUSINESS AND MANAGEMENT**	**88.89**	**75.00**	**83.33**	**50.00**	**21.43**	**25.00**
0502	ACCOUNTING	*100.00*	*66.67*	*66.67*	*0.00*	*33.33*	*0.00*
0505	BUSINESS ADMINISTRATION	*60.00*	*100.00*	*100.00*	*100.00*	*40.00*	*40.00*
0506	BUSINESS MANAGEMENT	*100.00*	*50.00*	*75.00*	*100.00*		
0514	OFFICE TECHNOLOGY/OFFICE COMPUTER APPLICATIONS	*100.00*	*50.00*	*83.33*	*0.00*	*0.00*	*0.00*
08	**EDUCATION**	*100.00*		*100.00*		*100.00*	
0835	PHYSICAL EDUCATION	*100.00*		*100.00*		*100.00*	
09	**ENGINEERING AND INDUSTRIAL TECHNOLOGIES**	**93.98**	**78.13**	**87.65**	**50.00**	**3.61**	**0.00**
0948	AUTOMOTIVE TECHNOLOGY	**92.86**	*80.00*	**92.86**	*100.00*	**0.00**	*0.00*
0956	MANUFACTURING AND INDUSTRIAL TECHNOLOGY	**97.44**	*20.00*	**87.18**	*40.00*	**7.69**	*0.00*
0999	OTHER ENGINEERING AND RELATED INDUSTRIAL TECHNOLOGIES	**90.00**	**90.91**	**85.71**	**43.48**	**0.00**	**0.00**
10	**FINE AND APPLIED ARTS**	*100.00*	*100.00*	*80.00*	*0.00*	*60.00*	*66.67*
1030	GRAPHIC ART AND DESIGN	*100.00*	*100.00*	*80.00*	*0.00*	*60.00*	*66.67*
12	**HEALTH**	**60.00**	**85.71**	**90.00**	**75.00**	*0.00*	*0.00*
1230	NURSING	*100.00*	*100.00*	*100.00*		*0.00*	*0.00*
1250	EMERGENCY MEDICAL SERVICES	*100.00*	*0.00*	*66.67*	*100.00*		
1260	HEALTH PROFESSIONS, TRANSFER CORE CURRICULUM	*20.00*	*100.00*	*100.00*	*66.67*		
13	**FAMILY AND CONSUMER SCIENCES**	**76.92**	*75.00*	**92.31**	*100.00*	**0.00**	*0.00*
1305	CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	**76.92**	*75.00*	**92.31**	*100.00*	**0.00**	*0.00*
21	**PUBLIC AND PROTECTIVE SERVICES**	**92.41**	**60.98**	**77.22**	**75.00**	**36.92**	**50.00**
2104	HUMAN SERVICES	**92.86**	**60.00**	**71.43**	**71.43**		
2105	ADMINISTRATION OF JUSTICE	**91.18**	**55.56**	**82.35**	**86.67**	**55.88**	**66.67**
2133	FIRE TECHNOLOGY	**93.55**	**69.23**	**74.19**	**64.29**	**16.13**	**22.22**
49	**INTERDISCIPLINARY STUDIES**	*100.00*	*0.00*	*50.00*	*100.00*		
4932	GENERAL WORK EXPERIENCE	*100.00*	*0.00*	*50.00*	*100.00*		

Performance Rate Less Than Goal is Shaded | **Total Count is 10 or Greater** | *Total Count is Less Than 10*

Source: CCCCO MIS Database, EDD Base Wage File, CSU Chancellor's Offce, UC Office of the President, 2000 Census, Student Loan Clearing House

Report Create Date: 02/01/2010

PERKINS IV Core Indicators of Performance by Vocational TOP Code

Indicators for 2018-2019 Fiscal Year Planning

Core 1 - Skill Attainment, GPA 2.0 & Above: 91.00% Performance Goal - (2015- 2016)
Core 2 - Completions, Certificates, Degrees and Transfer Ready: 67.50% Performance Goal - (2015- 2016)
Core 3 - Persistance in Higher Education: 78.67% Performance Goal - (2015- 2016)
Core 4 - Employment: 58.92% Performance Goal - (2015- 2016)
Core 5 - Training Leading to Non-traditional Employment: Greater than 21.23% Participation & 25.43% Completion - (2015- 2016)

Source: CCCCO MIS Database, EDD Base Wage File, CSU Chancellor's Offce,
UC Office of the President, 2000 Census, Student Loan Clearing House

Report Create Date: 02/01/2010

Recommendations

Recommendations from Institutional Effectiveness

Revision of Individual Goals:

- *The following revisions will establish a basic methodology by which our Institution Set Standards can be adjusted in future years*
- ISS #1: Completion Rate
  - This goal is acceptable, but needs minor adjusted to current data
    - Current Baseline: 72.07%
    - Current Stretch Goal: 77.35%

- ISS #2: Fall-to Fall Retention
  - This goal is off significantly. We need to adjust it up to what the data is telling us
    - Current Baseline = 28.82%
    - Recommended New Baseline: 30.0%
    - Current Stretch Goal: 31.23%

- ISS #3: Number of Degrees Awarded
  - This goal is off significantly. We need to adjust it up to what the data is telling us
    - Current Goal = 214
    - Recommended New Baseline: 250
    - Current Stretch Goal: 300

- ISS #4: Number of Certificates Awarded
  - This goal is off significantly. We need to adjust it up to what the data is telling us
    - Current Goal = 134
    - Current Stretch Goal: 148

- ISS #5: Number of Transfers to Four-Year
  - This goal is off significantly. We need to adjust it down to what the data is telling us
    - Current Goal = 55
    - Current Stretch Goal: 62

- ISS #6: Licensure Pass Rate
  - These Baseline and Stretch goals are acceptable, as is.
    - Current Goal = 85%
    - Current Stretch Goal: 90%

- ISS #7: Job Placement Rate
  - These goals have no updated data as of yet—recommend maintaining as is.
    - Current Goal = 61.47%
    - Current Stretch Goal: 66.09%
    - This will match the current state "Perkins Core IV" standard by which we are already measured

Book	Chapter 2 - Board of Trustees
Section	Policies
Title	Board Policy and Administrative Procedure
Code	BP 2410
Status	Active
Adopted	September 8, 2009
Last Reviewed	July 9, 2019

Lassen Community College District Policy **CCLC No. 2410**

Board of Trustees

BP 2410 Board Policy and Administrative Procedure

References:

Education Code Section 70902;
ACCJC Accreditation Standard IV.B.1.b and e

The Board of Trustees may adopt such policies as are authorized by law or determined by the Board to be necessary for the efficient operation of the District. Board policies are intended to be statements of intent by the Board on a specific issue within its subject matter jurisdiction.

The policies have been written to be consistent with provisions of law, but do not encompass all laws relating to District activities. All District employees are expected to know of and observe all provisions of law pertinent to their job responsibilities.

Policies of the Board may be adopted, revised, added to, or amended at any regular Board meeting by a majority vote in accordance with AP 2410.

Administrative procedures are to be issued by the Superintendent/President as statements of method to be used in implementing Board Policy. Such administrative procedures shall be consistent with the intent of Board Policy. Administrative procedures may be revised as deemed necessary by the Superintendent/President.

The Superintendent/President shall provide each member of the Board with copies of the administrative procedures. The Board of Trustees reserves the right to direct revisions of the administrative procedures should they, in the Board's judgment, be inconsistent with the Board's own policies.

Copies of all policies and administrative procedures shall be readily available to District employees through the Lassen Community College website at www.lassencollege.edu and through the college's eGovernance system (BoardDocs) link on the front page of the website.

Reviewed May 13, 2014
Reviewed, revised and approved by Board July 9, 2019

Lassen Community College BP/AP Review Schedule

Chap t	Chapter Title:	Responsible Entity / Department:	BP or AP	BP/AP #:	BP/AP Title:	Last Board of Trustees	Last Consultatio	Next Department	Next Academic	Next Consultatio	Next Board of Trustees	Notes:
1	The District	President	BP	BP 1100	Lassen Community College District	12/15/2020	?	May-2026	Aug-2026	Aug-2026	Dec-2026	
1	The District	President	BP	BP 1200	Mission	12/15/2020	?	May-2026	Aug-2026	Aug-2026	Dec-2026	
2	Board of Trustees	Board of Trustees	BP	BP 2000	Legal Basis and Authority	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2010	Board Membership	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2015	Student Trustee	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2100	Board Elections	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2105	Election of Student Trustee	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2110	Vacancies on the Board	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2130	Term Limits	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2200	Board Duties and Responsibilities	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2210	Officers	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2220	Committees of the Board	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2305	Annual Organizational Meeting	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2310	Regular Meetings of the Board	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2315	Closed Sessions	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2320	Special and Emergency Meetings	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2330	Quorum and Voting	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2340	Agendas	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2345	Public Participation at Board Meetings	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2350	Speakers	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2355	Decorum	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2360	Minutes	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2365	Recording	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2410	Board Policy and Administrative Procedure	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2430	Delegation of Authority to Superintendent/President	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2431	Superintendent/President Selection	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2432	Superintendent/President Succession	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2433	Duties and Responsibilities of Superintendent/President	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2435	Evaluation of Superintendent/President	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
2	Board of Trustees	Board of Trustees	BP	BP 2510	Participation in Local Decision-Making	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
35		2	Board of Trustees	Board of Trustees	BP	BP 2610	Presentation of Initial Collective Bargaining Proposals	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
36		2	Board of Trustees	Board of Trustees	BP	BP 2710	Conflict of Interest	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
37		2	Board of Trustees	Board of Trustees	BP	BP 2715	Code of Ethics/Standards of Practice	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
38		2	Board of Trustees	Board of Trustees	BP	BP 2716	Political Activity	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
39		2	Board of Trustees	Board of Trustees	BP	BP 2717	Personal Use of Public Resources	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
40		2	Board of Trustees	Board of Trustees	BP	BP 2720	Communications Among Board Members	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
41		2	Board of Trustees	Board of Trustees	BP	BP 2725	Board Member Compensation	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
42		2	Board of Trustees	Board of Trustees	BP	BP 2730	Board Member Health Benefits	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
43		2	Board of Trustees	Board of Trustees	BP	BP 2735	Board Member Travel	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
44		2	Board of Trustees	Board of Trustees	BP	BP 2740	Board Education	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
45		2	Board of Trustees	Board of Trustees	BP	BP 2745	Board Self-Evaluation	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
46		2	Board of Trustees	Board of Trustees	BP	BP 2745	Board Self-Evaluation Form	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
47		2	Board of Trustees	Board of Trustees	AP	AP 2015	Student Trustee	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
48		2	Board of Trustees	Board of Trustees	AP	AP 2100	Board Elections	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
49		2	Board of Trustees	Board of Trustees	AP	AP 2105	Election of Student Trustee	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
50		2	Board of Trustees	Board of Trustees	AP	AP 2110	Vacancies on the Board	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
51		2	Board of Trustees	Board of Trustees	AP	AP 2200	Board Duties and Responsibilities	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
52		2	Board of Trustees	Board of Trustees	AP	AP 2220	Committees of the Board	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
53		2	Board of Trustees	Board of Trustees	AP	AP 2320	Special and Emergency Meetings	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
54		2	Board of Trustees	Board of Trustees	AP	AP 2340	Agendas	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
55		2	Board of Trustees	Board of Trustees	AP	AP 2345	Public Participation at Board Meetings	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
56		2	Board of Trustees	Board of Trustees	AP	AP 2360	Minutes	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
57		2	Board of Trustees	Board of Trustees	AP	AP 2365	Recording	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
58		2	Board of Trustees	Board of Trustees	AP	AP 2410	Board Policy and Administrative Procedure	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
59		2	Board of Trustees	Board of Trustees	AP	AP 2430	Delegation of Authority to Superintendent/President	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
60		2	Board of Trustees	Board of Trustees	AP	AP 2431	Superintendent/President Selection	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
61		2	Board of Trustees	Board of Trustees	AP	AP 2435	Evaluation of Superintendent/President	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
62		2	Board of Trustees	Board of Trustees	AP	AP 2510	Participation in Local Decision-Making	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
63		2	Board of Trustees	Board of Trustees	AP	AP 2710	Conflict of Interest	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
64		2	Board of Trustees	Board of Trustees	AP	AP 2712	Conflict of Interest Code	7/9/2019	?	Nov-2024	Jan-2025	Feb-2025	Jul-2025	
65		3	General Institution	President's Office	BP	BP 3050	Institutional Code of Ethics	12/9/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	CH 3 BP's Policy
66		3	General Institution	President's Office	BP	BP 3100	Organizational Structure	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	Committee Appvd
67		3	General Institution	President's Office	BP	BP 3200	Accreditation	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	7.13.21
68		3	General Institution	President's Office	BP	BP 3250	Institutional Planning	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	
69		3	General Institution	President's Office	BP	BP 3280	Grants	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
70		3	General Institution	President's Office	BP	BP 3300	Public Records	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	
71		3	General Institution	President's Office	BP	BP 3310	Records Retention and Destruction	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	
72		3	General Institution	President's Office	BP	BP 3410	Nondiscrimination	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	
73		3	General Institution	President's Office	BP	BP 3420	Equal Employment Opportunity	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	
74		3	General Institution	President's Office	BP	BP 3430	Prohibition of Harassment	2/11/2020	6/7/2021	May-2025	Aug-2025	Sep-2025	Sep-2021	
75		3	General Institution	President's Office	BP	BP 3433	Prohibition of Sexual Harassment Under Title IX **(NEW)**	**?**	**6/7/2021**	**?**	**?**	**?**	**Sep-21**	
76				President's Office	BP	BP 3440	Service Animals	**12/6/2011**				**Jul-21**	**Sep-21**	
77		3	General Institution	President's Office	BP	BP 3500	Campus Safety	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	
78		3	General Institution	President's Office	BP	BP 3502	Security Cameras on Campus	8/14/2018	6/7/2021	Nov-2023	Feb-2024	Mar-2024	Sep-2021	
79		3	General Institution	President's Office	BP	BP 3503	Missing Student Notification	?	2/22/2021				Sep-2021	
80		3	General Institution	President's Office	BP	BP 3505	Emergency Response Plan	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	
81		3	General Institution	President's Office	BP	BP 3510	Workplace Violence Plan	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	
82		3	General Institution	President's Office	BP	BP 3515	Reporting of Crimes	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	
83		3	General Institution	President's Office	BP	BP 3518	Child Abuse Reporting	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	
84		3	General Institution	President's Office	BP	BP 3520	Local Law Enforcement	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	
85		3	General Institution	President's Office	BP	BP 3530	Weapons on Campus	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	
86		3	General Institution	President's Office	BP	BP 3540	Sexual and Other Assaults on Campus	2/11/2020	6/7/2021	May-2025	Aug-2025	Sep-2025	Sep-2021	
87		3	General Institution	President's Office	BP	BP 3550	Drug Free Environment and Drug Prevention Program	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	
88		3	General Institution	President's Office	BP	BP 3560	Alcoholic Beverages	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	
89		3	General Institution	President's Office	BP	BP 3570	Smoking on Campus	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	
90		3	General Institution	President's Office	BP	BP 3600	Auxiliary Organizations	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	
91		3	General Institution	President's Office	BP	BP 3710	Securing of Copyright	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	
92		3	General Institution	President's Office	BP	BP 3715	Intellectual Property	12/6/2011	6/7/2021	Mar-2017	Jun-2017	Jul-2017	Sep-2021	
93		3	General Institution	President's Office	BP	BP 3720	Computer and Network Use	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	
94		3	General Institution	President's Office	BP	BP 3810	Claims Against the District	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	
95		3	General Institution	President's Office	BP	BP 3820	Gifts	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Sep-2021	
96		3	General Institution	President's Office	BP	BP 3900	Animals on Campus	12/6/2011	6/7/2021	Mar-2017	Jun-2017	Jul-2017	Dec-2017	
97		3	General Institution	President's Office	BP	BP 3902	Speech: Time, Place and Manner	12/8/2015	6/7/2021	Mar-2021	Jun-2021	Jul-2021	Dec-2021	
98		3	General Institution	President's Office	AP	AP 3050	Institutional Code of Ethics	N/A	9/4/2014	May-2020	Aug-2020	06.07.2021	N/A	
99		3	General Institution	President's Office	AP	AP 3100	Organizational Structure	N/A	9/4/2014	May-2020	Aug-2020	06.07.2021	N/A	
100		3	General Institution	President's Office	AP	AP 3200	Accreditation	N/A	9/4/2014	May-2020	Aug-2020	06.07.2021	N/A	
101				President's Office	AP	AP 3225	Institutional Effectiveness	N/A	?	?	?	06.07.2021	N/A	
102		3	General Institution	President's Office	AP	AP 3250	Institutional Planning	N/A	9/4/2014	May-2020	Aug-2020	06.07.2021	N/A	
103		3	General Institution	President's Office	AP	AP 3280	Grants	N/A	9/4/2014	May-2020	Aug-2020	06.07.2021	N/A	

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104		3	General Institution	President's Office	AP	AP 3300	Public Records	N/A	9/4/2014	May-2020	Aug-2020	06.07.2021	N/A	
105		3	General Institution	President's Office	AP	AP 3310	Records Retention and Destruction	N/A	9/4/2014	May-2020	Aug-2020	06.07.2021	N/A	
106		3	General Institution	President's Office	AP	AP 3410	Nondiscrimination	N/A	9/4/2014	May-2020	Aug-2020	06.07.2021	N/A	
107				President's Office	AP	AP 3415	Immigration Enforcement Activities	N/A	?	?	?	06.07.2021	N/A	
108		3	General Institution	President's Office	AP	AP 3420	Equal Opportunity Employment	N/A	9/4/2014	May-2020	Aug-2020	Sep-2020	N/A	Vic (CC 8/21)
109		3	General Institution	President's Office	AP	AP 3430	Prohibition of Harassment	N/A	9/4/2014	May-2020	Aug-2020	Sep-2020	N/A	Vic (CC 8/21)
110		3	General Institution	President's Office	AP	AP 3433	Prohibition of Sexual Harassment Under Title IX (NEW)	N/A	?	?	?	?	N/A	Vic (CC 8/21)
111		3	General Institution	President's Office	AP	AP 3434	Responding to Harassment Based on Sex under Title IX (NEW)	N/A	?	?	?	?	N/A	Vic (CC 8/21)
112		3	General Institution	President's Office	AP	AP 3435	Discrimination and Harassment Investigations	N/A	9/4/2014	May-2020	Aug-2020	Sep-2020	N/A	Vic (CC 8/21)
113				President's Office	AP	AP 3440	Service Animals	N/A	?	?	?	06.07.2021	N/A	
114		3	General Institution	President's Office	AP	AP 3500	Campus Safety	N/A	9/4/2014	May-2020	Aug-2020	06.07.2021	N/A	
115				President's Office	AP	AP 3501	Campus Security and Access	N/A	?	?	?	06.07.2021	N/A	
116		3	General Institution	President's Office	AP	AP 3502	Security Cameras on Campus	N/A	9/4/2014	May-2020	Aug-2020	06.07.2021	N/A	
117		3	General Institution	President's Office	AP	AP 3503	Missing Student Notification	N/A	2/22/2021			06.07.2021	N/A	
118		3	General Institution	President's Office	AP	AP 3505	Emergency Response Plan	N/A	9/4/2014	May-2020	Aug-2020	08.09.2021	N/A	
119		3	General Institution	President's Office	AP	AP 3510	Workplace Violence	N/A	9/4/2014	May-2020	Aug-2020	06.07.2021	N/A	
120		3	General Institution	President's Office	AP	AP 3515	Reporting of Crimes	N/A	9/4/2014	May-2020	Aug-2020	07.12.2021	N/A	
121		3	General Institution	President's Office	AP	AP 3516	Registered Sex Offender Information	N/A	9/4/2014	May-2020	Aug-2020	06.07.2021	N/A	
122		3	General Institution	President's Office	AP	AP 3518	Child Abuse Reporting	N/A	9/4/2014	May-2020	Aug-2020	06.07.2021	N/A	
123				President's Office	AP	AP 3520	Local Law Enforcement	N/A	?	?	?	06.07.2021	N/A	
124		3	General Institution	President's Office	AP	AP 3530	Weapons on Campus	N/A	9/4/2014	May-2020	Aug-2020	06.07.2021	N/A	
125		3	General Institution	President's Office	AP	AP 3540	Sexual and Other Assaults on Campus	N/A	#########	Sep-2023	Nov-2023	06.07.2021	N/A	
126		3	General Institution	President's Office	AP	AP 3550	Drug Free Environment and Drug Prevention	N/A	?	?	?	06.07.2021	N/A	
127		3	General Institution	President's Office	AP	AP 3560	Alcohol Beverages	N/A	9/4/2014	May-2020	Aug-2020	06.07.2021	N/A	
128		3	General Institution	President's Office	AP	AP 3570	Smoking on Campus	N/A	4/23/2015			06.07.2021	N/A	
129		3	General Institution	President's Office	AP	AP 3600	Auxiliary Organizations	N/A	9/4/2014	May-2020	Aug-2020	06.07.2021	N/A	
130		3	General Institution	President's Office	AP	AP 3710	Securing of Copyright	N/A	9/4/2014	May-2020	Aug-2020	06.07.2021	N/A	
131		3	General Institution	President's Office	AP	AP 3715	Intellectual Property	N/A	2/22/2017			06.07.2021	N/A	
132		3	General Institution	President's Office	AP	AP 3720	Computer and Network Use	N/A	3/25/2019	Dec-2025	Feb-2026	06.07.2021	N/A	
133				President's Office	AP	AP 3725	Information and Communications Technology Accessbility & Acceptable Use	N/A	?	?	?	06.07.2021	N/A	
134		3	General Institution	President's Office	AP	AP 3750	Use of Copyrighted Material	N/A	9/4/2014	May-2020	Aug-2020	06.07.2021	N/A	
135				President's Office	AP	AP 3800	Personal Data Protection	N/A	?	?	?	06.07.2021	N/A	
136				President's Office	AP	AP 3810	Claims Against the District	N/A	?	?	?	06.07.2021	N/A	
137				President's Office	AP	AP 3820	Gifts	N/A	?	?	?	06.07.2021	N/A	

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138				President's Office	AP	AP 3900	Speech: Time, Place, and Manner	N/A	?	?	?	06.07.2021	N/A	
139		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4000	Instructional Programs	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
140		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4010	Academic Calendar	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
141		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4020	Program, Curriculum, and Course Development	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
142		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4022	Program and Course Approval	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
143		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4023	Syllabi	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
144		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4024	Hours and Units	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
145		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4025	Philosophy and Criteria for Associate Degree and General Education	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
146		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4030	Academic Freedom	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
147		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4040	Library and Other Instructional Support Services	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
148		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4050	Articulation	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
149		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4060	Delineation of Functions Agreements	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
150		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4070	Auditing and Auditing Fees	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
151		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4080	Class Size	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
152		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4090	Guest Speakers	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
153		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4100	Graduation Requirements for Degrees and Certificates	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
154		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4110	Honorary Degrees	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
155		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4220	Standards of Scholarship	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
156		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4225	Course Repetition	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
157		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4226	Multiple and Overlapping Enrollments	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
158		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4230	Grading and Academic Record Symbols	9/13/2016	?	Dec-2024	Mar-2025	Apr-2025	Sep-2022	
159		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4231	Grade Changes	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
160		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4235	Credit for Prior Learning	12/15/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
161		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4240	Academic Renewal	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
162		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4250	Probation, Disqualification, and Readmission	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
163		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4260	Prerequisites, Co-requisites, and Advisories	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
164		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4270	Acceptance of Upper Division Coursework	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
165		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4300	Field Trips and Excursions	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
166		4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4400	Community Services Programs	2/11/2020	?	May-2025	Aug-2025	Sep-2025	Feb-2026	
167		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4000	Instructional Programs	N/A	2/25/2019	Oct-2024	Jan-2025	Feb-2025	N/A	
168		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4002	Textbooks and OER	N/A	2/25/2019	Oct-2024	Jan-2025	Feb-2025	N/A	
169		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4005	Enrollment Management	N/A	10/3/2013	Jun-2019	Sep-2019	Oct-2019	N/A	
170		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4010	Academic Calendar	N/A	2/25/2019	Oct-2024	Jan-2025	Feb-2025	N/A	
171		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4020	Program, Curriculum, and Course Development	N/A	2/25/2019	Oct-2024	Jan-2025	Feb-2025	N/A	

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172		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4021	Program Revitalization or Discontinuance	N/A	4/13/2020	Dec-2025	Mar-2025	Apr-2026	N/A	
173		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4022	Program and Course Approval	N/A	2/15/2019	Oct-2024	Jan-2025	Feb-2025	N/A	
174		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4023	Syllabi	N/A	6/10/2019	Feb-2025	May-2025	Jun-2025	N/A	
175		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4024	Hours and Units	N/A	6/10/2019	Feb-2025	May-2025	Jun-2025	N/A	
176		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4025	Philosophy and Criteria for the Associate Degree & General Education	N/A	4/8/2019	Dec-2024	Mar-2025	Apr-2025	N/A	
177		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4026	Philosophy and Criteria for International Education	N/A	3/18/2019	Nov-2024	Feb-2025	Mar-2025	N/A	
178		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4030	Academic Freedom **(No Senate Approval)**	N/A	?	?	?	?	N/A	
179		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4040	Library and Other Instructional Support Services	N/A	4/8/2019	Dec-2024	Mar-2025	Apr-2025	N/A	
180		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4050	Articulation	N/A	4/8/2019	Dec-2024	Mar-2025	Apr-2025	N/A	
181		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4060	Delineation of Functions Agreements **(Under Review)**	N/A	?	?	?	?	N/A	
182		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4070	Auditing and Auditing Fees	N/A	4/8/2019	Dec-2024	Mar-2025	Apr-2025	N/A	
183		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4100	Graduation Requirements for Degrees and Certificates	N/A	4/13/2020	Dec-2025	Mar-2026	Apr-2026	N/A	
184		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4101	LCC Independent Study	N/A	2/10/2020	Oct-2025	Jan-2026	Feb-2026	N/A	
185		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4102	Career/Technical Programs	N/A	4/22/2019	Dec-2024	Mar-2025	Apr-2025	N/A	
186		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4103	Work Experience	N/A	4/22/2019	Dec-2024	Mar-2025	Apr-2025	N/A	
187		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4104	Contract Education	N/A	4/22/2019	Dec-2024	Mar-2025	Apr-2025	N/A	
188		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4105	Distance Education	N/A	4/22/2019	Dec-2024	Mar-2025	Apr-2025	N/A	
189		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4110	Honorary Degrees **(Senate recommends President to recommend language)**	N/A	?	?	?	?	N/A	
190		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4220	Standards of Scholarship	N/A	4/22/2019	Dec-2024	Mar-2025	Apr-2025	N/A	
191		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4222	Remedial Coursework	N/A	4/22/2019	Dec-2024	Mar-2025	Apr-2025	N/A	
192		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4225	Course Repetition	N/A	5/13/2019	Jan-2025	Apr-2025	May-2025	N/A	
193		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4226	Multiple and Overlapping Enrollment	N/A	6/10/2019	Feb-2025	May-2025	Jun-2025	N/A	
194		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4227	Repeatable Courses	N/A	5/13/2019	Jan-2025	Apr-2025	May-2025	N/A	
195		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4228	Course Repetition – Significant Lapse of Time	N/A	5/13/2019	Jan-2025	Apr-2025	May-2025	N/A	
196		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4229	Course Repetition – Variable Units	N/A	6/10/2019	Feb-2025	May-2025	Jun-2025	N/A	
197		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4230	Grading and Academic Record Symbols	N/A	3/18/2019	Nov-2024	Feb-2025	Mar-2025	N/A	
198		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4231	Grade Changes	N/A	6/10/2019	Feb-2025	May-2025	Jun-2025	N/A	
199		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4232	Pass/No Pass	N/A	6/10/2019	Feb-2025	May-2025	Jun-2025	N/A	
200		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4235	Credit for Prior Learning	N/A	6/10/2019	Feb-2025	Dec-2020	Jan-2021	N/A	
201		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4236	Academic Grievance Procedures	N/A	6/10/2019	Feb-2025	May-2025	Jun-2025	N/A	
202		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4236.1	Academic Grievance Form	N/A	4/26/2012	Jan-2018	Mar-2018	Apr-2018	N/A	
203		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4240	Academic Renewal	N/A	6/10/2019	Feb-2025	May-2025	Jun-2025	N/A	
204		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4250	Probation, Dismissal and Readmission	N/A	6/10/2019	Feb-2025	May-2025	Jun-2025	N/A	

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205		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4255	Disqualification and Dismissal	N/A	6/10/2019	Feb-2025	May-2025	Jun-2025	N/A	
206		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4260	Prerequisites, Co-requisites, and Advisories	N/A	6/10/2019	Feb-2025	May-2025	Jun-2025	N/A	
207		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4300	Field Trips and Excursions	N/A	6/10/2019	Feb-2025	May-2025	Jun-2025	N/A	
208		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4400	Community Services Programs	N/A	6/10/2019	Feb-2025	May-2025	Jun-2025	N/A	
209		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4500	Student Publications	N/A	6/10/2019	Feb-2025	May-2025	Jun-2025	N/A	
210		4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4610	Instructional Service Agreements	N/A	6/10/2019	Feb-2025	May-2025	Jun-2025	N/A	
211		5	Student Services	Student Services	BP	BP 5010	Admissions and Concurrent Enrollment	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
212		5	Student Services	Student Services	BP	BP 5015	Residence Determination	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
213		5	Student Services	Student Services	BP	BP 5020	Nonresident Tuition	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
214		5	Student Services	Student Services	BP	BP 5030	Fees	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
215		5	Student Services	Student Services	BP	BP 5031	Instructional Materials Fees	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
216		5	Student Services	Student Services	BP	BP 5035	Withholding of Student Records	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
217		5	Student Services	Student Services	BP	BP 5040	Student Records and Directory Information	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
218		5	Student Services	Student Services	BP	BP 5050	Student Success and Support Program	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
219		5	Student Services	Student Services	BP	BP 5052	Open Enrollment	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
220		5	Student Services	Student Services	BP	BP 5055	Enrollment Priorities	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
221		5	Student Services	Student Services	BP	BP 5110	Counseling	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
222		5	Student Services	Student Services	BP	BP 5120	Transfer Center	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
223		5	Student Services	Student Services	BP	BP 5130	Financial Aid	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
224		5	Student Services	Student Services	BP	BP 5140	Disabled Student Programs and Services	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
225		5	Student Services	Student Services	BP	BP 5150	Extended Opportunity Programs and Services	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
226		5	Student Services	Student Services	BP	BP 5200	Student Health Services	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
227		5	Student Services	Student Services	BP	BP 5205	Student Accident Insurance	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
228		5	Student Services	Student Services	BP	BP 5210	Communicable Disease	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
229		5	Student Services	Student Services	BP	BP 5300	Student Equity	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
230		5	Student Services	Student Services	BP	BP 5400	Associated Students Organization	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
231		5	Student Services	Student Services	BP	BP 5410	Associated Students Elections (Policy under review/revision)	8/14/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
232		5	Student Services	Student Services	BP	BP 5420	Associated Students Finance	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
233		5	Student Services	Student Services	BP	BP 5500	Standards of Conduct	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
234		5	Student Services	Student Services	BP	BP 5550	Speech: Time, Place, and Manner (Moved per CCLC. Renumbered to BP 3902)	3/14/2012	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
235		5	Student Services	Student Services	BP	BP 5570	Student Credit Card Solicitation	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
236		5	Student Services	Student Services	BP	BP 5700	Intercollegiate Activities & Athletics	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	
237		5	Student Services	Student Services	BP	BP 5800	Prevention of Identity Theft in Student Financial Transactions	3/13/2018	?	Jun-2023	Sep-2023	Oct-2023	Mar-2024	

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238		5	Student Services	Student Services	AP	AP 5010	Admissions	N/A	#########	Sep-2023	Nov-2023	Dec-2023	N/A	
239		5	Student Services	Student Services	AP	AP 5011	Admission and Concurrent Enrollment of High School & Other Young Students	N/A	4/8/2019	Oct-2024	Dec-2024	Apr-2025	N/A	
240		5	Student Services	Student Services	AP	AP 5012	International Students	N/A	#########	Sep-2023	Nov-2023	Dec-2023	N/A	
241		5	Student Services	Student Services	AP	AP 5013	Students in the Military	N/A	#########	Sep-2023	Nov-2023	Dec-2023	N/A	
242		5	Student Services	Student Services	AP	AP 5015	Residence Determination	N/A	#########	Sep-2023	Nov-2023	Dec-2023	N/A	
243		5	Student Services	Student Services	AP	AP 5020	Nonresident Tuition	N/A	#########	Sep-2023	Nov-2023	Dec-2023	N/A	
244		5	Student Services	Student Services	AP	AP 5030	Fees	N/A	#########	Sep-2023	Nov-2023	Dec-2023	N/A	
245		5	Student Services	Student Services	AP	AP 5031	Instructional Materials Fees	N/A	#########	Sep-2023	Nov-2023	Dec-2023	N/A	
246		5	Student Services	Student Services	AP	AP 5035	Withholding of Student Records	N/A	#########	Sep-2023	Nov-2023	Dec-2023	N/A	
247		5	Student Services	Student Services	AP	AP 5040	Student Records, Directory Information, and Privacy	N/A	#########	Sep-2023	Nov-2023	Dec-2023	N/A	
248		5	Student Services	Student Services	AP	AP 5045	Student Records: Challenging Content and Access Log	N/A	#########	Sep-2023	Nov-2023	Dec-2023	N/A	
249		5	Student Services	Student Services	AP	AP 5050	Student Success and Support Program	N/A	#########	Sep-2023	Nov-2023	Dec-2023	N/A	
250		5	Student Services	Student Services	AP	AP 5052	Open Enrollment	N/A	#########	Sep-2023	Nov-2023	Dec-2023	N/A	
251		5	Student Services	Student Services	AP	AP 5055	Enrollment Priorities	N/A	#########	Sep-2023	Nov-2023	Dec-2023	N/A	
252		5	Student Services	Student Services	AP	AP 5070	Attendance Accounting	N/A	#########	Sep-2023	Nov-2023	Dec-2023	N/A	
253		5	Student Services	Student Services	AP	AP 5075	Course Adds and Drops (under separate review)	N/A	12/8/2011	Oct-2017	Nov-2017	Dec-2017	N/A	
254		5	Student Services	Student Services	AP	AP 5110	Counseling	N/A	#########	Sep-2023	Nov-2023	Dec-2023	N/A	
255		5	Student Services	Student Services	AP	AP 5120	Transfer Center	N/A	#########	Sep-2023	Nov-2023	Dec-2023	N/A	
256		5	Student Services	Student Services	AP	AP 5130	Financial Aid	N/A	#########	Sep-2023	Nov-2023	Dec-2023	N/A	
257		5	Student Services	Student Services	AP	AP 5140	Disability Services and Programs for Students	N/A	#########	Aug-2025	Oct-2025	Nov-2025	N/A	
258		5	Student Services	Student Services	AP	AP 5150	Extended Opportunity Programs and Services	N/A	#########	Sep-2023	Nov-2023	Dec-2023	N/A	
259		5	Student Services	Student Services	AP	AP 5210	Communicable Disease	N/A	#########	Sep-2023	Nov-2023	Dec-2023	N/A	
260		5	Student Services	Student Services	AP	AP 5220	Shower Facilities for Homeless Students	N/A	#########	Sep-2023	Nov-2023	Dec-2023	N/A	
261		5	Student Services	Student Services	AP	AP 5300	Student Equity	N/A	#########	Sep-2023	Nov-2023	Dec-2023	N/A	
262		5	Student Services	Student Services	AP	AP 5350	Student Rights and Freedoms	N/A	#########	Sep-2023	Nov-2023	Dec-2023	N/A	
263		5	Student Services	Student Services	AP	AP 5400	Associated Students Organization	N/A	#########	Sep-2023	Nov-2023	Dec-2023	N/A	
264		5	Student Services	Student Services	AP	AP 5410	Associated Students Elections	N/A	#########	Sep-2023	Nov-2023	Dec-2023	N/A	
265		5	Student Services	Student Services	AP	AP 5420	Associated Students Finance	N/A	#########	Sep-2023	Nov-2023	Dec-2023	N/A	
266		5	Student Services	Student Services	AP	AP 5450	Student Clubs and Organizations	N/A	#########	Sep-2023	Nov-2023	Dec-2023	N/A	
267		5	Student Services	Student Services	AP	AP 5460	Supervision of Activities	N/A	#########	Sep-2023	Nov-2023	Dec-2023	N/A	
268		5	Student Services	Student Services	AP	AP 5470	College Sponsored Events	N/A	#########	Sep-2023	Nov-2023	Dec-2023	N/A	
269		5	Student Services	Student Services	AP	AP 5505	Off-Campus Student Organizations	N/A	#########	Sep-2023	Nov-2023	Dec-2023	N/A	
270		5	Student Services	Student Services	AP	AP 5510	Dormitory Standards of Conduct	N/A	#########	Sep-2023	Nov-2023	Dec-2023	N/A	
271		5	Student Services	Student Services	AP	AP 5520	Student Discipline Procedures	N/A	#########	Sep-2023	Nov-2023	Dec-2023	N/A	

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272		5	Student Services	Student Services	AP	AP 5530	Student Rights and Grievances	N/A	#########	Sep-2023	Nov-2023	Dec-2023	N/A	
273		5	Student Services	Student Services	AP	AP 5550	Speech: Time, Place, and Manner	N/A	#########	Sep-2023	Nov-2023	Dec-2023	N/A	
274		5	Student Services	Student Services	AP	AP 5570	Student Credit Card Solicitation	N/A	#########	Sep-2023	Nov-2023	Dec-2023	N/A	
275		5	Student Services	Student Services	AP	AP 5610	Voter Registration	N/A	#########	Sep-2023	Nov-2023	Dec-2023	N/A	
276		5	Student Services	Student Services	AP	AP 5700	Intercollegiate Activities & Athletics	N/A	#########	Sep-2023	Nov-2023	Dec-2023	N/A	
277		5	Student Services	Student Services	AP	AP 5800	Prevention of Identity Theft in Student Financial Transactions	N/A	#########	Sep-2023	Nov-2023	Dec-2023	N/A	
278		6	Business and Fiscal Affairs	Business Office	BP	BP 6100	Delegation of Authority	1/10/2012	?	Mar-2017	Jul-2017	Aug-2017	Jan-2018	
279		6	Business and Fiscal Affairs	Business Office	BP	BP 6150	Designation of Authorized Signatures	1/10/2012	?	Mar-2017	Jul-2017	Aug-2017	Jan-2018	
280		6	Business and Fiscal Affairs	Business Office	BP	BP 6200	Budget Preparation	11/13/2012	?	Feb-2018	May-2018	Jun-2018	Nov-2018	
281		6	Business and Fiscal Affairs	Business Office	BP	BP 6250	Budget Management	1/10/2012	?	Mar-2017	Jul-2017	Aug-2017	Jan-2018	
282		6	Business and Fiscal Affairs	Business Office	BP	BP 6300	Fiscal Management	1/10/2012	?	Mar-2017	Jul-2017	Aug-2017	Jan-2018	
283		6	Business and Fiscal Affairs	Business Office	BP	BP 6320	Investments	1/10/2012	?	Mar-2017	Jul-2017	Aug-2017	Jan-2018	
284		6	Business and Fiscal Affairs	Business Office	BP	BP 6330	Purchasing	1/10/2012	?	Mar-2017	Jul-2017	Aug-2017	Jan-2018	
285		6	Business and Fiscal Affairs	Business Office	BP	BP 6340	Contracts	1/10/2012	?	Mar-2017	Jul-2017	Aug-2017	Jan-2018	
286		6	Business and Fiscal Affairs	Business Office	BP	BP 6400	Audits	1/10/2012	?	Mar-2017	Jul-2017	Aug-2017	Jan-2018	Dept level review in progress…. Review completed, making edits/revisions RJ.
287		6	Business and Fiscal Affairs	Business Office	BP	BP 6450	Wireless or Cellular Telephone Use	1/10/2012	?	Mar-2017	Jul-2017	Aug-2017	Jan-2018	
288		6	Business and Fiscal Affairs	Business Office	BP	BP 6500	Property Management	1/10/2012	?	Mar-2017	Jul-2017	Aug-2017	Jan-2018	
289		6	Business and Fiscal Affairs	Business Office	BP	BP 6520	Security for District Property	1/10/2012	?	Mar-2017	Jul-2017	Aug-2017	Jan-2018	
290		6	Business and Fiscal Affairs	Business Office	BP	BP 6540	Insurance	1/10/2012	?	Mar-2017	Jul-2017	Aug-2017	Jan-2018	
291		6	Business and Fiscal Affairs	Business Office	BP	BP 6550	Disposal of District Property	1/10/2012	?	Mar-2017	Jul-2017	Aug-2017	Jan-2018	
292		6	Business and Fiscal Affairs	Business Office	BP	BP 6600	Capital Construction	11/13/2012	?	Feb-2018	May-2018	Jun-2018	Nov-2018	
293		6	Business and Fiscal Affairs	Business Office	BP	BP 6620	Naming of Facilities	5/10/2011	?	Mar-2017	Jul-2017	Aug-2017	Jan-2018	
294		6	Business and Fiscal Affairs	Business Office	BP	BP 6700	Civic Center and Other Facilities Use	1/22/2014	?	Mar-2017	Jul-2017	Aug-2017	Jan-2018	
295		6	Business and Fiscal Affairs	Business Office	BP	BP 6740	Citizens' Bond Oversight Committee	1/10/2012	?	Mar-2017	Jul-2017	Aug-2017	Jan-2018	
296		6	Business and Fiscal Affairs	Business Office	BP	BP 6750	Parking	1/10/2012	?	Mar-2017	Jul-2017	Aug-2017	Jan-2018	
297		6	Business and Fiscal Affairs	Business Office	BP	BP 6800	Safety	1/10/2012	?	Mar-2017	Jul-2017	Aug-2017	Jan-2018	
298		6	Business and Fiscal Affairs	Business Office	BP	BP 6900	Bookstore	11/13/2012	?	Feb-2018	May-2018	Jun-2018	Nov-2018	
299		6	Business and Fiscal Affairs	Business Office	BP	BP 6910	Housing	11/13/2012	?	Feb-2018	May-2018	Jun-2018	Nov-2018	
300		**6**	**Business and Fiscal Affair**	**Business Office**	**AP**	**AP 6000**	**Travel (Superceded by BP/AP 7400)**	**N/A**	**5/20/2013**	**Need to Eliminate this AP**			**N/A**	
301		6	Business and Fiscal Affairs	Business Office	AP	AP 6100	Delegation of Authority	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A	
302		6	Business and Fiscal Affairs	Business Office	AP	AP 6150	Designation of Authorized Signatures	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A	
303		6	Business and Fiscal Affairs	Business Office	AP	AP 6200	Budget Preparation	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A	
304		6	Business and Fiscal Affairs	Business Office	AP	AP 6250	Budget Management	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A	
305		6	Business and Fiscal Affairs	Business Office	AP	AP 6300	Fiscal Management	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A	
306		6	Business and Fiscal Affairs	Business Office	AP	AP 6305	Reserves	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A	

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307		6	Business and Fiscal Affairs	Business Office	AP	AP 6310	Accounting	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A	
308		6	Business and Fiscal Affairs	Business Office	AP	AP 6320	Investments	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A	
309		6	Business and Fiscal Affairs	Business Office	AP	AP 6322	Employee Indemnity Bonds	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A	
310		6	Business and Fiscal Affairs	Business Office	AP	AP 6325	Payroll	N/A	6/10/2013	Feb-2019	May-2019	Jun-2019	N/A	
311		6	Business and Fiscal Affairs	Business Office	AP	AP 6330	Purchasing	N/A	6/10/2013	Feb-2019	May-2019	Jun-2019	N/A	
312		6	Business and Fiscal Affairs	Business Office	AP	AP 6340	Bids and Contracts	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A	
313		6	Business and Fiscal Affairs	Business Office	AP	AP 6350	Contracts – Construction	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A	
314		6	Business and Fiscal Affairs	Business Office	AP	AP 6360	Contracts – Electronic Systems and Materials	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A	
315		6	Business and Fiscal Affairs	Business Office	AP	AP 6365	Contracts – Accessibility of Information Technology	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A	
316		6	Business and Fiscal Affairs	Business Office	AP	AP 6370	Contracts – Personal Services	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A	
317		6	Business and Fiscal Affairs	Business Office	AP	AP 6380	Vendors	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A	
318		6	Business and Fiscal Affairs	Business Office	AP	AP 6400	Audits	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A	
319		6	Business and Fiscal Affairs	Business Office	AP	AP 6450	Wireless or Cellular Telephone Use	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A	
320		6	Business and Fiscal Affairs	Business Office	AP	AP 6460	District Credit Cards	N/A	6/10/2013	Feb-2019	May-2019	Jun-2019	N/A	
321		6	Business and Fiscal Affairs	Business Office	AP	AP 6500	Property Management	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A	
322		6	Business and Fiscal Affairs	Business Office	AP	AP 6520	Security for District Property	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A	
323		6	Business and Fiscal Affairs	Business Office	AP	AP 6530	District Vehicles	N/A	6/10/2013	Feb-2019	May-2019	Jun-2019	N/A	
324		6	Business and Fiscal Affairs	Business Office	AP	AP 6535	Use of District Equipment	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A	
325		6	Business and Fiscal Affairs	Business Office	AP	AP 6540	Insurance	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A	
326		6	Business and Fiscal Affairs	Business Office	AP	AP 6550	Disposal of District Property	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A	
327		6	Business and Fiscal Affairs	Business Office	AP	AP 6600	Capital Construction	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A	
328		6	Business and Fiscal Affairs	Business Office	AP	AP 6620	Naming of Facilities	5/10/2011	?	Aug-2016	Nov-2016	Dec-2016	May-2017	
329		6	Business and Fiscal Affairs	Business Office	AP	AP 6700	Civic Center and Other Facilities Use	N/A	6/10/2013	Feb-2019	May-2019	Jun-2019	N/A	
330		6	Business and Fiscal Affairs	Business Office	AP	AP 6740	Citizens' Bond Oversight Committee	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A	
331		6	Business and Fiscal Affairs	Business Office	AP	AP 6750	Parking	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A	
332		6	Business and Fiscal Affairs	Business Office	AP	AP 6800	Safety	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A	
333		6	Business and Fiscal Affairs	Business Office	AP	AP 6850	Hazardous Materials	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A	
334		6	Business and Fiscal Affairs	Business Office	AP	AP 6910	Housing	N/A	4/29/2013	Dec-2018	Mar-2019	Apr-2019	N/A	
335		7	Human Resources	Human Resources	BP	BP 7000	Personnel Matters	9/13/2011	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017	
336		7	Human Resources	Human Resources	BP	BP 7100	Commitment to Diversity	9/13/2011	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017	
337		7	Human Resources	Human Resources	BP	BP 7110	Delegation of Authority	9/13/2011	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017	
338		7	Human Resources	Human Resources	BP	BP 7120	Recruitment and Hiring	9/13/2011	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017	
339		7	Human Resources	Human Resources	BP	BP 7130	Compensation	9/13/2011	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017	
340		7	Human Resources	Human Resources	BP	BP 7135	Health and Welfare Benefits (Administrators, Managers and Confidential Employees)	9/13/2011	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017	
341		7	Human Resources	Human Resources	BP	BP 7140	Collective Bargaining	9/13/2011	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017	

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342		7	Human Resources	Human Resources	BP	BP 7150	Evaluation	9/13/2011	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017	
343		7	Human Resources	Human Resources	BP	BP 7160	Professional Development	11/13/2012	?	Mar-2018	May-2018	Jun-2018	Nov-2018	
344		7	Human Resources	Human Resources	BP	BP 7170	Exchange Program	11/13/2012	?	Mar-2018	May-2018	Jun-2018	Nov-2018	
345		7	Human Resources	Human Resources	BP	BP 7210	Academic Employees	9/13/2011	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017	
346		7	Human Resources	Human Resources	BP	BP 7220	Professor Emeritus	11/13/2012	?	Mar-2018	May-2018	Jun-2018	Nov-2018	
347		7	Human Resources	Human Resources	BP	BP 7230	Classified Employees	9/13/2011	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017	
348		7	Human Resources	Human Resources	BP	BP 7240	Confidential Employees	9/13/2011	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017	
349		7	Human Resources	Human Resources	BP	BP 7250	Educational Administrators	9/13/2011	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017	
350		7	Human Resources	Human Resources	BP	BP 7260	Classified Supervisors and Managers	9/13/2011	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017	
351		7	Human Resources	Human Resources	BP	BP 7310	Nepotism	9/13/2011	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017	
352		7	Human Resources	Human Resources	BP	BP 7330	Communicable Disease	11/13/2012	?	Mar-2018	May-2018	Jun-2018	Nov-2018	
353		7	Human Resources	Human Resources	BP	BP 7335	Health Examinations	11/13/2012	?	Mar-2018	May-2018	Jun-2018	Nov-2018	
354		7	Human Resources	Human Resources	BP	BP 7340	Leaves	1/22/2014	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017	
355		7	Human Resources	Human Resources	BP	BP 7345	Catastrophic Leave Program	9/13/2011	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017	
356		7	Human Resources	Human Resources	BP	BP 7350	Resignations	11/13/2012	?	Mar-2018	May-2018	Jun-2018	Nov-2018	
357		7	Human Resources	Human Resources	BP	BP 7360	Discipline and Dismissal – Academic Employees	9/13/2011	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017	
358		7	Human Resources	Human Resources	BP	BP 7365	Discipline and Dismissal – Classified Employees	11/13/2012	?	Mar-2018	May-2018	Jun-2018	Nov-2018	
359		7	Human Resources	Human Resources	BP	BP 7367	iscipline and Dismissal - Confidential Employees / Administrators	11/13/2012	?	Mar-2018	May-2018	Jun-2018	Nov-2018	
360		7	Human Resources	Human Resources	BP	BP 7368	Employee Rehiring Prohibition	11/13/2012	?	Mar-2018	May-2018	Jun-2018	Nov-2018	
361		7	Human Resources	Human Resources	BP	BP 7370	Political Activity	9/13/2011	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017	\
362		7	Human Resources	Human Resources	BP	BP 7380	Retiree Health Benefits – Academic Employees	9/13/2011	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017	
363		7	Human Resources	Human Resources	BP	BP 7385	Salary Deductions	9/13/2011	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017	
364		7	Human Resources	Human Resources	BP	BP 7400	Travel	9/13/2011	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017	
365		7	Human Resources	Human Resources	BP	BP 7510	Domestic Partners	9/13/2011	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017	
366		7	Human Resources	Human Resources	BP	BP 7600	District Police Department / Campus Security	11/13/2012	?	Mar-2018	May-2018	Jun-2018	Nov-2018	
367		7	Human Resources	Human Resources	BP	BP 7700	Whistleblower Protection	1/22/2014	?	Nov-2017	Mar-2017	Apr-2017	Sep-2017	
368		7	Human Resources	Human Resources	BP	BP 7800	Institutional Reassignment / Transfers	11/13/2012	?	Mar-2018	May-2018	Jun-2018	Sep-2017	
369		7	Human Resources	Human Resources	AP	AP 7100	Commitment to Diversity	N/A	8/5/2013	Apr-2019	Jul-2019	Aug-2019	N/A	
370		7	Human Resources	Human Resources	AP	AP 7110	Delegation of Authority	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
371		7	Human Resources	Human Resources	AP	AP 7120	Recruitment and Hiring	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
372		7	Human Resources	Human Resources	AP	AP 7125	Verification of Eligibility for Employment	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
373		7	Human Resources	Human Resources	AP	AP 7126	Applicant Background Checks	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
374		7	Human Resources	Human Resources	AP	AP 7130	Compensation	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
375		7	Human Resources	Human Resources	AP	AP 7140	Collective Bargaining	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	

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376		7	Human Resources	Human Resources	AP	AP 7145	Personnel Files	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
377		7	Human Resources	Human Resources	AP	AP 7150	Evaluation	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
378		7	Human Resources	Human Resources	AP	AP 7160	Professional Development	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
379		7	Human Resources	Human Resources	AP	AP 7210	Academic Employees (approved 12/12/12)	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
380		7	Human Resources	Human Resources	AP	AP 7211	Faculty Service Areas, Minimum Qualifications, and Equivalencies	N/A	12/9/2019	Aug-2025	Nov-2025	Dec-2025	N/A	
381		7	Human Resources	Human Resources	AP	AP 7212	Temporary Faculty (approved 12/12/12)	N/A	#########	Aug-2018	Nov-2018	Dec-2018	N/A	
382		7	Human Resources	Human Resources	AP	AP 7214	Initial Placement on Salary Schedule	N/A	4/8/2013	Dec-2018	Mar-2019	Apr-2019		
383		7	Human Resources	Human Resources	AP	AP 7215	Academic Employees: Probationary Contract Faculty (approved 12/12/12)	N/A	#########	Aug-2018	Nov-2018	Dec-2018	N/A	
384		7	Human Resources	Human Resources	AP	AP 7216	Academic Employees: Grievance Procedure for Contract Decisions	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
385		7	Human Resources	Human Resources	AP	AP 7220	Professor Emeritus (approved 12/12/12)	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
386		7	Human Resources	Human Resources	AP	AP 7230	Classified Employees	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
387		7	Human Resources	Human Resources	AP	AP 7232	Classification Review	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
388		7	Human Resources	Human Resources	AP	AP 7233	Claims for Work Out of Classification	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
389		7	Human Resources	Human Resources	AP	AP 7234	Overtime	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
390		7	Human Resources	Human Resources	AP	AP 7235	Probationary Period: Classified Employees	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
391		7	Human Resources	Human Resources	AP	AP 7236	Substitute and Short Term Employees	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
392		7	Human Resources	Human Resources	AP	AP 7237	Layoffs	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
393		7	Human Resources	Human Resources	AP	AP 7240	Confidential Employees	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
394		7	Human Resources	Human Resources	AP	AP 7245	Outside Employment	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
395		7	Human Resources	Human Resources	AP	AP 7250	Educational Administrators	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
396		7	Human Resources	Human Resources	AP	AP 7270	Student Workers	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
397		7	Human Resources	Human Resources	AP	AP 7310	Nepotism	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
398		7	Human Resources	Human Resources	AP	AP 7330	Communicable Disease	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
399		7	Human Resources	Human Resources	AP	AP 7335	Health Examinations **(Under Review)**	N/A	?	?	?	?	N/A	
400		7	Human Resources	Human Resources	AP	AP 7336	Certification of Freedom from Tuberculosis	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
401		7	Human Resources	Human Resources	AP	AP 7337	Fingerprinting	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
402		7	Human Resources	Human Resources	AP	AP 7340	Leaves	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
403		7	Human Resources	Human Resources	AP	AP 7341	Sabbaticals	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
404		7	Human Resources	Human Resources	AP	AP 7342	Holidays	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
405		7	Human Resources	Human Resources	AP	AP 7343	Industrial Accidents and Illness	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
406		7	Human Resources	Human Resources	AP	AP 7344	Notifying District of Illness	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
407		7	Human Resources	Human Resources	AP	AP 7345	Catastrophic Leave	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
408		7	Human Resources	Human Resources	AP	AP 7346	Employees Called to Military Duty	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
409		7	Human Resources	Human Resources	AP	AP 7347	Paid Family Leave	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
410		7	Human Resources	Human Resources	AP	AP 7350	Resignations	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
411		7	Human Resources	Human Resources	AP	AP 7360	Discipline and Dismissal – Academic Employees	N/A	#########	Aug-2018	Nov-2018	Dec-2018	N/A	
412		7	Human Resources	Human Resources	AP	AP 7365	Discipline and Dismissal – Classified Employees	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
413		7	Human Resources	Human Resources	AP	AP 7367	Discipline and Dismissal – Confidential Employees/Administrators	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
414		7	Human Resources	Human Resources	AP	AP 7370	Political Activity	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
415		7	Human Resources	Human Resources	AP	AP 7371	Personal Use of Public Resources	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
416		7	Human Resources	Human Resources	AP	AP 7380	Retiree Health Benefits: Academic Employees	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
417		7	Human Resources	Human Resources	AP	AP 7381	Health and Welfare Benefits	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
418		7	Human Resources	Human Resources	AP	AP 7385	Salary Deductions **(Can't find)**	N/A	?	?	?	?	N/A	
419		7	Human Resources	Human Resources	AP	AP 7400	Travel	N/A	9/13/2011	May-2017	Aug-2017	Sep-2017	N/A	
420		7	Human Resources	Human Resources	AP	AP 7500	Volunteers, Interns, and Student Teachers	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
421		7	Human Resources	Human Resources	AP	AP 7700	Whistleblower Protection	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
422		7	Human Resources	Human Resources	AP	AP 7800	Institutional Reassignment/Transfers	N/A	5/20/2013	Jan-2019	Apr-2019	May-2019	N/A	
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Academic Senate Meeting March 10, 2021 @ 3:00 p.m. Virtual Via Zoom

1. Call to Order at 3:01pm

1.01 Roll Call
Senators Present: Baker, Downing, Lin, Rupley, Runyan, Wiser
Guests: Carie Camacho, Lisa Gardiner, Sue Kelley, James Kleckner, Chad Lewis, Carrie Nyman, Alison Somerville

1.02 Approval of Agenda
(Rupley/Lin MSCU)

1.03 Approval of the Minutes for the 2/24/2021 meeting
(Rupley/Runyan MSCU)

2. Public Comment
None

3. Action

3.01 Agriculture IPR
Second review of IPR for approval. Curriculum form not up to date. Motion to table pending completion.
(Downing/Rupley MSCU)

3.02 Fine Arts IPR
Second review of IRP for approval. Motion to approve
(Rupley/Wiser MSCU)

3.03 Humanities IPR
Second review of IRP for approval. Senators Runyan Baker gave feedback to faculty on the IPR and updates have not been made yet. It is expected to be completed for next Senate meeting. Motion to table.
(Baker/Runyan MSCU)

3.04 Physical Education IPR
Second review of IRP for approval. Motion to approve
(Rupley/Runyan MSCU)

3.05 AP/BP Policy Review Schedule
A need for this schedule was born out of the accreditation process, finding we had no formal schedule for the review of Board and Academic Policies. It creates a timeline policy for review. Motion to approve
(Downing/Lin MSCU)

3.06 Institutional Set Standards
We received an accreditation finding that we had no process to periodically review some set standards. Those standards included Student Achievement, Job Placement in CTE, and

Licensure Exams Pass Rates. Creates policy for review of these standards. Motion to approve
(Wiser/Baker MSCU)

3.07 AP 4102
Update AP 4102 - Career/Technical Programs
Discussed making changes to this AP, to simplify the membership numbers language, adding "designee" language, and quorum requirements. Due to significant changes made in discussions at the meeting it was decided to table for a vote at next Senate meeting. Motion to table.
(Baker/Rupley MSCU)

4. Discussion

4.01 Digital Graphic Design IPR
First review. It is planned to come back for approval next meeting. Program will be discontinued.

4.02 Human Services IPR
First review. Senator Baker wrote this IPR on extra assignment contract we LCC have no current faculty in this program. Will come back at next meeting for approval.

4.03 SLO Handbook/SLO Assessment
Lisa Gardiner informed Senate that this item comes out of our accreditation process. The handbook was old and in "draft" form. The handbook has been updated with our current standards and spells out the SLO assessment and review process. Handbook should be reviewed and will be approved at a later Senate meeting.

4.04 Academic Renewal Policy
At last meeting we discussed best practices for time lapsed in order to complete Academic Renewal. Currently, 2 years must have elapsed. It is suggested that we adopt a 1 year policy as a best practice. Research indicated majority of other institutions adopted the 1 year policy. Research was conducted of 38 institutions. 20 had a 1 year policy, 8 had a 2 year policy, and the remainder had no policy, or something different than above. Recommended to bring back the AP for approval with a 1 year policy.

4.05 Senate Academic Scholarship
It came to Senate President Runyan's attention that this scholarship has not been granted in some time and some faculty have been contributing to the fund through automatic debit of their pay checks. Discussion ensued and the consensus was that Senators wanted to reactivate the scholarship and award to a student. Runyan will research the appropriate procedures and forms to facilitate. It was also suggested that we advertise this scholarship to faculty as they may want to contribute.

5. Information

5.01 Senate Elections

Colleen Baker, Tom Downing and Celeste Wiser's seats are up for election this year. More information to come at next meeting related to timeline for nominations and election.

5.02 ASCCC Diversity Equity Inclusion Survey
This survey is due March 22, 2021. President Runyan will complete but would like any input prior to completion. He has worked with the LCC Diversity Committee and will send to senators for review.

6. Reports

6.01 Administration
Carie Camacho advised that the new EMP process is beginning.

6.02 Senators
None

6.03 LCFA
Ratification vote of the new salary schedule that faculty received in their email should be soon.

6.04 Guided Pathways
None

7. Closed Session
None

8. Meeting Closing

8.01 Adjournment – 4:11 pm
(Rupley/Baker MSCU)

Respectfully Submitted,
T. Downing

Monday, March 22, 2021
Consultation Council 3:00 pm via Zoom-

Administration:	Classified:	Faculty:	Management:	Student:
Dr. Trevor Albertson Dr. Randy Joslin Garrett Taylor Brady Reed Carie Camacho	Carol Montgomery Tara Bias Meggin Lewman Alt. Karen Clancy	Alison Somerville Yuting Lin Chad Lewis Andy Rupley Robert Schofield Adam Runyan Lisa Gardiner	David Corley (ITP) Michell Williams Terry Bartley	

Chairs: Chairs of Academic Planning Committee (Carie Camacho/Roxanna Haynes), Facilities Planning Committee, Human Resource Planning Committee (Sue Kelley), Institutional Effectiveness Committee, Institutional Technology Planning Committee, and Student Services Planning Committee (Brady Reed)

(if not already members)

Kim Clain, Seaira Harrington, Dana Armeson, Roxanna Haynes, Tom Downing, Jennifer Tupper, Tiffany Montgomery, Thomas Robb, Codi Mortell, Vickie Ramsey, Chrisdee Pelfrey, Sandra Jonas (board member), Carie Nyman, Melissa Hill

1. Meeting Opening
1.01 Call to Order and Roll Call
1.02 Approval of Agenda –approved by consensus
1.03 Approval of Minutes 03/08/2021 - approved by consensus

2. Governance

2.01 Policy Review Schedule-Randy Joslin – This is the same one we looked at before. It went to Senate to look it over. It was cleaned up, dates were established and then Senate approved it. Now it is on our agenda to be approved. Having something like this helps so much for people in leadership to make sure we are on track. -approved by consensus

2.02 CTE Advisory Board-Adam Runyan – AP 4102. It was a little confusing. We changed some language and helped clean it up. It needed to be clearer. - approved by consensus

2.03 Transfer Form-Adam Runyan – This is the same form that we saw last time, the fax number was fixed, an email was created and it was made fillable. It was already approved. But we are looking for approval again with the changes. - approved by consensus

3. Consultation

3.01 ACCJC Annual Report-Randy Joslin – This is an annual report for student achievement. The sections are pretty self-explanatory. The goals were set eight years ago. We will be updating it and bringing it back to Consultation Council after Senate looks at it. We report three years running, if there are less than 10 students to complete, the course is not considered reportable. This report can be found on our website, in the public area, under about and then accreditation.

3.02 LCC Budget and Planning Calendar (standing item)- We will continue to add to it so we just have one calendar and use it as a management calendar. Master plans need to be done ASAP if we are going to stay on track.

4. Guided Pathways

4.01 Guided Pathways Update-Brady Reed – The main things we are working on right now are the Career Pathways. They are really accelerating, we are working with pacific sky to create logos. We are looking at partnering with Bakersfield to use their program mapper. It helps with our articulation to the UC and our own mapping at LCC will easier. We are moving forward with a grant we received to engage student voice on campus. Brady assigned that to Jennifer Tupper. We are looking to hire up to 8 students.

5. Accreditation-

5.01 Accreditation Update - We have a SLO handbook going to Senate for approval. It will help people get the SLOs done more efficiently. We are lacking some software that we need to assess ISLO and PSLO data. We came up with creating an assessment project to at least help us assess PSLO and ISLO's to get data. There are some simple forms for students to fill out to help us get data. Rough drafts are due to Toni Sommer this week, so if we could get your feedback that would be great.

6. Other-Information/Communication

6.01 Budget update-Garrett Taylor – The prioritization process does need to stay on track like Randy said. The skip rates are going up to maybe a 1.5% rate. There is a cola built into that. There is not a lot of new money. There are some one time funding from the governor. Many community colleges have had a decrease of enrollments. We will wait and see a little longer to see what the chancellor is going to do. In terms of the TRAN, we are sitting on a little over 8

million dollars. Which means we would be 1.5 million dollars in the plus in June, 2021. We want to create a buffer for our budget though so we got a 1.75 million dollar TRAN just as a buffer in case something does come up. It will have a fee of around $20,000-$25,000.

6.02 Good of the Order: Questions for Trevor- Trevor Albertson –

- We are getting ready to complete in ink a partnership with UC Merced.
- Trevor made a goof in a board meeting. He did not read the accommodation for those who have received tenure. He will read it at the next meeting and is going to throw a big party once the COVID-19 regulations are lifted.
- Alan Siemer has resigned as a board member. He moved out of his district. We have an open spot. There are three options. 1) Immediately assigning someone that night. 2) Call a special election, they cost a lot of money. 3) Allow community members to submit applications. The board chose option three. The person elected would serve through the end of Alan Siemer's term. The application is out there on social media, etc. We have put the information out there. We do not have a preconceived winner. It is all about the best candidate who is willing to serve. We will interview the candidates publicly April 8, 2021. It will ultimately be a vote of the board. Weren't there two people who already ran for these seats? Why didn't we select those people? We could only select one person and the board did not want to seem or create reality that they had a pre-determined idea who they wanted to take the seat. Those two people have the opportunity to put in an application.
- Trevor will not be doing a lot of talking on Wednesday, he will be doing a lot of listening. We cannot totally predict what will come at us, a new variance of COVID, summer fires, etc. We will have to work with whatever happens. Our main goal will be to make the right choices and keep everyone safe. We are in phase two of opening our campus. We are trying to figure out the best options for EVERYONE and we have to work by "what if" scenarios right now.
- Do you know if we are still vaccinated against the variances that are showing up if we already got vaccinated? Depending on the vaccine you received, some of the variance are covered. Some of the vaccines are protecting 100% against the variances.
- Are we doing the April 14, 2021 drive-thru still? Yes, we are planning on it. We will figure out employees coming onto campus that day. It will be up to their supervisors.
- The Women's History Event is tomorrow night at 6:00pm via Zoom. We hope everyone who can, will attend.

7. Meeting Closing

7.01 Future Meetings April 12, 2021. Next week is Spring Break.

7.02 Adjourn @ 3:55pm

Lassen Community College BP/AP Review Schedule

Ch #:	Chapter Title:	Responsible Entity / Department:	BP or AP:	BP/AP #:	BP/AP Title:	Last Board Review:	Department Review Yr	Academic Senate Review	Consultation Council	Board of Trustees Approval 6 yrs	Notes:
1	The District	President	BP	BP 1100	Lassen Community College District	12/15/2020	2024	N/A	Courtesy	2030	
1	The District	President	BP	BP 1200	Mission	12/15/2020	2024	N/A	Courtesy	2030	
Ch.#	Chapter Title:	Responsible Entity:		BP/AP#:	BP/AP Title:	Last Board Rvw	Depart. Rvw Yr.	Senate Review	Consult. Council	BOT - 6 Yrs	Notes
2	Board of Trustees	Board of Trustees	BP	BP 2000	Legal Basis and Authority	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	BP	BP 2010	Board Membership	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	BP	BP 2015	Student Trustee	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	BP	BP 2100	Board Elections	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	BP	BP 2105	Election of Student Trustee	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	BP	BP 2110	Vacancies on the Board	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	BP	BP 2130	Term Limits	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	BP	BP 2200	Board Duties and Responsibilities	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	BP	BP 2210	Officers	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	BP	BP 2220	Committees of the Board	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	BP	BP 2305	Annual Organizational Meeting	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	BP	BP 2310	Regular Meetings of the Board	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	BP	BP 2315	Closed Sessions	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	BP	BP 2320	Special and Emergency Meetings	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	BP	BP 2330	Quorum and Voting	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	BP	BP 2340	Agendas	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	BP	BP 2345	Public Participation at Board Meetings	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	BP	BP 2350	Speakers	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	BP	BP 2355	Decorum	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	BP	BP 2360	Minutes	7/9/2019	2024	N/A	Courtesy	2030	

2	Board of Trustees	Board of Trustees	BP	BP 2365	Recording	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	BP	BP 2410	Board Policy and Administrative Procedure	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	BP	BP 2430	Delegation of Authority to Superintendent/President	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	BP	BP 2431	Superintendent/President Selection	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	BP	BP 2432	Superintendent/President Succession	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	BP	BP 2433	Duties and Responsibilities of Superintendent/President	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	BP	BP 2435	Evaluation of Superintendent/President	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	BP	BP 2510	Participation in Local Decision-Making	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	BP	BP 2610	Presentation of Initial Collective Bargaining Proposals	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	BP	BP 2710	Conflict of Interest	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	BP	BP 2715	Code of Ethics/Standards of Practice	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	BP	BP 2716	Political Activity	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	BP	BP 2717	Personal Use of Public Resources	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	BP	BP 2720	Communications Among Board Members	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	BP	BP 2725	Board Member Compensation	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	BP	BP 2730	Board Member Health Benefits	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	BP	BP 2735	Board Member Travel	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	BP	BP 2740	Board Education	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	BP	BP 2745	Board Self-Evaluation	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	BP	BP 2745	Board Self-Evaluation Form	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	AP	AP 2015	Student Trustee	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	AP	AP 2100	Board Elections	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	AP	AP 2105	Election of Student Trustee	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	AP	AP 2110	Vacancies on the Board	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	AP	AP 2200	Board Duties and Responsibilities	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	AP	AP 2220	Committees of the Board	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	AP	AP 2320	Special and Emergency Meetings	7/9/2019	2024	N/A	Courtesy	2030	

2	Board of Trustees	Board of Trustees	AP	AP 2340	Agendas	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	AP	AP 2345	Public Participation at Board Meetings	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	AP	AP 2360	Minutes	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	AP	AP 2365	Recording	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	AP	AP 2410	Board Policy and Administrative Procedure	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	AP	AP 2430	Delegation of Authority to Superintendent/President	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	AP	AP 2431	Superintendent/President Selection	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	AP	AP 2435	Evaluation of Superintendent/President	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	AP	AP 2510	Participation in Local Decision-Making	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	AP	AP 2610	Presentation of Initial Collective Bargaining Proposals; Meeting & Negotiating; Public Notice	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	AP	AP 2710	Conflict of Interest	7/9/2019	2024	N/A	Courtesy	2030	
2	Board of Trustees	Board of Trustees	AP	AP 2712	Conflict of Interest Code	7/9/2019	2024	N/A	Courtesy	2030	
Ch.#	**Chapter Title:**	**Responsible Entity:**		**BP/AP#:**	**BP/AP Title:**	**Last Board Rvw**	**Depart. Rvw Yr.**	**Senate Review**	**Consult. Council**	**BOT - 6 Yrs**	**Notes**
3	General Institution	President's Office	BP	BP 3050	Institutional Code of Ethics	10/12/2021	Jan-2026	N/A	Mar-2026	Jan-2032	
3	General Institution	President's Office	BP	BP 3100	Organizational Structure	10/12/2021	Jan-2026	N/A	Mar-2026	Jan-2032	
3	General Institution	President's Office	BP	BP 3200	Accreditation	10/12/2021	Jan-2026	N/A	Mar-2026	Jan-2032	
3	General Institution	President's Office	BP	BP 3250	Institutional Planning	10/12/2021	Jan-2026	N/A	Mar-2026	Jan-2032	
3	General Institution	President's Office	BP	BP 3280	Grants	10/12/2021	Jan-2026	N/A	Mar-2026	Jan-2032	
3	General Institution	President's Office	BP	BP 3300	Public Records	10/12/2021	Jan-2026	N/A	Mar-2026	Jan-2032	
3	General Institution	President's Office	BP	BP 3310	Records Retention and Destruction	10/12/2021	Jan-2026	N/A	Mar-2026	Jan-2032	
3	General Institution	President's Office	BP	BP 3410	Nondiscrimination	09/12/2023	Jan-2026	N/A	Mar-2026	Jan-2032	
3	General Institution	President's Office	BP	BP 3420	Equal Employment Opportunity	10/12/2021	Jan-2026	N/A	Mar-2026	Jan-2032	
3	General Institution	President's Office	BP	BP 3430	Prohibition of Discrimination or Harassment	10/12/2021	Jan-2026	N/A	Mar-2026	Jan-2032	
3	General Institution	President's Office	BP	BP 3433	Prohibition of Sexual Harassment Under Title IX	10/12/2021	Jan-2026	N/A	Mar-2026	Jan-2032	
3	General Institution	President's Office	BP	BP 3440	Service Animals	10/12/2021	Jan-2026	N/A	Mar-2026	Jan-2032	
3	General Institution	President's Office	BP	BP 3500	Campus Safety	10/12/2021	Jan-2026	N/A	Mar-2026	Jan-2032	

3	General Institution	President’s Office	BP	BP 3502	Security Cameras on Campus	10/12/2021	Jan-2026	N/A	Mar-2026	Jan-2032	
3	General Institution	President's Office	BP	BP 3503	Missing Student Notification	10/12/2021	Jan-2026	N/A	Mar-2026	Jan-2032	
3	General Institution	President’s Office	BP	BP 3505	Emergency Response Plan	10/12/2021	Jan-2026	N/A	Mar-2026	Jan-2032	
3	General Institution	President’s Office	BP	BP 3510	Workplace Violence Plan	10/12/2021	Jan-2026	N/A	Mar-2026	Jan-2032	
3	General Institution	President’s Office	BP	BP 3515	Reporting of Crimes	10/12/2021	Jan-2026	N/A	Mar-2026	Jan-2032	
3	General Institution	President’s Office	BP	BP 3218	Child Abuse Reporting	10/12/2021	Jan-2026	N/A	Mar-2026	Jan-2032	
3	General Institution	President’s Office	BP	BP 3520	Local Law Enforcement	10/12/2021	Jan-2026	N/A	Mar-2026	Jan-2032	
3	General Institution	President’s Office	BP	BP 3530	Weapons on Campus	10/12/2021	Jan-2026	N/A	Mar-2026	Jan-2032	
3	General Institution	President’s Office	BP	BP 3540	Sexual and Other Assaults on Campus	10/12/2021	Jan-2026	N/A	Mar-2026	Jan-2032	
3	General Institution	President’s Office	BP	BP 3550	Drug Free Environment and Drug Prevention Program	10/12/2021	Jan-2026	N/A	Mar-2026	Jan-2032	
3	General Institution	President’s Office	BP	BP 3560	Alcoholic Beverages	10/12/2021	Jan-2026	N/A	Mar-2026	Jan-2032	
3	General Institution	President’s Office	BP	BP 3570	Smoking on Campus	10/12/2021	Jan-2026	N/A	Mar-2026	Jan-2032	
3	General Institution	President’s Office	BP	BP 3600	Auxiliary Organizations	10/12/2021	Jan-2026	N/A	Mar-2026	Jan-2032	
3	General Institution	President’s Office	BP	BP 3710	Securing of Copyright	10/12/2021	Jan-2026	N/A	Mar-2026	Jan-2032	
3	General Institution	President’s Office	BP	BP 3715	Intellectual Property	10/12/2021	Jan-2026	N/A	Mar-2026	Jan-2032	
3	General Institution	President’s Office	BP	BP 3720	Computer and Network Use	10/12/2021	Jan-2026	N/A	Mar-2026	Jan-2032	
3	General Institution	President’s Office	BP	BP 3810	Claims Against the District	10/12/2021	Jan-2026	N/A	Mar-2026	Jan-2032	
3	General Institution	President’s Office	BP	BP 3820	Gifts	10/12/2021	Jan-2026	N/A	Mar-2026	Jan-2032	
3	General Institution	President’s Office	BP	BP 3900	Speech: Time, Place and Manner	10/12/2021	Jan-2026	N/A	Mar-2026	Jan-2032	
3	General Institution	President’s Office	AP	AP 3050	Institutional Code of Ethics	N/A	Jan-2026	N/A	Mar-2026	N/A	
3	General Institution	President’s Office	AP	AP 3100	Organizational Structure	N/A	Jan-2026	N/A	Mar-2026	N/A	
3	General Institution	President’s Office	AP	AP 3200	Accreditation	N/A	Jan-2026	N/A	Mar-2026	N/A	
	General Institution	President's Office	AP	AP 3225	Institutional Effectiveness	N/A	Jan-2026	N/A	Mar-2026	N/A	
3	General Institution	President’s Office	AP	AP 3250	Institutional Planning	N/A	Jan-2026	N/A	Mar-2026	N/A	
3	General Institution	President’s Office	AP	AP 3280	Grants	N/A	Jan-2026	N/A	Mar-2026	N/A	
3	General Institution	President’s Office	AP	AP 3300	Public Records	N/A	Jan-2026	N/A	Mar-2026	N/A	
3	General Institution	President’s Office	AP	AP 3310	Records Retention and Destruction	N/A	Jan-2026	N/A	Mar-2026	N/A	

3	General Institution	President’s Office	AP	AP 3410	Nondiscrimination	N/A	Jan-2026	N/A	Mar-2026	N/A	
3	General Institution	President's Office	AP	AP 3415	Immigration Enforcement Activities	N/A	Jan-2026	N/A	Mar-2026	N/A	
3	General Institution	President’s Office	AP	AP 3420	Equal Opportunity Employment	N/A	Jan-2026	N/A	Mar-2026	N/A	
3	General Institution	President’s Office	AP	AP 3430	Prohibition of Harassment	N/A	Jan-2026	N/A	Mar-2026	N/A	
3	General Institution	President’s Office	AP	AP 3433	Prohibition of Sexual Harassment Under Title IX	N/A	Jan-2026	N/A	Mar-2026	N/A	
3	General Institution	President’s Office	AP	AP 3434	Responding to Harassment Based on Sex under Title IX	N/A	Jan-2026	N/A	Mar-2026	N/A	
3	General Institution	President’s Office	AP	AP 3435	Discrimination and Harassment Complaints and Investigations	N/A	Jan-2026	N/A	Mar-2026	N/A	
3	General Institution	President's Office	AP	AP 3440	Service Animals	N/A	Jan-2026	N/A	Mar-2026	N/A	
3	General Institution	President’s Office	AP	AP 3500	Campus Safety	N/A	Jan-2026	N/A	Mar-2026	N/A	
3	General Institution	President's Office	AP	AP 3501	Campus Security and Access	N/A	Jan-2026	N/A	Mar-2026	N/A	
3	General Institution	President’s Office	AP	AP 3502	Security Cameras on Campus	N/A	Jan-2026	N/A	Mar-2026	N/A	
3	General Institution	President's Office	AP	AP 3503	Missing Student Notification	N/A	Jan-2026	N/A	Mar-2026	N/A	
3	General Institution	President’s Office	AP	AP 3505	Emergency Response Plan	N/A	Jan-2026	N/A	Mar-2026	N/A	
3	General Institution	President’s Office	AP	AP 3510	Workplace Violence Plan	N/A	Jan-2026	N/A	Mar-2026	N/A	
3	General Institution	President’s Office	AP	AP 3515	Reporting of Crimes	N/A	Jan-2026	N/A	Mar-2026	N/A	
3	General Institution	President’s Office	AP	AP 3516	Registered Sex Offender Information	N/A	Jan-2026	N/A	Mar-2026	N/A	
3	General Institution	President’s Office	AP	AP 3518	Child Abuse Reporting	N/A	Jan-2026	N/A	Mar-2026	N/A	
3	General Institution	President's Office	AP	AP 3520	Local Law Enforcement	N/A	Jan-2026	N/A	Mar-2026	N/A	
3	General Institution	President’s Office	AP	AP 3530	Weapons on Campus	N/A	Jan-2026	N/A	Mar-2026	N/A	
3	General Institution	President’s Office	AP	AP 3540	Sexual and Other Assaults on Campus and in Campus Programs	N/A	Jan-2026	N/A	Mar-2026	N/A	
3	General Institution	President’s Office	AP	AP 3550	Drug Free Environment and Drug Prevention Program	N/A	Jan-2026	N/A	Mar-2026	N/A	
3	General Institution	President’s Office	AP	AP 3560	Alcohol Beverages	N/A	Jan-2026	N/A	Mar-2026	N/A	
3	General Institution	President’s Office	AP	AP 3570	Smoking and Tobacco on Campus	N/A	Jan-2026	N/A	Mar-2026	N/A	
3	General Institution	President’s Office	AP	AP 3600	Auxiliary Organizations	N/A	Jan-2026	N/A	Mar-2026	N/A	
3	General Institution	President’s Office	AP	AP 3710	Securing of Copyright	N/A	Jan-2026	N/A	Mar-2026	N/A	

3	General Institution	President's Office	AP	AP 3715	Intellectual Property	N/A	Jan-2026	N/A	Mar-2026	N/A	
3	General Institution	President's Office	AP	AP 3720	Computer and Network Use	N/A	Jan-2026	N/A	Mar-2026	N/A	
3	General Institution	President's Office	AP	AP 3725	Information and Communications Technology Accessbility & Acceptable Use	N/A	Jan-2026	N/A	Mar-2026	N/A	
3	General Institution	President's Office	AP	AP 3750	Use of Copyrighted Material	N/A	Jan-2026	N/A	Mar-2026	N/A	
3	General Institution	President's Office	AP	AP 3800	Personal Data Protection	N/A	Jan-2026	N/A	Mar-2026	N/A	
3	General Institution	President's Office	AP	AP 3810	Claims Against the District	N/A	Jan-2026	N/A	Mar-2026	N/A	
3	General Institution	President's Office	AP	AP 3820	Gifts	N/A	Jan-2026	N/A	Mar-2026	N/A	
3	General Institution	President's Office	AP	AP 3900	Speech: Time, Place, and Manner	N/A	Jan-2026	N/A	Mar-2026	N/A	
Ch.#	**Chapter Title:**	**Responsible Entity:**		**BP/AP#:**	**BP/AP Title:**	**Last Board Rvw**	**Depart. Rvw Yr.**	**Senate Review**	**Consult. Council**	**BOT - 6 Yrs**	**Notes**
4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4000	Instructional Programs	2/11/2020	Jan-2025	Mar-2025	Sep-2025	Oct-2031	
4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4010	Academic Calendar	2/11/2020	Jan-2025	Mar-2025	Sep-2025	Oct-2031	
4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4020	Program, Curriculum, and Course Development	2/11/2020	Jan-2025	Mar-2025	Sep-2025	Oct-2031	
4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4022	Program and Course Approval	2/11/2020	Jan-2025	Mar-2025	Sep-2025	Oct-2031	
4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4023	Syllabi	2/11/2020	Jan-2025	Mar-2025	Sep-2025	Oct-2031	
4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4024	Hours and Units	2/11/2020	Jan-2025	Mar-2025	Sep-2025	Oct-2031	
4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4025	Philosophy and Criteria for Associate Degree and General Education	2/11/2020	Jan-2025	Mar-2025	Sep-2025	Oct-2031	
4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4030	Academic Freedom	2/11/2020	Jan-2025	Mar-2025	Sep-2025	Oct-2031	
4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4040	Library and Other Instructional Support Services	2/11/2020	Jan-2025	Mar-2025	Sep-2025	Oct-2031	
4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4050	Articulation	2/11/2020	Jan-2025	Mar-2025	Sep-2025	Oct-2031	
4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4060	Delineation of Functions Agreements	2/11/2020	Jan-2025	Mar-2025	Sep-2025	Oct-2031	
4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4070	Auditing and Auditing Fees	2/11/2020	Jan-2025	Mar-2025	Sep-2025	Oct-2031	
4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4080	Class Size	2/11/2020	Jan-2025	Mar-2025	Sep-2025	Oct-2031	
4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4090	Guest Speakers	2/11/2020	Jan-2025	Mar-2025	Sep-2025	Oct-2031	
4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4100	Graduation Requirements for Degrees and Certificates	2/11/2020	Jan-2025	Mar-2025	Sep-2025	Oct-2031	
4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4110	Honorary Degrees	2/11/2020	Jan-2025	Mar-2025	Sep-2025	Oct-2031	
4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4220	Standards of Scholarship	2/11/2020	Jan-2025	Mar-2025	Sep-2025	Oct-2031	

4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4225	Course Repetition	2/11/2020	Jan-2025	Mar-2025	Sep-2025	Oct-2031	
4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4226	Multiple and Overlapping Enrollments	2/11/2020	Jan-2025	Mar-2025	Sep-2025	Oct-2031	
4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4230	Grading and Academic Record Symbols	9/13/2016	Jan-2025	Mar-2025	Sep-2025	Oct-2031	
4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4231	Grade Changes	2/11/2020	Jan-2025	Mar-2025	Sep-2025	Oct-2031	
4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4235	Credit for Prior Learning	12/15/2020	Jan-2025	Mar-2025	Sep-2025	Oct-2031	
4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4240	Academic Renewal	2/11/2020	Jan-2025	Mar-2025	Sep-2025	Oct-2031	
4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4250	Probation, Disqualification, and Readmission	2/11/2020	Jan-2025	Mar-2025	Sep-2025	Oct-2031	
4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4260	Prerequisites, Co-requisites, and Advisories	2/11/2020	Jan-2025	Mar-2025	Sep-2025	Oct-2031	
4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4270	Acceptance of Upper Division Coursework	2/11/2020	Jan-2025	Mar-2025	Sep-2025	Oct-2031	
4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4300	Field Trips and Excursions	2/11/2020	Jan-2025	Mar-2025	Sep-2025	Oct-2031	
4	Academic Affairs	Academic Services / Academic Senate	BP	BP 4400	Community Services Programs	2/11/2020	Jan-2025	Mar-2025	Sep-2025	Oct-2031	
4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4000	Instructional Programs	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	
4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4002	Textbooks and OER	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	
4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4005	Enrollment Management	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	
4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4010	Academic Calendar	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	
4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4020	Program, Curriculum, and Course Development	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	
4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4021	Program Revitalization or Discontinuance	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	
4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4022	Program and Course Approval	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	
4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4023	Syllabi	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	
4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4024	Hours and Units	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	
4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4025	Philosophy and Criteria for the Associate Degree & General Education	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	
4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4026	Philosophy and Criteria for International Education	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	
4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4030	Academic Freedom **(No Senate Approval)**	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	
4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4040	Library and Other Instructional Support Services	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	
4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4050	Articulation	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	
4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4060	Delineation of Functions Agreements **(Under Review)**	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	
4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4070	Auditing and Auditing Fees	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	

4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4100	Graduation Requirements for Degrees and Certificates	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	
4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4101	LCC Independent Study	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	
4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4102	Career/Technical Programs	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	
4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4103	Work Experience	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	
4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4104	Contract Education	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	
4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4105	Distance Education	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	
4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4110	Honorary Degrees (Senate recommends President to recommend	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	
4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4220	Standards of Scholarship	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	
4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4222	Remedial Coursework	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	
4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4225	Course Repetition	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	
4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4226	Multiple and Overlapping Enrollment	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	
4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4227	Repeatable Courses	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	
4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4228	Course Repetition – Significant Lapse of Time	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	
4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4229	Course Repetition – Variable Units	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	
4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4230	Grading and Academic Record Symbols	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	
4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4231	Grade Changes	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	
4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4232	Pass/No Pass	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	
4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4235	Credit for Prior Learning	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	
4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4236	Academic Grievance Procedures	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	
4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4236.1	Academic Grievance Form	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	
4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4240	Academic Renewal	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	
4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4250	Probation, Dismissal and Readmission	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	
4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4255	Disqualification and Dismissal	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	
4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4260	Prerequisites, Co-requisites, and Advisories	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	
4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4300	Field Trips and Excursions	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	
4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4400	Community Services Programs	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	

4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4500	Student Publications	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	
4	Academic Affairs	Academic Services / Academic Senate	AP	AP 4610	Instructional Service Agreements	N/A	Jan-2025	Mar-2025	Sep-2025	N/A	
Ch.#	**Chapter Title:**	**Responsible Entity:**		**BP/AP#:**	**BP/AP Title:**	**Last Board Rvw**	**Depart. Rvw Yr.**	**Senate Review**	**Consult. Council**	**BOT - 6 Yrs**	**Notes**
5	Student Services	Student Services	BP	BP 5010	Admissions and Concurrent Enrollment	3/13/2018	Oct-2023	Nov-2023	Dec-2023	Jan-2029	Bd Aprvl 1/24?
5	Student Services	Student Services	BP	BP 5015	Residence Determination	3/13/2018	Oct-2023	Nov-2023	Dec-2023	Jan-2029	
5	Student Services	Student Services	BP	BP 5020	Nonresident Tuition	3/13/2018	Oct-2023	Nov-2023	Dec-2023	Jan-2029	
5	Student Services	Student Services	BP	BP 5030	Fees	3/13/2018	Oct-2023	Nov-2023	Dec-2023	Jan-2029	
5	Student Services	Student Services	BP	BP 5031	Instructional Materials Fees	3/13/2018	Oct-2023	Nov-2023	Dec-2023	Jan-2029	
5	Student Services	Student Services	BP	BP 5035	Withholding of Student Records	3/13/2018	Oct-2023	Nov-2023	Dec-2023	Jan-2029	
5	Student Services	Student Services	BP	BP 5040	Student Records and Directory Information	3/13/2018	Oct-2023	Nov-2023	Dec-2023	Jan-2029	
5	Student Services	Student Services	BP	BP 5050	Student Success and Support Program	3/13/2018	Oct-2023	Nov-2023	Dec-2023	Jan-2029	
5	Student Services	Student Services	BP	BP 5052	Open Enrollment	3/13/2018	Oct-2023	Nov-2023	Dec-2023	Jan-2029	
5	Student Services	Student Services	BP	BP 5055	Enrollment Priorities	3/13/2018	Oct-2023	Nov-2023	Dec-2023	Jan-2029	
5	Student Services	Student Services	BP	BP 5110	Counseling	3/13/2018	Oct-2023	Nov-2023	Dec-2023	Jan-2029	
5	Student Services	Student Services	BP	BP 5120	Transfer Center	3/13/2018	Oct-2023	Nov-2023	Dec-2023	Jan-2029	
5	Student Services	Student Services	BP	BP 5130	Financial Aid	3/13/2018	Oct-2023	Nov-2023	Dec-2023	Jan-2029	
5	Student Services	Student Services	BP	BP 5140	Disabled Student Programs and Services	3/13/2018	Oct-2023	Nov-2023	Dec-2023	Jan-2029	
5	Student Services	Student Services	BP	BP 5150	Extended Opportunity Programs and Services	3/13/2018	Oct-2023	Nov-2023	Dec-2023	Jan-2029	
5	Student Services	Student Services	BP	BP 5200	Student Health Services	3/13/2018	Oct-2023	Nov-2023	Dec-2023	Jan-2029	
5	Student Services	Student Services	BP	BP 5205	Student Accident Insurance	3/13/2018	Oct-2023	Nov-2023	Dec-2023	Jan-2029	
5	Student Services	Student Services	BP	BP 5210	Communicable Disease	3/13/2018	Oct-2023	Nov-2023	Dec-2023	Jan-2029	
5	Student Services	Student Services	BP	BP 5300	Student Equity	3/13/2018	Oct-2023	Nov-2023	Dec-2023	Jan-2029	
5	Student Services	Student Services	BP	BP 5400	Associated Students Organization	3/13/2018	Oct-2023	Nov-2023	Dec-2023	Jan-2029	
5	Student Services	Student Services	BP	BP 5410	Associated Students Elections (Policy under review/revision)	8/14/2018	Oct-2023	Nov-2023	Dec-2023	Jan-2029	
5	Student Services	Student Services	BP	BP 5420	Associated Students Finance	3/13/2018	Oct-2023	Nov-2023	Dec-2023	Jan-2029	
5	Student Services	Student Services	BP	BP 5500	Standards of Conduct	3/13/2018	Oct-2023	Nov-2023	Dec-2023	Jan-2029	

5	Student Services	Student Services	BP	BP 5550	Speech: Time, Place, and Manner (Moved per CCLC, Renumbered to BP 3902)	3/14/2012	Oct-2023	Nov-2023	Dec-2023	Jan-2029	
5	Student Services	Student Services	BP	BP 5570	Student Credit Card Solicitation	3/13/2018	Oct-2023	Nov-2023	Dec-2023	Jan-2029	
5	Student Services	Student Services	BP	BP 5700	Intercollegiate Activities & Athletics	3/13/2018	Oct-2023	Nov-2023	Dec-2023	Jan-2029	
5	Student Services	Student Services	BP	BP 5800	Prevention of Identity Theft in Student Financial Transactions	3/13/2018	Oct-2023	Nov-2023	Dec-2023	Jan-2029	
5	Student Services	Student Services	AP	AP 5010	Admissions	N/A	Oct-2023	Nov-2023	Dec-2023	N/A	
5	Student Services	Student Services	AP	AP 5011	Admission and Concurrent Enrollment of High School & Other Young Students	N/A	Oct-2023	Nov-2023	Dec-2023	N/A	
5	Student Services	Student Services	AP	AP 5012	International Students	N/A	Oct-2023	Nov-2023	Dec-2023	N/A	
5	Student Services	Student Services	AP	AP 5013	Students in the Military	N/A	Oct-2023	Nov-2023	Dec-2023	N/A	
5	Student Services	Student Services	AP	AP 5015	Residence Determination	N/A	Oct-2023	Nov-2023	Dec-2023	N/A	
5	Student Services	Student Services	AP	AP 5020	Nonresident Tuition	N/A	Oct-2023	Nov-2023	Dec-2023	N/A	
5	Student Services	Student Services	AP	AP 5030	Fees	N/A	Oct-2023	Nov-2023	Dec-2023	N/A	
5	Student Services	Student Services	AP	AP 5031	Instructional Materials Fees	N/A	Oct-2023	Nov-2023	Dec-2023	N/A	
5	Student Services	Student Services	AP	AP 5035	Withholding of Student Records	N/A	Oct-2023	Nov-2023	Dec-2023	N/A	
5	Student Services	Student Services	AP	AP 5040	Student Records, Directory Information, and Privacy	N/A	Oct-2023	Nov-2023	Dec-2023	N/A	
5	Student Services	Student Services	AP	AP 5045	Student Records: Challenging Content and Access Log	N/A	Oct-2023	Nov-2023	Dec-2023	N/A	
5	Student Services	Student Services	AP	AP 5050	Student Success and Support Program	N/A	Oct-2023	Nov-2023	Dec-2023	N/A	
5	Student Services	Student Services	AP	AP 5052	Open Enrollment	N/A	Oct-2023	Nov-2023	Dec-2023	N/A	
5	Student Services	Student Services	AP	AP 5055	Enrollment Priorities	N/A	Oct-2023	Nov-2023	Dec-2023	N/A	
5	Student Services	Student Services	AP	AP 5070	Attendance Accounting	N/A	Oct-2023	Nov-2023	Dec-2023	N/A	
5	Student Services	Student Services	AP	AP 5075	Course Adds and Drops (under separate review)	N/A	Oct-2023	Nov-2023	Dec-2023	N/A	
5	Student Services	Student Services	AP	AP 5110	Counseling	N/A	Oct-2023	Nov-2023	Dec-2023	N/A	
5	Student Services	Student Services	AP	AP 5120	Transfer Center	N/A	Oct-2023	Nov-2023	Dec-2023	N/A	
5	Student Services	Student Services	AP	AP 5130	Financial Aid	N/A	Oct-2023	Nov-2023	Dec-2023	N/A	
5	Student Services	Student Services	AP	AP 5140	Disability Services and Programs for Students	N/A	Oct-2023	Nov-2023	Dec-2023	N/A	
5	Student Services	Student Services	AP	AP 5150	Extended Opportunity Programs and Services	N/A	Oct-2023	Nov-2023	Dec-2023	N/A	
5	Student Services	Student Services	AP	AP 5210	Communicable Disease	N/A	Oct-2023	Nov-2023	Dec-2023	N/A	

5	Student Services	Student Services	AP	AP 5220	Shower Facilities for Homeless Students	N/A	Oct-2023	Nov-2023	Dec-2023	N/A	
5	Student Services	Student Services	AP	AP 5300	Student Equity	N/A	Oct-2023	Nov-2023	Dec-2023	N/A	
5	Student Services	Student Services	AP	AP 5350	Student Rights and Freedoms	N/A	Oct-2023	Nov-2023	Dec-2023	N/A	
5	Student Services	Student Services	AP	AP 5400	Associated Students Organization	N/A	Oct-2023	Nov-2023	Dec-2023	N/A	
5	Student Services	Student Services	AP	AP 5410	Associated Students Elections	N/A	Oct-2023	Nov-2023	Dec-2023	N/A	
5	Student Services	Student Services	AP	AP 5420	Associated Students Finance	N/A	Oct-2023	Nov-2023	Dec-2023	N/A	
5	Student Services	Student Services	AP	AP 5450	Student Clubs and Organizations	N/A	Oct-2023	Nov-2023	Dec-2023	N/A	
5	Student Services	Student Services	AP	AP 5460	Supervision of Activities	N/A	Oct-2023	Nov-2023	Dec-2023	N/A	
5	Student Services	Student Services	AP	AP 5470	College Sponsored Events	N/A	Oct-2023	Nov-2023	Dec-2023	N/A	
5	Student Services	Student Services	AP	AP 5505	Off-Campus Student Organizations	N/A	Oct-2023	Nov-2023	Dec-2023	N/A	
5	Student Services	Student Services	AP	AP 5510	Dormitory Standards of Conduct	N/A	Oct-2023	Nov-2023	Dec-2023	N/A	
5	Student Services	Student Services	AP	AP 5520	Student Discipline Procedures	N/A	Oct-2023	Nov-2023	Dec-2023	N/A	
5	Student Services	Student Services	AP	AP 5530	Student Rights and Grievances	N/A	Oct-2023	Nov-2023	Dec-2023	N/A	
5	Student Services	Student Services	AP	AP 5550	Speech: Time, Place, and Manner	N/A	Oct-2023	Nov-2023	Dec-2023	N/A	
5	Student Services	Student Services	AP	AP 5570	Student Credit Card Solicitation	N/A	Oct-2023	Nov-2023	Dec-2023	N/A	
5	Student Services	Student Services	AP	AP 5610	Voter Registration	N/A	Oct-2023	Nov-2023	Dec-2023	N/A	
5	Student Services	Student Services	AP	AP 5700	Intercollegiate Activities & Athletics	N/A	Oct-2023	Nov-2023	Dec-2023	N/A	
5	Student Services	Student Services	AP	AP 5800	Prevention of Identity Theft in Student Financial Transactions	N/A	Oct-2023	Nov-2023	Dec-2023	N/A	

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6	Business and Fiscal Affairs	Business Office	BP	BP 6100	Delegation of Authority	1/10/2012	Oct-2023	N/A	Oct-2023	Jan-2027	
6	Business and Fiscal Affairs	Business Office	BP	BP 6150	Designation of Authorized Signatures	1/10/2012	Oct-2023	N/A	Oct-2023	Jan-2027	
6	Business and Fiscal Affairs	Business Office	BP	BP 6200	Budget Preparation	11/13/2012	Oct-2023	N/A	Oct-2023	Jan-2027	
6	Business and Fiscal Affairs	Business Office	BP	BP 6250	Budget Management	1/10/2012	Oct-2023	N/A	Oct-2023	Jan-2027	
6	Business and Fiscal Affairs	Business Office	BP	BP 6300	Fiscal Management	1/10/2012	Oct-2023	N/A	Oct-2023	Jan-2027	
6	Business and Fiscal Affairs	Business Office	BP	BP 6320	Investments	1/10/2012	Oct-2023	N/A	Oct-2023	Jan-2027	
6	Business and Fiscal Affairs	Business Office	BP	BP 6330	Purchasing	1/10/2012	Oct-2023	N/A	Oct-2023	Jan-2027	

6	Business and Fiscal Affairs	Business Office	BP	BP 6340	Contracts	1/10/2012	Oct-2023	N/A	Oct-2023	Jan-2027	Tentative Bd Approval Date Dec. 2023
6	Business and Fiscal Affairs	Business Office	BP	BP 6400	Audits	1/10/2012	Oct-2023	N/A	Oct-2023	Jan-2027	
6	Business and Fiscal Affairs	Business Office	BP	BP 6450	Wireless or Cellular Telephone Use	1/10/2012	Oct-2023	N/A	Oct-2023	Jan-2027	
6	Business and Fiscal Affairs	Business Office	BP	BP 6500	Property Management	1/10/2012	Oct-2023	N/A	Oct-2023	Jan-2027	
6	Business and Fiscal Affairs	Business Office	BP	BP 6520	Security for District Property	1/10/2012	Oct-2023	N/A	Oct-2023	Jan-2027	
6	Business and Fiscal Affairs	Business Office	BP	BP 6540	Insurance	1/10/2012	Oct-2023	N/A	Oct-2023	Jan-2027	
6	Business and Fiscal Affairs	Business Office	BP	BP 6550	Disposal of District Property	1/10/2012	Oct-2023	N/A	Oct-2023	Jan-2027	
6	Business and Fiscal Affairs	Business Office	BP	BP 6600	Capital Construction	11/13/2012	Oct-2023	N/A	Oct-2023	Jan-2027	
6	Business and Fiscal Affairs	Business Office	BP	BP 6620	Naming of Facilities	5/10/2011	Oct-2023	N/A	Oct-2023	Jan-2027	
6	Business and Fiscal Affairs	Business Office	BP	BP 6700	Civic Center and Other Facilities Use	1/22/2014	Oct-2023	N/A	Oct-2023	Jan-2027	
6	Business and Fiscal Affairs	Business Office	BP	BP 6740	Citizens' Bond Oversight Committee	1/10/2012	Oct-2023	N/A	Oct-2023	Jan-2027	
6	Business and Fiscal Affairs	Business Office	BP	BP 6750	Parking	1/10/2012	Oct-2023	N/A	Oct-2023	Jan-2027	
6	Business and Fiscal Affairs	Business Office	BP	BP 6800	Safety	1/10/2012	Oct-2023	N/A	Oct-2023	Jan-2027	
6	Business and Fiscal Affairs	Business Office	BP	BP 6900	Bookstore	11/13/2012	Oct-2023	N/A	Oct-2023	Jan-2027	
6	Business and Fiscal Affairs	Business Office	BP	BP 6910	Housing	11/13/2012	Oct-2023	N/A	Oct-2023	Jan-2027	
6	Business and Fiscal Affairs	Business Office	AP	AP 6100	Delegation of Authority	N/A	Oct-2023	N/A	Oct-2023	N/A	
6	Business and Fiscal Affairs	Business Office	AP	AP 6150	Designation of Authorized Signatures	N/A	Oct-2023	N/A	Oct-2023	N/A	
6	Business and Fiscal Affairs	Business Office	AP	AP 6200	Budget Preparation	N/A	Oct-2023	N/A	Oct-2023	N/A	
6	Business and Fiscal Affairs	Business Office	AP	AP 6250	Budget Management	N/A	Oct-2023	N/A	Oct-2023	N/A	
6	Business and Fiscal Affairs	Business Office	AP	AP 6300	Fiscal Management	N/A	Oct-2023	N/A	Oct-2023	N/A	
6	Business and Fiscal Affairs	Business Office	AP	AP 6305	Reserves	N/A	Oct-2023	N/A	Oct-2023	N/A	
6	Business and Fiscal Affairs	Business Office	AP	AP 6310	Accounting	N/A	Oct-2023	N/A	Oct-2023	N/A	
6	Business and Fiscal Affairs	Business Office	AP	AP 6320	Investments	N/A	Oct-2023	N/A	Oct-2023	N/A	
6	Business and Fiscal Affairs	Business Office	AP	AP 6322	Employee Indemnity Bonds	N/A	Oct-2023	N/A	Oct-2023	N/A	
6	Business and Fiscal Affairs	Business Office	AP	AP 6325	Payroll	N/A	Oct-2023	N/A	Oct-2023	N/A	
6	Business and Fiscal Affairs	Business Office	AP	AP 6330	Purchasing	N/A	Oct-2023	N/A	Oct-2023	N/A	
6	Business and Fiscal Affairs	Business Office	AP	AP 6340	Bids and Contracts	N/A	Oct-2023	N/A	Oct-2023	N/A	

6	Business and Fiscal Affairs	Business Office	AP	AP 6350	Contracts – Construction	N/A	Oct-2023	N/A	Oct-2023	N/A	
6	Business and Fiscal Affairs	Business Office	AP	AP 6360	Contracts – Electronic Systems and Materials	N/A	Oct-2023	N/A	Oct-2023	N/A	
6	Business and Fiscal Affairs	Business Office	AP	AP 6365	Contracts – Accessibility of Information Technology	N/A	Oct-2023	N/A	Oct-2023	N/A	
6	Business and Fiscal Affairs	Business Office	AP	AP 6370	Contracts – Personal Services	N/A	Oct-2023	N/A	Oct-2023	N/A	
6	Business and Fiscal Affairs	Business Office	AP	AP 6380	Vendors	N/A	Oct-2023	N/A	Oct-2023	N/A	
6	Business and Fiscal Affairs	Business Office	AP	AP 6400	Audits	N/A	Oct-2023	N/A	Oct-2023	N/A	
6	Business and Fiscal Affairs	Business Office	AP	AP 6450	Wireless or Cellular Telephone Use	N/A	Oct-2023	N/A	Oct-2023	N/A	
6	Business and Fiscal Affairs	Business Office	AP	AP 6460	District Credit Cards	N/A	Oct-2023	N/A	Oct-2023	N/A	
6	Business and Fiscal Affairs	Business Office	AP	AP 6500	Property Management	N/A	Oct-2023	N/A	Oct-2023	N/A	
6	Business and Fiscal Affairs	Business Office	AP	AP 6520	Security for District Property	N/A	Oct-2023	N/A	Oct-2023	N/A	
6	Business and Fiscal Affairs	Business Office	AP	AP 6530	District Vehicles	N/A	Oct-2023	N/A	Oct-2023	N/A	
6	Business and Fiscal Affairs	Business Office	AP	AP 6535	Use of District Equipment	N/A	Oct-2023	N/A	Oct-2023	N/A	
6	Business and Fiscal Affairs	Business Office	AP	AP 6540	Insurance	N/A	Oct-2023	N/A	Oct-2023	N/A	
6	Business and Fiscal Affairs	Business Office	AP	AP 6550	Disposal of District Property	N/A	Oct-2023	N/A	Oct-2023	N/A	
6	Business and Fiscal Affairs	Business Office	AP	AP 6600	Capital Construction	N/A	Oct-2023	N/A	Oct-2023	N/A	
6	Business and Fiscal Affairs	Business Office	AP	AP 6620	Naming of Facilities	5/10/2011	Oct-2023	N/A	Oct-2023	N/A	
6	Business and Fiscal Affairs	Business Office	AP	AP 6700	Civic Center and Other Facilities Use	N/A	Oct-2023	N/A	Oct-2023	N/A	
6	Business and Fiscal Affairs	Business Office	AP	AP 6740	Citizens' Bond Oversight Committee	N/A	Oct-2023	N/A	Oct-2023	N/A	
6	Business and Fiscal Affairs	Business Office	AP	AP 6750	Parking	N/A	Oct-2023	N/A	Oct-2023	N/A	
6	Business and Fiscal Affairs	Business Office	AP	AP 6800	Safety	N/A	Oct-2023	N/A	Oct-2023	N/A	
6	Business and Fiscal Affairs	Business Office	AP	AP 6850	Hazardous Materials	N/A	Oct-2023	N/A	Oct-2023	N/A	
6	Business and Fiscal Affairs	Business Office	AP	AP 6910	Housing	N/A	Oct-2023	N/A	Oct-2023	N/A	

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7	Human Resources	Human Resources	BP	BP 7000	Personnel Matters	9/12/2023	Jun-2023	N/A	Jul-2023	Jan-2028	
7	Human Resources	Human Resources	BP	BP 7100	Commitment to Diversity	9/12/2023	Jun-2023	N/A	Jul-2023	Jan-2028	
7	Human Resources	Human Resources	BP	BP 7110	Delegation of Authority	9/12/2023	Jun-2023	N/A	Jul-2023	Jan-2028	
7	Human Resources	Human Resources	BP	BP 7120	Recruitment and Hiring	9/12/2023	Jun-2023	N/A	Jul-2023	Jan-2028	

7	Human Resources	Human Resources	BP	BP 7130	Compensation	9/12/2023	Jun-2023	N/A	Jul-2023	Jan-2028	
7	Human Resources	Human Resources	BP	BP 7135	Health and Welfare Benefits (Administrators, Managers and Confidential Employees)	9/12/2023	Jun-2023	N/A	Jul-2023	Jan-2028	
7	Human Resources	Human Resources	BP	BP 7140	Collective Bargaining	9/12/2023	Jun-2023	N/A	Jul-2023	Jan-2028	
7	Human Resources	Human Resources	BP	BP 7150	Evaluation	9/12/2023	Jun-2023	N/A	Jul-2023	Jan-2028	
7	Human Resources	Human Resources	BP	BP 7160	Professional Development	9/12/2023	Jun-2023	N/A	Jul-2023	Jan-2028	
7	Human Resources	Human Resources	BP	BP 7170	Exchange Program	9/12/2023	Jun-2023	N/A	Jul-2023	Jan-2028	
7	Human Resources	Human Resources	BP	BP 7210	Academic Employees	9/12/2023	Jun-2023	N/A	Jul-2023	Jan-2028	
7	Human Resources	Human Resources	BP	BP 7220	Professor Emeritus	9/12/2023	Jun-2023	N/A	Jul-2023	Jan-2028	
7	Human Resources	Human Resources	BP	BP 7230	Classified Employees	9/12/2023	Jun-2023	N/A	Jul-2023	Jan-2028	
7	Human Resources	Human Resources	BP	BP 7240	Confidential Employees	9/12/2023	Jun-2023	N/A	Jul-2023	Jan-2028	
7	Human Resources	Human Resources	BP	BP 7250	Educational Administrators	9/12/2023	Jun-2023	N/A	Jul-2023	Jan-2028	
7	Human Resources	Human Resources	BP	BP 7260	Classified Supervisors and Managers	9/12/2023	Jun-2023	N/A	Jul-2023	Jan-2028	
7	Human Resources	Human Resources	BP	BP 7310	Nepotism	9/12/2023	Jun-2023	N/A	Jul-2023	Jan-2028	
7	Human Resources	Human Resources	BP	BP 7330	Communicable Disease	9/12/2023	Jun-2023	N/A	Jul-2023	Jan-2028	
7	Human Resources	Human Resources	BP	BP 7335	Health Examinations	9/12/2023	Jun-2023	N/A	Jul-2023	Jan-2028	
7	Human Resources	Human Resources	BP	BP 7340	Leaves	9/12/2023	Jun-2023	N/A	Jul-2023	Jan-2028	
7	Human Resources	Human Resources	BP	BP 7345	Catastrophic Leave Program	9/12/2023	Jun-2023	N/A	Jul-2023	Jan-2028	
7	Human Resources	Human Resources	BP	BP 7350	Resignations	9/12/2023	Jun-2023	N/A	Jul-2023	Jan-2028	
7	Human Resources	Human Resources	BP	BP 7360	Discipline and Dismissal – Academic Employees	9/12/2023	Jun-2023	N/A	Jul-2023	Jan-2028	
7	Human Resources	Human Resources	BP	BP 7365	Discipline and Dismissal – Classified Employees	9/12/2023	Jun-2023	N/A	Jul-2023	Jan-2028	
7	Human Resources	Human Resources	BP	BP 7367	iscipline and Dismissal - Confidential Employees / Administrators	9/12/2023	Jun-2023	N/A	Jul-2023	Jan-2028	
7	Human Resources	Human Resources	BP	BP 7368	Employee Rehiring Prohibition	9/12/2023	Jun-2023	N/A	Jul-2023	Jan-2028	
7	Human Resources	Human Resources	BP	BP 7370	Political Activity	9/12/2023	Jun-2023	N/A	Jul-2023	Jan-2028	
7	Human Resources	Human Resources	BP	BP 7380	Retiree Health Benefits – Academic Employees	9/12/2023	Jun-2023	N/A	Jul-2023	Jan-2028	
7	Human Resources	Human Resources	BP	BP 7385	Salary Deductions	9/12/2023	Jun-2023	N/A	Jul-2023	Jan-2028	
7	Human Resources	Human Resources	BP	BP 7400	Travel	9/12/2023	Jun-2023	N/A	Jul-2023	Jan-2028	

7	Human Resources	Human Resources	BP	BP 7510	Domestic Partners	9/12/2023	Jun-2023	N/A	Jul-2023	Jan-2028	
7	Human Resources	Human Resources	BP	BP 7600	District Police Department / Campus Security	9/12/2023	Jun-2023	N/A	Jul-2023	Jan-2028	
7	Human Resources	Human Resources	BP	BP 7700	Whistleblower Protection	9/12/2023	Jun-2023	N/A	Jul-2023	Jan-2028	
7	Human Resources	Human Resources	BP	BP 7800	Institutional Reassignment / Transfers	9/12/2023	Jun-2023	N/A	Jul-2023	Jan-2028	
7	Human Resources	Human Resources	AP	AP 7100	Commitment to Diversity	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7110	Delegation of Authority	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7120	Recruitment and Hiring	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7125	Verification of Eligibility for Employment	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7126	Applicant Background Checks	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7130	Compensation	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7140	Collective Bargaining	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7145	Personnel Files	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7150	Evaluation	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7160	Professional Development	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7210	Academic Employees (approved 12/12/12)	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7211	Faculty Service Areas, Minimum Qualifications, and Equivalencies	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7212	Temporary Faculty (approved 12/12/12)	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7214	Initial Placement on Salary Schedule	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7215	Academic Employees: Probationary Contract Faculty (approved 12/12/12)	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7216	Academic Employees: Grievance Procedure for Contract Decisions	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7220	Professor Emeritus (approved 12/12/12)	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7230	Classified Employees	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7232	Classification Review	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7233	Claims for Work Out of Classification	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7234	Overtime	N/A	Jun-2023	N/A	Jul-2023	N/A	

7	Human Resources	Human Resources	AP	AP 7235	Probationary Period: Classified Employees	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7236	Substitute and Short Term Employees	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7237	Layoffs	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7240	Confidential Employees	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7245	Outside Employment	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7250	Educational Administrators	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7270	Student Workers	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7310	Nepotism	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7330	Communicable Disease	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7335	Health Examinations	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7336	Certification of Freedom from Tuberculosis	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7337	Fingerprinting	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7340	Leaves	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7341	Sabbaticals	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7342	Holidays	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7343	Industrial Accidents and Illness	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7344	Notifying District of Illness	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7345	Catastrophic Leave	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7346	Employees Called to Military Duty	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7347	Paid Family Leave	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7350	Resignations	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7360	Discipline and Dismissal – Academic Employees	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7365	Discipline and Dismissal – Classified Employees	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7367	Discipline and Dismissal – Confidential Employees/Administrators	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7370	Political Activity	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7371	Personal Use of Public Resources	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7380	Retiree Health Benefits: Academic Employees	N/A	Jun-2023	N/A	Jul-2023	N/A	

7	Human Resources	Human Resources	AP	AP 7381	Health and Welfare Benefits	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7400	Travel	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7500	Volunteers, Interns, and Student Teachers	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7700	Whistleblower Protection	N/A	Jun-2023	N/A	Jul-2023	N/A	
7	Human Resources	Human Resources	AP	AP 7800	Institutional Reassignment/Transfers	N/A	Jun-2023	N/A	Jul-2023	N/A	

Regular Meeting of the Board of Trustees - 5:30 p.m. (Tuesday, October 12, 2021)
Generated by Julie Johnston on Wednesday, October 13, 2021

Members present
Kim Dieter, Louis Hamilton, Sophia Wages, Sandra Jonas, David Trussell (Via Zoom), Robin Hanson

Members absent
Buck Parks

Meeting called to order at 5:30 PM

1. Meeting Opening-Installation of Elected Board Member
Procedural: 1.01 Installation of Elected Board Member
Installation of Elected Board Member:
Before taking office, each Community College District Board Member must subscribe to the Oath of Office before a community college trustee, other school official, or Notary Public.

Administer of Oath:
At this time, the Dr. Trevor Albertson, Superintendent/President and Secretary to the Board, shall administer the Oath of Office to Robin Hanson.

2. Meeting Opening
Procedural: 2.01 Call to Order and Roll Call

Action, Procedural: 2.02 Agenda Approval
Motion by Kim Dieter, second by Louis Hamilton
Final Resolution: Motion carries.
Roll Call Vote Was Taken:
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, David Trussell (via Zoom), Sophia Wages
Noes: None
Absent: Buck Parks

Procedural: 2.03 Pledge of Allegiance to the Flag
The Pledge of Allegiance to the Flag was led by Trustee Robin Hanson.

3. Public Comments
Information, Procedural: 3.01 Call for Requests from the Audience to Speak to any Item on the Agenda
None

Information, Procedural: 3.02 Public Comments on Items Not on the Agenda
None

4. Consent Agenda-Any items removed will be considered after the motion to approve the Consent Agenda
Information: 4.01 Public Comments on Consent Agenda Items

Action (Consent), Minutes: 4.02 Approval of Minutes of September 14, 2021 Regular Meeting (Includes Agenda Items from August10, 2021 Regular Meeting canceled due to Dixie Fire)

Action (Consent): 4.03 Approval of Personnel Consent Agenda

Action (Consent): 4.04 Approval of Warrants and Financial Reports ending September 30, 2021

Action (Consent): 4.05 Approve Consent Agenda
Motion by Louis Hamilton, second by Kim Dieter
Final Resolution: Motion carries.
Roll Call Vote Was Taken:
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, David Trussell (via Zoom), Sophia Wages
Noes: None
Absent: Buck Parks

5. Discussion/Action on item(s) removed from Consent Agenda
None

6. Information-Reports
Information, Report: 6.01 Academic Senate President's Report
Adam Runyan, Academic Senate President, welcomed Robin and stated he is happy to have her here. Mr. Runyan reported that our Academic Senate has been busy working closely with Administration, our Accreditation Consultant, the Faculty Tri chairs, managers, and classified staff to prepare for our upcoming visit with the Accreditation Team. We believe we have met the recommendations and in turn are making our processes better and more streamlined. We are working on catching up and staying on track with our Program Reviews. You will see later in tonight's agenda the approval of some of our CTE Advisory Committees. These Advisory Committees help keep our CTE programs up to date with industry standards and requirements. Based on recommendations from ACCJC, our Peer Resource Team visit, and annual governance surveys, it has been recommended to create a Budget Committee that is a subcommittee of Consultation Council. Through a collaborative effort, we have officially created that committee, and it will be convening shortly. This committee will help us stay on track annually with budget prioritization and make their recommendations to Consultation Council annually based off of comprehensive IPR's, NIPR's, annual updates and resource allocation requests. Once again, thank you for your time and commitment to our institution.

Information, Report: 6.02 Associated Student's Report
None

Information, Report: 6.03 Superintendent/President's Report - Dr. Trevor Albertson
Dr. Trevor Albertson, Superintendent/President stated: Trustee Hanson, congratulations and welcome aboard. Dr. Albertson gave a thank you to Faculty Senate, Faculty Tri Chairs. Welcome new ALO Chad Lewis. This is the first time having a faculty ALO in a long time. It keeps us engaged and accreditation stays viable. Dr. Albertson advised he wants to thank our Faculty Senate President for his support in this and the accreditation Tri Chairs on a lot of what they did for the visit. With the visit on November 15 & 16, people will be nervous, excited and a relieved. It has been almost two years. It will be good to clear this hurdle and move on to the next challenge. Because of everyone involved, and what they have put forth, we are in very good stead moving on to the next stage. Dr. Albertson stated he would like to next discuss some issues we have seen on campus. He has an open door policy for a lot of reasons. He cannot know everything happening on this campus every day. When there are issues on this campus, people can come to his office, or send him an email. What they have had recently, the issues were dealt with

swiftly, and he will speak more about it in closed session. Dr. Albertson stated he wants to encourage people if they are having issues to come see him, submit a letter, see HR. If there is adverse behavior they need to know about it. Dr. Albertson reiterated again, the open door is there for a reason.

Dr. Albertson reported that with the Budget, we are in the black and doing good. We are still realizing some savings which is fantastic. This is a change for us. Mr. Corley stated he does not have exact figures of where we are at. Dr. Albertson stated that if nothing has changed, we are several hundred thousand in savings this year so far. Additionally we do not expect to go into deficit spending at all or dip into the reserve. With everything going on, we are doing well. There will be some potential savings coming up on the personnel side which we will talk about in closed session. From an equity stand point that is great news. The Governor signed a bill not allowing for layoffs of CSEA except one time a year. The District will have to be more diligent. CSEA has the same rights now as contract or employment as our faculty has which creates a good sense of stability.
Dr. Albertson stated he is back finally and he does not have CoVid. CoVid has been run out of his house now. His four kids all had it all at once and his poor wife had to deal with it alone which he traveled. He completed his affinity groups, mentoring sessions for people in the same industry. He was able to participate in that, and got to spend two hours being mentored by the Provost of Harvard. Dr. Albertson stated he was getting to think about what he does instead of being in the fight all the time. He was also at CCAOE in Palm Springs, where they are advocating for changes that in what we call CTE to craftsman positions. Redefine the position as it is not just career skills you learn. Dr. Albertson reported they had a great time down there and Michell and Chad traveled to the conference as well. He also got to spend time with other leaders and with State Senate representatives.

Information, Report: 6.04 Board Comments

Trustee Louis Hamilton welcomed Robin and stated it is nice having you aboard. Trustee Hamilton stated that the air scrubber machine is noisy, but glad to see it here.

Trustee Kim Dieter welcomed Robin and advised it is good to have you on the Board.

Trustee Robin Hanson stated thank you all for being so welcoming.

Trustee Sandra Jonas welcomed Robin and advised she is glad that you are here. Trustee Jonas stated she is impressed with the program reviews and she has read all of them. Trustee Jonas advised she is sad to read the counseling one because she misses you guys. Trustee Jonas reported she reviewed all of the board policies and that she thinks Randy is heading that up. Thank you.

Trustee David Trussell congratulated Robin and stated he looks forward to working with her. Trustee Trussell advised he really hopes he gets to see you guys next month. He is tired of being away from you guys.

President Sophia Wages gave a welcome to Robin and stated she knows the name, but has never seen the face. She is glad to put a name to the face now. President Wages congratulated the rodeo team for this weekend and added that even though she does not know the students by name, she thinks they did a good job. Also, soccer was playing Siskiyous. Activities are starting up, and it is good to see campus start buzzing. President Wages advised that with Dr. Trevor's in-service and personal development, it is crucial to have our leader go through that and she would like to see more people, employees classified up through administration, do that. You need to work with other faculty and in other places to see what they are doing. Gives you a little better insight and she would like to see more of that for us. President Wages gave a thank you for doing the accreditation to everyone involved, and getting that all together.

Trustee Louis Hamilton was looking at the Facebook site for Lassen College and noticed the Wrestling team were helping at the site of Greenville. Trustee Hamilton stated he would like to see that on all of our sites.

7. Administration - Second Reading and Approval - Chapter 3 Board Policies

Action: 7.01 BP 3050 Institutional Code of Ethics

Action: 7.02 BP 3100 Organizational Structure

Action: 7.03 BP 3200 Accreditation

Action: 7.04 BP 3250 Institutional Planning

Action: 7.05 BP 3280 Grants

Action: 7.06 BP 3300 Public Records

Action: 7.07 BP 3310 Records Retention and Destruction

Action: 7.08 BP 3410 Nondiscrimination

Action: 7.09 BP 3420 Equal Employment Opportunity

Action: 7.10 BP 3430 Prohibition of Harassment

Action: 7.11 BP 3433 Prohibition of Sexual Harassment under Title IX

Action: 7.12 BP 3440 Service Animals

Action: 7.13 BP 3500 Campus Safety

Action: 7.14 BP 3502 Security Cameras on Campus

Action: 7.15 BP 3503 Missing Student Notification

Action: 7.16 BP 3505 Emergency Response Plan

Action: 7.17 BP 3510 Workplace Violence Plan

Action: 7.18 BP 3515 Reporting of Crimes

Action: 7.19 BP 3518 Child Abuse Reporting

Action: 7.20 BP 3520 Local Law Enforcement

Action: 7.21 BP 3530 Weapons on Campus

Action: 7.22 BP 3540 Sexual and Other Assaults on Campus

Action: 7.23 BP 3550 Drug Free Environment and Drug Prevention Program

Action: 7.24 BP 3560 Alcoholic Beverages

Action: 7.25 BP 3570 Smoking and Tobacco on Campus

Action: 7.26 BP 3600 Auxiliary Organizations

Action: 7.27 BP 3710 Securing of Copyright

Action: 7.28 BP 3715 Intellectual Property

Action: 7.29 BP 3720 Computer and Network Use

Action: 7.30 BP 3810 Claims Against the District

Action: 7.31 BP 3820 Gifts

Information: 7.32 BP 3900 Animals on Campus - See BP 3440 Service Animals (Renumbered and Re-titled - No Action Required)

Action: 7.33 BP 3900 Speech: Time, Place, and Manner
President Wages recommended that since the Chapter 3 Board Policies have been reviewed twice now, that the Board pass all with one motion.

Motion by Sandra Jonas, second by Louis Hamilton
Final Resolution: Motion carries.
Roll Call Vote Was Taken:
Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, David Trussell (via Zoom), Sophia Wages
Noes: None
Absent: Buck Parks
Abstain: Robin Hanson

8. Administration

Action: 8.01 Approval of Gunsmithing Advisory Committee

In accordance with Board Procedure 4102 – Career/Technical Programs, presented is a completed list of the nominees for the 2021-2023 Gunsmithing Advisory Committee, which complies with both the membership and voting guidelines. The complete list of nominees reflects the following: current members who have agreed to serve an additional two-year term and new industry nominees for consideration.

Motion by Sandra Jonas, second by Kim Dieter
Final Resolution: Motion carries.
Roll Call Vote Was Taken:
Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, David Trussell (via Zoom), Sophia Wages
Noes: None
Absent: Buck Parks
Abstain: Robin Hanson

Action: 8.02 Approval of CIS Advisory Committee

In accordance with Board Procedure 4102 – Career/Technical Programs, presented is a completed list of the nominees for the 2021-2023 CIS Advisory Committee, which complies with both the membership and voting guidelines. The complete list of nominees reflects the following: current members who have agreed to serve an additional two-year term and new industry nominees for consideration.

Motion by Louis Hamilton, second by Kim Dieter

Final Resolution: Motion carries.
Roll Call Vote Was Taken:
Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, David Trussell (via Zoom), Sophia Wages
Noes: None
Absent: Buck Parks
Abstain: Robin Hanson

Action: 8.03 Approval of Administration of Justice/P.O.S.T Advisory Committee

In accordance with Board Procedure 4102 – Career/Technical Programs, presented is a completed list of the nominees for the 2022-2023 Administration of Justice/P.O.S.T Advisory Committee, which complies with both the membership and voting guidelines. The complete list of nominees reflects the following: current members who have agreed to serve an additional two-year term and new industry nominees for consideration.

Motion by Sandra Jonas, second by Louis Hamilton
Final Resolution: Motion carries.
Roll Call Vote Was Taken:
Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Sophia Wages
Noes: None
Absent: Buck Parks, David Trussell (via zoom-call dropped)
Abstain: Robin Hanson

Action: 8.04 Approval of Agriculture Advisory Committee

In accordance with Board Procedure 4102 – Career/Technical Programs, presented is a completed list of the nominees for the 2021-2022 Agriculture Advisory Committee, which complies with both the membership and voting guidelines. The complete list of nominees reflects the following: current members who have agreed to serve an additional two-year term and new industry nominees for consideration.

Motion by Kim Dieter, second by Sandra Jonas
Final Resolution: Motion carries.
Roll Call Vote Was Taken:
Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Sophia Wages
Noes: None
Absent: Buck Parks, David Trussell (via Zoom-call dropped)
Abstain: Robin Hanson

Action: 8.05 Approval of Welding Advisory Committee

In accordance with Board Procedure 4102 – Career/Technical Programs, presented is a completed list of the nominees for the 2021-2022 Welding Advisory Committee, which complies with both the membership and voting guidelines. The complete list of nominees reflects the following: current members who have agreed to serve an additional two-year term and new industry nominees for consideration.

Motion by Sandra Jonas, second by Louis Hamilton
Final Resolution: Motion carries.
Roll Call Vote Was Taken:
Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Sophia Wages
Noes: None
Absent: Buck Parks, David Trussell (via Zoom-call dropped)
Abstain: Robin Hanson

Action: 8.06 Acceptance of Non-Instructional Program Reviews (NIPR's) for Institutional Effectiveness, Incarcerated Education, Financial Aid, Counseling, and Admissions & Records

Executive Cabinet reviewed and adopted on September 20, 24, & 27 the Non-Instructional Program Reviews (NIPRs) for the 2020-2021 academic year for Institutional Effectiveness, Incarcerated Education, Financial Aid, Counseling, and Admissions & Records. These were then forwarded to Consultation Council on September 27, 2021 as information items and are now being presented to the Governing Board for acceptance.

Motion by Kim Dieter, second by Sandra Jonas
Final Resolution: Motion carries.
Roll Call Vote Was Taken:
Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Sophia Wages
Noes: None
Absent: Buck Parks, David Trussell (via Zoom-call dropped)
Abstain: Robin Hanson

Action: 8.07 Approval of 2022-2023 and 2023-2024 Academic Calendars

The Academic Calendar establishes the calendar for the instructional terms as well as the college workday schedule, Flex Days, Holidays and other contractually negotiated dates.
Lassen College Board Policy 4010 Academic Calendar and AP 4010 clarify the process for Academic Calendar approval, as does Article 19 of the LCFA and LCCD contract. The Academic Calendar Committee consists of two faculty members by the LCFA, two representatives designated by the Superintendent/President, and one ex-officio representative designated by the Academic Senate. The negotiated calendar(s) are presented to Consultation Council, consistent with the College's governance process, and forwarded to the Superintendent/President for Board Approval.
The calendars for 2022-2023 and 2023-2024 comply with Education Code, Title V Regulations, Governing Board Policy and the provisions of the LCFA and CSEA Collective Bargaining Agreements. The academic calendars were negotiated by the Academic Calendar Committee on September 17th, 2021 & presented to Consultation Council on September 27, 2021.

Motion by Kim Dieter, second by Sandra Jonas
Final Resolution: Motion carries.
Roll Call Vote Was Taken:
Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Sophia Wages
Noes: None
Absent: Buck Parks, David Trussell (via Zoom-call dropped)
Abstain: Robin Hanson

Action: 8.08 Adjusted Student Worker Salary Schedule

The District has been lacking a salary schedule for Student Workers of the following classifications; Short-Term Temporary Employees and Federal Work Study Workers. This salary schedule was developed to allow the college to follow Education Code and have consistency when hiring our Student Workers across both classifications.
Motion by Sandra Jonas, second by Kim Dieter
Final Resolution: Motion carries.
Roll Call Vote Was Taken:
Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Sophia Wages
Noes: None
Absent: Buck Parks, David Trussell (via Zoom-call dropped)
Abstain: Robin Hanson

Action, Information: 8.09 Sunshine California School Employee Association (CSEA) Opening Proposal to the District

Presented to the Board is CSEA's Opening Proposal for the 2020-2023 successor agreement. The proposal is presented for information in order to sunshine CSEA's

openers.

Action: 8.10 Ratification of Tentative Agreements between LCFA and the District

Dr. Trevor Albertson, Superintendent/President stated that Administration has a good working relationship with LCFA. LCFA and the District have engaged in negotiating the Collective Bargaining Agreement (CBA) for July 1, 2020 – June 30, 2022. The parties reached a tentative agreement to extend the current agreement effective July 1, 2020 and will remain in full force year by year unless one of the parties notifies the other in writing no later than the first Board meeting in April of its request to modify or amend the Agreement and until modified by a successor agreement. LCFA accepted and voted to ratify the tentative agreements, effective October 6, 2021. A Tentative Agreement was reached for the 2020-22 contract year, as now ratified by LCFA. Negotiations for the 2020-22 contract year will continue, and both parties agree that the District and Association will sunshine proposals that were submitted to the Board in 2020; the proposals are valid, and the parties entered into successor contract negotiations by September 2021.

Motion by Louis Hamilton, second by Kim Dieter
Final Resolution: Motion carries.
Roll Call Vote Was Taken:
Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Sophia Wages
Noes: None
Absent: Buck Parks, David Trussell (via Zoom-call dropped)
Abstain: Robin Hanson

Action: 8.11 Review and Approval of Strategic Plan 2022-2027 (Mission, Vision, Values, Strategic Goals, Institutional Student Learning Outcomes)

Consultation Council approved the Strategic Plan September 13, 2021, and Academic Senate approved the same document without changes on September 22, 2021. The Strategic Plan is being presented at this time for review and approval by the Board of Trustees.

Motion by Sandra Jonas, second by Kim Dieter
Final Resolution: Motion carries.
Roll Call Vote Was Taken:
Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, David Trussell, Sophia Wages
Noes: None
Absent: Buck Parks
Abstain: Robin Hanson

Action: 8.12 Ratification of Interim Administrator Contracts

Dr. Trevor Albertson reported that this item concerns two administrators, both in interim administrator positions. Roxanna Haynes went from an acting capacity, then to interim Dean of Instruction, then acting VP of Student Services, to Interim VP of Student Services. The second person is Colleen Baker. She came up from the faculty ranks which is a good thing to an Interim Dean of Instruction. Dr. Albertson stated we should have a way up for our folks on campus. Both are already doing a great job and he could not support them more.

Motion by Kim Dieter, second by Louis Hamilton
Final Resolution: Motion carries.
Roll Call Vote Was Taken:
Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Sophia Wages
Noes: None
Absent: Buck Parks, David Trussell (via Zoom-call dropped)
Abstain: Robin Hanson

Information: 8.13 CCFS-320 Apportionment Attendance Report

Dr.Trevor Albertson, Superintendent/President reported that this is our recalc. In terms of enrollments, we are down about 40 from this time last year. Students were

dis-enrolling due to fire, IT issues and CoVid. Mr. Albertson stated that some are hoped to be recouped before the end of semester between Fire courses and FS60SA. Mr. David Corley, Interim VP of Administrative Services stated that the fire in his opinion has definitely affected enrollment. We have a higher no show in classes when he looked at the last 3 years. At the start of the term, it starts at a certain point and normally we drop around 7.4%. This year the drop is 13% which is abnormal to looking in the past, and he thinks it is specific to the fires as people's worlds were turned upside down during the fire at the beginning of the semester. Mr. Corley advised they will be doing some outreach to these students to try to get them back for spring. Dr. Albertson reported that we are still far better than any others in the state. Other colleges are off 52-54%. Shasta is off 32%. Their campus is a ghost town compared to what it was. Dr. Albertson stated he thinks it was a good thing to make the early decision to come back face-to-face. Thank you to the Board for your flexibility and thank you to the faculty for your flexibility. Comparatively, we are good.

Information: 8.14 Budget Update

Dr. Albertson advised that he covered most of any update regarding the budget during his report, but he is open to questions. We are on budget. There is some hiring they will need to do. With as close as we are on the 50% rule, we need to watch what we are doing. There are some balancing issues we need to undertake.

Information: 8.15 Accreditation Update

Dr. Albertson reported that with regard to accreditation, thank you again to the entire campus. He did not do that heavy lifting. They made it happen. Thank you to the Board for allowing the flexibility and allowing us to handle as we have done. Dr. Albertson asked if Adam Runyan as the Senate President wanted to add his thoughts. Mr. Runyan advised he is pleased with our Tri Chairs. There were some negotiations that went on to pay them individually. Thank you. They are working hard and deserve it. If it has not been for our faculty, we would not be where we are. It has been a heavy lift of everyone. Mr. Runyan stated he is excited about next month. He feels everyone has an understanding at a deeper level and we will continue to work for the next 7 years and get ready for the next one. Dr. Albertson stated he is looking forward to it and this is what it should be like every time. Dr. Albertson asked Dr. Randy Joslin to stand up and reported that Randy has been our ALO to get through this. He is also the maestro for data. Thank you. Great job.

Information: 8.16 COVID Update

Dr. Albertson stated that CoVid is real. Everyone but his wife has had it. It was miserable and they hated it. They have had a 3 year old that has it, and they cannot quite tell you what is bothering them. Dr. Albertson advised they continue to undertake every precaution on campus. People continue to wear masks. sanitize, and we have air scrubbers. Things are going well and we are steady. Trustee Hamilton asked what would we consider ourselves to be at: Phase 1, 2 or 3? Dr. Albertson advised that we are Phase 3 as we are fully open with precautions.

9. Information Items

Information, Procedural: 9.01 Calendar of Events

President Wages referred those present to the Events tab on the website.

10. Future Dates and Reports

Information: 10.01 Future Dates and Reports

October 26, 2021	Retreat Meeting	Board Room	12:00 p.m.
November 9, 2021	Regular Meeting	Board Room	5:30 p.m.
December 14, 2021	Organizational Meeting	Board Room	5:30 p.m.

11. Public Comment on Closed Session Agenda Items

Procedural: 11.01 Public Comment on Closed Session Agenda Items

None

12. Adjourn to Closed Session

Procedural: 12.01 Adjourn to Closed Session

It was moved by Trustee Jonas, seconded by Trustee Dieter and carried unanimously to go into CLOSED SESSION at 6:21 p.m.

13. Closed Session

Action, Discussion, Information: 13.01 Conference with Legal Counsel - Anticipated Litigation

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54956.9:
CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION
Action Taken by the Board: No Reportable Action

Action, Discussion, Information: 13.02 Employee Discipline/Dismissal/Release (Two Matters)

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957(b):
PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
Two Matters
Action Taken by the Board: No Reportable Action

Action, Discussion, Information: 13.03 Conference with Labor Negotiators (Three Matters)

The Board of Trustees of the Lassen Community College District will adjourn to closed session under authority of Government Code Section 54962 to conduct the following business:

1. *With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:*
CONFERENCE WITH LABOR NEGOTIATORS
Agency Designated Representative: Dr. Trevor Albertson, Superintendent/President
Employee Organization: LCFA
Action Taken by the Board: No Reportable Action

2. *With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:*
CONFERENCE WITH LABOR NEGOTIATORS
Agency Designated Representative: Dr. Trevor Albertson, Superintendent/President
Employee Organization: CSEA
Action Taken by the Board: No Reportable Action

3. *With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:*
CONFERENCE WITH LABOR NEGOTIATORS
Agency Designated Representative: Dr. Trevor Albertson, Superintendent/President
Employee Organization: All Unrepresented Employee(s)
Action Taken by the Board: No Reportable Action

14. Reconvene Meeting in Open Session

Procedural: 14.01 Reconvene Meeting in Open Session

It was moved by Trustee Hamilton, seconded by Trustee Hanson and carried unanimously to go into OPEN SESSION at 7:34 p.m.

15. Adjournment

Action: 15.01 Adjournment of Meeting

Motion by Kim Dieter, second by Robin Hanson
Final Resolution: Motion carries.
Roll Call Vote Was Taken:
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, David Trussell (via Zoom), Sophia Wages
Noes: None
Absent: Buck Parks

The meeting adjourned at 7:35 p.m.

Regular Meeting of the Board of Trustees - 5:30 p.m. (Tuesday, September 12, 2023)
Generated by Julie Johnston on Tuesday, September 12, 2023

Members present
Kim Dieter, Louis Hamilton, Buck Parks, Sophia Wages, Sandra Jonas, David Trussell, Robin Hanson, Student Trustee Jasmine Gisselberg

Meeting called to order at 5:30 PM

1. Meeting Opening

Procedural: 1.01 Call to Order and Roll Call

Action, Procedural: 1.02 Agenda Approval
Motion by Sophia Wages, second by David Trussell
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages, Student Trustee Jasmine Gisselberg
Noes: None
Absent: None

Procedural: 1.03 Pledge of Allegiance to the Flag
The Pledge of Allegiance to the Flag was led by Trustee Sophia Wages.

2. Public Comments

Information, Procedural: 2.01 Call for Requests from the Audience to Speak to any Item on the Agenda
None

Information, Procedural: 2.02 Public Comments on Items Not on the Agenda
None

3. Consent Agenda-Any items removed will be considered after the motion to approve the Consent Agenda

Information: 3.01 Public Comments on Consent Agenda Items

Action (Consent), Minutes: 3.02 Approval of Minutes of August 8, 2023 Regular Meeting

Action (Consent): 3.03 Approval of Personnel Consent Agenda

Action (Consent): 3.04 Approval of Warrants and Financial Reports ending August 31, 2023

Action (Consent): 3.05 Ratification of Contracts

Action (Consent): 3.06 Minimum Qualifications Equivalency

Action (Consent): 3.07 Curriculum/Academic Standard Committee Action - Action Log

Action (Consent): 3.08 Approve Consent Agenda
Interim HR Director Kristen Gilman advised that there needed to be a change made to the Item 3.03 - Personnel Consent Agenda, Item d, for Account Technician I, Ayannah Shannon. Her wage should be $20.70 per hour not the $26.08 per hour listed.

Motion by Kim Dieter to approve the Consent Agenda with the modification made to Item 3.03, d, on the Personnel Consent Agenda, second by Louis Hamilton
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages, Student

Trustee Jasmine Gisselberg
Noes: None
Absent: None

4. Discussion/Action on item(s) removed from Consent Agenda
None

5. Information-Reports
Information, Report: 5.01 Academic Senate President's Report - Adam Runyan
Adam Runyan, Academic Senate President, gave the following report:
"Good Evening, It has been a relatively smooth start to the school year. Senate is currently updating handbooks (Governance, Budget, and IPR) as well as reviewing all committee charges. Academic Services has supported us with delivering effective training to all faculty on Evaluation Process, the use of OWL's for Hyflex instruction and meetings, the Instructional Program Review process, as well as making themselves readily available for any questions. Our new faculty are getting more onboarding and support than previous years. Specifically, Collen Baker, deserves kudos for her hard work and effort for our faculty. Senate is keeping up with State mandates that affect our campus. We will be sure to keep you informed as a Board. Thank you for your service to our institution."

Information, Report: 5.02 Associated Student's Report - ASB President Amanda Reeves
ASB President Amanda Reeves was absent.

Information, Report: 5.03 Interim Superintendent/President's Report - Carie Camacho
Interim Superintendent/President Carie Camacho advised that she sent something out to the Board and hope that they had received it. Our FTES estimate is at 1,355 FTE which is still falling short of the 1,400 we are being funded at. We have another year to get our numbers up. President Camacho reported that our Volleyball team is ranked 11th in the State. Our surplus sale which was 10 years in the waiting, ended last night at 7 p.m. Dan did send her a list of sold/paid and sold/not paid. They will give you a complete update at next months' meeting once items have been picked up. President Camacho reported that we will probably have another surplus sale coming up in six months. The college will spend a tremendous amount of money getting everything cleaned up.

Next President Camacho projected a spread sheet on the screen of the Financial Projections provided by the College's consultant Ed Knudsen for FY 2023-2024 through 2025-2026. This is the worksheet that had been reviewed during the two budget forums on campus last week. President Camacho reviewed the fiscal projections with the Board and answered questions concerning these projections. In part, taxes are due in October this year in most counties. The Legal Analyst's Office has said that Governor Newsom is billions of dollars off. Additionally we have the compounding effect of the COLA. We were able to make up the $495,051 deficit this year as we have four faculty positions that are not filled. This covered the deficit with one-time monies. We will need to fill some of these, if not all of the positions for next year. After P1, the State can still take back funds. The projected COLA for 2024-2025 is 5% but now we are hearing it may be 3 or 4%. We have an increase in healthcare, STRS/PERS and then the step increase. We will be deficit spending at around $1,010,150.00. President Camacho advised that we need approximately $5 million in reserves to be safe. We will have more of an idea in October after the 311. If we do not hit our FTE at 1,400, we will not get COLA which means we will have no money for step increases, STRS/PERS, etc. This could all change in a month too. This is the current forecast right now.

President Camacho restated that we are good this year. Next year we just do not know yet. One issue is big programs like Equity do not get COLA, so the state may not continue to fund. We are currently in Hold Harmless which they keep changing. Before the State was saying Hold Harmless would last until 2027-2028. Now they are saying 2025-2026. Trustee Wages stated that Equity is not getting funded but it is funny DEI is being pushed but Equity not being funded. President Camacho stated that a good example is our Student Resource Center. The State imposes services we have to provide yet they are not funding. The State is saying we have to get creative. We have survived other budget crises in California in the past. Ed Knutsen said this is the third he has seen during his career.

We are projected this year at 1,355 FTE. We have to be consistently at or above 1,400 in order to receive COLA moving forward.

Interim VP of Administrative Services David Corley advised that our average includes the current year and two years' prior that we have to be at 1,400. If we stay on track we should be close in 2025-2026. President Camacho stated we have to continue to work on retention. Getting them here is great, but we have to keep them here in order to succeed.

The spreadsheet is attached to the agenda under the Interim Superintendent/President's Report, Item 5.03.

Information, Report: 5.04 Board Comments
Trustee Louis Hamilton stated welcome back to everyone, and that he appreciates Will giving us the schedule and pass to the home games.

Trustee Sandra Jonas welcomed everyone back and Happy Fall! Trustee Jonas thanked all of the employees serving on all of these committees, adding you guys have been really, really busy, and the Board appreciates your commitment to

the College.

Trustee Sophia Wages stated thank you to Will for thinking of the Board. Trustee Wages advised she will be playing in the Frank Ernaga Golf Tournament Saturday. Trustee Wages advised they started the tournament 3 or 4 years ago and Frank was a Chicago Cubs star. He was the first rookie to hit a home run on his first day. Traditionally the Foundation has sponsored this but this year Jim Ernaga, Frank's son, decided to run it and give half to his golf team at the high school and half to our baseball team. Trustee Wages gave her congrats to Women's Volleyball on being ranked 11th in the State. Interim Superintendent/President Carie Camacho added that they play at home on September 22nd.

Student Trustee Jasmine Gisselberg stated good job Volleyball! And we have a student in the top three. Miss Gisselberg also thanked AD Will Freedman for the pass.

President Buck Parks stated that it is good to hear the surplus sale is over and went well. A lot of us and especially Lou have wanted it done and hopefully it moved forward successfully. President Parks thanked Dan and everyone that worked on it. It was a monumental task.

6. Administration Board Policy - Chapter 3 Second Reading and Approval

President Buck Parks recommended the Chapter 3 Board Policies - Items 6.01 through 6.03 be approved with one Motion.

Action, Information: 6.01 BP 3410 Nondiscrimination

Action: 6.02 BP 3420 Equal Employment Opportunity

Action: 6.03 BP 3540 Sexual and Other Assaults on Campus and In Campus Programs

Motion by Sophia Wages to approve the Chapter 3 Board Policies - Items 6.01 through 6.03 with one Motion, second by Sandra Jonas
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages, Student Trustee Jasmine Gisselberg
Noes: None
Absent: None

7. Administration Board Policy - Chapter 7 Second Reading and Approval

President Buck Parks recommended the Chapter 7 Board Policies - Items 7.01 through 7.34 be approved with one Motion.

Action: 7.01 BP 7000 Personnel Matters

Action: 7.02 BP 7100 Commitment to Diversity

Action: 7.03 BP 7100 Delegation of Authority

Action: 7.04 BP 7120 Recruitment and Hiring

Action: 7.05 BP 7130 Compensation

Action: 7.06 BP 7135 Health and Welfare Benefits (Administrators, Managers & Confidential Employees)

Action: 7.07 BP 7140 Collective Bargaining

Action: 7.08 BP 7150 Evaluation

Action: 7.09 BP 7160 Professional Development

Action: 7.10 BP 7170 Exchange Program (recommend deletion)

Action: 7.11 BP 7210 Academic Employees

Action: 7.12 BP 7220 Professor Emeritus

Action: 7.13 BP 7230 Classified Employees

Action: 7.14 BP 7240 Confidential Employees

Action: 7.15 BP 7250 Educational Administrators

Action: 7.16 BP 7260 Classified Supervisors and Managers

Action: 7.17 BP 7310 Nepotism

Action: 7.18 BP 7330 Communicable Disease

Action: 7.19 BP 7335 Health Examinations

Action: 7.20 BP 7340 Leaves

Action: 7.21 BP 7345 Catastrophic Leave Program

Action: 7.22 BP 7350 Resignations

Action: 7.23 BP 7360 - Discipline and Dismissal - Academic Employees

Action: 7.24 BP 7365 Discipline and Dismissal - Classified Employees

Action: 7.25 BP 7367 Discipline and Dismissal - Confidential Employees / Administrators

Action: 7.26 BP 7368 Employee Rehiring Prohibition

Action: 7.27 BP 7370 Political Activity

Action: 7.28 BP 7380 Retiree Health Benefits - Academic Employees

Action: 7.29 BP 7385 - Salary Deductions

Action: 7.30 BP 7400 Travel

Action: 7.31 BP 7510 Domestic Partners

Action: 7.32 BP 7600 District Policy Department / Campus Security

Action: 7.33 BP 7700 Whistleblower Protection

Action: 7.34 BP 7800 Institutional Reassignment / Transfers
Motion by David Trussell to approve the Chapter 7 Board Policies - Items 7.01 through 7.34 with one Motion, second by Robin Hanson

Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages, Student Trustee Jasmine Gisselberg
Noes: None
Absent: None

8. Administration - Public Hearing on FY 2023-2024 Final Budget

Action, Procedural: 8.01 Public Hearing on FY 2023-2024 Final Budget

President Buck Parks asked for a Motion to open the Public Hearing on the FY 2023-2024 Final Budget.

Motion by Robin Hanson to open the Hearing on the FY 2023-2024 Final Budget, second by Kim Dieter
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages, Student Trustee Jasmine Gisselberg
Noes: None
Absent: None

President Parks asked if anyone in the public would like to comment on the FY 2023-2024 Final Budget? There being no comments, President Parks asked for a Motion to close the Hearing on the FY 2023-2024 Final Budget.

Motion by Sophia Wages to close the Hearing on the FY 2023-2024 Final Budget, second by Sandra Jonas
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages, Student Trustee Jasmine Gisselberg
Noes: None
Absent: None

9. Administration

Action: 9.01 Approval of 2023-2024 Final Budget

President Parks asked if any of the Board had any questions concerning the Final Budget or any comments from the Finance Committee who had met prior to this meeting. Trustee Kim Dieter said that she just appreciates all the hard work that went into this budget.

Motion by Kim Dieter, second by David Trussell
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages, Student Trustee Jasmine Gisselberg
Noes: None
Absent: None

Action: 9.02 Approval of 2024-2025 Lassen Affordable Student Housing Grant

Interim Superintendent/President Carie Camacho advised that even though the Chancellor's Office said they are going to stop funding housing grants, we are still going to submit it and have it out there. They are supposedly funding the projects that are in process. Mrs. Camacho stated that we are hoping they get to our round.

Motion by Sophia Wages, second by Louis Hamilton
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages, Student Trustee Jasmine Gisselberg
Noes: None
Absent: None

Action: 9.03 Acceptance of Donation of Wildland Fire Engine From City of Susanville Fire Department

Interim Superintendent/President Carie Camacho advised that the City of Susanville Fire Department were nice enough to donate the fire engine to our Fire Technology program. Mrs. Camacho advised that we are asking for the Board's approval. An inquiry was made as to whether we needed another engine and would we have a location to secure it. Trustee David Trussell advised that ours is a brush engine but the college's has kind of run out and is getting old. It was further advised that the program used to store the equipment in the cogen and that leaving them outside is hard on them. Mrs. Camacho stated she would ask and get an answer back to the Board on this.
asking for approval

Motion by David Trussell, second by Robin Hanson
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages, Student Trustee Jasmine Gisselberg
Noes: None
Absent: None

Action: 9.04 Acceptance of Lassen College Foundation Membership

Trustee Sophia Wages advised that the Foundation gained a new member and that progress is moving along. New members Michael Rivas and Jenna Ducasse. Trustee Wages stated that everything is coming along and doing great. The Foundation Members consist of Sophia Wages, Morgan Nugent, Carie Camacho, Jenna Ducasse, Louis Hamilton and Michael Rivas. It is a requirement that the Foundation notify the Board of Trustees of their Directors. This agenda item is asking for the Board's approval of the Foundation membership.

Motion by Sandra Jonas, second by Louis Hamilton
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages, Student Trustee Jasmine Gisselberg
Noes: None
Absent: None

Action: 9.05 Approval of Revised 2023-2024 Academic Calendars

Interim Superintendent/President Carie Camacho advised they are asking for approval of the revised 2023-2024 Calendar. The Calendar Committee submitted changes as there were some changes to holidays and we aligned our holidays to local schools. Our fire program Basic 32 happens during Spring Break. It is a really good thing for our local high school kids if they can participate.

Motion by David Trussell, second by Jasmine Gisselberg (Advisory Vote)
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages, Student Trustee Jasmine Gisselberg
Noes: None
Absent: None

Action: 9.06 Update to Short-Term Salary Schedule

Interim Superintendent/President Carie Camacho advised that because we have bigger (longer) vehicles we are driving students around in, we need to have different licensing. We added new compensation appropriate for that. Interim HR Director Kristen Gilman advised that this will add an added level of safety and protection for our students with having the P level licensing.

Motion by Sophia Wages, second by David Trussell
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages, Student Trustee Jasmine Gisselberg
Noes: None
Absent: None

Action: 9.07 Approval of Comprehensive Institutional Master Plan (CIMP) 2022-2027

Interim Superintendent/President Carie Camacho stated this document, the Comprehensive Institutional Master Plan 2022-2027, also known as the CIMP, is presented for approval. President Camacho stated she wants to give a shout out to Colleen Baker and Chad Lewis who spearheaded this document. Normally it is done by an Institutional Researcher which we do not have. Hopefully we will have one within a month as we have a large pool of candidates. President Camacho advised that they have done a lot of work in the background and this document is needed for accreditation etc. Interim VP of Academic Services Colleen Baker added that there is a pie graph in the document, around Page 4. Ms. Baker stated she has to give a shout out to the College. There were 92 strategic goals we were working toward on the last CIMP. Fifty percent have been fully implemented and 37 additional ones are in progress; Four we decided not to pursue and five we have not started yet. All areas have been working on reaching our tasks we have set for ourselves.

Motion by Robin Hanson, second by Sandra Jonas
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages, Student Trustee Jasmine Gisselberg
Noes: None
Absent: None

President Parks suggested that Item 9.08 through Item 9.14 on the Advisory Committees be approved with one Motion:

Action: 9.08 Approval of 2023-2024 Administration of Justice/P.O.S.T Program Advisory Committee

Action: 9.09 Approval of Child Development Advisory Committee 2023-2024

Action: 9.10 Approval of Automotive Technology Program Advisory Committee 2023-2024

Action: 9.11 Approval of 2023-2024 Welding Technology Advisory Committee

Action: 9.12 Approval of the 2023-2024 Health Sciences Medical Technology Advisory Committee

Action: 9.13 Approval of 2023-2024 Gunsmithing Trade Advisory Committee

Action: 9.14 Approval of 2023-2024 CIS Advisory Committee
Motion by Kim Dieter to approve Item 9.08 through Item 9.14 on Advisory Committees with one Motion, second by Robin Hanson
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages, Student Trustee Jasmine Gisselberg
Noes: None
Absent: None

Information: 9.15 Presentation of District and LCFA Initial Bargaining Proposals for 2023-2024 Negotiations
Interim Superintendent/President Carie Camacho advised that this is just for information. The District is presenting its openers and this year LCFA has no openers. This will be a sunshine period of thirty days, and then we will begin negotiations with Faculty.

Information: 9.16 Presentation of District Initial Bargaining Proposals to CSEA for 2023-2024 Negotiations
Interim Superintendent/President Carie Camacho advised that CSEA has not submitted at this time. The District has reached out to them and they do not have their openers ready quite yet. Once we bring them to the Board, then there will be a sunshine period of thirty days. Interim HR Director Kristen Gilman advised that she believes they will have them soon before the next Board meeting is her expectation. This is an information item at this time.

Information: 9.17 Accreditation Update
Interim Superintendent/President Carie Camacho stated campus is working on the mid term report and still gathering evidence. Chad is still the ALO although he is a Dean now. They are all working hard, the Tri Chairs, Chad and Codi.

10. Information Items

Information, Procedural: 10.01 Calendar of Events
President Buck Parks referred those present to the Events tab on the website.

11. Future Dates and Reports

Information: 11.01 Future Dates and Reports

October 10, 2023	Regular Meeting	Board Room, HU 106/107	5:30 p.m.
October 24, 2023	Retreat Meeting	Lassen Steaks	12:00 p.m.
November 14, 2023	Regular Meeting	Board Room, HU 106/107	5:30 p.m.

12. Public Comment on Closed Session Agenda Items

Procedural: 12.01 Public Comment on Closed Session Agenda Items
None

13. Adjourn to Closed Session

Procedural: 13.01 Adjourn to Closed Session
It was moved by Trustee Sophia Wages, seconded by Trustee Robin Hanson and carried unanimously to go into CLOSED SESSION at 6:40 p.m.

14. Closed Session

Action, Discussion, Information: 14.01 Conference with Labor Negotiators (Three Matters)

1. *With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:*

CONFERENCE WITH LABOR NEGOTIATORS
Agency Designated Representative: Josh Morrison, Esq.
Employee Organization: LCFA
Action Taken by the Board: No Reportable Action

2*. With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:*
CONFERENCE WITH LABOR NEGOTIATORS
Agency Designated Representative: Josh Morrison, Esq.
Employee Organization: CSEA
Action Taken by the Board: No Reportable Action

3. *With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:*
CONFERENCE WITH LABOR NEGOTIATORS
Agency Designated Representative: Carie Camacho
Employee Organization: All Unrepresented Employee(s)
Action Taken by the Board: No Reportable Action

Action, Discussion, Information: 14.02 Conference with Legal Counsel -Anticipated Litigation (Three Matters)

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54956.9:
CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION (Three Matters)
Action Taken by the Board: No Reportable Action

Action, Discussion, Information: 14.03 Public Employee Discipline/Dismissal/Release (Five Matters)

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957(b):
PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
Five Matters
Action Taken by the Board: No Reportable Action

Discussion, Information: 14.04 Public Employee Appointment/Public Employment/Public Employee Performance Evaluation

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957:
PUBLIC EMPLOYEE APPOINTMENT/PUBLIC EMPLOYMENT/PUBLIC EMPLOYEE PERFORMANCE EVALUATION
Interim Superintendent/President
Action Taken by the Board: No Reportable Action

15. Reconvene Meeting in Open Session

Procedural: 15.01 Reconvene Meeting in Open Session

It was moved by Trustee David Trussell, seconded by Trustee Louis Hamilton and carried unanimously to go into OPEN SESSION at 7:15 p.m.

16. Adjournment

Action: 16.01 Adjournment of Meeting

Motion by Sophia Wages, second by David Trussell
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages
Noes: None
Absent: None

The meeting adjourned at 7:16 p.m.

Tuesday, October 10, 2023
Academic Senate Meeting - Tuesday, October 10, 2023 - 3:00pm

Hi there,
Adam Runyan is inviting you to a scheduled Academic Senate meeting in person Rm. HU206 and/or via Zoom.
Additional Public Location: Moorpark City Library - 699 Moorpark Ave. Moorpark, CA 93021
Topic: Academic Senate
Time: This is a recurring meeting
Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/94056618152
Or iPhone one-tap (US Toll): +16699006833,94056618152# or +12532158782,94056618152#
Or Telephone:
Dial:
+1 669 900 6833 (US Toll)
+1 253 215 8782 (US Toll)
+1 346 248 7799 (US Toll)
+1 312 626 6799 (US Toll)
+1 646 876 9923 (US Toll)
+1 301 715 8592 (US Toll)
Meeting ID: 940 5661 8152
International numbers available: https://cccconfer.zoom.us/u/aenfrc5qDT
Or Skype for Business (Lync):
SIP:94056618152@lync.zoom.us

1. Meeting Opening

Subject :	1.01 Call to Order and Roll Call
Meeting :	Oct 10, 2023 - Academic Senate Meeting - Tuesday, October 10, 2023 - 3:00pm
Category :	1. Meeting Opening
Type :	Procedural

Public Content

Adam Runyan - President

Tom Downing Vice President

Celeste Wiser Secretary

Melinda Duerksen

Jennifer Lawler

Laura Rotlisberger

Subject :	1.02 Approval of Agenda
Meeting :	Oct 10, 2023 - Academic Senate Meeting - Tuesday, October 10, 2023 - 3:00pm
Category :	1. Meeting Opening
Type :	Procedural, Action
Recommended Action :	Approve Agenda

Subject :	1.03 Approval of Minutes
Meeting :	Oct 10, 2023 - Academic Senate Meeting - Tuesday, October 10, 2023 - 3:00pm
Category :	1. Meeting Opening
Type :	Minutes

2. Public Comment

3. Action

4. Discussion

Subject :	4.01 ISLO Dashboard & ISLO/GESLO Mapping updates
Meeting :	Oct 10, 2023 - Academic Senate Meeting - Tuesday, October 10, 2023 - 3:00pm
Category :	4. Discussion
Type :	Discussion

Public Content

1. ISLO GESLO and PSLO Master Mapping.xlsx
    a. You'll see here the full mapping of all ISLOs, including the previous GESLOs on the first worksheet of this workbook.
    b. If a course outcome were mapped to GESLO 3 or GESLO 4, it was automatically mapped to ISLO 5.
2. ISLO Dashboard (All 5 ISLOs)
    a. This dashboard reflects ISLO 5, which is mapped if the course maps were aligned to GESLO 3 and 4.
3. New SLO Mapping Form
    a. Attached in Word
    b. New Instructions on top
    c. Reflects removal of GESLOs
    d. Is Accessible
    e. Will get a fillable PDF if no changes are made to mapping form) so it can be distributed to faculty for this year's curriculum updates / new courses or courses with new SLOs.

File Attachments

SLO to ISLO Mapping Form.docx (47 KB)

5. Information

Subject :	5.01 Governance Survey Results
Meeting :	Oct 10, 2023 - Academic Senate Meeting - Tuesday, October 10, 2023 - 3:00pm
Category :	5. Information
Type :	Information

Public Content

The AS-CC Taskforce met and went over last years' governance surveys.

File Attachments

2022-2023 Shared Governance Recommendations.docx (24 KB)

Subject :	5.02 Accreditation Update
Meeting :	Oct 10, 2023 - Academic Senate Meeting - Tuesday, October 10, 2023 - 3:00pm
Category :	5. Information
Type :	Information

File Attachments

LCC 2024 ACCJC Midterm Report_Template.pdf (4,606 KB)

Subject :	5.03 BP AP Policy Review Schedule
Meeting :	Oct 10, 2023 - Academic Senate Meeting - Tuesday, October 10, 2023 - 3:00pm
Category :	5. Information
Type :	

File Attachments

AP BP Policy Review Schedule 10.6.2023.xlsx (51 KB)

6. Reports

Subject :	6.01 Administration
Meeting :	Oct 10, 2023 - Academic Senate Meeting - Tuesday, October 10, 2023 - 3:00pm
Category :	6. Reports
Type :	Information

Public Content

Administration will provide information on items of relevance to the Academic Senate as faculty representatives on academic and professional matters. Reports may be limited to 5 minutes.

Subject :	6.02 Senators
Meeting :	Oct 10, 2023 - Academic Senate Meeting - Tuesday, October 10, 2023 - 3:00pm
Category :	6. Reports
Type :	Information

Public Content

Each senator has an opportunity to report on items of interest to Academic Senate and guests present

Subject :	6.03 LCFA
Meeting :	Oct 10, 2023 - Academic Senate Meeting - Tuesday, October 10, 2023 - 3:00pm
Category :	6. Reports
Type :	Information

Public Content

LCFA has an opportunity to update Academic Senate on upcoming meetings, trainings, negotiations, and other matters of faculty interest. Reports may be limited to 5 minutes.

Subject :	6.04 Guided Pathways
Meeting :	Oct 10, 2023 - Academic Senate Meeting - Tuesday, October 10, 2023 - 3:00pm
Category :	6. Reports
Type :	

7. Closed Session

Subject :	7.01 Consideration of Faculty Minimum Qualifications and Equivalency
Meeting :	Oct 10, 2023 - Academic Senate Meeting - Tuesday, October 10, 2023 - 3:00pm
Category :	7. Closed Session
Type :	Action
Recommended Action :	Review equivalency and approve or deny

8. Future Meeting Dates

Subject :	8.01 Meeting Dates and Location - HU 206 and via Zoom
Meeting :	Oct 10, 2023 - Academic Senate Meeting - Tuesday, October 10, 2023 - 3:00pm
Category :	8. Future Meeting Dates
Type :	Information

Public Content

October 24

November 14

November 28

December 12

9. Meeting Closing

Subject :	9.01 Adjournment
Meeting :	Oct 10, 2023 - Academic Senate Meeting - Tuesday, October 10, 2023 - 3:00pm
Category :	9. Meeting Closing
Type :	Action
Recommended Action :	Meeting adjournment

Regular Meeting of the Board of Trustees - 5:30 p.m. (Tuesday, September 12, 2023)
Generated by Julie Johnston on Tuesday, September 12, 2023

Members present
Kim Dieter, Louis Hamilton, Buck Parks, Sophia Wages, Sandra Jonas, David Trussell, Robin Hanson, Student Trustee Jasmine Gisselberg

Meeting called to order at 5:30 PM

1. Meeting Opening

Procedural: 1.01 Call to Order and Roll Call

Action, Procedural: 1.02 Agenda Approval
Motion by Sophia Wages, second by David Trussell
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages, Student Trustee Jasmine Gisselberg
Noes: None
Absent: None

Procedural: 1.03 Pledge of Allegiance to the Flag
The Pledge of Allegiance to the Flag was led by Trustee Sophia Wages.

2. Public Comments

Information, Procedural: 2.01 Call for Requests from the Audience to Speak to any Item on the Agenda
None

Information, Procedural: 2.02 Public Comments on Items Not on the Agenda
None

3. Consent Agenda-Any items removed will be considered after the motion to approve the Consent Agenda

Information: 3.01 Public Comments on Consent Agenda Items

Action (Consent), Minutes: 3.02 Approval of Minutes of August 8, 2023 Regular Meeting

Action (Consent): 3.03 Approval of Personnel Consent Agenda

Action (Consent): 3.04 Approval of Warrants and Financial Reports ending August 31, 2023

Action (Consent): 3.05 Ratification of Contracts

Action (Consent): 3.06 Minimum Qualifications Equivalency

Action (Consent): 3.07 Curriculum/Academic Standard Committee Action - Action Log

Action (Consent): 3.08 Approve Consent Agenda
Interim HR Director Kristen Gilman advised that there needed to be a change made to the Item 3.03 - Personnel Consent Agenda, Item d, for Account Technician I, Ayannah Shannon. Her wage should be $20.70 per hour not the $26.08 per hour listed.

Motion by Kim Dieter to approve the Consent Agenda with the modification made to Item 3.03, d, on the Personnel Consent Agenda, second by Louis Hamilton
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages, Student

Trustee Jasmine Gisselberg
Noes: None
Absent: None

4. Discussion/Action on item(s) removed from Consent Agenda
None

5. Information-Reports
Information, Report: 5.01 Academic Senate President's Report - Adam Runyan
Adam Runyan, Academic Senate President, gave the following report:
"Good Evening, It has been a relatively smooth start to the school year. Senate is currently updating handbooks (Governance, Budget, and IPR) as well as reviewing all committee charges. Academic Services has supported us with delivering effective training to all faculty on Evaluation Process, the use of OWL's for Hyflex instruction and meetings, the Instructional Program Review process, as well as making themselves readily available for any questions. Our new faculty are getting more onboarding and support than previous years. Specifically, Collen Baker, deserves kudos for her hard work and effort for our faculty. Senate is keeping up with State mandates that affect our campus. We will be sure to keep you informed as a Board. Thank you for your service to our institution."

Information, Report: 5.02 Associated Student's Report - ASB President Amanda Reeves
ASB President Amanda Reeves was absent.

Information, Report: 5.03 Interim Superintendent/President's Report - Carie Camacho
Interim Superintendent/President Carie Camacho advised that she sent something out to the Board and hope that they had received it. Our FTES estimate is at 1,355 FTE which is still falling short of the 1,400 we are being funded at. We have another year to get our numbers up. President Camacho reported that our Volleyball team is ranked 11th in the State. Our surplus sale which was 10 years in the waiting, ended last night at 7 p.m. Dan did send her a list of sold/paid and sold/not paid. They will give you a complete update at next months' meeting once items have been picked up. President Camacho reported that we will probably have another surplus sale coming up in six months. The college will spend a tremendous amount of money getting everything cleaned up.

Next President Camacho projected a spread sheet on the screen of the Financial Projections provided by the College's consultant Ed Knudsen for FY 2023-2024 through 2025-2026. This is the worksheet that had been reviewed during the two budget forums on campus last week. President Camacho reviewed the fiscal projections with the Board and answered questions concerning these projections. In part, taxes are due in October this year in most counties. The Legal Analyst's Office has said that Governor Newsom is billions of dollars off. Additionally we have the compounding effect of the COLA. We were able to make up the $495,051 deficit this year as we have four faculty positions that are not filled. This covered the deficit with one-time monies. We will need to fill some of these, if not all of the positions for next year. After P1, the State can still take back funds. The projected COLA for 2024-2025 is 5% but now we are hearing it may be 3 or 4%. We have an increase in healthcare, STRS/PERS and then the step increase. We will be deficit spending at around $1,010,150.00. President Camacho advised that we need approximately $5 million in reserves to be safe. We will have more of an idea in October after the 311. If we do not hit our FTE at 1,400, we will not get COLA which means we will have no money for step increases, STRS/PERS, etc. This could all change in a month too. This is the current forecast right now.

President Camacho restated that we are good this year. Next year we just do not know yet. One issue is big programs like Equity do not get COLA, so the state may not continue to fund. We are currently in Hold Harmless which they keep changing. Before the State was saying Hold Harmless would last until 2027-2028. Now they are saying 2025-2026. Trustee Wages stated that Equity is not getting funded but it is funny DEI is being pushed but Equity not being funded. President Camacho stated that a good example is our Student Resource Center. The State imposes services we have to provide yet they are not funding. The State is saying we have to get creative. We have survived other budget crises in California in the past. Ed Knutsen said this is the third he has seen during his career.

We are projected this year at 1,355 FTE. We have to be consistently at or above 1,400 in order to receive COLA moving forward.

Interim VP of Administrative Services David Corley advised that our average includes the current year and two years' prior that we have to be at 1,400. If we stay on track we should be close in 2025-2026. President Camacho stated we have to continue to work on retention. Getting them here is great, but we have to keep them here in order to succeed.

The spreadsheet is attached to the agenda under the Interim Superintendent/President's Report, Item 5.03.

Information, Report: 5.04 Board Comments
Trustee Louis Hamilton stated welcome back to everyone, and that he appreciates Will giving us the schedule and pass to the home games.

Trustee Sandra Jonas welcomed everyone back and Happy Fall! Trustee Jonas thanked all of the employees serving on all of these committees, adding you guys have been really, really busy, and the Board appreciates your commitment to

the College.

Trustee Sophia Wages stated thank you to Will for thinking of the Board. Trustee Wages advised she will be playing in the Frank Ernaga Golf Tournament Saturday. Trustee Wages advised they started the tournament 3 or 4 years ago and Frank was a Chicago Cubs star. He was the first rookie to hit a home run on his first day. Traditionally the Foundation has sponsored this but this year Jim Ernaga, Frank's son, decided to run it and give half to his golf team at the high school and half to our baseball team. Trustee Wages gave her congrats to Women's Volleyball on being ranked 11th in the State. Interim Superintendent/President Carie Camacho added that they play at home on September 22nd.

Student Trustee Jasmine Gisselberg stated good job Volleyball! And we have a student in the top three. Miss Gisselberg also thanked AD Will Freedman for the pass.

President Buck Parks stated that it is good to hear the surplus sale is over and went well. A lot of us and especially Lou have wanted it done and hopefully it moved forward successfully. President Parks thanked Dan and everyone that worked on it. It was a monumental task.

6. Administration Board Policy - Chapter 3 Second Reading and Approval

President Buck Parks recommended the Chapter 3 Board Policies - Items 6.01 through 6.03 be approved with one Motion.

Action, Information: 6.01 BP 3410 Nondiscrimination

Action: 6.02 BP 3420 Equal Employment Opportunity

Action: 6.03 BP 3540 Sexual and Other Assaults on Campus and In Campus Programs

Motion by Sophia Wages to approve the Chapter 3 Board Policies - Items 6.01 through 6.03 with one Motion, second by Sandra Jonas
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages, Student Trustee Jasmine Gisselberg
Noes: None
Absent: None

7. Administration Board Policy - Chapter 7 Second Reading and Approval

President Buck Parks recommended the Chapter 7 Board Policies - Items 7.01 through 7.34 be approved with one Motion.

Action: 7.01 BP 7000 Personnel Matters

Action: 7.02 BP 7100 Commitment to Diversity

Action: 7.03 BP 7100 Delegation of Authority

Action: 7.04 BP 7120 Recruitment and Hiring

Action: 7.05 BP 7130 Compensation

Action: 7.06 BP 7135 Health and Welfare Benefits (Administrators, Managers & Confidential Employees)

Action: 7.07 BP 7140 Collective Bargaining

Action: 7.08 BP 7150 Evaluation

Action: 7.09 BP 7160 Professional Development

Action: 7.10 BP 7170 Exchange Program (recommend deletion)

Action: 7.11 BP 7210 Academic Employees

Action: 7.12 BP 7220 Professor Emeritus

Action: 7.13 BP 7230 Classified Employees

Action: 7.14 BP 7240 Confidential Employees

Action: 7.15 BP 7250 Educational Administrators

Action: 7.16 BP 7260 Classified Supervisors and Managers

Action: 7.17 BP 7310 Nepotism

Action: 7.18 BP 7330 Communicable Disease

Action: 7.19 BP 7335 Health Examinations

Action: 7.20 BP 7340 Leaves

Action: 7.21 BP 7345 Catastrophic Leave Program

Action: 7.22 BP 7350 Resignations

Action: 7.23 BP 7360 - Discipline and Dismissal - Academic Employees

Action: 7.24 BP 7365 Discipline and Dismissal - Classified Employees

Action: 7.25 BP 7367 Discipline and Dismissal - Confidential Employees / Administrators

Action: 7.26 BP 7368 Employee Rehiring Prohibition

Action: 7.27 BP 7370 Political Activity

Action: 7.28 BP 7380 Retiree Health Benefits - Academic Employees

Action: 7.29 BP 7385 - Salary Deductions

Action: 7.30 BP 7400 Travel

Action: 7.31 BP 7510 Domestic Partners

Action: 7.32 BP 7600 District Policy Department / Campus Security

Action: 7.33 BP 7700 Whistleblower Protection

Action: 7.34 BP 7800 Institutional Reassignment / Transfers

Motion by David Trussell to approve the Chapter 7 Board Policies - Items 7.01 through 7.34 with one Motion, second by Robin Hanson

Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages, Student Trustee Jasmine Gisselberg
Noes: None
Absent: None

8. Administration - Public Hearing on FY 2023-2024 Final Budget

Action, Procedural: 8.01 Public Hearing on FY 2023-2024 Final Budget

President Buck Parks asked for a Motion to open the Public Hearing on the FY 2023-2024 Final Budget.

Motion by Robin Hanson to open the Hearing on the FY 2023-2024 Final Budget, second by Kim Dieter
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages, Student Trustee Jasmine Gisselberg
Noes: None
Absent: None

President Parks asked if anyone in the public would like to comment on the FY 2023-2024 Final Budget? There being no comments, President Parks asked for a Motion to close the Hearing on the FY 2023-2024 Final Budget.

Motion by Sophia Wages to close the Hearing on the FY 2023-2024 Final Budget, second by Sandra Jonas
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages, Student Trustee Jasmine Gisselberg
Noes: None
Absent: None

9. Administration

Action: 9.01 Approval of 2023-2024 Final Budget

President Parks asked if any of the Board had any questions concerning the Final Budget or any comments from the Finance Committee who had met prior to this meeting. Trustee Kim Dieter said that she just appreciates all the hard work that went into this budget.

Motion by Kim Dieter, second by David Trussell
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages, Student Trustee Jasmine Gisselberg
Noes: None
Absent: None

Action: 9.02 Approval of 2024-2025 Lassen Affordable Student Housing Grant

Interim Superintendent/President Carie Camacho advised that even though the Chancellor's Office said they are going to stop funding housing grants, we are still going to submit it and have it out there. They are supposedly funding the projects that are in process. Mrs. Camacho stated that we are hoping they get to our round.

Motion by Sophia Wages, second by Louis Hamilton
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages, Student Trustee Jasmine Gisselberg
Noes: None
Absent: None

Action: 9.03 Acceptance of Donation of Wildland Fire Engine From City of Susanville Fire Department

Interim Superintendent/President Carie Camacho advised that the City of Susanville Fire Department were nice enough to donate the fire engine to our Fire Technology program. Mrs. Camacho advised that we are asking for the Board's approval. An inquiry was made as to whether we needed another engine and would we have a location to secure it. Trustee David Trussell advised that ours is a brush engine but the college's has kind of run out and is getting old. It was further advised that the program used to store the equipment in the cogen and that leaving them outside is hard on them. Mrs. Camacho stated she would ask and get an answer back to the Board on this.
asking for approval

Motion by David Trussell, second by Robin Hanson
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages, Student Trustee Jasmine Gisselberg
Noes: None
Absent: None

Action: 9.04 Acceptance of Lassen College Foundation Membership

Trustee Sophia Wages advised that the Foundation gained a new member and that progress is moving along. New members Michael Rivas and Jenna Ducasse. Trustee Wages stated that everything is coming along and doing great. The Foundation Members consist of Sophia Wages, Morgan Nugent, Carie Camacho, Jenna Ducasse, Louis Hamilton and Michael Rivas. It is a requirement that the Foundation notify the Board of Trustees of their Directors. This agenda item is asking for the Board's approval of the Foundation membership.

Motion by Sandra Jonas, second by Louis Hamilton
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages, Student Trustee Jasmine Gisselberg
Noes: None
Absent: None

Action: 9.05 Approval of Revised 2023-2024 Academic Calendars

Interim Superintendent/President Carie Camacho advised they are asking for approval of the revised 2023-2024 Calendar. The Calendar Committee submitted changes as there were some changes to holidays and we aligned our holidays to local schools. Our fire program Basic 32 happens during Spring Break. It is a really good thing for our local high school kids if they can participate.

Motion by David Trussell, second by Jasmine Gisselberg (Advisory Vote)
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages, Student Trustee Jasmine Gisselberg
Noes: None
Absent: None

Action: 9.06 Update to Short-Term Salary Schedule

Interim Superintendent/President Carie Camacho advised that because we have bigger (longer) vehicles we are driving students around in, we need to have different licensing. We added new compensation appropriate for that. Interim HR Director Kristen Gilman advised that this will add an added level of safety and protection for our students with having the P level licensing.

Motion by Sophia Wages, second by David Trussell
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages, Student Trustee Jasmine Gisselberg
Noes: None
Absent: None

Action: 9.07 Approval of Comprehensive Institutional Master Plan (CIMP) 2022-2027

Interim Superintendent/President Carie Camacho stated this document, the Comprehensive Institutional Master Plan 2022-2027, also known as the CIMP, is presented for approval. President Camacho stated she wants to give a shout out to Colleen Baker and Chad Lewis who spearheaded this document. Normally it is done by an Institutional Researcher which we do not have. Hopefully we will have one within a month as we have a large pool of candidates. President Camacho advised that they have done a lot of work in the background and this document is needed for accreditation etc. Interim VP of Academic Services Colleen Baker added that there is a pie graph in the document, around Page 4. Ms. Baker stated she has to give a shout out to the College. There were 92 strategic goals we were working toward on the last CIMP. Fifty percent have been fully implemented and 37 additional ones are in progress; Four we decided not to pursue and five we have not started yet. All areas have been working on reaching our tasks we have set for ourselves.

Motion by Robin Hanson, second by Sandra Jonas
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages, Student Trustee Jasmine Gisselberg
Noes: None
Absent: None

President Parks suggested that Item 9.08 through Item 9.14 on the Advisory Committees be approved with one Motion:

Action: 9.08 Approval of 2023-2024 Administration of Justice/P.O.S.T Program Advisory Committee

Action: 9.09 Approval of Child Development Advisory Committee 2023-2024

Action: 9.10 Approval of Automotive Technology Program Advisory Committee 2023-2024

Action: 9.11 Approval of 2023-2024 Welding Technology Advisory Committee

Action: 9.12 Approval of the 2023-2024 Health Sciences Medical Technology Advisory Committee

Action: 9.13 Approval of 2023-2024 Gunsmithing Trade Advisory Committee

Action: 9.14 Approval of 2023-2024 CIS Advisory Committee
Motion by Kim Dieter to approve Item 9.08 through Item 9.14 on Advisory Committees with one Motion, second by Robin Hanson
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages, Student Trustee Jasmine Gisselberg
Noes: None
Absent: None

Information: 9.15 Presentation of District and LCFA Initial Bargaining Proposals for 2023-2024 Negotiations
Interim Superintendent/President Carie Camacho advised that this is just for information. The District is presenting its openers and this year LCFA has no openers. This will be a sunshine period of thirty days, and then we will begin negotiations with Faculty.

Information: 9.16 Presentation of District Initial Bargaining Proposals to CSEA for 2023-2024 Negotiations
Interim Superintendent/President Carie Camacho advised that CSEA has not submitted at this time. The District has reached out to them and they do not have their openers ready quite yet. Once we bring them to the Board, then there will be a sunshine period of thirty days. Interim HR Director Kristen Gilman advised that she believes they will have them soon before the next Board meeting is her expectation. This is an information item at this time.

Information: 9.17 Accreditation Update
Interim Superintendent/President Carie Camacho stated campus is working on the mid term report and still gathering evidence. Chad is still the ALO although he is a Dean now. They are all working hard, the Tri Chairs, Chad and Codi.

10. Information Items

Information, Procedural: 10.01 Calendar of Events
President Buck Parks referred those present to the Events tab on the website.

11. Future Dates and Reports

Information: 11.01 Future Dates and Reports

October 10, 2023	Regular Meeting	Board Room, HU 106/107	5:30 p.m.
October 24, 2023	Retreat Meeting	Lassen Steaks	12:00 p.m.
November 14, 2023	Regular Meeting	Board Room, HU 106/107	5:30 p.m.

12. Public Comment on Closed Session Agenda Items

Procedural: 12.01 Public Comment on Closed Session Agenda Items
None

13. Adjourn to Closed Session

Procedural: 13.01 Adjourn to Closed Session
It was moved by Trustee Sophia Wages, seconded by Trustee Robin Hanson and carried unanimously to go into CLOSED SESSION at 6:40 p.m.

14. Closed Session

Action, Discussion, Information: 14.01 Conference with Labor Negotiators (Three Matters)

1. *With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:*

CONFERENCE WITH LABOR NEGOTIATORS
Agency Designated Representative: Josh Morrison, Esq.
Employee Organization: LCFA
Action Taken by the Board: No Reportable Action

2*. With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:*
CONFERENCE WITH LABOR NEGOTIATORS
Agency Designated Representative: Josh Morrison, Esq.
Employee Organization: CSEA
Action Taken by the Board: No Reportable Action

3. *With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:*
CONFERENCE WITH LABOR NEGOTIATORS
Agency Designated Representative: Carie Camacho
Employee Organization: All Unrepresented Employee(s)
Action Taken by the Board: No Reportable Action

Action, Discussion, Information: 14.02 Conference with Legal Counsel -Anticipated Litigation (Three Matters)

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54956.9:
CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION (Three Matters)
Action Taken by the Board: No Reportable Action

Action, Discussion, Information: 14.03 Public Employee Discipline/Dismissal/Release (Five Matters)

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957(b):
PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
Five Matters
Action Taken by the Board: No Reportable Action

Discussion, Information: 14.04 Public Employee Appointment/Public Employment/Public Employee Performance Evaluation

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957:
PUBLIC EMPLOYEE APPOINTMENT/PUBLIC EMPLOYMENT/PUBLIC EMPLOYEE PERFORMANCE EVALUATION
Interim Superintendent/President
Action Taken by the Board: No Reportable Action

15. Reconvene Meeting in Open Session

Procedural: 15.01 Reconvene Meeting in Open Session

It was moved by Trustee David Trussell, seconded by Trustee Louis Hamilton and carried unanimously to go into OPEN SESSION at 7:15 p.m.

16. Adjournment

Action: 16.01 Adjournment of Meeting

Motion by Sophia Wages, second by David Trussell
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages
Noes: None
Absent: None

The meeting adjourned at 7:16 p.m.

Tuesday, November 14, 2023
Regular Meeting of the Board of Trustees - 5:30 p.m.

Board Room Location: HU 106/107

1. Meeting Opening

1.01 Call to Order and Roll Call

1.02 Agenda Approval

1.03 Pledge of Allegiance to the Flag

2. Public Comments

2.01 Call for Requests from the Audience to Speak to any Item on the Agenda

2.02 Public Comments on Items Not on the Agenda

3. Consent Agenda-Any items removed will be considered after the motion to approve the Consent Agenda

3.01 Public Comments on Consent Agenda Items

3.02 Approval of Minutes of October 10, 2023 Regular Meeting

3.03 Approval of Minutes of October 24, 2023 Retreat Meeting

3.04 Approval of Personnel Consent Agenda

3.05 Approval of Warrants and Financial Reports ending October 31, 2023

3.06 Minimum Qualification/Equivalency

3.07 Curriculum/Academic Standard Committee Action - Action Log

3.08 Approve Consent Agenda

4. Discussion/Action on item(s) removed from Consent Agenda

5. Information-Reports

5.01 Academic Senate President's Report - Adam Runyan

5.02 Associated Student's Report - ASB President Amanda Reeves

5.03 Interim Superintendent/President's Report - Carie Camacho

5.04 Board Comments

6. Administration - First Reading Board Policy Chapter 6-Business and Fiscal Affairs (No Action Needed)

6.01 BP 6100 - Delegation of Authority (First Reading - No Action Required)

6.02 BP 6150 - Designation of Authorized Signatures (First Reading - No Action Required)

6.03 BP 6200 - Budget Preparation (First Reading - No Action Required)

6.04 BP 6250 - Budget Management (First Reading - No Action Required)

6.05 BP 6300 - Fiscal Management (First Reading - No Action Required)

6.06 BP 6320 - Investments (First Reading - No Action Required)

6.07 BP 6330 - Purchasing (First Reading - No Action Required)

6.08 BP 6340 - Bids and Contracts (First Reading - No Action Required)

6.09 BP 6400 - Audits (First Reading - No Action Required)

6.10 BP 6450 - Wireless or Cellular Telephone Use (First Reading - No Action Required)

6.11 BP 6500 - Property Management (First Reading - No Action Required)

6.12 BP 6520 - Security for District Property (First Reading - No Action Required)

6.13 BP 6540 - Insurance (First Reading - No Action Required)

6.14 BP 6550 - Disposal of District Property (First Reading - No Action Required)

6.15 BP 6600 - Capital Construction (First Reading - No Action Required)

6.16 BP 6620 - Naming of Facilities and Landmarks (First Reading - No Action Required)

6.17 BP 6700 - Civic Center and Other Facilities Use (First Reading - No Action Required)

6.18 BP 6740 - Citizens' Bond Oversite Committee (First Reading - No Action Required)

6.19 BP 6750 - Parking (First Reading - No Action Required)

6.20 BP 6800 - Occupational Safety (First Reading - No Action Required)

6.21 BP 6900 - Bookstore (First Reading - No Action Required)

6.22 BP 6910 - Housing (First Reading - No Action Required)

7. Administration

7.01 Disposal of Surplus Technology Equipment

7.02 Approval of 2024-2025 Academic Calendar

7.03 Approval of Change of December Organizational Meeting Date

7.04 Administrative Reorganization

7.05 Approval of Administrator Contract

7.06 Presentation of CSEA Initial Bargaining Proposals for 2023-24 Negotiations

7.07 Accreditation Update

8. Information Items

8.01 Calendar of Events

9. Future Dates and Reports

9.01 Future Dates and Reports

10. Public Comment on Closed Session Agenda Items

10.01 Public Comment on Closed Session Agenda Items

11. Adjourn to Closed Session

Regular Meeting of the Board of Trustees - 5:30 p.m. (Tuesday, November 14, 2023)
Generated by Julie Johnston on Wednesday, November 15, 2023

Members present
Kim Dieter, Louis Hamilton, Buck Parks, Sophia Wages, Sandra Jonas, David Trussell, Robin Hanson (appearing via Zoom), Student Trustee Jasmine Gisselberg

Meeting called to order at 5:33 PM

1. Meeting Opening

Procedural: 1.01 Call to Order and Roll Call

Action, Procedural: 1.02 Agenda Approval
Motion by Louis Hamilton, second by David Trussell
Final Resolution: Motion carries.
A Roll Call Vote was taken:
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson (via zoom), Sandra Jonas, Buck Parks, David Trussell, Sophia Wages, Student Trustee Jasmine Gisselberg (Advisory Vote)
Noes: None
Absent: None

Procedural: 1.03 Pledge of Allegiance to the Flag
The Pledge of Allegiance to the Flag was led by Trustee Kim Dieter.

2. Public Comments

Information, Procedural: 2.01 Call for Requests from the Audience to Speak to any Item on the Agenda
None

Information, Procedural: 2.02 Public Comments on Items Not on the Agenda
None

3. Consent Agenda-Any items removed will be considered after the motion to approve the Consent Agenda

Information: 3.01 Public Comments on Consent Agenda Items

Action (Consent),Minutes: 3.02 Approval of Minutes of October 10, 2023 Regular Meeting

Action (Consent),Minutes: 3.03 Approval of Minutes of October 24, 2023 Retreat Meeting

Action (Consent): 3.04 Approval of Personnel Consent Agenda

Action (Consent): 3.05 Approval of Warrants and Financial Reports ending October 31, 2023

Action (Consent): 3.06 Minimum Qualification/Equivalency

Action (Consent): 3.07 Curriculum/Academic Standard Committee Action - Action Log

Action (Consent): 3.08 Approve Consent Agenda
Motion by Sophia Wages, second by Sandra Jonas
Final Resolution: Motion carries.
A Roll Call Vote was taken:
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson (via zoom), Sandra Jonas, Buck Parks, David Trussell, Sophia Wages, Student Trustee Jasmine Gisselberg (Advisory Vote)
Noes: None
Absent: None

4. Discussion/Action on item(s) removed from Consent Agenda

None

5. Information-Reports

Information, Report: 5.01 Academic Senate President's Report - Adam Runyan

Academic Senate President Adam Runyan gave the following report: Good Evening, I attended the Virtual Academic Senate Area A meeting last week and was able to hear updates on topics such as the ASCCC Strategic Plan, Cultural Humility, the Chancellors office Vision 2030, Cal-GETC, Baccalaureate degrees, Common Course Numbering, Title 5 Changes, Ethnic Studies, DEIA in Evaluations, and OERI and ZTC policies. If you have any questions about these topics, please feel free to reach out. I will be attending the ASCCC Fall Plenary this week where I will have a chance to talk to other Senate leaders from across the state and bring important updates back to our campus. Thank you for serving our institution.

Information, Report: 5.02 Associated Student's Report - ASB President Amanda Reeves

Student Trustee Jasmine Gisselberg reported that ASB just hosted the annual Halloween event on campus which included a costume contest, a pumpkin contest hosted by SAAC and other fun activities. The have been having a mobile hot chocolate cart to interact with students and a lot of students enjoyed it.

Information, Report: 5.03 Interim Superintendent/President's Report - Carie Camacho

Interim Superintendent/President Carie Camacho reported that tomorrow we get our final approval for the RN program. She and Christi will be on a zoom call which consists of the Board blessing it. Then LCC will be a full fledged RN program. Also we are awaiting the MOU getting signed with Humboldt. President Camacho advised that last week Sophia and she met with the Rancheria to present their land acknowledgement. It was received very favorably. The Rancheria board are going to read it over and Chris LaMarr also sent to a tribal person who has her PhD at Chico State for review. Then she will bring it back to the Board. President Camacho asked regarding the Volleyball game playoff and how many of you present attended? President Camacho stated she was in Oregon yelling out the score while in a store. The second game playoff will be here. At this time, she does not know what time or team but added that it may be Cabrillo. Also LCC got the bye for the first game. President Camacho stated that no games are free as it is a 3C2A playoff. Student Services will try to do a BBQ out front. Our version of a tailgate. Information will be sent out as soon as we know. If they win, they get one more game and then would go to the Final Four in LA. They are currently 9th and 11th in the State.

Information, Report: 5.04 Board Comments

Trustee Louis Hamilton stated that as a continuation of the volleyball game, all he can say was wow! Pride, spirit and sportsmanship. It was the most intense end to an end of a season. History was made. The stands were full, and the fans were awesome. There was a board member from FRC there and he said "I can't take much more than this". Trustee Hamilton stated they both walked out together. It was an incredible match by both teams. Just incredible.

Trustee Kim Dieter stated that she fully agrees with Lou. She is really proud of LCC and it was a great evening. Trustee Dieter stated she hopes they do well Tuesday.

Trustee David Trussell stated he is looking forward to Tuesday.

Trustee Sandra Jonas stated that continuing on volleyball, at the last meeting Will gave a presentation and explained about viewing games online. She was unable to come back to town but she watched online. It was easy to sign up and pay and easy to find on our website. Trustee Jonas stated she appreciates having that available and hopes it continues. It is great.

Trustee Sophia Wages stated she hopes LCC continues on their good streak. Trustee Wages advised it was interesting for she and Carie to go up to the Rancheria after growing up with many of the natives there. They have a good relationship with them and thinks that will help us. They are excited with the land agreement. Trustee Wages stated she did give a poke out to her dad as when he came here in the 40's he coached the basketball team at the Rancheria. That picture is in their gymnasium. Trustee Wages inquired about the grass being taken out by the gym and was advised by President Camacho that the area will be the sand volleyball courts. Trustee Camacho reported that in our region the only school with sanctioned sand volleyball courts is FRC, so we have to go over there to play. Dan is having them take the extra sod and moving it to bare places on campus.

Student Trustee Gisselberg advised that the volleyball team come into Cougar HQ to get water and also that the sod is looking good.

President Buck Parks stated that he is starting to hear in his area about Lassen and the Volleyball team.

Trustee Robin Hanson stated thank you for bearing with her for being remote during the meetings and she looks forward to seeing everyone at the Christmas party.

6. Administration - First Reading Board Policy Chapter 6-Business and Fiscal Affairs (No Action Needed)

Information: 6.01 BP 6100 - Delegation of Authority (First Reading - No Action Required)

Information: 6.02 BP 6150 - Designation of Authorized Signatures (First Reading - No Action Required)

Information: 6.03 BP 6200 - Budget Preparation (First Reading - No Action Required)

Information: 6.04 BP 6250 - Budget Management (First Reading - No Action Required)

Information: 6.05 BP 6300 - Fiscal Management (First Reading - No Action Required)

Information: 6.06 BP 6320 - Investments (First Reading - No Action Required)

Information: 6.07 BP 6330 - Purchasing (First Reading - No Action Required)

Information: 6.08 BP 6340 - Bids and Contracts (First Reading - No Action Required)

Information: 6.09 BP 6400 - Audits (First Reading - No Action Required)

Information: 6.10 BP 6450 - Wireless or Cellular Telephone Use (First Reading - No Action Required)

Information: 6.11 BP 6500 - Property Management (First Reading - No Action Required)

Information: 6.12 BP 6520 - Security for District Property (First Reading - No Action Required)

Information: 6.13 BP 6540 - Insurance (First Reading - No Action Required)

Information: 6.14 BP 6550 - Disposal of District Property (First Reading - No Action Required)

Information: 6.15 BP 6600 - Capital Construction (First Reading - No Action Required)

Information: 6.16 BP 6620 - Naming of Facilities and Landmarks (First Reading - No Action Required)

Information: 6.17 BP 6700 - Civic Center and Other Facilities Use (First Reading - No Action Required)

Information: 6.18 BP 6740 - Citizens' Bond Oversite Committee (First Reading - No Action Required)

Information: 6.19 BP 6750 - Parking (First Reading - No Action Required)

Information: 6.20 BP 6800 - Occupational Safety (First Reading - No Action Required)

Information: 6.21 BP 6900 - Bookstore (First Reading - No Action Required)

Information: 6.22 BP 6910 - Housing (First Reading - No Action Required)

President Buck Parks reported that the Policy Committee met just prior to this meeting and the motion came out of the meeting to move the Chapter 6 policies on to this meeting for a first reading. At the next meeting in December, they will be back on the agenda for a second reading and approval by the Board.

7. Administration

Action: 7.01 Disposal of Surplus Technology Equipment

Tuesday, December 12, 2023
Organizational Meeting of the Board of Trustees - 5:30 p.m.

Board Room Location: HU 106/107

1. Meeting Opening

1.01 Call to Order and Roll Call

1.02 Agenda Approval

1.03 Pledge of Allegiance to the Flag

2. Public Comments

2.01 Call for Requests from the Audience to Speak to any Item on the Agenda

2.02 Public Comments on Items Not on the Agenda

3. Consent Agenda-Any items removed will be considered after the motion to approve the Consent Agenda

3.01 Public Comments on Consent Agenda Items

3.02 Approval of Minutes of November 14, 2023 Regular Meeting

3.03 Approval of Personnel Consent Agenda

3.04 Approval of Warrants and Financial Reports ending November 30, 2023

3.05 Ratification of Contracts

3.06 Curriculum/Academic Standard Committee Action

3.07 Curriculum/Academic Standard Committee Action - Year-to-Date Action Log

3.08 Approve Consent Agenda

4. Discussion/Action on item(s) removed from Consent Agenda

5. Information-Reports

5.01 Academic Senate President's Report - Adam Runyan

5.02 Associated Student's Report - ASB President Amanda Reeves

5.03 Interim Superintendent/President's Report - Carie Camacho

5.04 Board Comments

6. Administration - Second Reading and Approval Board Policy Chapter 6-Business and Fiscal Affairs

6.01 BP 6100 - Delegation of Authority

6.02 BP 6150 - Designation of Authorized Signatures

6.03 BP 6200 - Budget Preparation

6.04 BP 6250 - Budget Management

6.05 BP 6300 - Fiscal Management

6.06 BP 6320 - Investments

6.07 BP 6330 - Purchasing

6.08 BP 6340 - Bids and Contracts

6.09 BP 6400 - Audits

6.10 BP 6450 - Wireless or Cellular Telephone Use

6.11 BP 6500 - Property Management

6.12 BP 6520 - Security for District Property

6.13 BP 6540 - Insurance

6.14 BP 6550 - Disposal of District Property

6.15 BP 6600 - Capital Construction

6.16 BP 6620 - Naming of Facilities and Landmarks

6.17 BP 6700 - Civic Center and Other Facilities Use

6.18 BP 6740 - Citizens' Bond Oversight Committee

6.19 BP 6750 - Parking

6.20 BP 6800 - Occupational Safety

6.21 BP 6900 - Bookstore

6.22 BP 6910 - Housing

7. Administration

7.01 Annual Organization of the Board of Trustees: Election of Officers, Board Representative and Appointment of Board Secretary

7.02 Annual Organization of the Board of Trustees: Appointments to Policy Committee, Audit Committee, and Finance Committee

7.03 Annual Organizational of the Board of Trustees: Setting of Time and Place of Regular Monthly Meetings

7.04 Annual Organization of the Board of Trustees: Filing of Verification of Signature Form

7.05 Acceptance of Instructional Program Review (IPR) for Information Systems 2023-2024

7.06 Modification of End Date of Interim Administrative Contracts

7.07 Deactivation of Biology Associate Degree for Transfer

7.08 Participatory Governance and Collegial Consultation Handbook - 2023-2024

7.09 Institutional Planning and Budget Development Handbook - 2023-2024

7.10 Accreditation Update

8. Information Items

8.01 Calendar of Events

9. Future Dates and Reports

9.01 Future Dates and Reports

10. Public Comment on Closed Session Agenda Items

10.01 Public Comment on Closed Session Agenda Items

11. Adjourn to Closed Session

11.01 Adjourn to Closed Session

12. Closed Session

12.01 Conference with Labor Negotiators (Three Matters)

12.02 Conference with Legal Counsel -Anticipated Litigation (Two Matters)

12.03 Public Employee Discipline/Dismissal/Release (Three Matters)

12.04 Public Employee Appointment/Public Employment/Public Employee Performance Evaluation

13. Reconvene Meeting in Open Session

13.01 Reconvene Meeting in Open Session

14. Adjournment

14.01 Adjournment of Meeting

Counseling Department Meeting: 10/4/2023

Attendance: Alison Somerville, Adam Runyan, Cheyenne Rea, Monteil Ackley, Shannon Hogan, Tom Rogers, Jennifer Lawler, KC Mesloh, Davis Murphy

- We received a memo from the Chancellor's office; as of 8/1/2024 we must default to ADTs. Will need to complete EdPlans for *all* ADT program students. May be abbreviated or comprehensive, still need to receive clarification. Will need to find out how this will work with CTEs and how the system will know this.
- Scheduling for courses for Spring 2024 still being worked on. Should have info by October 30th.
- Counselor schedules this month: Janet Marinoni attending a conference the last week of October, will also be making various site visits throughout the month, trying to complete them but may rollover into November. Tom Rogers will be gone October 16th-19th for EOPS conference. Shannon Hogan will be gone the 5th-6th as well at the 9th-11th for a conference. (Next month Alison will be out the 6th-11th).
- RN program is changing, there is a reduction in credits and it is being resubmitted for approval. Lower enrollment than we'd like to see for RN program. Wondering if we can advertise more in impacted areas? Would need permission from the other schools in that area, per Davis, or by having a partnership with the other entities. Timing of prerequisites for the nursing program are also changing, students will be able to take more concurrently.
- Tom Rogers seeing issues in Datatel. When pulling up students in the transcript section, it will show W's indicating withdrawn courses but then when he pulls the student's schedule it shows they are still taking the courses and the students are stating that no, they have not withdrawn and are still taking the classes. Not all grades seem to be posting from Spring/Summer 2023 also. Tom relayed these issues to David Corley for review. Some instructors may also have created errors when pulling census info per Davis. Updates within the Datatel system itself have also created changes in other areas of the system. Please continue to forward anything odd you find to both David and Davis.
- Roxanna Haynes will be in new position as Executive VP of Student & Administrative Services by 11/1/23.
- Discussed ARC's registration system, per Adam it is very slick and easy to use. May not have much of a buffer to verify student information but was easy for students to use and apply through.
- Datatel may be eliminated in the future. A state system may be implemented across the board going forward. CCC Apply is also working on a new application. FAFSA application also being updated, verbiage could be changing (such as 'award letter' being changed to 'offer letter' etc), tax info will relay automatically by pulling from applicants social security information which is helpful. New FAFSA app to be out tentatively in December, currently demos are being presented.
- Admin is currently going through the APs/BPs per Davis, and they reviewing them to ensure everything is updated and that documents are cleaned up including the titles listed/required for signatures.
- No more on the spot admission offered at Chico State. Students will have to attend admission events. Hoping we receive more outreach efforts from Chico to include the far North area.

LASSEN COMMUNITY COLLEGE

COURSE SUBJECT & NUMBER: **DATE REVIEWED:**

COURSE TITLE:

FACULTY NAME(s):

Indicate, by number, the Institutional Student Learning Outcome(s) and the General Educational Student Learning Outcome(s) each Student Learning Outcome will support. Specifically describe the assessment method(s) used to measure each outcome and the achievement target that will determine successful completion of the outcome.

Please select the educational goal based on the Lassen College Mission:

☐ Transfer ☐ Economic/Workforce Development ☐ Basic Skills

ISLO	GESLO	SLO	ASSESSMENT MEASURE /TARGET
☐ #1 ☐ #2 ☐ #3 ☐ #4	☐ #1 ☐ #2 ☐ #3 ☐ #4 ☐ #5 ☐ #6 ☐ #7 ☐ #8	☐ #1 ☐ #2 ☐ #3 ☐ #4 ☐ #5 ☐ #6 ☐ #7 ☐ #8 ☐ #9 ☐ #10 **Description:**	**Measure:** **Target: 70% passing the measure with 70% or higher**
☐ #1 ☐ #2 ☐ #3 ☐ #4	☐ #1 ☐ #2 ☐ #3 ☐ #4 ☐ #5 ☐ #6 ☐ #7 ☐ #8	☐ #1 ☐ #2 ☐ #3 ☐ #4 ☐ #5 ☐ #6 ☐ #7 ☐ #8 ☐ #9 ☐ #10 **Description:**	**Measure:** **Target: 70% passing the measure with 70% or higher**

☐ #1 ☐ #2 ☐ #3 ☐ #4	☐ #1 ☐ #2 ☐ #3 ☐ #4 ☐ #5 ☐ #6 ☐ #7 ☐ #8	☐ #1 ☐ #2 ☐ #3 ☐ #4 ☐ #5 ☐ #6 ☐ #7 ☐ #8 ☐ #9 ☐ #10 **Description:**	**Measure:** **Target: 70% passing the measure with 70% or higher**
☐ #1 ☐ #2 ☐ #3 ☐ #4	☐ #1 ☐ #2 ☐ #3 ☐ #4 ☐ #5 ☐ #6 ☐ #7 ☐ #8	☐ #1 ☐ #2 ☐ #3 ☐ #4 ☐ #5 ☐ #6 ☐ #7 ☐ #8 ☐ #9 ☐ #10 **Description:**	**Measure:** **Target: 70% passing the measure with 70% or higher**
☐ #1 ☐ #2 ☐ #3 ☐ #4	☐ #1 ☐ #2 ☐ #3 ☐ #4 ☐ #5 ☐ #6 ☐ #7 ☐ #8	☐ #1 ☐ #2 ☐ #3 ☐ #4 ☐ #5 ☐ #6 ☐ #7 ☐ #8 ☐ #9 ☐ #10 **Description:**	**Measure:** **Target: 70% passing the measure with 70% or higher**

Institutional Learning Outcomes

1. Communication- Ability to listen and read with comprehension and the ability to write and speak effectively.

#2. Critical Thinking- Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome.

#3. Life Long Learning- Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems.

#4. Personal/Interpersonal Responsibility-Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures

General Education Student Learning Outcomes for Associate Degrees

#1. Understand and apply methods of inquiry for a variety of disciplines including the scientific method for scientific inquiry and appropriate methods for social and behavior science inquires.
#2. Explain and analyze relationships between science and other human activities.
#3. Apply knowledge of the ways people act and have acted in response to their societies to express an appreciation for how diverse societies and social subgroups operate to understand social dynamics within historical and contemporary communities.
#4. Understand ways in which people throughout the ages and in Western and non-Western cultures have responded to themselves and the world around them in artistic and cultural creation; apply this knowledge to make value judgments on cultural activities and artistic expressions and demonstrate an understanding of the interrelationship between the creative arts, the humanities and self.
#5. Engage in verbal communication by participating in discussions, debates, and oral presentations utilizing proper rhetorical perspective, reasoning and advocacy, organization, accuracy, and the discovery, critical evaluation and reporting of information.
#6. Compose effective written communications and essays with correct grammar, spelling, punctuation and appropriate language, style and format utilizing academically accepted means of researching, evaluating and documenting sources within written works.
#7. Analyze, evaluate and explain theories, concepts and skills within varied disciplines using inductive and deductive processes and quantitative reasoning and application.
#8. Demonstrate appreciation of themselves as living organisms through their choices for physical health, activities, stress management, relationships to the social and physical environment, and responsible decision-making.

LASSEN COMMUNITY COLLEGE

PROGRAM ID: **DATE LAST REVIEWED/UPDATED:**

PROGRAM TITLE:

FACULTY NAME(s):

Indicate, by number, the Student Learning Outcome(s) that support the Program Student Learning Outcome (PSLO).

Course SLOs	PSLO 1	PSLO 2	PLSO 3	PLSO 4	PLSO 5
	<insert PSLO info from catalog>				
<insert Course #>	*<insert SLO #>*				

Measure: Ratio of achieved SLOs to SLOs assessed. **Target:** 75% of SLOs will be achieved.

Lassen Community College

SLO Assessment Plans

Purpose of this document:

This Student Learning Outcome Assessment Plan is intended to inform faculty of their obligation to assess course SLOs in a cohesive and meaningful manner. Faculty are always encouraged to assess every course SLO every semester the course is offered. If this is not feasible, then per minimum, faculty must follow the SLO Assessment Plan include in this document. The minimum requirement is described as well as presented in the colored-coded chart below:

- If a course is offered at least once per year, the faculty member assesses every even or every odd SLO depending on the calendar year. For example, in 2022, 2024, 2026… assess all even SLOs. In 2023, 2025, 2027…assess all odd SLOs.
- If the course is offered less than one time per year, the faculty member assesses every course SLO.
- If in the previous course offering a SLO did not meet the target, then that SLO needs to be re-assessed in addition to other SLOs as per the description above.

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

How to use this document:

Please search alphabetically for your topic and course. Then follow the color code at the top of every SLO Assessment Plan.

Example:

If you teach Agriculture 2 or Agriculture 4, you need to find the Agriculture SLO Assessment Plan and then assess the course SLOs according to the color code. Please see below:

SLO ASSESSMENT PLAN - AGRICULTURE

Course Number	Course Title
AGR 1	Agricultural Accounting
AGR 2	Agricultural Economics
AGR 3	Introduction to Agricultural Business
AGR 4	Agricultural Sales and Communication
AGR 8	Introduction to Animal Production

In the case of Agriculture 2, assess each SLO every course offering.

In the case of Agriculture 4, assess all even or odd SLOs depending on the calendar year. In 2022, assess every even SLO and in 2023 assess every odd SLO.

SLO ASSESSMENT PLAN – ADMINISTRATION OF JUSTICE

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
AJ 5	Introduction to Forensics
AJ 8	Criminal Court Process
AJ 9	Introduction to Correctional Science
AJ 10	Criminology
AJ 11	Youth Gangs in America
AJ 12	Introduction to Criminal Justice
AJ 14	Juvenile Procedures
AJ 16	Supervision in Law Enforcement
AJ 20	Criminal Law
AJ 23	Criminal Evidence
AJ 24	Community Relations
AJ 35	Investigative Techniques
AJ 49	Admin. of Justice Work Experience
AJ 52A	PC832 Arrest Methods and Procedures
AJ 52B	PC832 Firearms
AJ 52BR	Firearms Training/Refresher
AJ 53	Basic Force and Weaponry
AJ 56	Firearms Instructor
AJ 57	Firearms/Tactical Rifle
AJ 58	Perishable Skills for Peace Officers
AJ 59	First Aid/CPR/AED Refresher for Peace Officers
AJ 60	Adult Correctional Officer Core
AJ 61	Juvenile Corrections Officer Core
AJ 62	Probation Officer Core Course
AJ 63	POST Law Enforcement Supervisory Course
AJ 71	CDCR Off Post Training for Custody Staff

SLO ASSESSMENT PLAN - AGRICULTURE

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
AGR 1	Agricultural Accounting
AGR 2	Agricultural Economics
AGR 3	Introduction to Agricultural Business
AGR 4	Agricultural Sales and Communication
AGR 8	Introduction to Animal Production
AGR 9	Food Animal Selection
AGR 10	Introduction to Animal Science
AGR 11	Beef Cattle Production
AGR 12	Animal Health and Disease
AGR 13	Feeds and Feeding
AGR 14	Equine Science
AGR 19	Introduction to Soil Science
AGR 20	Introduction to Plant Science
AGR 21B	Intercollegiate Rodeo
AGR 22	Rodeo Skills
AGR 31	Bovine Embryo Transfer
AGR 40	Basic Agricultural Mechanics
AGR 41	Farm Tractors & Farm Power
AGR 42	Farm Surveying, Irrigation and Drainage
ARG 49	Work Experience
AGR 57	Beginning Horsemanship
AGR 61	Introduction to Bovine Reproduction
AGR 70	Rodeo Team Roping
AGR 116	Pesticide Update “Continuing Education Requirements”

SLO ASSESSMENT PLAN - ANTHROPOLOGY

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
ANTH 1	Biological Anthropology
ANTH 2	Cultural Anthropology

SLO ASSESSMENT PLAN - ART

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
ART 1A	Two-Dimensional Design
ART 1B	Three-Dimensional Design
ART 2	Drawing
ART 3	Beginning Life Drawing
ART 6	Survey of Art History, Prehistoric to Renaissance
ART 7	Survey of Art History, Renaissance Through Contemporary
ART 8	Art Appreciation
ART 10A	Beginning Painting
ART 10B	Intermediate Painting
ART 10C	Advanced Painting
ART 10D	Portfolio Painting
ART 19A	Beginning Digital Photography
ART 19B	Intermediate Digital Photography
ART 19 C	Advanced Digital Photography
ART 19 D	Portfolio Digital Photography
ART 21	Digital Illustration
ART 23	Beginning Printmaking
ART 25	Graphic Design 1
ART 36A	Beginning Ceramics
ART 36B	Intermediate Ceramics
ART 36C	Advanced Ceramics
ART 36D	Portfolio Ceramics
ART 49	ART Work Experience

SLO ASSESSMENT PLAN - ASL

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
ASL 1	American Sign Language I
ASL 2	American Sign Language II

SLO ASSESSMENT PLAN - ASTRONOMY

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
ASTR 1	Introduction to Astronomy

SLO ASSESSMENT PLAN – AUTOMOTIVE TECHNOLOGY

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
AT 49	Automotive Technology Work Experience
AT 50	Car Care Basics
AT 54	Brakes
AT 56	Steering and Suspension
AT 58	Automotive Heating and Air Conditioning
AT 60	Shop Management and Service Writer
AT 66	Manual Drive Train
AT 68	Automatic Transmissions
AT 70	General Automotive Lab
AT 72	Engine Repair Short Block and Machining
AT 74	Engine Repair and Machining-Cylinder Heads
AT 80	Basic Electrical
AT 82	Engine Performance I
AT 84	Engine Performance II
AT 90	Automotive Survival
AT 90A	Automotive Survival Lab
AT 91	Smog Check Training Level 2
AT 150	Automotive Maintenance
AT 151	Automotive Chassis System

SLO ASSESSMENT PLAN - AVIATION

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
AERO 1A	Aviation Ground School

SLO ASSESSMENT PLAN – BASIC SKILLS

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
BS 156	Practical Writing
BS 170	Basic Skills: Pre High School Equivalency Preparation I
BS 171	Basic Skills: Pre High School Equivalency Preparation II

SLO ASSESSMENT PLAN - BIOLOGY

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
BIOL 1	Principles of Molecular and Cellular Biology
BIOL 4	Principles of Evolutionary, Organismal, and Ecological Biology
BIOL 10	Natural History of Plants and Animals
BIOL 20	Microbiology
BIOL 21	Human Anatomy with Lab
BIOL 22	Human Physiology with Lab
BIOL 25	Human Anatomy and Physiology I
BIOL 26	Human Anatomy and Physiology II
BIOL 32	General Biology
BIOL 32L	General Biology Lab

SLO ASSESSMENT PLAN - BUSINESS

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
BUS 1A	Accounting Principles – Financial
BUS 1B	Accounting Principles – Managerial
BUS 2	Introduction to Business
BUS 10	Managing Diversity and Human Resources
BUS 22	Business Law
BUS 25	Small Business Management
BUS 27	Business Communication
BUS 49	Work Experience
BUS 84	Business Mathematics

SLO ASSESSMENT PLAN - CARS

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
CARS 151	Career Life Skills
CARS 153	Career/Employment Strategies

SLO ASSESSMENT PLAN – CHEMISTRY

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
CHEM 1A	General Chemistry I
CHEM 1B	General Chemistry II
CHEM 8	Introduction to Organic and Biochemistry
CHEM 40	Survey of Chemistry and Physics
CHEM 40L	Teaching Laboratory for Survey of Chemistry and Physics
CHEM 45	CHEM 45 Introduction to General Chemistry
CHEM 45A	Introduction to General Chemistry Discussion Session
CHEM 185	Introduction to General Chemistry Discussion

SLO ASSESSMENT PLAN – CHILD DEVELOPMENT

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
CD 11	Observation and Assessment
CD 12	Child, Family and Community
CD 15	Pre-School Administration
CD 16	Introduction to Curriculum
CD 17	Children's Literature
CD 19	Children's Nutrition, Health, and Safety
CD 20	Principles and Practices of Teaching Small Children
CD 22	The Infant/Toddler
CD 23	Adult Supervision in the Child Care Setting
CD 24	Practicum
CD 25	Teaching in a Diverse Society
CD 26	Administration II
CD 27	The Special Needs Child
CD 28	Child Guidance
CD 30	Early Steps to Reading Success
CD 31	Child Development: Conception Through Adolescence
CD 49	Work Experience
CD 50	Child Health and Safety

SLO ASSESSMENT PLAN – COMPUTER INFORMATION SYSTEMS

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
CIS 50	IT Essentials
CIS 60	Networking Essentials
CIS 70	Computer and Network Security Fundamentals
CIS 80	Introduction to Datasystems
CIS 90	The IT Professional

SLO ASSESSMENT PLAN – COMPUTER SCIENCE

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
CS 1	Computer Literacy
CS 150	Technical Support Fundamentals
CS 151	Technical Support Fundamentals
CS 152	Operating Systems and You: Becoming a Power User
CS 153	System Administration and IT Infrastructure Services
CS 154	IT Security: Defense against the digital dark arts

SLO ASSESSMENT PLAN – COUNSELING AND GUIDANCE

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
CG 1	Strategies for Creating Success in College and in Life
CG 150	College Success Skills Workshop Series
CG 155	Study Strategies Lab
CG 158	New Student Orientation

SLO ASSESSMENT PLAN – DEVELOPMENTAL STUDIES

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
DS 110	Computer Access I
DS 111	Computer Access II
DS 112	Computer Access Projects
DS 113	Developmental Skills: Personal Assessment
DS 120	Adaptive Fitness
DS 122	Adaptive Individual Sports: Weight Training
DS 153	Community Awareness I
DS 155	Adaptive Aquatics for the Physically Limited
DS 158	Developmental Studies - Adaptive Arts & Crafts

SLO ASSESSMENT PLAN – ECONOMICS

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
ECON 10	Macro-Economics
ECON 11	Micro-Economics

SLO ASSESSMENT PLAN - EDUCATION

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
ED 1	Tools for Teaching
ED 2	Introduction to Elementary Classroom Instruction

SLO ASSESSMENT PLAN - EMT

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
EMT 21	Emergency Medical Responder
EMT 60	Emergency Medical Technician
EMT 61	Emergency Medical Technician-B Refresher

SLO ASSESSMENT PLAN - ENGLISH

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
ENGL 1	College Composition
ENGL 2	Introduction to Literary Types
ENGL 3	British Literature I
ENGL 5	Survey of World Literature II
ENGL 9	Critical Thinking and Composition
ENGL 12	Survey of American Literature II
ENGL 22	Creative Writing
ENGL 33	Studies in Fiction
ENGL 105	Introduction to College Reading Writing and Critical Thinking
ENGL 105A	Reading and Writing Support
ENGL 150	ESL Basic Skills
ENGL 151	ESL Intermediate Skills
ENGL 155	English Writing Lab – Basic Skills

SLO ASSESSMENT PLAN – ETHNIC STUDIES

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
ES 1	Introduction to Ethnic Studies

SLO ASSESSMENT PLAN - FILM

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
FILM 1	History of the Cinema

SLO ASSESSMENT PLAN – FIRE TECHNOLOGY

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
FS 3	Fundamentals of Fire Prevention
FS 4	Fire Protection Equipment and Systems
FS 5	Fire Orientation and Organization
FS 6	Building Construction for Fire Protection
FS 8	Wildland Fire Suppression
FS 13	Fire Behavior and Combustion
FS 14	Principles of Fire Safety and Survival
FS 20	First Aid/CPR for Public Safety Employees
FS 23	Firing Operations (S-219)
FS 26	Basic Air Operations (S-270)
FS 49	Fire Science Cooperative Work Experience
FS 50	Rapid Intervention Crew (RIC) Operations
FS 51	Introduction to Fire Technology Careers
FS 56	Helicopter Crewmember (S-271)
FS 57	Vehicle Extrication
FS 59	Confined Space Awareness
FS 60	Cal Fire Firefighter Academy
FS 60 A	Basic Fire Crew Firefighter
FS 60 B	Fire Crew Firefighter (Cal Fire Seasonal)
FS 61	Basic Firefighter Training (Basic 32)
FS 64	Fire Instructor I-Instructional Methodology
FS 64B	Fire Instructor II-Instructional Development
FS 65A	Driver Operator 1A
FS 65B	Driver Operator 1B
FS 65C	Wildland Fire Apparatus Operations
FS 70	Heavy Equipment Boss (S-236)
FS 70A	Single Resource Academy (S-230, S-231, S-232)
FS 70B	Engine Boss (Single Resources)
FS 70C	Single Resource Crew Boss (S-230)
FS 72	HazMat First Responder Operations
FS 72A	HazMat First Responder – Refresher
FS 72B	HazMat First Responder – Decontamination
FS 73A	Incident Business Management (S-260)
FS 74	Fire in the Interface (S-215)
FS 75	Intermediate Wildland Fire Behavior (S-290)
FS 76	Firefighter Type 1 (Squad Boss S-131)

FS 78	Followership to Leadership (L-280)
FS 80	Firefighter Survival
FS 81	Wildland Firefighter Safety and Survival
FS 84	Lessons Learned (Fatality Fire Case Studies)
FS 85	Understanding Maps, Compass & GPS
FS 89	Wildland Fire Chainsaws (S-212)
FS 90	Portable Pumps and Water Use (S-211)
FS 92A	Company Officer 2A-Human Resource Management for Company Officers
FS 92B	Company Officer 2B -General Administrative Functions for Company Officers
FS 92C	Company Officer 2C: Fire Inspections and Investigation for Company Officers
FS 92D	Company Officer 2D: All-Risk Command Operations
FS 92E	Company Officer 2E-Wildland Incident Operations for Company Officers
FS 93	Fire Fighter 1 Academy
FS 94	Strike Team/Task Force Leader, All Hazards (AH-330)
FS 95	Initial Attack Incident Command (S-200)
FS 96	Low Angle Rope Rescue
FS 97	Fire Control 4:Controlling Ignitable Liquids and Gases
FS 98.18	Annual Fireline Safety Refresher Training (RT-130)
FS 98.20	Incident Safety Awareness for Hired Vendors
FS 98.21	Volunteer Firefighter Academy
FS 156	Pump Operations

SLO ASSESSMENT PLAN - GEOLOGY

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
GEOL 1	Physical Geology
GEOL 5	Historical Geology & Paleontology

SLO ASSESSMENT PLAN - GIS

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
GIS 1	Fundamentals of GIS
GIS 2	GIS Data Concepts
GIS 3	Cartography & Geovisualization
GIS 4	Spatial Analysis
GIS 5	Web/Mobile-based GIS

SLO ASSESSMENT PLAN – GUNSMITHING

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
GSS 49	Gunsmithing Work Experience
GSS 50.01	Recoil Pad and Sling Swivel Installation
GSS 50.03	Open and Optical Sight Installation
GSS 51.01	Stock Inletting
GSS 51.03	Stock Shaping
GSS 51.05	Glass Bedding for Strength and Accuracy
GSS 51.06	Wood Stock Finishing
GSS 52.01	Gunsmith Machining I
GSS 52.02	Gunsmith Machining 2
GSS 52.03	Gunsmith Machining 3
GSS 52.04	Gunsmith Machining 4
GSS 52.05	Gunsmith Machining 5
GSS 52.06	Gunsmith Machining 6
GSS 52B	Firearms Training
GSS 52BR	Firearms Training Refesher
GSS 54.05	Hardening and Tempering of Carbon Steels
GSS 55.04	Stock Refinish and Repair
GSS 56.01	Headspace
GSS 56.03	Bolt Action Barrel Fitting
GSS 56.04	Barrel Contouring
GSS 57.01	Bolt Action Breeching and Headspace
GSS 57.02	Action Blueprinting
GSS 57.03	Action and Bolt Modifications
GSS 57.06	Truing Exterior of Action
GSS 57.08	Bottom Metal Modifications
GSS 57.15	Bolt Action Rifle Feeding
GSS 58.02	Pressure Bedding and Pillar Bedding
GSS 59.02	Metal Preparation for Refinishing and Caustic Bluing
GSS 59.03	Parkerizing
GSS 59.04	Color Case Hardening
GSS 59.05	Rust Bluing
GSS 59.07	Niter Bluing and Heat Coloring
GSS 59.09	Alternative Metal Finishes
GSS 60.01	DFR Recoil Operated Auto Shotguns
GSS 60.02	DFR Gas Operated Auto Shotguns
GSS 60.04	DFR Pump Shotguns

GSS 61.01	DFR Single Action Revolvers
GSS 61.02	DFR Smith & Wesson Revolvers
GSS 61.03	DFR Colt and Ruger Double Action Revolvers
GSS 62.03	Misfire Correction
GSS 62.04	Correcting Oversize Firing Pin Holes
GSS 63.01	Single Triggers
GSS 63.02	Ejectors
GSS 63.03	Double Gun Locks
GSS 63.04	Double Gun Locking Systems
GSS 63.05	Double Gun Hinge Pins and Headspace
GSS 64.01	Composition Stock Fitting, Bedding and Finishing
GSS 66.01	Non-Bolt Action Rifle Barrel Fitting
GSS 66.02	Revolver Barrel Fitting and Ranging
GSS 66.03	Barrel Fitting
GSS 67.01	Blowback Principle
GSS 68.01	DFR Locked Breech Single Action Auto Pistols
GSS 68.02	Locked Breech Double Action Auto Pistols
GSS 68.03	DFR Blowback Auto Pistols
GSS 69.01	DFR Auto Rifles
GSS 69.02	DFR Pump Rifles
GSS 69.03	DFR Lever Action Rifles
GSS 69.04	Non-Bolt Action Feeding
GSS 70	Checkering
GSS 70.01	DFA Triggers 1
GSS 70.02	DFA Triggers 2
GSS 71	Custom Rifle Seminar
GSS 71.01	DFR .22 Auto's
GSS 71.02	DFR Bolt Action .22's
GSS 71.03	DFR Pump and Lever Action .22’s
GSS 71.04	DFR Marlin Model 39
GSS 72	Fiberglass Stockmaking
GSS 72.01	Metallic Cartridge Reloading
GSS 73.02	Spring Making
GSS 75.02	Firearm Laws and Regulations
GSS 77	Accurizing M1-M1A for Competition
GSS 78	Design &Repair: 22 Autopistols
GSS 79	Basic Correctional Armorer’s School
GSS 82	General Gunsmithing
GSS 83	General Gunsmithing - Advanced
GSS 84	LEAS Design and Repair Colt & Ruger Revolvers
GSS 85	LEAS Design and Repair Smith & Wesson Revolvers
GSS 87	LEAS Design & Repair Double Action Autopistols I
GSS 88	LEAS Design and Repair Single Action Autopistols
GSS 89	LEAS Design and Repair Full Autos, Phase I
GSS 90	Customizing the Colt-Type Autopistol, Basic
GSS 91	Customizing the Colt-Type Autopistol, Advanced
GSS 93	LEAS Design and Repair-Counter Sniper/Varmint Rifle
GSS 94	Ballistic, Handloading & Testing
GSS 95	Law Enforcement Armorer School-Basic

GSS 98.02	Cowboy Action Shooting Long Guns
GSS 98.03	Cowboy Action Shooting Short Guns
GSS 98.04	Advanced Knife Making
GSS 98.05	Design, Function and Repair Smith & Wesson Revolver
GSS 98.06	LEAS DFR Patrol Rifles
GSS 98.08	Custom Built 1911
GSS 98.09	Color Case Hardening
GSS 98.12	Modern and Cowboy Action Belts and Holsters
GSS 98.13	Metallurgy For Gunsmiths
GSS 98.21	Hand Guns Special Projects
GSS 98.22	DFR Long Guns Special Projects
GSS 98.23	Machine Shop Special Projects
GSS 98.24	Stockmaking Special Projects
GSS 112	Machine Shop For Gunsmiths
GSS 112B	Introduction to Knifemaking
GSS 114	Basic Rifle Barreling
GSS 116	Stockmaking - Phase I
GSS 117	Gas Tungsten Arc Welding for Gunsmiths
GSS 119	Advanced Rifle Barreling
GSS 120	Stockmaking - Phase II
GSS 120B	Stock Refinish and Repair – Recoil Pad Installation
GSS 123	Basic Hard Metal Engraving
GSS 124	Welding Fabrication for Gunsmiths
GSS 127	Advanced Engraving
GSS 130	Professional Engraving
GSS 133	Scrimshaw
GSS 134	Caustic Bluing
GSS 135	Parkerizing
GSS 136	Cold Rust and Niter Bluing
GSS 143	Custom Gunmaking-Muzzleloader Kit Guns
GSS 147	Assembly and Tuning of Gas Operated LEAS Repeating Rifles
GSS 148	Advanced Correctional Armorer School

SLO ASSESSMENT PLAN - HEALTH

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
HLTH 2	Personal Health
HLTH 25	Understanding Nutrition

SLO ASSESSMENT PLAN – HEALTH OCCUPATIONS

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
HO 3	Medical Terminology
HO 49	Health Occupations Work Experience
HO 70	Medical Assisting Core
HO 71	Medical Assisting Administrative
HO 72	Medical Assisting Clinical
HO 80A	Nurse Assistant
HO 88	Phlebotomy Technician
HO 120	Cardiopulmonary Resuscitation (CPR)

SLO ASSESSMENT PLAN - HISTORY

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
HIST 14	World History Beginning to 1500
HIST 15	World History 1500 to Present
HIST 16	U S History
HIST 17	Post Civil War-U.S. History

SLO ASSESSMENT PLAN – HUMAN SERVICES

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
HUS 10	Introduction to Social Work and Human Services
HUS 42	Field Experience in Human Services
HUS 43	Social Work and Human Services Seminar
HUS 49	Human Services Work Experience

SLO ASSESSMENT PLAN - HUMANITIES

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
HUM 1	Western Civilization - Prehistoric to 1600
HUM 2	Western Civilization - 1600 to Present

SLO ASSESSMENT PLAN – INDUSTRIAL TECHNOLOGY

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
IT 22	Operations, Maintenance and Safety
IT 72	Facilities Maintenance - Welding

SLO ASSESSMENT PLAN – MATH

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
MATH 1A	Analytic Geometry and Calculus I
MATH 1B	Analytic Geometry and Calculus II
MATH 6	Finite Mathematics
MATH 7	Trigonometry
MATH 8	Advanced Algebra
MATH 11A	Concepts of Elementary School Mathematics I
MATH 11B	Concepts of Elementary School Mathematics II
MATH 40	Elementary Statistics
MATH 60	Intermediate Algebra
MATH 164	Elementary Statistics Lab
MATH 166	Finite Mathematics Lab
MATH 167	Trigonometry Lab
MATH 168	College Algebra Lab

SLO ASSESSMENT PLAN - MUSIC

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
MUS 6	Music History from Antiquity to 1750
MUS 7	Music History from 1750 to Modern Era
MUS 12	Music Appreciation

SLO ASSESSMENT PLAN – NURSING/ LVN

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
VN 50	Pharmacology
VN 51	Nursing Fundamentals
VN 52	Clinical Lab I
VN 53	Adult Nursing Theory
VN 54	Clinical Lab II
VN 55	Nursing Leadership and Professional Development
VN 56	Clinical Lab III
VN 57	Maternity Nursing
VN 58	Pediatric Nursing
VN 59	IV Therapy and Blood Withdrawal
VN 60	Comprehensive Nursing Review

SLO ASSESSMENT PLAN - PHILOSOPHY

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
PHIL 10	Comparative World Religions

SLO ASSESSMENT PLAN – PHYSICAL EDUCATION

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
PE 15	Introduction to Kinesiology
PEAC 2A	Men's Varsity Soccer
PEAC 2B	Pre-Season Skills and Conditioning for Soccer
PEAC 2C	Women's Varsity Soccer
PEAC 2D	Off-Season Skills and Conditioning for Soccer
PEAC 5A	Men's Varsity Basketball - Fall
PEAC 5A.02	Men's Varsity Basketball - Spring
PEAC 5B	Pre-Season Skills and Conditioning for Basketball
PEAC 5C	Women's Varsity Basketball
PEAC 5C.02	Women's Varsity Basketball - Spring
PEAC 5D	Off-Season Skills and Conditioning for Basketball
PEAC 6	Varsity Wrestling
PEAC 6B	Pre-Season Skills and Conditioning for Wrestling
PEAC 6D	Off-Season Skills and Conditioning for Wrestling
PEAC 7	Varsity Baseball
PEAC 7D	Off-Season Skills and Conditioning for Baseball
PEAC 9	Women's Varsity Volleyball
PEAC 9B	Pre-Season Skills and Conditioning for Volleyball
PEAC 9D	Off-Season Skills and Conditioning for Volleyball
PEAC 10	Women's Varsity Softball
PEAC 10D	Off-Season Skills and Conditioning for Softball
PEAC 16	Walking For Fitness
PEAC 32D	Fitness Center
PEAC 34	Golf Skills
PEAC 44	Yoga

SLO ASSESSMENT PLAN – PHYSICAL SCIENCE

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
PHSC 1	General Physical Science

SLO ASSESSMENT PLAN - PHYSICS

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
PHYS 2A	General College Physics I
PHYS 2B	General College Physics II

SLO ASSESSMENT PLAN – POLITICAL SCIENCE

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
PLSC 1	American Institutions
PLSC 11	Student Leadership

SLO ASSESSMENT PLAN - PSYCHOLOGY

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
PSY 1	Introduction to Psychology
PSY 5	Introduction to Research Methods
PSY 6	Abnormal Psychology
PSY 18	Life Span Development
PSY 31	Child Development: Conception through Adolescence
PSY 33	Psychology of Personal and Social Adjustment

SLO ASSESSMENT PLAN - SOCIOLOGY

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
SOC 1	Introduction to Sociology
SOC 2	Social Problems
SOC 3	Family Relations
SOC 4	Introduction to Gender

SLO ASSESSMENT PLAN - SPEECH

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
SPCH 1	Public Speaking

SLO ASSESSMENT PLAN - TUTORING

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
TUTR 50	Fundamentals of Peer Tutoring

SLO ASSESSMENT PLAN - WELDING

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
WT 20	Power Plant and Field Pipe Welding I
WT 21	Power Plant & Field Pipe Welding II
WT 22	Power Plant & Field Pipe Welding III
WT 23	Power Plant & Field Pipe Welding IV
WT 31	GTAW For Gunsmiths
WT 32	Advanced GTAW for Gunsmiths
WT 36	Welding Theory & Practice - Oxyacetylene
WT 37	Welding Theory & Practice – Shielded Metal Arc Welding
WT 38	Welding Theory & Practice – Gas Metal Arc Welding
WT 39	Welding Theory & Practice – Gas Tungsten Arc Welding
WT 42	Intermediate Shielded Metal Arc Welding
WT 43	Advanced Shielded Metal Arc Welding
WT 44	Gas Metal Arc Welding
WT 45	Gas Tungsten Arc Welding
WT 49	Welding Work Experience
WT 50	Welding for Artists
WT 51	Blueprint and Symbol Reading for Welders
WT 52	Robotic Operations and Programming
WT 53	Robotic Welding Operations and Programming (Advanced)

SLO ASSESSMENT PLAN – WORK EXPERIENCE

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
WE 1	General Work Experience
WE 2	Occupational Work Experience

Academic Senate Meeting Wednesday, March 8, 2023 @ 3:00pm

1. Meeting Opening

1.01 Call to Order and Roll Call
Senators Present: Downing, Lin, Rotlisberger, Runyan, Wiser
Zoom: Duerksen

Guests:
In person: Dan Weaver, Collen Baker
Zoom: Lisa Gardiner, Carol Growdon, Anna Pasqua, Chad Lewis

1.02 Approval of Agenda
(Wiser/ Rotlisberger MSCU)

1.03 Approval of the Minutes for the February 22, 2023 meeting
(Downing/ Rotlisberger MSCU)

2. Public Comment
N/A

3. Action

3.01 FOR Courses
FOR 2-7 courses as well as the Certificate and Associates are projected to start fall 2024. Motion to approve all classes.
(Wiser/Lin MSCU)

3.02 FS Courses
Weaver discussed that they are aligning the courses with Cal Fire needs. In the fall FS-60C will be offered and is necessary to get hired by Cal Fire. FS 60.1 Cal Fire Module 1A will allow students learn about engines. Motion to approve the courses.

(Downing/ Lin MSCU)

3.03 IPR Update Template

Dr. Aeron Zentner updated the IPR Annual Update to match the new IPR Template. Runyan discussed the language change from "annual" to "update", so staff understands it is not required. It can be used only if a program needs something added to the budget list. Motion to adopt.

(Lin / Rotlisberger MSCU)

3.04 Committee Assignments
Distance Education committee is short a faculty member. The committee would like Jenn Lawler to be assigned because she has shown a lot of interest. Motion to add Jenn to DE committee.

(Lin / Rotlisberger MSCU)

4. Discussion

4.01 IPR/ Curriculum Review
Discussion was had about revisions to the IPR Handbook (Appendix C) to improve efficiency. Senate considered how faculty can be informed of revisions in a timely fashion while Curriculum review/IPR drafting is in process. Division Chairs have reviewed the attached Appendix C and given recommendations. Lin reviewed the duplicate courses in multiple IPR's and brought forward to discussion. Robust discussion was had, and recommendations of which courses belong where occurred. Lin concurrently updated the list as the

discussion was had. Lin then reviewed the stand-alone courses that have never been in an IPR. Senate suggested where each course should live except the aviation class. Weaver volunteered to add it to fire science IPR. Wiser recommended not adding ED 1 courses to Allied health because no one there is qualified to teach it per MQ process. The list will be brought back at a future meeting to be approved.

4.02 SLO Improvement Plan- Report Out
Everyone reported their progress with their reach outs. For the most part all faculty was receptive and plan on improving their SLO's in the future.

5. Information

5.01 Spring Plenary- Foundation Scholarship

ASCCC Spring Plenary - April 20 - 22, 2023 in person in Anaheim, CA or online via zoom. The Academic Senate Foundation (ASFCCC) is offering scholarships for faculty to attend the ASCCC Spring Plenary Session. All faculty, (including full- and part-time faculty) from all disciplines are encouraged to apply. The deadline to apply for the Fall Plenary Scholarship is **Sunday, March 26 at 5:00pm.**

6. Reports

6.01 Administration

None

6.02 Senators

Downing would like to add a discussion to the next agenda to review the feedback from the first cycle of the IPR to ensure that next cycle is improved. Downing also is hoping that senate can send four people to the Curriculum Institute conference in July in Riverside. Runyan said he will look into finding funding.

6.03 LCFA

Downing mentioned that a proposal will be brought soon by administration to review COLA. Downing is hoping to get some LCFA members to be involved.

6.04 Guided Pathways

N/A

7. Closed Session

7.01 Consideration of Faculty Minimum Qualifications and Equivalency

Motion to enter close session at 4:11pm.

(Downing/ Rotlisberger MSCU)

Present: Lisa Gardiner, Downing, Lin, Rotlisberger, Runyan, Wiser. ZOOM: Duerksen

Motion to move forward with equivalency.

(Downing/Lin)

I's: Runyan, Wiser, and Rotlisberger.

Abstain: Duerksen

Motion to close session at 4:31pm

(Downing/ Lin MSCU)

Attendance: Runyan, Lin, Downing, Wiser, Gardiner. ZOOM: Duerksen

8. Future Meeting Dates

8.01 Meeting Dates and Location- HU 107

Members in person, open to public via zoom or in person.

- March 22
- April 12
- April 26
- May 10
- May 24

9. Meeting Closing

9.01 Adjournment

Motion to adjourn meeting at 4:32pm

(Downing/ Lin MCSU)

Semester Assessed	Course	Recommended by	SLO to Reassess	SLO Descriptions	Recommended Changes from Past Faculty Teaching the Course
Spring 2023	AERO-1A	Datema, Peter	SLO 1	Pass the Federal Aviation Administration (FAA) Private Pilot Knowledge Test with a 70% level or better.	This class ispreparation for a test by the FAA for the Private Pilot Knowledge. The knowledge test is required to get a pilot'slicense. Of the six students in the class, three are currently taking flight lessons while two others are planning on beginning this summer, with the last student who is 15 undecided on when he can start learning to fly. Of the two students who did not make the 70% mark on the final they got 66 and 68, which is pretty close. Furthermore, one of those two students one is 15, and simply making it through this class is an achievement. Of those who took the final exam, which represents both the SLO and FAA Test there were 2 A's, 2 C's and 2 D's which shows that the material was presented completely and within grasp of understanding. The FAA is not changing the standards for the test this class is in preparation for, therefore this class structure should not change. Noteworthy, last year had a class of 6 students; two of which passed the FAA written test, with one of them completing their private pilot's license and enrolling at Embry Riddle Aeronautical University in the Fall of 2022. My suggestion is not to change the course structure or assessment method. The preparation for real world application is on point for this specific goal.
Spring 2023	ART-36B	Anderson, Deborah	SLO 1, SLO 5	Use hand-building techniques to produce altered pieces.	Did not assess SLO #1 and #5. Did not know needed to assess all odd SLOs. Next time, will assess all odd SLOs
Spring 2023	ART-7	Panfilio, Randle	SLO 1	Use appropriate terminology in comparing and contrasting works of art of the various historical periods, styles, and cultures.	A word list would be helpful when shortquizzes are given to reinforce specificvocabulary use in critiques and art making
Spring 2023	ART-8	Panfilio, Randle	SLO 1	Demonstrate basic knowledge of visual elements, principles of design, style and content of visual arts.	Repetition in lectures as well in shortquizzes on gestalt concepts would bebeneficial reinforcement measures to instill product manufacture and fine art making making.
Fall 2022	BIOL-20	Baiocchi, Tiffany	SLO 2	Following selection of an appropriate contemporary microbiological topic the student will prepare a five to eight paper literary research paper with appropriate citations.	SLO 2 needs to be revised and will be revised before December 2022 and submitted for review andclearance. Currently the wording is too strict and was set based on the desires of a single instructor rather than given a broad foundation with flexibility in assessment method. The C-ID will be reviewed and this SLO will be revised appropriately so it can be evaluated in F2024.
Fall 2022	BIOL-25	Baiocchi, Tiffany	SLO 2	Correctly perform biological laboratory skills and display a habit of good laboratory practices.	Out of the students 19 completed a sufficient amount of work to be properly evaluated for their understanding of utilizing the micorscope and analyzing microscopy images and determining various structures related to the topics taught in the laboratory. A number of students neglected instructions and their notebook to the dgree that numerous images were unlabled or not labled properly, and many microscopy images were of poor quality. A rubric for grading was provided 1 week in advanced but this may have not been soon enough. Recommended changes (any of the following may be help improve follow through by students in their notebook). A revision of course material and preparation of laboratory notebook with visuals and clearer instructions for students to follow. Example notebooks for students to evaluate what level of quality is expected. Rubric accessible at the start of the semester to guide students on what the expectations for quality are. an early assessment- splitting the first notebook grading session into two parts to give students early feedback on the notebook may help students realize the need for consistency in their work on the notebook and to convey the quality expected.

Semester Assessed	Course	Recommended by	SLO to Reassess	SLO Descriptions	Recommended Changes from Past Faculty Teaching the Course
Spring 2023	BIOL-26	Baiocchi, Tiffany	SLO 1	Relate the structures and functions of the various body systems studied to the metabolic activities of a single selected body cell.	I am recommending the implementation of homework for the students for the lecture portion of the class. Although a study guide is provided for students, the students appear to be struggling with putting in in sufficient effective efforts to study the material proper. Implementation of mastery material from the publisher or some other form of assignments for students to show their review of the material is advised.
Spring 2023	BIOL-26	Baiocchi, Tiffany	SLO 1	Relate the structures and functions of the various body systems studied to the metabolic activities of a single selected body cell.	I am recommending the implementation of homework for the students for the lecture portion of the class. Although a study guide is provided for students, the students appear to be struggling with putting in in sufficient effective efforts to study the material proper. Implementation of mastery material from the publisher or some other form ofassignments for students to show their review of the material is advised.
Fall 2022	BIOL-32L	Kissane, Kelly	SLO 2	Describe the key characteristics of all life forms from the atom to the organism.	SLO 2: the only SLO that was not met. This involved information on organismal organization, which was material covered mainly by powerpoint lectures. This result indicates a trend I have seen for a few years - students do not pay attention to powerpoint lectures. They are, however, more able to focus on the material if in-class activities and other interactive exercises make up most of the lecture. I plan to develop and conduct more interactive exercises, including High Impact Practices (HIPS). I have taken a workshop that described HIPs and their documented success in higher education and plan to develop these exercises in future classes.I also plan to develop labs that will allow students to develop hypothesis and draw conclusions on the data they gathered during the lab exercise. This makes the lab more creative for the students and they pay more attention to the actual lab. I also plan to include lab quizzes to assess how well they are paying attention to lab exercises.
Fall 2022	CD-15	Greer, Laura	SLO 1	Identify the directors role with families, children, staff and community	One out of 3 students did not complete the exam. Next time I will continue to stress the importance of the exam.
Fall 2022	CD-30	Greer, Laura	SLO 1	Demonstrate the ability to write an implementation plan based on the seven components of early literacy	Unfortunately, nobody turned in the final project. I will add in assignments next time that stress the importance of the final project.
Fall 2022	CG-1	Mauck, Whitney	SLO 3	Demonstrate knowledge of the impact that life skills have on college success and life.	SLO 3 was not met due to student work not received and/or sent in late. All of my students in this section were transferred to different prisons during the semester. They had no control of their leave date and their materials during the transfer. Many sent notes in saying they want to finish the course, but could not guarantee when their work would be received. This situation was totally out of my control. At this point, I have no plans of recommended changes. If for some reason I have similar results in the Spring I will then look at changes that can be made.

Semester Assessed	Course	Recommended by	SLO to Reassess	SLO Descriptions	Recommended Changes from Past Faculty Teaching the Course
Summer 2023	CG-155	Alberico, Lynda, Benjamin Well, Jennifer Baldwin	SLO 1, SLO 2, SLO 3	Demonstrate appropriate study technique. Given a specific problem, identify appropriate on and off campus services. Given a specific problem, identify appropriate on and off campus services.	Due to minimal attendance, find ways to increase attendance during Summer session for students such that student learning might be observed.
Spring 2023	CIS-60	Duerksen, Melinda	SLO 3	Explain the network troubleshooting methodology and appropriate tools to support connectivity and performance	Through the class I would allow students to turn in assignments late and did not require students to record themselves taking tests. For the final, I wanted to assure I was able to measure their knowledge and not their ability to search for test answers, and so I asked them to record themselves and their screens as they took the assessment. I found several students did not take the assessment because of that, and some could not do the assessment on their own. For the next classes and offerings, I plan on making sure that students know from the beginning of class that the mid term and final will be recorded and I will also have them record skill pre-assessments
Spring 2023	CIS-70	Duerksen, Melinda	SLO 2	Analyze common threats to and vulnerabilities of computer systems and networks.	Through the class I would allow students to turn in assignments late and did not require students to record themselves taking tests. For the final, I wanted to assure I was able to measure their knowledge and not their ability to search for test answers, and so I asked them to record themselves and their screens as they took the assessment. I found several students did not take the assessment because of that, and some could not do the assessment on their own. For the next classes and offerings, I plan on making sure that students know from the beginning of class that the mid term and final will be recorded and I will also have them record skill pre-assessments
Fall 2022	CS-153	Duerksen, Melinda	SLO 1	Demonstrate knowledge of different directory services and how a centralized system admin can support different parts of IT Infrastructure	I will work to make the provided course materials more understandable for students who are not native English speakers. Providing alternate videos and instruction as well as going over the test questions in a video to explain what they are asking
Summer 2023	DSS-122	Nyman, Carrie	SLO 5, SLO 7	(Second Enrollment) Demonstrate the ability to follow a workout chart.	Start testing muscle strength mid way through the semester and make a calendar for students when testing will happen at the end of the semester.
Fall 2022	ENGL-1	Vincent, Rachel	SLO 3	Given an assignment to write an extended essay, investigate a topic and write a well-organized and grammatically correct document, which conforms to MLA style in its in-text source citations and works-cited pages.	Of the 6 students who submitted a final research paper, the three who did not reach the goal did not submit a draft for review. In the future, I will encourage the meeting more.

Semester Assessed	Course	Recommended by	SLO to Reassess	SLO Descriptions	Recommended Changes from Past Faculty Teaching the Course
Spring 2023	ENGL-105A	Sutherland, Scott	SLO 1, SLO 2	Write cohesive essays with minimal grammar, punctuation and spelling errors.	Unable to assess SLO 1 as I am not teaching the companion course (ENGL 1)
Summer 2023	HIST-16	Wilkerson, Robert	SLO 1	Trace the transition of the United States into a nation which will include the development of political and economic institutions, social movements, the challenge of sectionalism and geography, the major historical figures, issues, and events.	Review current tests and monitor Fall 2023 students who received the same tests. I suspect the short summer term has something to do with students not being able to complete the tests on-time. Also the nature of the audience is problematic as usual with delays due to shutdowns, early release, the nature of snail mail, etc. Events that are out of my control.
Summer 2023	HIST-17	Wilkerson, Robert	SLO 1	Trace the United States into a world power from Reconstruction to the present which will include the growth in territory, population, industry, world influence, the development of political institutions, and the major historical figures, institutions and events.	Review current tests and monitor Fall 2023 students who received the same tests. I suspect the short summer term has something to do with students not being able to complete the tests on-time. Also the nature of the audience is problematic as usual with delays due to shutdowns, early release, the nature of snail mail, etc. Events that are out of my control.
Summer 2023	HLTH-2	Nyman, Carrie and Colby Chavez	SLO 1	Analyze information available regarding risk factors to a healthy lifestyle as well as behaviors that promote a healthy lifestyle; understand the impact of positive and negative factors on one's own health; and make lifestyle choices and changes to best promote a wellness balance for one's own life.	Due to many lock- downs and a 2 week break in the summer by CDCR students turn in work later than due date. Make a smaller group for your target population to be evaluated. " In a correspondence class it is hard to know where the inmates are. I think the communication needs to be better when inmates get transferred in the middle of the semester, so that they can either complete the class ahead of time, or still be able to get their work submitted. "
Summer 2023	HLTH-2	Chavez, Colby	SLO 1	Analyze information available regarding risk factors to a healthy lifestyle as well as behaviors that promote a healthy lifestyle; understand the impact of positive and negative factors on one's own health; and make lifestyle choices and changes to best promote a wellness balance for one's own life.	In a correspondence class it is hard to know where the inmates are. I think the communication needs to be better when inmates get transferred in the middle of the semester, so that they can either complete the class ahead of time, or still be able to get their work submitted.
Summer 2023	MATH-11A	Murphy, Travis	SLO 1, SLO 3	Develop and present, in an oral or written format, a lesson involving basic mathematical concepts or procedures intended for an elementary school class which includes appropriate K-12 manipulatives and technology. Demonstrate logical thinking and applications of	Fall 2023 course requires lesson planning, students have been opting out of this task because it is not worth the effort for the points it seems. Encourage attendance to the new math lab Open Entry/Open Exit course.

Semester Assessed	Course	Recommended by	SLO to Reassess	SLO Descriptions	Recommended Changes from Past Faculty Teaching the Course
Fall 2022	MATH-11A	Ng, Jackson	SLO 1	Develop and present, in an oral or written format, a lesson involving basic mathematical concepts or procedures intended for an elementary school class which includes appropriate K-12 manipulatives and technology.	The college needs to provide tutoring for incarcerated students.
Fall 2022	MATH-11A	Ng, Jackson	SLO 2	Demonstrate problem solving in the following seven strands specified by the State of California's Mathematics Model Curriculum Guide, kindergarten through grade eight: number, measurement, patterns and functions, statistics and probability, logic, and algebra.	The college needs to provide tutoring for incarcerated students.
Fall 2022	MATH-11A	Ng, Jackson	SLO 3	Demonstrate logical thinking and applications of mathematics in problem-solving and critical thinking.	The college needs to provide tutoring for incarcerated students.
Spring 2023	MATH-11A	Murphy, Travis, Robert Schofield	SLO 1, SLO 2, SLO 3	Develop and present, in an oral or written format, a lesson involving basic mathematical concepts or procedures intended for an elementary school class which includes appropriate K-12 manipulatives and technology. Demonstrate problem solving in the following	Will have to make the presentation assignment count for more points. rearrange the lesson planning from the last 2 weeks of the semester to 3 times during the semester at the times of the midterms,change class to web enhanced, change midterms to every 2 chapters, flip classroom instruction to require students to watch lectures online, class time will be used to ensure students know how to answer questions and solve problems. rearrange the lesson planning from the last 2 weeks of the semester to 3 times during the semester at the times of the midterms,change class to web enhanced, change midterms to every 2 chapters, flip classroom instruction to require students to watch lectures online, class time will be used to ensure students know how to answer questions and solve problems. rearrange the lesson planning from the last 2 weeks of the semester to 3 times during the semester at the times of the midterms
Fall 2022	MATH-164	Murphy, Travis	SLO 1	Use technologies to solve problems related to the course work.	I failed to properly asses SLOs for MATH 164 fall 2022. I will resolve to rectify this moving forward.
Fall 2022	MATH-164	Murphy, Travis	SLO 2	Successfully complete all assignments and lab projects.	I failed to properly assess SLOs for MATH 164, I resolve to rectify that moving forward.

Semester Assessed	Course	Recommended by	SLO to Reassess	SLO Descriptions	Recommended Changes from Past Faculty Teaching the Course
Fall 2022	MATH-164	Schofield, Robert	SLO 2	Successfully complete all assignments and lab projects.	A sample size of 3 students is too small to draw any valid conclusions therefrom. Because of that I have no recommendation at this time. I recommend that we obtain a reasonable sample size from which we can draw valid conclusions and make recommendations for changes. I do believe though, when teaching this again I will enforce a requirement that assignments be submitted in a timely manner or the student will be dropped from the class.
Fall 2022	MATH-164	Schofield, Robert	SLO 2	Successfully complete all assignments and lab projects.	A sample size of 3 students is too small to draw any valid conclusions therefrom. Because of that I have no recommendation at this time. I recommend that we obtain a reasonable sample size from which we can draw valid conclusions and make recommendations for changes. I do believe though, when teaching this again I will enforce a requirement that assignments be submitted in a timely manner or the student will be dropped from the class.
Summer 2023	MATH-40	Murphy, Travis	SLO 1	Calculate and interpret measures of center and measurements of dispersion for given data.	Encourage attendance to the new math lab Open Entry/Open Exit course.
Fall 2022	MATH-40	Schofield, Robert	SLO 2	Find probabilities for applications involving normal random variables. Construct and interpret a confidence interval; formulate decisions on hypotheses based on data/information provided.	A sample size of 3 students is too small to draw any valid conclusions therefrom. Because of that I have no recommendation at this time. I recommend that we obtain a reasonable sample size from which we can draw valid conclusions and make recommendations for changes.
Spring 2023	MATH-40	Schofield, Robert	SLO 1, SLO 2, SLO 3	Calculate and interpret measures of center and measurements of dispersion for given data. Find probabilities for applications involving normal random variables.	change class to web enhanced, change midterms to every 2 chapters, flip classroom instruction to require students to watch lectures online, class time will be used to ensure students know how to perform statistical calculations to answer questions and solve problems.
Spring 2023	MATH-6	Murphy, Travis	SLO 1	Analyze and solve finite math problems by the appropriate application of the principles of: matrices, linear programming, logic, and sets.	Encourage students to enroll in the new OE/OE Math Lab class and create additional lectures/lessons for this material.Hire students who have done well in MATH 6/8/15 to be "peer mentors" to help students who are experiencing difficulty in MATH 6.

Semester Assessed	Course	Recommended by	SLO to Reassess	SLO Descriptions	Recommended Changes from Past Faculty Teaching the Course
Fall 2022	PE-15	Avilla, Frank	SLO 1	Organize a timeline for the history of physical activity.	Recommended changes will include a more personal and individual interaction with students to engage and encourage participation within this course. All of the students who regularly participated were successful and met the expectations within this course. The students who were not successful struggled to participate and engage weekly in this course. Individual communication with each student falling behind will help aid in the process of keeping students on track throughout the semester.
Summer 2023	SOC-1	Gardiner, Lisa	SLO 1	Effectively work in teams, managing time, tasks, and personality differences sharing results and analysis to arrive at a final collaborative product.	SLO 1 was revised as part of IPR processes in the 2022-2023 Academic Year to make it more feasible for all teaching modalities.
Fall 2022	SOC-2	Bollinger, Kathleen	SLO 3	Effectively work in teams, managing time, tasks, and personality differences sharing results and analysis to arrive at a final collaborative product.	SLO #3 is not applicable to incarcerated students as they are not allowed to work in groups.
Fall 2022	WT-20	Konkol, Kory	SLO 4	Complete a 3/8" - 1G plate and a 6" schedule 80 - 1G pipe qualification, using SMAW, which meets or exceeds the AWS D1.1 Structural Welding Code Standards.	SLO 4, 13/13 students completed the 1G plate qualification yet only one person met the requirements to be able to test for the 1G pipe, which passed. The remaining students didn't demonstrate the level of skill to take the 1G pipe qualification test and therefore didn't. Going forward, the word "and" will be changed to "or" in SLO 4 to address this. Another thought would be to remove the 1G pipe from SLO 4 and add it to a SLO 5.
Fall 2022	WT-21	Konkol, Kory	SLO 4	Complete a 2G and 5G AWS pipe welding qualification on 6" schedule 80 pipe using the SMAW process.	SLO 4, 1/1 students completed and passed the 2G pipe qualification while the other didn't meet the requirements to test. Neither of the two students demonstrated the level of skill to take the 5G pipe qualification test and therefore didn't. Going forward, the word "and" will be changed to "or" in SLO 4 to address this. Another thought would be to remove the 5G pipe from SLO 4 and add it to a SLO 5.
Fall 2022	WT-37	Konkol, Kory	SLO 10	THREE UNITS: Complete three AWS qualifications (1G, 3G and 4G	SLO 8, 7/7 passed the 1G plate qualification test, two passed the 3G qualification test and nobody passed the 4G qualification test. Those that didn't complete the 3G or 4G plate qualification test, didn't demonstrate the necessary skills to take the test and therefore didn't. Going forward, the word "and" will be changed to "or" in SLO 4 to address this. Another thought would be to remove the 3G plate and 4G plate from SLO 4 and add them to their own individual SLO's.

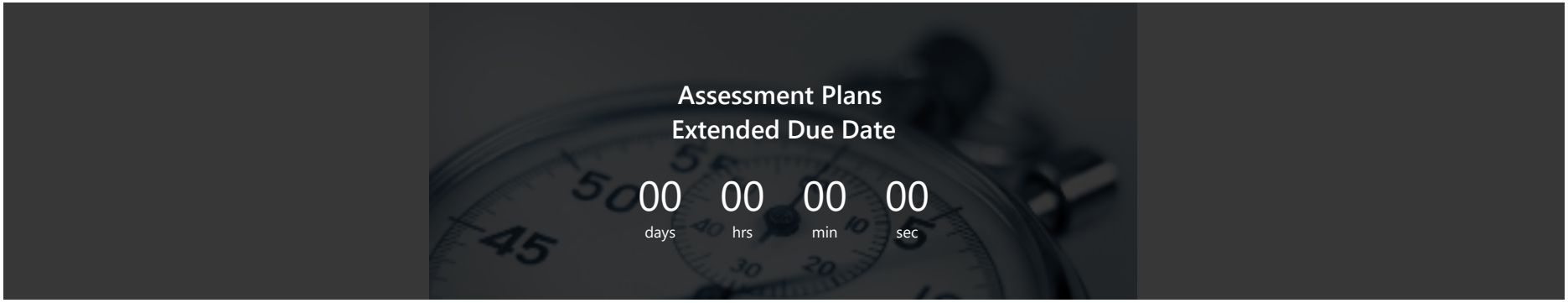
Semester Assessed	Course	Recommended by	SLO to Reassess	SLO Descriptions	Recommended Changes from Past Faculty Teaching the Course
Spring 2023	WT-38	Konkol, Kory	SLO 8	(WT-38_SLO8) THREE UNITS: Design and fabricate six projects using 16G-10G steel, CO2 shielding, ER70S .035" diameter fill wire, and the gas metal arc welding process.	No recommendations provided

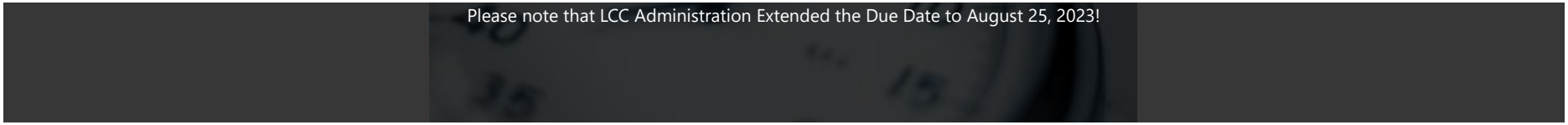
Fall 2023 Course Student Learning Outcomes Assessment Plans

Thomas E Robb
Instructional Designer

Fall 2023 Faculty Instructions

1. **Please note 4 improvements on SLO +**
   a. Cards are easier to determine where to input data (see all red areas when opening)
   b. Target Measures now display directly on your SLO Card instead of having to reference the Course Map and were updated with all 2023-2024 Curriculum Changes.
   c. Assessment Schedules now display directly on your SLO Card instead of having to reference a separate document.
   d. Improvement Plans now list the actual SLOs you need to reassess directly on your SLO Card.
2. This page will provide you all of the information you need to complete your Assessment Plans at the beginning of Fall 2023!
3. Review the information provided and make a plan to assess your student SLOs.





General Information

This **Student Learning Outcome Assessment Plan** is intended to inform faculty of their obligation to assess course SLOs in a cohesive and meaningful manner, **as well as ensure faculty are aware we need to close the loop when courses taught in prior semesters do not meet target**.

This means you must confirm that you have a plan to assess your Student Learning Outcomes, and **confirm that plan on your SLO Card/s.**

What are SLO Cards?

Assessment Plans & Results are updated on this site on an SLO Card. SLO cards are simply an online form that is pre-populated with your course information and SLOs listed on the Course Outline of record.

SLO Card

Faculty *should* have one **SLO card** for each course they are scheduled to teach (if one is missing, or not yet added when you go to submit your plan or your results, then please email trobb@lassencollege.edu to add an additional card).

When are SLO Cards Updated?

Faculty will update each SLO Card twice a semester.

- Once at the beginning of the semester/course, which is the **Assessment Plan**.
- Once again, at the end of the semester/course, which are the **Assessment Results.**

What is the difference between Assessment Plans & Assessment Results?

1. **Assessment Plans**
   a. Are completed at the **beginning of the semester** to ensure that faculty **are aware of their contractual requirement.**
   b. Have a plan to assess the course student learning outcomes and know which ones to assess.
   c. Develop assignments, or **Course Assessment Methods** they will use to determine whether students learned the outcome

d. Are aware if their course has an **Improvement Plan** in place, which requires re-assessment of the learning outcom
e. If your course has an indication that it is on an **Improvement Plan,** it will be denoted with the specific SLOs you n

2. **Assessment Results**
   a. Are completed at the **end of the semester** to ensure that Lassen College is meeting accreditation standards.
   b. Should reflect whether students achieved the learning and can do what was stated on the outcome.
   c. Should exclude any students who did ***not*** submit the assignment used to measure your outcome.
   d. For each SLO assessed, faculty must report on their card 4 items;
      a. **1)** the total number of students assessed (a number).
      b. **2)** the total number that have evidence of achievement (a number).
      c. **3)** Whether your course target measure was met (yes or no).

Outcomes Assessment seeks to reveal **what students learned**, **not** whether they **attempted** to learn; therefore, it is important to look at students who made an attempt and exclude those that did not. In other words, the number of students you report who were assessed and the number of students who achieved may not match the number of students enrolled in your class! Outcomes Assessment is not the same thing grades. It is looking at what our students are learning and whether there is evidence that the assessment led to student learning.

How do I complete my Assessment Plans?

Step 1: Determine Which Outcomes to be Assessed

It is recommended that you develop assignments to assess **all outcomes** in your course each semester. The district realizes for some faculty this may be a large ask; therefore, contractually, effective in Spring 2023, **the SLO Assessment Plan Schedule is the minimum expectation.**

As of Fall 2023 Semester, the **SLO Assessment Schedule,** is noted in Section 2, which will indicate one of two statuses:

1. **Assess even SLOs in even years, odd SLOs in odd years.**
   a. In even years (ie. 2024 is an **even year**), all **even SLOs** (2, 4, 6...) listed on the card are assessed; therefore, one or more assignments should be created used to measure whether a student is able to do that statement.
   b. This means in year odd years (ie. 2023 is an **odd year**), all **odd SLOs** (1, 3, 5, 7...) listed on the card are assessed; therefore, one or more assignments should be created used to measure whether a student is able to do that statement.
2. **Assess every SLO, every course offering.**
   a. All SLOs must be assessed (ie, create an assignment to measure the learning statement).
3. **Improvement Plan (SLOs to Reassess)**
   a. Section 2 of your SLO Card designates whether the course you are teaching has an improvement plan and will list the SLOs that need to be reassessed in addition to the Assessment Schedule.
   b. NOTE: Courses that require faculty to assess every SLO, every course offering can ignore the Improvement Plan.

c. Go to Step 2 (below) to determine next steps.

In the example below, this instructor minimally needs to assess odd SLOs, since it is Fall 2023 and the "**Improvement Plan**" indicates "*Not Applicable*".

Step 2: Review SLO Improvement Plans to Determine If Additional SLOs must be reassessed

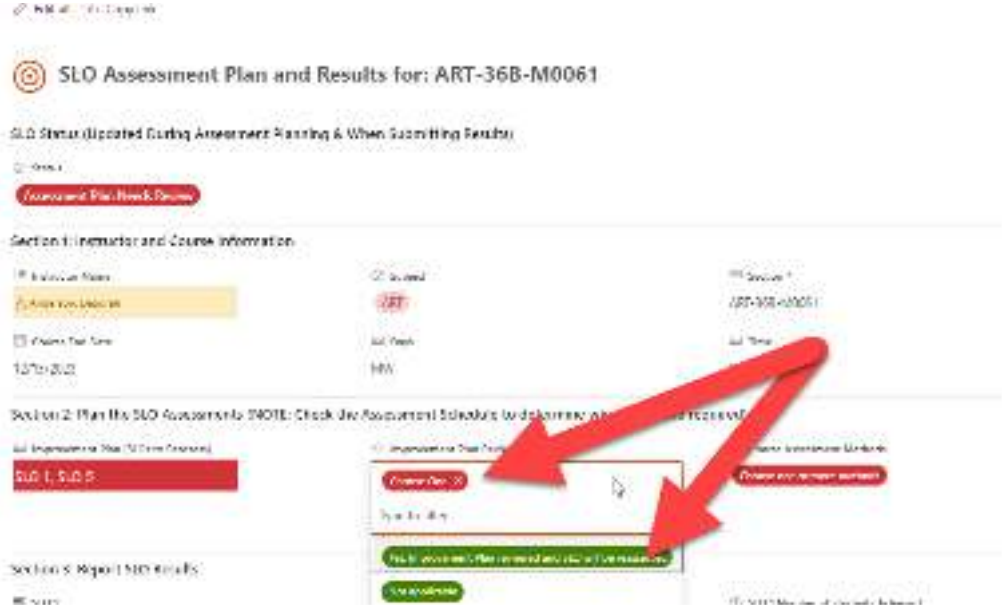
If the course you are teaching has an **Improvement Plan**, the SLOs will be listed in red in Section 2 of your card as depicted below. You can use the feedback from prior semesters to remember what you or other faculty have said they would do differently to measure that SLO by clicking the button below.

Closing the Loop

To see past feedback and recommended changes from prior semesters, use the button below to review that and keep this in mind as you are planning your class assignments.

View Improvement Plan Feedback

If you have an improvement plan, then select the "Improvement Plan Reviewed?" and select the option "Yes, improvement plan reviewed and SLO will be reassessed" in green and make a plan to reassess the SLOs listed, if you did not already have a plan to do so.



Step 3: Review your Target Measures on the Course SLO Maps

- Faculty should review the SLO target measures for each outcome to determine what the target measure it.
- **This information, as of Fall 2023 Semester, is now found on your SLO Card.** You no longer have to sift through your Course SLO Maps to determine your target percentage..
- Knowing the target, you are trying to aim for in your class should help you to plan an assignment or series of assignments designed to measure whether students learned that particular outcome and have a backup plan in case students did not so you can reassess the outcome in a different way.
- In the example SLO Card below, the target is that 70% of students will achieve a 70% or higher on their outcome.
  - If you have 10 students in your class that submitted your assignment to measure your SLO, and 8 of them received at least a 70% (or a C) on the assignment, then in this case 80% of your students achieved. This is information that will be reported at the end of the semester when determining whether your target measure was met, or not.

Step 5: Update the SLO Card to Confirm Assessment Plan

Now that you've determined which SLOs you are assessing, whether you have an improvement plan, and gathered your course assessment methods, it is time to update your SLO Card with your **Assessment Plan.**

We have both a step-by-step guide or a video. Both demonstrates how to update your SLO Card with your Assessment Plan.

Step 5: Ready to Update your Cards?

Proceed to filter your cards, and then update the Course Assessment Methods & Status on each SLO Card for the courses you are teaching.

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SLO Assessment Results by Lassen College

Student Learning Outcome Assessment Results

Term: (Multiple values)

Course: ENGL-1

Modality: (All)

Course: ENGL-1 College Composition

SLO Table

			Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
ENGL-1	SLO-1	Demonstrate the ability to comprehend and analyze a variety of readings throughdiscussion, journal entries, in-class writings, formal out-of-class essays ..						
	SLO-2	Write essays applying patterns of development appropriate for expository writing, including personal narrative, comparison/contrast, and argumentation. ..						
	SLO-3	Given an assignment to write an extended essay, investigate a topic and write a well-organized and grammatically correct document, which conforms to ..						

Details

☆ 1 👁 746

SLO Assessment Results

Published: Jul 29, 2022 Updated: Oct 5, 2023

English (US)

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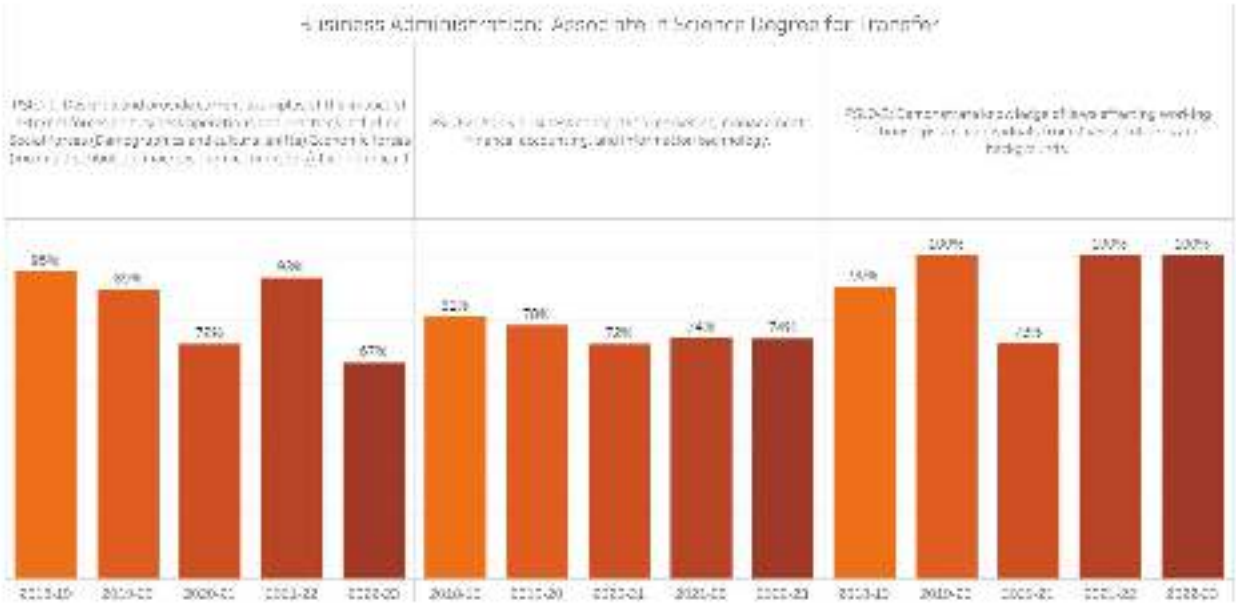
salesforce
tableau public
Create
Learn
Sign In

PSLO Assessment Results by Lassen College

Program Student Learning Outcome Assessment Results

Program Name: Business Administrati...
Degree/Certificate Type: (All)
Year: (Multiple values)
Term: (All)
Discipline: (All)
Course: (All)



Program Name	Program Student Learning Outcome (PSLO)	2018-19	2019-20	2020-21	2021-22	2022-23
Business Administration: Associate in Science Degree for Transfer	PSLO-1: Describe and provide current examples of the impact of external forces on business operations and practices including: Social forces (Demographics and cultural shifts) Economic forces (income distribution, macroeconomic conditions) Technological f					
	PSLO-2: Apply business concepts to marketing, management, finance, accounting, and information technology.					
	PSLO-3: Demonstrate knowledge of laws effecting working relationships with individuals from diverse cultures and backgrounds.					

Details

0 214

PSLO Assessment Results

[redacted] Nov 2, 2022 [redacted] Aug 24, 2023

English (US)

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Student Learning Outcomes

SLO assessment is important to maintain and improve an effective learning experience for LCC students. Evaluating SLO results regularly is helpful for evaluating student learning and identifying emerging program needs. There is a link between SLO assessment results, SLO improvement plans and review of curriculum and/or budget requests. Regular program assessment will drive program improvement. These records are maintained in the online Data Management and Visualization tool (TABLEAU) and are available for review by faculty at any time through its self-updating, interactive dashboards, and reports. Feedback and narrative from the Share Point tool will be included in the reports.

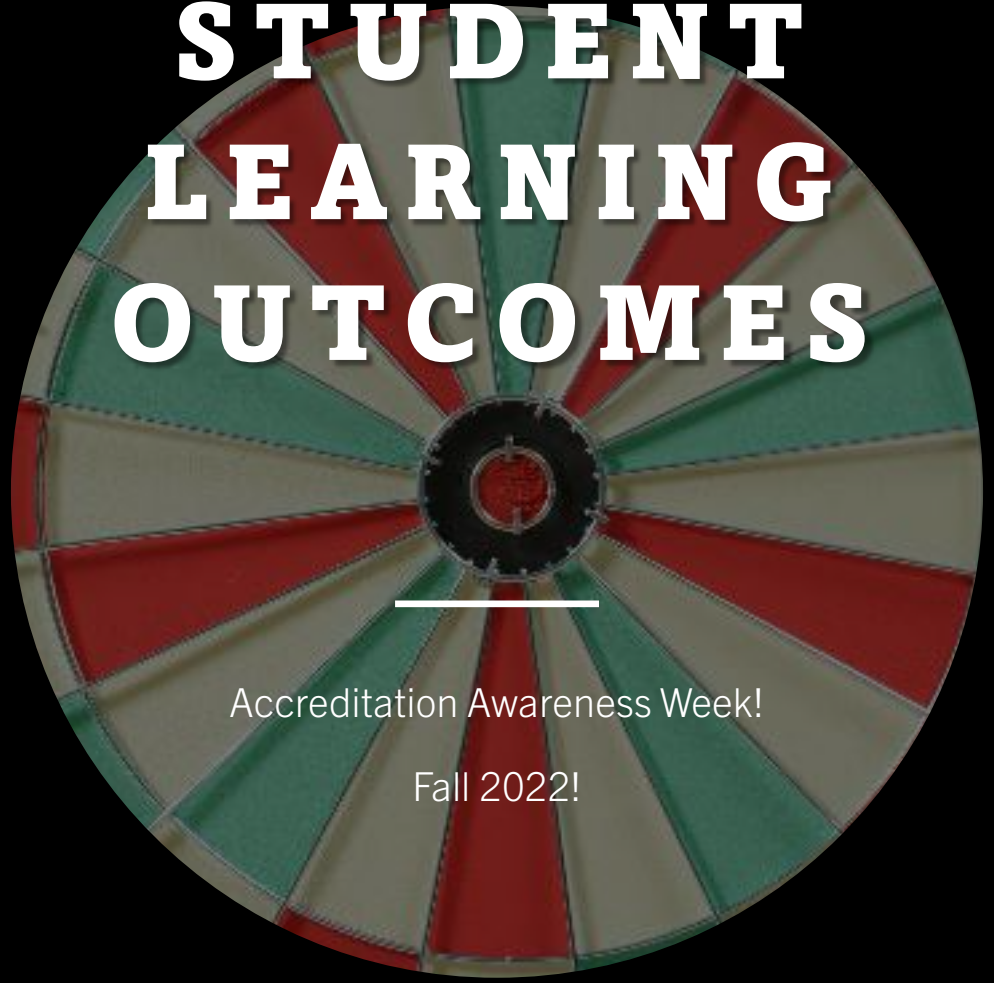
*By contract, faculty are required to prepare and submit an SLO Assessment Plan for each class within one week of the first class meeting and implementation of the assessment method as indicated on the SLO Plan for each class. Submission of the (a) results of the assessment methods and (b) steps taken as result of the assessment withing five (5) District business days after the last scheduled meeting of the class. Both submissions will be made in accordance with District tracking procedures (I.e., may be paper-based or electronic).

- Provide an analysis of findings of the assessments completed and recommendations being made in individual assessments.
- Consider the impact or influence of the assessment results at the program level.
- Identify and evaluate the Program Student Learning Outcomes including the relationship between course, program and institutional student learning outcomes utilizing information provided by the Office of Institutional Effectiveness.

Course Assessed	Recommendations for Improvement
Course Subject Code and Number	
Course Subject Code and Number	
Course Subject Code and Number	

Program Student Learning Outcomes	Summarize Findings
PSLO 1	
PSLO 2	
PSLO 3	
PSLO 4	
PSLO 5	
Recommendations for Improvement	

STUDENT LEARNING OUTCOMES



Accreditation Awareness Week!

Fall 2022!

LCC

LASSEN COMMUNITY COLLEG

TOPICS

Where we've been

Where we are

- Assessment Plans
- Assessment Results

Where we're going

WHERE WE'VE BEEN

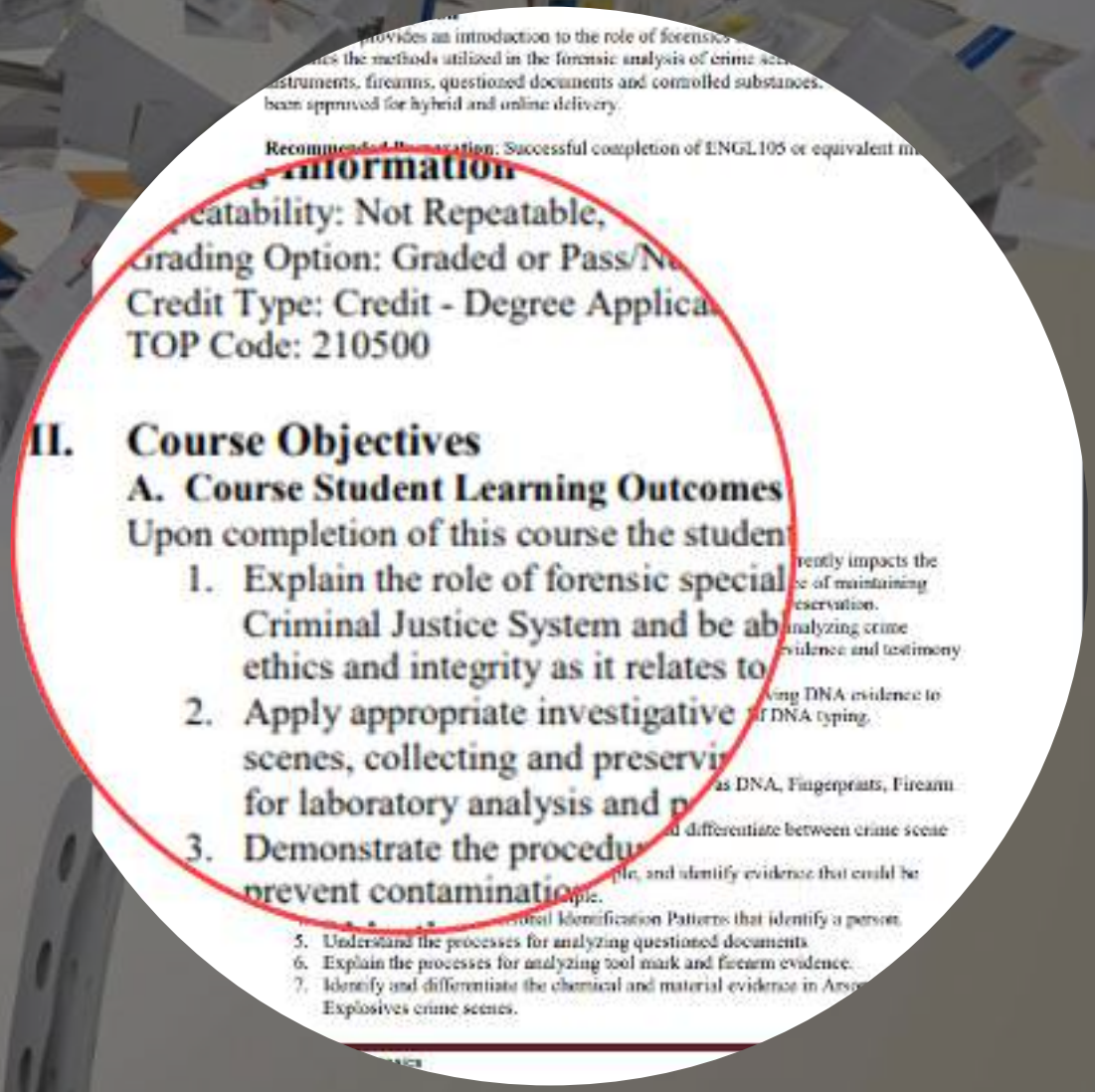
FOR NEW FACULTY

The Course Outline of record has Student Learning Outcomes listed in Section 3.

Assessed by assignments in your class.

Past practice was cumbersome and required a ton of manual entry.

Often it delayed getting data together for Program Review.



FOR SEASONED FACULTY

Beginning of the Semester

- ~~Assessment Plan PDF Forms~~
- ~~Emailed into Office of Institutional Effectiveness at the beginning of the semester~~
- Ensured faculty had a plan to assess the outcomes.

End of Semester

- Email a similar form with results
- Data compiled manually by previous Institutional Research Office

ALL FACULTY

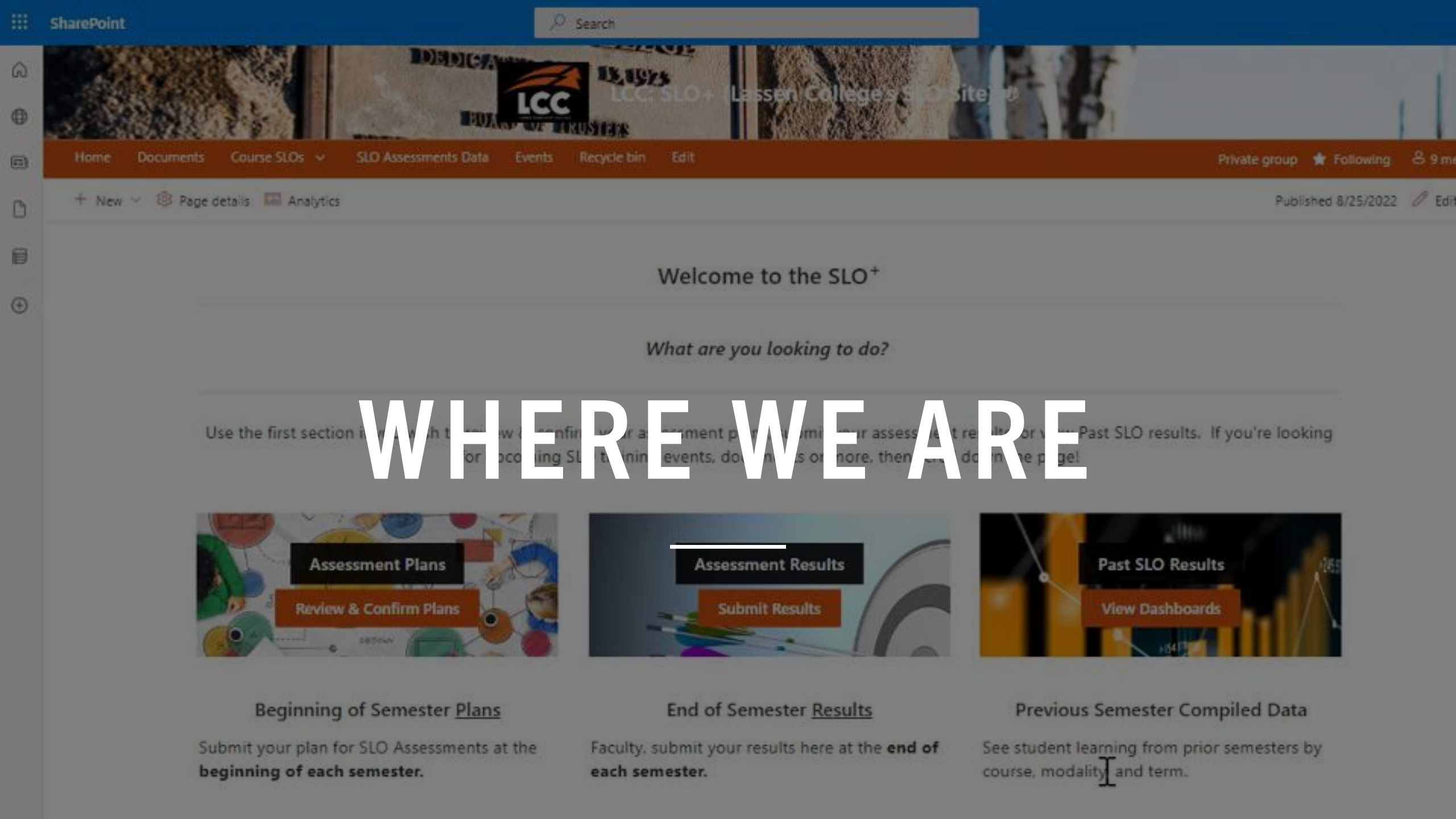
Data Gaps

- Data Roll ups in 2021-2022 revealed some SLOs were not assessed.
- Area of improvement on ACCJC Visit

All SLOs Not Assessed

- Program Review – some SLOs had no data as faculty were not required to assess all SLOs, only 1 per the LCFA Contract.
- No Schedule for SLOs.

WHERE WE ARE


SharePoint
Search
LCC
Home
Documents
Course SLOs
SLO Assessments Data
Events
Recycle bin
Edit
Private group
Following
New
Page details
Analytics
Published 8/25/2022
Welcome to the SLO+
What are you looking to do?
Assessment Plans
Review & Confirm Plans
Assessment Results
Submit Results
Past SLO Results
View Dashboards
Beginning of Semester Plans
Submit your plan for SLO Assessments at the beginning of each semester.
End of Semester Results
Faculty, submit your results here at the end of each semester.
Previous Semester Compiled Data
See student learning from prior semesters by course, modality and term.

SLO+ LCC NEW LEARNING OUTCOMES SITE

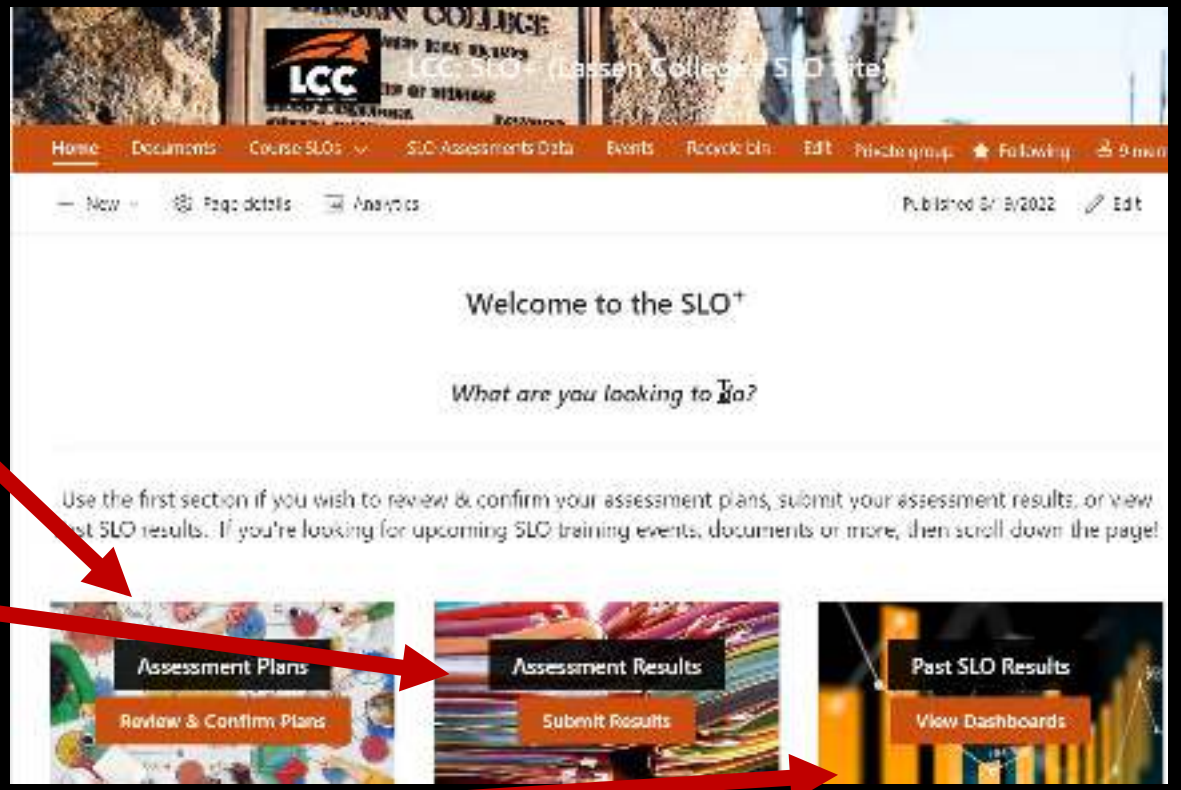
SLO +

New tool to speed up SLO Process

3 Main Functions

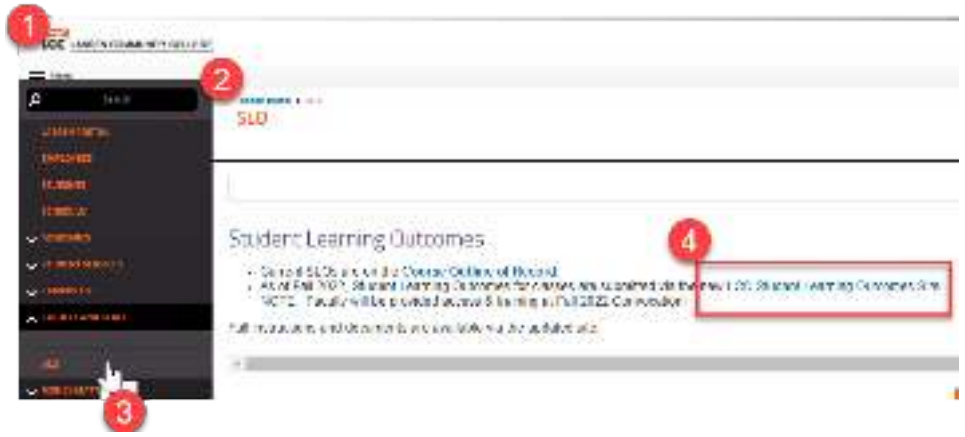
Access through the Portal

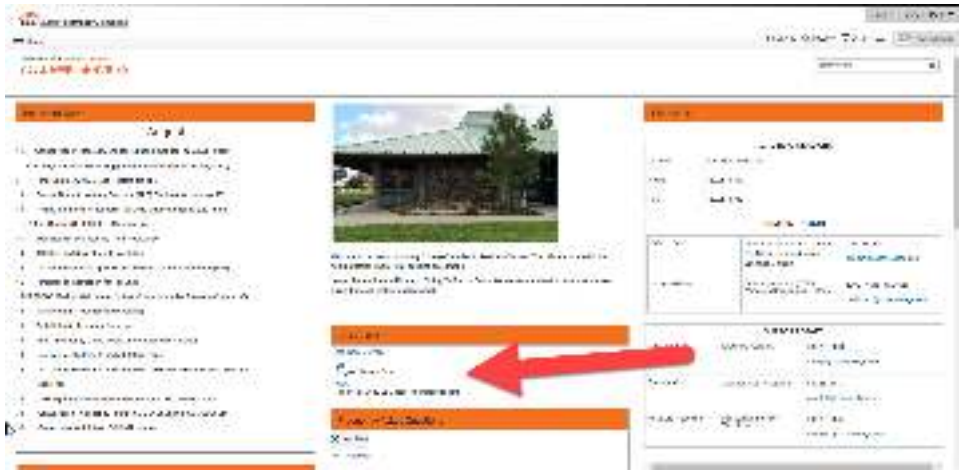
- Reviewing Assessment Plan (Beginning of Semester)
- Submitting SLO Results (End of Semester)
- Data Dashboards (for IPRs)



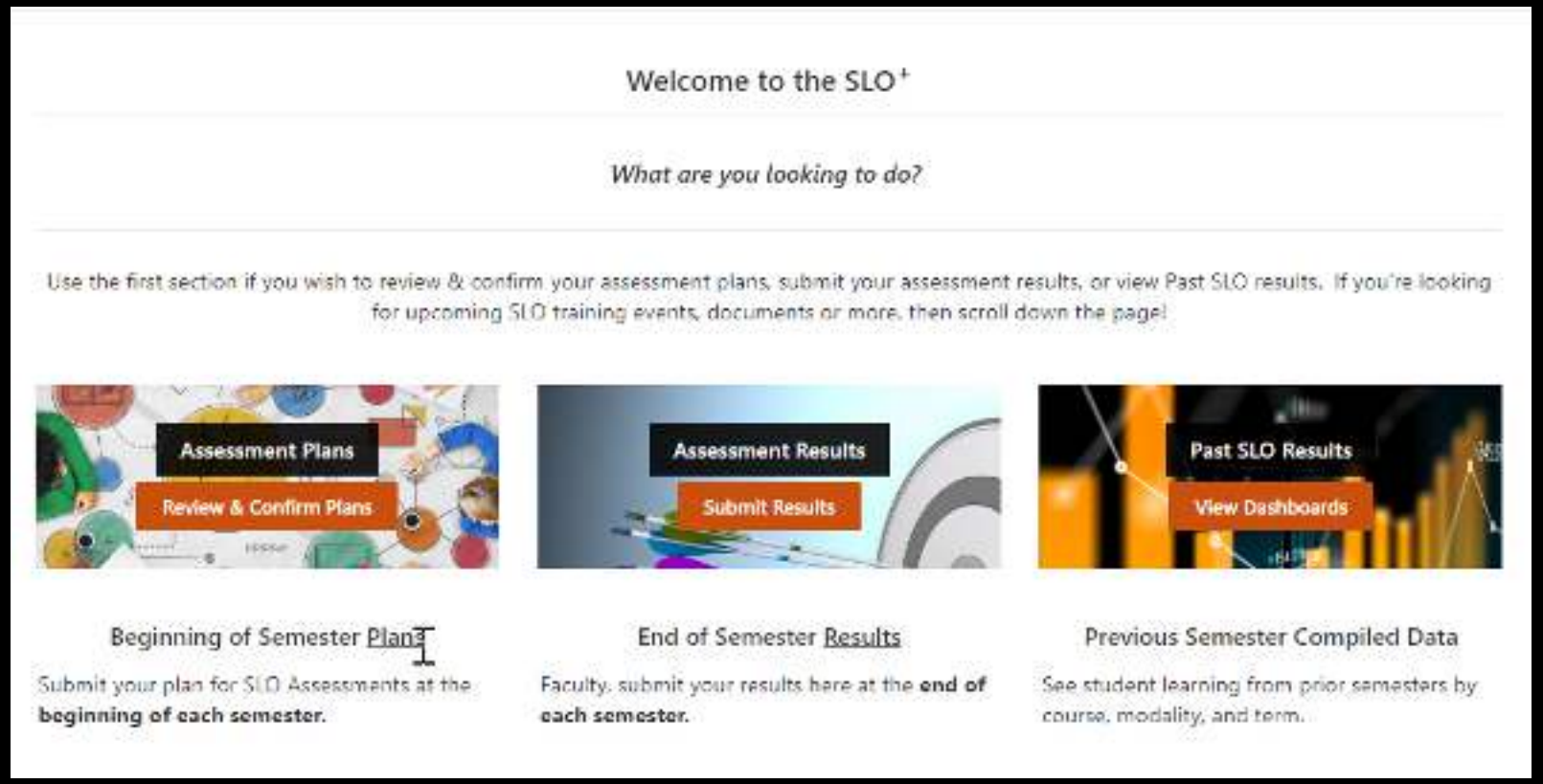
HOW TO ACCESS SLO+

1	• Login to MyLassen portal
2	• Click the Menu Icon
3	• Expand Faculty & Staff > Select SLO
4	• Click the link to the new site.





SLO+ ASSESSMENT PLAN ACTIVITY



SCAN ME

SLO ASSESSMENT PLAN
SCHEDULE

If a course is offered

- at least once per year, the faculty member assesses every even or every odd SLO depending on the calendar year.
  - For example, in 2022, 2024, 2026… assess all even SLOs.
  - In 2023, 2025, 2027…assess all odd SLOs.
- less than one time per year, the faculty member assesses every course SLO.
- NOTE: For Fall 2022 - faculty may have already completed their correspondence packet or online course designed to measure only one SLO per past practice. So the ***SLO Assessment Plan Schedule*** is not mandatory for Fall 2022, only Spring 2023 and beyond.

If the previous course offering

- a SLO did not meet the target, then that SLO needs to be re-assessed in addition to other SLOs as per the description above.

SLO ASSESSMENT PLAN – ADMINISTRATION OF JUSTICE

Color	SLO assessment schedule
Blue	Even years (2022, 2024, 2026, etc) assess Even SLOs Odd years (2023, 2025, 2027, etc) assess Odd SLOs
Pink	Assess each SLO, every course offering
Any time a SLO target is not met, it must be reassessed the next course offering.	

Course Number	Course Title
AJ 5	Introduction to Forensics
AJ 8	Criminal Court Process
AJ 9	Introduction to Correctional Science
AJ 10	Criminology
AJ 11	Youth Gangs in America
AJ 12	Introduction to Criminal Justice
AJ 14	Juvenile Procedures
AJ 16	Supervision in Law Enforcement
AJ 20	Criminal Law
AJ 23	Criminal Evidence
AJ 24	Community Relations
AJ 35	Investigative Techniques
AJ 49	Admin. of Justice Work Experience
AJ 52A	PC832 Arrest Methods and Procedures
AJ 52B	PC832 Firearms
AJ 52BR	Firearms Training/Refresher
AJ 53	Basic Force and Weaponry
AJ 56	Firearms Instructor
AJ 57	Firearms/Tactical Rifle
AJ 58	Perishable Skills for Peace Officers
AJ 59	First Aid/CPR/AED Refresher for Peace Officers
AJ 60	Adult Correctional Officer Core
AJ 61	Juvenile Corrections Officer Core
AJ 62	Probation Officer Core Course
AJ 63	POST Law Enforcement Supervisory Course
AJ 71	CDCR Off Post Training for Custody Staff

PLANNING SLO ASSESSMENTS

Creating Assignments

- Create assignments to measure each SLO you plan to assess (be it 1, the assessment schedule, or all).
- Review your Course Maps on the SLO site if you are not sure of the target measure (note: most SLOs are 70% of students achieving 70% or more).

For Spring 2023 and Beyond

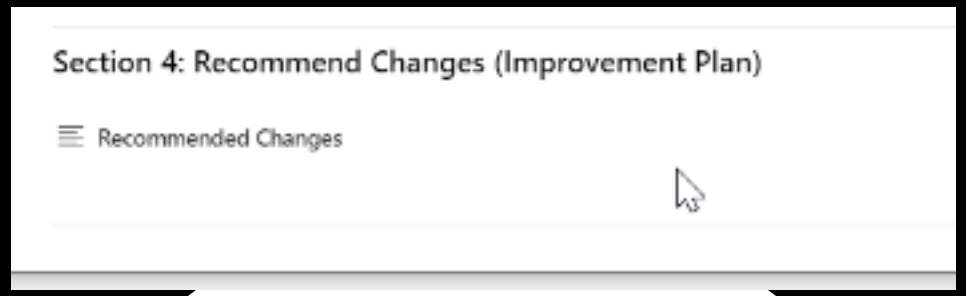
- To ensure you are assessing the SLOs, use a table like the one seen where you align your assignments to your SLOs.
- This can be an observation of student performance, a homework assignment, or a question on a quiz or exam designed to measure the # of students who achieved.
- It can be helpful to grade this assignment to avoid students not having any skin in the game.
- If you need ideas based on your SLOs, then email me at trobb@lassencollege.edu

	SLO 1 Statement 1	SLO 2 Statement 2	SLO 3 Statement 3
Quiz 1	✓		
Research Paper		✓	
Final Exam			✓
Observation Checklist	✓		

ASSESSMENT RESULTS: *SECTION 3: SLO RESULTS*

Section 3 (Report SLO Results)

- For each SLO assessed, enter the # of students assessed (not the number of students enrolled in the class)
- For each SLO assessed, enter the # of students that achieved the target measure (from Course Maps)
- Indicate yes or no, was the target achievement met?



SLO ASSESSMENT RESULTS

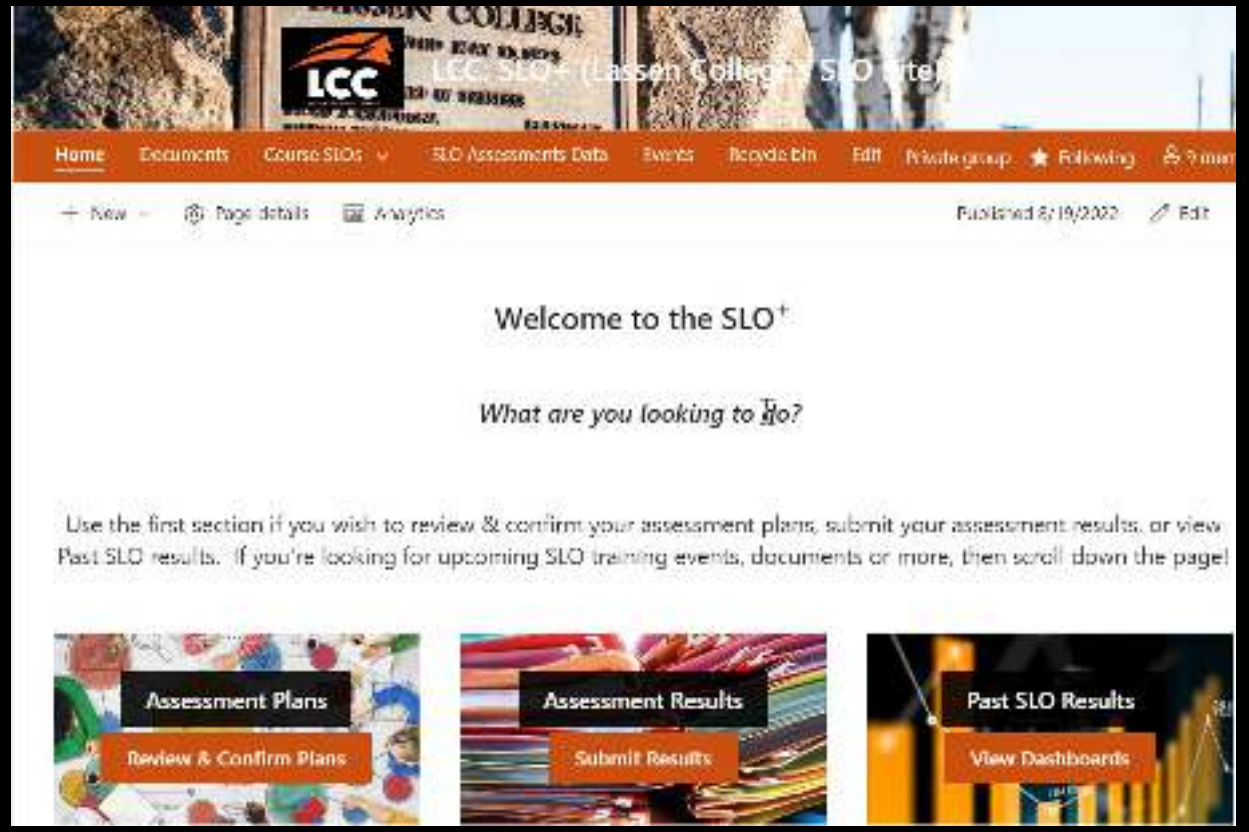
SECTION 4:

RECOMMENDED CHANGES

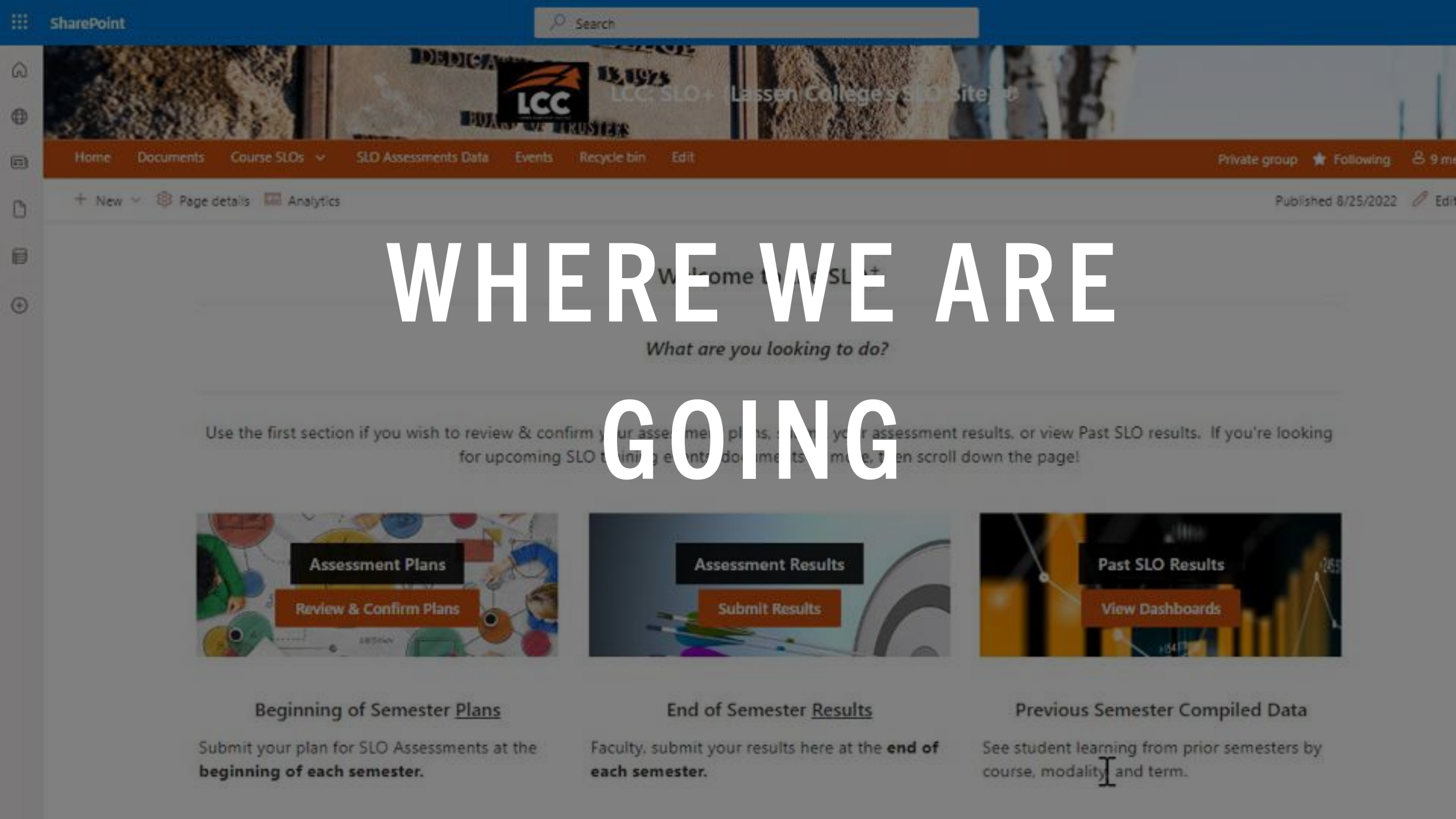
Section 4 Recommended Changes

- Enter a narrative that speaks to improving student learning or teaching practices.
  "Add additional study resources for the final exam"
  "Grade the assignment that measured the SLOs – students skipped the assignment since it wasn't graded."
  "Require additional practice assignments before taking the [assignment]"
- This should not speak to student attendance. Students who did not attend class to complete the assignment related to the SLO should be excluded.
- When analyzing your assessment, think about what might help student learning.
  - Should lab hours be extended?
  - Should practice assignments be required next time?
  - Is the SLO not measurable?
  - Is the course material too much for one course and there need to be curriculum adjustments?
  - Is the modality not effective?
- This is an area where there is some confusion so when it is time in Fall 2022 to submit results, a guidance document will be made available to faculty on the type of story to tell.

SLO+ DEMO


LCC
Home
Documents
Course SLOs
SLO Assessments Data
Events
Recycle Bin
Edit
Following
New
Page details
Analytics
Welcome to the SLO+
What are you looking to do?
Use the first section if you wish to review & confirm your assessment plans, submit your assessment results, or view Past SLO results. If you're looking for upcoming SLO training events, documents or more, then scroll down the page!
Assessment Plans
Review & Confirm Plans
Assessment Results
Submit Results
Past SLO Results
View Dashboards

WHERE WE ARE GOING



SLO RECOMMENDED CHANGES TO ENHANCE LEARNING ~~IMPROVEMENT PLANS~~

Improve guidance on recommended changes for each courses.

Include as a “Story” the Recommended Changes

Share how can you enhance the learning experience

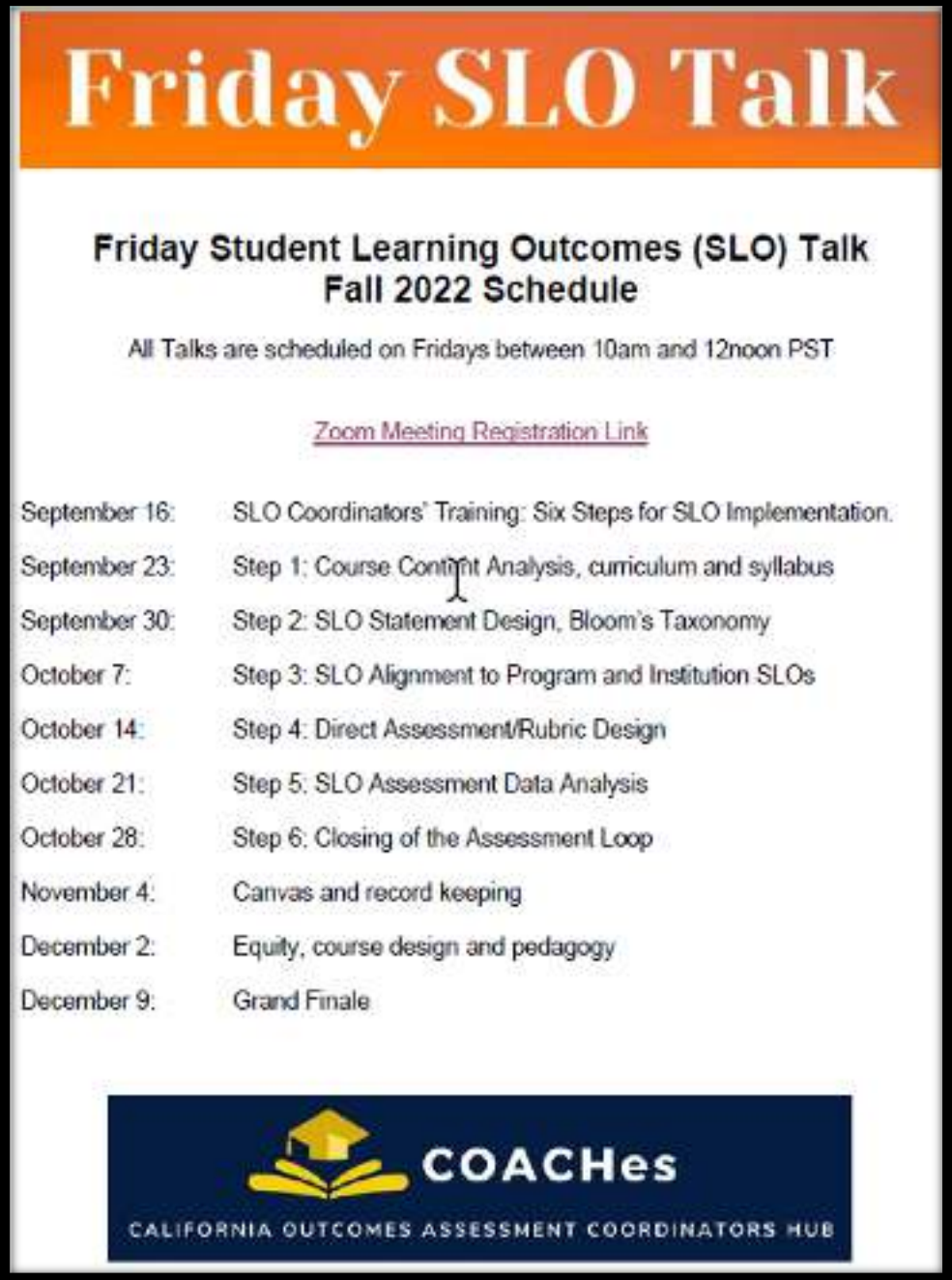
PROFESSIONAL DEVELOPMENT

First Planning Meeting (8/26)

Scheduled every Friday in Fall

Registration is automatic, anyone can attend

Register: https://cccconfer.zoom.us/meeting/register/tJEvd-ihpzwsHdOs8G-SD83DLS_nG9_CTcQm



Friday SLO Talk

Friday Student Learning Outcomes (SLO) Talk
Fall 2022 Schedule

All Talks are scheduled on Fridays between 10am and 12noon PST

Zoom Meeting Registration Link

September 16:	SLO Coordinators' Training: Six Steps for SLO Implementation.
September 23:	Step 1: Course Content Analysis, curriculum and syllabus
September 30:	Step 2: SLO Statement Design, Bloom's Taxonomy
October 7:	Step 3: SLO Alignment to Program and Institution SLOs
October 14:	Step 4: Direct Assessment/Rubric Design
October 21:	Step 5: SLO Assessment Data Analysis
October 28:	Step 6: Closing of the Assessment Loop
November 4:	Canvas and record keeping
December 2:	Equity, course design and pedagogy
December 9:	Grand Finale

COACHes
CALIFORNIA OUTCOMES ASSESSMENT COORDINATORS HUB

SLO+ TOOL PLANS

Survey faculty for feedback in Spring.

Take needed improvements and put them in the data or apps.

Work with the IT Department to get the data into a format that aligns with the new tool (from Datatel) to make this feasible.

Update the Data Dashboards to feed real time results (possibly Power BI).

Faculty Support

- How to write SLOs
- SLO measurement strategies
- Blooms Taxonomy
- How to think about improvement plans.
- SLO Handbook Updates

QUESTIONS?

Thomas E Robb

From: Thomas E Robb
Sent: Thursday, September 1, 2022 1:50 PM
To: LCC Faculty - FT; LCC Faculty - PT
Cc: Colleen P Baker; Michell Williams; Jonathan Herring; Anna M Pasqua; Aeron Zentner
Subject: SLO+ , Launching Lassen College's New Student Learning Outcomes Tool

Hello Faculty,

As many of you who attended convocation are aware, student learning outcomes just got simple! In the past, faculty had to email a separate form for each class they are teaching.

Now, all you need to do is:

1. **At the beginning of each semester, review & confirm you have a plan to assess your SLOs.**
2. **At the end of each semester (or course), enter your results.**
   NOTE: Short term classes can skip this step for Fall 2022 and enter results now by selecting the Submit Results button depicted below).

It is now time to review & confirm your **SLO Assessment Plans** for Fall of 2022.

To do so, follow these steps:

1. **Visit** the LCC+ Website.
   NOTE: you will need to enter your Lassen Email and password to access the site. If you get an access denied error, kindly request access and it will be provided as soon as possible.
2. **Locate** the *Assessment Plans* section and click on the button to **Review & Confirm Plans.**

3. **Review**
   a. the detailed instructions on the page provided and
   b. watch the video tutorial to show you how to enter the data.
4. **Update Sections 1 and 2** for each SLO Card (An SLO card represents each course you are teaching along with your SLOs from the Course Outlines pre-populated for you).
   a. **Section 1:**
      i. Confirm the course section information is correct
      ii. If there are any errors, please update the information or email me directly.
   b. **Section 2:** Change the data as follows:
      i. **Assessment Methods:** Choose One or More Assessment Methods based on your SLOs you intend to assess.
      ii. **Status:** Change from *Needs Review* to *Assessment Plan Reviewed.*

c. **Repeat Steps 4A and 4B above for each course you are teaching.**
d. Please update Section 2 **no later than September 30, 2022** to avoid being on a list. 😊

What if a course is missing or an SLO is not accurate? Email me directly and I'll review and fix it for you.

Please note, that additional reminders will be sent out in December reminding you how to submit your SLO Assessment Results.

If you have any questions or are confused with he Assessment Plan Schedules, please reach out to me.

Thank you!

Thomas Robb, M.E.T.
Faculty, Instructional Designer
Division Chair, Math & English
SLO Coordinator
Distance Education Committee Chair
Cell: Call or text at (559) 633-0365

Connect with me online:
Microsoft Teams or Zoom

Need help with Canvas?
Visit the Instructional Design Support Site

Fall 2022

Thomas E Robb
Instructional Designer

Assessment Plans

Fall 2022 Faculty Instructions

1. This page will provide you all of the information you need to complete your Assessment Plans at the beginning of each semester.
2. Review the information provided and make a plan to assess your student SLOs.
3. Update your SLO Card with your plans using the steps outlined in the instructions and the video below.

General Information

This **Student Learning Outcome Assessment Plan** is intended to inform faculty of their obligation to assess course SLOs in a cohesive and meaningful manner. Faculty are always encouraged to assess every course SLO every semester the course is offered. If this is not feasible, then minimally, faculty must follow the **SLO Assessment Plan Schedule.**

Assessment Plans & Assessment Results are now updated online on an SLO Card. Think of a card like an online form that you update each semester. Faculty *should* have one **SLO card** for each course they are scheduled to teach (if one is missing, please email trobb@lassencollege.edu to add an additional card).

Faculty will update each SLO Card twice a semester.

- Once at the beginning of the semester, which is the **Assessment Plan**.
- Once again, at the end of the semester, which are the results of your Assessments.

SLO Card (Example)

How do I complete my Assessment Plans?

Step 1: Determine which learning outcomes to assess

Use the SLO Assessment Plan Schedules to determine which SLO to assess.

- For **Fall 2022,** faculty who had developed correspondence or online courses can continue assessing one SLO per course.
- Effective in **Spring 2023,** the Assessment Plan Schedules are required to ensure all SLOs are assessed in a program review cycle.

Step 2: Review your Target Measures on the Course SLO Maps

- Faculty may need to review the SLO target measures for each outcome.
- This information can be found on the SLO Maps (also linked below).
- These should help you plan assignments that will assess each SLO and prepare you to submit Assessment Results at the end of the semester.

Step 3: Review SLO Improvement Plans

- If an SLO did not meet target in a prior semester, you will see that course on the SLO Improvement Plan Document.
- Please review to see if the course you teaching are has an improvement plan and plan to re-assess this SLO.
- If you are assessing all SLOs every semester per past practice, then you do not need to review this document; however if you are using the Assessment Plan Schedules, you will need to review this document.
- During the 2021-2022 Academic Year, SLO Improvement Plans were reviewed. Upon review, it was determined that many SLOs where targets were not met and improvement plans noted, that more guidance on SLO results are needed, and will be made available this Fall when submitting your Assessment Results.
  - **For Fall 2022,** all Assessment Plans are marked as "No" for an SLO Improvement Plan so faculty may skip this step.
  - **For Spring 2023**, these will be noted when the schedule is posted here and courses with Improvement Plans will be in the folder below. **See the Course SLO Documents (below) folder for details.**

Course SLO Documents

See all

New Upload Edit in grid view Share Copy link Sync Download Export to Excel All Documents

Name	Modified	Modified By	Document Type	Document Link
Assessment Schedules	August 18, 2022	Thomas E Robb		
SLO Improvement Plans	August 18, 2022	Thomas E Robb		
SLO Maps	July 27, 2022	Thomas E Robb		

Step 4: Update the Assessment Plan (SLO Cards)

Now that you've determined which SLOs you are assessing (Step 1), and have your target measures for your assignment planning (Step 2), and have reviewed your SLO Improvement Plan (Step 3), it is time to update your cards with your Assessment Plan.

Faculty no longer need to email Assessment Plan form into the Office of Institutional Effectiveness at the beginning of each semester. Instead, you will simply update your SLO Card using the tutorial video below.

Watch the Video

Step by Step Guide

Download the Guide

Step 5: Ready to Update your Cards?

Choose your semester from the list that displays:

Fall 2022
Submit Assessment Plan

Thomas E Robb

From: Thomas E Robb
Sent: Wednesday, December 14, 2022 1:30 PM
To: Lynda Alberico; Elizabeth Ammon; Debbie Anderson; Frank M Avilla Jr.; Tiffany R Baiocchi; Buck Bauer; Roxanna A Haynes; Becky A Mello; Lisa J Beckman; Michelle A Beckwith; Sandra Beckwith; Kathleen Bollinger; Glenn G Booth; Lisa Bright; Robert H Brown Jr.; Robert Chavez; Kimberly A Clain; Elizabeth A Darley; Julie M Deal; Steven Di Gerlando; Chase A Dillon; Tom Downing; Melinda M Duerksen; Noelle Eckley; William H Freedman; Micah J Freeman; Lynn Fuller; Lisa K Gardiner; Laura E Greer; Dana L Higgins; Steven Ray Hitchcock; Coby Hoffman; Zachary Hoffman; Derrick Jackson; Hillary E Jones; Rebecca D Jordan; Thomas J Kareck; Andrew B Kerby; Kelly C Kissane; James L Kleckner; Kory Konkol; Chad Lewis; Yuting F Lin; Matt Lucas; John Martin; Whitney Mauck; Cory P McClellan; Natalia McClellan; Bradley Joel Medvin; Beverly C Mendoza; K C Mesloh; Jack T Minkler; Teri L Mooney; Heidi F Morgan; Liudmila V Mullin; Brent Mumma; Christi Myers; Alonzo E Nalls; Jackson Ng; Carrie Nyman; Christopher J O'Brien; Randle Panfilio; Leslie Perdue; Kristin Pfanku; Joelle Porter; Toni Poulsen; Dean Ramser (dramser@lassencollege.edu); Michael Rivas; Gary D Robinson; Laura Rotlisberger; Monique Schofield; Robert Schofield; Charles D Shoemaker; Seth Sorensen; Scott Sutherland; Richard Swanson; Garrett Taylor; Andrew D Vanden Heuvel; Amanda Wattenburg; Dan Weaver; Robert M Wilkerson; Daniel H Williams Jr.; Suzanne Williams; Celeste M Wiser; Brian Wolf; Rachel R Vincent
Cc: Colleen P Baker; Michell Williams; Anna M Pasqua; Jonathan Herring
Subject: Fall 2022 Assessment Results on SLO+ Due January 3, 2023 - Training & Support Options
Attachments: SLO Assessment Results - How to Guide.docx

Hello Fall 2022 Faculty,

I know Colleen Baker will be sending out some information and instructions on how to report your SLO Results sometime this week.

As your SLO Coordinator, I want to ensure you are supported. So please read on for options.

Results are due January 3, 2023.

1. **Option 1: Attend <u>one</u> Q&A Sessions via Zoom:**
   Drop in early or late and have your questions answered.
   Attend using this Zoom Link or call in at +1-646-931-3860 (same link for all sessions)
   a. **Thursday, December 15, 2022**
      i. Opportunity 1: 8:00 AM Pacific Time
      ii. Opportunity 2: 1:00 PM Pacific Time
   b. **Friday, December 16, 2022**
      i. Opportunity 3: 8:00 AM Pacific Time
      ii. Opportunity 4: 1:00 PM Pacific Time
2. **Option 2: On-Demand Training**
   a. Go to Fall 2022 SLO Assessment Results to watch a video or read a step-by-step guide on submitting your results.
   b. If using this option, then please be sure your SLO Cards for each class you are teaching have the following information updated:

i. **Section 2: Plan the SLO Assessments:**
Course Assessment Method: If this changed from your Assessment Plan for whatever reason, then update the actual Course Assessment Method you used to assess your SLO.

ii. **Section 3: Report SLO Results**
SLO Results – for each SLO assessed (if you have more than one then all display), ensure that you update results for at least one of the SLOs displayed entering the number of students assessed, number of students who achieved, and whether your target measure was met – yes or no.
If you did not assess a particular SLO, then you can leave that row blank. I will analyze results after January 3 for a minimum of one SLO for Fall of 2022.

iii. **Section 4: Recommended Changes (Improvement Plan)**
Feedback: Please ensure you follow guidance from the video and guide. We are asking faculty to take some time and reflect in this section and provide feedback. Feedback is highly encouraged even if you met targets; but is required if you did not meet target.

iv. **SLO Status:** Note this was relocated *to the top of each card* based on feedback from many faculty.
    1. After entering your results, please update the status so I know you are finished and we can download the results and update the data dashboards.
    2. If you've entered your results, change this to **"Assessment Results Complete"**

3. **Option 3: Book An Appointment (1:1 or invite your colleagues to attend with you)**
    a. Go to my SLO Bookings Page and fill out the form – you will automatically get an invite to attend via Teams or Zoom.
    b. The page displays *my actual availability.*
    c. Time zones displayed are specific to your Time Zone. No need to confirm with me as once you book, you get an automated invitation for a meeting and instructions on how to join.

Thank you and hope this helps.

Thomas Robb, M.E.T.
Faculty, Instructional Designer
Division Chair, Math & English
SLO Coordinator
Distance Education Committee Chair

Need help with your SLOs, Canvas, or Online Class?

- Book An Instructional Design Appointment
- Book an appointment for help with SLOs
- Visit the New Instructional Design Support Site
- Call or text at (559) 633-0365
- **Connect with me online:** Microsoft Teams or Zoom

Course Student Learning Outcomes

Thomas E Robb
Instructional Designer

Assessment Results

Faculty Instructions

Thank you for all your hard work this semester! This page has all the information you need to update your Assessment Results.

Results are due 5 business days after the end of the semester, or **January 3, 2023!**

General Information

1. This **Student Learning Outcome Assessment Results** is the data you collected as part of your assignments that measured the student learning.
2. Assessment Results are updated on the SLO Card you acknowledged at the beginning of the semester.
3. Use the instructions below to gather your data for entering your results.

How do I enter my Assessment Results?

Target measures are listed on your SLO Maps. As mentioned during your Assessment Plan Instructions from the beginning of the semester, you should have created an assignment designed to measure the SLO.

Step 1: Determine the Number of Students Assessed

- The number of students that were assessed are the students that completed the assignments you used during your Assessment Plan.
- **This is NOT the number of students enrolled in your course.**
- Write down that number for each course you taught.

Step 2: Determine the Number of Students that Achieved the Target

- Review your gradebook or records to see how many students exceeded the target measure (ie, passed the assignment(s) and exceeded the percentage indicated on the target measures from your Course SLOs).
- Write the number down for each student.

Step 3: Determine if your Target Measures Were Met

- Divide the number of students who achieved the target by the number of students who were assessed and if that measure exceeds your target, then your target measures were met.
- Write down whether the target was exceeded.

Step 4: Update the SLO Cards with Results

- The SLO Cards you acknowledged at the beginning of the semester need to be updated with your results.
- Note: Your results are no longer emailed into the Office of Institutional Effectiveness.

Step 5: Click the Submit Results, and Update the Status

- Click the Submit button at the bottom of this page.
- Filter the results by choosing your name and clicking apply.

- Update your cards with the results from Steps 1-3 above.
- Change the Status to "Assessment Results Complete"

Are you ready to submit? If so, scroll to the bottom of this page and click on Submit Results; otherwise, training and support are available using instructions (scroll down to see).

Training & Support

Faculty have options for support.

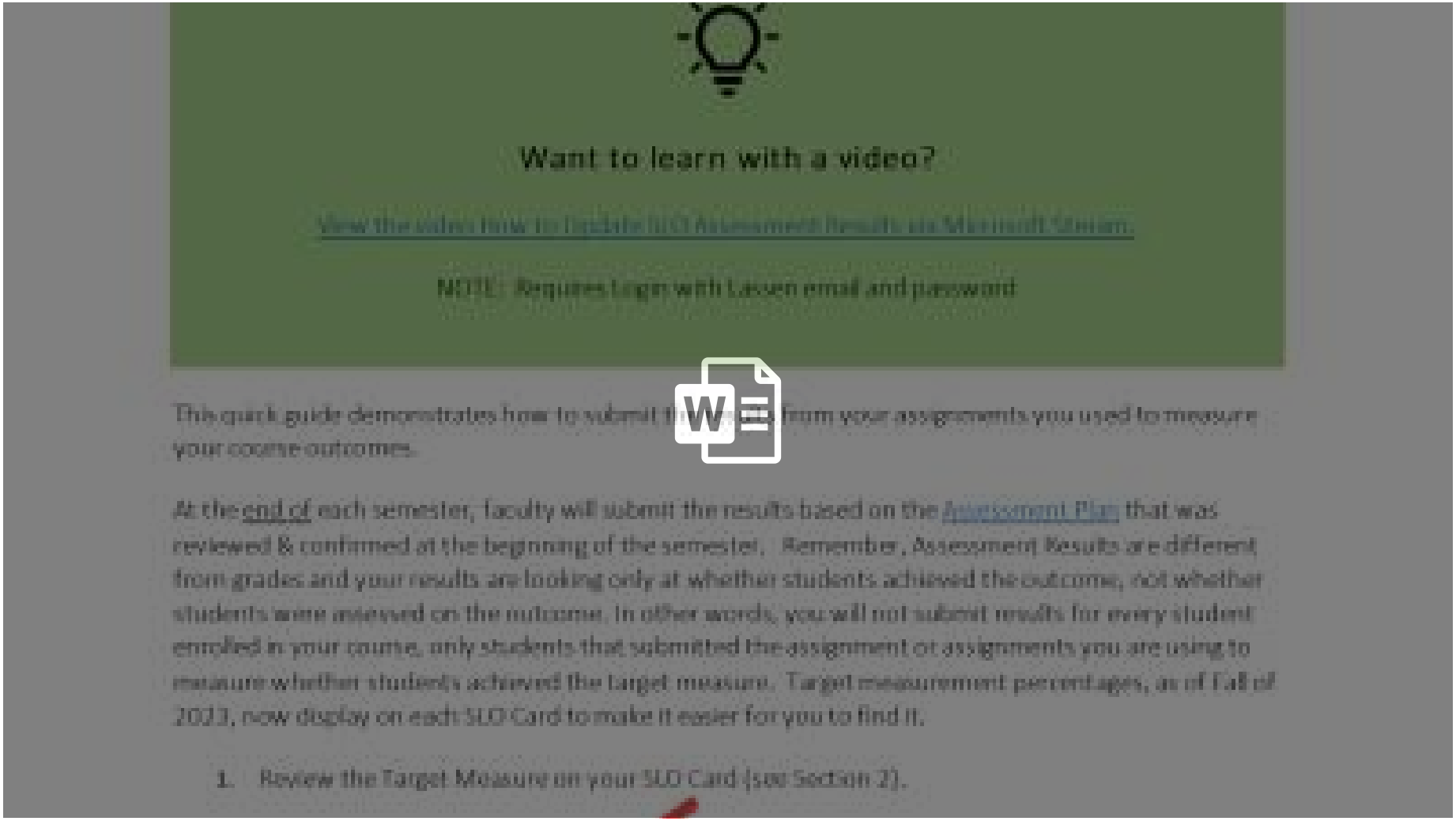
Option 1:
On-Demand Training

Watch the video or download the guide.

Video Tutorial

Video Tutorial

Step-By-Step Guide



SLO Assessment Results How to Guide

Download Copy

Option 2:
Live Training Sessions

Click the event to join at the date/time of the event.

The following dates are available

See all

+ Add event

Create an event

When you add an event, it will show here where your readers can see it.

Month
01

Title of event

Tuesday 12:00 AM - 1:00 PM

Month
01

Title of event

Tuesday 12:00 AM - 1:00 PM

Month
01

Title of event

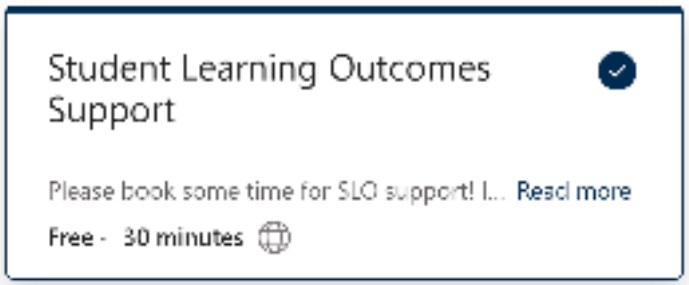
Tuesday 12:00 AM - 1:00 PM

Option 3:
Book an Appointment

Would you prefer individualized help? Click the button below to get your training scheduled today based on the SLO Coordinator's actual availability (it displays and you will get an immediate invitation on your calendar).

Book an Appointment

Student Learning Outcomes Support (Book an Appointment)



Booking for **Student Learning Outcomes Support**

October 11

DATE

October 2023

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

TIME

1:00 PM
1:30 PM
3:00 PM
3:30 PM
4:00 PM

All times are in (UTC-05:00) Eastern Time (US & Canada)

ADD YOUR DETAILS

Name *

Name

Email *

Email

Phone number

Select country code

Add your phone number *

PROVIDE ADDITIONAL INFORMATION

What course(s) is/are this for? (optional)

Add your answer here

What question/s do you have? (optional)

Add your answer here

☐ I understand we will meet via Teams or via Zoom. I'll have the option to join both. To join via Zoom you will join at https://cccconfer.zoom.us/my/thomasrobb or using the calendar invitation upon submitting my booking below.

Book

http://zoom.us/my/thomasrobb/ | 5596330365 | https://lassencollege.sharepoint.com/sites/LCCStudentLe...

Terms and Conditions | The Policies and Practices of Student Learning Outcomes Support (Book an Appointment) apply to the use of your data

Powered by Microsoft Bookings

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Fall 2022

Thomas E Robb
Instructional Designer

Assessment Plans

Fall 2022 Faculty Instructions

1. This page will provide you all of the information you need to complete your Assessment Plans at the beginning of each semester.
2. Review the information provided and make a plan to assess your student SLOs.
3. Update your SLO Card with your plans using the steps outlined in the instructions and the video below.

General Information

This **Student Learning Outcome Assessment Plan** is intended to inform faculty of their obligation to assess course SLOs in a cohesive and meaningful manner. Faculty are always encouraged to assess every course SLO every semester the course is offered. If this is not feasible, then minimally, faculty must follow the **SLO Assessment Plan Schedule.**

Assessment Plans & Assessment Results are now updated online on an SLO Card. Think of a card like an online form that you update each semester. Faculty *should* have one **SLO card** for each course they are scheduled to teach (if one is missing, please email trobb@lassencollege.edu to add an additional card).

Faculty will update each SLO Card twice a semester.

- Once at the beginning of the semester, which is the **Assessment Plan**.
- Once again, at the end of the semester, which are the results of your Assessments.

SLO Card (Example)

How do I complete my Assessment Plans?

Step 1: Determine which learning outcomes to assess

Use the SLO Assessment Plan Schedules to determine which SLO to assess.

- For **Fall 2022,** faculty who had developed correspondence or online courses can continue assessing one SLO per course.
- Effective in **Spring 2023,** the Assessment Plan Schedules are required to ensure all SLOs are assessed in a program review cycle.

Step 2: Review your Target Measures on the Course SLO Maps

- Faculty may need to review the SLO target measures for each outcome.
- This information can be found on the SLO Maps (also linked below).
- These should help you plan assignments that will assess each SLO and prepare you to submit Assessment Results at the end of the semester.

Step 3: Review SLO Improvement Plans

- If an SLO did not meet target in a prior semester, you will see that course on the SLO Improvement Plan Document.
- Please review to see if the course you teaching are has an improvement plan and plan to re-assess this SLO.
- If you are assessing all SLOs every semester per past practice, then you do not need to review this document; however if you are using the Assessment Plan Schedules, you will need to review this document.
- During the 2021-2022 Academic Year, SLO Improvement Plans were reviewed. Upon review, it was determined that many SLOs where targets were not met and improvement plans noted, that more guidance on SLO results are needed, and will be made available this Fall when submitting your Assessment Results.
  - **For Fall 2022,** all Assessment Plans are marked as "No" for an SLO Improvement Plan so faculty may skip this step.
  - **For Spring 2023**, these will be noted when the schedule is posted here and courses with Improvement Plans will be in the folder below. **See the Course SLO Documents (below) folder for details.**

Course SLO Documents

See all

New Upload Edit in grid view Share Copy link Sync Download Export to Excel All Documents

Name	Modified	Modified By	Document Type	Document Link
Assessment Schedules	August 18, 2022	Thomas E Robb		
SLO Improvement Plans	August 18, 2022	Thomas E Robb		
SLO Maps	July 27, 2022	Thomas E Robb		

Step 4: Update the Assessment Plan (SLO Cards)

Now that you've determined which SLOs you are assessing (Step 1), and have your target measures for your assignment planning (Step 2), and have reviewed your SLO Improvement Plan (Step 3), it is time to update your cards with your Assessment Plan.

Faculty no longer need to email Assessment Plan form into the Office of Institutional Effectiveness at the beginning of each semester. Instead, you will simply update your SLO Card using the tutorial video below.

Watch the Video

Step by Step Guide

Download the Guide

Step 5: Ready to Update your Cards?

Choose your semester from the list that displays:

Fall 2022
Submit Assessment Plan

Spring 2023

Thomas E Robb
Instructional Designer

Assessment Plans

Spring 2023 Faculty Instructions

IMPORTANT: Improvement Plans will not be denoted on SLO Cards until January 20, 2023, so please do not do plans before that date so that we have time to compile all targets not met from Fall of 2022.

1. This page will provide you all of the information you need to complete your Assessment Plans at the beginning of Spring 2023 Semester!
2. Review the information provided and make a plan to assess your student SLOs.
3. Remember, beginning in Spring 2023, all faculty must follow the newly created Assessment Plan Schedule (detailed instructions below) to ensure all SLOs are assessed in an IPR Cycle.

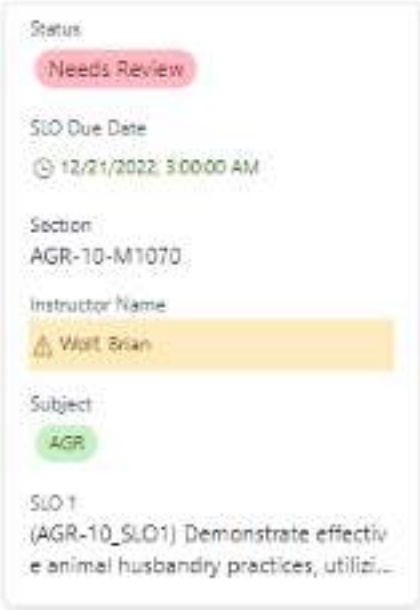
General Information

This **Student Learning Outcome Assessment Plan** is intended to inform faculty of their obligation to assess course SLOs in a cohesive and meaningful manner. This means you must confirm that you have a plan to assess your Student Learning Outcomes for the Spring 2023, and confirm that plan on your SLO Card/s.

What are SLO Cards?

Assessment Plans & Results are updated on this site on an SLO Card. SLO cards are simply an online form that is pre-populated with your course information and SLOs listed on the Course Outline of record.

Faculty *should* have one **SLO card** for each course they are scheduled to teach (if one is missing, or not yet added when you go to submit your plan or your results, then please email trobb@lassencollege.edu to add an additional card).



SLO Card

When are SLO Cards Updated?

Faculty will update each SLO Card twice a semester.

- Once at the beginning of the semester, which is the **Assessment Plan**.
- Once again, at the end of the semester, which are the **Assessment Results.**

What is the difference between Assessment Plans & Assessment Results?

1. **Assessment Plans** ensures that all faculty have a plan to assess outcomes, as well as the what assessment method or methods that will be used. In addition, sometimes SLOs assessed in previous semesters had targets that were not met; therefore faculty are asked to review course feedback, also known as an improvement plan, and be sure they use previous faculty feedback as part of their plan to assess an outcome.

Your SLO Card will have an indication whether your course is on an improvement plan. If your course has an indication that it is on an Improvement Plan, then faculty teaching the course must re-assess the outcome if they did not have a plan to do so already. This helps us close the loop, and ensure we are not repeating past practices that may not have been effective.

2. **Assessment Results** should reflect whether students achieved the learning and can do what was stated on the outcome.
   a. Always exclude any students in your calculations who did *not* submit the assignment used to measure your outcome.
   b. In other words, the # of students assessed that is reported at the end of the semester may not be the same as the number of students enrolled in your class.

Outcomes Assessment seeks to reveal what students learned, not whether they even attempted to learn; therefore, it is only logical to look at students who made an attempt and exclude those that did not.

How do I complete my Assessment Plans?

Step 1: Determine Which Outcomes to be Assessed

It is recommended that you develop assignments to assess **all outcomes** in your course each semester. The district realizes for some faculty this may be a large ask; therefore, contractually, effective in **Spring 2023,** use of the recently developed Assessment Plan Schedules are required to ensure all SLOs are assessed in a program review cycle.

For Spring of 2023, some courses will require you to assess **all SLOs** regardless of the schedule, and some courses you must minimally, **assess all odd SLOs,** since we are in 2023 (an odd year).

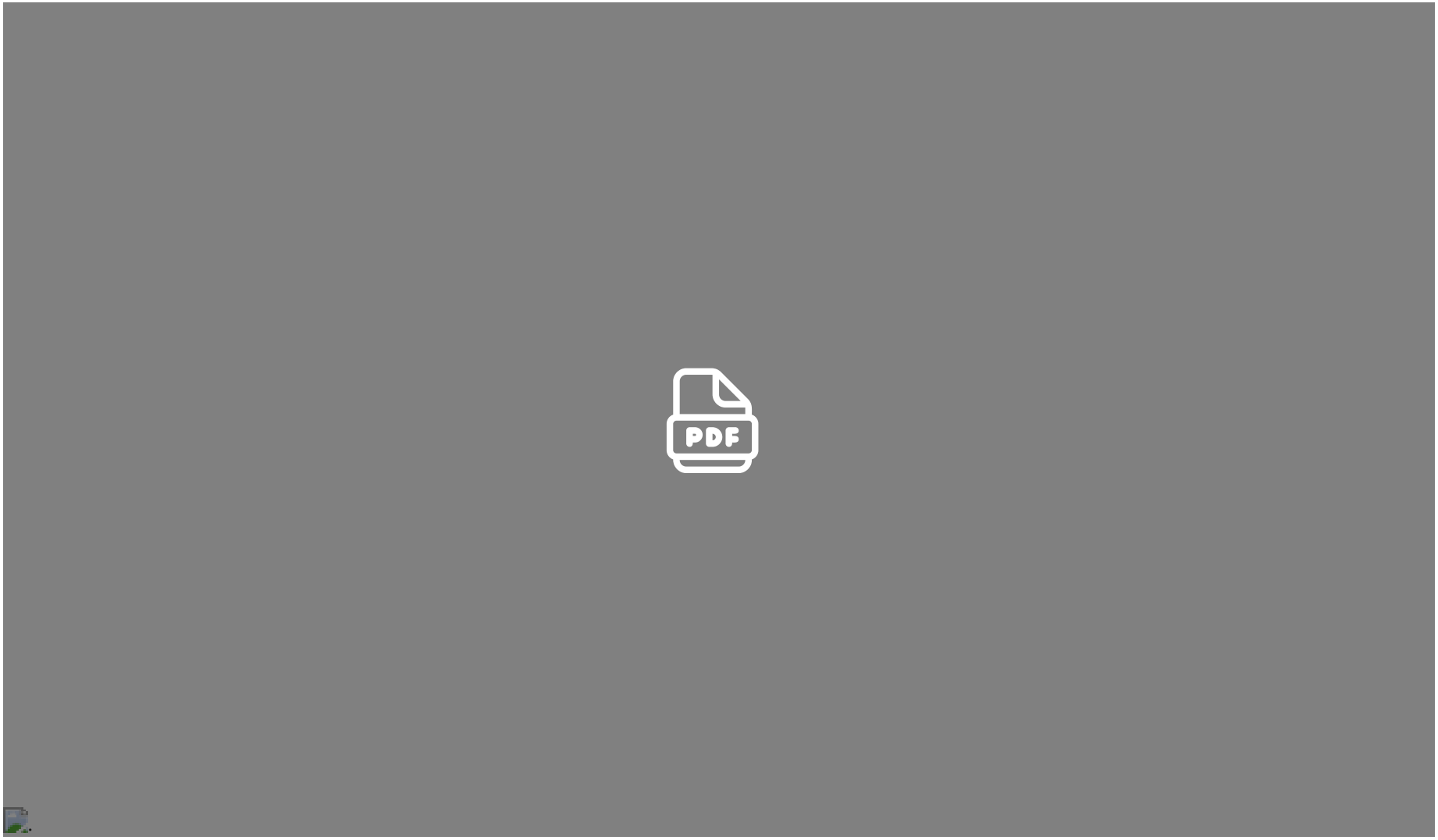
SLO Assessment Plan Schedules

Review the Assessment Plan Schedules below to determine which outcomes you are contractually required to assess.

If you do not plan to assess all of your SLOs, then:

1. If your course is highlighted in blue, then assess all **odd** SLOs.
2. If your course is highlighted pink, you **must assess all SLOs.**

This means you need to come up with an assignment or series of assignments to measure that outcome in your class.



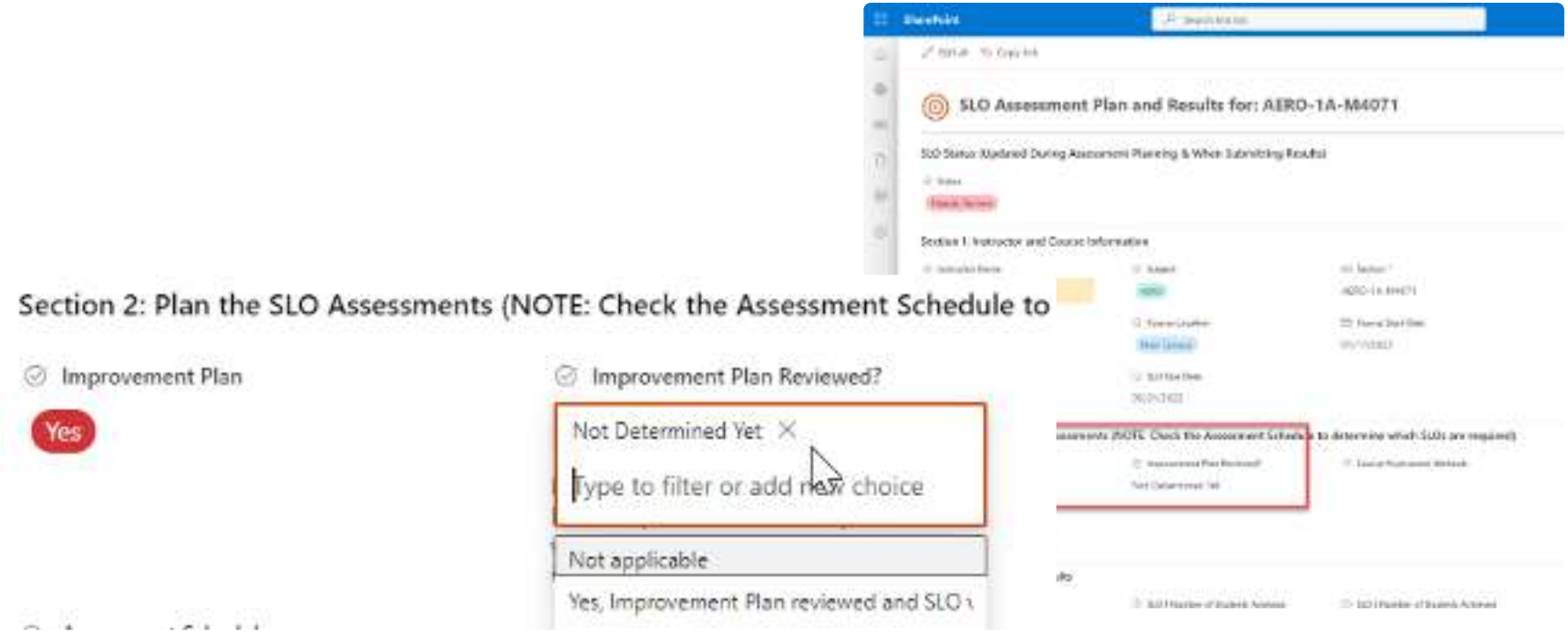
Step 2: Review your Target Measures on the Course SLO Maps

- Faculty should review the SLO target measures for each outcome.
- This information can be found on the SLO Maps.
- Knowing the target, you are trying to aim for in your class should help you to plan an assignment or series of assignments designed to measure whether students learned that particular outcome and have a backup plan in case students did not so you can reassess the outcome in a different way.

Step 3: Review SLO Improvement Plans to Close the Loop

If the course you are teaching has an Improvement Plan, then you should plan to reassess the SLO where the target was not met using the feedback from the prior semester or semesters.

- You can tell whether your course has an improvement plan by looking at your SLO card which will have a designation of "Yes" for the Improvement Plan section as depicted on the image to the right.
- If there is a Yes, then look at the noted Improvement Plan from the prior semester and reassess the SLO using faculty feedback from the prior semester and incorporate the suggested improvements into your plan for reassessing this SLOs.
- Once you've reviewed the improvement plan, indicate in Section 2 of your SLO card that you have reviewed that plan. by selecting "Yes, improvement plan reviewed, and the SLO will be reassessed" option.



Step 4: Learn How to Submit your Assessment Plan (SLO Cards)

Now that you've determined which SLOs you are assessing (Step 1), and have your target measures for your assignment planning (Step 2), and have reviewed your SLO Improvement Plan (Step 3), it is time to update your SLO card(s) with your Assessment Plan.

We have both a step-by-step guide or a video. Both demonstrates how to update your SLO Card with your Assessment Plan.

Step 5: Ready to Update your Cards?

Proceed to filter your cards, and then update the Course Assessment Methods & Status on each SLO Card for the courses you are teaching.

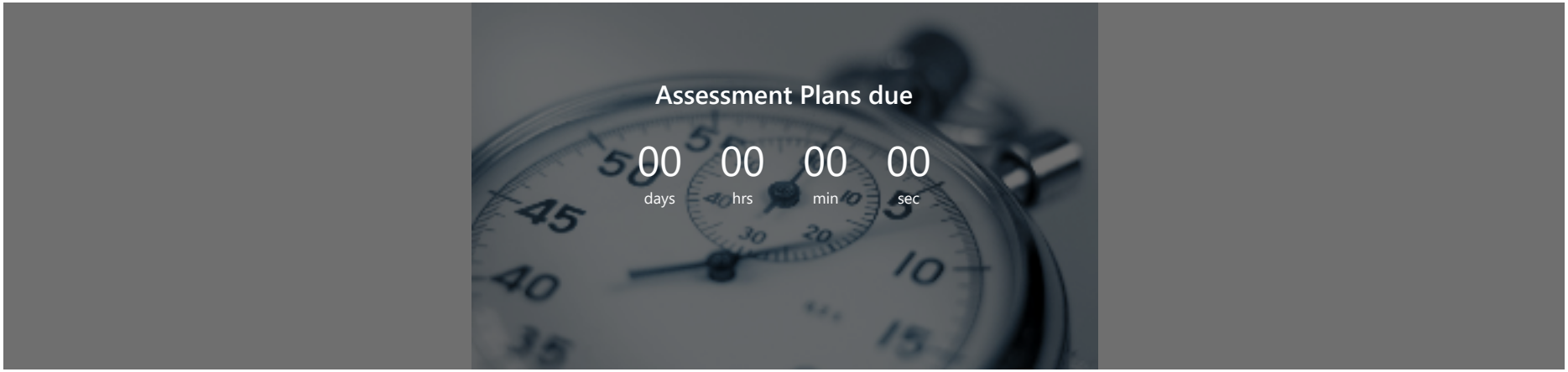
Course Student Learning Outcomes

SLO Assessment Plans

Summer 2023 Faculty Instructions

IMPORTANT: Improvement Plans will not be denoted on SLO Cards until June 20, 2023, so check back after then if you are not planning to assess all SLOs!

1. This page will provide you all of the information you need to complete your Assessment Plans at the beginning of Summer 2023!
2. Review the information provided and make a plan to assess your student SLOs.
3. All faculty must follow the Assessment Plan Schedule (detailed instructions below) to ensure all SLOs are assessed in an IPR Cycle.



General Information

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What are SLO Cards?

Assessment Plans & Results are updated on this site on an SLO Card. SLO cards are simply an online form that is pre-populated with your course information and SLOs listed on the Course Outline of record.

SLO Card

Faculty *should* have one **SLO card** for each course they are scheduled to teach (if one is missing, or not yet added when you go to submit your plan or your results, then please email trobb@lassencollege.edu to add an additional card).

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How do I complete my Assessment Plans?

Step 1: Determine Which Outcomes to be Assessed

It is recommended that you develop assignments to assess **all outcomes** in your course each semester. The district realizes for some faculty this may be a large ask; therefore, contractually, effective in **Spring 2023,** use of the recently developed Assessment Plan Schedules are required to ensure all SLOs are assessed in a program review cycle.

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SLO Assessment Plan Schedules

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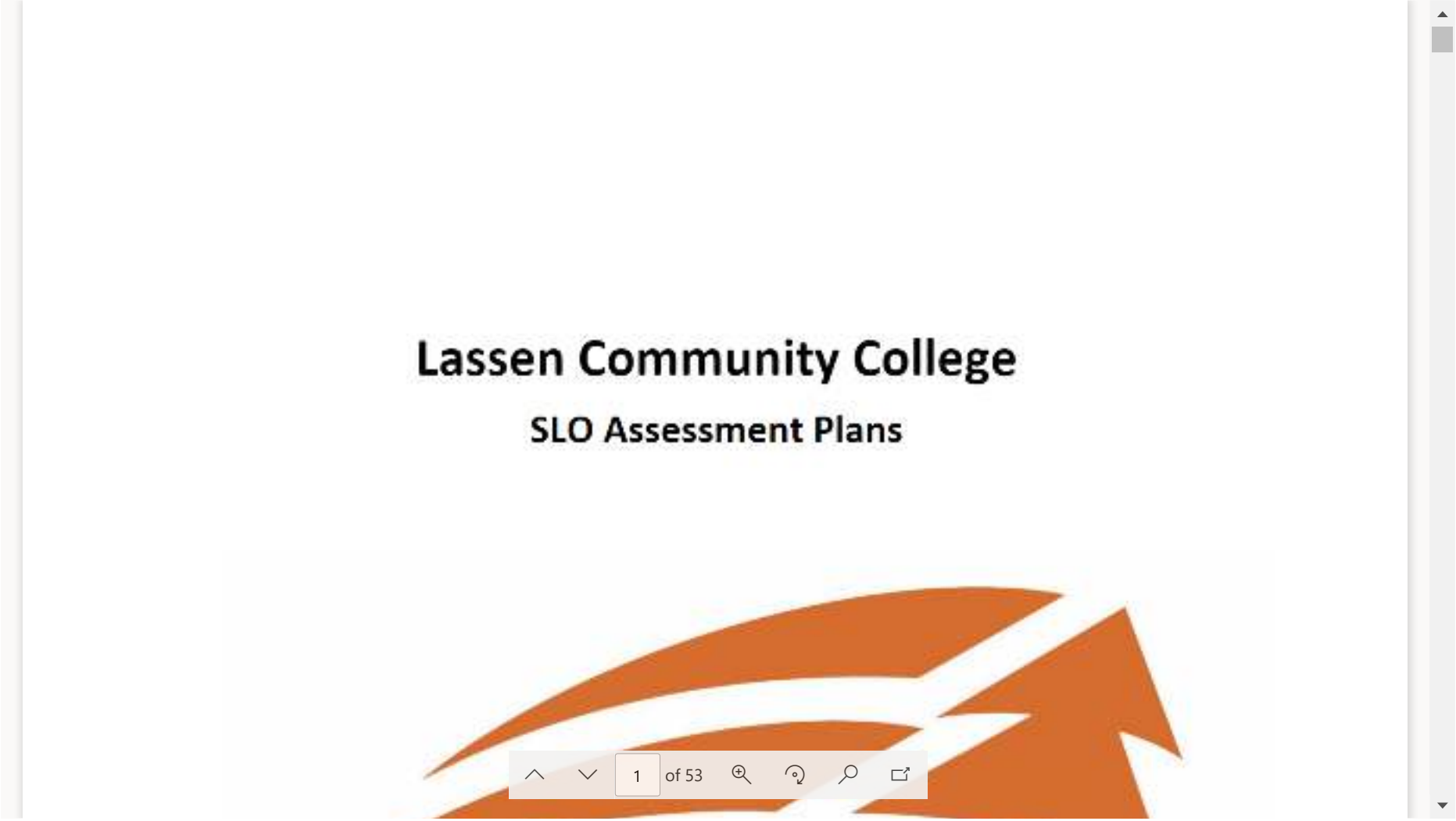

Step 2: Review your Target Measures on the Course SLO Maps

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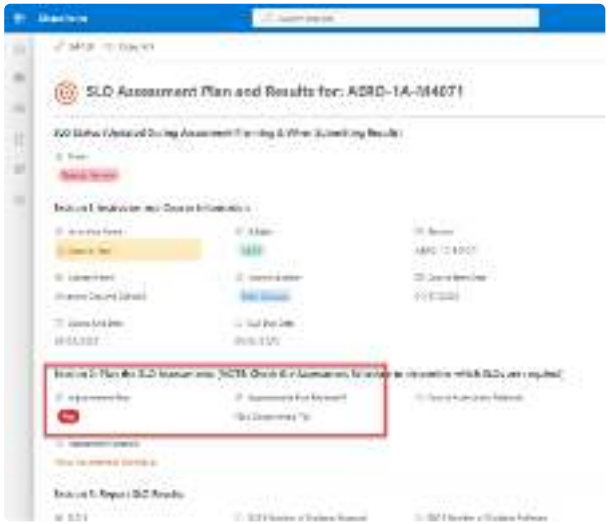
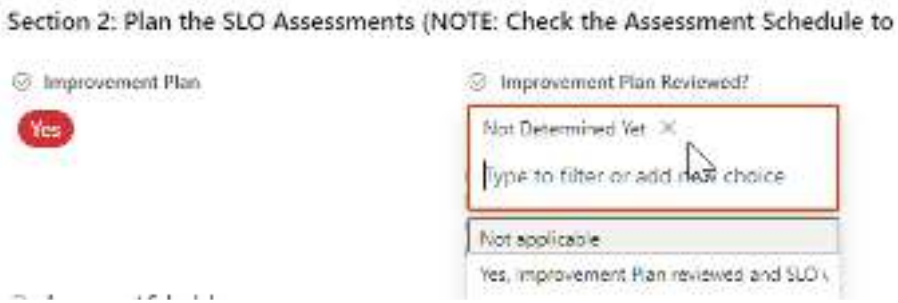
different way.

Step 3: Review SLO Improvement Plans to Close the Loop

If the course you are teaching has an Improvement Plan, then you should plan to reassess the SLO where the target was not met using the feedback from the prior semester or semesters.

- You can tell whether your course has an improvement plan by looking at your SLO card which will have a designation of "Yes" for the Improvement Plan section as depicted on the image to the right.
- If there is a Yes, then look at the noted Improvement Plan from the prior semester and reassess the SLO using faculty feedback from the prior semester and incorporate the suggested improvements into your plan for reassessing this SLOs.
- Once you've reviewed the improvement plan, indicate in Section 2 of your SLO card that you have reviewed that plan. by selecting "Yes, improvement plan reviewed, and the SLO will be reassessed" option.





View Improvement Plans

Step 4: Learn How to Submit your Assessment Plan (SLO Cards)

Now that you've determined which SLOs you are assessing (Step 1) and have your target measures for your assignment planning (Step 2), and have reviewed your SLO Improvement Plan (Step 3), it is time to update your SLO card(s) with your Assessment Plan.

We have both a step-by-step guide or a video. Both demonstrates how to update your SLO Card with your Assessment Plan.

Watch the Assessment Plan Video Tutorial

This guide explains how to update your Student Learning Outcome (SLO) Assessment Plan Cards on SLOs.

Here's what you need to do:

1. Log into SLOs and review your SLO Assessment Plan for the current semester.

Login to SLOs

2. To access your course(s) to plan your SLO assessments, click the **Submit Assessment Plan** button under the current semester.

3. Read the instructions provided to learn what you need to do.
4. When ready, scroll down the page and click on the "Submit Assessment Plan" button.

Read the Assessment Plan How to Guide

Step 5: Ready to Update your Cards?

Proceed to filter your cards, and then update the Course Assessment Methods & Status on each SLO Card for the courses you are teaching.

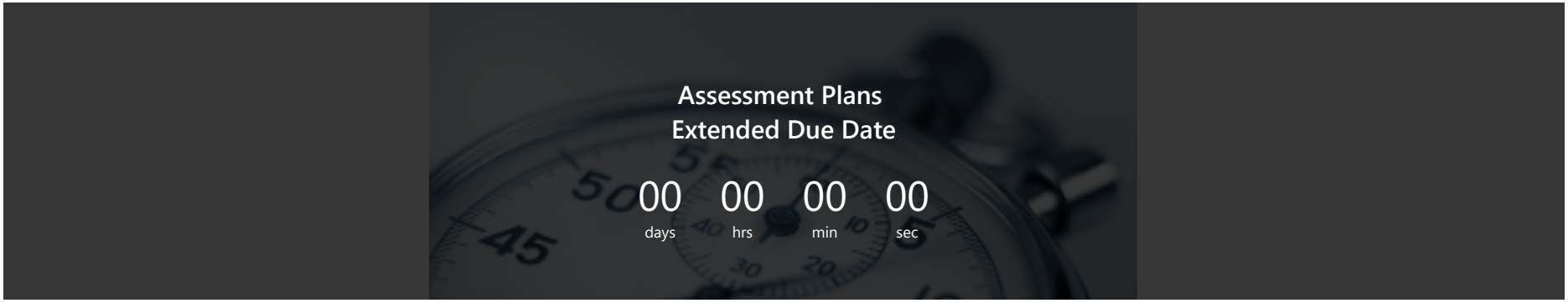
Submit Summer 2023 Assessment Plan

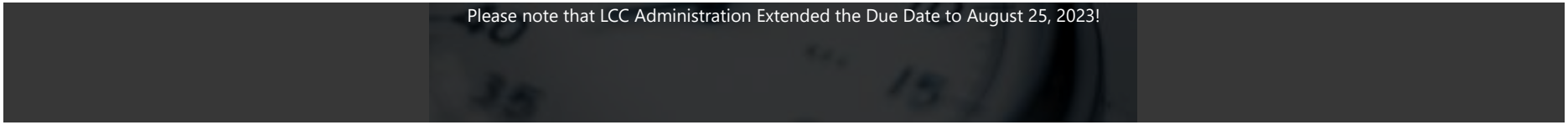
Fall 2023 Course Student Learning Outcomes Assessment Plans

Thomas E Robb
Instructional Designer

Fall 2023 Faculty Instructions

1. **Please note 4 improvements on SLO +**
   a. Cards are easier to determine where to input data (see all red areas when opening)
   b. Target Measures now display directly on your SLO Card instead of having to reference the Course Map and were updated with all 2023-2024 Curriculum Changes.
   c. Assessment Schedules now display directly on your SLO Card instead of having to reference a separate document.
   d. Improvement Plans now list the actual SLOs you need to reassess directly on your SLO Card.
2. This page will provide you all of the information you need to complete your Assessment Plans at the beginning of Fall 2023!
3. Review the information provided and make a plan to assess your student SLOs.





General Information

This **Student Learning Outcome Assessment Plan** is intended to inform faculty of their obligation to assess course SLOs in a cohesive and meaningful manner, **as well as ensure faculty are aware we need to close the loop when courses taught in prior semesters do not meet target**.

This means you must confirm that you have a plan to assess your Student Learning Outcomes, and **confirm that plan on your SLO Card/s.**

What are SLO Cards?

Assessment Plans & Results are updated on this site on an SLO Card. SLO cards are simply an online form that is pre-populated with your course information and SLOs listed on the Course Outline of record.

SLO Card

Faculty *should* have one **SLO card** for each course they are scheduled to teach (if one is missing, or not yet added when you go to submit your plan or your results, then please email trobb@lassencollege.edu to add an additional card).

When are SLO Cards Updated?

Faculty will update each SLO Card twice a semester.

- Once at the beginning of the semester/course, which is the **Assessment Plan**.
- Once again, at the end of the semester/course, which are the **Assessment Results.**

What is the difference between Assessment Plans & Assessment Results?

1. **Assessment Plans**
   a. Are completed at the **beginning of the semester** to ensure that faculty **are aware of their contractual requirement.**
   b. Have a plan to assess the course student learning outcomes and know which ones to assess.
   c. Develop assignments, or **Course Assessment Methods** they will use to determine whether students learned the outcome

d. Are aware if their course has an **Improvement Plan** in place, which requires re-assessment of the learning outcom
e. If your course has an indication that it is on an **Improvement Plan,** it will be denoted with the specific SLOs you n

2. **Assessment Results**
   a. Are completed at the **end of the semester** to ensure that Lassen College is meeting accreditation standards.
   b. Should reflect whether students achieved the learning and can do what was stated on the outcome.
   c. Should exclude any students who did ***not*** submit the assignment used to measure your outcome.
   d. For each SLO assessed, faculty must report on their card 4 items;
      a. **1)** the total number of students assessed (a number).
      b. **2)** the total number that have evidence of achievement (a number).
      c. **3)** Whether your course target measure was met (yes or no).

Outcomes Assessment seeks to reveal **what students learned**, **not** whether they **attempted** to learn; therefore, it is important to look at students who made an attempt and exclude those that did not. In other words, the number of students you report who were assessed and the number of students who achieved may not match the number of students enrolled in your class! Outcomes Assessment is not the same thing grades. It is looking at what our students are learning and whether there is evidence that the assessment led to student learning.

How do I complete my Assessment Plans?

Step 1: Determine Which Outcomes to be Assessed

It is recommended that you develop assignments to assess **all outcomes** in your course each semester. The district realizes for some faculty this may be a large ask; therefore, contractually, effective in Spring 2023, **the SLO Assessment Plan Schedule is the minimum expectation.**

As of Fall 2023 Semester, the **SLO Assessment Schedule,** is noted in Section 2, which will indicate one of two statuses:

1. **Assess even SLOs in even years, odd SLOs in odd years.**
   a. In even years (ie. 2024 is an **even year**), all **even SLOs** (2, 4, 6...) listed on the card are assessed; therefore, one or more assignments should be created used to measure whether a student is able to do that statement.
   b. This means in year odd years (ie. 2023 is an **odd year**), all **odd SLOs** (1, 3, 5, 7...) listed on the card are assessed; therefore, one or more assignments should be created used to measure whether a student is able to do that statement.
2. **Assess every SLO, every course offering.**
   a. All SLOs must be assessed (ie, create an assignment to measure the learning statement).
3. **Improvement Plan (SLOs to Reassess)**
   a. Section 2 of your SLO Card designates whether the course you are teaching has an improvement plan and will list the SLOs that need to be reassessed in addition to the Assessment Schedule.
   b. NOTE: Courses that require faculty to assess every SLO, every course offering can ignore the Improvement Plan.

c. Go to Step 2 (below) to determine next steps.

In the example below, this instructor minimally needs to assess odd SLOs, since it is Fall 2023 and the "**Improvement Plan**" indicates "*Not Applicable*".

Step 2: Review SLO Improvement Plans to Determine If Additional SLOs must be reassessed

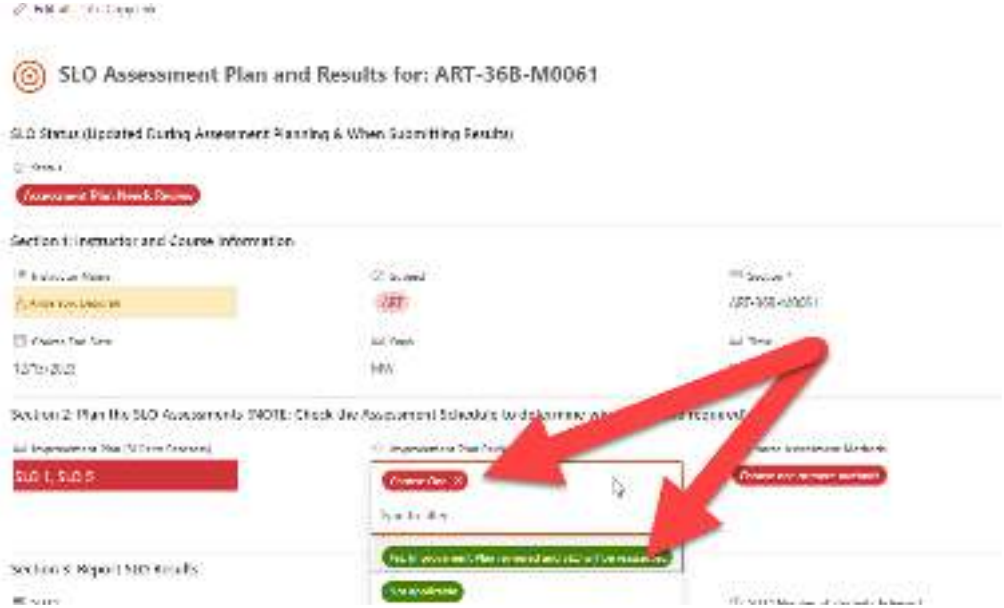
If the course you are teaching has an **Improvement Plan**, the SLOs will be listed in red in Section 2 of your card as depicted below. You can use the feedback from prior semesters to remember what you or other faculty have said they would do differently to measure that SLO by clicking the button below.

Closing the Loop

To see past feedback and recommended changes from prior semesters, use the button below to review that and keep this in mind as you are planning your class assignments.

View Improvement Plan Feedback

If you have an improvement plan, then select the "Improvement Plan Reviewed?" and select the option "Yes, improvement plan reviewed and SLO will be reassessed" in green and make a plan to reassess the SLOs listed, if you did not already have a plan to do so.



Step 3: Review your Target Measures on the Course SLO Maps

- Faculty should review the SLO target measures for each outcome to determine what the target measure it.
- **This information, as of Fall 2023 Semester, is now found on your SLO Card.** You no longer have to sift through your Course SLO Maps to determine your target percentage..
- Knowing the target, you are trying to aim for in your class should help you to plan an assignment or series of assignments designed to measure whether students learned that particular outcome and have a backup plan in case students did not so you can reassess the outcome in a different way.
- In the example SLO Card below, the target is that 70% of students will achieve a 70% or higher on their outcome.
  - If you have 10 students in your class that submitted your assignment to measure your SLO, and 8 of them received at least a 70% (or a C) on the assignment, then in this case 80% of your students achieved. This is information that will be reported at the end of the semester when determining whether your target measure was met, or not.

Step 5: Update the SLO Card to Confirm Assessment Plan

Now that you've determined which SLOs you are assessing, whether you have an improvement plan, and gathered your course assessment methods, it is time to update your SLO Card with your **Assessment Plan.**

We have both a step-by-step guide or a video. Both demonstrates how to update your SLO Card with your Assessment Plan.

Step 5: Ready to Update your Cards?

Proceed to filter your cards, and then update the Course Assessment Methods & Status on each SLO Card for the courses you are teaching.

Course Student Learning Outcomes

Thomas E Robb
Instructional Designer

Assessment Results

Faculty Instructions

Thank you for all your hard work this semester! This page has all the information you need to update your Assessment Results.

Results are due 5 business days after the end of the semester, or **January 3, 2023!**

General Information

1. This **Student Learning Outcome Assessment Results** is the data you collected as part of your assignments that measured the student learning.
2. Assessment Results are updated on the SLO Card you acknowledged at the beginning of the semester.
3. Use the instructions below to gather your data for entering your results.

How do I enter my Assessment Results?

Target measures are listed on your SLO Maps. As mentioned during your Assessment Plan Instructions from the beginning of the semester, you should have created an assignment designed to measure the SLO.

Step 1: Determine the Number of Students Assessed

- The number of students that were assessed are the students that completed the assignments you used during your Assessment Plan.
- **This is NOT the number of students enrolled in your course.**
- Write down that number for each course you taught.

Step 2: Determine the Number of Students that Achieved the Target

- Review your gradebook or records to see how many students exceeded the target measure (ie, passed the assignment(s) and exceeded the percentage indicated on the target measures from your Course SLOs).
- Write the number down for each student.

Step 3: Determine if your Target Measures Were Met

- Divide the number of students who achieved the target by the number of students who were assessed and if that measure exceeds your target, then your target measures were met.
- Write down whether the target was exceeded.

Step 4: Update the SLO Cards with Results

- The SLO Cards you acknowledged at the beginning of the semester need to be updated with your results.
- Note: Your results are no longer emailed into the Office of Institutional Effectiveness.

Step 5: Click the Submit Results, and Update the Status

- Click the Submit button at the bottom of this page.
- Filter the results by choosing your name and clicking apply.

- Update your cards with the results from Steps 1-3 above.
- Change the Status to "Assessment Results Complete"

Are you ready to submit? If so, scroll to the bottom of this page and click on Submit Results; otherwise, training and support are available using instructions (scroll down to see).

Training & Support

Faculty have options for support.

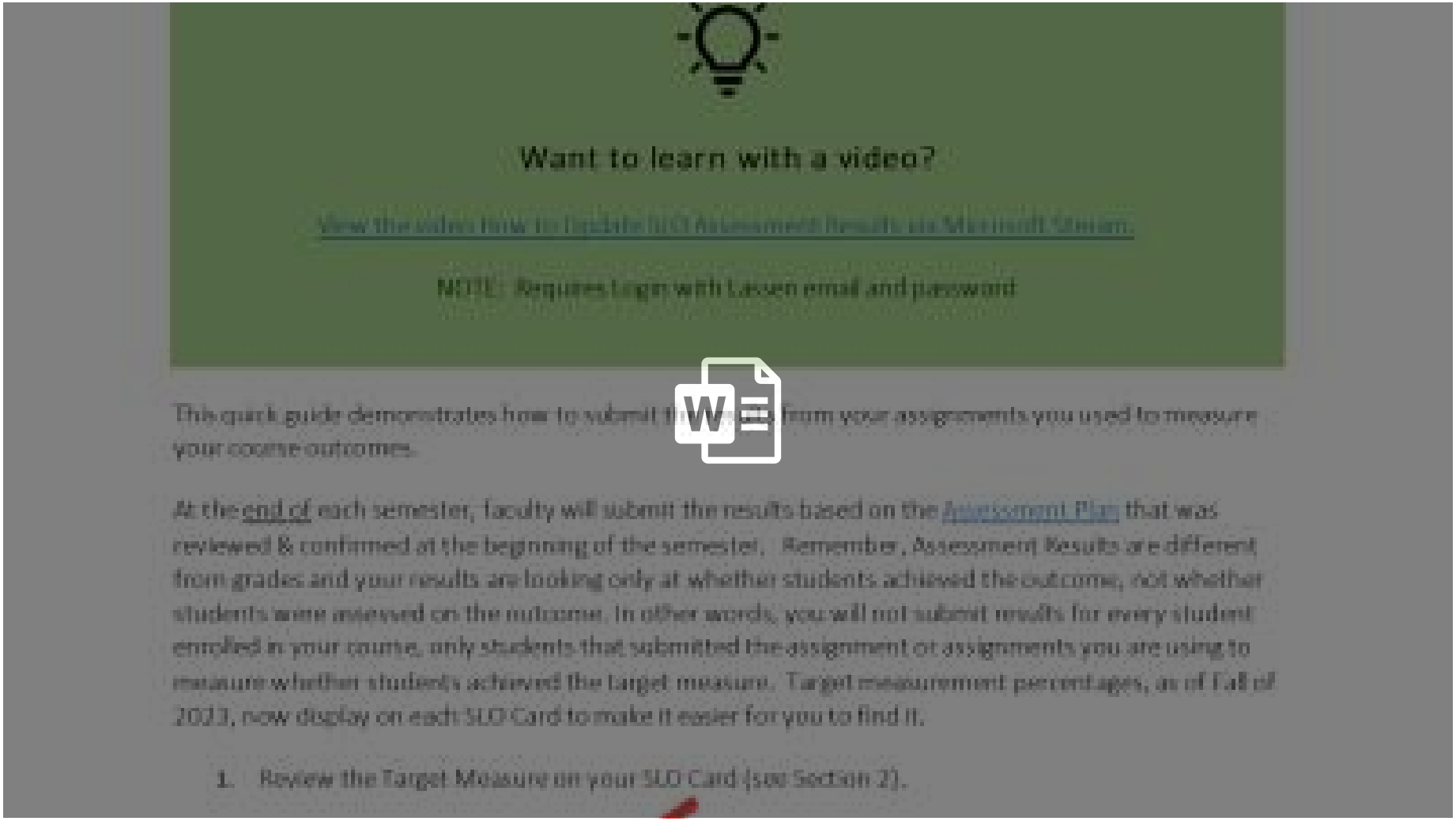
Option 1:
On-Demand Training

Watch the video or download the guide.

Video Tutorial

Video Tutorial

Step-By-Step Guide



SLO Assessment Results How to Guide

Download Copy

Option 2:
Live Training Sessions

Click the event to join at the date/time of the event.

The following dates are available

See all

+ Add event

Create an event

When you add an event, it will show here where your readers can see it.

Month
01

Title of event

Tuesday 12:00 AM - 1:00 PM

Month
01

Title of event

Tuesday 12:00 AM - 1:00 PM

Month
01

Title of event

Tuesday 12:00 AM - 1:00 PM

Option 3:
Book an Appointment

Would you prefer individualized help? Click the button below to get your training scheduled today based on the SLO Coordinator's actual availability (it displays and you will get an immediate invitation on your calendar).

Book an Appointment

Course Student Learning Outcomes

Thomas E Robb
Instructional Designer

Assessment Results

Faculty Instructions

Thank you for all your hard work this semester! This page has all the information you need to update your Assessment Results.

Due Dates

The current LCFA Contract Section 7.2.18.3: Submission of the (a) results of the assessment method and (b) steps taken as a result of the assessment within five (5) District business days after the last scheduled meeting of the class.

For Spring 2023 Classes:

1. **Full Semester Classes:** this date would be **June 5, 2023!**
2. **Short term classes:** 5 business days after the last class session.

Important Reminders for Spring 2023 Results

1. This **Student Learning Outcome Assessment Results** is the data you collected as part of your assignments that measured the student learning.
2. Results for classes offered each academic year will be analyzed to ensure that, minimally, all odd SLOs were assessed (that is SLO 1, 3, 5, etcetera) based on what is listed on each card.

3. Courses offered less frequently than each academic year will be analyzed to ensure all SLOs are measured, so please plan accordingly.
4. Assessment Results are updated on the same SLO Card you acknowledged at the beginning of the semester.

How do I enter my Assessment Results?

Target measures are listed on your SLO Maps. As mentioned during your Assessment Plan Instructions from the beginning of the semester, you should have created an assignment designed to measure the SLO. Using the results of your plan and course map, learn how to submit your results using one of the below options.

Training & Support Options

Choose one or more of the following if you need help. If you remember how to update results, scroll down to submit those now!

Option 1:
On-Demand Training

Watch the video!

Option 2:
Read the Step-By-Step Guide

Read the step-by-step instructions.

Option 3:
Book an Appointment or Attend a Scheduled Session

Receive direct help from SLO coordinator!

Click the button below to get your training scheduled today based on the SLO Coordinator's actual availability!

Scheduled Events

There are no more scheduled sessions for Spring 2023!

Course Student Learning Outcomes

Assessment Results

Faculty Instructions

Thank you for all your hard work this semester! This page has all the information you need to update your Assessment Results.

Due Dates

The current LCFA Contract Section 7.2.18.3: Submission of the (a) results of the assessment method and (b) steps taken as a result of the assessment within five (5) District business days after the last scheduled meeting of the class.

For Summer 2023 Classes:

1. **Full Term Classes:** this date would be **August 2, 2023!**
2. **Short term classes:** 5 business days after the last class session.

Important Reminders for Summer 2023 Results

1. This **Student Learning Outcome Assessment Results** is the data you collected as part of your assignments that measured the student learning.
2. Results for classes offered each academic year will be analyzed to ensure that, minimally, all odd SLOs were assessed (that is SLO 1, 3, 5, etcetera) based on what is listed on each card.
3. Courses offered less frequently than each academic year will be analyzed to ensure all SLOs are measured, so please plan accordingly.
4. Assessment Results are updated on the same SLO Card you acknowledged at the beginning of the semester.

How do I enter my Assessment Results?

Target measures are listed on your SLO Maps. As mentioned during your Assessment Plan Instructions from the beginning of the semester, you should have created an assignment designed to measure the SLO. Using the results of your plan and course map, learn how to submit your results using one of the below options.

Training & Support Options

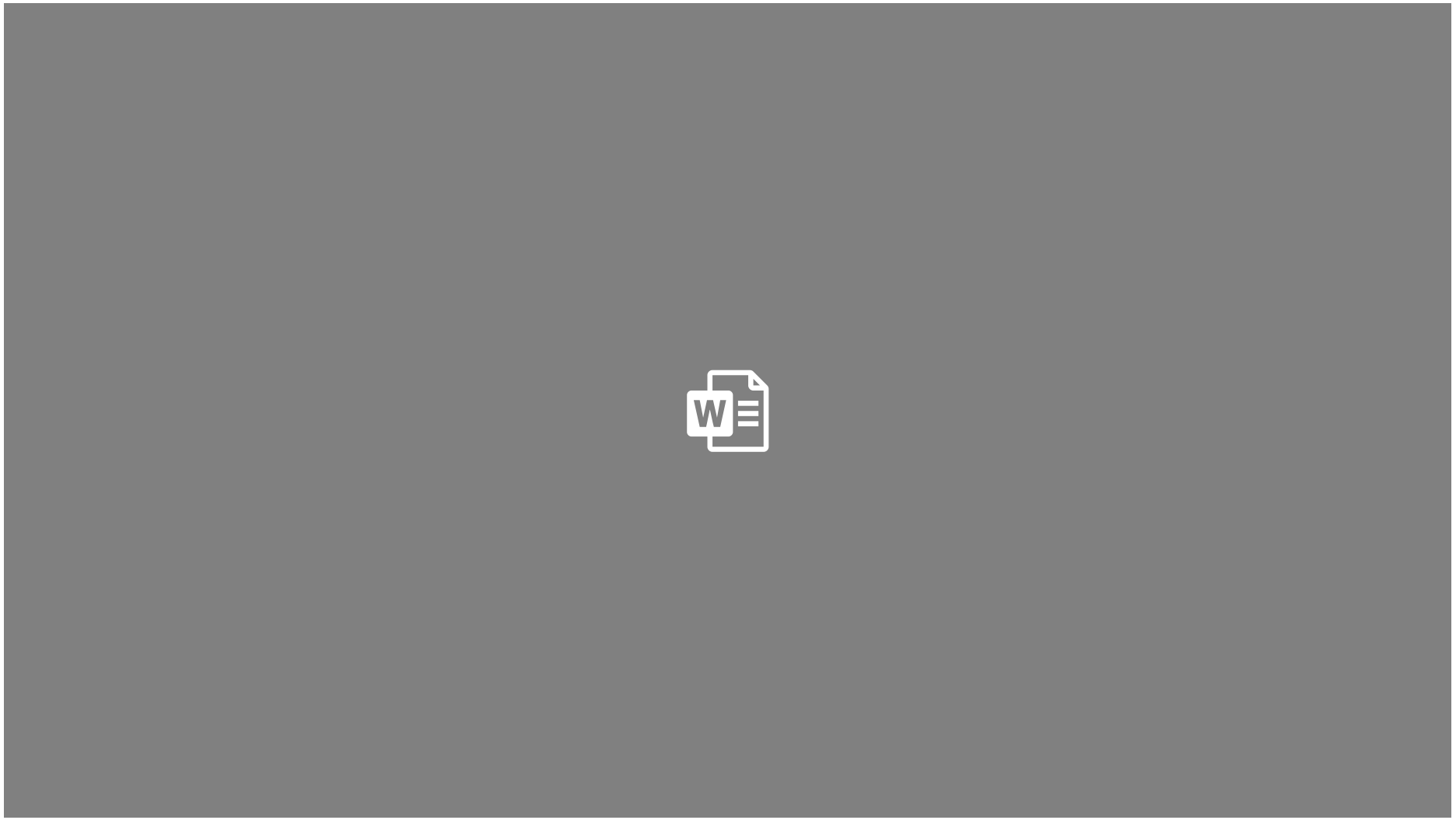
Choose one or more of the following if you need help. If you remember how to update results, scroll down to submit those now!

Option 1:
On-Demand Training

Watch the video!

Option 2:
Read the Step-By-Step Guide

Read the step-by-step instructions.



SLO Assessment Results How to Guide

Option 3:
Book an Appointment or Attend a Scheduled Session

Receive direct help from SLO coordinator!

Click the button below to get your training scheduled today based on the SLO Coordinator's actual availability!

WELCOME

Faculty Training & Support

Thomas E Robb
Instructional Designer

SLO Training & Support

On-Demand Training

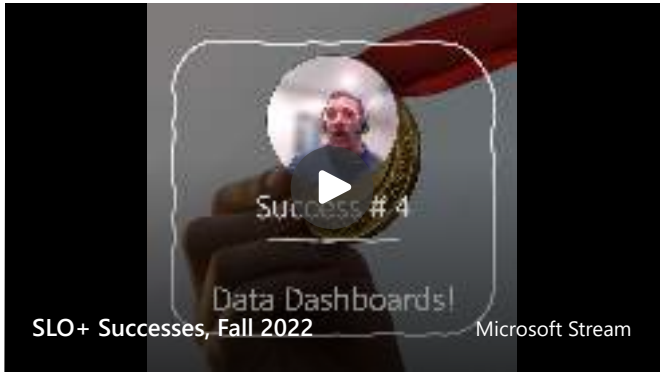
Making SLOs Meaningful

Dr. Aeron Zentner presented at Fall 2022 Convocation.
Watch the video if you missed it!

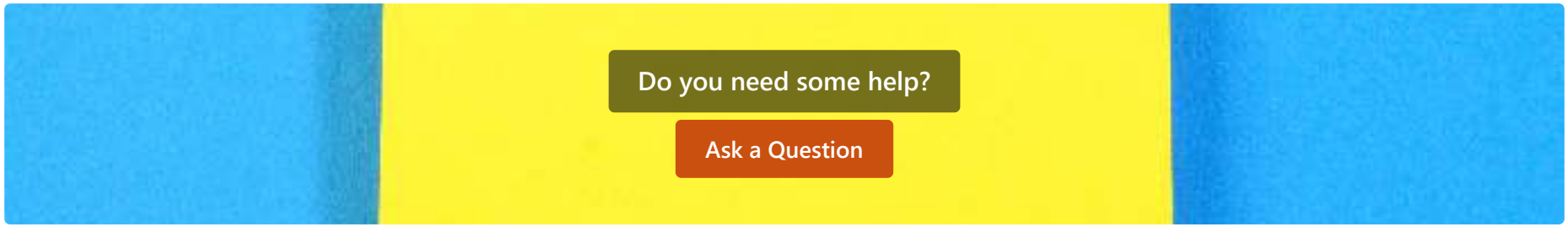
IPR Training

Instructional Program Review Training

SLO + Successes



Accreditation Awareness SLO+ Success Videos



Documents

Training

New | Upload | Edit in grid view | Share | Copy link | Sync | Download | Export to Excel | All Documents

Name	Modified	Modified By	Document Type	Document Link
Handbooks and Guides	September 29, 2022	Thomas E Robb		
Presentations	September 9, 2022	Thomas E Robb		

Faculty Resources

1. National Institute for Learning Outcomes Assessment
2. Lassen College Canvas Accreditation Course

LCC: SLO+ (Lassen College's SLO Site)

Events

+ Add event

Show only the events within the following dates, category, or list:

From

Mon, Aug 1, 2022

Category

All

Events list

Events

To

Fri, Nov 3, 2023

AUG
30

SLO Professional Development
Convocation: SLO Professional Development

Tue, Aug 30, 8:00 AM

Coming Soon!

SEP
23

SLO Professional Development
Friday SLO Talks: Step 1: Course Content Analysis, curriculum and

Fri, Sep 23, 10:00 AM

SEP
30

SLO Professional Development
Friday SLO Talk: Step 2: SLO Statement Design, Blooms Taxonomy

Fri, Sep 30, 10:00 AM

OCT
7

SLO Professional Development
Friday SLO Talk: Step 3: SLO Alignment to Program & Institution

Fri, Oct 7, 10:00 AM

OCT
14

SLO Professional Development
Friday SLO Talk: Step 4: Direct Assessment / Rubric Design

Fri, Oct 14, 10:00 AM

OCT
21

SLO Professional Development
Friday SLO Talk: Step 5 SLO Assessment Data Analysis

Fri, Oct 21, 10:00 AM

OCT
28

SLO Professional Development
Friday SLO Talk: Step 6: Closing of the Assessment Loop

Fri, Oct 28, 10:00 AM

NOV
4

SLO Professional Development
Friday SLO Talks: Canvas and record keeping

Fri, Nov 4, 10:00 AM

DEC
2

SLO Professional Development
Friday SLO Talks: Equity, course design, and pedagogy

Fri, Dec 2, 10:00 AM

DEC

DEC

DEC

9
SLO Professional Development
Friday SLO Talks: Grand Finale

Fri, Dec 9, 10:00 AM

15
Zoom Sessions
Fall 2022 Assessment Results Q&A Faculty Drop-In Session

Thu, Dec 15, 8:00 AM

Online via Zoom

15
Zoom Sessions
Fall 2022 Assessment Results Q&A Faculty Drop-In Session

Thu, Dec 15, 1:00 PM

Online via Zoom

DEC
16
Zoom Sessions
Fall 2022 Assessment Results Q&A Faculty Drop-In Session

Fri, Dec 16, 8:00 AM

Online Via Zoom

DEC
16
Zoom Sessions
Fall 2022 Assessment Results Q&A Faculty Drop-In Session

Fri, Dec 16, 1:00 PM

Online Via Zoom

MAY
15
Zoom Sessions
Spring 2023 SLO Results Drop-In Training Session

Mon, May 15, 10:00 AM

Zoom Online Meeting

MAY
16
Zoom Sessions

MAY
17
Zoom Sessions

MAY
18
Zoom Sessions

Spring 2023 SLO Results Drop-In Training Session

Tue, May 16, 10:00 AM

Zoom Online Meeting

Spring 2023 SLO Results Drop-In Training Session

Wed, May 17, 10:00 AM

Zoom Online Meeting

Spring 2023 SLO Results Drop-In Training Session

Thu, May 18, 10:00 AM

Zoom Online Meeting

SLO Talk Videos

Thomas E Robb
Instructional Designer

Welcome to the newly updated SLO Talk page. All SLO Talks form COACHes will be posted here as they take place and become available! You can register for the live sessions under the upcoming Live SLO Talks by clicking the event details and following the registration links or watch them on-demand as they become available on this page (scroll down to watch recent recordings).

Upcoming Live SLO Talks

See all

+ Add event

Create an event

When you add an event, it will show here where your readers can see it.

Month
01

Category
Title of event

Tuesday 12:00 AM - 1:00 PM

Location

Month
01

Category
Title of event

Tuesday 12:00 AM - 1:00 PM

Location

Month
01

Category
Title of event

Tuesday 12:00 AM - 1:00 PM

Location

On-Demand SLO Talks

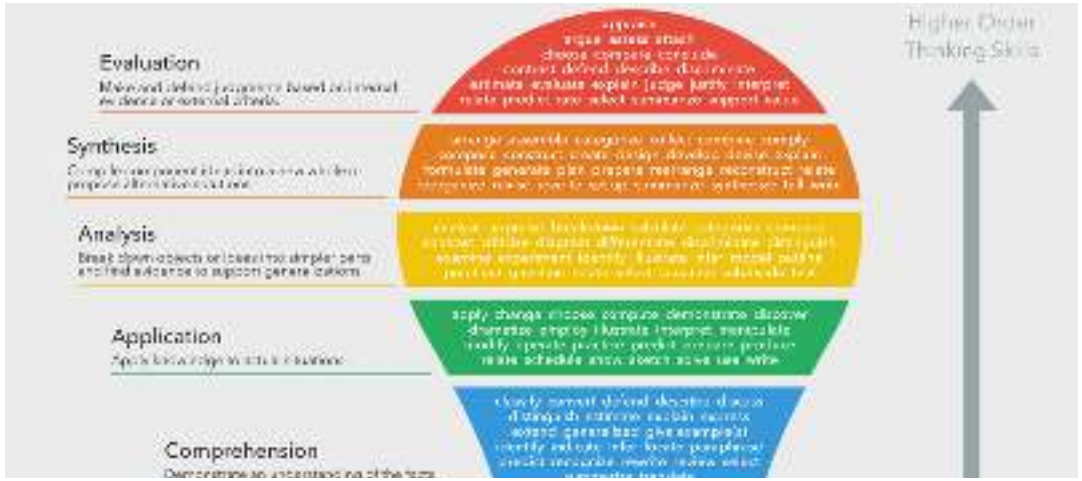
Did you miss an SLO Talk? No worries, just follow one of the options below to watch the recording.

STEP 1

Course Content, Curriculum and Syllabus

Friday, September 23, 2022, the COACHes, California Outcomes Assessment Coordinators Hub presented on the first step in the SLO Talk. You can watch the recording if you are reviewin...

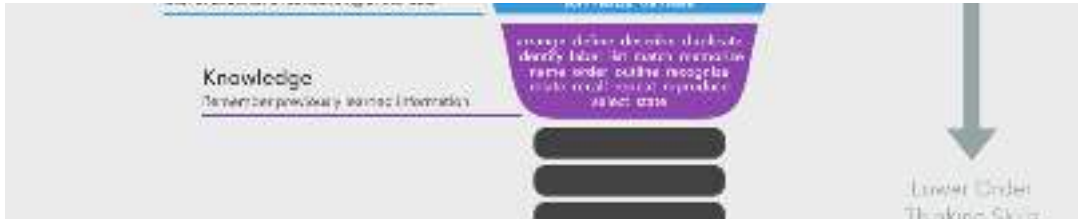
Watch the presentation →



STEP 2

SLO Statement Design, Blooms Taxonomy

Friday, September 30, 2022, the COACHes, California Outcomes Assessment Coordinators Hub presented on the second step, which is the student learning outcome statement design. "W...



Watch the presentation →

STEP 3

SLO Alignment to Program and Institution SLOs

Friday, October 7, 2022, the COACHes, California Outcomes Assessment Coordinators Hub presented on thethird step in SLO Talk. Go here to watch the presentation!

Watch the presentation →

STEP 4

Direct Assessment and Rubric Design

Friday, October 17, 2022, the COACHes, California Outcomes Assessment Coordinators Hub presented on the fourth step in SLO Talk. Go here to watch the presentation!

Watch the presentation →

STEP 5

SLO Data Analysis

Friday, October 21, 2022, the COACHes, California Outcomes Assessment Coordinators Hub presented on the 5th Step in the SLO Process, SLO Assessment Data Analysis. Go here to watc...

Watch the presentation →

STEP 6 (FINAL STEP)

Closing of the Loop and Student Services

Friday, October 28, 2022, the COACHes, California Outcomes Assessment Coordinators Hub presented on the last Step in the SLO Process, Closing of the Assessment Loop & Student...

Watch the presentation →

BEYOND THE STEPS

Documenting Student Learning: Canvas and Record Keeping

Friday, November 4, 2022, the COACHes, California Outcomes Assessment Coordinators Hub presented on Documenting Student Learning: Canvas and Record Keeping. Go here t...

Watch the presentation →

GRAND FINALE OF ALL SLO TALKS

Grand Finale

Friday, December 9, 2022, the COACHes, California Outcomes Assessment Coordinators Hub will present on the Grand Finale. The presentation will be posted here shortly after th...

Coming Soon! →

How To Update Your Student Learning Outcome (SLO) Assessment Plans

Fall 2023 Instructions

This guide explains how to update your Student Learning Outcome (SLO) Assessment Plan Cards on SLO+.

Here's what you need to do:

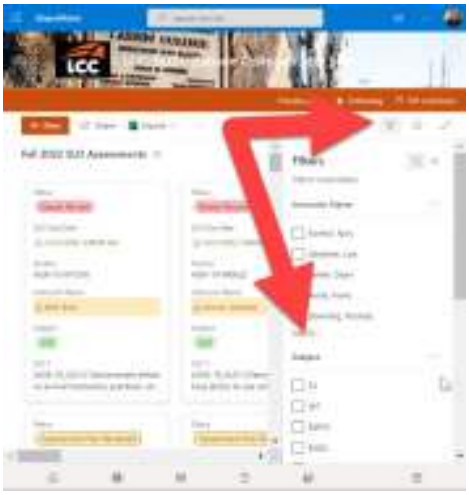
1. Log into SLO+ and review your SLO Assessment Plan for the current semester.

   Login to SLO+

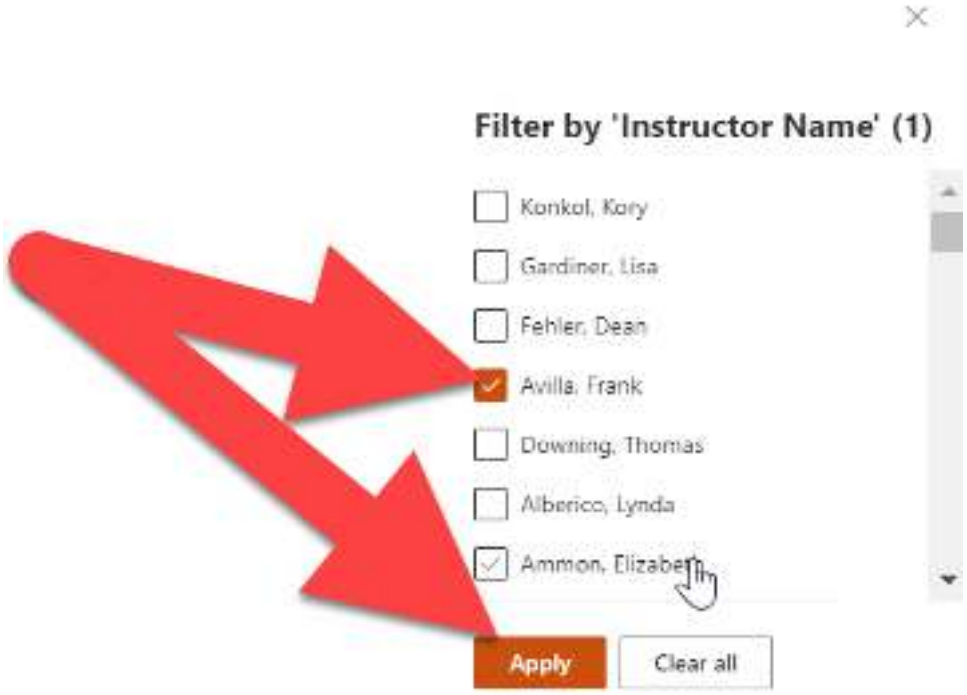
2. To access your course(s) to plan your SLO assessments, click the **Submit Assessment Plan** button under the current semester.

3. Read the instructions provided to learn what you need to do.
4. When ready, scroll down the page and click on the “Submit Assessment Plan” button.

5. Click the **Filter** Icon and again on “See All” to select your name from the list of **Instructors**.



6. Select your name and then click **Apply**.



7. A list of SLO Cards will appear (one for each course you are teaching).

8. Click on a card to display your course information, and some information pertaining to your **SLO Assessment Plan** for that course.
    a. There are four sections in the SLO Card.
    b. <u>Sections 1 and 2</u> need to be reviewed and updated at the beginning of each semester, which is the **SLO Assessment Plan.**
    c. <u>Sections 3 and 4</u> should be completed at the end of the course, which are your **SLO Assessment Results** (details in another guide here on SLO+, available at the end of the semester).

    NOTE: The red areas were highlighted to make it easier for you to plan your assessments.

9. **SLO Card Sections Explanation:**
   The SLO Card has the following sections:
    a. **Assessment Plans (Beginning of Semester/Course)**
        i. **Section 1: Instructor & Course Information**
        Displays your Course Information.
        ii. **Section 2: Plan the SLO Assessments**
        Displays all of the following
            1. **Assessment Schedule** (whether you can assess odd SLOs or you need to assess all SLOs)
            (See Step 10 below for details)
            2. **Target Measures (**from the Course Maps) which is the target % of achievement you are aiming for with your assignments for a target % of students.
            3. **Improvement Plan** will display SLOs if your course is on an improvement plan. In addition to the Assessment Schedule, you will need to reassess these SLOs if you did not already have a plan to do so.
            4. **Improvement Plan Review:** This is an acknowledgement you've reviewed the Feedback and are aware you need to reassess these SLOs.
            5. **Course Assessment Methods:** You will choose one in Step 8 below.
    b. **Assessment Results (End of Semester/Course)**

i. **Section 3: Report SLO Results**
Your SLO statements from the Course Outline of record appear. During the Assessment Plan cycle, just review the SLOs listed on the course outline and plan assignments to assess the outcomes.

1. Whichever ones you are required for you to assess for the current semester is the one you will report on at the end of each semester.
2. Faculty are encouraged to assess all SLOs each term (i.e., have an assignment in their class designed to measure the student's learning); however, minimally faculty are contractually required to use the Assessment Plan Schedule to ensure all ACCJC (Accrediting Commission for Community and Junior Colleges) Accreditation Requirements are met, which is to assess all Student Learning Outcomes in each assessment cycle.
3. **Do not remove any SLOs from Section 3 even if you will not assess that SLO.**

ii. **Section 4: Recommended Changes**
When you report results, regardless of whether the target was met, here you will share any feedback or recommended changes to the course, such as course material changes, modality suggestions, curriculum changes, or highlights on good assignments used to measure student learning.

For SLOs where target measures are **not** achieved, a statement about what to do differently should be reflected at the end of each semester.

10. **Completing the Assessment Plan:**

To complete your Assessment Plan, complete the 3 steps below:

a. **<u>Step 1:</u> Review Section 1: Instructor & Course Information**
   i. In Section 1, confirm that the course information is correct.
   ii. If there are errors, update the information or email the appropriate contact.

b. **<u>Step 2:</u> Review & Update Section 2**
In Section 2, review the Assessment Schedule, Target Measure, Improvement Plan, and update the Assessment Methods to ensure you have a plan to create assignments to measure the outcome.

i. **Assessment Schedule:**
The Assessment Schedule is now listed on each SLO Card. In past semesters you had to reference a separate document to determine whether you could assess the minimal requirements (ie, even SLOs in even years, odd SLOs in odd years or all SLOs).

Review your card to ensure you are planning to assess the SLOs listed, in addition to any related Improvement Plan SLOs indicated below.

ii. **Improvement Plan:**
    1. Improvement Plans will now list the SLOs needing to be reassessed. Please plan to reassess these SLOs.

It is recommended that if you are teaching a course with an improvement plan, that you review feedback from the faculty who last taught the course and consider the feedback when planning for your assignments. This feedback for recent courses is on SLO+ on the Assesment Plan page.

For example, if you review the feedback and see the prior faculty teaching the course mentioned a plan to change an assignment, a due date for an assignment, or additional lecture components and practice for the next semester, then consider those changes as you plan your course assessments to ensure you do not repeat those past lessons learned and use it to help improve your

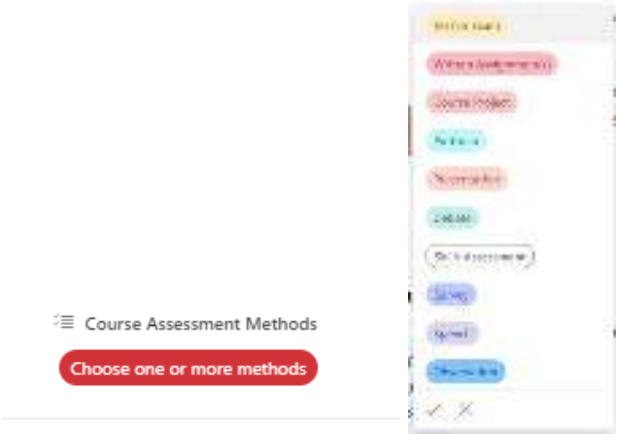
measures of student learning!

Contact your Dean, Division Chair, or the SLO Coordinator if you need help or support in planning meaningful assignments to help your students meet the target measures set forth in the course map.

2. **Improvement Plan Reviewed:** Acknowledge you have reviewed the Improvement Plan by selecting whether you reviewed it. Select the C**hoose One** red pill and select *Yes Improvement Plan Reviewed, SLOs will be reassessed*.

iii. **Assessment Methods:**
Choose one or more assessment methods based on the SLOs you intend to assess. Click the field and select from the list of assessment methods. Click the options provided and select one or more methods.

1. **Click** the red box to activate a menu. Select **one or more** assessment methods from the list.

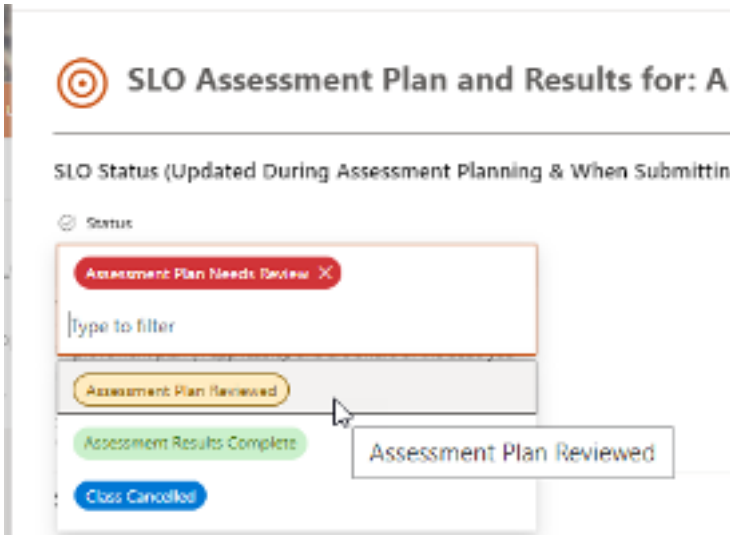


Select one or more methods based on the SLOs you plan to assess.

2. If your method is not listed, simply **type in your own** method, and **click Add.**

c. **Step 3: Update the Status**
Status is located at the top of each card is how you communicate with the SLO Coordinator that you have completed your plan.

i. **Change** the status from "**Assessment Plan Needs Review**" to "**Assessment Plan Reviewed**".



Repeat the above steps for each course you are teaching until each SLO Card is updated with the "Assessment Plan Reviewed" status, the **Course Assessment Method(s)** you **plan** to use and if applicable, **Improvement Plan** acknowledged.

That's it!

How to Update Your Student Learning Outcome (SLO) **Assessment Results**

Want to learn with a video?

View the video How to Update SLO Assessment Results via Microsoft Stream.

NOTE: Requires Login with Lassen email and password

This quick guide demonstrates how to submit the results from your assignments you used to measure your course outcomes.

At the end of each semester, faculty will submit the results based on the Assessment Plan that was reviewed & confirmed at the beginning of the semester. Remember, Assessment Results are different from grades and your results are looking only at whether students achieved the outcome, not whether students were assessed on the outcome. In other words, you will not submit results for every student enrolled in your course, only students that submitted the assignment or assignments you are using to measure whether students achieved the target measure. Target measurement percentages, as of Fall of 2023, now display on each SLO Card to make it easier for you to find it.

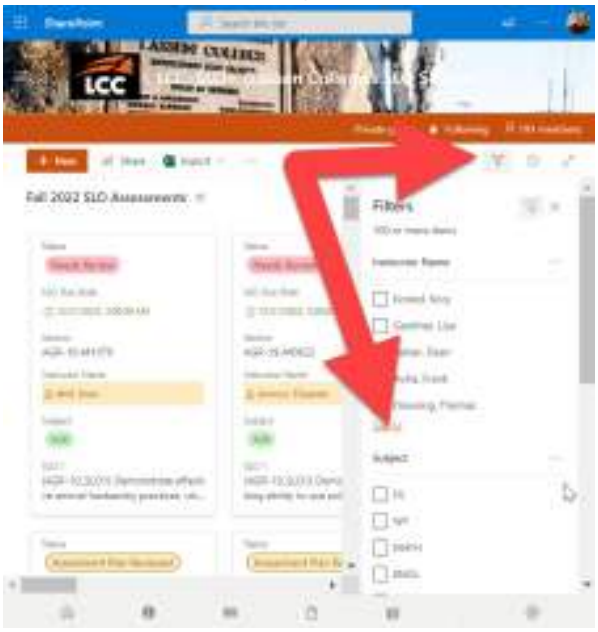
1. Review the Target Measure on your SLO Card (see Section 2).

2. Calculate your student achievement results using this measure when reporting.
   For help with this step reach out to the SLO Coordinator by emailing trobb@lassencollege.edu.
   Once you've compiled your results, then proceed to Step 5 to submit your results.
3. Compile your Calculations.

a. Step 1: Determine the Number of Students Assessed
    i. The number of students that were assessed are the students that completed the assignments you used during your Assessment Plan.
    ii. This is NOT the number of students enrolled in your course.
    iii. Write the total number down for each SLO for each course you taught.
b. Step 2: Determine the Number of Students that Achieved the Target
    i. Review your gradebook or records to see how many students exceeded the target measure (i.e., passed the assignment(s) and exceeded the percentage indicated on the target measures from your Course SLOs).
    ii. Write the total number down for each SLO for each course you taught.
c. Step 3: Determine if your Target Measures Were Met
    i. Divide the number of students who achieved the target by the number of students who were assessed and if that measure exceeds your target, then your target measures were met.
    ii. Write down whether the target was exceeded or not.
d. Step 4: Update the SLO Cards with Results
    i. The SLO Cards you acknowledged at the beginning of the semester need to be updated with your results.

4. Now that you have your calculations for reporting, it is time to submit your results. Select the ***Submit Results*** button that appears on the SLO + Home page.

5. Click the **Filter** Icon and again on “See All” to select your name from the list of **Instructors**.

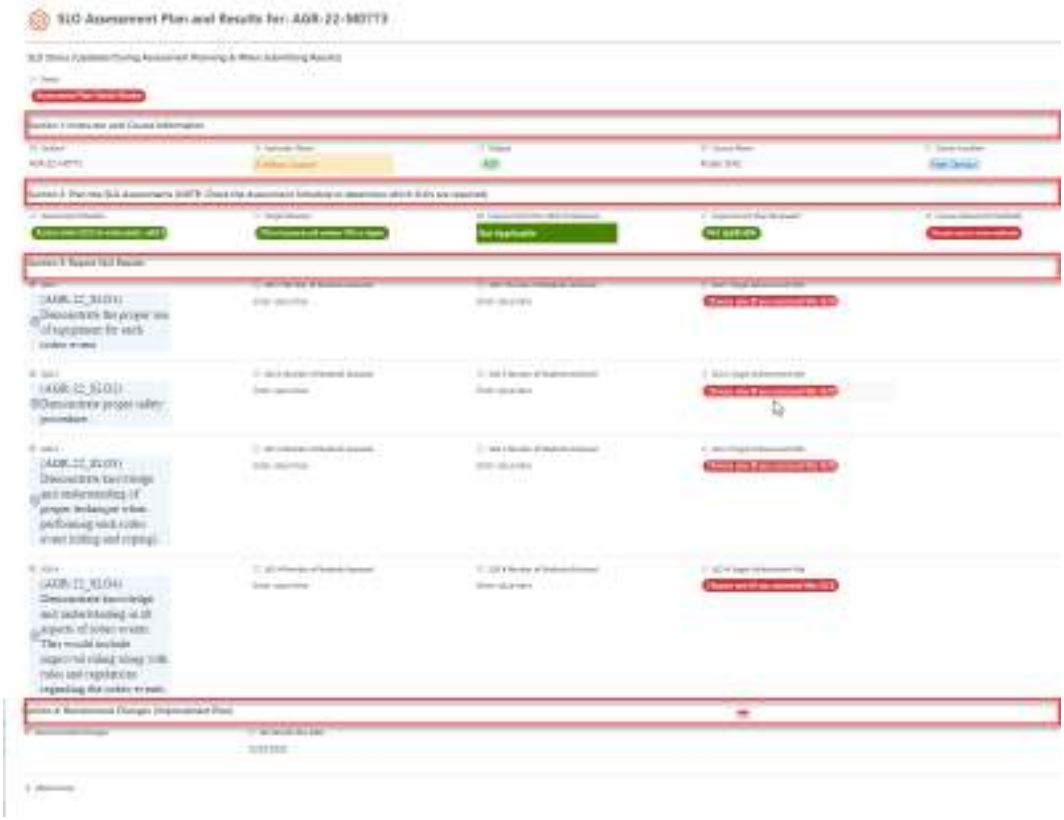


6. Select your name and then click **Apply**.

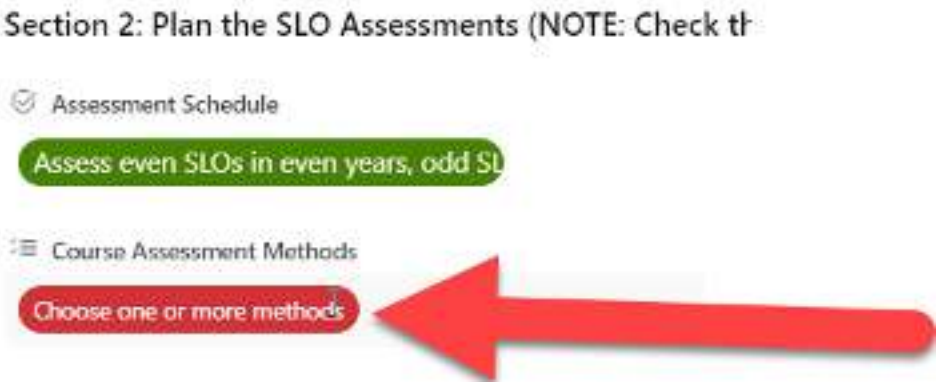
7. A list of **SLO cards** for courses you are teaching will be displayed.

8. **SLO Cards Updates (Reporting Results)**
   Clicking on a card will display your SLO Card containing four sections depicted in the red boxes

below.



9. Actions to Take:
    a. <u>Section 2:</u> Review and/or update the SLO Assessment Method, but only if it changed from your Assessment Plan you submitted at the beginning of the semester. Ensure all assessment methods are selected (we do not need to know which one correlated to each SLO, only what types of assessments you used).
        i. Assessment Methods: Choose the Assessment Method or methods <u>you used</u> to measure your SLO.
        ii. To make a change, put your cursor directly underneath the Course Assessment Methods until a gray box appears as depicted below.



1. Click the red pill to activate a menu.

2. Select **one or more** assessment methods from the list.

Select more than one option if you used more than one method.

3. If your method is not listed, simply **type in your own** method, and **click Add.**

b. <u>Section 3:</u> **Enter the Results of your SLO Assessment**

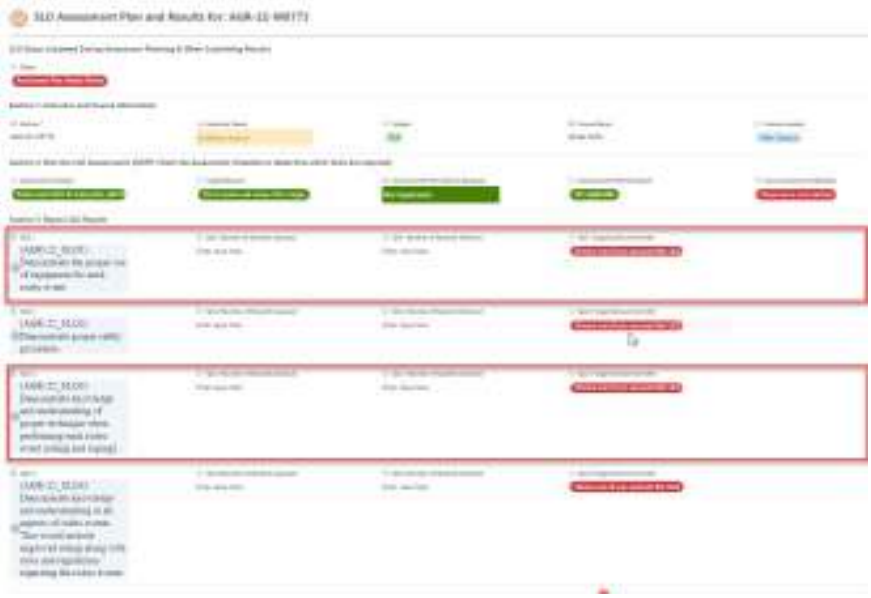
i. As a reminder, beginning in Spring 2023, **faculty be following the Assessment Schedules.** You no longer need to reference a separate document, but look at the Assessment Schedule directly on the SLO Card. Since it is Fall 2023, if your course is designated as assessing even SLOs in even years, odd SLOs in odd years, then you should hopefully have results for all odd SLOs.

ii. All results submitted will be analyzed to ensure outcomes have been assessed as noted on the **Assessment Schedule** (depicted below).

iii. **Entering Your Results:**

1. **Step 1: Locate the SLO Statement or Statements Assessed**
   On your SLO Card, locate the SLO Statement you assessed. Note, if you have more than one SLO, report each in the rows that display in Section 3. In the example below, there are 3 SLOs for this card. If you assessed all outcomes for the course, then report on all 3 outcomes. If you only assessed a single SLO, then be sure to report on the SLO by entering the

results for the correct SLO statement on the corresponding row.



2. **Step 2: Enter the Number of Students Assessed**
   The number of students completed the assignment used to measure your SLO (not the number of students enrolled in your class, unless all students submitted the assignment).

3. **Step 3: Determine the Number of Students that *Achieved* the Target**
   Review your gradebook or records to see how many students exceeded the target measure (i.e., passed the assignment(s) used to assess your SLO, and exceeded the percentage indicated on the target measures from your Course SLOs).

   In this example, from the AGR-10 Course Map, my target is 70% of students will achieve 70% or higher.

   So, when reporting on this SLO, how many students received a 70% or higher on the assignment or assignments used to measure your SLOs is what will be reported in the box shown below.

   NOTE: Faculty using more than one assignment to measure an SLOs, can use an average or a decaying average. Decaying Averages are generally accepted practices here, and 65% is a common weight for the latest assignment). If you are using Decaying Averages, you can use this Excel Sheet to determine your percentage.
   If you need help with this reach out to the SLO Coordinator by emailing trobb@lassencollege.edu.

4. **Step 4: Determine Whether your Target Measure Has Been Met**
   Divide the number of students who achieved the target by the number of students who were assessed and if that measure exceeds your target, then indicate yes; otherwise, indicate no.

   Here is the math.

   $$x = \frac{\#\ of\ Students\ Achieved}{\#\ of\ Students\ Submitting\ Assignment} \text{ x } 100$$

   EXAMPLE:
   Following the example for AGR-23 from Step 3 above, you are looking at a target measure as follows:

   Target Measure: 70% of students will achieve 70% or higher.

   Let's suppose the following:
   a. You have 10 students in your course.
   b. Only 7 students submitted the assignment related to your SLO (again, if you have more than one assignment used to measure your SLO, then contact the SLO Coordinator for support)
   c. Your 7 student percentages scored on the assignment are:
      i. 80%
      ii. 70%
      iii. 60%
      iv. 42%
      v. 90%
      vi. 80%
      vii. 72%
   d. In this case, only 5 students received more than a 70%.

      $$x = \frac{5}{7} \times 100$$

      or

      $$x = 71\%$$

   e. Since your target is 70% of students will achieve 70% or higher, in this case, your target measure has been met, since it is 71%.
5. **Step 5: Select the Correct Target Achievement Met**
   Put your cursor in the box and click to Activate the pull-down menu and select an option. If your're achievement was met, select **Yes;** otherwise, select **No.**

6. Continue repeating Steps 1-5 for each SLO on this card and for each SLO Card for the courses you are teaching.

c. **Section 4: Recommended Changes (Used to be Improvement Plan)**

Now that you have just finished teaching the course, take a moment to reflect on the class. **In past semesters, this section was for improvements** that could be made to the course. This is not the case effective Fall of 2022.

SLO Analysis should reflect on what went well and what could be improved. It's really a reflective process; therefore, all SLO Results should have a narrative here, not just SLOs that did not meet target measures. Learn more about SLO Analysis by watching the Friday SLO Talk.

Here are some guiding questions to think about as you write how you might do to improve or to sustain student learning.

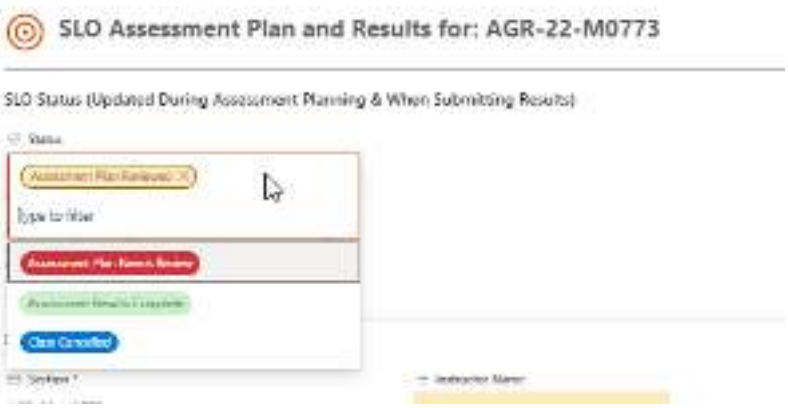
i. **If you did not meet target, reflect on:**
   1. Did you have low participation in the SLO Assessment? What might you do differently next time to ensure more students participate?
   2. Were your SLO Assessment results consistent with your course success rate (i.e., the number of students who passed the course with a C or higher)? Why do you think students might be struggling to meet this SLO?
   3. How do your scores on your SLO Assessment compare with your overall course success rate? Is there a difference? Why do you think there might be a difference?
   4. Analyze your assignment and discuss ways you could improve the assignment you gave students that measured that SLO. Could that improve?

ii. **If you met target, reflect on:**
   1. If you exceeded your target measure, and could not identify any areas of improvement, describe what could be done to continue to keep your results strong (i.e., increase participation rates in course assessments, modify course activities leading to the assessment, or what teaching strategies might be employed if course success rates are lower than the CSLO assessment scores).
   2. What are the strengths of your SLO Assessment (i.e., the assignment you used to measure this SLO) and why do you think students performed well?

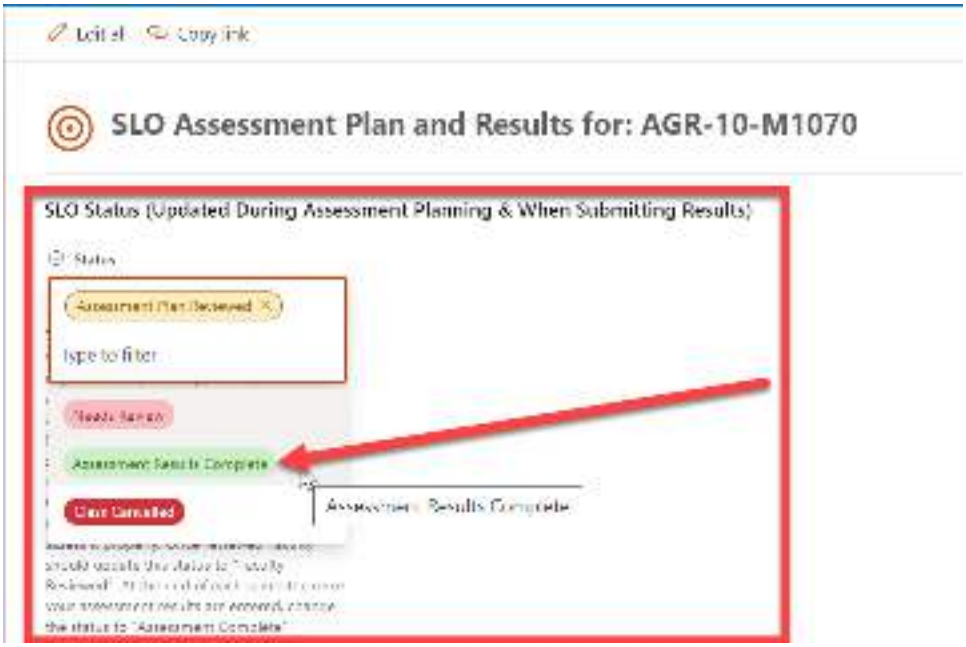
iii. Type your narrative for each course in Section 4 below by clicking on the Edit Icon that appears when you hover your mouse over the box below.

d. **Top Of Card: Status:**

The top of your SLO Card has a **Status**, which indicates to the SLO Coordinator that you have updated and finished entering your results.



To make this change and lock in your SLO Assessment Data, please change from *Assessment Plan Reviewed (the yellow pill)* to *Assessment Results Complete (ie, the green pill).*



When you are finished, each SLO Card should have the following items completed:

1. **Status:** Should read Assessment Results Complete.
2. **Section 1:** No changes needed; just ensure you are reporting on the correct course section in this area.
3. **Section 2:** Course Assessment Methods should indicate one or more options based on what type of assessment you used.
4. **Section 3:** SLO Assessment Results should be entered for every SLO you assessed
   # Students Assessed should have a number
   # Students Achieved should have a number
   Target Achievement Met – should be marked yes or no.
5. **Section 4: Recommended Changes** should have a narrative. If Target Measures were met, then indicate what went well in the course that led to students achieving the Outcome.

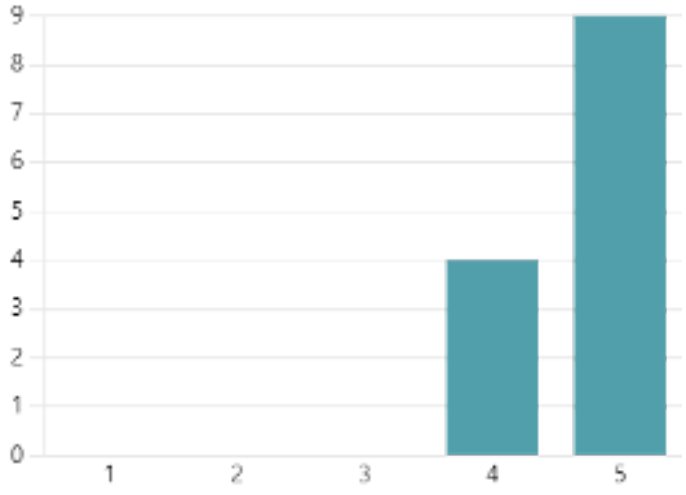
SLO+ Feedback

13	03:07	Active
Responses	Average time to complete	Status

1. Rate your opinion of SLO+ by rating with 1 - 5 Stars!

    1. Star = Needs a Lot of Improvement
    2. Stars = Needs Some Improvement
    3. Stars = It's neither good, nor bad, I just use it
    4. Stars = Way Better Than Before
    5. Stars = Extremely Happy with this App

4.69
Average Rating



2. Why did you rate SLO+ the way you did above?

13
Responses

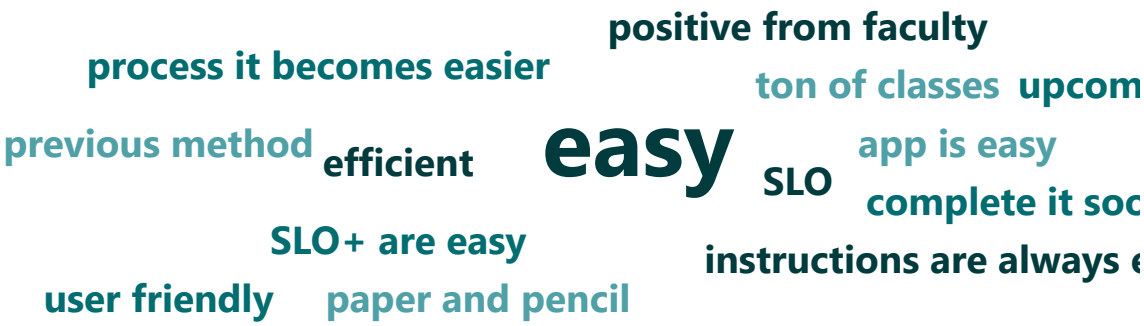
Latest Responses

"*This App is Extremely easy to navigate through. *"

"*The SLO app is easy to use*"

"*Some navigation issues - like searching through a ton of classe...*

9 respondents (**69**%) answered **easy** for this question.



3. What do you like most about SLO+?

11
Responses

Latest Responses

"*The ease of navigation and submission.*"

"*Easy to function*"

"*ease of entering in information.*"

2 respondents (**18**%) answered **SLOs** for this question.

4. What do you like least about SLO+ or what could we do to improve the system?

11
Responses

Latest Responses

"*It's almost too easy to use.*"

"*I wish there was an error message if a task was not completed ...*

"*Navigation is a bit awkward.*"

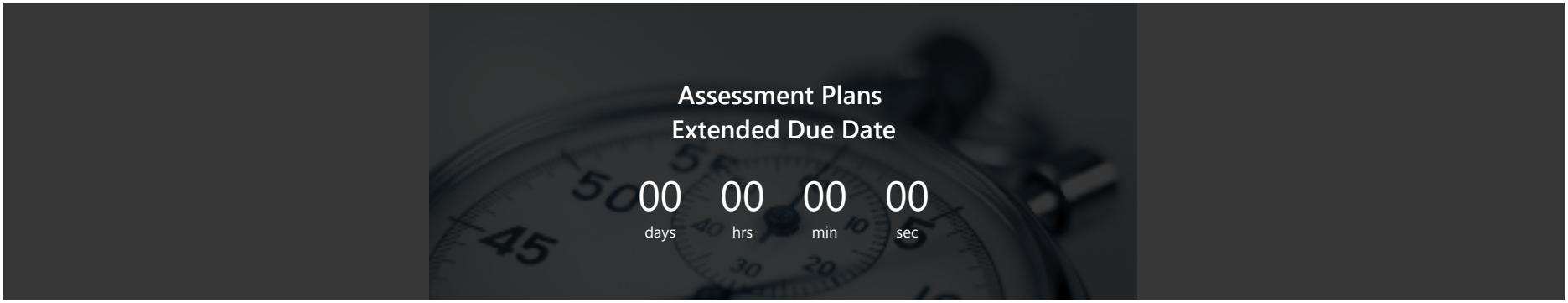
2 respondents (**18**%) answered **task** for this question.

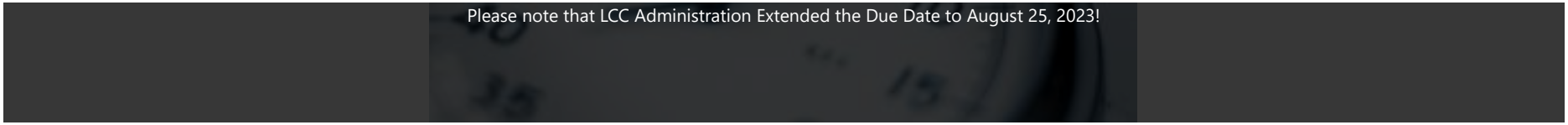
Fall 2023 Course Student Learning Outcomes Assessment Plans

Thomas E Robb
Instructional Designer

Fall 2023 Faculty Instructions

1. **Please note 4 improvements on SLO +**
   a. Cards are easier to determine where to input data (see all red areas when opening)
   b. Target Measures now display directly on your SLO Card instead of having to reference the Course Map and were updated with all 2023-2024 Curriculum Changes.
   c. Assessment Schedules now display directly on your SLO Card instead of having to reference a separate document.
   d. Improvement Plans now list the actual SLOs you need to reassess directly on your SLO Card.
2. This page will provide you all of the information you need to complete your Assessment Plans at the beginning of Fall 2023!
3. Review the information provided and make a plan to assess your student SLOs.





General Information

This **Student Learning Outcome Assessment Plan** is intended to inform faculty of their obligation to assess course SLOs in a cohesive and meaningful manner, **as well as ensure faculty are aware we need to close the loop when courses taught in prior semesters do not meet target**.

This means you must confirm that you have a plan to assess your Student Learning Outcomes, and **confirm that plan on your SLO Card/s.**

What are SLO Cards?

Assessment Plans & Results are updated on this site on an SLO Card. SLO cards are simply an online form that is pre-populated with your course information and SLOs listed on the Course Outline of record.

SLO Card

Faculty *should* have one **SLO card** for each course they are scheduled to teach (if one is missing, or not yet added when you go to submit your plan or your results, then please email trobb@lassencollege.edu to add an additional card).

When are SLO Cards Updated?

Faculty will update each SLO Card twice a semester.

- Once at the beginning of the semester/course, which is the **Assessment Plan**.
- Once again, at the end of the semester/course, which are the **Assessment Results.**

What is the difference between Assessment Plans & Assessment Results?

1. **Assessment Plans**
   a. Are completed at the **beginning of the semester** to ensure that faculty **are aware of their contractual requirement.**
   b. Have a plan to assess the course student learning outcomes and know which ones to assess.
   c. Develop assignments, or **Course Assessment Methods** they will use to determine whether students learned the outcome

d. Are aware if their course has an **Improvement Plan** in place, which requires re-assessment of the learning outcom
e. If your course has an indication that it is on an **Improvement Plan,** it will be denoted with the specific SLOs you n

2. **Assessment Results**
   a. Are completed at the **end of the semester** to ensure that Lassen College is meeting accreditation standards.
   b. Should reflect whether students achieved the learning and can do what was stated on the outcome.
   c. Should exclude any students who did ***not*** submit the assignment used to measure your outcome.
   d. For each SLO assessed, faculty must report on their card 4 items;
      a. **1)** the total number of students assessed (a number).
      b. **2)** the total number that have evidence of achievement (a number).
      c. **3)** Whether your course target measure was met (yes or no).

Outcomes Assessment seeks to reveal **what students learned**, **not** whether they **attempted** to learn; therefore, it is important to look at students who made an attempt and exclude those that did not. In other words, the number of students you report who were assessed and the number of students who achieved may not match the number of students enrolled in your class! Outcomes Assessment is not the same thing grades. It is looking at what our students are learning and whether there is evidence that the assessment led to student learning.

How do I complete my Assessment Plans?

Step 1: Determine Which Outcomes to be Assessed

It is recommended that you develop assignments to assess **all outcomes** in your course each semester. The district realizes for some faculty this may be a large ask; therefore, contractually, effective in Spring 2023, **the SLO Assessment Plan Schedule is the minimum expectation.**

As of Fall 2023 Semester, the **SLO Assessment Schedule,** is noted in Section 2, which will indicate one of two statuses:

1. **Assess even SLOs in even years, odd SLOs in odd years.**
   a. In even years (ie. 2024 is an **even year**), all **even SLOs** (2, 4, 6...) listed on the card are assessed; therefore, one or more assignments should be created used to measure whether a student is able to do that statement.
   b. This means in year odd years (ie. 2023 is an **odd year**), all **odd SLOs** (1, 3, 5, 7...) listed on the card are assessed; therefore, one or more assignments should be created used to measure whether a student is able to do that statement.
2. **Assess every SLO, every course offering.**
   a. All SLOs must be assessed (ie, create an assignment to measure the learning statement).
3. **Improvement Plan (SLOs to Reassess)**
   a. Section 2 of your SLO Card designates whether the course you are teaching has an improvement plan and will list the SLOs that need to be reassessed in addition to the Assessment Schedule.
   b. NOTE: Courses that require faculty to assess every SLO, every course offering can ignore the Improvement Plan.

c. Go to Step 2 (below) to determine next steps.

In the example below, this instructor minimally needs to assess odd SLOs, since it is Fall 2023 and the "**Improvement Plan**" indicates "*Not Applicable*".

Step 2: Review SLO Improvement Plans to Determine If Additional SLOs must be reassessed

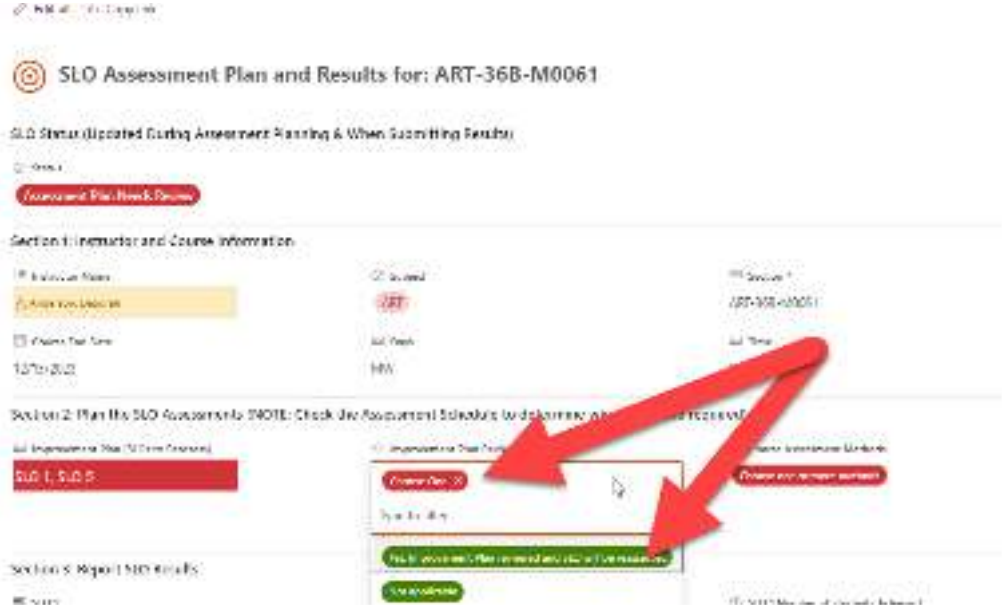
If the course you are teaching has an **Improvement Plan**, the SLOs will be listed in red in Section 2 of your card as depicted below. You can use the feedback from prior semesters to remember what you or other faculty have said they would do differently to measure that SLO by clicking the button below.

Closing the Loop

To see past feedback and recommended changes from prior semesters, use the button below to review that and keep this in mind as you are planning your class assignments.

View Improvement Plan Feedback

If you have an improvement plan, then select the "Improvement Plan Reviewed?" and select the option "Yes, improvement plan reviewed and SLO will be reassessed" in green and make a plan to reassess the SLOs listed, if you did not already have a plan to do so.



Step 3: Review your Target Measures on the Course SLO Maps

- Faculty should review the SLO target measures for each outcome to determine what the target measure it.
- **This information, as of Fall 2023 Semester, is now found on your SLO Card.** You no longer have to sift through your Course SLO Maps to determine your target percentage..
- Knowing the target, you are trying to aim for in your class should help you to plan an assignment or series of assignments designed to measure whether students learned that particular outcome and have a backup plan in case students did not so you can reassess the outcome in a different way.
- In the example SLO Card below, the target is that 70% of students will achieve a 70% or higher on their outcome.
  - If you have 10 students in your class that submitted your assignment to measure your SLO, and 8 of them received at least a 70% (or a C) on the assignment, then in this case 80% of your students achieved. This is information that will be reported at the end of the semester when determining whether your target measure was met, or not.

Step 5: Update the SLO Card to Confirm Assessment Plan

Now that you've determined which SLOs you are assessing, whether you have an improvement plan, and gathered your course assessment methods, it is time to update your SLO Card with your **Assessment Plan.**

We have both a step-by-step guide or a video. Both demonstrates how to update your SLO Card with your Assessment Plan.

Step 5: Ready to Update your Cards?

Proceed to filter your cards, and then update the Course Assessment Methods & Status on each SLO Card for the courses you are teaching.

SLO Assessments Results

Thomas E Robb
Instructional Designer

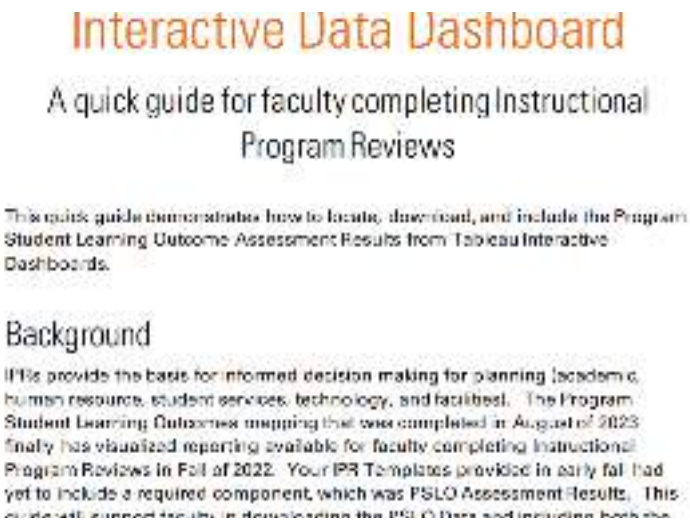
Learn to Use the Dashboards

Click play to watch the video or view the step-by-step document to learn how to get your data from the dashboards.

Watch the Video

Click play, and then make the video full screen.

View the Step-by-Step Guide



Interactive Data Dashboard

A quick guide for faculty completing Instructional Program Reviews

This quick guide demonstrates how to locate, download, and include the Program Student Learning Outcome Assessment Results from Tableau Interactive Dashboards.

Background

IPRs provide the basis for informed decision making for planning (academic, human resource, student services, technology, and facilities). The Program Student Learning Outcomes mapping that was completed in August of 2023 finally has visualized reporting available for faculty completing Instructional Program Reviews in Fall of 2022. Your IPR Templates provided in early fall had yet to include a required component, which was PSLO Assessment Results. This

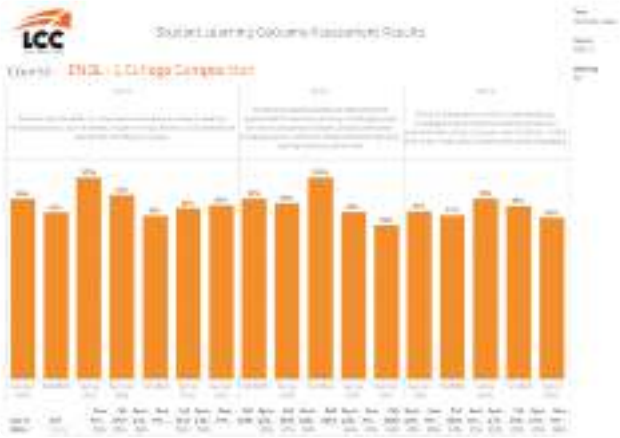
Scroll through the guide or make it full screen by clicking the icon on the right.

Interactive Data Dashboards

Dashboard Instructions

1. Displayed below are the SLO Assessments results data dashboards from previous Terms for Lassen College at the Course, Program, and Institutional level.
2. Currently Course Student Learning Outcomes and Program Student Learning Outcomes are ready for use in IPRs, curriculum changes, accreditation, or other purposes.
3. NOTE: The Institution Student Learning Outcomes Dashboard is a concept as of November 15, 2022 and the full data set is expected to be available in January 2023.
4. Click any of the three images or buttons to view the interactive dashboard in full screen.
5. Select a filter pull down menu to review the results and additional filters to see specific modalities, terms, or relevant information.
6. Save the data for a report by choosing the small download icon on the bottom right corner.
7. You can save the graphs as PDF files, images, PowerPoints, and much more!

Course Outcomes



Course Level Student Learning Outcomes Example

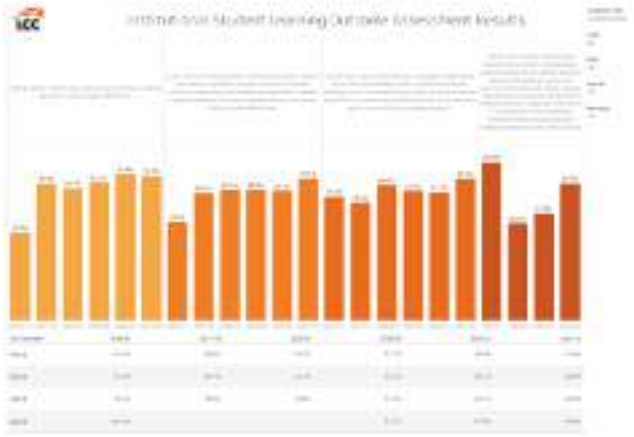
View Interactive Dashboard

Program Outcomes

Program Level Learning Outcomes Example.

View Interactive Dashboard

Institution Outcomes



Institution Learning Outcomes Example.
This is currently a concept.

View Interactive Dashboard

Want to see more Lassen College Data?

View All Dashboards

Program Student Learning Outcomes Data Interactive Data Dashboard

A quick guide for faculty completing Instructional Program Reviews

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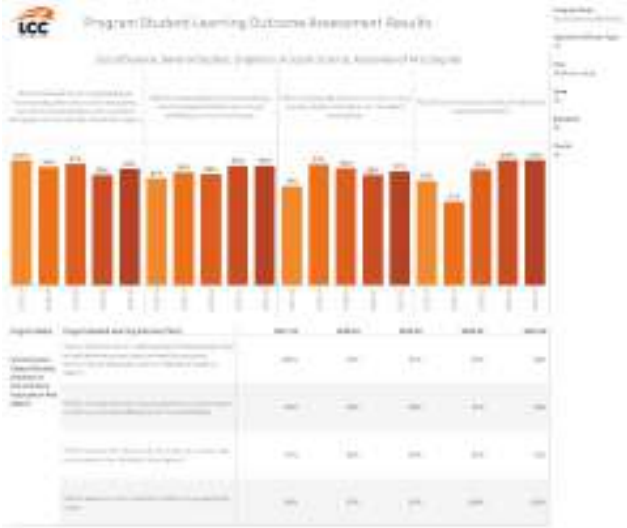
PSLO Data

Faculty wrote, and curriculum approved learning outcomes at the program level. Mapping of each program outcome was completed by aligning each outcome to individual course level student learning outcomes. The data for each has been compiled and based on the reported results for each individual course, now

display the aligned course level outcome data for each Program Student Learning Outcome. Below is an example of that data.



Accreditation Requirement:

All Instructional Program Reviews must include PSLO Data as part of the updated template, approved by Academic Senate in Fall of 2022. This guide will provide the steps necessary to download the Program SLO Data Dashboard for faculty to include in their IPRs that will be submitted to the Academic Senate.

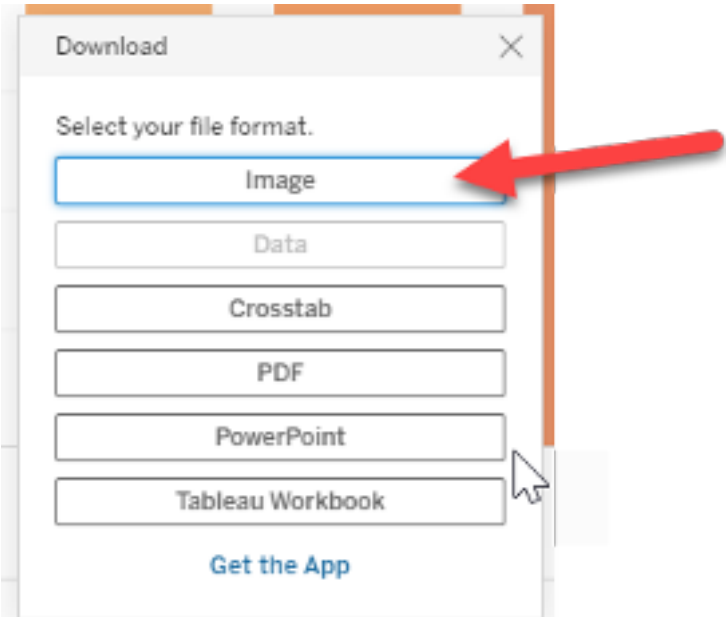
How to Download PSLO Data Graph?

1. Visit the Lassen College Website, [Program Student Learning Outcomes web page.]
2. Select a Program Name from the filter.
   NOTE: for IPRs with more than one program, you will need to select and download one program at a time.

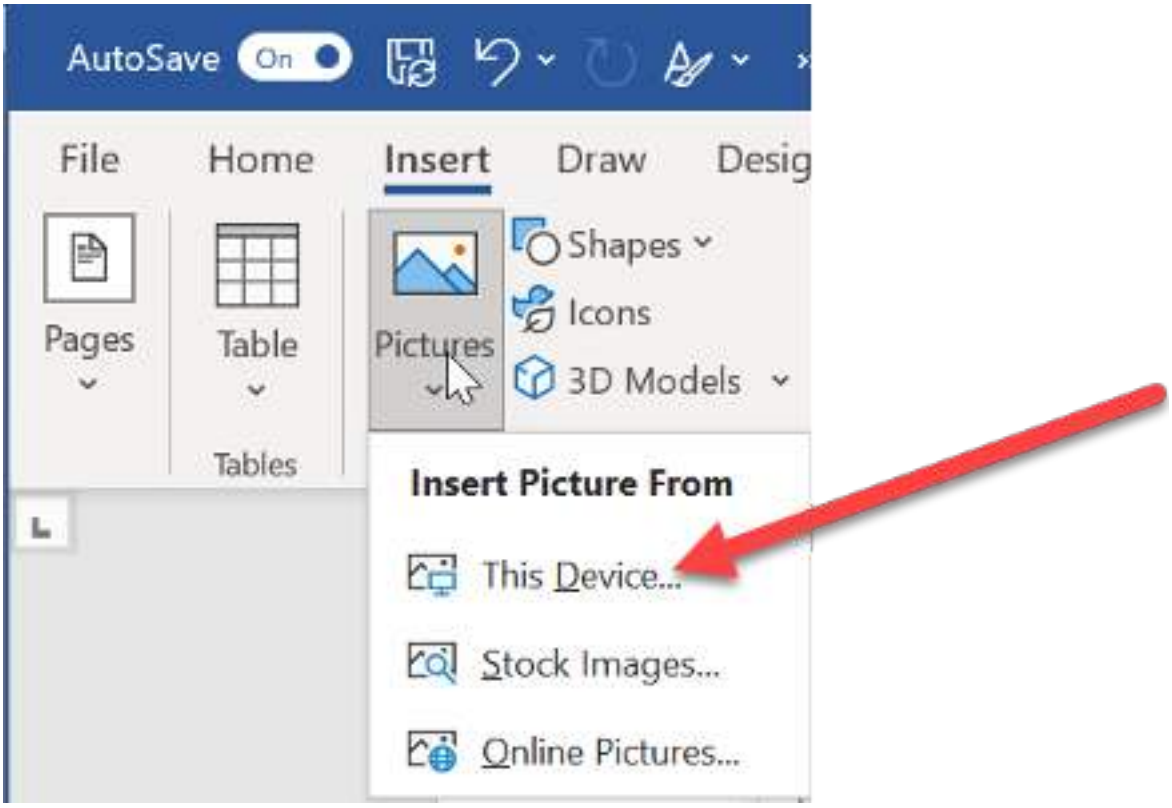
3. Select the Academic Years for your Program Review. Generally, non-CTE programs should include the past 5 years and CTE Programs will include the last 2 years.

4. Once you've selected your program and your graph displays the data for your IPR you wish to review, scroll down to the tool bar, and select the download icon.

5. Select Image from the format.



6. Insert that image into your IPR Template. In Microsoft Word, you can click on Insert > Picture > This Device and select the image you downloaded in Step 5.



7. You can analyze your Program SLOs and make plans to address any deficits or highlight any positive areas of strength in your IPR.

Reach out to the SLO Coordinator if you are having trouble downloading your data.

Interpreting PSLO Data Trends

Review the downloaded data to by comparing the past four years of data. Below is a list of questions to consider when reviewing the data trends.

- Has the PSLO achievement rate increased or decreased over the last four years?
- What impactful teaching practices have you used to support learning?
- Provide recommendations focused on strengthening or maintaining high rates of achievement while maintaining relevance in the program field.

IPR Full Training

To learn how to complete the IPRs with the 2022 approved IPR Template, including more details on analyzing your Program Student Learning Outcomes, visit the IPR Training Video (requires login with Lassen email and password).

Instructional Program Review

Program: Work Experience

Academic Year: 2022-2023

Author(s):

Lisa Gardiner

Full-time Faculty Work Experience

Division Chair Humanities and Social Science

Melinda Duerksen

Full-time Faculty, Academic Senate Mentor

Accepted by Academic Senate: December 14, 2022

Accepted by Consultation Council: January 9, 2023

Accepted by Governing Board: January 10, 2023

Executive Summary

The executive summary should be a consolidation of key findings, program plans, and participants that contributed to the review

Work Experience and Careers courses meet a variety of student job skill development needs with instruction provided in both credit and non-credit formats through face-to-face, online, and work-based learning instruction. These programs successfully serve students on campus, in the community and incarcerated with the California Department of Corrections and Rehabilitation as well as the Lassen County Adult Detention Facility. SLO results show students most frequently meet or exceed Student Learning outcome targets. Curriculum is in the process of being revised to best serve students and to meet changing regulatory requirements.

Work Experience/Careers has identified a number of action plans to move forward with work related to the following Strategic Initiatives:

- Increase and retain enrollment
- Continue to meet accreditation standards

Full-time faculty identified numerous action plans in order to effectively continue the quality of the courses offered, steadily achieve growth, and continue to meet accreditation standards. Resources requested include professional membership and training to address upcoming Title 5 changes and update curriculum; as well as items to meet marketing, staffing, and facilities needs. This document details these needed tools to enhance instruction as growth is sought.

SECTION 1: ACADEMIC PLANNING

Program Overview, Objectives, and Student Learning Outcomes

- Describe the program (types of degrees offered, jobs/industries/transfer pathways associated with the program, faculty members in program)
- Describe and evaluate the program objectives against the LCC strategic plan, specifically the mission statement and strategic goals
- Evaluate any changes in the program since last review. Include summary of Annual Updates completed since last review. Regular program assessment will drive program improvements.

Work Experience goes by many names; Work Experience, Cooperative Work Experience, Internship, Co-Op. Work Experience is a Special Program, and as such does not award degrees. Work Experience Curriculum provides the vehicle whereby students participate in work-based learning in paid and volunteer positions in a variety of public and private settings. Work Experience [WE] courses maximize student learning through self-reflective experiential learning opportunities with goal-directed workplace skill development for students in supervised work settings. Through these experiences, students engage in the application of course content in real-world work settings where they practice applying emerging skills identified in their learning objectives, and build habits for long-term employment success. Work Experience courses support the *Vision for Success Goals* of Increasing the number of exiting CTE students employed in their field, and Reducing equity gaps.

Work Experience courses are embedded into Area E2 of the Non-Transfer General Education Requirements as well as required electives in Career Technical Education degrees and/or certificates in Agriculture, Child Development, Fire Science, Health Occupations and Administration of Justice. Although WE does not award a degree or certificate, it complements the curriculum of all certificate and degree programs by providing students the opportunity to acquire knowledge, skills and attitudes essential for successful employment and thus serve as a component of workforce development locally, and beyond. With proposed changes that may occur to both transfer, and non-transfer general education patterns brought on by Student Transfer Achievement Reform Act of 2021 (AB 928), in the future Work Experience may not continue to be a part of Area E2 in the Non-Transfer General Education requirements, if Life Long Learning is removed from the pattern. If this is to occur, considerations as to how Work Experience can be further embedded into other curriculum areas, such as required electives, should be pursued.

Careers courses provide career development curriculum through non-credit instruction. Since the last program review, instruction of these courses has been at the Lassen County Adult Detention Center with the incarcerated student population.

Work Experience supports the Lassen Community College mission in the areas of transferable education, career-technical education/workforce development and basic skills education. It does this by providing career-technical education, transfer, and basic skills students the opportunity to gain realistic work experiences that are meaningful and related to their educational and/or career goals. These experiences contribute to career exploration and informed major/career choice as well as strengthen students' soft skills to enhance employment and academic success. The career exploration and development that Work Experience courses provide through self-reflective experiential learning is a keystone in assisting students in choosing, entering and succeeding in their career pathway.

Work Experience supports the Lassen Community College Strategic Goals of providing Learning Opportunities that promote student learning and meet the needs of the local and global community, as well as supporting Student Success through increasing opportunities through access and retention to enable student attainment of goals.

Work Experience learning objectives are aligned with the Institutional Learning Outcomes and General Education Student Learning Outcomes in the following manner:

ISLOs	**Work Experience SLOs**	**GESLOs**
Personal/Interpersonal Responsibility-Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures. **Critical Thinking-** Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome. **Communication-** Ability to listen and read with comprehension and the ability to write and speak effectively.	After creating individualized measurable occupational learning objectives that identify new skills to be attained, complete work tasks on-the-job that strengthen skills that support objective completion, recognizing the benefits that setting and achieving skills enhancement goals has on career development.	**#1.** Understand and apply methods of inquiry **for a variety of disciplines including the** scientific method for scientific inquiry **and appropriate methods for social and behavior science inquires.** **#5.** Engage in verbal communication **by participating in discussions, debates, and oral presentations utilizing proper rhetorical perspective, reasoning and advocacy, organization, accuracy, and the discovery, critical evaluation and reporting of information. [Communication]** **#7.** Analyze, evaluate and explain theories**, concepts and skills within varied disciplines** using inductive and deductive processes and quantitative reasoning **and application.**
Personal/Interpersonal Responsibility-Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to	Demonstrate proficient soft skills identified in self-assessment to employer in work setting.	**#7.** Analyze, evaluate and explain theories**, concepts and skills within varied disciplines** using inductive and deductive processes and quantitative reasoning **and application.**

interact successfully with other cultures. **Communication-** Ability to listen and read with comprehension and the ability to write and speak effectively.		
Personal/Interpersonal Responsibility-Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures.	Given the course syllabus, which identifies assignment deadlines, independently track course requirements using tools and suggestions from instructor; complete and submit assignments in a timely manner, strengthening ability to meet deadlines.	**#8.** Demonstrate appreciation of themselves **as living organisms through their choices for physical health, activities, stress management, relationships to the social and physical environment, and responsible decision-making.**
Communication- Ability to listen and read with comprehension and the ability to write and speak effectively.	Demonstrate the ability to use descriptive skill language.	**#7.** Analyze, evaluate and explain theories**, concepts and skills within varied disciplines** using inductive and deductive processes and quantitative reasoning **and application.**
Life Long Learning- Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems.	Identify career options within this academic discipline.	**#1.** Understand and apply methods of inquiry **for a variety of disciplines including the** scientific method for scientific inquiry **and appropriate methods for social and behavior science inquires.** **#6.** Compose effective written communications **and essays with correct grammar, spelling, punctuation and appropriate**

Communication- Ability to listen and read with comprehension and the ability to write and speak effectively.		**language, style and format utilizing academically accepted means of researching, evaluating and documenting sources within written works.**

Noncredit Careers courses support students in the development of skills for the workforce through enhancement of job seeking, employment success, and professional career development skills. These courses align with the basic skills component of the college mission as well as Learning Opportunities and Student Success Strategic goals. Content of these course addresses all ISLOs; Communication, Critical Thinking, Life Long Learning and Personal/Interpersonal Responsibility.

There have been no annual updates since the last program review.

Changes since the last program review:

- Work Experience SLO maps have been updated. Work Experience has had no further Curriculum changes, however significant changes are anticipated over the next 1-2 years based on Title 5 changes currently in the approval process.

- Non-credit Careers courses have been revised to better meet student need.

Since the last program review, Work Experience students have participated in work-based learning with the following businesses:

Anytime Fitness	CALIFORNIA DEPARTMENT OF CORRECTIONS
Banner Lassen Health Clinic	California Correctional Center
Bauer Gunsmithing	Centerpoint Inc.
BAXTER AUTO PARTS	Courthouse Café
Best Western Sure Stay Plus	DIAMOND PEAK BOYS HOME
Big 5	HIGH DESERT STATE PRISON
Buffalo Chips	Janesville Fire Protect. Dist.
CALFIRE	Joe's Car Wash
CALIFORNIA CORRECTIONAL CENTER	Just Kidding Around
Carlson's Tire Pros	Kirack Construction

Lake Forest Fire Protection District	New Image Racketball and Fitness
LASSEN CO SHERIFF	O'Reiley Auto Parts
Lassen Community College Lassen County Arts Council	POWER HOUSE PROPERTIES
Lassen County Fair	Red Hut Pizza
Lassen County Office of Education	Safeway
Lassen County Social Services	SIR PUBLIC WORKS
Lassen Early Headstart	SIR-YOUTH PROGRAM
Lassen Life Skills	Standish-Litchfield Fire
Lassen Rural Bus	STATE FARM BILL MUTTERA
Leap Ahead Learning	SUPREME GRAPHICS
Leavitt Lake Headstart	Susan River Fire Department
Legacy Optometry	Susanville Nursing and Rehabilitation
Marshals	Susanville School District
MAZATLAN GRILL	Susanville Supermarket IGA
Milwood Florist and Nursery	Taco Bell
MODOC RECORD	TEACH
MOUNTAIN MEADOWS RANCH	Walgreens Pharmacy Walmart
Nakoma	ZAENGLES FLOOR AND HOME

Student Survey Data [See Appendix A: Student Survey Data]

Fall 2022 a Survey Monkey Survey was distributed by the district's contracted research and Strategy Consultant. Student response to this survey was low, with one student responding. Given the low response rate, results are not seen as statistically relevant but are included in Appendix A.

Each term a student survey is distributed at the end of the term as part of Work Experience course to examine student learning and inform instructional improvement. This survey contains content included in the standard program review survey, as well as more program-specific items. Student response to this survey distributed during Spring 2022 and Fall 2022 terms was higher than what was obtained with the Survey Monkey Survey, with 30 responses received thus far for Fall 2022, and 28 responses received during Spring 2022. A summary of key survey items for this survey is included below along with a discussion. Responses are organized by groupings of students based upon whether they were students enrolling into Work Experience for the first time, returning students, or students who are/were part of a cohort such as the CalFire Academy or incarcerated students at the CCC Fire House. A summary sheet and raw survey data downloaded from Canvas is included in Appendix A.

2022 Work Experience Student Survey Results

100% of students indicated;

- Work Experience (WE) course information was applicable to their work setting
- WE content reasonably compared with the catalog description
- The instructor used the textbook

A large majority of students, varying from 88% to 100% indicated:

- The textbook was useful
- WE Orientation scheduling met their needs and was well organized
- WE helped them develop a greater sense of their work interests and future careers that may be fulfilling
- WE helped them improve their work skills
- As a result of taking the course, they;
    - Thought more about their work skills than if they hadn't taken the course
    - Have a greater sense of how their current job can provide skill-building opportunities to help them get a better job
    - Their ability to speak about their job skills improved

Student narrative comments included:

	S22 Calfire	S22 Returning	S22 First Time	F 22 First Time	F22 Returning	F22 CCCFH
What was the most effective part of this course?	1) Hands on experience in the job that I am working to get. 2) The course material directly relating to the job. 3) The most effective part of this class I believe were the test because they really helped test my knowlege. 4) Learning about all the rights I have as an employee.5) all the hands on work.	1) Being able to do the things about how we are doing in work 2) The text. 3) I think the most effective thing of the class is really the self evaluations you really have to think about what you're doing. 4) I think just having a class that has to do with your job is very effective.	1) The most effective part of this course for me was the objectives and sitting down with my supervisor to go over them. 2) I think the times sheet and talking about being on time and how important Small things are. 3) i felt all was pretty well effective 4) I would say the Check-In assignments 5) I think writing down the goals before the year really helped because then it gives a reason to work even harder because you are trying to reach those goals. 6) I feel the reading and the quizzes to expand the knowledge 7) The quizzes 8) This allowed me to take an elective that fit my interests in my degree, and I was able to work while obtaining the units. 9) Check ins 10) checkin with my employer 11) the quizzes was the most effective part of this course	1) Learning new job skills to bring into my workplace. 2) The most effective part was making sure I could balance the course load and working the 40 hours a week. 3) The discussions were very helpful, and the goal setting was fun to do. 4) Learning how to do better at work. 5) Doing the assignments. 6) I think the written assignments were effective. 7) Always knowing I can talk to my instructor when I needed to, because it was hard in the beginning. 8) The hands-on experience and goals. 9) Just having things laid out how they are helped me think more critically about how to try and find ways to improve in work and personal life. 10) reading the textbook and understanding its knowledge helped me out the most. 11) All of it. 12) none 13) work skils and discussions 14) Taking the time to write out learning objectives and how to better myself in work. 15) The instructor gave me tools to help me excel in my current position. 16) It helped me think about a lot of things when it comes to any job it was very helpful with the knowledge that I am able to take home with this class and apply it to my own personal life. 17) N/A 18) Problem solving skills. 19) Being able to relate the course work to my job	1) The quizzes. 2) Personal development	1) I liked the one about MBTI. 2) How to conduct myself professionally in a work enviornment. 3) Being able to relate the course work to my job 4) The packets were well put together 5) The team building section 6) Doing the modules by order and learning problem solving skills

	S22 Calfire	S22 Returning	S22 First Time	F 22 First Time	F22 Returning	F22 CCCFH
What feedback did your supervisor give you about your participation in this course?	1) I had good initiative but need to explain tasks a little better to those who are new to the fire service. 2) My supervisor told me to do my best and that this course will help me learn a lot about my work enviorment. 3) That I have been getting all my work done in a timely manner and engaging in the class.	1) It was brief, but follow up on assignments and goals. 2)She gave me all positive feedback and just simple ways we can work as a team. 3) All good feedback.	1) That I did good. 2) That I was always doing well and whenever I had a question she would always respond fast and help me figure whatever I needed out. 3) That he is grateful for me always taking care of him and keeping him on task. 4)Good. 5) Good. 6) Everything good 7) my evaluation with my employer went well and I was doing great... asked if I could be her poster child lol. 8)He said i did a good job refereeing and i was pretty on target with my job duties.	1) That it helped me improve as a worker. 2) He felt that I was doing a good job and staying on track. 3) Nothing yet. 4) She said I'm doing great. 5) To keep going. 6) My supervisor said I came up with great goals and have met them. 7) She liked my work ethic. 8) Just the information from assignments of progression on the goals. 9) Just told me to keep on improving. 10) Slow down, be diligent, and keep doing what I'm already doing. 11) To make sure you take in as much information as you can. 12) Yeah he said I'm doing great. 13) Great work! 14) That I was great at what I do and he was sad to see me go. 15) My skills have improved. 16) Well, she is glad to help me out because they so need people that are qualified due to just being so short of staffed the supervisor has been very helpful in my success to educate myself. 17) Positive feedback. 18) None 19) Recognizes improvement 20) He said my participation and interest in the course was good. 21) I didn't get feedback from my supervisor	1) Positive. 2) More positive	1) Positive 2 None 3) Recognizes improvement 4) He said my participation and interest in to course was good 5) I'm doing well, keep it up 6) None

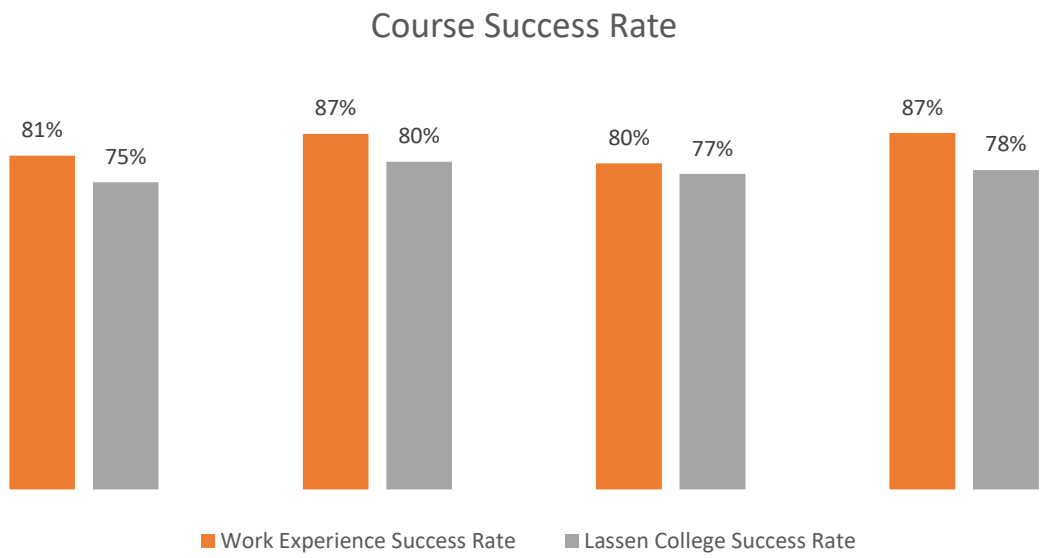
	S22 Calfire	S22 Returning	S22 First Time	F 22 First Time	F22 Returning	F22 CCCFH
What do you feel is the most personally meaningful learning you have gained as a result of this course?	1) Having a better understanding of how the organization I am trying to work for operates and how I will fit into it. 2) The importance of communication in the workplace. 3) I have learned how to talk to my employer and to my coworkers. 4) The rights I have in the work force a lot more than I ever knew about. 5) working with other people and making new friends.	1) Being able to understand my importance as a worker 2) Knowledge from text. 3) I've learned to look closely at how you are doing at work to improve. 4) I have learned or thought about in a way of how I need to be or could be better when it comes to my job and putting in effort.	1) I would say it was fully writing down exactly what I should work on and attentively have that reminder and goal to do better in it. Doing that has helped me be more focused. 2) I feel like the most meaningful lesson I learned as a result of the course is going to have to be really watching myself for ways I can improve in my job and actions. 3) How to be a better employee also a better me. 4)All of the ways to be a good worker. 5) In the workforce there will always be people you don't like or their attitude makes you mad, but if you always have kindness it can/will take you a long way. 6) working hard on my communication and promoting 7) Everything good. 8) better communication with customers 9) How to communicate with co-workers and other people I come into contact with	1) How things should be handled in a workplace helped me in situations that were tough. 2) I learned that being open about the communication between me and those who I work with is very necessary. 3) Learning how to communicate better and be a good worker. 4) The discussions were great because you would see that there are others going through the same thing as you. 5) Learning more about work skills. 6) I believe that I have learn to communicate better at work because of this course. 7) The strong communication with my supervisor. 8) The etiquette of a work environment. 9) Just the lesson to be more cognizant of my progress over time. 10) Switching from one work study to another and learning how to handle the tough stuff. 11) Me finding my work ethic and seeing the other side of the work life. 12) Help me a lot. 13) Learning a new skill is never ending. Learning for a lifetime! 14) To work hard and find yourself and to take a risk and leave a job you have worked for learning and improving to find something better for yourself in the long run. 15) Learning how to use Board Docs. 16) That we should always strive for the best that we can do at any job we have. 17) How to conduct my self professionally in a work environment. 19) Leadership skills 20) My communications with co-workers 21) Learning about my own skills and giving myself voice 22) How to be a better worker, also being more aware of my actions	1) How to manage my time better. 2) Time management and making myself a better person	1) The essay about my best self. 2) Leadership skills 3) My communication with co-workers 4) How to be a better worker and also being more aware of my actions 5) Learning about my own skills and giving myself voice

	S22 Calfire	S22 Returning	S22 First Time	F 22 First Time	F22 Returning	F22 CCCFH
What feedback would you give another student who is considering taking this course?	1) Ask all the questions that you have while there. 2) highly recommend 3) To try your best and always pay attention to what you are learning it is helpful. 4)To pay attention and also to keep an open mind because you can actually find out lots of good information. 5) That they should take this course you will learn a lot from a lot of good people	1) That the teacher is very understanding and easy to communicate with. 2) Don't leave the timesheet to the last minute, and just basically turn in your assignments you'll be fine. 3) I would tell them that they should definitely take it that it is a great class especially if you already have a full class load and a job already.	1) I would recommend this course. 2) it's a great course to take, especially if you're already planning to work through school... it helps you analyze yourself in the workplace, and you get credit for something you were already going to do anyway! 3) I would say overall its a good class bc with a good teacher. Its not that challenging to do and it can earn credits. 4) If your trying to better yourself i feel like this would help you. 5) The teacher is really helpful and everything is straight forward. 6) Stay on track with the book because some of the quizzes have "right" answers but there is only ONE right answer. 7) definitely take the course if you want to improve yourself 8) Good 9) Get all the quizzes and discussions done as soon you can.	1) This course is very educational and I think it is a good course to take. 2) To keep in contact with the professor and make sure you are constantly using the skills in the class. 3) Stay on top of work and also read the information given because it is very helpful. 4) 10/10 recommend. 5) To take this class. 6) I would say, make sure you get the book. You will need it. 7) Very easy just do your work and you will be fine. 8) Keep up with the online part. 9) I would tell another student taking this course to just keep a close log of their hours. 10) Listen and take this class seriously and it will help you out in the long run of being a better employee. 11) Do it, it'll be worth it. 12) Amazing class. 13) Gaining college credits while working or volunteering is brilliant! 14) That it is beneficial in helping to improve yourself work-wise. 15) This is a great course and the instructor helps you achieve not only school goals but personal goals for work too. 16) I would just tell them the class was very enjoyable and I got a lot out of it and I am really glad I had the opportunity to take the class.		

Survey results over the last year indicate the Work Experience program provides robust work-based learning opportunities. Students benefit from participation in Work Experience courses by goal setting and enhancing their work skills; improving communication skills with others in their work setting, including improving their ability to speak about their work skills; and building their career development awareness through self-reflection. Work site supervisors are supportive and appreciative of students' growth in job skills.

Student Achievement and Learning Outcomes

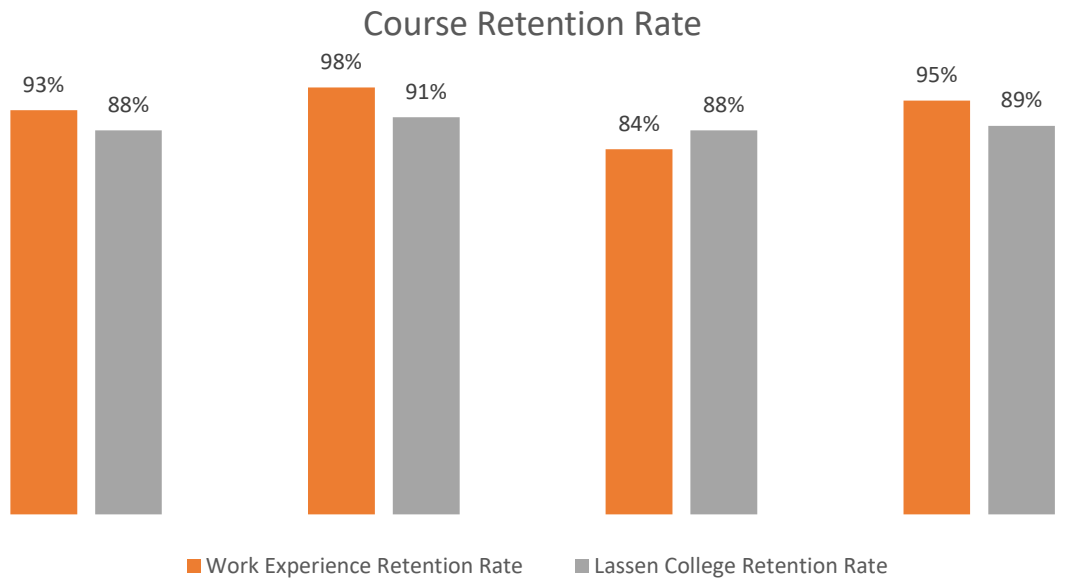
Trends and Patterns in Student Achievement



Course Success Rate	2018-19	2019-20	2020-21	2021-22
Program-Level				
Work Experience Overall Success Rate	81%	87%	80%	87%
Lassen College Success Rate	75%	80%	77%	78%
Course-Level				
AGR 49	100%	-	-	-
AJ 49	89%	100%	100%	100%
ART 49	50%	67%	50%	100%
AT 49	100%	100%	100%	100%
BUS 49	67%	100%	-	100%
CARS 151	-	-	-	-
CARS 153	-	-	-	-
CD 49	100%	100%	50%	100%
FS 49	100%	92%	95%	88%
GSS 49	60%	0%	-	-
HO 49	75%	-	0%	-
HUS 49	100%	-	-	-
WE 1	79%	81%	63%	82%
WE 2	100%	100%	-	100%
WT 49	0%	-	-	-
Modality				
Correspondence	-	-	-	-
Face-to-Face	81%	87%	80%	87%
Online	-	-	-	-
Hybrid	-	-	-	-

Success Rate by Student Demographic	2018-19	2019-20	2020-21	2021-22
Program-Level				
Work Experience Success Rate	81%	87%	80%	87%
Lassen College Success Rate	75%	80%	77%	78%
Gender				
Female	85%	94%	58%	94%
Male	77%	82%	86%	81%
Unreported	-	-	-	-
Ethnicity-Race-Ancestry				
American Indian or AK Native	100%	100%	50%	57%
Asian	100%	100%	100%	-
Black or African American	80%	75%	100%	85%
Filipino	100%	100%	-	-
Hispanic or Latinx	76%	92%	88%	85%
Pacific Islander	100%	-	-	-
White	81%	84%	76%	93%
Other	75%	100%	-	-
Unreported	100%	100%	-	100%
Age Group				
17 and Under	100%	-	50%	100%
18 to 24	80%	80%	79%	84%
25 to 49	78%	91%	82%	90%
50 and Over	100%	100%	-	-

Overall course success rates for Work Experience exceed the target goal of 75%, and consistently are higher than the overall Lassen College Success rate. Work Experience provides these students with an opportunity to expand their skills to a new level, while also looking at their current skill set and evaluating it in terms of tranferable skills applicable to future career goals, as well as providing supported opportunities for self-reflection to assess skills, interests, values and barriers that play key roles in the career development process. Digging deeper into the data, the impact of COVID is apparent from dips in student success rates during the 2019-2020 and 2020-2021 academic years. This dip in student success is noteworthy for the ART 49 course. A primary placement for ART 49 students is the Lassen County Arts Council. This organization was especially hit hard during COVID and struggled to maintain staffing and engage the community in a remote mode, which was difficult for students as well. In addition, significant dips can be seen for female, Native American, 17 and Under students during the COVID timeframe as well. It is difficult to pinpoint contributing factors for these populations other than the overall impacts of COVID on our economy.



Retention Rate	2018-19	2019-20	2020-21	2021-22
Program-Level				
Work Experience Overall Retention Rate	93%	98%	84%	95%
Lassen College Retention Rate	88%	91%	88%	89%
Course-Level				
AGR 49	100%	-	-	-
AJ 49	100%	100%	100%	100%
ART 49	100%	100%	50%	100%
AT 49	100%	100%	100%	100%
BUS 49	67%	100%	-	100%
CARS 151	-	-	-	-
CARS 153	-	-	-	-
CD 49	100%	100%	50%	100%
FS 49	100%	100%	95%	100%
GSS 49	100%	100%	-	-
HO 49	75%	-	0%	-
HUS 49	100%	-	-	-
WE 1	92%	95%	75%	90%
WE 2	100%	100%	-	100%
WT 49	0%	-	-	-
Modality				
Correspondence	-	-	-	-
Face-to-Face	93%	98%	84%	95%
Online	-	-	-	-
Hybrid	-	-	-	-

Retention Rate by Student Demographic	2018-19	2019-20	2020-21	2021-22
Program-Level				

Work Experience Retention Rate	93%	98%	84%	95%
Lassen College Retention Rate	88%	91%	88%	89%
Gender				
Female	92%	97%	75%	97%
Male	94%	98%	86%	93%
Unreported	-	-	-	-
Ethnicity-Race-Ancestry				
American Indian or AK Native	100%	100%	50%	86%
Asian	100%	100%	100%	-
Black or African American	100%	100%	100%	92%
Filipino	100%	100%	-	-
Hispanic or Latinx	88%	100%	88%	92%
Pacific Islander	100%	-	-	-
White	92%	96%	82%	98%
Other	100%	100%	-	-
Unreported	100%	100%	-	100%
Age Group				
17 and Under	100%	-	50%	100%
18 to 24	93%	98%	89%	91%
25 to 49	90%	98%	82%	100%
50 and Over	100%	100%	-	-

Achievement
Based on your review of the data trends above (e.g., course success, retention, awards) please provide an analysis of achievement gaps and accomplishments in the program.

Equity
Based on your review of the data trends above (e.g., course success, retention) please provide a narrative to outline opportunities to address any equity gaps.

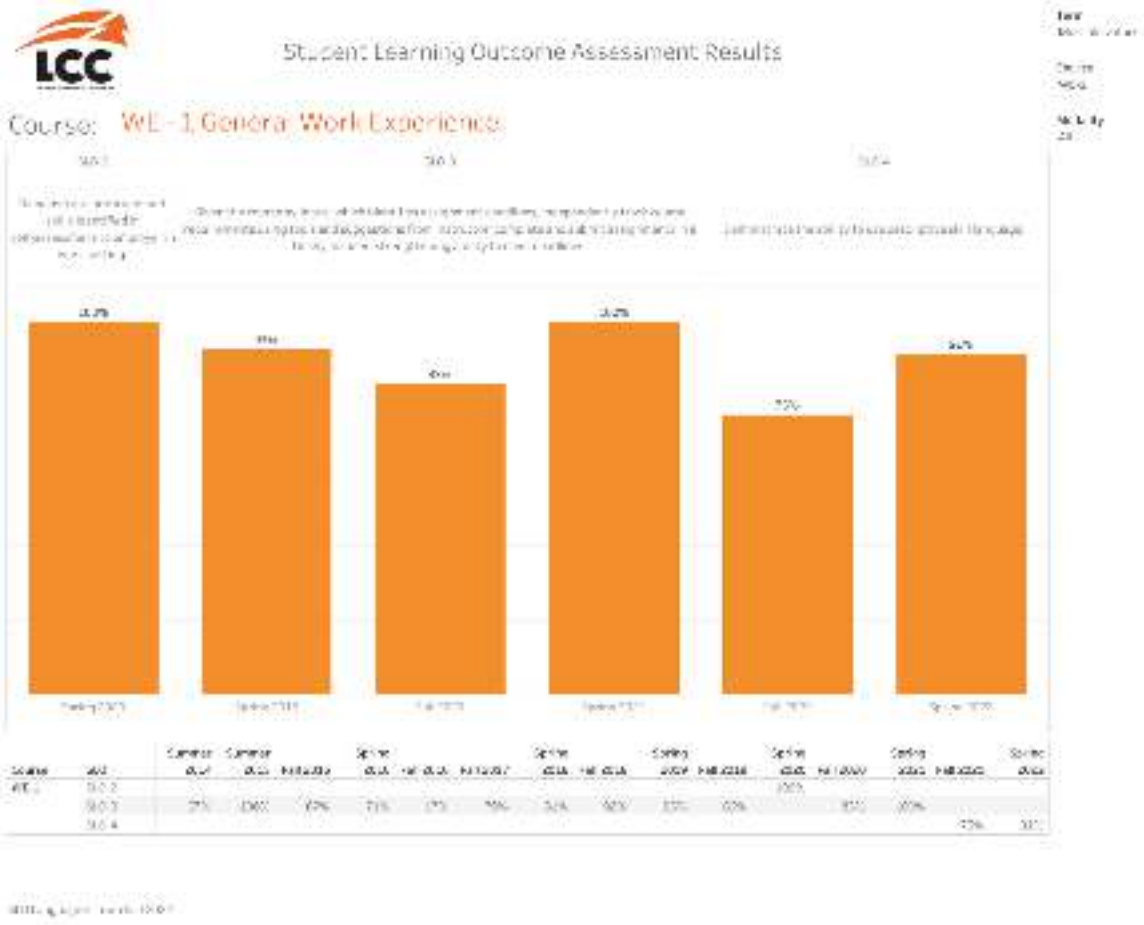
Overall student retention for the Work Experience program exceeds campus retention rates with the exception of the 2020-2021 academic year. Drop in retention for the year relates to COVID and students electing to withdraw based on employment/economic condition brought on by the pandemic. While many businesses closed at that time, leaving students unable to complete work hours for the course, the Work Experience program was responsive in providing Chancellor's Office-approved alternative learning assignments to allow students who chose to continue in the Work Experience program to have the greatest opportunity to successfully complete it. The American Indian/AK Native population showed lower than average retention rates in 2020-2022. The College Equity Plan includes goals to better serve this population.

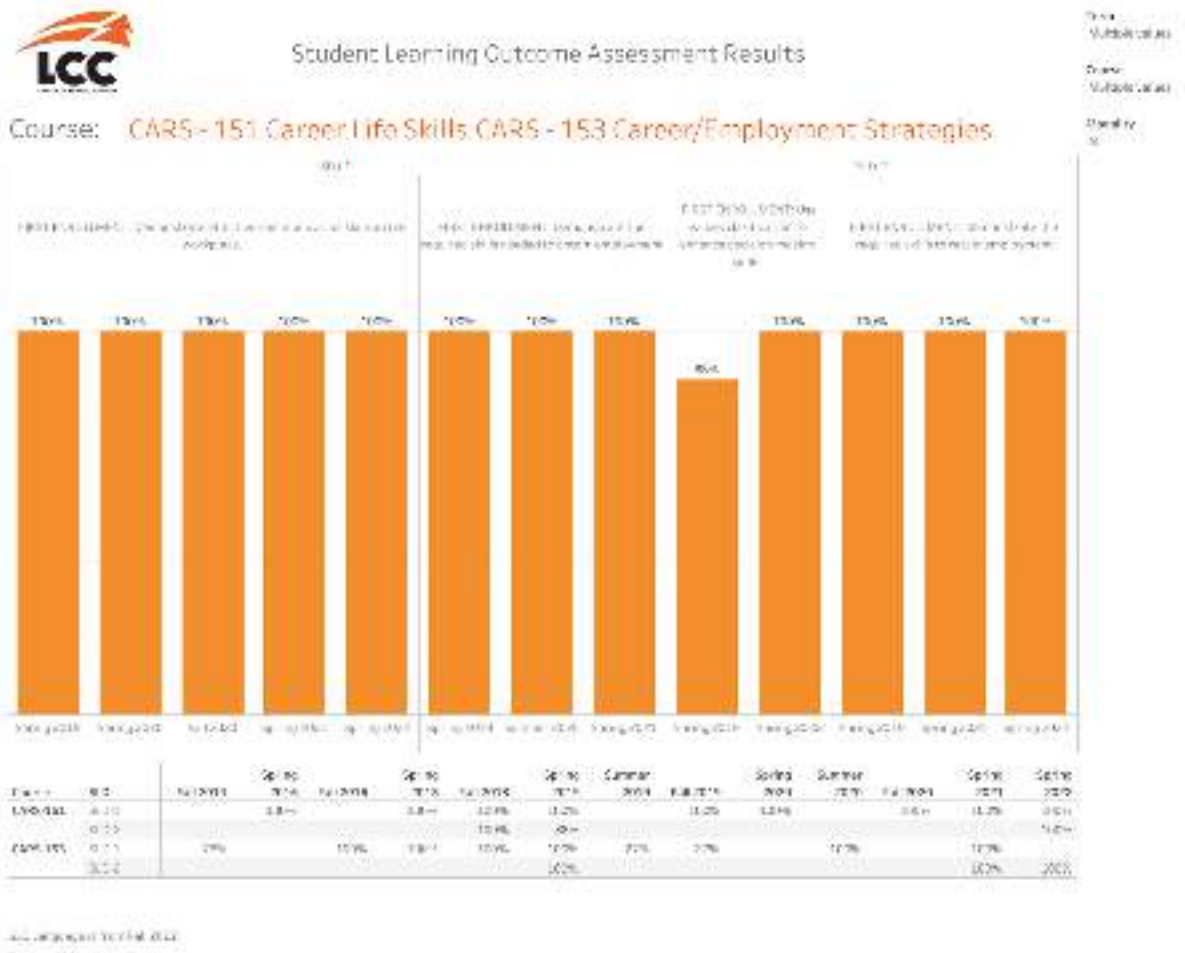
Student Learning Outcomes

SLO assessment is important to maintain and improve an effective learning experience for LCC students. Evaluating SLO results regularly is helpful for evaluating student learning and identifying emerging program needs. There is a link between SLO assessment results, SLO improvement plans and review of curriculum and/or budget requests. Regular program assessment will drive program improvement. These records are maintained in the online Data Management and Visualization tool (TABLEAU) and are available for review by faculty at any time through its self-updating, interactive dashboards, and reports. Feedback and narrative from the Share Point tool will be included in the reports.

*By contract, faculty are required to prepare and submit an SLO Assessment Plan for each class within one week of the first-class meeting and implementation of the assessment method as indicated on the SLO Plan for each class. Submission of the (a) results of the assessment methods and (b) steps taken as result of the assessment within five (5) District business days after the last scheduled meeting of the class. Both submissions will be made in accordance with District tracking procedures (i.e., may be paper-based or electronic).

- Provide an analysis of findings of the assessments completed and recommendations being made in individual assessments.
- Consider the impact or influence of the assessment results at the program level.
- Identify and evaluate the Program Student Learning Outcomes including the relationship between course, program and institutional student learning outcomes utilizing information provided by the Office of Institutional Effectiveness.





Course Assessed	Recommendations for Improvement
AGR-49 Agriculture Work Exp	No recommendations at this time.
AJ-49 Admin of Justice Work Exp	No recommendations at this time.
ART-49 Art Work Experience	No recommendations at this time.
AT-49 Auto Tech Work Experience	No recommendations at this time.
BUS-49 Business Work Exp	No recommendations at this time.
CARS-151 Career Life Skills	No recommendations at this time.
CARS-153 Career/Employment Strategies	No recommendations at this time.
CD-49 Child Development Work Exp	No recommendations at this time.
FS-49 Fire Science Work Experience	No recommendations at this time.
GSS-49 Gunsmithing Work Experience	No recommendations at this time.
HO-49 Health Occupations Work Exp	No recommendations at this time.
HUS-49 Human Services Work Exp	No recommendations at this time.
WE-1 General Work Experience	No recommendations at this time.
WE-2 Occup. Work Exper.	No recommendations at this time.
WT-49 Welding Work Experience	No recommendations at this time.

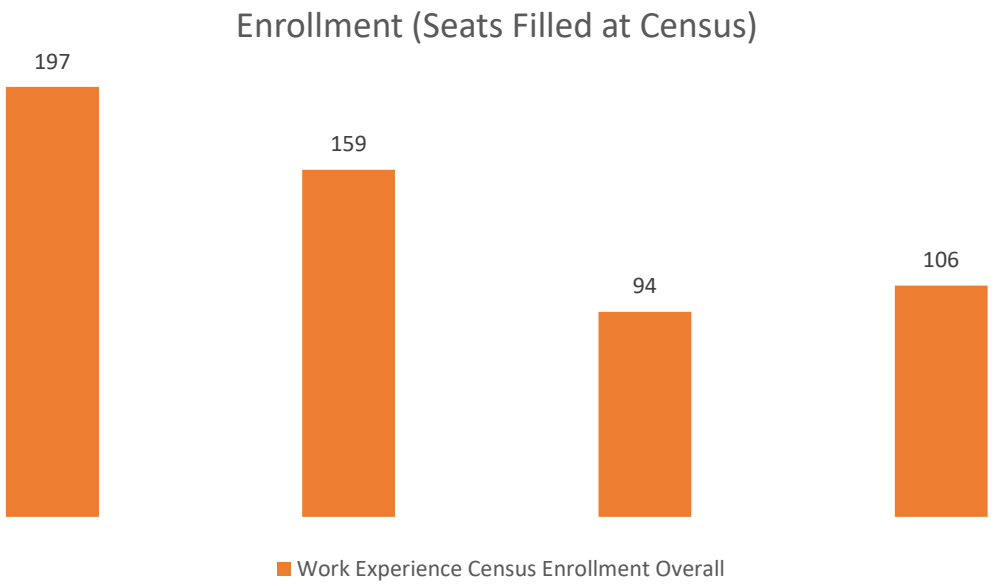
Variations in SLO attainment are more difficult to analyze for low-enrollment courses/sections. Each semester Work Experience schedules a number of late start course sections to meet student need. These sections tend to have low enrollment. Cumulative SLO data by course is helpful in identifying SLO trends. The most consistent

Work Experience enrollment is seen in the WE 1. SLO attainment for WE 1 students has consistently met or exceeded the targets since the last program review. CARS 151 and CARS 153 Students consistently exceed SLO targets since the last program review.
Work Experience is a Special Program that does not award any certificates or degrees. As such it does not have PSLOs.

Discussion with Academic Senate mentor in the review of SLO Assessment result data provided the insight that greater attention to detail needs to go into the reporting of the number of students assessed (those students who actually completed the assessment) and the number of students who met the SLO target in order to provide more accurate data reporting. Additionally, the incorporation of the new SLO Assessment Schedule will enable more comprehensive review of all SLOs.

Enrollment Management

Enrollment Management	2018-19	2019-20	2020-21	2021-22
Work Experience Census Enrollment Overall	197	159	94	106
Lassen College Census Enrollment	15,117	14,320	12,244	11,847
Work Experience Full-Time Equivalent Students (FTES)	11.2	10.1	5.6	6.7
Lassen College Full-Time Equivalent Students (FTES)	1,648	1,561	1,340	1,269
Work Experience Number of Sections	38	34	20	24
Lassen College Number of Sections	883	851	758	818
Work Experience Fill Rate	15%	13%	14%	13%
Lassen College Fill Rate	55%	54%	55%	51%
Work Experience Full-Time Equivalent Faculty (FTEF)	0.5	0.3	0.3	0.1
Lassen College Full-Time Equivalent Faculty (FTEF)	79.8	77.7	70.6	74.2
Work Experience FTES/FTEF	23.9	31.3	21.1	50.5
Lassen College FTES/FTEF	20.7	20.1	19	17.1



Enrollment	2018-19	2019-20	2020-21	2021-22
Course-Level				
AGR 49	1	0	0	0
AJ 49	9	7	5	2
ART 49	2	3	2	1
AT 49	1	1	3	1
BUS 49	3	5	0	1
CARS 151	46	25	9	16
CARS 153	43	34	36	13
CD 49	4	7	2	6
FS 49	12	26	20	26
GSS 49	5	2	0	0
HO 49	4	1	1	0
HUS 49	3	0	0	0
WE 1	61	46	16	39
WE 2	2	2	0	1
WT 49	1	0	0	0
Modality				
Correspondence	0	0	0	0
Face-to-Face	197	159	94	106
Online	0	0	0	0
Hybrid	0	0	0	0

Program Enrollment by Student Demographic	2018-19	2019-20	2020-21	2021-22
Program-Level				
Work Experience Census Enrollment Overall	197	159	94	106
Gender				
Female	98	71	21	35
Male	99	88	72	71
Unreported	0	0	1	0
Ethnicity-Race-Ancestry				
American Indian or AK Native	7	9	6	9
Asian	3	2	2	0
Black or African American	7	6	3	13
Filipino	1	1	0	0
Hispanic or Latinx	39	39	13	13
Pacific Islander	1	0	1	0
White	130	99	63	70
Other	6	1	0	0
Unreported	3	2	6	1
Age Group				
17 and under	19	0	2	5
18 to 24	72	60	27	43
25 to 49	89	88	59	53
50 and over	15	10	6	5
Unreported	2	1	0	0

Based on your review of the data trends above (e.g., enrollment, FTES, FTES/FTEF, fill rate) please provide an analysis of efficiency gaps and accomplishments.

Enrollments show a significant decline based on the economic decline and shuttering of businesses due to the impact of COVID lockdowns, impacting enrollment campus-wide as well. Student engagement in work-based learning has struggled across the board, as indicated by such factors as lower than normal student engagement in financial aid funded work-study programs.

Fortunately, recovery is underway as seen from the most recent program enrollment data showing an upward trend. Upcoming Work Experience curriculum changes include; removing repeatability barriers, easing hours requirements, strengthening pathway connections, providing for a non-credit Work Experience offering, and a new non-credit Careers Professional Skills Development course. These efforts are expected to have a positive impact on enrollment. Additionally, the Assistant Director of Employer Partnerships position recently filled on campus is actively engaged in reaching out to employers to aid with developing internship opportunities. First steps being pursued with this position are to select a student employment software system, which will house job and internship listings for students. This will be a new resource to our campus. The Work Experience Coordinator is working with the Assistant Director of Employer Partnerships and the Interim Transfer/Career Center Coordinator to demo student employment software systems to review functionality and identify a program that will meet campus needs. Plans are in the works to move the Transfer/Career Center where the Assistant Director of Employer Partnerships and Interim Transfer/Career Center Coordinator are located. Currently the Transfer/Career Center Coordinator is staffed in an interim capacity by an employee who also has a significant workload in the Counseling Department. As the Transfer/Career Center Director position becomes permanently staffed and the Transfer/Career Center gets established in its new location there will be greater opportunity for collaboration and integration with Career Center services.

Enrollment gains seen in FS 49 are attributed to the collaboration with CalFire incorporating FS 49 in the Fire Academy beginning January 2022, which will be a routine program placement. Additionally, incarcerated students at the California Correctional Center (CCC) Fire House participate in Work Experience. While CCC is closing, incarcerated students at the Fire House will maintain their positions and will continue to serve their time at that facility, alleviating concerns of losing program participation at that site. Lastly, an additional offering of FS49 is being added to the Spring 2023 schedule for an internship opportunity developed with CalFire for students who have completed the CalFire Academy. These students will complete Work Experience at stations located in Susanville, Westwood, Alturas and Bieber to develop specific station-based skills and have the opportunity to network with personnel at various CalFire Stations, while CalFire staff can assess students' performance for consideration for future employment opportunities. In the area of Health Occupations, discussions are underway with Advancing Modoc that include consideration of developing Work Experience opportunities in Modoc County related to CNA and EMT skill building.

Lack of enrollment in AGR 49, GSS 49, HUS 49 and WT 49 should be watched for post-COVID trends. HUS 49 is anticipated to see enrollment growth due to renewed interest in this field based upon the newly approved Social Work/Human Services ADT. The GSS program is currently in the revitalization process. Program redesign is intended to increase enrollment, which should consequently have a positive

enrollment impact on GSS 49 enrollment as student numbers and interest in that discipline grow. Further efforts should target student recruitment in the disciplines of agriculture and welding.

Likely males are overrepresented in enrollment numbers due to enrollments of incarcerated male students.

Curriculum

Courses
Summarize curriculum revisions, new course adoptions, and/or course deletions r since the last program review. Describe the program accomplishments and/or changes (e.g., major revisions, additions, etc.). All courses need to be submitted to the Curriculum Committee for revision at least once every five years.

Whether changes to a course outline are necessary or not, a Revision to Existing Course Form for each course must be completed and submitted to the Curriculum/Academic Standards Committee for action. If all the courses in the certificate or degree are reviewed at one time, a single Program revision form can be used. If there are changes made to a course, the changes must be noted on the revision form. When reviewing a single course and changes are necessary, indicate the revisions on the form. Where no changes are necessary, simply indicate on the Revision Form that "the course has been reviewed as part of the program review and no changes are necessary." All program certificates, degrees, PSLO maps, and SLO maps are also required to be reviewed and updated if necessary. PSLO maps require a program revision form and course SLO maps require a course revision form. If all maps are reviewed at the same time, a single program revision form can be used. Advising plans also need to be reviewed and updated. A program revision form is used to review and update the advising plan if necessary. Revision forms will be retained in the Instructional Office with the Curriculum agenda packets.

Following the Curriculum/Academic Standards Committee action on all submitted Revision to Existing Course Forms, a summary Instructional Program Curriculum Review Form will be completed by the Curriculum/Academic Standards Subcommittee Chair and given to the program faculty for inclusion in the program review.

The signed Instructional Program Curriculum Review Form is to be included with your completed program review documents for all certificates and degrees.

Course	Last Offered	Term of Last Revision
AGR-49 Agriculture Work Exp	Offered every term	See Curriculum Review Form
AJ-49 Admin of Justice Work Exp	Offered every term	
ART-49 Art Work Experience	Offered every term	
AT-49 Auto Tech Work Experience	Offered every term	
BUS-49 Business Work Exp	Offered every term	
CARS-151 Career Life Skills	Spring 2022	
CARS-153 Career/Employment Strategies	Spring 2022	
CD-49 Child Development Work Exp	Offered every term	
FS-49 Fire Science Work Experience	Offered every term	

GSS-49 Gunsmithing Work Experience	Offered every term	
HO-49 Health Occupations Work Exp	Offered every term	
HUS-49 Human Services Work Exp	Offered every term	
WE-1 General Work Experience	Offered every term	
WE-2 Occup. Work Exper.	Offered every term	
WT-49 Welding Work Experience	Offered every term	

Provide a narrative of revisions made.
Work Experience has updated SLO maps approved by the Curriculum Committee. No further Curriculum changes have occurred, but are anticipated over the next 1-2 years based upon Title 5 changes currently going through the approval process.

The New World of Work 21st Century Skills Project, a nationwide soft skills development group supported by the California Community College Chancellor's Office in collaboration with the Foundation for California Community Colleges, is something the Work Experience program has been partnered with since 2015. This project included the Work Experience program collaborating on curriculum development. Further efforts included embedding developed curriculum in Work Experience course and student participation in Focus Group assessments conducted by MDRC (a national nonprofit research group) with regard to the Work Experience utilization of this curriculum. The New World of Work project has now been defunded system-wide and re-branded as the Essential Skills Program as a private non-profit entity. This shift has complicated access to Work Experience soft skills instructional. As curricular changes occur for Work Experience courses in the process of implementing Title 5 changes, consideration should be given to resources that may replace materials that were provided through the New World of Work 21st Century Skills Project.

Course outlines were revised for CARS 151 and 153 to provide a greater focus on job-seeking skills for CARS 153, and employment retention skills for CARS 151. Course titles were revised to make these differentiations clearer to students. Further revisions to these outlines added greater flexibility with course offerings by allowing multiple modes of delivery. An additional course, CARS 150: Professional Skills Development Workshop Series is currently in the local Curriculum review and approval process. This course fills a gap by providing transferable job skills instruction beyond the basic employment retention level, to assist students in obtaining and maintain positions with a higher level of responsibility than entry-level positions. These three non-credit courses will be offered in a workshop format where students may choose to attend sessions addressing topics related to their needs, while foregoing sessions addressing topics that they are not interested in. The three courses combined provide a three-tier employment skills delivery from job seeking, to employment retention, to professional development.

Articulation/Integration of Curriculum

- Attach a tabular comparison of Lassen Community College courses articulating with UC and CSU, indicating courses with approved C-ID designations as applicable (Obtain copies of Articulation Agreements from the Transfer Center / Articulation Officer)
- Provide a narrative reviewing the Lassen Community College courses and courses at four-year institutions for course alignment. (e.g., two courses at Lassen needed to articulate with one course at UC) and the unit requirements for Lassen Community College courses as compared to four-year institutions.

Under the provisions of Executive Order No. 365, all California State University campuses accept Work

Experience credit awarded by California Community Colleges. Each institution notifies the campus of its policy towards awarding credit. Work experience is not transferable to the university of California system.

External Compliance

Provide a summary of any compliance regulations (e.g., accreditation, accessibility), actions taken, and gaps identified.

Gaps identified in ACCJC requirements 1 & 2 have been addressed. Program faculty have done a tremendous amount of work in implementing improved institutional procedures for identifying, assessing, and reporting SLOs and SLO data by completing training, participating in Division Meetings and utilizing SLO+.

AB 2232 signed into law September 29th, 2022 requires that California Community Colleges ensure that facilities have heating, ventilation, and air conditioning (HVAC) systems that meet specified minimum ventilation rate requirements. The Humanities Building, a primary building for the instruction of Social Sciences courses, provides air conditioning in only one classroom. This does not adhere to AB2232 requirements. It is hoped this issue will be addressed by the Facilities Master Planning Committee.

Building code requires spacing between balcony railings not exceed four inches. The safety railing on the second floor of the Humanities Building surrounding the interior stairwell has railings spaced at 8.5 inches. This is a safety issue that has been identified for approximately seven years. It is hoped this issue will be addressed by the Facilities Master Planning Committee.

Title 5 for Cooperative Work Experience is currently being revised significantly. While these changes have been approved by the Board of Governors, they have not completed the final approval process with the Secretary of State and been published as a finalized document. It is anticipated that final title 5 changes will impact course requirements, repeatability, hours requirements, course credit and employer agreements.

The proposed changes that are anticipated to be finalized in November will require significant revision to our local program.

A transition plan to adapt to Title 5 program changes includes the following activities in this sequential order:

1) Upon publication of Title 5 changes impacting Work Experience, work with the California Internship and Work Experience Association on the development of a Work Experience plan to address Title 5 changes informed by association best practices.

2) Revise the following LCC Board Policy and Administrative Procedures:

   AP 4225 Course Repetition

   AP 4024 Hours and Units

AP 4020 Program, Curriculum and Course Development

AP 4227 Repeatable Courses

AP 4103 Work Experience

BP 4024 Hours and Units

3) Curriculum Revision for all current Work Experience courses:

AJ 49 Administration of Justice Work Experience, AGR 49 Agricultural Work Experience, ART 49 ART Work Experience, AT 49 Automotive Technology Work Experience, BUS 49 Business Work Experience, CD 49 Child Development Work Experience, FS 49 FS Work Experience, GSS 49 GSS Work Experience, HO 49 Health Occupations Work Experience, HUS 49 Human Services Work Experience, WT 49 Welding Technology Work Experience, WE 1 General Work Experience, WE 2 Occupational Work Experience.

4) Curriculum development for non-credit Work Experience.

5) Identification of, and revision of, related institutional documents including the Curriculum Handbook.

6) Review and consideration should be given to whether a revision is needed with additional internal and external documents including Memorandums of Understanding with off-campus partners.

7) Update program information:
   - Catalog
   - Website
   - Marketing materials; documents and SWAG

The California Internship and Work Experience Association is providing advisement to the Chancellor's Office on the implementation of these changes. Work Experience faculty is working collaboratively with this organization.

External Analysis: Job Market Assessment

Provide a summary of Industry Advisory Board suggestions and market data. The market data will be populated for Career Technical Education programs only

Program Planning and Communication Strategies

Describe the communication methods and interaction strategies used by your program faculty and administrators to discuss program-level planning, curriculum, SLOs, PSLOs, equity, student achievement, and institutional performance data.

Currently Work Experience faculty attends CTE Program Advisory Board meetings, Consultation Council, Academic Senate, Educational Master Planning, Institutional Effectiveness Master planning, Division Meetings, Division Chair meetings, Curriculum meetings, Career Pathways Workgroup and meetings with the Assistant Director of Employee Partnerships and Transfer/Career Center Coordinator. These meetings address program-level planning, curriculum, SLOs, PSLOs, equity, student achievement, and institutional performance data. Further interaction strategies include email communications.

Academic Planning Analysis Summary

Summarize the key findings from the program analysis and outline opportunities for change.

Work Experience and Careers courses meet a variety of student job skill development needs with instruction provided in both credit and non-credit formats through face-to-face, online, and work-based learning instruction. These programs successfully serve students on campus, in the community and incarcerated with the California Department of Corrections and Rehabilitation as well as the Lassen County Adult Detention Facility. SLO results show students most frequently meet or exceed Student Learning outcome targets. Curriculum is in the process of being revised to best serve students and to meet changing regulatory requirements.

Work Experience students work in paid and volunteer positions with a wide variety of businesses and efforts are underway to expand student opportunities through collaborative efforts with Director of Employer Partnerships and the Interim Transfer/Career Center Coordinator through the use of an online program that will help advertise jobs and work-based learning opportunities for students.

Section 2: Human Resource Planning

Workload and Staffing Assessment

Year	F/T Faculty	P/T Faculty
Previous Year	1: Lisa Gardiner	Adjunct Careers instructor
Current Year	1: Lisa Gardiner	
Next 2 Years	1: Lisa Gardiner	Adjunct Careers instructor

Provide a narrative that describes the program's faculty staffing trends and develop a projection for the two years. Discuss the extent to which your current faculty staffing structure meets or does not meet your program's needs and/or initiatives. Please describe what strategies will be used to diversify your staffing (e.g., education, expertise/skillsets, areas of interest, demographics).

The Work Experience Program is staffed by one full-time faculty member. Careers courses are instructed by adjunct faculty. This staffing meets program needs.

Professional Development through the California Internship and Work Experience Association will be used to diversify staffing.

Professional Development

Provide a description and associated outcomes related to the program's target professional development participation since the last program review. Discuss the current professional development/training need(s) of your program, and why this need(s) exists. If you have specific training you want to request, please include those details.

Since the last program review, full-time instructional faculty have participated in professional development in the following areas:

SLO Assessment, Reporting

IPR Orientation

Peer Online Course Review Training

ACCJC Standards Training

Attendance of California Internship and Work Experience Association Conference

Professional Development needs: continued membership and involvement with the California Internship and Work Experience Association

Section 3: Infrastructure Planning

Facilities

- Describe and evaluate the Lassen Community College facilities available to the program.
- Describe and evaluate additional facilities utilized off-campus by the program
- Describe any facilities needs identified in internal or external analysis
- Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the program review cycle.

Facilities utilized by the program include office space in HU 205 and classroom utilization, typically in the Humanities building. As stated in prior IPRs, and noted in Action Plans for this IPR, these facilities are in need of improved air quality and temperature control.

Equipment

- Describe and evaluate equipment and equipment support provided for instruction and instructional support

No specialized equipment is provided.

Technology

- Describe and evaluate technology and technology support provided for instruction and instructional support.
- Justify any proposed modifications or additions to existing technology that would better serve the program planned for the next four years.

The program utilizes a laptop computer, a desktop computer, SMART Boards in classrooms. These resources are adequate when maintained and routinely upgraded. Technology support is provided by the IT Department. Technology support has been varied since the last IPR based on IT Department staffing. Currently, IT staffing provides adequate maintenance of equipment.

Section Four: Program Planning

Progress update on previous action plans

Action Plan	Progress Detail	Outcomes
Recommended that IE develop automated means of distributing student surveys for IPRs and seek survey revision to allow for program-relevant data	Automated surveys are in place, but further means should be explored to facilitate greater student engagement	Improved survey distribution, but still need more student engagement in process
Recommended the district provide compensated SLO training provided to adjunct instructors	SLO training provided during convocation where adjunct attendance was compensated	Improved SLO creation and reporting
Request ed railings circling top of the internal stairwell in Humanities be redesigned to reduce small child fall hazard.	This item has been prioritized in the budget process.	This item has been prioritized in the budget process.
Recommend IT develop replacement schedule for laptops, Smart Boards and classroom technology.	Unknown	
Recommended assessment and correction of ventilation and climate control inadequacies in HU 204, HU205 and HU 206	This item has been prioritized in the budget process.	This item has been prioritized in the budget process.

Strengths, Weaknesses, Opportunities, Threats (SWOT) Analysis

Complete SWOT analysis

Strengths	Dedicated faculty, Title 5 changes to reduce barriers for students
Weaknesses	Challenged by economic recovery from COVID, motivating students to engage in the workforce
Opportunities	Non-credit instruction, further collaborations with industry
Threats	COVID, economic conditions

Program Plan

Develop a program action plan based on the findings of the SWOT Analysis. The plan should specify should aligns with one or more College Goals. SLO maps may be utilized to help show the connection.

- How do the action plans align with the mission of the college?
- What strategic goals do the action plans support?
- What ISLOs do the action plans support?
- What specific evidence (e.g., SLOs, data) support the action plans?
- Based on the action plans what resources are needed?
- What are the expected outcomes of the action plans?
- What is the total cost of bringing the action plan to life?

Action Plan	Supporting Evidence	Expected Outcome	Resource(s) to Achieve the Action Plan	Resource Category	Estimated Cost	Expense Type	Priority Ranking	Strat goals/ ISLOs
Complete program revisions to align courses with Title 5 changes when approved	Upcoming changes to Title 5	Program aligned with current regulations	Staff time	Personnel		One-time	1	Strat goals 2, 4 ISLOs 1,2,3,4
Update marketing materials based on program revisions	Need for providing accurate information to students	recruitment	Updated website information, brochures, flyers, table banner,	marketing	$5,000	One-Time	2	Strat goals 2,4 ISLOs1,2,3
Continued membership and attendance of CIWEA events	Professional organization leading Title 5 change implementation efforts	Appropriate implementation of Title 5 changes	Membership, Travel	HR	$2,500	HR	3	Strat Goal#1,2, 3,4
Improve student participation rate in IPR surveys, distribute data more timely	Low numbers of survey completion, data received late in IPR writing process	Robust, timely survey data	Improved student survey process	IE; researcher time	-		4	Strat goal #1

Consider partnering with Essential Skills program for utilization of soft skills curriculum as outgrowth of New World of Work 21st century skill project	Prior use of 21st century skill curriculum and positive outcomes published by MDRC Research	Utilization of high impact soft skills curriculum	Software	Curriculum	From free to Not to exceed $1000 annually	software	5	Strat goals 1,2,3,4 ISLOs 1,2,3,4
Requested railings circling top of the internal stairwell in Humanities be redesigned to reduce small child fall hazard.	FMP prioritized item #1	Safer facilities	Staff time, materials	FMP	$5000	Staff, equipment	6	Strat Goals#1,3,4
Provide adequate heating and cooling to the Humanities building classrooms and offices	Temperatures over 85 degrees in classrooms and offices	Adequate temperature control	Facilities budget, personnel	Facilities	$300,000	Facilities	7	Strat Goal#1,3,4 ISLO#2,3

Appendix A: Student Survey Data

Q1Course Number (Examples: AGR-1-M0095, MUS-12-K0669, etc...):

Answered: 1
Skipped: 0

#RESPONSESDATE1WE 1-section 052910/17/2022 1:19 PMFall 2022 Instructional Program Review (IPR) - Student Evaluation SurveyMonkey 2 / 23

Q2Name of Program: (Select only one option)

Answered: 1
Skipped: 0

ANSWER CHOICES
RESPONSES

Administration of Justice
0.00%
0

Agriculture
0.00%
0

Studio Art
0.00%
0

Automotive Technology
0.00%
0

Business
0.00%
0

Child Development
0.00%
0

Fire Technology
0.00%
0

Gunsmithing
0.00%
0

Health Occupations/Medical Assisting
0.00%
0

History/Social Science/Sociology/Psychology
0.00%
0

Human Services
0.00%
0

Humanities
0.00%
0

Information Systems
0.00%
0

Natural Science

0.00%
0

Physical Education
0.00%
0

Vocational Nursing/Allied Health
0.00%
0

Welding Technology
0.00%
0

Special Instructional Programs: Athletics
0.00%
0

Special Instructional Programs: Developmental Studies
0.00%
0

Special Instructional Programs: Work Experience
100.00%
1TOTAL1Fall 2022 Instructional Program Review (IPR) - Student Evaluation SurveyMonkey 3 / 23

Q3Course Name/Title:

Answered: 1
Skipped: 0

#RESPONSESDATE1Work Experience10/17/2022 1:19 PMFall 2022 Instructional Program Review (IPR) - Student Evaluation SurveyMonkey 4 / 23

Q4Educational Goal: What is your educational objective at LassenCommunity College? (Check all that apply):

Answered: 1
Skipped: 0

ANSWER CHOICES
RESPONSES

General Education: Transfer to a 4-year Institution
0.00%
0

General Education: IGETC Certification
0.00%
0

General Education: CSU Certification
0.00%
0

General Education: Transfer to another Community College
0.00%
0

Degrees/Certificates: AA/AS
100.00%
1

Degrees/Certificates: Certificate of Achievement/Certificate of Completion
100.00%
1

Degrees/Certificates: Certificate of Accomplishment
100.00%
1

General Interest: Job Requirement
0.00%
0

General Interest: Continuing Education
100.00%
1

General Interest: Personal Development
100.00%
1Total Respondents: 1 **#TITLE OF DEGREE OR CERTIFICATE:DATE**1AS in ECE10/17/2022 1:19 PMFall 2022 Instructional Program Review (IPR) - Student Evaluation SurveyMonkey 5 / 23

Q5You need this course: Why are you taking this course?

Answered: 1
Skipped: 0

ANSWER CHOICES
RESPONSES

Core requirement for degree or certificate
100.00%
1

Elective for Degree or Certificate
100.00%
1

General Education course for degree or transfer
100.00%
1

Job Requirement
100.00%
1

Continuing Education
100.00%
1

Personal Development
100.00%
1Total Respondents: 1 **#OTHER: PLEASE SPECIFYDATE** There are no responses. Fall 2022 Instructional Program Review (IPR) - Student Evaluation SurveyMonkey 6 / 23

Q6Does the course content reasonably compare with thecatalog/schedule description?

Answered: 1
Skipped: 0

ANSWER CHOICES	RESPONSES
Yes	100.00% 1
No	0.00% 0
TOTAL	1

Fall 2022 Instructional Program Review (IPR) - Student Evaluation SurveyMonkey 7 / 23

Q7Did the catalog clearly explain the order in which the courses in thisprogram should be taken?

Answered: 1
Skipped: 0

ANSWER CHOICES	RESPONSES
Yes	100.00% 1
No	0.00% 0
TOTAL	1

Q8Was any cost for this course/program, beyond registration and books,clearly identified in the catalog?

Answered: 1
Skipped: 0

ANSWER CHOICES	RESPONSES
Yes	100.00% 1
No	0.00% 0
TOTAL	1

Q9Did the instructor(s) use the required textbooks in the program?

Answered: 1
Skipped: 0

ANSWER CHOICES	RESPONSES
Yes	100.00% 1
No	0.00% 0
N/A	0.00% 0
TOTAL	1

Q10Are the textbooks purchased for this program useful to you?

Answered: 1
Skipped: 0

ANSWER CHOICES	RESPONSES
Yes	0.00% 0
No	0.00% 0
N/A	100.00% 1
TOTAL	1

Fall 2022 Instructional Program Review (IPR) - Student Evaluation SurveyMonkey 11 / 23

Q11Scheduling: Did the scheduling of the course meet your needs?

Answered: 1
Skipped: 0

ANSWER CHOICES
RESPONSES

Current schedule met my needs
100.00%
1

Needed morning offering
0.00%
0

Needed afternoon offering
0.00%
0

Needed evening offering
0.00%
0

Needed one day a week schedule
0.00%
0

Needed summer offering
0.00%
0

Needed week-end offering
0.00%
0

Needed short-term (less than semester) offering
0.00%
0

Other: Please Specify:
0.00%
0TOTAL1**#OTHER: PLEASE SPECIFY:DATE** There are no responses. Fall 2022 Instructional Program Review (IPR) - Student Evaluation SurveyMonkey 12 / 23

Q12I was provided with reasonable access to the facilities?

Answered: 1
Skipped: 0

ANSWER CHOICES	RESPONSES
Yes	100.00% 1
No	0.00% 0
TOTAL	1

Fall 2022 Instructional Program Review (IPR) - Student Evaluation SurveyMonkey 13 / 23

Q13The temperature of the facilities in summer or fall is:

Answered: 1
Skipped: 0

ANSWER CHOICES	RESPONSES
Often too hot for the season	0.00% 0
Often too cold for the season	0.00% 0
Comfortable for the season	0.00% 0
N/A	100.00% 1
TOTAL	1

Q14The lighting in the facilities is?

Answered: 1
Skipped: 0

ANSWER CHOICES
RESPONSES

Too bright
0.00%
0

Adequate
100.00%
1

Too dark
0.00%
0

N/A
0.00%
0TOTAL1Fall 2022 Instructional Program Review (IPR) - Student Evaluation SurveyMonkey 15 / 23

Q15The chairs/tables/desks are?

Answered: 1
Skipped: 0

ANSWER CHOICES	RESPONSES
Adequate	100.00% 1
Inadequate	0.00% 0
N/A	0.00% 0
TOTAL	1

Q16Is there enough space for you to do your work in class?

Answered: 1
Skipped: 0

ANSWER CHOICES	RESPONSES
Yes	100.00% 1
No	0.00% 0
N/A	0.00% 0
TOTAL	1

Q17Please elaborate on your responses and include any additionalfacilities-related comments:

Answered: 0
Skipped: 1

#RESPONSESDATE There are no responses. Fall 2022 Instructional Program Review (IPR) - Student Evaluation SurveyMonkey 18 / 23

Q18Did the course/program provide the necessary equipment?

Answered: 1
Skipped: 0

ANSWER CHOICES	RESPONSES
Yes	100.00% 1
No	0.00% 0
N/A	0.00% 0
TOTAL	1

Q19Is enough time on equipment allowed for each student?

Answered: 1
Skipped: 0

ANSWER CHOICES	RESPONSES
Yes	100.00% 1
No	0.00% 0
N/A	0.00% 0
TOTAL	1

Q20Is equipment current?

Answered: 1
Skipped: 0

ANSWER CHOICES	RESPONSES
Yes	100.00% 1
No	0.00% 0
N/A	0.00% 0
TOTAL	1

Q21Is equipment generally in good operation condition?

Answered: 1
Skipped: 0

ANSWER CHOICES	RESPONSES
Yes	100.00% 1
No	0.00% 0
N/A	0.00% 0TOTAL1Fall 2022 Instructional Program Review (IPR) - Student Evaluation SurveyMonkey 22 / 23

Q22Describe how this course/program could be improved to better meetthe needs of the students at Lassen Community College:

Answered: 0
Skipped: 1

#RESPONSESDATE There are no responses. Fall 2022 Instructional Program Review (IPR) - Student Evaluation SurveyMonkey 23 / 23

Q23Please provide any additional comments on the course or program:

Answered: 0
Skipped: 1

#RESPONSESDATE There are no responses.

Summarized items	S22 Calfire Returning	S22 First Time	F 22 First Time Returnin	F22 CCCFH
Does the course content reasonably compare with the catalog/schedule description?	Yes -100%	Yes -100%	Yes-100%	Yes-100% Yes -100%
Did the instructor use the required textbooks in the program?	Yes-100%	Yes -100%	Yes-100%	Yes-100% Yes -100% 100%
Is the textbook for this program useful to you?	Yes -88%	Yes- 93%	Yes-89%	100%
Did the scheduling of the Work Experience Orientation meet your needs?	Yes-100%	Yes -100%	Yes-80%	Yes-100% Yes -100%
As a result of taking this course, do you have a greater sense of how your current job can provide	Yes- 88%	Yes -100%	Yes-93%	Yes-100% Yes-100%
As a result of taking this course, has your ability to speak and write about your job skill improved?	Yes- 88%	Yes -100%	Yes-93%	Yes- 95% Yes-100%
Did this course help you develop a greater sense of your work interests and future careers that maybe fulfilling based on those interests?	Yes-88%	Yes -100%	Yes- 87%	Yes-95% Yes-100%
Was information in this course	Yes-100%	Yes -100%	Yes-100%	Yes-100% Yes-100% 100%

applicable to you in your work setting?
The in-person Yes-75% **and/or online instructional appraches used were appropriate to the course.**
The Yes-75% **instructor seemed knowledgeable about the subject matter.**
The Yes-100% **instructor conveyed a positive attitude toward the students.**
Grading was Yes-100% **fair.**
I **gave my** Yes-88% **best effort** in **this course.**
Yes-100% Yes-93% Agree-95% Yes-100% 100%
Yes-100% Yes- 100% Agree-95% Yes-100% 100%
Yes-100% Yes-100% Agree-95% True-100% 100%
Yes-100% Yes-100% Agree- 95% True-100% 100%
Yes 100% Yes-87% Agree-89% True-100% 83%
What do you 1) Having a better 1) Being able to 1) I would say it was fully 1) How things should be handled in a workplace 1) How to 1) The essay
feel is the understanding of how understand my writing down exactly what I helped me in situations that were tough. 2) I learned manage my time about my
most the organization I am importance as a should work on and attentively that being open about the communication between better. 2) Time best self. 2)
personally trying to work for worker 2) Knowledge have that reminder and goal to me and those who I work with is very necessary. 3) management and Leadership
meaningful operates and how I will from text. 3) I've do better in it. Doing that has Learning how to communicate better and be a good making myself a skills 3) My
learning you fit into it. 2) The learned to look closely helped me be more focused. 2) worker. 4) The discussions were great because you better person communicati
have gained importance of at how you are doing I feel like the most meaningful would see that there are others going through the on with co**as**
a result of communication in the at work to improve. 4) lesson I learned as a result of same thing as you. 5) Learning more about work workers 4)
this course? workplace. 3) I have I have learned or the course is going to have to skills. 6) I believe that I have learn to communicate How to be a
learned how to talk to thought about in a way be really watching myself for better at work because of this course. 7) The strong better worker
my employer and to
my coworkers. 4) The
of how I need to be or ways I can improve In my job
could be better when and actions. 3) How to be a
communication with my supervisor. 8) The etiquette
of a work environment. 9) Just the lesson to be more
cognizant of my progress over time. 10) Switching
from one work study to another and learning how to
handle the tough stuff. 11) Me finding my work ethic
and seeing the other side of the work life. 12) Help

rights I have in the it comes to my job and
work force a lot more putting in effort.
than I ever knew about.
5) working with other
people and making
new friends.
better employee also a better
me. 4)AII of the ways to be a
good worker. 5) In the
workforce there will always be
people you don't like or their me a lot. 13) Learning a new skill is never ending.
attitude makes you mad, but if Learning for a lifetime! 14) To work hard and find
you always have kindness it
can/will take you a long way.
6) working hard on my
yourself and to take a risk and leave a job you have
worked for learning and improving to find something
better for yourself in the long run. 15) Learning how
communication and promoting to use Board Docs. 16) That we should always strive
7) Everything good. 8) better for the best that we can do at any job we have. 17)
communication with customers How to conduct my self professionally in a work
9) How to communicate with co-environment. 19) Leadership skills 20) My
workers and other people I
come into contact with
communications with co-workers 21) Learning about
my own skills and giving myself voice 22) How to be
a better worker, also being more aware of my actions
and also
being more
aware of my
actions 5)
Learning
about my
own skills and
giving myself
voice

What 1) Ask all the questions 1) That the teacher is
feedback that you have while very understanding
would you there. 2) highly and easy to
give another recommend 3) To try communicate with. 2)
student who your best and always Don't leave the
is considering pay attention to what timesheet to the last
taking this you are learning it is minute, and just
course? helpful. 4)To pay basically turn in your
attention and also to assignments you'll be
keep an open mind fine. 3) I would tell
because you can them that they should
actually find out lots of definitely take it that it
good information. 5) is a great class
That they should take especially if you
this course you will already have a full
learn a lot from a lot of class load and a job
good people already.

1) I would recommend this 1) This course is very educational and I think it is a
course. 2) it's a great course to good course to take. 2) To keep in contact with the
take, especially if you're professor and make sure you are constantly using the
already planning to work skills in the class. 3) Stay on top of work and also
through school. .. it helps you read the information given because it is very helpful.
analyze yourself in the 4) 10/10 recommend. 5) To take this class. 6) I would
workplace, and you get credit say, make sure you get the book. You will need it. 7)
for something you were already Very easy just do your work and you will be fine. 8)
going to do anyway! 3) I would Keep up with the online part. 9) I would tell another

say overall its a good class be
with a good teacher. Its not
that challenging to do and it
can earn credits. 4) If your
student taking this course to just keep a close log of
their hours. 10) Listen and take this class seriously
and it will help you out in the long run of being a
better employee. 11) Do it, it'll be worth it. 12)
trying to better yourself i feel Amazing class. 13) Gaining college credits while
like this would help you. 5) The working or volunteering is brilliant! 14) That it is
teacher is really helpful and
everything is straight forward.
6) Stay on track with the book
because some of the quizzes
beneficial in helping to improve yourself work-wise.
15) This is a great course and the instructor helps you
achieve not only school goals but personal goals for
work too. 16) I would just tell them the class was
have "right" answers but there very enjoyable and I got a lot out of it and I am really
is only ONE right answer. 7) glad I had the opportunity to take the class.
definitely take the course if you
want to improve yourself 8)
Good 9) Get all the quizzes and
discussions done as soon you
can.

End of Term Survey: Statistics https :/ /!assen co llege.instructure. com/courses/ 4823/ quizzes/21862/ stat. ..

Quiz Summary Section Filter ...

@ Average Score 0 High Score G) Low Score

100% 100% 100%

'10% 20% 30% 40% 50% 60%

Question Breakdown

Attempts: 19 out of 19 **-0**

111 Student Analysis

@) Standard Deviation

0

70% 80%

How did you hear about Work Experience? Discrimination Index G)

Another student 4 respondents **21** % ✓

~ Counselor 12 respondents 63 %

Employer 0%

Ad in the paper 0%

other (Please specify below) 3 respondents 16 %

21% answered correctly

!h Item Analysis

@ Average Time

07:10

90% 100%

End of Tenn Survey: Statistics https://lassencollege.instructure.com/courses/4823/quizzes/21862/stat. ..

~

Attempts: 10 out of 19

If you answered OTHER to the previous question, please tell us how you heard about Work Experience.

Ungraded answers

View in SP-eedGrader (httP-s://lassencollege.instructure.com/courses /4823/gradebook ~i:1eed_grader?assignment id=73288)

Attempts: 19 out of 19

19 respondents 100 %

Educational Goal: What is your educational objective at Lassen Community College? (Choose 1)

-0

Discrimination Index G)

Transfer to 4-year institution

Transfer to another community college

AA/AS
Certificate
Other
32%
answered
correctly
Attempts: 19 out of 19

What is your major?

6 respondents
8 respondents
1 respondent
4 respondents
32 %
0%
42 %
5%
21 %
12/9/2022, 11 :30 AM
End of Term Survey: Statistics https: //lassencollege.instructure.com/courses/4823/quizzes/21862/stat. ..
3 of 14
Ungraded answers
View in SReedGrader
(httRs://lassencollege.instructure.com/courses
/4823/gradebook
L~meed_grader?assignment id=73288)
Attempts: 19 out of 19
19 respondents 100 %

Your need for this course: Why are you taking this course? (check all that apply)

Core requirement for degree or certificate
Elective for degree or certificate
General education course for degree
To increase my job skills
For personal development
To increase my opportunities for promotion and/or
pay increase at work
5%
answered
correctly
Attempts: 19 out of 19
2 respondents **11** % ✓
8 respondents **42** %
7 respondents 37 %
1 0 respondents 53 %
12 respondents 63 %
7 respondents 37 %

Does the course content reasonably compare with the catalog/schedule description?

-0
Discrimination
Index CD
Yes 19 respondents
No
100 % ✓100%
answered
correctly
12/9/2022, I I :30 AM

End of Tenn Survey: Statistics https ://lassencollege. instructure.com/ courses/ 4823/ qmzzes/:2. t 86:L/stat. ..

Attempts: 19 out of 19 **-0**

Did the instructor use the required textbooks in the program? Discrimination

Index CD

Yes 19 respondents

No

100 %

o%

✓ 100%

answered

correctly

Attempts: 19 out of 19 **-0**

Is the textbook for this program useful to you? Discrimination

Index CD

Yes 17 respondents

No 2 respondents

Attempts: 19 out of 19

89 %

11 %

✓ 89%

answered

correctly

Did the scheduling of the Work Experience Orientation meet your needs?

-0

Discrimination

Index CD

~ **current schedule met my needs** 19 respondents

needed morning offering

100 %

o%

o%

o%

4 of 14

needed afternoon offering

other (please specify below)

100%

answered

correctly

12/9/2022, 11 :30 AM

End of Term Survey: Statistics https://lassenco liege. instructure.com/ courses/ 4823/ quizzes/21862/stat. ..

5 of 14

Attempts: 7 out of 19

If you answered OTHER to the question above, please explain.

Ungraded answers

View in SP-eedGrader

(httRs://lassencollege.instructure.com/courses

/4823/gradebook

L~rneed_grader?assignment id=73288)

19 respondents 100 %

Attempts: 19 out of 19 **-0**

The temperature in the orientation classroom was: Discrimination Index *G)*

too hot

comfortable 17 respondents

too cool

N/A 2 respondents

o¾

0%

11 %

✓ 0%

answered correctly

Attempts: 19 out of 19 **-0**

The Work Experience orientation was well organized. Discrimination Index *G)*

Agree

Neutral

Disagree

18 respondents

1 respondent

95 %

5%

0%

✓ 95%

answered correctly

12/9/2022, 11:30 AM

End of Term Survey: Statistics https ://!assen college. instructure .com/ courses/ 4823/ quizzes/21862/stat. ..

6 of 14

Attempts: 19 out of 19

I feel the Work Experience orientation adequately prepared me to proceed with the course.

-0

Discrimination Index G)

Agree 18 respondents

Neutral 1 respondent

Disagree

Attempts: 19 out of 19

5%

0%

✓ 95%

answered correctly

Do you feel that as a result of taking this course you thought more about your skills at work during the semester than if you hadn't taken the course?

-0

Discrimination Index *G)*

Yes 18 respondents

No 1 respondent

Attempts: 19 out of 19

5%
✓ 95%
answered
correctly
As a result of taking this course, do you have a greater sense of how your current job can provide skill building opportunities to help you get a better job?
-0
Discrimination
Index *G)*
12/9/2022, 11 :30 **AM**
End of Term Survey: Statistics https ://!assen co liege. instructure. com/ courses/4823/ quizzes/21862/stat. ..
7 of 14
Yes 19 respondents
No
Attempts: 19 out of 19
100 % ✓ 100%
answered
correctly
As a result of taking this course, has your ability to speak and write about your job skills improved?
-0
Discrimination
Index CD
Yes 18 respondents
No 1 respondent
Attempts: 19 out of 19
95 ¾
5%
✓ 95%
answered
correctly
Did this course help you develop a greater sense of your work interests and future careers that may be fulfilling based on those interests?
-0
Discrimination
Index CD
Yes 18 respondents
No 1 respondent 5%
✓ 95%
answered
correctly
12/9/2022, 11 :30 AM
End of Term Survey: Statistics https ://!assen co liege. instructure. com/ courses/ 4823/ quizzes/21862/ stat. ..
8 of 14
Attempts: 19 out of 19
Was information in this course applicable to you in your work setting?
-0
Discrimination
Index (I)
Yes 19 respondents

No
100 %
0%
✓ 100%
answered
correctly
Attempts: 19 out of 19 **-0**
This course helped me improve my work skills. Discrimination
Index *G)*
Yes 19 respondents
No
Attempts: 19 out of 19
100 % ✓ 100%
answered
correctly
As a result of building my work skills in this course, my wages increased.
-0
Discrimination
Index *G)*
Yes 6 respondents
No 13 respondents
32 %
68 %
32%
answered
correctly
12/9/2022, 11 :30 AM
End of Term Survey: Statistics https ://lassenco I lege. instructure. com/ courses/ 4823/ quizzes/21862/stat. ..
9 of 14
Attempts: 19 out of 19 **-0**
The instructor communicated effectively in person. Discrimination
Index CT)
Agree
Neutral
Disagree
19 respondents
Attempts: 19 out of 19
100 %
0%
0%
✓ 100%
answered
correctly
The online course information for New Work Experience Students was well organized.
-0
Discrimination
Index CT)
Agree 16 respondents
Neutral 3 respondents
Disagree
Attempts: 19 out of 19

84 %
0%
The instructor communicated effectively online.
Agree 17 respondents
Neutral 2 respondents 11 %
Disagree
Attempts: 19 out of 19
✓84%
answered
correctly
-0
Discrimination
Index *G)*
✓89%
answered
correctly
The in-person and online instructional approaches used were appropriate to the course.
12/9/2022, 11 :30 AM
End of Term Survey: Statistics https :/ /I assen co liege. instructure .com/ courses/ 4823/ quizzes/:2186:2/stat. ..

~

10 of 14
-0
Discrimination
Index G)
Agree
Neutral
Disagree
18 respondents
1 respondent
95 %
5%
v 95%
answered
correctly
Attempts: 19 out of 19 **-0**
The instructor seemed knowledgeable about the subject matter. Discrimination
Index *G)*
Agree 18 respondents
Neutral 1 respondent
Disagree
95 %
0%
✓95%
answered
correctly
Attempts: 19 out of 19 **-0**
The instructor conveyed a positive attitude toward students. Discrimination
Index *G)*
Agree 18 respondents **95** %
Neutral 1 respondent 5%

Disagree 0%

Attempts: 19 out of 19 **-0**

Assignments were ... Discrimination

Index *G)*

too easy O¾

too difficult 0%

just right 19 respondents 100 %

✓

✓ 95%

answered
correctly

0%

answered
correctly

12/9/2022, 11 :30 AM

End of Tenn Survey: Statistics https://lassencollege.instructure.com/courses/4823/quizzes/21862/stat...

11 of 14

Attempts: 19 out of 19 **-0**

Grading was fair. Discrimination

Index G)

Agree 18 respondents

Neutral 1 respondent

Disagree

5%

0%

Attempts: 19 out of 19 **-0**

I gave my best effort in this course. Discrimination

Index G)

Agree 17 respondents

Neutral 2 respondents

Disagree

Attempts: 14 out of 19

89%

11 %

0%

✓ 95%

answered
correctly

✓ 89%

answered
correctly

What, if anything, would you change in the Work Experience orientation?

Ungraded answers

View in SReedGrader
(httRs://lassencollege.instructure.com/courses
/4823/gradebook
~Reed_grader?assignment id=73288)

Attempts: 14 out of 19

19 respondents 100 %

What, if anything, would you change in the online course content for New Work Experience Students?

Ungraded answers 19 respondents 100 %

View in SReedGrader
(httRs://lassencollege.instructure.com/courses
/4823/gradebook
~Reed_grader?assignment id=73288)
Attempts: 15 out of 19

What else could the instructor have done to encourage your best effort in the course?

Ungraded answers
View in SReedGrader
(**httRs ://1 assenco 11 ege. ins tru cture. com/courses**
/4823/gradebook
~Reed_grader?assignment id=73288)
Attempts: 17 out of 19
19 respondents

What was the most effective part of this course?

Ungraded answers
View in SReedGrader
(httRs://lassencollege.instructure.com/courses
/4823/gradebook
~Reed_grader?assignment id=73288)
Attempts: 17 out of 19
19 respondents 100 %

What do you feel is the most personally meaningful learning you have gained as a result of this course?

Ungraded answers 19 respondents

View in SP-eedGrader
(httP.s://lassencollege.instructure.com/courses
/4823/gradebook
L~rneed_grader?assignment id=73288)
Attempts: 17 out of 19

What feedback did your supervisor give you about your participation in this course?

Ungraded answers
View in SP-eedGrader
(httP.s://lassencollege.instructure.com/courses
/4823/gradebook
~P.eed_grader?assignment id=73288)
Attempts: 17 out of 19
19 respondents

What feedback would you give another student who is considering taking this course?

Ungraded answers
View in SP-eedGrader
(httP.s://lassencollege.instructure.com/courses
/4823/gradebook
~P.eed_grader?assignment id=73288)
Attempts: 15 out of 19
19 respondents

Do you have any additional comments or suggestions?

Ungraded answers
View in SP-eedGrader
(httP.s://lassencollege.instructure.com/courses

/4823/gradebook
~P.eed_grader?assignment id=73288)
19 respondents
100 %
100 %
12/9/2022, 11 :30 AM
End of Term Survey: Statistics https :/ /!assen college. instructure.com/ courses/ 4823/ qu izzes/21862/stat. ..
14 of 14 12/9/2022, 11 :30 AM
End ofT-::rm Survey: Statistics https:/ /lassencolle ge. instructure .com/courses/ 4826/ quizzes/21949/ stat. ..
l of 13

Quiz Summary

0 Average Score 0 High Score

100% 100%

0% 10% 20% 30% 40%

Question Breakdown

Attempts: 3 out of 3
Section Filter ...
G) Low Score
100%
50% 60%
-0
II, Student Analysis
@ Standard
Deviation
0
70% 80%
How did you hear about Work Experience? Discrimination
~ dex *G)*

Another student (**0** % ✓

Counselor
Employer
Ad in the paper
other
Attempts: 1 out of 3
2 respondents
1 respondent
67 ¾
o¾
o¾
33 %
0%
answered
correctly
11, Item Analysis
(9 Average Time
05:43
90% 100%
If you answered OTHER to the previous question about how you heard about work

experience, please tell us how.

Ungraded answers

View in SP-eedGrader

(httRS ://lassencol I ege. i nstru ctu re. com/courses /4826/gradebook ~Reed_grader?assignment id=737 42)

Attempts: 3 out of 3

3 respondents 100 %

Educational Goal: What is your educational objective at Lassen Community College?

-0

Discrimination

Index G)

Transfer to 4-year institution

Transfer to another community college

AA/AS

Certificate

Other

33%

answered

correctly

Attempts: 3 out of 3

1 respondent

2 respondents

33 %

0%

67 %

0%

0%

Your need for this course: Why are you taking this course? (check all that apply)

Core requirement for degree or certificate 1 respondent **33** % ✓

Elective for degree or certificate 1 respondent **33** %

General Education course for degree 2 respondents 67%

To increase my job skills 1 respondent 33 %

To increase my opportunities for promotion and/or pay increase at work

0%

answered

correctly

Attempts: 2 out of 3

What is your major?

Ungraded answers

View in SP.eedGrader

(httP-s://lassencollege.instructure.com/courses /4826/gradebook L~rneed_grader?assignment id=737 42)

Attempts: 3 out of 3

1 respondent

3 respondents 100 %

Does the course content reasonably compare with the catalog/schedule description?

-0

Discrimination
Index G)
Yes 3 respondents
No
100 %
0%
✓ 100%
answered
correctly

Attempts: 3 out of 3 **-0**

Did the instructor use the required textbooks in the program? Discrimination
Index G)
12/9/2022, 11 :47 AM
End of Term Survey: Statistics https://lassencollege.instructure.com/courses/4826/quizzes/21949/stat ...
Yes 3 respondents
No
Attempts: 3 out of 3
100 ¾
0 %
✓ 100%
answered
correctly

Did the scheduling of the Work Experience Orientation meet your needs?

-0

Discrimination
Index G)
current schedule met my needs 3 respondents
needed morning offering
needed afternoon offering
Other (please specify below)
100%
answered
correctly
Attempts: 0 out of 3
100 ¾
0%
0%
0%

If you said OTHER to the question above, please explain.

~ Ungraded answers

4 of 13
View in SP-eedGrader
(httRs://lassencollege.instructure.com/courses
/4826/gradebook
~Reed_grader?assignment id=737 42)
3 respondents
✓
12/9/2022, 11 :47 AM
End of'ferm Survey: Statistics https: / /I assen co I lege. instructure. com/ courses/ 4826/ quizzes/2194 9 /stat. ..

5 of 13

Attempts: 3 out of 3 **-0**

The Work Experience Orientation was well organized. Discrimination Index G)

Agree
Neutral
Disagree
3 respondents **100** %
0%
0%
v 100%
answered
correctly

Attempts: 3 out of 3 **-0**

The temperature in the orientation classroom was: Discrimination Index G)

too hot
comfortable 2 respondents
too cool
N/A 1 respondent
Attempts: 3 out of 3
O¾
67 %
33 %
0%
answered
correctly

I feel the Work Experience orientation adequately prepared me to proceed with the course.

-0

Discrimination Index G)

True 3 respondents
False
Attempts: 3 out of 3
100 % v 100%
answered
correctly

Do you feel that as a result of taking this course you thought more about your skills

at work during the semester than if you hadn't taken the course?

-0

Discrimination Index G)

Yes 3 respondents
No
Attempts: 3 out of 3
100 % ✓ 100%
answered
correctly

As a result of taking this course, do you have a greater sense of how your current job can provide skill building opportunities to help you get a better job?

-0

Discrimination
Index *G)*
Yes 3 respondents
No
Attempts: 3 out of 3
100 % ✓100%
answered
correctly

As a result of taking this course, has your ability to speak and write about your job skills improved?

-0

Discrimination
Index G)
Yes 3 respondents
No
100 %
0%
✓100%
answered
correctly

12/9/2022, 11 :47 AM
End of Tenn Survey: Statistics https://lassencollege.instructure.com/courses/4826/quizzes/21949/stat. ..
7 of 13
Attempts: 3 out of 3

Did this course help you develop a greater sense of your work interests and future careers that may be fulfilling based on those interests?

-0

Discrimination
Index (D
Yes 3 respondents
No
Attempts: 3 out of 3
100 %
0%
✓100%
answered
correctly

Was information in this course applicable to you in your work setting?

-0

Discrimination
Index (D
Yes 3 respondents
No
Attempts: 3 out of 3
100 %
0%
✓100%
answered
correctly

-0

This course helped me improve my work skills. Discrimination
Index *(D*
True 3 respondents
False
100 %
0%
✓ 100%
answered
correctly
12/9/2022, 11 :47 AM
End of Term Survey: Statistics https://Jassencollege.instructure.com/courses/4826/quizzes/2 1949/stat. ..
Attempts: 3 out of 3

As a result of building my work skills in this course, my wages increased.

-0

Discrimination
Index CD
True 1 respondent
False 2 respondents
33%
answered
correctly
Attempts: 3 out of 3 **-0**

The instructor communicated effectively in person. Discrimination
Index G)
True 3 respondents
False
100 % v 100%
answered
correctly
Attempts: 3 out of 3 **-0**

The instructor communicated effectively online. Discrimination
Index G)
~ **True** 3 respondents
False
100 %
0%
v 100%
answered
correctly
8 of 13 12/9/2022, 11 :47 AM
End of'ferm Survey: Statistics https://lassencollege.instructure.com/courses/4826/quizzes/21949/stat. ..
9 of 13
Attempts: 3 out of 3

The online course information for Returning Work Experience Students was well organized.

-0

Discrimination
Index C)
True 3 respondents
False

Attempts: 3 out of 3
100 %
0%
v 100%
answered
correctly
The in-person and online instructional approaches used were appropriate to the course.
-0
Discrimination
Index C)
True 3 respondents
False
100 %
0%
v 100%
answered
correctly
Attempts: 3 out of 3 **-0**
The instructor seemed knowledgeable about the subject matter. Discrimination
Index C)
True 3 respondents
False
100 % v 100%
answered
correctly
12/9/2022, 11 :47 AM
End of Tenn Survey: Statistics https :/ /I assen co liege. instructure.com/ courses/ 4826/ quizzes/21949 /stat. ..
10 of 13
Attempts: 3 out of 3 **-0**
The instructor conveyed a positive attitude toward students. Discrimination
Index G)
True 3 respondents
False
100 %
0%
Attempts: 3 out of 3 **-0**
Assignments were... Discrimination
Index G)
too easy
too difficult
just right 3 respondents
Attempts: 3 out of 3 **-0**
0%
100 %
Grading was fair Discrimination
Index G)
True 3 respondents
False
100 %
0%

Attempts: 3 out of 3 **-0**

I gave my best effort in this course. Discrimination Index *G)*

True 3 respondents

False

100 %

0%

✓ 100%

answered correctly

0%

answered correctly

✓ 100%

answered correctly

✓ 100%

answered correctly

12/9/2022, 11 :47 AM

End of Term Survey: Statistics https://lassenco liege. instructure.com/ courses/4826/ quizzes/21949/stat. ..

11 of 13

Attempts: 3 out of 3

What, if anything, would you change in the Work Experience orientation?

Ungraded answers

View in SP-eedGrader (httRs://lassencollege.instructure.com/courses /4826/gradebook L~rneed_grader?assignment id=73742)

Attempts: 3 out of 3

3 respondents 100 %

What, if anything, would you change in the online content for Returning Work Experience students?

Ungraded answers

View in SP-eedGrader (httRS ://lassenco I lege. i **nstru ctu re.com/ courses /4826/gradebook L~rneed_grader?assignment id=737 42)**

Attempts: 3 out of 3

3 respondents 100 %

What else could the instructor have done to encourage your best effort in this course?

Ungraded answers

View in SP-eedGrader (httRs://lassencollege.instructure.com/courses /4826/gradebook ~Reed_grader?assignment id=737 42)

Attempts: 3 out of 3

3 respondents 100 %

12/9/2022, 11 :47 AM

End of Term Survey: Statistics https ://lassenco Hege. instructure.com/ courses/ 4826/ quizzes/21949 /stat. ..

12 of 13

What was the most effective part of this course?

Ungraded answers

View in SQeedGrader
(httRs://lassencollege.instructure.com/courses
/4826/gradebook
l~meed_grader?assignment id=737 42)
Attempts: 3 out of 3
3 respondents 100 %

What do you feel is the most personally meaningful learning you have gained as a result of this course?

Ungraded answers
View in SQeedGrader
(h!!Rs://lassencollege.instructure.com/courses
/4826/gradebook
!'.~meed_grader?assignment id=737 42)
Attempts: 3 out of 3
3 respondents 100 %

What feedback did your supervisor give you about your participation in this course?

Ungraded answers
View in SQeedGrader
(httRs://lassencollege.instructure.com/courses
/4826/gradebook
!'.~meed_grader?assignment id=737 42)
Attempts: 3 out of 3
3 respondents 100 %

What feedback would you give another student who is considering taking this course?

12/9/2022, 11 :47 AM
End of Term Survey: Statistics
Ungraded answers
View in SP-eedGrader
(httRs://lassencollege.instructure.com/courses
/4826/gradebook
L§.Reed_grader?assignment id=737 42)
Attempts: 3 out of 3
https:/ /I assen co liege. instructure.com/ courses/ 4826/ quizzes/2 194 9 /stat. ..
3 respondents 100 %

Do you have any additional comments or suggestions?

13 of 13
Ungraded answers
View in **SP-eedGrader**
(httRs://lassencollege.instructure.com/courses
/4826/gradebook
L§.Reed_grader?assignment id=73742)
3 respondents 100 %
12/9/2022, 11 :47 AM

f ~+- i *"ivY\L* S-z_ ?..-

Quiz Summary

Section Filter ... **!h** Student Analysis **!h** Item Analysis

0%

@ Average
Score

100%

10% 20%

0 High Score Q Low Score

100% 100%

30% 40% 50% 60%

Question Breakdown

@ Standard Deviation

0

70% 80%

Attempts: 15 out of 15 **-0**

How did you hear about Work Experience? Discrimination Index (?)

(9 Average Time

06:56

90% 100%

:: *v*

Another student

Counselor

Employer

Ad in the paper

Other (Please specify below)

7% answered correctly

Attempts: 6 out of 15

1 respondent **7%** ✓

13 respondents 87 %

o¾

o¾

1 respondent 7%

If you answered OTHER to the previous question, please tell us how you heard about Work Experience.

Ungraded answers 15 respondents

View in 5ReedGrader (httRs://lassencollege.instructure.com /courses/4272/gradebook /sReed_grader?assignment id=64332)

100 %

Attempts: 15 out of 15

Educational Goal: What is your educational objective at Lassen Community College? (Choose 1)

-0

Discrimination

IndeX G)
Transfer to 4-year institution
Transfer to another community college
AA/AS
Certificate
Other
47%
answered correctly
Attempts: 15 out of 15

What is your major?

Ungraded answers
7 respondents
6 respondents
1 respondent
1 respondent
15 respondents
View in SReedGrader (httP-s://lassencollege.instructure.com /courses/4272/gradebook /sP-eed_grader?assignment id=64332)
47 %
0%
40 %
7%
7%
100 %
✓
Attempts: 15 out of 15

Your need for this course: Why are you taking this course? (check all that apply)

Core requirement for degree or certificate
Elective for degree or certificate
General education course for degree
To increase my job skills
For personal development
To increase my opportunities for promotion and/or pay increase at work
0%
answered correctly
Attempts: 15 out of 15

O¾

11 respondents 73 %
4 respondents 27 %

4 respondents 27 %
5 respondents 33 %
3 respondents 20 %

Does the course content reasonably compare with the catalog/schedule description?

-0

~ Discrimination

Index G)
✓
Yes 15 respondents
No
Attempts: 15 out of 15
100 %

O¾

v 100%
answered
correctly

Did the instructor use the required textbooks in the program?

-0
Discrimination
Index CT)
Yes 15 respondents
No
100 % v 100%
answered
correctly
Attempts: 15 out of 15 **-0**

Is the textbook for this program useful to you? Discrimination

Index CT)
Yes 14 respondents
No 1 respondent
93 %
7%
v 93%
answered
correctly
Attempts: 15 out of 15

Did the scheduling of the Work Experience Orientation meet your needs?

-0
Discrimination
Index (D
current schedule met my needs 12 respondents
needed morning offering

needed afternoon offering
other (please specify below)
80%
answered
correctly
Attempts: 5 out of 15
2 respondents
1 respondent
80 %
13 %
7%
If you answered OTHER to the question above, please explain.
Ungraded answers 15 respondents
View in SP.eedGrader
(httRs://lassencollege.instructure.com
/courses/4272/gradebook
/sReed_grader?assignment id=64332)
100 %
✓
Attempts: 15 out of 15 **-0**
The temperature in the orientation classroom was: Discrimination
Index G)
too hot
comfortable 12 respondents
too cool
NIA 3 respondents
Attempts: 15 out of 15
0 °/o ✓
0%
0%
answered
correctly
The Work Experience orientation was well organized.
-0
Discrimination
Index G)
Agree 14 respondents
Neutral 1 respondent
Disagree
Attempts: 15 out of 15
93 %
7%
0%
✓ 93%
answered
correctly
I feel the Work Experience orientation adequately prepared me to

~ proceed with the course.

-0

Discrimination
Index G)
Agree 14 respondents
Neutral 1 respondent
Disagree
Attempts: 15 out of 15
93 %
7%
0%
v93%
answered
correctly

Do you feel that as a result of taking this course you thought more about your skills at work during the semester than if you hadn't taken the course?

-0

Discrimination
Index (?_)
Yes 14 respondents
No 1 respondent
Attempts: 15 out of 15
93 %
7%
✓ 93%
answered
correctly

As a result of taking this course, do you have a greater sense of how your current job can provide skill building opportunities to help you get a better job?

-0

Discrimination
Index (?_)
Yes 14 respondents
No 1 respondent
Attempts: 15 out of 15
93 %
7%
✓ 93%
answered
correctly

As a result of taking this course, has your ability to speak and write about your job skills improved?

-0
Discrimination
Index G)
Yes 14 respondents
No 1 respondent
Attempts: 15 out of 15
93 %
7%
✓ 93%
answered
correctly
Did this course help you develop a greater sense of your work interests and future careers that may be fulfilling based on those interests?
-0
Discrimination
Index G)
Yes 13 respondents
No 2 respondents
87%
13 %
✓ 87%
answered
correctly
Attempts: 15 out of 15
Was information in this course applicable to you in your work setting?
-0
Discrimination
Index G_)
Yes 15 respondents
No O¾
✓ 100%
answered
correctly
Attempts: 15 out of 15 **-0**
This course helped me improve my work skills. Discrimination
Index G)
Yes 14 respondents
No 1 respondent
Attempts: 15 out of 15
7%
✓ 93%
answered
correctly
As a result of building my work skills in this course, my wages

increased.

-0

Discrimination
Index *G)*
Yes 3 respondents
No 12 respondents
20 %
80 ¾
✓ 20%
answered
correctly

Attempts: 15 out of 15 **-0**

The instructor communicated effectively in person. Discrimination
Index CD
Agree 14 respondents
Neutral 1 respondent
Disagree
Attempts: 15 out of 15
93 ¾
7%
✓ 93%
answered
correctly

The online course information for New Work Experience Students was well organized.

-0

Discrimination
Index (D
Agree 14 respondents
Neutral 1 respondent
Disagree
93 ¾
7%
0%
✓ 93%
answered
correctly

Attempts: 15 out of 15 **-0**

The instructor communicated effectively online. Discrimination
Index *G)*
Agree
Neutral
Disagree
15 respondents
Attempts: 15 out of 15

100 % ✓ 100%
answered
correctly
The in-person and online instructional approaches used were appropriate to the course.
-0
Discrimination
Index (?)
Agree 14 respondents
Neutral 1 respondent
Disagree
Attempts: 15 out of 15
93 %
o¾
✓ 93%
answered
correctly
The instructor seemed knowledgeable about the subject matter.
-0
Discrimination
Index (?)
Agree
Neutral
Disagree
15 respondents
Attempts: 15 out of 15
100 %
0%
0%
✓ 100%
answered
correctly
The instructor conveyed a positive attitude toward students.
-0
Discrimination
Index G)
Agree
Neutral
Disagree
15 respondents **100** %
0%
0%
Attempts: 15 out of 15 **-0**
Assignments were... Discrimination
Index G)

too easy
too difficult
just right 15 respondents
Attempts: 15 out of 15 **-0**
0 •;. ✓
0%
100 %
Grading was fair. Discrimination
Index *G)*
✓100%
answered
correctly
0%
answered
correctly
Agree
Neutral
Disagree
15 respondents **100** %
o¾
o¾
Attempts: 15 out of 15 **-0**
I gave my best effort in this course. Discrimination
Index (D
Agree 13 respondents
Neutral 2 respondents
Disagree
Attempts: 11 out of 15
87 %
13 %
o¾
v 100%
answered
correctly
✓87%
answered
correctly
What, if anything, would you change in the Work Experience orientation?
Ungraded answers 15 respondents
View in SReedGrader
(httP.s://lassencollege.instructure.com
/courses/4272/gradebook
/sP.eed_grader?assignment id=64332)

~ Attempts: 11 out of 15

100 %

What, if anything, would you change in the online course content for New Work Experience Students?

Ungraded answers 15 respondents

View in SReedGrader
(httP.s://lassencollege.instructure.com
/courses/4272/gradebook
/sP.eed_grader?assignment id=64332)

Attempts: 11 out of 15

100 %

What else could the instructor have done to encourage your best effort in the course?

Ungraded answers 15 respondents

View in SP.eedGrader
(httP.s://lassencollege.instructure.com
/courses/4272/gradebook
/sP.eed_grader?assignment id=64332)

Attempts: 11 out of 15

What was the most effective part of this course?

Ungraded answers 15 respondents

View in SP.eedGrader
(**httP.S ://lassenco** I **lege.** i **nstructu re.com**
/courses/4272/gradebook
/sP.eed_g rader?assignment id=64332)

Attempts: 11 out of 15

100 %

100 %

What do you feel is the most personally meaningful learning you have gained as a result of this course?

Ungraded answers 15 respondents

View in SP.eedGrader
(httRs://lassencollege.instructure.com
/courses/4272/gradebook
/sReed_grader?assignment_id=64332)

Attempts: 11 out of 15

100 %

What feedback did your supervisor give you about your participation in this course?

Ungraded answers 15 respondents

View in SP.eedGrader
(httRS ://lassencol lege. i **nstructu re. com**
/courses/4272/gradebook
/sReed_grader?assignment id=64332)

Attempts: 11 out of 15

100 %

What feedback would you give another student who is considering

taking this course?
Ungraded answers 15 respondents
View in SP.eedGrader
(httRs://lassencollege.instructure.com
/courses/4272/gradebook
lsReed_grader?assignment id=64332)
100 %
Attempts: 11 out of 15
Do you have any additional comments or suggestions?
Ungraded answers 15 respondents
View in SP-eedGrader
(httRs://lassencollege.instructure.com
/courses/4272/gradebook
/sReed_grader?assignment id=64332)

Sz 2-

Quiz Summary

Section Filter,.
111 Student Analysis_(httRs://lassencollege.instructure.com/files/439340
/download?download frd=1 &
verifier=gTYhQziGtSzBXP KgGvQw23U DWt11 J b6RVN2RdxR T)
!h Item Analysis
@ Average
Score
0 High Score *G)* Low Score
@) Standard
Deviation
100% 100% 100%
0% 10% 20% 30% 40% 50% 60%

Question Breakdown

Attempts: 5 out of 5
How did you hear about Work Experience?
Another student
Counselor 4 respondents
o¾
80 %
✓
0
70% 80%
-0
Discrimination
Index *G)*
(0 Average

Time
05:08
90% 100%
Employer
Ad in the paper
Other
0%
answered
correctly
Attempts: O out of 5
1 respondent 20 %
0%
0%

If you answered OTHER to the previous question about how you heard about work experience, please tell us how.

Ungraded answers 5 respondents
View in 5ReedGrader (httRs://lassencollege.instructure.com /courses/4295/gradebook lsReed_grader?assignment id=64623)
Attempts: 5 out of 5
100 %

Educational Goal: What is your educational objective at Lassen Community College?

-0

~ Discrimination

Index *G)*
Transfer to 4-year institution
Transfer to another community college
2 respondents **40** %
AA/AS
Certificate
Other
40%
answered
correctly
Attempts: 5 out of 5
3 respondents 60 %
0%
0%

Your need for this course: Why are you taking this course? (check all that apply)

Core requirement for degree or certificate
Elective for degree or certificate

General Education course for degree
To increase my job skills
To increase my opportunities for promotion and/or pay increase at work
20%
answered correctly
Attempts: 5 out of 5

What is your major?

3 respondents **60** %
3 respondents 60 %
0%
1 respondent 20 %
1 respondent 20 %
✓
Ungraded answers 5 respondents
View in SReedGrader (httRs://lassencollege.instructure.com/courses/4295/gradebook/sReed_grader?assignment id=64623)
Attempts: 5 out of 5
100 %

Does the course content reasonably compare with the catalog/schedule description?

-0
Discrimination Index (D
Yes 5 respondents
No
Attempts: 5 out of 5
100 %
o¾
v 100%
answered correctly

Did the instructor use the required textbooks in the program?

-0
Discrimination Index (D
Yes 5 respondents
No
100 %
o¾
v 100%
answered

correctly
Attempts: 5 out of 5

Did the scheduling of the Work Experience Orientation meet your needs?

-0

Discrimination
Index (?)
current schedule met my needs 5 respondents **100** %
needed morning offering O %
needed afternoon offering O %
Other (please specify below) O %
100%
answered
correctly
Attempts: O out of 5

If you said OTHER to the question above, please explain.

Ungraded answers 5 respondents
View in SP.eedGrader
(htt1;1s://lassencollege.instructure.com
/courses/4295/gradebook
/s1;1eed_grader?assignment_id=64623)
Attempts: 5 out of 5
100 %

The Work Experience Orientation was well organized.

-0

Discrimination
Index G)
Agree
Neutral
Disagree
5 respondents **100** %
o¾
o¾
v 100%
answered
correctly
Attempts: 5 out of 5 **-0**

The temperature in the orientation classroom was: Discrimination

Index G)
too hot
comfortable 4 respondents
too cool
NIA 1 respondent
Attempts: 5 out of 5
80 ¾
o¾

20 ¾
0%
answered
correctly
I feel the Work Experience orientation adequately prepared me to proceed with the course.
-0
Discrimination
Index G)
True 5 respondents
False
Attempts: 5 out of 5
100 %
o¾
✓ 100%
answered
correctly
Do you feel that as a result of taking this course you thought more about your skills at work during the semester than if you hadn't taken the course?
-0
Discrimination
Index G)
Yes 5 respondents
No
Attempts: 5 out of 5
100 % ✓ 100%
answered
correctly
As a result of taking this course, do you have a greater sense of how your current job can provide skill building opportunities to help you get a better job?
-0
Discrimination
Index G)
Yes 5 respondents
No
Attempts: 5 out of 5
100 %
o¾
v 100%
answered
correctly
As a result of taking this course, has your ability to speak and write

about your job skills improved?

-0

Discrimination
Index *G)*
Yes 5 respondents
No
Attempts: 5 out of 5
100 %

o¾

v 100%
answered
correctly

Did this course help you develop a greater sense of your work interests and future careers that may be fulfilling based on those interests?

-0

Discrimination
Index G)
Yes 5 respondents
No
100 %

o¾

v 100%
answered
correctly
Attempts: 5 out of 5

Was information in this course applicable to you in your work setting?

-0

Discrimination
Index G)
Yes 5 respondents
No
100 % v 100%
answered
correctly
Attempts: 5 out of 5 **-0**

This course helped me improve my work skills. Discrimination
Index G)
True 5 respondents
False
Attempts: 5 out of 5
100 %
0%
v 100%
answered
correctly

As a result of building my work skills in this course, my wages increased.

-0

Discrimination
Index G)
True 1 respondent
False 4 respondents
20 %
80 %
20%
answered
correctly

Attempts: 5 out of 5 **-0**

The instructor communicated effectively in person. Discrimination
Index G)
True 5 respondents
False
100 %
O¾
v 100%
answered
correctly

Attempts: 5 out of 5 **-0**

The instructor communicated effectively online. Discrimination
Index *G)*
True 5 respondents
False
Attempts: 5 out of 5
100 %
0%
v 100%
answered
correctly

The online course information for Returning Work Experience Students ~ was well organized.

-0

Discrimination
Index G)
True 5 respondents
False
Attempts: 5 out of 5
100 %
0%
✓ 100%

answered
correctly
The in-person and online instructional approaches used were appropriate to the course.
-0
Discrimination
Index C)
True 5 respondents
False
Attempts: 5 out of 5
100 %
0%
✓1 00%
answered
correctly
The instructor seemed knowledgeable about the subject matter.
-0
Discrimination
Index C)
True 5 respondents
False
100 %
0%
✓100%
answered
correctly
Attempts: 5 out of 5
The instructor conveyed a positive attitude toward students.
-0
Discrimination
Index (D
True 5 respondents
False
100 %
o¾
Attempts: 5 out of 5 **-0**
Assignments were... Discrimination
Index (D
too easy
too difficult
just right 5 respondents
Attempts: 5 out of 5 **-0**
o¾
100 %

Grading was fair Discrimination
Index CD
~ **True** 5 respondents
False
100 %
o¾
✓ 100%
answered
correctly
0%
answered
correctly
✓ 100%
answered
correctly
Attempts: 5 out of 5 **-0**
I gave my best effort in this course. Discrimination
Index *G)*
True 5 respondents
False
Attempts: 2 out of 5
100 %
0%
v 100%
answered
correctly
What, if anything, would you change in the Work Experience orientation?
Ungraded answers 5 respondents
View in SP-eedGrader
(httRs://lassencollege.instructure.com
/courses/4295/gradebook
lsReed_grader?assignment id=64623)
Attempts: 3 out of 5
100 %
What, if anything, would you change in the online content for Returning Work Experience students?
~ Ungraded answers 5 respondents 100 %
View in **SpeedGrader**
(htt~s://lassencollege.instructure.com
Attempts: 3 dm>ttn,,es/4295/gradebook
/s~eed_grader?assignment id=64623)
What else could the instructor have done to encourage your best effort in this course?

Ungraded answers 5 respondents
View in SP.eedGrader
(httP.s://lassencollege.instructure.com
/courses/4295/gradebook
/sP.eed_grader?assignment id=64623)
Attempts: 4 out of 5

What was the most effective part of this course?

Ungraded answers 5 respondents
View in SP.eedGrader
(httP.S ://lassencollege. i **nstructu re.com**
/courses/4295/gradebook
/sP.eed_grader?assignment id=64623)
Attempts: 4 out of 5
100 %
100 %

What do you feel is the most personally meaningful learning you have gained as a result of this course?

Ungraded answers 5 respondents 100 %
View in SP.eedGrader
(httP.s://lassencollege.instructure.com
/courses/4295/gradebook
lsP.eed_grader?assignment id=64623)
Attempts: 3 out of 5

What feedback did your supervisor give you about your participation in this course?

Ungraded answers 5 respondents
View in SP.eedGrader
(httP.s ://lassencollege. i **nstructu re.com**
/courses/4295/gradebook
/sP.eed_grader?assignment id=64623)
Attempts: 3 out of 5
100 %

What feedback would you give another student who is considering taking this course?

Ungraded answers 5 respondents
View in SP.eedGrader
(httP.s://lassencollege.instructure.com
/courses/4295/gradebook
/sP.eed_grader?assignment_id=64623)
Attempts: 1 out of 5
100 %

Do you have any additional comments or suggestions?

Ungraded answers 5 respondents
View in SReedGrader
(httRs://lassencollege.instructure.com
/courses/4295/gradebook
/s!;!eed_grader?assignment id=64623)
100 %

Quiz Summary

Section Filter "'
111 Student Analysis_(httRs://lassencollege.instructure.com/files/439343
/down load?download frd=1 &verifier=U Bl ucjGLHRbFQh 1 STTvxH G43T5dJ MxlfI N En OU Ml)
111 Item Analysis

0 Average
Score

0 High Score *G)* Low Score

® Standard
Deviation

100% 100% 100%

0% 10% 20% 30% 40% 50% 60%

Question Breakdown

Attempts: 7 out of 8

~ How did you hear about Work Experience?

Another student
Counselor
Employer
4 respondents

0

70%

-0

Discrimination
Index G)

o¾

50 %

0%

G) Average
Time

09:18

90% 100%

Ad in the paper O %
Other (Please specify below) 3 respondents 38 %
No Answer

0%

answered
correctly
Attempts: 4 out of 8
1 respondent 13 %

If you answered OTHER to the previous question, please tell us how you heard about Work Experience.

Ungraded answers 8 respondents

View in SP-eedGrader
(httRs://lassencollege.instructure.com

/courses/4638/gradebook
/sReed_grader?assignment id=64156)
Attempts: 7 out of 8
100 %

Educational Goal: What is your educational objective at Lassen Community College? (Choose 1)

-0
Discrimination
Index (?)

Transfer to 4-year institution O¾ ✓
· Transfer to another community college
AA/AS
Certificate
Other
No Answer
0%
answered correctly
Attempts: 6 out of 8

What is your major?

Ungraded answers
1 respondent
6 respondents
1 respondent
8 respondents
View in SP-eedGrader
(httRs://lassencollege.instructure.com
/cou rses/4638/g radebook
/sReed_grader?assignment_id=64156)
Attempts: 8 out of 8
0%
13 %
75 %
0%
13 %
100 %

Your need for this course: Why are you taking this course? (check all that apply)

Core requirement for degree or certificate
Elective for degree or certificate
General education course for degree
7 respondents
2 respondents
88 %
25 %

0%
To increase my job skills
For personal development
To increase my opportunities for promotion and/or pay increase at work
38%
answered correctly
Attempts: 8 out of 8
5 respondents
3 respondents
2 respondents
38 %
25 %

Does the course content reasonably compare with the catalog/schedule description?

-0

Discrimination Index (J)
Yes 8 respondents
No
Attempts: 8 out of 8
100 %
0%
✓ 100%
answered correctly

Did the instructor use the required textbooks in the program?

-0

Discrimination Index (J)
Yes 8 respondents
No
100 %
o¾
✓ 100%
answered correctly
Attempts: 8 out of 8 **-0**

Is the textbook for this program useful to you? Discrimination Index G)

Yes 7 respondents
No 1 respondent
Attempts: 8 out of 8

✓ 88%
answered
correctly
Did the scheduling of the Work Experience Orientation meet your needs?
-0
Discrimination
Index *G)*
current schedule met my needs 8 respondents **100** %
needed morning offering 0 %
needed afternoon offering 0 %
other (please specify below)
100%
answered
correctly
O¾
Attempts: O out of 8
If you answered OTHER to the question above, please explain.
Ungraded answers 8 respondents
View in SReedGrader
(httRs://lassencollege.instructure.com
/courses/4638/gradebook
/sReed_grader?assignment_id=64156)
100 %
Attempts: 8 out of 8 **-0**
The temperature in the orientation classroom was: Discrimination
Index *G)*
too hot
comfortable 6 respondents
too cool
N/A 2 respondents
Attempts: 8 out of 8
0 •;. ✓
75 %
O¾
25 %
The Work Experience orientation was well organized.
-0
Discrimination
Index G)
0%
answered
correctly
Agree 7 respondents
Neutral 1 respondent

Disagree
Attempts: 8 out of 8
88 %
13 %
0%
✓ 88%
answered
correctly

I feel the Work Experience orientation adequately prepared me to proceed with the course.

-0

Discrimination
IndeX G)
Agree 6 respondents
Neutral 2 respondents
Disagree
Attempts: 8 out of 8
75 %
o¾
✓ 75%
answered
correctly

Do you feel that as a result of taking this course you thought more about your skills at work during the semester than if you hadn't taken the course?

-0

Discrimination
Index G)
Yes 7 respondents
No 1 respondent
Attempts: 8 out of 8
✓ 88%
answered
correctly

As a result of taking this course, do you have a greater sense of how your current job can provide skill building opportunities to help you get a better job?

-0

Discrimination
Index (D
Yes 8 respondents
No
Attempts: 8 out of 8
100 % v 100%
answered

correctly

As a result of taking this course, has your ability to speak and write about your job skills improved?

-0

Discrimination Index 8

Yes 7 respondents

No 1 respondent

Attempts: 8 out of 8

✓ 88%

answered correctly

Did this course help you develop a greater sense of your work interests and future careers that may be fulfilling based on those interests?

-0

Discrimination Index G)

Yes 7 respondents

No 1 respondent

Attempts: 8 out of 8

88 %

13 %

✓ 88%

answered correctly

Was information in this course applicable to you in your work setting?

-0

Discrimination Index (D

Yes 8 respondents

No

100 %

0%

✓ 100%

answered correctly

Attempts: 8 out of 8 **-0**

This course helped me improve my work skills. Discrimination Index CD

Yes 7 respondents

No 1 respondent

Attempts: 8 out of 8

88 %

13 %

✓ 88%
answered
correctly
As a result of building my work skills in this course, my wages increased.
-0
Discrimination
Index CD
Yes
No 8 respondents
Attempts: 8 out of 8
✓
100 %
0%
answered
correctly
-0
The instructor communicated effectively in person. Discrimination
Index (?)
Agree 5 respondents
Neutral 3 respondents
Disagree
63 %
38 %
0%
✓ 63%
answered
correctly
Attempts: 8 out of 8
The online course information for New Work Experience Students was well organized.
-0
Discrimination
Index (J)
Agree 6 respondents
Neutral 2 respondents
Disagree
75 %
25 %
✓ 75%
answered
correctly
Attempts: 8 out of 8 **-0**
The instructor communicated effectively online. Discrimination
Index *(J)*

Agree
Neutral
Disagree
8 respondents
Attempts: 8 out of 8
100 %

o¾

o¾

✓ 100%

answered
correctly

The in-person and online instructional approaches used were ~ appropriate to the course.

-0

Discrimination
Index (J)
Agree 6 respondents
Neutral 2 respondents
Disagree
Attempts: 8 out of 8
75 %
25 %

o¾

✓ 753/o

answered
correctly

The instructor seemed knowledgeable about the subject matter.

-0

Discrimination
Index (D
Agree 6 respondents
Neutral 2 respondents
Disagree
Attempts: 8 out of 8
75 %
25 %

o¾

✓ 753/o

answered
correctly

The instructor conveyed a positive attitude toward students.

-0

Discrimination

Index (?)
Agree

~ Neutral

Disagree
8 respondents **100** %

o¾

o¾

✓100%

answered
correctly

Attempts: 8 out of 8 **-0**

Assignments were... Discrimination
Index (D
too easy
too difficult
just right 8 respondents

Attempts: 8 out of 8 **-0**

0%
100 %

Grading was fair. Discrimination

Index CD
Agree
Neutral
Disagree
8 respondents **100** %
0%
0%
✓

Attempts: 8 out of 8 **-0**

I gave my best effort in this course. Discrimination
Index (D
Agree 7 respondents
Neutral 1 respondent
Disagree
Attempts: 4 out of 8
88 %
13 %
0%
0%
answered
correctly
✓100%
answered
correctly

✓ 88%
answered
correctly

What, if anything, would you change in the Work Experience orientation?

Ungraded answers 8 respondents

View in SP.eedGrader
(httP.s://lassencollege.instructure.com
/courses/4638/gradebook
/s1::1eed_grader?assignment id=64156)

Attempts: 5 out of 8

100 %

What, if anything, would you change in the online course content for New Work Experience Students?

Ungraded answers 8 respondents

View in SP.eedGrader
(htt1::1s://lassencollege.instructure.com
/courses/4638/gradebook
/s1::1eed_grader?assignment id=64156)

Attempts: 2 out of 8

100 %

What else could the instructor have done to encourage your best effort in the course?

Ungraded answers 8 respondents

View in SP.eedGrader
(htt1::1s://lassencollege.instructure.com
/courses/4638/gradebook
/s1::1eed_grader?assignment id=64156)

100 %

Attempts: 5 out of 8

What was the m·os.f effective-part of tt.lis.cour:se?

Ungraded answers 8 respondents

View in SP-eedGrader
(httP-s://lassencollege.instructure.com
/courses/4638/gradebook
/sP-eed_grader?assignment id=64156)

Attempts: 5 out of 8

100 %

\ronafao you·feel is the most personally meaningful learning you have gained as a result of this course?

Ungraded answers 8 respondents

View in SP-eedGrader
(httP-s://lassencollege.instructure.com
/courses/4638/gradebook
lsP-eed_grader?assignment id=64156)

Attempts: 4 out of 8

100 %

Whaf fe"edback did your supervisor .g,ive you.abQut yo~[~-Qarticipatio~ tn

this course?
Ungraded answers 8 respondents 100 %
View in SP.eedGrader
(httP-s://lassencollege.instructure.com
/courses/4638/gradebook
lsP-eed_grader?assignment id=64156)
Attempts: 5 out of 8
[bat fee_d.b.ack-would-yo.u_gi~e~ nother student who is considering

taking this course?
Ungraded answers 8 respondents
View in SP.eedGrader
(httP-s://lassencollege.instructure.com
/courses/4638/gradebook
/sP-eed_grader?assignment id=64156)
Attempts: 4 out of 8
100 %
Do you have any additional comments or suggestions?
Ungraded answers 8 respondents
View in SP.eedGrader
(httP-s ://lassencollege.instructure.com
/courses/4638/gradebook
lsP-eed_grader?assignment_id=64156)
100 %

Appendix B: Curriculum Review Form

Lassen Community College
Status of Curriculum Reviews

Work Experience Instructional Program Review:
Status of Curriculum Review 11/29/2022

Course	Curriculum Committee Review Completed	Curriculum Committee Review Not Completed	Course SLO mapping Curriculum Committee reviewed
AJ 49 AJ Work Experience	11/15/2022		11/15/2022
AGR 49 AGR Work Experience	11/15/2022		11/15/2022
Art 49 ART Work Experience	11/15/2022		11/15/2022
AT 49 AT Work Experience	11/15/2022		11/15/2022
BUS 49 Bus Work Experience	11/15/2022		11/15/2022
CARS 151 Career Life Skills	11/29/2022		11/29/2022
CARS 153 Career Employment Strategies	11/29/2022		11/29/2022
CD 49 CD Work Experience	11/15/2022		11/15/2022
FS 49 FS Work Experience	11/15/2022		11/15/2022
GSS 49 GSS Work Experience	11/15/2022		11/15/2022
HO 49 HO Work Experience	11/15/2022		11/15/2022
HUS 49 HUS Work Experience	11/15/2022		11/15/2022
WT 49	11/15/2022		11/15/2022
WE 1	11/15/2022		11/15/2022
WE 2	11/15/2022		11/15/2022

Lisa Gardiner — 12/1/2022
Lisa Gardiner Subject Area Faculty Signature — Date

11/28/22
Tom Downing, Curriculum/Academic Standards Committee Co-Chair Signature — Date

Michell Williams — 12/1/2022
Dean of Instructional Services — Date

Instructional Program Review

Program: Anthropology, History, Social Science, Sociology, Psychology, and Social Work

Academic Year: 2022-2023

Author(s):

Toni Poulsen, History Faculty

Sandra Beckwith, Psychology Faculty

Dr. Thomas Kareck, Psychology Faculty

Lisa Gardiner, Humanities/Social Science Division Chair

Yuting Lin, Academic Senate Mentor

Accepted by Academic Senate: December 14, 2022

Accepted by Consultation Council: January 9, 2023

Accepted by Governing Board: January 10, 2023

Executive Summary

The executive summary should be a consolidation of key findings, program plans, and participants that contributed to the review

The Social Sciences department has enjoyed enrollment success over the past four years. This success can be attributed not only to the full-time and adjunct faculty that deliver instruction but also to the variety and quality of the courses themselves.

Although enrollment has been largely steady, the department is looking to grow. Evidence of relatively stable enrollment and retention rates signals an opportunity to grow this department in the years to come. Overall, students are satisfied with the courses offered in the department as well as the quality of instruction**.** Again, this is an indication that growth can be achieved in the number of offerings as well as students served.

This department has identified a number of action plans to move forward with work related to the following Strategic Initiatives:

- Increase and retain enrollment
- Continue to meet accreditation standards

Department faculty have collaborated in identifying numerous action plans in order to effectively continue the quality in the courses offered, steadily achieve growth, continue to meet accreditation standards, and adapt to changes occurring at the state level such as the implementation of CSU GE Area F requirements. Resources requested include faculty training on topics such as SLOs and POCR, hiring a full-time Sociology faculty member, upgrade of instructional equipment and providing interactive history and social science learning events for the community. This document details these needed tools to enhance instruction as growth is sought.

SECTION 1: ACADEMIC PLANNING

Program Overview, Objectives, and Student Learning Outcomes

- Describe the program (types of degrees offered, jobs/industries/transfer pathways associated with the program, faculty members in program)
- Describe and evaluate the program objectives against the LCC strategic plan, specifically the mission statement and strategic goals
- Evaluate any changes in the program since last review. Include summary of Annual Updates completed since last review. Regular program assessment will drive program improvements.

The Social Science Program is comprised of courses in the social science area including Anthropology, Geography, History, Humanities, Political Science, Psychology, Sociology and Social Work/Human Services.

The program includes the following associate degrees;

Associate in Arts Degree University Studies: Emphasis in Social Sciences
Associate in Arts Degree General Studies: Emphasis in Social Sciences
Associate in Arts Degree in History for Transfer
Associate in Arts Degree in Sociology for Transfer
Associate in Arts Degree in Psychology for Transfer
Associate in Arts Degree in Social Work / Human Services for Transfer

The program includes courses meeting the requirements of CSU General Education Area D – Social Sciences, and CSU GE Area E – Lifelong Understanding and Self Development and CSU GE Area C – Arts and Humanities. Courses in the Social Science area also meet the requirements of IGETC (Intersegmental General Education Transfer Curriculum) Area 3 – Arts and Humanities and Area 4 – Social and Behavior Sciences. Courses in the Social Science program are also used to fulfill terminal degree requirements. Therefore, the program contributes to the successful completion of either the CSU General Education Certificate of Achievement or the IGETC Certificate of Achievement, as well as several associate degrees. Students who choose not to transfer are provided a well-rounded offering of courses in the social science to prepare for work in many related occupational fields including service-oriented occupations requiring people skills.

As a consequence, the program has a two-fold objective to provide core curriculum necessary to meet the needs of students planning to major in one of the social sciences at a four-year institution, while also providing a variety of options for students to meet their general education requirements or core requirements for terminal associate degrees and/or complete Intersegmental General Education Transfer Curriculum (IGETC) or California State University (CSU) certification.

The program specifically addresses the components of the mission statement dealing with transfer degrees and certificate programs. The various program degrees, certificates, and general education curricula all contribute to the accomplishment of the program and hence the institutional student learning outcomes. All individual courses are linked to the institutional student learning outcomes. The Social Science program's primary focus aligns with LCC Strategic Goals by providing Learning Opportunities with a Student Success focus delivered through Institutional Effectiveness practices.

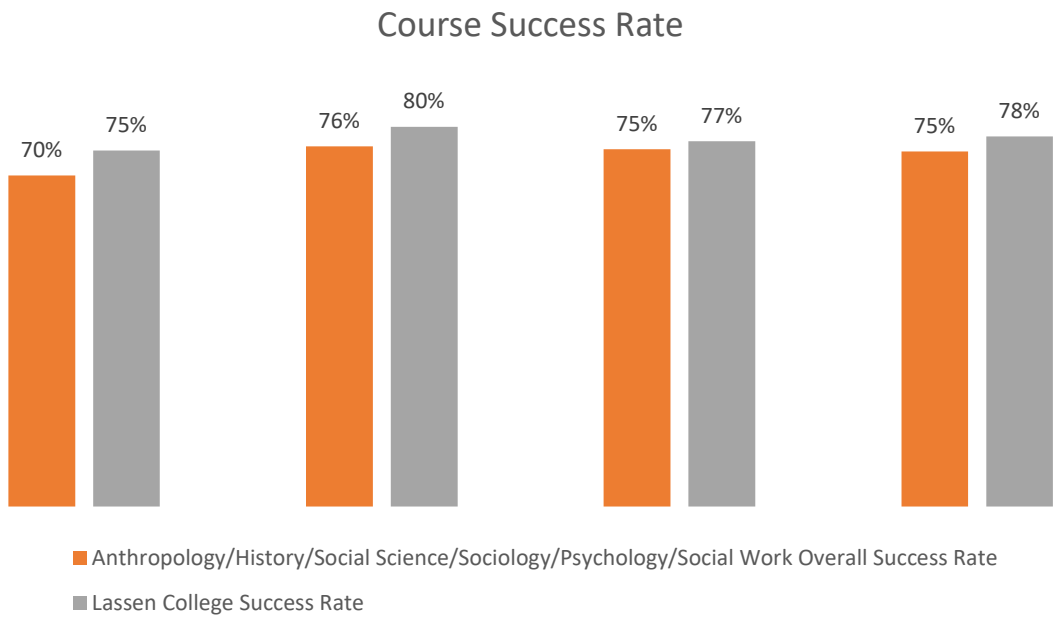
The Associate in Arts Degree in Psychology for Transfer provides students with a strong foundation in the area of Psychology. The program is delivered by way of in-person face-to-face classes, online, hybrid and correspondence. Face-to-face classes are delivered both on campus and at local correctional institutions. The program is delivered by six faculty members (full-time and adjunct). The program has expanded in recent

years to include more face-to-face instruction. Also, the program continues to be aligned with LCC mission and goals.

An Annual Update was completed for this program review last term, Spring 2023. The Annual Update addressed progress made on the 2020 Social Science IPR and emerging needs since that IPR, and additionally, served to incorporate enhanced PSLO, GESLO, ISLO, and Strategic Goal Data received. This comprehensive Social Science IPR reflects further on data to include FTES, FTEF, Enrollment, Success, Completion and course SLO data.

Trends and Patterns in Student Achievement and Learning Outcomes:

COURSE SUCCESS



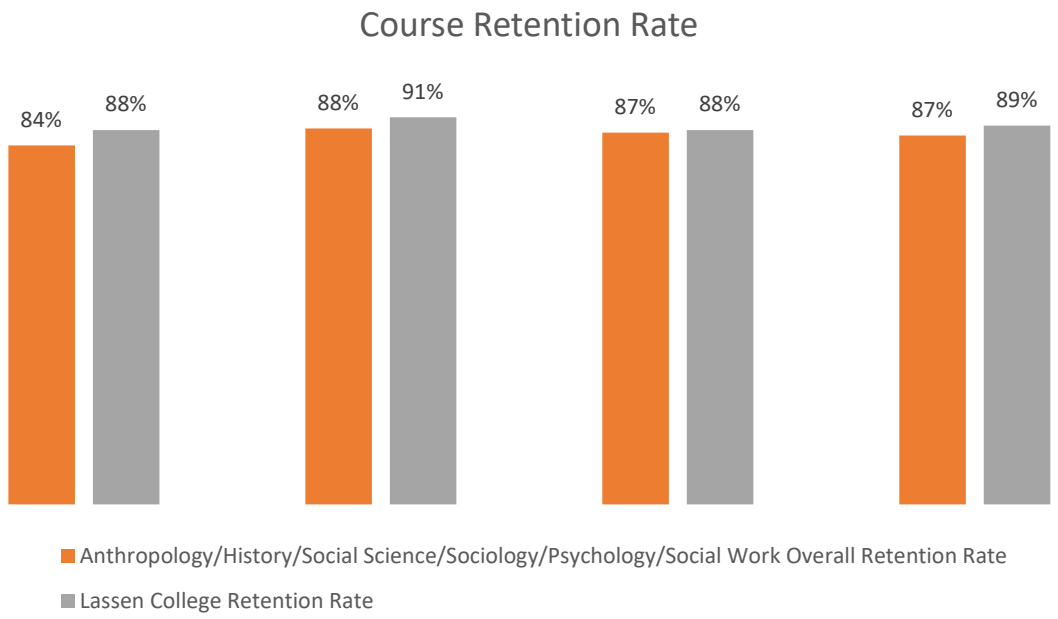
Course Success Rate	2018-19	2019-20	2020-21	2021-22
Program-Level				
Anthropology/History/Social Science/Sociology/Psychology/Social Work Overall Success Rate	70%	76%	75%	75%
Lassen College Success Rate	75%	80%	77%	78%
Course-Level				
ANTH 1	61%	75%	72%	68%
ANTH 2	73%	56%	80%	60%
ANTH 3	-	50%	-	-
CD 31	54%	67%	56%	50%
GEOG 2	64%	-	-	-
HIST 14	50%	54%	64%	73%
HIST 15	49%	65%	67%	70%
HIST 16	81%	85%	84%	81%
HIST 17	73%	89%	82%	78%
HUM 1	76%	76%	73%	77%

HUM 2	71%	87%	79%	80%
HUS 10	86%	86%	78%	-
HUS 42	-	0%	-	-
HUS 49	100%	-	-	-
PLSC 1	84%	84%	81%	84%
PLSC 11	-	100%	-	-
PSY 1	68%	75%	70%	67%
PSY 18	64%	64%	65%	64%
PSY 31	64%	69%	67%	71%
PSY 33	62%	70%	70%	80%
PSY 5	89%	89%	88%	77%
PSY 6	72%	74%	78%	75%
SOC 1	76%	76%	78%	77%
SOC 2	74%	76%	74%	82%
SOC 3	79%	85%	86%	80%
SOC 4	78%	73%	61%	50%
Modality				
Correspondence	-	-	-	-
Face-to-Face	69%	76%	76%	76%
Online	73%	76%	73%	71%
Hybrid	-	-	-	-

Overall face-to-face course Success rate shows consistent improvement since 2018. Success stayed strong despite COVID, varied emergency instructional modality changes, wild fires and cyber attack. Online success remains fairly consistent with a slight fluctuation believed to be from instructors and students adapting to the uncertainties and changes in the educational environment presented by COVID.

IPR Data review occurred in Humanities-Social Sciences Division Meetings, as well as through Division email streams in the process of drafting and editing this program review document. This IPR also includes content from the "Closing the Loop on SLOs" activities undertaken by Academic Senate in October, 2022.

COURSE RETENTION



Retention Rate	2018-19	2019-20	2020-21	2021-22
Program-Level				
Anthropology/History/Social Science/Sociology/Psychology/ Social Work Overall Retention Rate	84%	88%	87%	87%
Lassen College Retention Rate	88%	91%	88%	89%
Course-Level				
ANTH 1	82%	91%	90%	92%
ANTH 2	77%	78%	80%	100%
ANTH 3	-	50%	-	-
CD 31	84%	92%	88%	61%
GEOG 2	73%	-	-	-
HIST 14	61%	68%	83%	83%
HIST 15	60%	73%	81%	90%
HIST 16	91%	96%	91%	89%
HIST 17	89%	94%	92%	86%
HUM 1	89%	90%	86%	84%
HUM 2	87%	92%	86%	85%
HUS 10	100%	86%	89%	-
HUS 42	-	0%	-	-
HUS 49	100%	-	-	-
PLSC 1	87%	87%	83%	86%
PLSC 11	-	100%	-	-
PSY 1	85%	87%	85%	83%
PSY 18	86%	84%	87%	84%
PSY 31	94%	96%	91%	91%
PSY 33	71%	86%	79%	89%
PSY 5	100%	89%	100%	85%
PSY 6	90%	93%	90%	93%
SOC 1	88%	89%	90%	88%
SOC 2	88%	86%	90%	87%
SOC 3	92%	96%	89%	85%

SOC 4	90%	100%	74%	79%
Modality				
Correspondence	-	-	-	-
Face-to-Face	82%	87%	88%	87%
Online	90%	92%	86%	86%
Hybrid	-	-	-	-

Overall retention rates stayed strong despite COVD, wild fires and cyber attack.

Retention Rate by Student Demographic	2018-19	2019-20	2020-21	2021-22
Program-Level				
Anthropology/History/Social Science/Sociology/Psychology/ Social Work Overall Retention Rate	84%	88%	87%	87%
Lassen College Retention Rate	88%	91%	88%	89%
Gender				
Female	88%	89%	84%	85%
Male	83%	88%	88%	87%
Unreported	100%	100%	-	-
Ethnicity-Race-Ancestry				
American Indian or AK Native	81%	85%	90%	87%
Asian	85%	92%	89%	81%
Black or African American	80%	86%	87%	85%
Filipino	76%	100%	89%	71%
Hispanic or Latinx	84%	89%	88%	88%
Other	100%	100%	67%	100%
Pacific Islander	76%	98%	85%	97%
Unreported	86%	89%	87%	77%
White	88%	88%	87%	88%
Age Group				
17 and Under	95%	92%	87%	88%
18 to 24	86%	90%	87%	87%
25 to 49	83%	87%	88%	87%
50 and Over	79%	87%	85%	85%
Unreported	0%	100%	81%	88%

History 14, 15, 16, 17 and Political Science has done well and maintained consistent success, and actually has increased in 2021-22. Online success for these courses also have retained consistency, at or above the rate of the institution's success rate. The hope is to keep success rates consistent moving forward.

World History 14 and 15 (add course numbers); in looking at the data for the retention rate, has a small dip with retention in 2018-2020, while in 2020-22 the rates have increased and now match the college's retention rate in 2020-22. After an inquiry in History 14 and 15, in 2018-2022

Before this time, the instructor was teaching an 8-week History 14 and 15 classes on MWF mornings. These 8-week courses were created as a response to making our class schedule more flexible. The classes catered initially to Fire Science students and other students who needed / wanted short term classes could take GE options. Mainly students who started late in the semester had options, students who needed to drop a course early in the semester could add a later course, or students just preferred a quicker option. In 2017/2018, given the administrator in charge of Instruction did not like that US History and World History shared the same timeslot (MWF mornings). Administration moved the History 14 and History 15 classes to a T/Th timeslot. The enrollment immediately dropped in these classes. The change in the time slot may have caused counselors to forget the new timeslot, and the classes competed with other GE classes – specifically PSY and lab sciences. Further course competition is needed to determine if the move was justified based on data to support the change.

2018-2020
Through advertising to students and counselors, enrollment in these classes rebounded. We offered the classes hybrid and full semester length.

Spring 2020
Covid hit and enrollment suffered.

Fall 2021-present
All in-person classes were changed to different instructors because the instructor was moved into the Interim Dean of Instruction position. This happened right after the semester began. New instructors took over the courses. Online classes were hit the hardest since one instructor had never taught at LCC before. Now, History 14 and History 15 are only taught online and correspondence. It would be a good move to research if the live course offerings are needed, and with class times researched, find a good time to offer these courses face-to-face, as they do offer a variety of historic learning, and compliment the history and humanities offerings.

History 16 and 17 have good retention rates due to consistency in teaching these classes. The online offerings are staggered every other semester, the retention numbers are in line with the colleges over all retention rate. As required transfer courses evn with a change in modalities, the retention has remained consistent all four years.

Today we are working on building the student base post Covid. The classes are being taught hybrid, with lectures offered in the mornings, and the times have not changed since the instructor began teaching them in 2012. History 16 and 17 classes are offered also online as a cohort of every other semester. This began in 2018, each Fall is History 16 and Spring is History

Online classes remain popular, yet offerings that were pre-covid are encouraged to be face-to-face, as they were. Online seems to have an uptick in popularity and offer the school good enrollment. This could be a change going forward.

Overall the course offerings have not changed much, keeping the consistency of the times, and instructors. We would like to see more interest and possibly start an evening class for students who work during the day and are unable to attend. It would interesting to explore ideas for retention such as the ability of students to function in classrooms, based on coming off of Covid shut downs, and this being the first group to hit college post Covid, are the skills there to navigate college, such as reading a syllabus, taking notes, learning how to speak with instructors, utilizing an office visit to instructors, and social interactions.

In an effort to draw attention to Lassen College as a community, it would be nice to offer some interactive learning events for the community through Women in History, A Candy Drop honoring the Candy Bomber, and having guest speakers bring slave stories and interactive culture as part of Black History Month, and Cinco de Mayo events to honor Hispanics, in coordination with Student Services. A constitution Day offered to assist 8th grade teachers, and political forums to help students attain the new PLSC 1 SLO to get involved in local politics.

DEGREE AND CERTIFICATE COMPLETION

Degree and Certificates	2018-19	2019-20	2020-21	2021-22
Anthropology/History/Social Science/Sociology/Psychology/Social Work Degrees Awarded	183	164	226	173
Lassen College Degrees Awarded	310	260	338	236
Anthropology/History/Social Science/Sociology/Psychology/Social Work Certificates Awarded	88	78	78	27

Lassen College Certificates Awarded	156	128	161	72
Degree or Certificate Program				
AA General Studies: Emphasis in Social Science	80	68	128	139
AA University Studies: Emphasis in Social Science		1		
AA University Studies: Emphasis in Social Science-CSU	67	60	62	20
AA University Studies: Emphasis in Social Science-IGETC	8	9	8	4
AA History for Transfer-CSU	3	3	4	1
AA History for Transfer-IGETC	1	2		
AA Psychology for Transfer-CSU	14	11	18	3
AA Psychology for Transfer-IGETC	3	1		1
AA Sociology for Transfer-CSU	7	7	6	4
AA Sociology for Transfer-IGETC		2		1
Cert. of Achievement CSU General Education & Certification	88	78	78	27

The number of certificates awarded shows a downward trend which correlates to a decrease in the number of certificates awarded campus-wide due to declining enrollment. In 2019, 63% of the degrees are in Social Sciences, in 2020 67% of the degrees are in Social Sciences, in 2021 73% of the degrees are in Social Sciences. The total numbers did not change, and actually increases despite the fluctuations in enrollment. If you look at the AA General Studies with emphasis in Social Science, emphasis in Social Science CSU, and IGETC, you will see in 2018 almost half the degrees were in Social Science, with a dip in enrollment during 2019-20, and an incline in both 2020-21 and 2021-22. It seems like all students were purposely put in the AA General Studies: Emphasis in Social Sciences and not in for transfer in CSU and IGETC for transfer, as there is a decline in these numbers. The emphasis is now Social Science, giving the student more opportunities of areas to develop better marketing and job placement.

Achievement

Based on your review of the data trends above (e.g., course success, retention, awards) please provide an analysis of achievement gaps and accomplishments in the program.

Equity

Based on your review of the data trends above (e.g., course success, retention) please provide a narrative to outline opportunities to address any equity gaps.

Although course success rate in Psychology courses is lower by comparison to the overall success rate of the Humanities Department, the success rate in Psychology either remains consistent or continues to improve when compared to success rates of the past. The success rates of both PSY-31 and PSY-33 stand out as examples of this growth. This growth is also observed when observing success rates by student demographics when analyzing demographics by age. We do see some overall decline in success rates when data is separated by ethnicity/race, particularly in the areas of Asian and Filipino categories. These should be seen as areas of opportunity for growth in future years.

STUDENT LEARNING OUTCOMES

SLO assessment is important to maintain and improve an effective learning experience for LCC students. Evaluating SLO results regularly is helpful for evaluating student learning and identifying emerging program needs. There is a link between SLO assessment results, SLO improvement plans and review of curriculum and/or budget requests. Regular program assessment will drive program improvement. These records are maintained in the online Data Management and Visualization tool (TABLEAU) and are available for review by faculty at any time through its self-updating, interactive dashboards, and reports. Feedback and narrative from the Share Point tool will be included in the reports.

*By contract, faculty are required to prepare and submit an SLO Assessment Plan for each class within one week of the first-class meeting and implementation of the assessment method as indicated on the SLO Plan for each class. Submission of the (a) results of the assessment methods and (b) steps taken as a result of the assessment within five (5) District business days after the last scheduled meeting of the class. Both submissions will be made in accordance with District tracking procedures (I.e., may be paper-based or electronic).

- Provide an analysis of findings of the assessments completed and recommendations being made in individual assessments.
- Consider the impact or influence of the assessment results at the program level.
- Identify and evaluate the Program Student Learning Outcomes including the relationship between course, program and institutional student learning outcomes utilizing information provided by the Office of Institutional Effectiveness.

The Psychology Department has updated SLOs in the past year to better align the SLO with both assessments and content covered within the course. Updated SLOs are posted for each course and available to students both on the website and within the actual enrolled course. Updates to PSY-5 have been adjusted to allow effective assessment of this course whether administered online or face-to-face on campus (as well as face-to-face in a correctional institution).

The History Department has updated SLOs this past semester and are awaiting Curriculum approval. In an effort to capture more measurements as a department and institutionally, the new SLOs have gone from one to three. All mapping has been done, and await trial to see if it captures a better assessment of student learning.

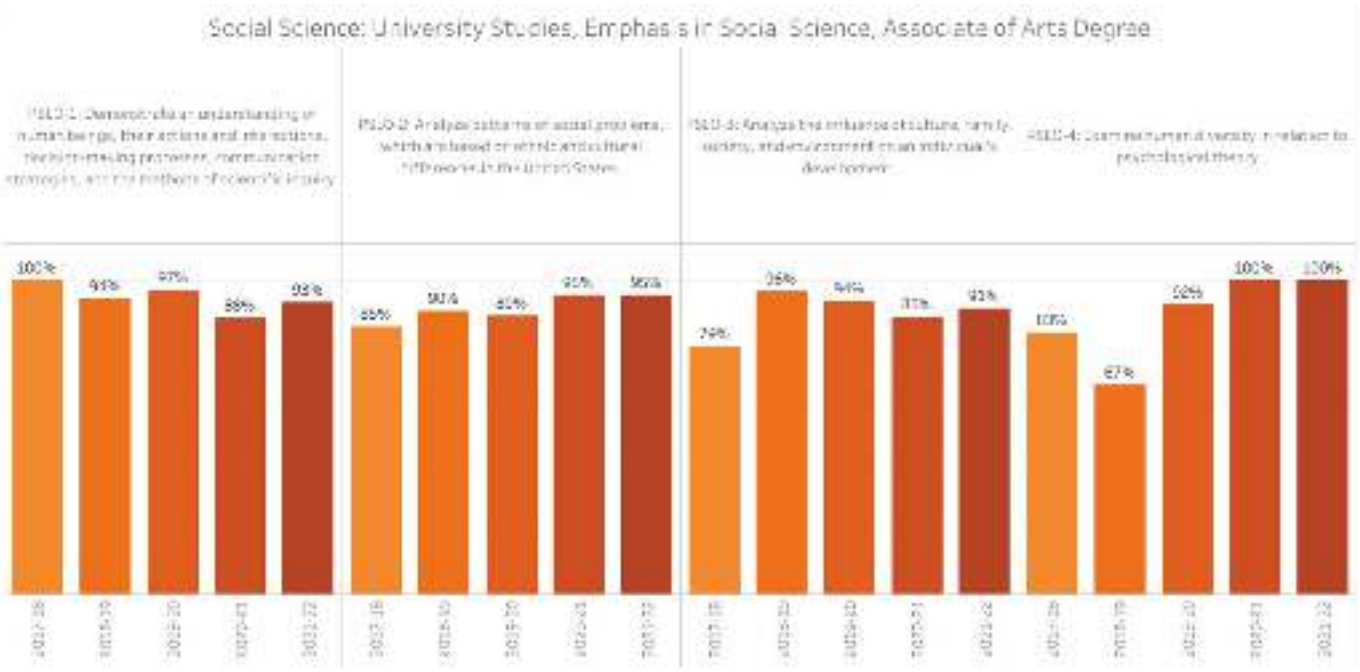
Course Assessed	Recommendations for Improvement
ANTH-1 Biological Anthropology	Below target SLOs are based on reporting error. Students who did not complete SLO measure were included in the calculation. Senate mentored faculty to provide more accurate data.
ANTH-2 Cultural Anthropology	Below target SLOs are based on reporting error. Students who did not complete SLO measure were included in the calculation. Senate mentored faculty to provide more accurate data.
ANTH-3 Introduction to Archaeology	Course inactivated
CD-31 Conceptn-Adolescenc	Providing assignments throughout the semester specific to preparing for the term paper is recommended for improvement

GEOG-2 Cultural Geography	Course not offered since last IPR
HIST-14 World History, Beginning 1500	More assignments geared to assess the comparisons of world civilizations, and identifying historical figures, cultural ideas and values, and the global connection between events, and analyzing race, class, gender and ethnicity, and their effects through the world's physical and natural environmental developments in human society.
HIST-15 World History, 1500 to Present	More assignments reflecting differences of the major civilizations of the world from 1500 to the present, with an emphasis on the cross-cultural interaction in the modern era, including major historical figures, issues, and events, including analytical categories such as race, class, gender and ethnicity, and ways in which human groups have interacted with one another, including trade, migration, warfare, cultural exchange, and biological exchange.
HIST-16 U.S. History	Give instruction on how to trace the transition of the United States into a nation, which will include the development of political institutions, and the transition of the United States into a nation, which will include the development of economic institutions and influential historical figures connected to these institutions. Also add a focus on social movements, sectionalism and geography, the major historical figures, issues (culture, family and society), and events.
HIST-17 Post Civil War - U. S. History	More emphasis on tracing events like Reconstruction, growth in territory, and comparing the development of political institutions, historical figured and events.
HUM-1 Prehistoric to 1600	No current recommendations for improvement
HUM-2 1600 to Present	No current recommendations for improvement
HUS-10 Int Social Work Human Services	No current recommendations for improvement
HUS-42 Field Exper in Human Services	Course has not been offered
HUS-49 Human Services Work Exp	No current recommendations for improvement
PLSC-1 American Institutions	Prepare topics of basic principles of local, state, and national governments and give research instruction to prepare for written papers on historical/political topics. Prepare students on how to be an active participant in government.
PLSC-11 Student Leadership	Course inactivated

PSY-1 Introduction to Psychology	No current recommendations for improvement
PSY-18 Human Develop: A Life Span	No current recommendations for improvement
PSY-18 Life Span Development	No current recommendations for improvement
PSY-31 Conceptn-Adolescenc	No current recommendations for improvement
PSY-33 Personal and Social Adjustment	No current recommendations for improvement
PSY-5 Intro to Research Methods	No current recommendations for improvement
PSY-6 Abnormal Psychology	No current recommendations for improvement
SOC-1 Introduction to Sociology	No current recommendations for improvement
SOC-2 Social Problems	No current recommendations for improvement
SOC-3 Family Relations	Below target SLOs are based on reporting error. Students who did not complete SLO measure were included in the calculation. Senate mentored faculty to provide more accurate data
SOC-4 Introduction to Gender	No current recommendations for improvement

Program Student Learning Outcome Assessment Results

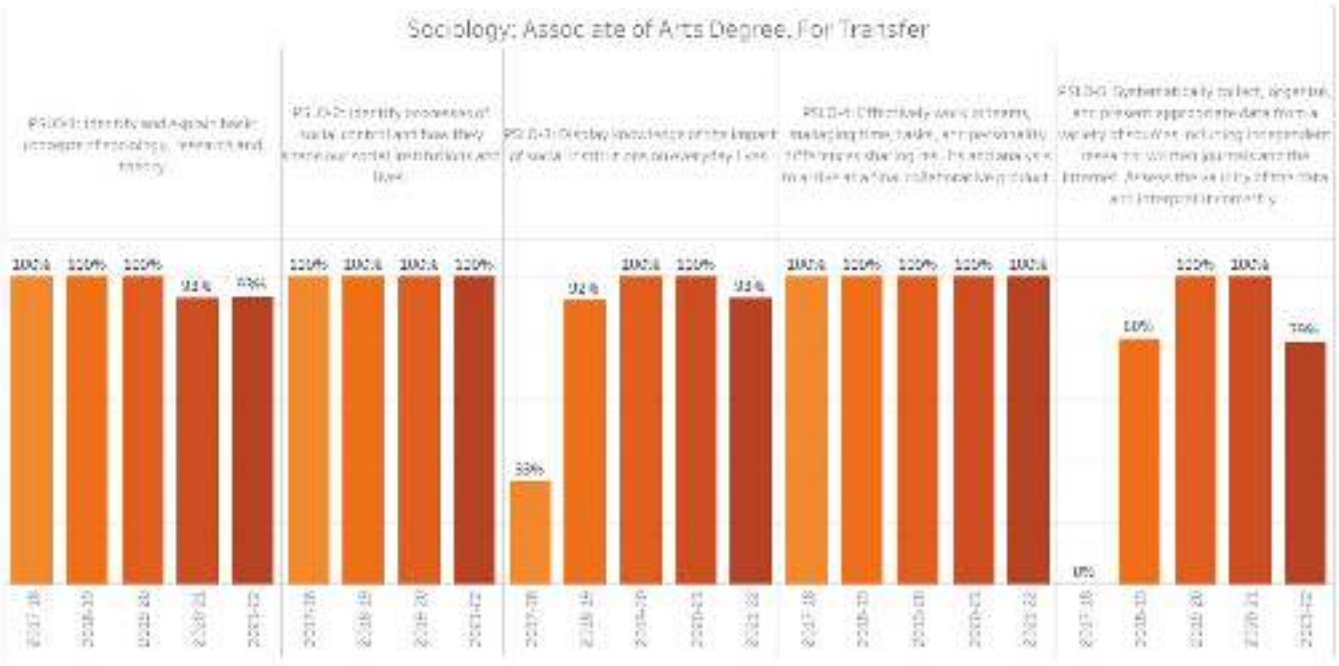
Social Science: University Studies, Emphasis in Social Science, Associate of Arts Degree



Program Name	Program Student Learning Outcome (PSLO)	2017-18	2018-19	2019-20	2020-21	2021-22
Social Science: University Studies, Emphasis in Social Science, Associate of Arts Degree	PSLO-1: Demonstrate an understanding of human beings, their actions and interactions, relationship patterns, communication strategies, and the methods of research in society.	100%	94%	97%	88%	93%
	PSLO-2: Analyze patterns of social processes within a biased or ethnocentric cultural framework in the United States.	85%	90%	85%	95%	96%
	PSLO-3: Analyze the influence of culture, family, society, and environment on an individual's development.	74%	98%	94%	91%	93%
	PSLO-4: Examine human diversity in relation to psychological theory.	89%	67%	92%	100%	100%

All of the PSLOs for the Social Science: University Studies, Emphasis in Social Science, Associate of Arts Degree exceed the PSLO target of 75% with the exception of PSLO 4 in 2018-2019. These PSLO results indicate consistent student learning over the last 5 years.

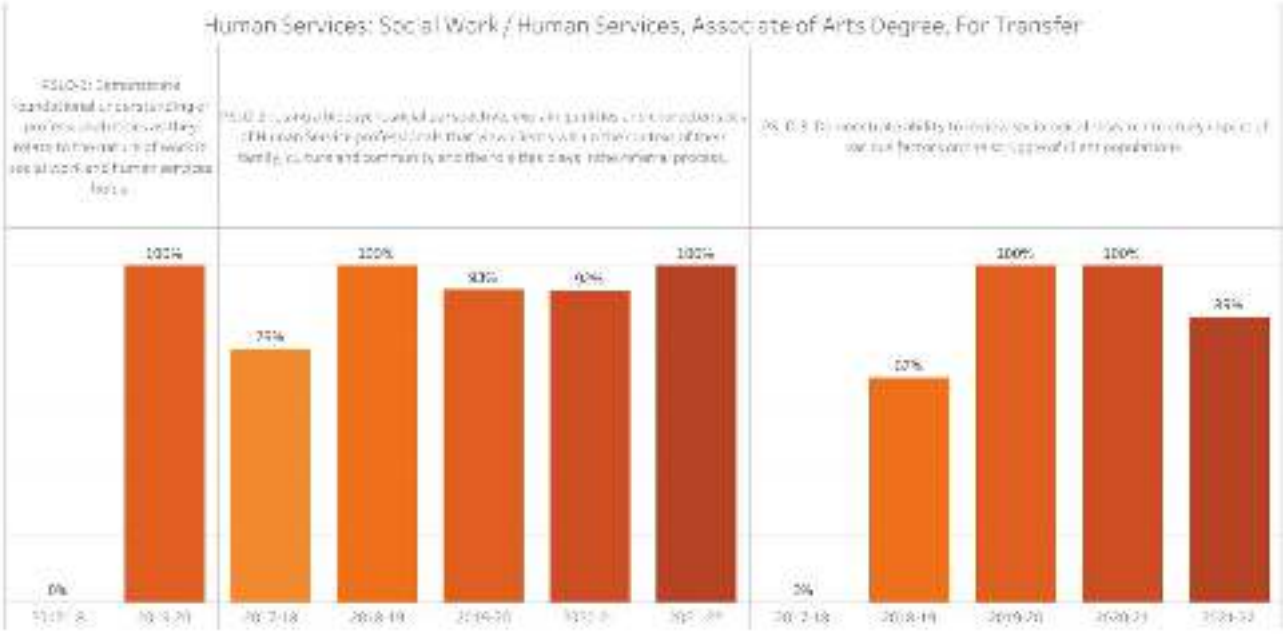
Program Student Learning Outcome Assessment Results



Program Name	Program Student Learning Outcome (PSLO)	2017-18	2018-19	2019-20	2020-21	2021-22
Sociology: Associate of Arts Degree, For Transfer	PSLO-1: Identify and explain basic concepts of sociology, research and theory.	100%	100%	100%	93%	93%
	PSLO-2: Identify processes of social control and how they shape our social institutions and lives.	100%	100%	100%		100%
	PSLO-3: Display knowledge of the impact of social institutions on everyday lives.	33%	92%	100%	100%	93%
	PSLO-4: Effectively work in teams, managing time, tasks, and personality differences sharing results and analysis to arrive at a final collaborative product.	100%	100%	100%	100%	100%
	PSLO-5: Systematically collect, organize, and present appropriate data from a variety of sources, including independent research, worthed journals and the Internet. Assess the validity of the data and interpret it correctly.	0%	80%	100%	100%	75%

All of the PSLOs for the Sociology: Associate of Arts Degree, for Transfer far exceed the PSLO target of 75% with the exception of PSLOs 3 and 5 for the year 2017-2018. The low percentages represented that year are believed to be an anomaly likely representative of changes in SLO assessment result collection and reporting, rather than being reflective of true student learning outcome data. Overall, these PSLO results indicate consistent student learning over the last 5 years.

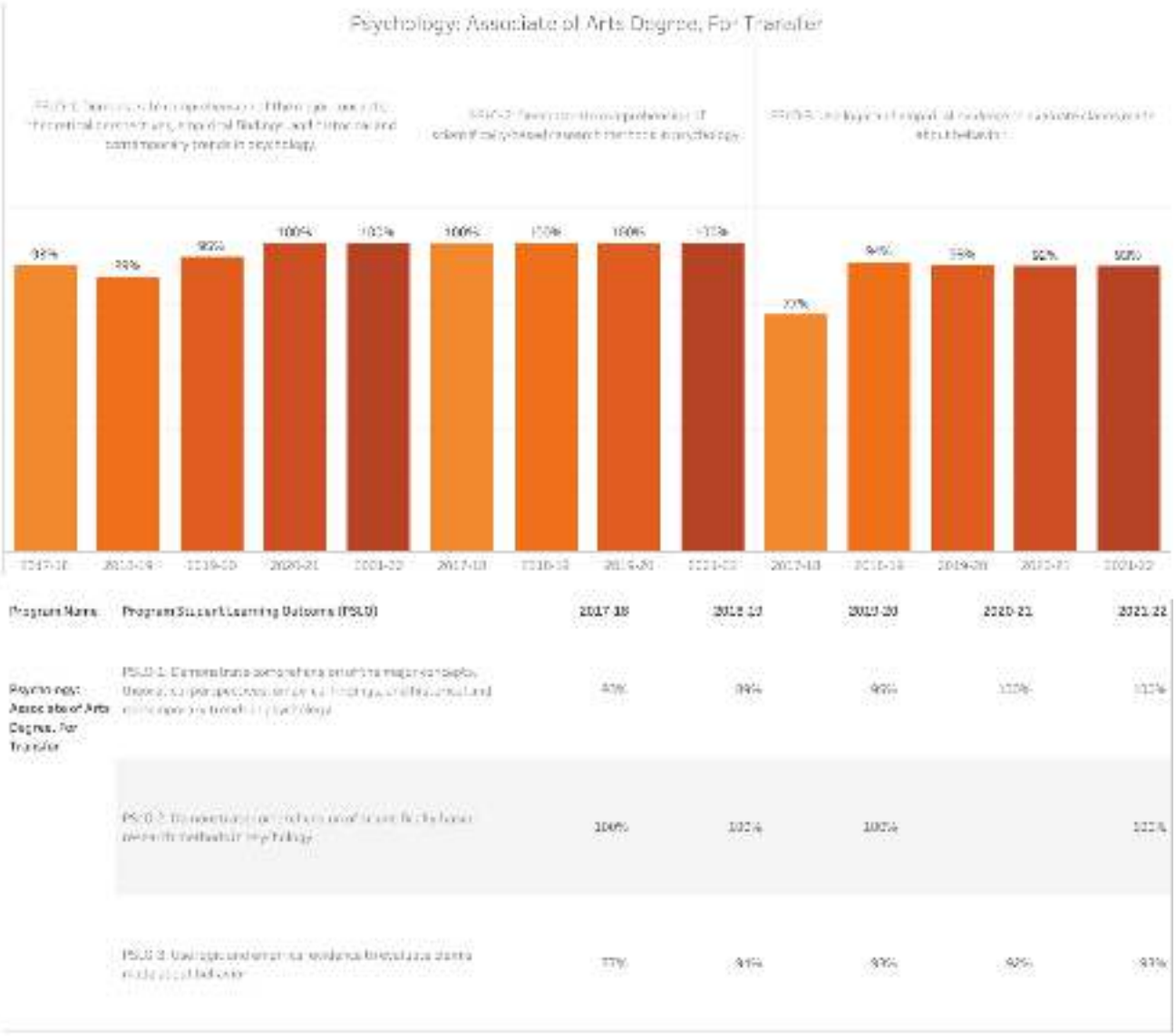
Program Student Learning Outcome Assessment Results



Program Name	Program Student Learning Outcome (PSLO)	2017-18	2018-19	2019-20	2020-21	2021-22
Human Services: Social Work / Human Services, Associate of Arts Degree, For Transfer	PSLO-1: Demonstrate foundational understanding of professional ethics as they relate to the nature of work in social work and human services fields.	0%		100%		
	PSLO-2: Using an ecosystem psychosocial perspective, socialist utilities and characteristics of Human Services professionals to assess [illegible] community and the role they play in the reference process.	75%	100%	93%	92%	100%
	PSLO-3: Demonstrate [illegible]	0%	67%	100%	100%	88%

PSLOs results for the Social Work/Human Services, Associate of Arts Degree for Transfer since 2019-2020 exceed the PSLO target of 75%. This new degree was approved in April, 2022, though many of the courses contained in the degree have been around for quite some time. It is difficult to determine contributing factors to the lower percentages represented prior to that year. At this point those results are not concerning as the degree was not in existence at that time and results exceed the target since the inception of the degree. This emerging program shows promise in providing new educational opportunities for students.

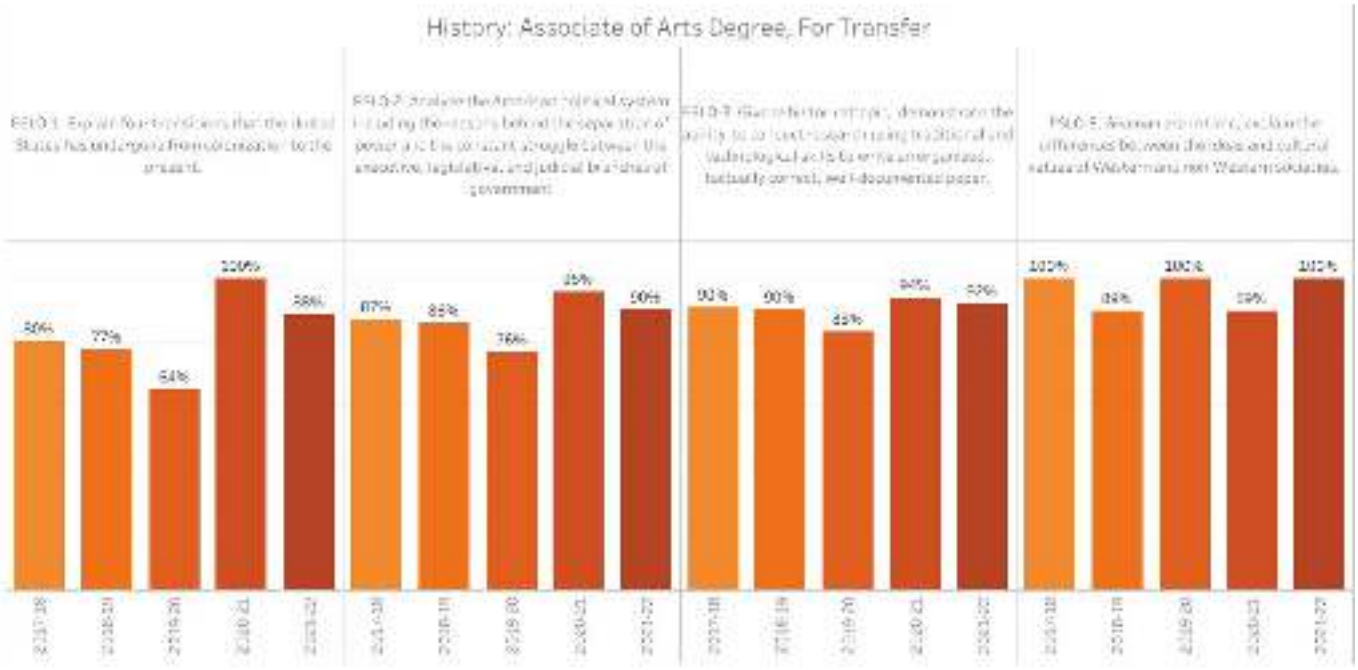
Program Student Learning Outcome Assessment Results



Program Name	Program Student Learning Outcome (PSLO)	2017-18	2018-19	2019-20	2020-21	2021-22
Psychology: Associate of Arts Degree, For Transfer						

The PSLO results for Psychology: Associate of Arts Degree, For Transfer have been strong over the past five years. PSLO-1 (demonstrating comprehension of major concepts) has been 100% for the past two years. This speaks to the effort put forth by both faculty and students in focusing on these psychological concepts and trends in psychology. PSLO-2 has been equally strong, boasting 100% as well for the past five years (data from 20-21 unavailable). This PSLO addresses research methods in psychology. This topic is woven through each course offered in the department, so the strength of this PSLO comes as no surprise considering the attention given to this topic over the years. PSLO-3 shows a 92% or stronger success rate over the past four years. The topic of this PSLO (evaluating claims made about behavior) is once again addressed throughout the courses offered in the department. Moreover, the overall PSLO results have remained consistent over the past several years, suggesting not only success in the program but stability in achieving the results as well.

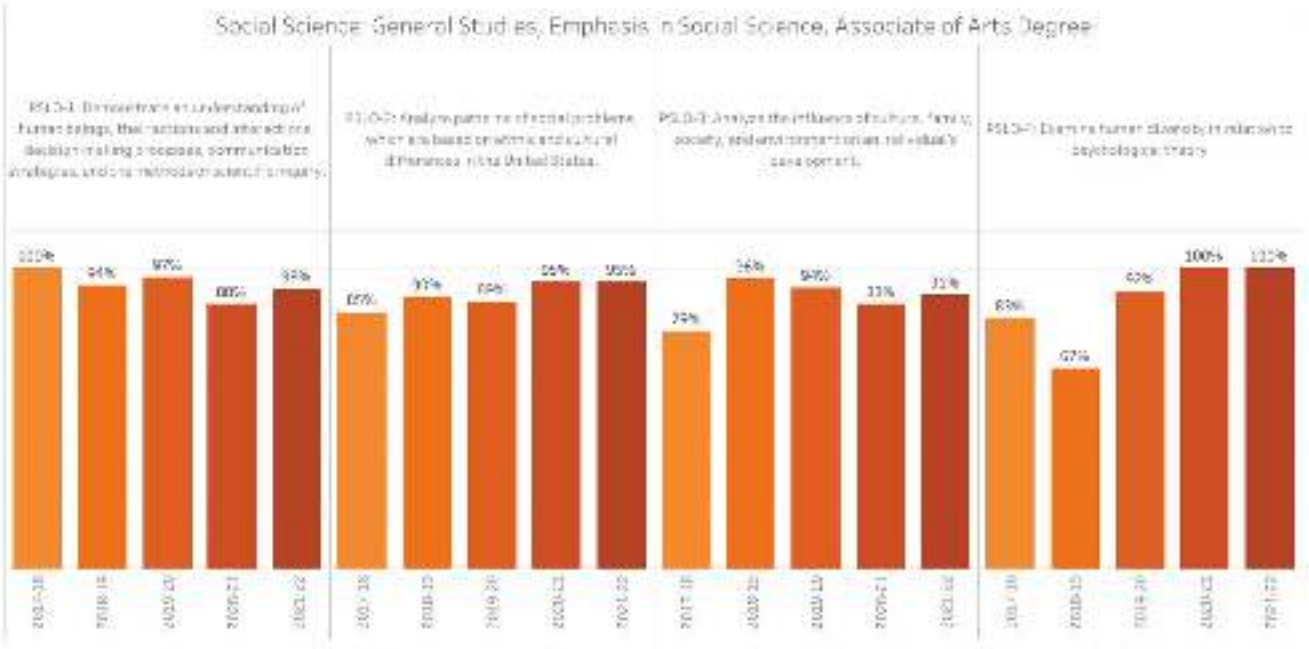
Program Student Learning Outcome Assessment Results



Program Name	Program Student Learning Outcome (PSLO)	2017-18	2018-19	2019-20	2020-21	2021-22
History: Associate of Arts Degree, For Transfer	PSLO-1: Explain four transitions that the United States has undergone from colonization to the present.	80%	77%	64%	100%	88%
	PSLO-2: Analyze the American political system including the reasons behind the separation of power and the constant struggle between the executive, legislative, and judicial branches of government.	87%	85%	76%	95%	90%
	PSLO-3: Given a historical topic, demonstrate the ability to conduct research using traditional and technological skills to write an organized, factually correct, well-documented paper.	92%	90%	85%	94%	92%
	PSLO-4: Given a historical topic, explain the differences between the ideas and cultural values of Western and non-Western societies.	100%	89%	100%	89%	100%

All of the PSLOs for the History: Associate of Arts Degree, for Transfer exceed the PSLO target of 75% with the exception of PSLO 1 for the academic year 2019-2020 which stands at 64%. Despite the challenges faced by students and faculty in the last couple of years, students show strong, continued learning outcome accomplishments.

Program Student Learning Outcome Assessment Results



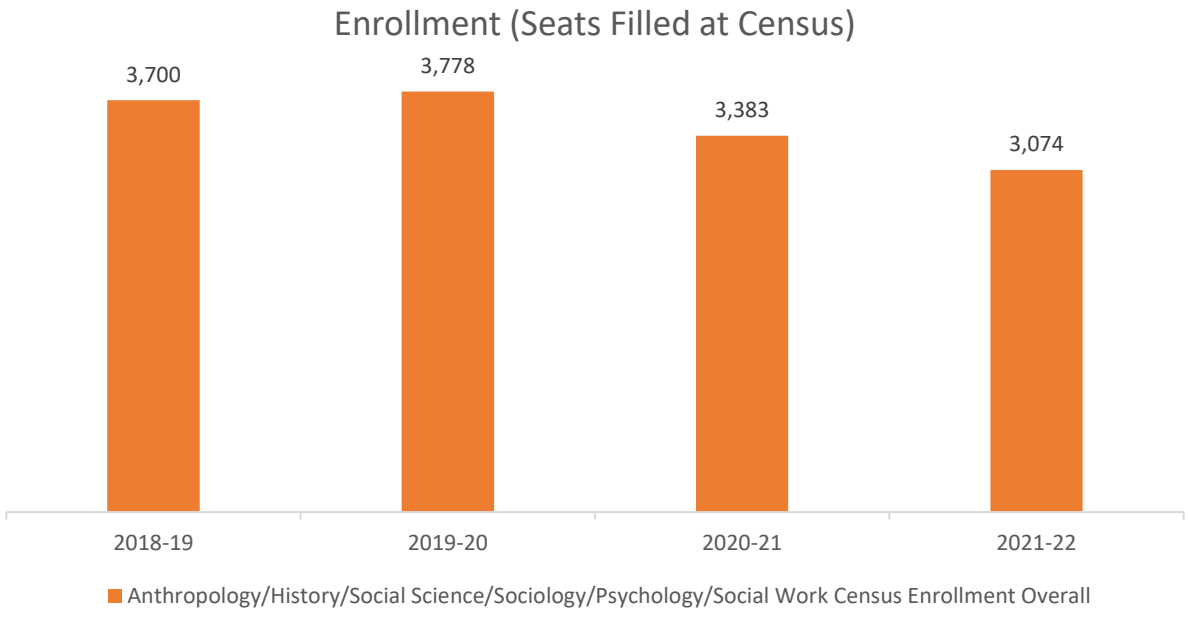
Program Name	Program Student Learning Outcome (PSLO)	2017-18	2018-19	2019-20	2020-21	2021-22
Social Science: General Studies, Emphasis in Social Science, Associate of Arts Degree	PSLO-1: Demonstrate an understanding of human beings, their actions and interactions, using decision-making processes, communication strategies, and the methodologies used in inquiry.	100%	94%	97%	88%	93%
	PSLO-2: Analyze patterns of social problems which are based on ethnic and cultural differences in the United States.	85%	91%	89%	94%	96%
	PSLO-3: Analyze the influence of culture, family, society, and environmental factors on individual's core operants.	75%	87%	94%	88%	91%
	PSLO-4: Examine human diversity in relation to psychological theory.	93%	97%	93%	100%	100%

All of the PSLOs for the Social Science: General Studies, Emphasis in Social Science, Associate of Arts Degree exceed the PSLO target of 75% with the exception of PSLO 4 in 2018-2019.

See last term's Annual Update P. 5, "PSLO DATA" for additional discussion of PSLO, ISLO, GESLO, and Strategic Goal data from 2017 through 2021: http://www.lassencollege.edu/about/planning/Documents/Program-Review/2022-Program-Review/2022%20Social%20Science%20IPR%20Annual%20Update.pdf

Enrollment Management

Enrollment Management	2018-19	2019-20	2020-21	2021-22
Anthropology/History/Social Science/Sociology/Psychology/ Social Work Census Enrollment Overall	3,700	3,778	3,383	3,074
Lassen College Census Enrollment	15,117	14,320	12,244	11,847
Anthropology/History/Social Science/Sociology/Psychology/ Social Work Full-Time Equivalent Students (FTES)	370.0	378.0	338.3	307.4
Lassen College Full-Time Equivalent Students (FTES)	1,648	1,561	1,340	1,269
Anthropology/History/Social Science/Sociology/Psychology/ Social Work Number of Sections	150	153	137	129
Lassen College Number of Sections	883	851	758	818
Anthropology/History/Social Science/Sociology/Psychology/ Social Work Fill Rate	72%	73%	73%	70%
Lassen College Fill Rate	55%	54%	55%	51%
Anthropology/History/Social Science/Sociology/Psychology/ Social Work Full-Time Equivalent Faculty (FTEF)	14.5	14.9	13.3	12.6
Lassen College Full-Time Equivalent Faculty (FTEF)	79.8	77.7	70.6	74.2
Anthropology/History/Social Science/Sociology/Psychology/ Social Work FTES/FTEF	25.5	25.4	25.4	24.4
Lassen College FTES/FTEF	20.7	20.1	19	17.1



Enrollment	2018-19	2019-20	2020-21	2021-22
Course-Level				
ANTH 1	216	230	224	216
ANTH 2	22	14	10	10
ANTH 3	0	4	0	0
CD 31	37	37	16	18
GEOG 2	11	0	0	0
HIST 14	230	211	166	122
HIST 15	184	157	134	108
HIST 16	227	257	234	241
HIST 17	221	175	212	233
HUM 1	119	170	169	130
HUM 2	140	128	156	132
HUS 10	7	7	9	0
HUS 42	0	1	0	0
HUS 49	3	0	0	0
PLSC 1	215	237	209	138
PLSC 11	0	1	0	0
PSY 1	674	682	527	493
PSY 18	193	143	93	123
PSY 31	81	82	43	45
PSY 33	34	41	84	81
PSY 5	27	20	17	13
PSY 6	209	250	264	246
SOC 1	409	436	354	318
SOC 2	232	242	217	187
SOC 3	160	216	222	206
SOC 4	49	37	23	14
Modality				
Correspondence	0	0	0	0
Face-to-Face	2,631	2,832	2,298	2,236
Online	1,069	946	1,085	838
Hybrid	0	0	0	0

Program Enrollment by Student Demographic	2018-19	2019-20	2020-21	2021-22
Program-Level				
Anthropology/History/Social Science/Sociology/Psychology/Social Work Census Enrollment Overall	3,700	3,778	3,383	3,074
Gender				
Female	1,143	936	716	696
Male	2,554	2,839	2,667	2,378
Unreported	3	3	0	0
Ethnicity-Race-Ancestry				
American Indian or AK Native	149	145	126	98
Asian	205	223	178	159
Black or African American	712	706	686	598
Filipino	46	42	18	21
Hispanic or Latinx	917	1,089	1,008	949
Other	3	5	3	1

Pacific Islander	50	40	46	31
Unreported	21	105	69	71
White	1,597	1,423	1,249	1,146
Age Group				
17 and Under	189	146	143	154
18 to 24	1,322	1,239	860	776
25 to 49	1,917	2,127	2,105	1,849
50 and Over	270	260	259	279
Unreported	2	6	16	16

Based on your review of the data trends above (e.g., enrollment, FTES, FTES/FTEF, fill rate) please provide an analysis of efficiency gaps and accomplishments.

Enrollment of males is disproportionately high due to incarcerated education program serving primarily male prisons. The number of Black/African American students enrolled is consistent, whereas the number of Hispanic students served has risen 25-30% over the last 4 years; increasing even with declining enrollment.

Overall enrollment has declined over the past several years, and the Psychology Department has not been immune to that. However, the rate of negative change is slower when looking at Psychology courses (3% decline last year) compared to the overall Humanities Department (9% decline). The decline in enrollment is more accentuated when analyzing enrollment from a perspective of ethnicity/race. We see the decline of Black/African American/American Indian/AK Native to be the most prominent. Opportunities for improvement in recruiting/retaining in the future to address these gaps should be considered effort well spent.

The percentages in the number of History enrollments in 2018-19 shows consistent numbers, as it was pre-Covid. In 2019-20 and 2020-21 shows the drop consistent with throughout the college, and 2021-22 being the first year back from an uninterrupted semester.

Enrollments in Hist 16 and History 17 are back to pre-Covid numbers showing a slight increase.

Hist 14 and Hist 15 lost a full-time faculty member who taught those classes face-to-face, leaving us with only Correspondence and online enrollment in those subjects.
It is our goal to increase the course offerings in History 14 and History 15, by offering at least one of the classes every other semester online and in person if research data supports such a goal.

Curriculum

Degrees and/or Certificates

Degree or Certificate Title	Award Type (AA, AS, AAT, AST, etc.)	Units	Term of Last Revision
Associate in Arts Degree University Studies: Emphasis in Social Sciences		60	See Curriculum Review Form
Associate in Arts Degree General Studies: Emphasis in		60	

Social Sciences			
Associate in Arts Degree in History for Transfer		60	
Associate in Arts Degree in Sociology for Transfer		60	
Associate in Arts Degree in Psychology for Transfer		60	
Associates in Arts Degree in Social Work and Human Services for Transfer		60	
Certificate of Achievement California State University General Education		39	
Certificate of Achievement in Intersegmental General Education Transfer Curriculum		37	
Certificate of Achievement in Child Development		26	

Provide a narrative of revisions made.
Revisions made since the last program review up until the Annual Update approved in May 2022 are included in that document. Since last term, revisions to SLOs and SLO maps have occurred for ANTH 1, HIST 14, 15, 16, 17; SOC 1, 2, 3, 4. As a result of these changes, the following PSLO maps have been updated where needed; AA-T History, AA-T in Sociology, Certificate of Achievement in Intersegmental General Education Transfer Curriculum, Certificate of Achievement California State University General Education, AA General Studies: Emphasis in Social Science, AA University Studies: Emphasis in Social Science and AA-T Social Work and Human Services.

Courses
Summarize curriculum revisions, new course adoptions, and/or course deletions r since the last program review. Describe the program accomplishments and/or changes (e.g., major revisions, additions, etc.). All courses need to be submitted to the Curriculum Committee for revision at least once every five years.

Whether changes to a course outline are necessary or not, a Revision to Existing Course Form for each course must be completed and submitted to the Curriculum/Academic Standards Committee for action. If all the courses in the certificate or degree are reviewed at one time, a single Program revision form can be used. If there are changes made to a course, the changes must be noted on the revision form. When reviewing a single course and changes are necessary, indicate the revisions on the form. Where no changes are necessary, simply indicate on the Revision Form that "the course has been reviewed as part of the program review and no changes are necessary." All program certificates, degrees, PSLO maps, and SLO maps are also required to be reviewed and updated if necessary. PSLO maps require a program revision form and course SLO maps require a course revision form. If all maps are reviewed at the same time, a single program revision form can be used. Advising plans also need to be reviewed and updated. A program revision form is used to review and update the advising plan if necessary. Revision forms will be retained in the Instructional Office with the Curriculum agenda packets.

Following the Curriculum/Academic Standards Committee action on all submitted Revision to Existing Course Forms, a summary Instructional Program Curriculum Review Form will be completed
by the Curriculum/Academic Standards Subcommittee Chair and given to the program faculty for inclusion in the program review.

The signed Instructional Program Curriculum Review Form is to be included with your completed program review documents for all certificates and degrees.

Course	Last Offered	Term of Last Revision
ANTH-1 Biological Anthropology	S23	See Curriculum Review form
ANTH-2 Cultural Anthropology	S23	
ANTH-3 Introduction to Archaeology	Inactive	
CD-31 Concept-Adolescen	S23	
GEOG-2 Cultural Geography	F20	
HIST-14 World History, Beginning 1500	S23	
HIST-15 World History, 1500 to Present	S23	
HIST-16 U.S. History	S23	
HIST-17 Post Civil War - U. S. History	S23	
HUM-1 Prehistoric to 1600	F22	
HUM-2 1600 to Present	S23	
HUS-10 Int Social Work Human Services	F22	
HUS-42 Field Exper in Human Services	-	
HUS-43 Soc Wrk and Human Ser Seminar	-	
HUS-49 Human Services Work Exp	S23	
PLSC-1 American Institutions	S23	
PLSC-11 Student Leadership	S20	
PSY-1 Introduction to Psychology	S23	
PSY-18 Life Span Development	S23	
PSY-31 Conceptn-Adolescenc	S23	
PSY-33 Personal and Social Adjustment	S23	
PSY-5 Intro to Research Methods	S23	
PSY-6 Abnormal Psychology	S23	
SOC-1 Introduction to Sociology	S23	
SOC-2 Social Problems	S23	
SOC-3 Family Relations	S23	
SOC-4 Introduction to Gender	S23	

Provide a narrative of revisions made. Revisions made since the last program review up until the Annual Update approved in May 2022 are included in that document. Since last term, revisions to SLOs and SLO maps have occurred for ANTH 1, HIST 14, 15, 16, 17; SOC 1, 2, 3, 4.

Articulation/Integration of Curriculum

- Attach a tabular comparison of Lassen Community College courses articulating with UC and CSU, indicating courses with approved C-ID designations as applicable (Obtain copies of Articulation Agreements from the Transfer Center / Articulation Officer)
- Provide a narrative reviewing the Lassen Community College courses and courses at four-year institutions for course alignment. (e.g., two courses at Lassen needed to articulate with one course at UC) and the unit

requirements for Lassen Community College courses as compared to four-year institutions.

Campus/GE/C-ID	ANTH 1	ANTH 2	ANTH 3	CD 31	GEOG 2	HIST 14	HIST 15
C-ID	ANTH 110	ANTH 120		CDEV 100	GEOG 120	HIST 150	HIST 160
CSUGE Area	D	D	D	D, E	D	C2, D	C2, D
IGETC Area	4A	4A	4A	4G	4I	3B, 4I	3B, 4I
Cal Poly Humboldt	ANTH 103	ANTH 104			GEOG 105		
Cal Poly Pomona	ANT 1010	ANT 1020	ANT 1030	BCS 1000, PSY 2206	GEO 1020	HST 1101	HST 1102
Cal Poly SLO	ANT 250	ANT 201		CD 256, PSY 256	GEOG 150		
CSU Bakersfield	ANTH 1208	ANTH 1318		CAFS 2000		HIST 1418	HIST 1428
CSU Channel Islands	ANTH 104	ANTH 102	ANTH 105	BCS 150, PSY 150	GEOG 201	HIST 211	HIST 212
CSU Chico		ANTH 113	ANTH 112	CHLD 252	GEOG 102	HIST 101	HIST 102
CSU Dominguez Hills	ANT 101	ANT 100	ANTH 102	CDV 150, HDS 205	GEO 100	HIS 120	HIS 121
CSU East Bay	ANTH 110	ANTH 130	ANTH 120		GEOG 120	HIST 101	HIST 102
CSU Fresno	1 & 3--ANTH 3	ANTH 2		CFS 39	GEOG 2	HIST 20	HIST 21
CSU Fullerton	ANTH 101	ANTH 102	ANTH 103	CAS 101	GEOG 160		
CSU Long Beach	ANTH 110	ANTH 120		CDFS 111	GEOG 100		
CSU Los Angeles					GEOG 1550		
CSU Monterey Bay	SBS 100		SBS 102	HDFS 200	SBS 252	GS 214	GS 215
CSU Northridge	ANTH 151	ANTH 152	ANTH 153	CADV 150	GEOG 150	HIST 110	HIST 111
CSU Sacramento	ANTH 1	ANTH 2		CHAD 15, HSHD 52		HIST 50	HIST 51
CSU San Bernardino *	ANTH 100	ANTH 102		HD 240, PSYC 240	GEOG 100	ANTH 140 & 142	HIST 144
CSU San Marcos	ANTH 215	ANTH 200		PSYC 210		HIST 101	HIST 102
CSU Stanislaus					GEOG 2020	HIST 1010	
San Diego State **	ANTH 101	ANTH 102		CFD 270			
San Francisco State	ANTH 100	ANTH 120	ANTH 110	CAD 210, FCS 223	GEOG 102, 107	HIST 114	HIST 115
San Jose State	ANTH 12	ANTH 11	ANTH 13	CHAD 60	GEOG 10	HIST 1A	HIST 1B
Sonoma State	ANTH 201	ANTH 203	ANTH 202	HDEC 110	GEP 203	HIST 201	HIST 202
UC Berkeley	ANTHRO 1	ANTHRO 3					
UC Davis	ANT 001	ANT 002	ANTHRO 003			HIS 010A	HIST 010B
UC Irvine	ANTHRO 2B	ANTHRO 2A	ANTHRO 2C		SOC SCI 5A	HISTORY 21A	HISTORY 21C
UCLA	ANTHRO 1	ANTHRO 3	ANTHRO 2		GEOG 3	14 & 15--HIST 20	HIST 22
UC Merced	ANTH 005	ANTH 001	ANTH 003			HIST 010	HIST 011
UC Riverside	ANTH 2	ANTH 1				HIST 10	HIST 15
UC San Diego	ANTH 2	ANTH 1	ANTH 3	PSYC 7			
UC Santa Barbara	ANTH 5	ANTH 2	ANTH 3		GEOG 5	HIST 2A	HIST 2C
UC Santa Cruz	ANTH 1	ANTH 2	ANTH 3	PSYC 10			
* 2016-17 is newest							
** 2003-04 is newest							

Campus/GE/C ID	HIST 16	HIST 17	HUM 1	HUM 2	HUS 10	HUS 42	HUS 43
C-ID	HIST 130	HIS 140	HIST 120	HIST 130	SWHS 110	SWHS 120	SWHS 120
CSUGE Area	C2, D	C2, D	C2	C2			
IGETC Area	3B, 4I	3B, 4I	3B	3B			
Cal Poly Humboldt	HIST 110	HIST 111	HIST 104	HIST 105	SW 101		
Cal Poly Pomona	HST 2201	HST 2202					
Cal Poly SLO			HIST 110	HIST 111			
CSU Bakersfield	HIST 121B	HIST 122B	HIST 141B	HIST 142B			
CSU Channel Islands	HIST 270, 275	HIST 271					
CSU Chico	HIST 130	HIST 130	HUMN 220	HUMN 222	SWHK 170		
CSU Dominguez Hills	16 & 17 = HIS 101						
CSU East Bay	HIST 110	HIST 111	HIST 101	HIST 102			
CSU Fresno	HIST 11	HIST 12	HIST 1	HIST 2			
CSU Fullerton	HIST 170A	HIST 170B					
CSU Long Beach	HIST 172	HIST 173	HIST 131	HIST 132			
CSU Los Angeles	HIST 2010	HIST 2020					
CSU Monterey Bay	HUMM 251, SOS 111	HUMM 265					
CSU Northridge	HIST 270	HIST 271	HIST 150	HIST 151			
CSU Sacramento	HIST 17A	HIST 17B	HIS 10	HIS 11	SWRK 95		
CSU San Bernardino	HIST 200	HIST 201					
CSU San Marcos	HIST 130	HIST 131					
CSU Stanislaus							
San Diego State	HIST 109	HIST 110	HIST 105	HIST 106			
San Francisco State	HIST 170	HIST 171	HIST 110	HIST 111			
San Jose State	HIST 70A	HIST 70B	HIST 10A	HIST 10B			
Sonoma State	HIST 251	HIST 252	HIST 201	HIST 202			
UC Berkeley	HISTORY 7A	HISTORY 7B					
UC Davis	HIS 017A	HIS 017B	1&2–HIS 004B	HIS 004C			
UC Irvine							
UC LA			HUM 1 & 2 = HIST 1A, 1B, 1C				
UC Merced	HIST 016	HIST 017					
UC Riverside	HIST 17A	HIST 17B	HIST 51	HIST 52			
UC San Diego	HILD 2A	HILD 2C					
UC Santa Barbara	HIST 17A	HIST 17C	HIST 4A	HIST 4C			
UC Santa Cruz							

Campus/GE/C ID	HUS 49	PLSC 1	PLSC 11	PSY 1	PSY 18	PSY 31	PSY 33
C-ID		POLS 110		PSY 110	PSY 180	CDEV 100	PSY 115
CSUGE Area		D		D, I	D, I	D, I	I
IGETC Area		4H		4	4	4	
Cal Poly Humboldt	SW 255	PSCI 110		PSYC 104			
Cal Poly Pomona		PLS 2010		PSY 2201		ES 1000, PSY 2206	
Cal Poly SLO				PSY 201, 202		CD 256, PSY 256	
CSU Bakersfield		PLSI 1018		PSYC 1018	NURS 2190, PSYC	CAFS 2000	
CSU Channel Islands		POLS 150		PSY 100	PSY 213	PSY 150	
CSU Chico		POLS 155		PSYC 101	SWHK 207	CHDD 252	
CSU Dominguez Hills		POL 101		PSY 101		CHV 150, HDS 205	
CSU East Bay		POSC 101		PSYC 100			
CSU Fresno		PLSI 2		PSYCH 10	CFS 38	CFS 39	PSYCH 61
CSU Fullerton		POSC 100		PSYC 101		CAS 101	
CSU Long Beach		POSC 100		PSY 100		CDFS 111	
CSU Los Angeles		POLS 1000		PSY 1500			
CSU Monterey Bay				PSY 100		HDFS 200	
CSU Northridge		POLS 155		PSY 150		CADV 150	
CSU Sacramento		POLS 1		PSYC 2	CHAD 30	CHAD 35, FSHD 52	
CSU San Bernardino		PSCI 203		PSYC 100	PSYC 201	HD 240, PSY 240	PSYC 115
CSU San Marcos		PSCI 100		PSYC 100		PSYC 210	
CSU Stanislaus		PSCI 1201		PSYC 2010			
San Diego State		POLS 102		PSY 101		PSY 230, CFD 270	
San Francisco State		PLSI 200		PSY 200		CAT 210, HDS 223	
San Jose State		POLS 1		PSYC 1	CHAD 70, PHIL 15	CHAD 60	
Sonoma State		POLS 200		PSY 250	EDEC 250	EDEC 110	
UC Berkeley		POL SCI 1		PSYCH 1			
UC Davis		POL 001		PSC 001			
UC Irvine		POL SCI 21A		PSCI 9, PSYC 7A	NUR SCI 116		
UCLA		POL SCI 40		PSYCH 10			
UC Merced		POLI 001		PSY 001			
UC Riverside		POSC 10		PSYC 7			
UC San Diego		POLI 10		PSYC 1	PSYC 7	PSYC 7	
UC Santa Barbara		POLS 12		PSY 1			
UC Santa Cruz		PSYC 20		PSYC 1		PSYC 10	

Campus/GE/C-ID	PSY 5	PSY 6	SOC 1	SOC 2	SOC 3	SOC 4	ES 1
C-ID	PSY 200	PSY 120	SOCI 110	SOCI 115	SOCI 130	SOCI 140	
CSUGE Area	D	D	D	D	D, I	D	D, I
IGETC Area	4I	4I	4J	4J	4	4H	4C
Cal Poly Humboldt	PSYC 240, 242		SOC 104	SOC 255			
Cal Poly Pomona	PSY 2204, SOC 2205		SOC 2201				
Cal Poly SLO			SOC 110	SOC 111			
CSU Bakersfield			SOC 1008			SOC 2400	
CSU Channel Islands			SOC 100	SOC 201			
CSU Chico	PSYC 261		SOCI 100	SOCI 200	CHDV 255		SWRK 200
CSU Dominguez Hills	PSY 235		SOC 101				
CSU East Bay	PSYC 200		SOC 100				ES 100
CSU Fresno		PSYCH 66	SOC 1		CFS 31		
CSU Fullerton			SOCI 101				
CSU Long Beach			SOC 100	SOC 142			
CSU Los Angeles			SOC 2010				
CSU Monterey Bay	PSY 200		SOC 100			HEDM 242	ES 243, HEDM 241
CSU Northridge			SOC 150	SOC 200		GWS 100	
CSU Sacramento	PSYC 8		SOC 1	SOC 3			
CSU San Bernardino			SOC 100				ES 100
CSU San Marcos			SOC 101				
CSU Stanislaus	PSYC 2020						
San Diego State			SOC 101	SOC 150	CFD 135		
San Francisco State			SOC 105	SOC 245			
San Jose State	PSYC 18		SOCI 1	SOCI 80			
Sonoma State	PSY 280		SOCI 201			WGS 200	
UC Berkeley			SOCIOL 1				
UC Davis	PSC 041		SOC 001	SOC 003			
UC Irvine	EDUC 10		SOCIOL 1	SOCIOL 3	SOCIOL 62		SOCIOL 63
UCLA			SOCIOL 1				ENGL 87
UC Merced	PSY 015, SOCI 015		SOCI 001	SOCI 020		SOCI 060	CHS 501
UC Riverside			SOCI 1	SOCI 25			ETST 1
UC San Diego	COGS 14A, PSYC 70		SOCI 1	SOCI 2			
UC Santa Barbara			SOC 1				
UC Santa Cruz			SOCY 1	SOCY 10			

External Compliance

Provide a summary of any compliance regulations (e.g., accreditation, accessibility), actions taken, and gaps identified.

Gaps identified in ACCJC requirements 1 & 2 have been addressed. Program faculty have done a tremendous amount of work in implementing improved institutional procedures for identifying, assessing, and reporting SLOs and SLO data by completing training, participating in Division Meetings and utilizing SLO+.

AB 2232 signed into law September 29th, 2022 requires that California Community Colleges ensure that facilities have heating, ventilation, and air conditioning (HVAC) systems that meet specified minimum ventilation rate requirements. The Humanities Building, a primary building for the instruction of Social Sciences courses, provides air conditioning in only one classroom. This does not adhere to AB2232 requirements. It is hoped this issue will be addressed by the Facilities Master Planning Committee.

Building code requires spacing between balcony railings not exceed four inches. The safety railing on the second floor of the Humanities Building surrounding the interior stairwell has railings spaced at 8.5 inches. This is a safety issue that has been identified for approximately seven years. It is hoped this issue will be addressed by the Facilities Master Planning

Committee.

Program Planning and Communication Strategies

Describe the communication methods and interaction strategies used by your program faculty and administrators to discuss program-level planning, curriculum, SLOs, PSLOs, equity, student achievement, and institutional performance data.

All full-time program faculty, and numerous adjunct faculty, routinely attend monthly Humanities/Social Science Division Meetings. Meeting agendas include Curriculum, SLO and data review and analysis topics. Meeting information and materials are emailed out after the monthly meetings. The Humanities/Social Sciences Division Chair meets weekly with administration in Division Chair Meetings. Numerous faculty attended SLO presentation provided by SLO Coordinator during Convocation, and during some Flex Activities. SLO Coordinator communicates related deadlines, and additional training opportunities via email, and consults with faculty individually via Zoom. In the process of preparing this IPR, full-time discipline faculty met numerous times during the drafting process in addition to attending IPR Orientation, and meet ing with and receiving training/feedback from Institutional Effectiveness & Strategy Consultant and Academic Senate Mentor. Additionally, one full time faculty member and one adjunct faculty member sit on the Curriculum Committee.

Academic Planning Analysis Summary

Summarize the key findings from the program analysis and outline opportunities for change.

The Social Sciences department has enjoyed enrollment success over the past four years. This success can be attributed not only to the full-time and adjunct faculty that deliver instruction but also to the variety and quality of the courses themselves.

Although enrollment has been largely steady, the department is looking to grow. Evidence of relatively stable enrollment and retention rates signals an opportunity to grow this department in the years to come. Overall, students are satisfied with the courses offered in the department as well as the quality of instruction**.** Again, this is an indication that growth can be achieved in the number of offerings as well as students served.

This department has identified a number of action plans to move forward with work related to the following Strategic Initiatives:

- Increase and retain enrollment
- Continue to meet accreditation standards

Department faculty have collaborated in identifying numerous action plans in order to effectively continue the quality in the courses offered, steadily achieve growth, continue to meet accreditation standards, and adapt to changes occurring at the state level such as the implementation of CSU GE Area F requirements.

Section 2: Human Resource Planning

Workload and Staffing Assessment

Year	F/T Faculty	P/T Faculty
Previous Year	Toni Poulsen Tom Kareck Sandy Beckwith	Anthropology O'Brien, Christopher Bright, Lisa Psychology Freeman, Micah Greer, Laura History Dillon, Chase Di Gerlando, Steven Humanities Wilkerson, Robert Romero, Thomas Porter, Joelle **Psychology** Mesloh, KC Beckman, Lisa Wattenburg, Amanda **Sociology/Ethnic Studies** Morgan, Heidi Load: .2 Schofield, Monique Load: .4 Bollinger, Kathleen Load: .6 Jordan, Rebecca Load: .3 Alberico, Lynda Load: .4 Clain, Kimberly Load:.2 Gardiner, Lisa Load:.6 Total Sociology Load covered by adjunct: 2.7
Current Year	Toni Poulsen Tom Kareck Sandy Beckwith	O'Brien, Christopher Bright, Lisa Freeman, Micah Greer, Laura Dillon, Chase Di Gerlando, Steven Wilkerson, Robert Porter, Joelle Mesloh, KC Beckman, Lisa Morgan, Heidi Schofield, Monique Bollinger, Kathleen Jordan, Rebecca Alberico, Lynda Gardiner, Lisa Wattenburg, Amanda Clain, Kimberly

Next 2 Years	Toni Poulsen Tom Kareck	Gardiner, Lisa O'Brien, Christopher Bright, Lisa Freeman, Micah Greer, Laura Dillon, Chase Di Gerlando, Steven Wilkerson, Robert Romero, Thomas Romero, Thomas Porter, Joelle Mesloh, KC Beckman, Lisa Morgan, Heidi Schofield, Monique Bollinger, Kathleen Jordan, Rebecca Alberico, Lynda Clain, Kimberly Wattenburg, Amanda

Provide a narrative that describes the program's faculty staffing trends and develop a projection for the two years. Discuss the extent to which your current faculty staffing structure meets or does not meet your program's needs and/or initiatives. Please describe what strategies will be used to diversify your staffing (e.g., education, expertise/skillsets, areas of interest, demographics).

Staffing of faculty for Social Science courses identified in this IPR are anticipated to be impacted by CalGETC and changes in incarcerated instruction. At this time it is unknown what these impacts will look like.

Since the last Social Science IPR two full-time faculty have moved from instruction of Sociology and History to administration. Instruction of impacted courses has shifted to being provided by adjunct faculty. While instructional needs are being met, these shifts have impacted mode of instruction for these courses by shifting face-to-face offering to online instruction. Additionally, one full-time Psychology faculty member will be retiring at the end of this academic year. At this point it is anticipated that impacted Psychology instruction can continue to be provided by adjunct faculty. This change will not impact mode of instruction as the retiring faculty member most recently only instructed online. While adjunct can cover district instructional needs in these areas, adjunct are not contractually required to participate in shared governance, instructional program review, flex training, graduation, peer evaluation or various other institutional commitments required of full-time faculty. The tremendous void that losing three full-time faculty have on the broader scope of institutional activities needs to be addressed.

While Ethnic Studies is not included in this IPR, it is a social science course instructed by instructors qualified in the disciplines of Sociology, and Anthropology. Changes in GE Area F will cause greater need for Ethnic Studies instructors, along with development of more courses to fulfill this requirement. Currently an ES 2: Introduction to Native American Studies course was approved locally and will be forwarded for CSU area F approval to expand offerings for Area F. These expansions will require hiring of more Social Science faculty, easily one full-time faculty position. Hiring a full-time faculty in Sociology would enable instruction of Area F courses., further development of related courses, and full-time faculty member contributions to to our campus community in addition to providing some face-to-face instruction for existing courses in the Sociology program. Last year adjunct Sociology faculty carried a total instructional load of 2.7.

Annually all full-time faculty complete a minimum of 35 hours of professional development through our Flexible Calendar Program. Activities approved as part of this program diversify faculty knowledge and skills.

Professional Development

Provide a description and associated outcomes related to the program's target professional development participation over since the last program review. Discuss the current professional development/training need(s) of your program, and why this need(s) exists. If you have specific trainings you want to request, please include those details.

Sandy Beckwith

2019/2020

Brain Science and Instructional Improvement
Grief Awareness
Evaluate OER for text implementation

Outcomes: Course instruction and improvement

2020/2021

Science of Wellness online course

Outcomes: Course Instruction and Improvement

2021/2022

Volunteer tour guide for people with intellectual and developmental disabilities

Outcomes: Instructional improvement and Learning Resource Development

2022/2023

Webinars/Research review: Brain and Behavior Research Foundation

Outcomes: Course instruction and improvement

Thomas Kareck

POCR training - this has enhanced my understanding of the elements necessary in developing and delivering an online class.

"Fall into Humanized Online Teaching, A Pathway to Equity" course and "Fostering Culturally Relevant Classroom Environments" webinar - both trainings have contributed to my understanding in creating welcoming and equitable Canvas classrooms.

Toni Poulsen

2019/2020 attended an online teaching seminar for Canvas over the summer. Read a book on Whaling on the East Coast, period specific for early fishing history.

2020/21 Introducing the new Flex Canvas Shell, The Student Learning Outcomes (SLO) Planning and Reporting, Canvas New Quizzes, Diversity, Equity, and Inclusion: Discussion on Where We've Been and What Lies Ahead for LCC

Presented a workshop for Flex on "Student centered instruction" , additional research through documentaries from The

History of Prohibition to FDR, and many others. Canvas training through Lassen College Flex training courses.

2021/22

Fast tracked a new book into Political Science, book was about to expire and new election had taken place had to convert existing instruction to the new modes of delivery, hybrid, online, and correspondence course creation.

Volunteered at Cal-fire for a week, it is a bureaucratic agency, and used the information to use in lectures based on participating in a fire call center.

Section 3: Infrastructure Planning

Facilities

- Describe and evaluate the Lassen Community College facilities available to the program.
- Describe and evaluate additional facilities utilized off-campus by the program
- Describe any facilities needs identified internal or external analysis
- Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the program review cycle.

On-campus program courses are typically offered in the Humanities Building. Adequate classroom space is available to meet scheduling needs for classes of varying sizes. Air scrubbers are available in all classrooms. One classroom is equipped with air conditioning, remaining classrooms are in need of climate control upgrade to include air conditioning.

Off-campus program instruction since the last program review occurs at High Desert State Prison (HDSP) and the California Correctional Center (CCC). As of October, 2022 courses will no longer be offered at the CCC site as this institution is closing. HDSP provides adequate classroom space for face-to-face instruction within the secure perimeter of the institution.

Equipment

- Describe and evaluate equipment and equipment support provided for instruction and instructional support

Technology

- Describe and evaluate technology and technology support provided for instruction and instructional support.
- Justify any proposed modifications or additions to existing technology that would better serve the program planned for the next four years.

Full-time faculty are provided with laptop computers.

On-campus classrooms are equipped with Smart Boards. Middleton Hall has a projector.

Classrooms at HDSP are equipped with computers and large-screen monitors. There is also a camera projector available for staff use in the classroom. Although technology equipment may be viewed as “dated,” all technology at HDSP is operational and readily available or staff use.

Section Four: Program Planning

Progress update on previous action plans

The Annual update completed May 2022 identified the following needs. Chart below provides an update on these items;

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation& ongoing)	Expected Outcome	Progress
1,2,4	Improved faculty access to current course outlines, and advising plans	2022-2023		Increased currency andaccuracy	Completed. Updated outlines and advising plans are on LCC website
1,2,4	Development of SLO assessment and mapping methods and tools to include best practices for Course SLO,PSLOs, GESLO, and ISLO development, measurement, mapping, review, and revisionand improvement planning	2022-2023	Implementation $20,000	Robust SLO Assessment and data reflection in IPRs resulting in greater studentlearning outcome achievement and a robust learning environment focused on continuous improvement. Meet ACCJC Requirements 1 & 2	Accomplished: SLO assessment tool developed: SLO+ In progress: Best practices: These are being identified by SLO Coordinator for further incorporation in training

1,2,4	Create an SLO Assessment schedule and integrate that intoour processes	2022-2023	Implementation $10,000	Contribute to meeting ACCJC Requirements. Meet ACCJC Requirements 1 & 2	Accomplished: SLO Assessment Schedule was approved by Senate this semester
1	Consider timing of delivery of SLO results with regard to Correspon dence delivery andpacket preparatio n	2022-2023	0	Timely action on improvement plans relatedto correspondence courses	Still needed
1,2,4	Improve faculty access to current SLO and PSLO mapswould improve SLO data	2022-2023	Met by current staffing	Contribute to quality SLOreview, revision & assessment, as well as meeting ACCJC Requirements 1 & 2	Accomplished: Maps are incorporated in SLO+
1	Disaggregate SLO Data	2023-2024	Implementation $20,000	More informative SLO assessment data, targeted improvement plans	Accomplished: Course SLO Assessment results are disaggregated by mode of instruction in the SLO Data Dashboard
1	Work with faculty to explore standardiza tion of SLO assessment tools by course to provide more	2023-2024	$1000	More informative SLOassessment data	Slated for next year

	robust SLO data.				
1, 2	Further training on SLO assessment , mapping, data analysis and improvemen t planning	2022-2024	Implementation $20,000	Robust SLO Assessment, enhanced student learning	On-going
2, 3, 4	Fill vacant Full time faculty DSPS Coordinato r/Counselo rposition	2022-2023	Ongoing $100,000	Comprehensive DSPS services, further meet student needs	Accomplished: Position was hired Summer 2022
3	Provide adequate heating and cooling to the Humanities building classrooms and offices		$300,000	Adequate temperaturecontrol	Still needed: Item has been prioritized through the Facilities Master Plan
2,3,4,	Repair/repl ace projector in HU201	2022	Implementation: $5.000 Ongoing: $100 annually	Meet instructional needsfor History and Film instruction in this classroom.	Accomplished: Peer technical assistance provided solution
1,3	Railings circling top of internal stairwell in Humanities need to be redesigned to reduce small child fall hazard	2022	$5,000	Reduce small child fall hazard	Still needed: Item has been prioritized through the Facilities Master Plan

2,3,4	Whiteboard or Smart Board placed in HU201	2022	Implementation: $500-$5000 Ongoing: $50 annually	Meet instructional needsfor History and Film instruction in this classroom.	Still needed
2,3,4	Repair/Replace DVD in HU 206	2022	Implementation: $500 Ongoing: $50	Meet instructional needs for History, English, Art, Work Experience and othercourses that utilize this space.	Still needed
2,3,4	Instructional Technology Maintenance Schedule to routinely address and prioritize cyber-security and currency of instructional technology including; dvd players, smartboards, lap tops and projectors.	2023	None estimated… potential inclusion in current position or committee tasks	Maintenance of instructional technology to allow for minimal interruption of instruction both face to face and remotely	Still needed: Item would be best addressed by Institutional Technology Master Plan

Strengths, Weaknesses, Opportunities, Threats (SWOT) Analysis

Complete SWOT analysis

Strengths	• Dedicated faculty • LCC is improving processes with SLO creation, assessing & reporting • Improving SLO/IPR practices
Weaknesses	• Short-staffed in full-time faculty for contributions to shared governance, program review and curriculum responsibilities; • Student engagement and follow-through is notably more challenging post COVID • Instructional technology needs repair/replacement
Opportunities	• Increase enrollment through online instruction including the development and submission of POCR approved courses; and consideration of CVC-OEI degree pathway; market these courses/degrees statewide, nationally and internationally • Community Outreach, in coordination with other campus programs, around such topics as Women's History month, Black History Month, Cinco DeMayo
Threats	• Closure of CCC • COVID at correctional institutions impacting instruction due to lockdowns • Challenge of recruitment of instructors for face-to-face instruction for incarcerated students • AB928: The Student Transfer Reform Act

Proposed changes included in AB 928: The Student Transfer Reform Act seeks to provide one common GE pattern for transfer students through the Intersegmental Committee of Academic Senates (ICAS). This new GE pattern termed "CalGETC" limits transfer GE to 34 units. Proposed changes of CalGETC impacting Social Sciences include: The Arts and Humanities requirement is reduced from three courses to two courses, The Social and Behavioral Sciences requirement is reduced from three courses to two courses, Lifelong Learning and Self-Development will be removed as CSU lower division GE requirement; it is not included in CalGETC . Continued attention to developments with CalGETC will be needed.

Program Plan

Develop a program action plan based on the findings of the SWOT Analysis. The plan should specify should aligns with one or more College Goals. SLO maps may be utilized to help show the connection.

- How do the action plans align with the mission of the college?
- What strategic goals do the action plans support?
- What ISLOs do the action plans support?
- What specific evidence (e.g., SLOs, data) support the action plans?
- Based on the action plans what resources are needed?
- What are the expected outcomes of the action plans?
- What is the total cost of bringing the action plan to life?

Action Plan	Supporting Evidence	Expected Outcome	Resource(s) to Achieve the Action Plan	Resource Category	Estimated Cost	Expense Type	Priority Ranking	Alignment to Mission
Hire a full-time Sociology Instructor	Meet increased enrollment anticipated from CalGETC Area F requirement; current SOC load staffed by adjunct only	Meet student & district need to fulfill CalGETC Area F, provide full-time faculty for faculty shared governance & institutional contributions	New Sociology Instructor	HR	$100,000	Personnel	1	Strat. Goals #'s 1,2,3, 4; ISLOs: 1,2,3
Market Social Work / Human Services ADT	New program	Increased enrollment	Marketing materials, website update	marketing	$3000	Marketing	2	Strat. Goals #'s 1,2,3, 4; ISLOs: 1,2,3
Based on North-Far-North Dual Enrollment Develop certificate of achievement for people interested in entry level positions in social services	NFN advisement	Increased enrollment, student access to entry level social service positions	Curriculum Development	Personnel	$1000	Personnel	3	Strat Goals 1,2,3, 4 ISLOs 1,2,3, 4
Further training on SLO assessment, mapping, dataanalysis and improvement planning	ACCJC Requirements 1 &2	Improved SLO practices	Training, enhanced SLO+	HR, IE	-	Personnel Time	3	Strat Goal# 1,2,4 ISLO #2,3 Best addressed by IEMP/

								Researcher
Further opportunities for faculty compensation for POCR training	Desire to increase enrollment of online courses/online program development	Increased enrollment	Faculty POCR training stipends	HR	$10,000	Professional Development	4	Strat Goal#2,3,4 Best addressed by HRMP
Further Flex training on Online Instruction topics	Desire to increase enrollment of online courses/online program development	Increased enrollment	Flex Trainings	HR/Flex	$500	Professional Development	5	Strat Goal# 2,3,4 Best addressed by HRMP
Faculty Pilot Workgroup to explore standardization of SLO assessment tools by course to provide more robust SLO data.	SLO best practices	More informative SLO assessment data	Standardized SLO assessment tools	IE	$1000	Professional Development	6	Transfer, Strat Goal #1,4 ISLO #2,3 Best addressed by IEMP/ Researcher
Instructional Technology Maintenance Schedule to routinely address and prioritize cyber-security and currency of instructional technology including; dvd players, smartboards, lap tops and projectors.	Technology that is out of date or in disrepair	Technology that consistently works	Assessment & Planning	IT	-	Personnel	7	Strat Goal# 2,3,4 ISLO #2,3 Best addressed by ITMP

Provide adequate heating and cooling to the Humanities building classrooms and offices	Temperatures over 85 degrees in classrooms and offices	Adequate temperature control	Facilities budget, personnel	Facilities	$300,000	Facilities	8	Strat Goal# 1,3,4 ISLO #2,3
Testing Center/Services	Maximize face-to-face learning time in hybrid classes, minimize opportunities to cheat on exams in Large lecture Hall where its difficult to monitor students	Better proctoring of tests given live	Admin Assistant to proctor exams	HR	$20,000	HR	9	Strat Goals #2,3,4 ISLOs #1,2
Collaborate with Student Services in hosting interactive learning history/political science events	Build student and community engagement	Increase student engagement, recruit locally, serve community	Event Budget	EMP	$20,000	Personnel	10	Strat Goal# 2,4 ISLO #1,2,3
Install railings circling the top of internal stair well in Humanities that meet current Building codes to reduce small child fall hazard.	8.5 inch distance between safety rails	Reduce small child fall risk	Personnel, materials	FMP	$5,000	Facilities	11	Strat Goals# 1,3,4

Instructional Program Review

Program: Welding Technology

Academic Year: 2022 - 2023

Author(s): Kory Konkol

Accepted by Academic Senate: December 14, 2023

Accepted by Consultation Council: January 9, 2023

Accepted by Governing Board: January 10, 2023

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Executive Summary

The executive summary should be a consolidation of key findings, program plans, and participants that contributed to the review

In summary, section 1 (Academic Planning):

Success among students has shown the greatest decrease for 21-22 academic years. The data shows this to be most prevalent in those courses taken by first time students and even more so for those courses that have a lecture component. I can only conclude that we are starting to see some of those students in the welding program that were a result of school lockdowns due to Covid. Personally, I've observed that the majority of students are unprepared for the rigors of college. This is especially true for welding students who think it's going to be an easy grade, much like a shop class in high school.

Retention, overall, the welding programs retention rate at the program level is comparable to that of the college with it being 1.5% lower. Unfortunately, the data only looks at one perspective and doesn't ask the question as to why. Unless we know the "why" students stop attending courses, we can't institute change.

Any equity gaps I find are a result of life choices as every student is given the exact same opportunity to succeed regardless of gender, race or age.

SLO/PSLO data continues to be high due to taking a proactive approach in time management and student awareness. About midway through each semester the students are made aware of how many workdays remain as well as their grade. This information keeps them on track for completing their objectives and passing the class (Pages 9-19)

Job market outlook continues to be strong and shows that 336,000 new welding professionals are needed by 2026, or 84,000 annually (Page 29).

Any program changes and advisory board recommendations can be found in the table on pages 31-33, which is too lengthy to summarize here. Any growth from this point forward is capped by having only one full-time faculty member, which will be addressed in section two.

In summary, section 2 (Human Resource Planning):

At present there is one full-time faculty and one adjunct. Any growth potential for offering any additional courses is now capped as a result of this and is now affecting current scheduling for spring 2023. Due to recent union contractual changes regarding load calculations for lab courses the one full-time faculty will be over 200% load with the current spring 2023 offerings. Given that, a course will need to be removed from the spring 2023 offerings, a first, which will affect the student's ability to graduate in two years. This has never happened before, and the need for another full-time faculty has been pointed out in several prior IPR's. Note, the one adjunct faculty has a full-time job and has limited scheduling opportunities.

In summary, section 3 (Infrastructure Planning):

Infrastructure has been addressed from student surveys dating back to 2015 page 37 and consists of lighting and ventilation as their greatest concerns. More recent surveys points out that only having one robot makes lab classes challenging as the entire class has to share one piece of equipment.

In Summary, section 4 (Program Planning)

Program planning is spelled out in the table found on page 53 and addresses the areas of concern in sections two and three.

Section 1: Academic Planning

Program Overview, Objectives, and Student Learning Outcomes

Describe the program (types of degrees offered, jobs/industries/transfer pathways associated with the program, faculty members in program)

The Welding Technology Program is designed to prepare the student with the necessary skills to acquire an entry-level position in the various industries that require the different welding processes available through the program.

The Welding Program is also designed to assist those already employed in the industry and those in the community to improve their skills.

The Program offers coursework in Robotic Welding, Blueprint Reading, Industrial Safety, Industrial Technology, Oxyacetylene Welding (OAW), Gas Metal Arc Welding (GMAW), Gas Metal Arc Welding Pulse (GMAW-P), Flux Core Arc Welding (FCAW), Flux Core Arc Welding with a gas (FCAW-G), Shielded Metal Arc Welding (SMAW) and Gas Tungsten Arc Welding (GTAW). Also offered is welding qualification testing on plate and pipe that's recognized by the American Welding Society (AWS).

The Welding Technology program currently offers the following degrees and certificates:
A.S. Degree
Two-Year Certificate of Achievement
One-Year Certificate of Achievement
Certificate of Accomplishment

At present the Welding Technology program has one full time faculty, one adjunct faculty and one instructional support specialist.

Describe and evaluate the program objectives against the LCC strategic plan, specifically the mission statement and strategic goals

The Welding Technology Program objectives fall within the vocational mission statement of Lassen Community College (LCC) by offering a wide range of educational opportunities in workforce development and economic potential.

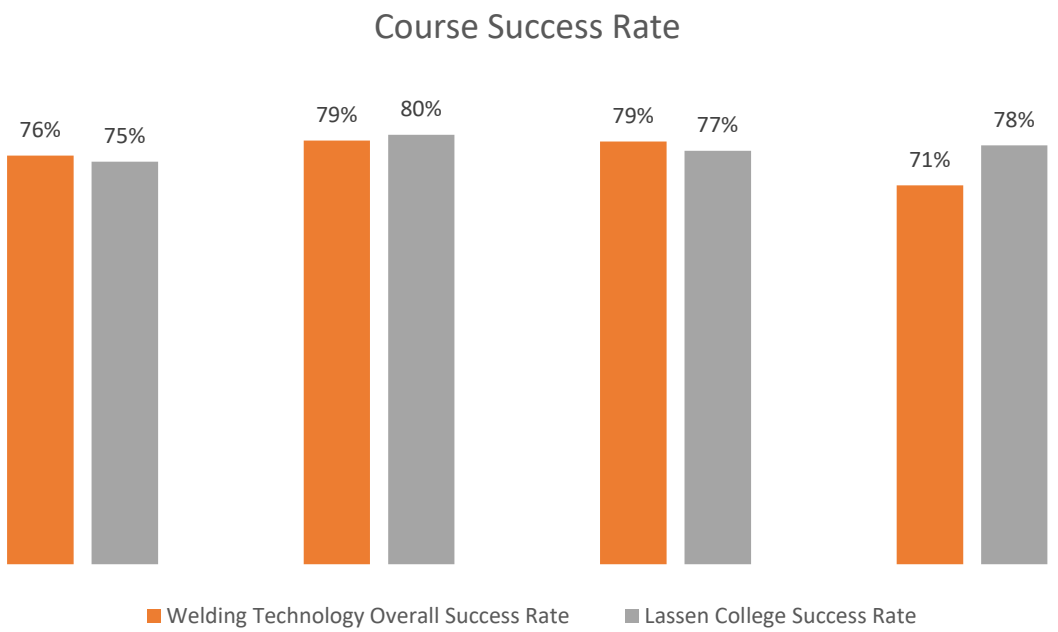
Our program objectives also align with LCC's strategic goals for learning opportunities and student success.

Evaluate any changes in the program since last review. Include summary of Annual Updates completed since last review. Regular program assessment will drive program improvements.

> Since the last IPR (2021), two pieces of software and one piece of hardware have been purchased for our Lincoln/Fanuc robotic welder and installed. These additions are used throughout the industry and will add another level competency for our students who wish to pursue a career in this field.

Student Achievement and Learning Outcomes

Trends and Patterns in Student Achievement



Course Success Rate	2018-19	2019-20	2020-21	2021-22
Program-Level				
Welding Technology Overall Success Rate	76%	79%	79%	71%
Lassen College Success Rate	75%	80%	77%	78%
Course-Level				
IT 22	60%	100%	50%	100%
IT 72	100%	100%	88%	100%
WT 20	71%	78%	75%	47%
WT 21	71%	67%	64%	67%
WT 22	50%	100%	60%	100%
WT 23	100%	100%	100%	100%
WT 31	92%	88%	100%	90%
WT 32	100%	100%	100%	100%
WT 36	75%	83%	67%	45%
WT 37	61%	80%	82%	54%
WT 38	80%	73%	82%	73%
WT 39	79%	67%	75%	80%
WT 42	100%	100%	83%	75%
WT 43	100%	100%	100%	100%
WT 44	100%	33%	100%	100%
WT 45	80%	100%	67%	67%
WT 49	0%	-	-	-
WT 51	50%	60%	60%	38%
WT 52	-	71%	88%	40%

Modality				
Correspondence	-	-	-	-
Face-to-Face	76%	79%	82%	71%
Online	-	-	56%	-
Hybrid	-	-	-	-

Success Rate by Student Demographic	2018-19	2019-20	2020-21	2021-22
Program-Level				
Welding Technology Success Rate	76%	79%	79%	71%
Lassen College Success Rate	75%	80%	77%	78%
Gender				
Female	75%	60%	80%	59%
Male	76%	80%	79%	72%
Unreported	-	-	-	-
Ethnicity-Race-Ancestry				
American Indian or AK Native	45%	82%	81%	93%
Asian	67%	0%	-	-
Black or African American	-	-	100%	100%
Filipino	-	-	78%	-
Hispanic or Latinx	0.5	0.70588	80%	0.82353
Pacific Islander	100%	-	-	-
White	82%	77%	75%	58%
Other	-	-	-	-
Unreported	-	95%	86%	67%
Age Group				
17 and Under	100%	100%	91%	89%
18 to 24	73%	84%	74%	69%
25 to 49	77%	68%	83%	71%
50 and Over	88%	57%	86%	57%

Retention Rate	2018-19	2019-20	2020-21	2021-22
Program-Level				
Welding Technology Overall Retention Rate	90%	92%	84%	84%
Lassen College Retention Rate	88%	91%	88%	89%
Course-Level				
IT 22	80%	100%	75%	100%
IT 72	100%	100%	100%	100%
WT 20	86%	94%	75%	68%
WT 21	86%	100%	73%	100%
WT 22	100%	100%	80%	100%
WT 23	100%	100%	100%	100%
WT 31	92%	100%	100%	90%
WT 32	100%	100%	100%	100%
WT 36	100%	83%	67%	73%
WT 37	87%	93%	82%	77%
WT 38	90%	87%	88%	82%
WT 39	86%	83%	83%	90%
WT 42	100%	100%	83%	100%
WT 43	100%	100%	100%	100%
WT 44	100%	50%	100%	100%
WT 45	100%	100%	67%	67%
WT 49	0%	-	-	-
WT 51	75%	90%	70%	63%
WT 52	-	100%	88%	60%
Modality				
Correspondence	-	-	-	-
Face-to-Face	90%	92%	86%	84%
Online	-	-	72%	-
Hybrid	-	-	-	-

Retention Rate by Student Demographic	2018-19	2019-20	2020-21	2021-22
Program-Level				
Welding Technology Retention Rate	90%	92%	84%	84%
Lassen College Retention Rate	88%	91%	88%	89%
Gender				
Female	75%	80%	100%	82%
Male	90%	92%	82%	84%
Unreported	-	-	-	-
Ethnicity-Race-Ancestry				
American Indian or AK Native	91%	91%	81%	100%
Asian	67%	100%	-	-
Black or African American	-	-	100%	100%
Filipino	-	-	100%	-
Hispanic or Latinx	0.75	0.7647059	80%	0.8235294
Pacific Islander	100%	-	-	-
White	92%	93%	83%	76%
Other	-	-	-	-

Unreported	-	100%	86%	100%
Age Group				
17 and Under	100%	100%	100%	100%
18 to 24	86%	94%	79%	79%
25 to 49	97%	86%	91%	87%
50 and Over	100%	86%	86%	71%

Degree and Certificates	**2018-19**	**2019-20**	**2020-21**	**2021-22**
Welding Technology Degrees Awarded	3	2	2	
Lassen College Degrees Awarded	310	260	338	236
Welding Technology Certificates Awarded	1	1	5	1
Lassen College Certificates Awarded	156	128	161	72
Degree or Certificate Program				
AS Welding Technology	3	2	2	1
Cert. of Achievement Welding Tech 1 Year	1	1	3	4
Cert. of Achievement Welding Tech 2 Year			2	2

Achievement
Based on your review of the data trends above (e.g., course success, retention, awards) please provide an analysis of achievement gaps and accomplishments in the program**.**

Course Success
After evaluating the data for the 18 welding courses, I would conclude that those courses taken by first time college students had the lowest success rates on average. For example, WT-20, 36, 37, 51 and 52 are courses taken by first timers. In addition, WT-20, 51, and 52 showed the greatest decrease in success rates, which I would attribute to the fact that these courses, besides having a lab, also have a lecture component, which includes homework and tests. For the years 2018-2021 the data is fairly consistent, but for the 21-22 school year there was a more substantial drop in success rates for the courses listed above. I can only conclude that we are starting to see some of those students in the welding program that were a result of school lockdowns due to Covid. Personally, I'm seeing students who are unprepared for the rigors of college.
Regarding accomplishments, those students who are enrolled in courses which are lab based only continue to do the best. In part most students in CTE programs tend to be kinesthetic learners and the data backs that up.

Retention
Overall, the welding programs retention rate at the program level is comparable to that of the college with it being 1.5% lower. Unfortunately, the data only looks at one perspective and doesn't ask the question as to why. Unless we know the "why" students stop attending courses, we can't institute change. More often than not, we're expected to look at the course level to solve this problem, when in fact we should be looking at the student level. And that's exactly what the data doesn't take into account. So, unless we start to survey students and ask the tough questions, we can't be expected to institute any meaningful change.
To sum it up, the retention data has a direct correlation with course success.

In summary, my evaluation of the data is based on my direct contact with students and my first-hand

knowledge of their lives, given that I'm with them eight hours a day, four days a week. What my first-hand knowledge provides and what the data doesn't, are the hardships and personal problems many of the students' face, which is directly correlated to their success. The following are some of those hardships – divorce, financial, medical, family problems, substance abuse and those coming out of prison, just to name a few. Those that don't have any personal problems just lack the rigor and discipline needed to be successful. Even something as simple as note taking is beyond most students' comprehension even when provided the paper and pen. Overall, if one looks at the program level success rate of the welding program as compared to the college, we're only 1.25% lower. With that, the trends that I'm observing at the program level aren't unique and appear to be a result of our society and culture.

One last note, and something to consider. If I were to make the welding courses so easy in order to drive the success rate of the students higher, would you expect that success to carry over into the welding industry that guides me?

Equity

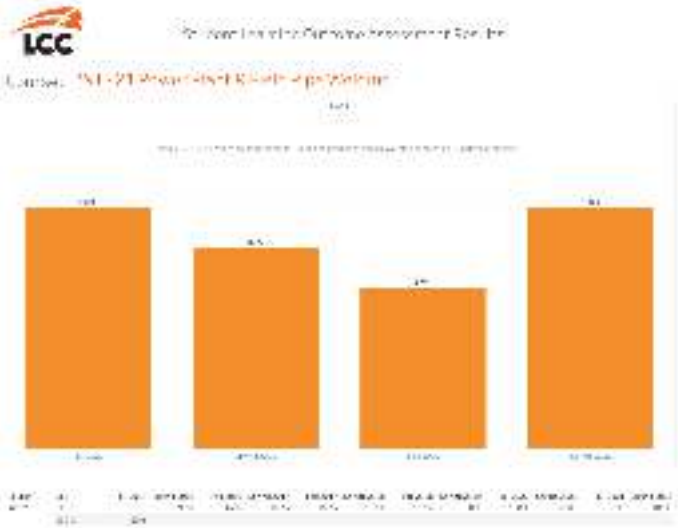
Based on your review of the data trends above (e.g., course success, retention) please provide a narrative to outline opportunities to address any equity gaps.

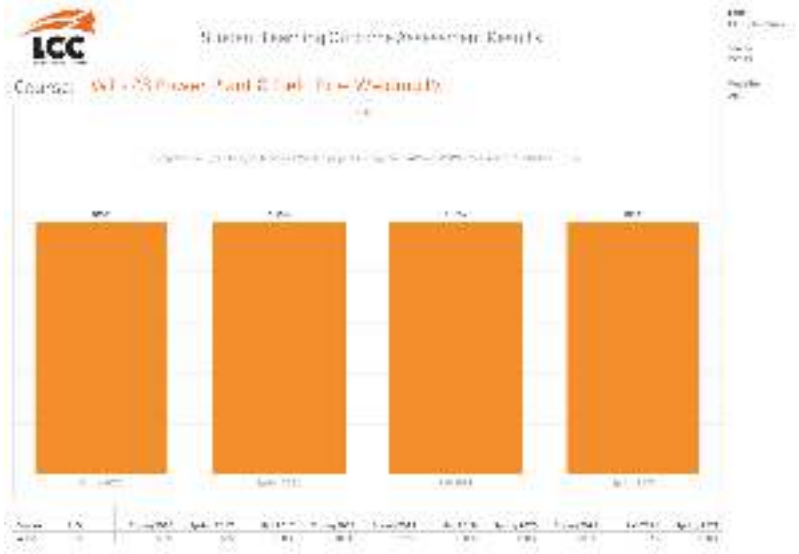
I can only conclude that equity is referring to demographics by race, gender and age. I find it difficult to provide a narrative speaking to this subject, and with that, every individual enrolled in a course is given the exact same opportunity to succeed regardless of race, gender or age. More often, any equity gaps are a result of life choices and not a result of program deficiencies. One area that I can speak to and is only from observation and experience is by age group. The data shows retention and success to be highest among those 17 and under. I can only attribute this to the fact that younger individuals have fewer problems and responsibilities in life, meaning, they probably still live at home, have fewer bills, and still get their closed washed by their mother. Those in the 18-49 age group have more responsibilities in life, which can get in the way of their education and therefore show lower success and retention rates. Those in the 50+ age group are often retirees and hobbyists and are there for personal development and not a certificate, degree or a job. These individuals have the lowest success and retention rates.

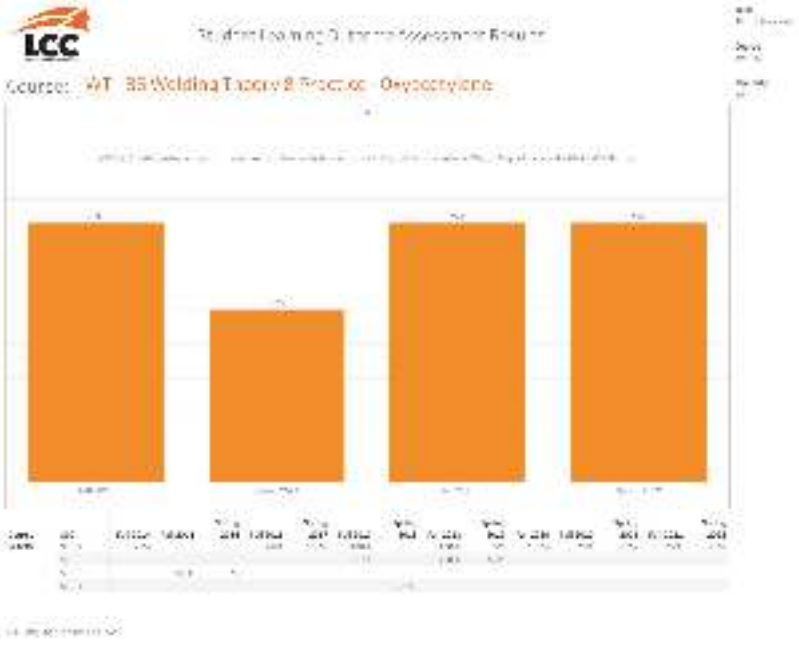
Student Learning Outcomes

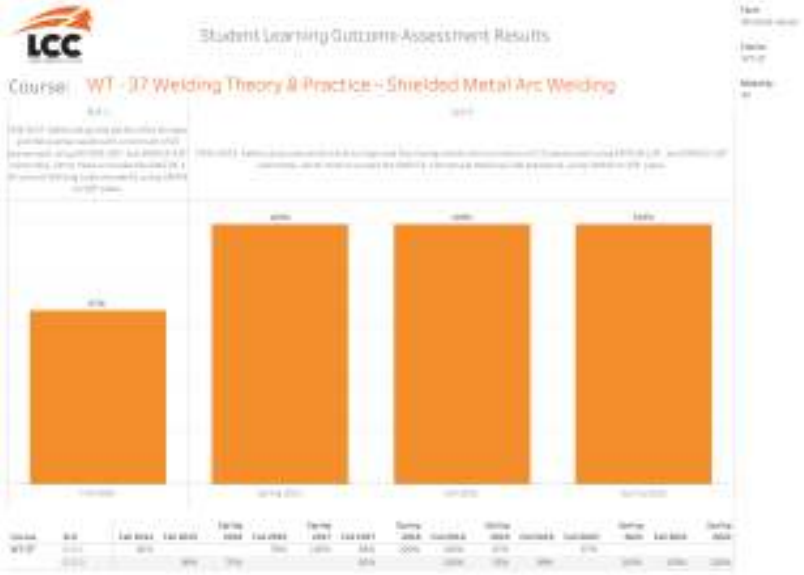
SLO assessment is important to maintain and improve an effective learning experience for LCC students. Evaluating SLO results regularly is helpful for evaluating student learning and identifying emerging program needs. There is a link between SLO assessment results, SLO improvement plans and review of curriculum and/or budget requests. Regular program assessment will drive program improvement. These records are maintained in the online Data Management and Visualization tool (TABLEAU) and are available for review by faculty at any time through its self-updating, interactive dashboards, and reports. Feedback and narrative from the Share Point tool will be included in the reports.

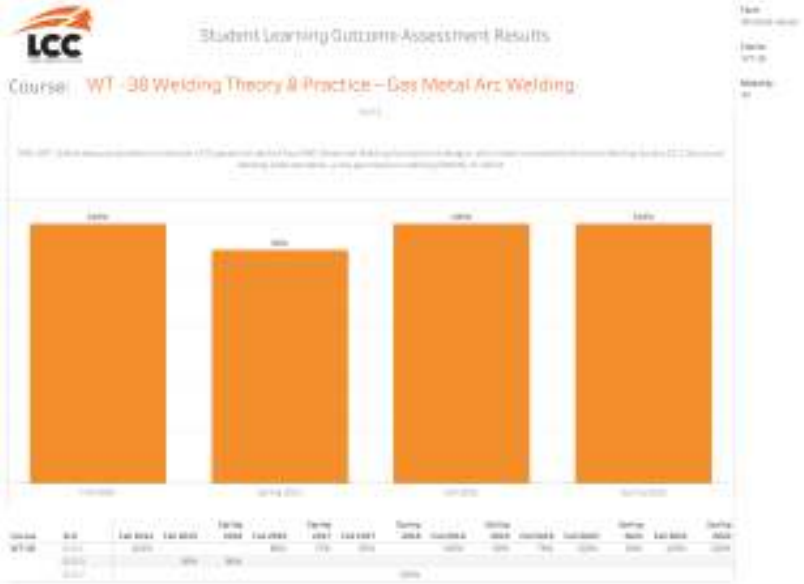
*By contract, faculty are required to prepare and submit an SLO Assessment Plan for each class within one week of the first-class meeting and implementation of the assessment method as indicated on the SLO Plan for each class. Submission of the (a) results of the assessment methods and (b) steps taken as result of the assessment withing five (5) District business days after the last scheduled meeting of the class. Both submissions will be made in accordance with District tracking procedures (I.e., may be paper-based or electronic).

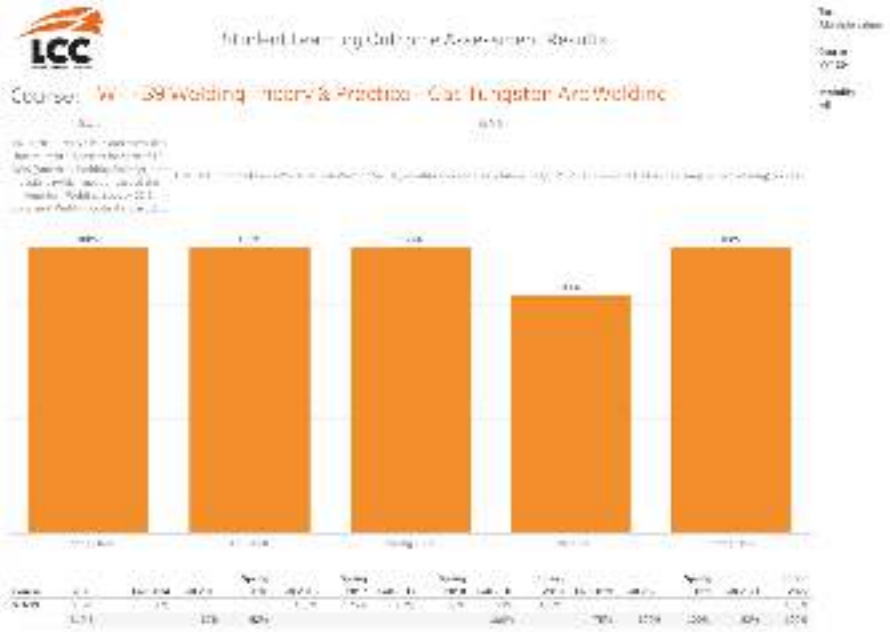


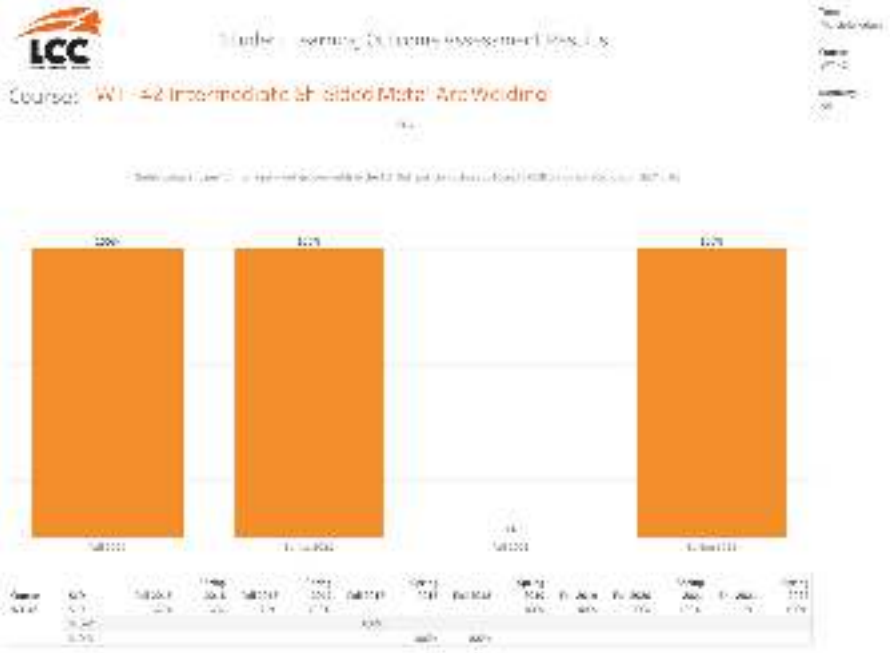




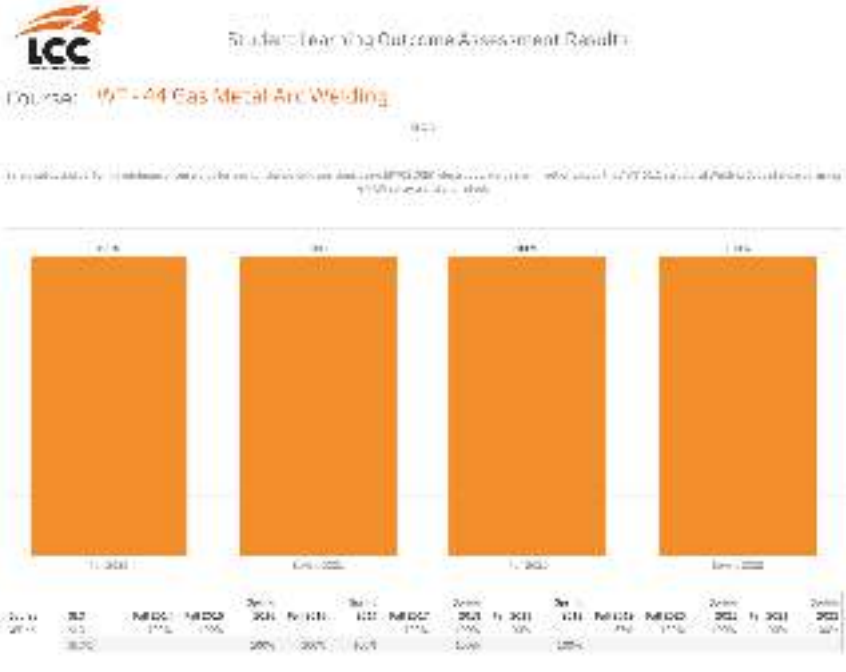

LCC
Student Learning Outcome Assessment Results
Course: WT - 37 Welding Theory & Practice – Shielded Metal Arc Welding

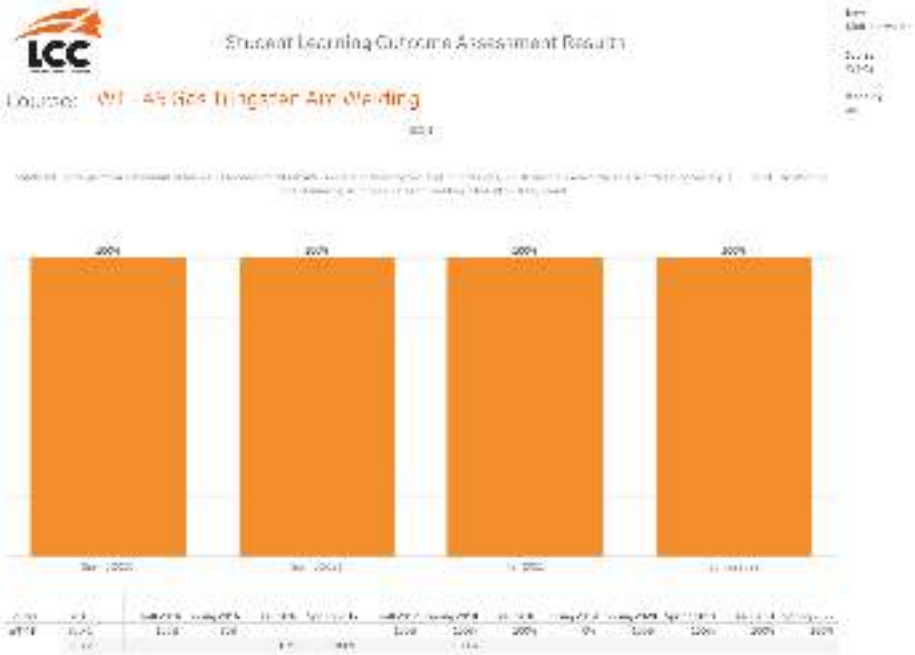

LCC
Student Learning Outcome Assessment Results
Course: WT - 38 Welding Theory & Practice – Gas Metal Arc Welding

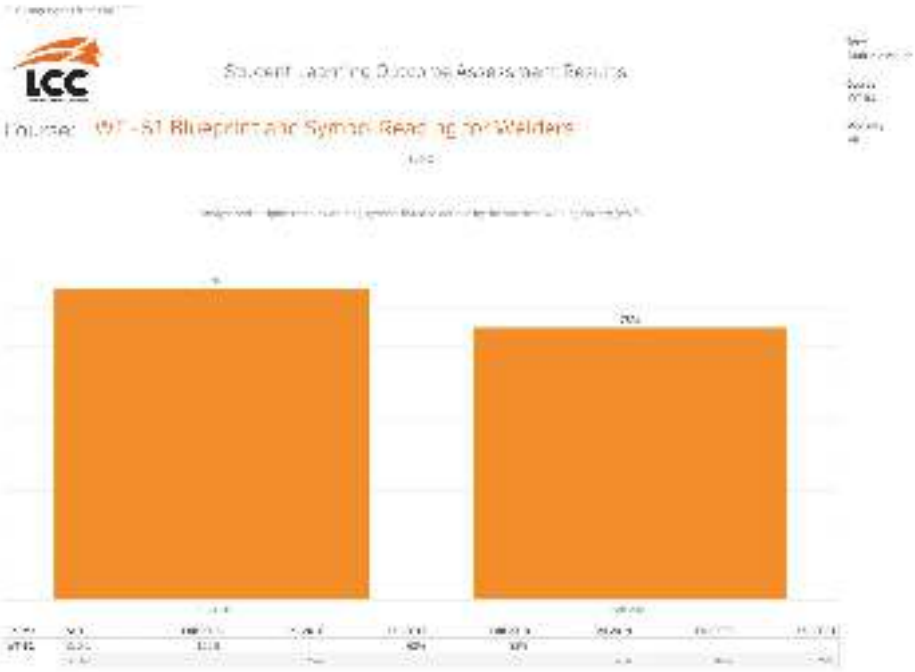


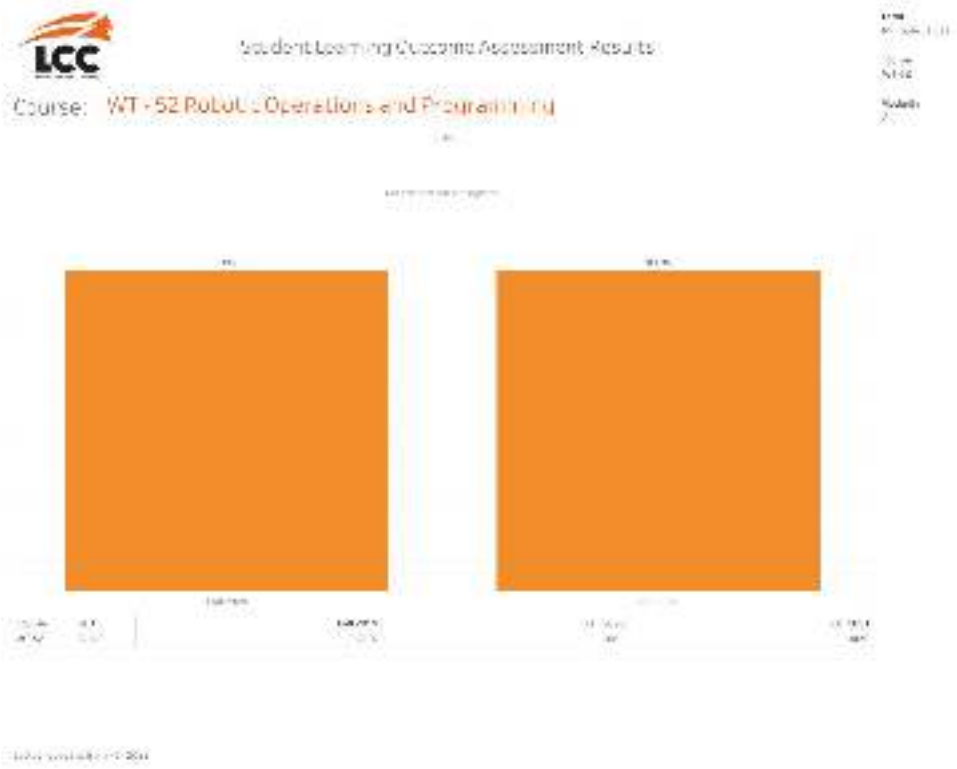


LCC
Student Learning Outcome Assessment Results
Course: 91 - 48 Advanced Shielded Metal Arc Welding


LCC
Student Learning Outcome Assessment Results
Course: 97 - 44 Gas Metal Arc Welding


LCC
Student Learning Outcome Assessment Results
Course: WT - 45 Gas Tungsten Arc Welding


LCC
Course: WT - 51 Blueprint and Symbol Reading for Welders

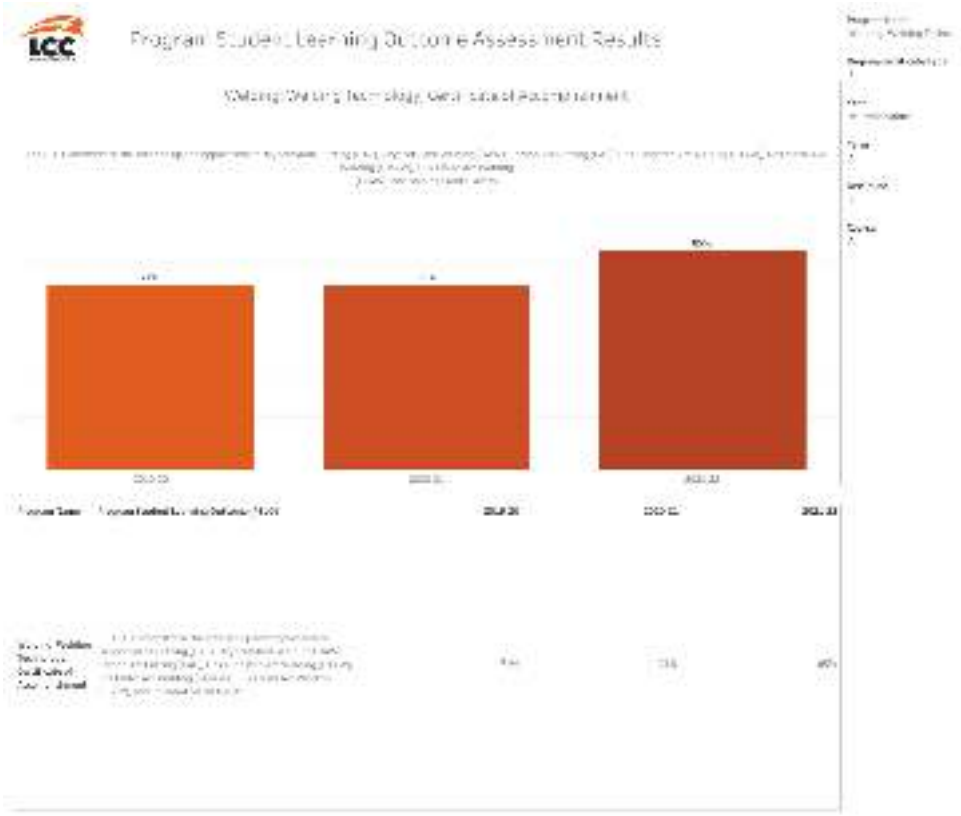


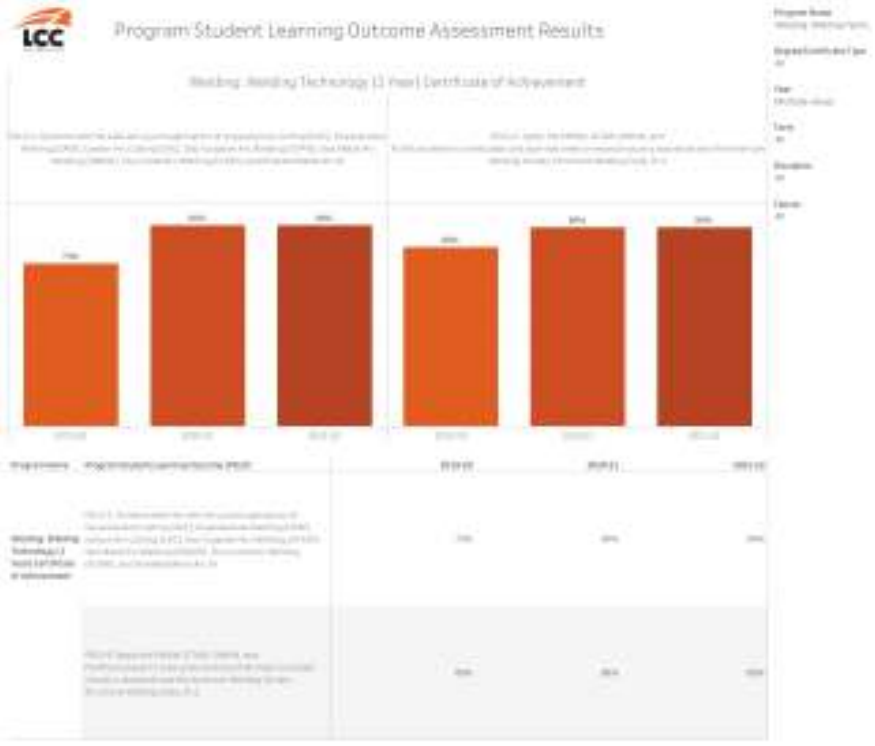
Provide an analysis of findings of the assessments completed and recommendations being made in individual assessments.

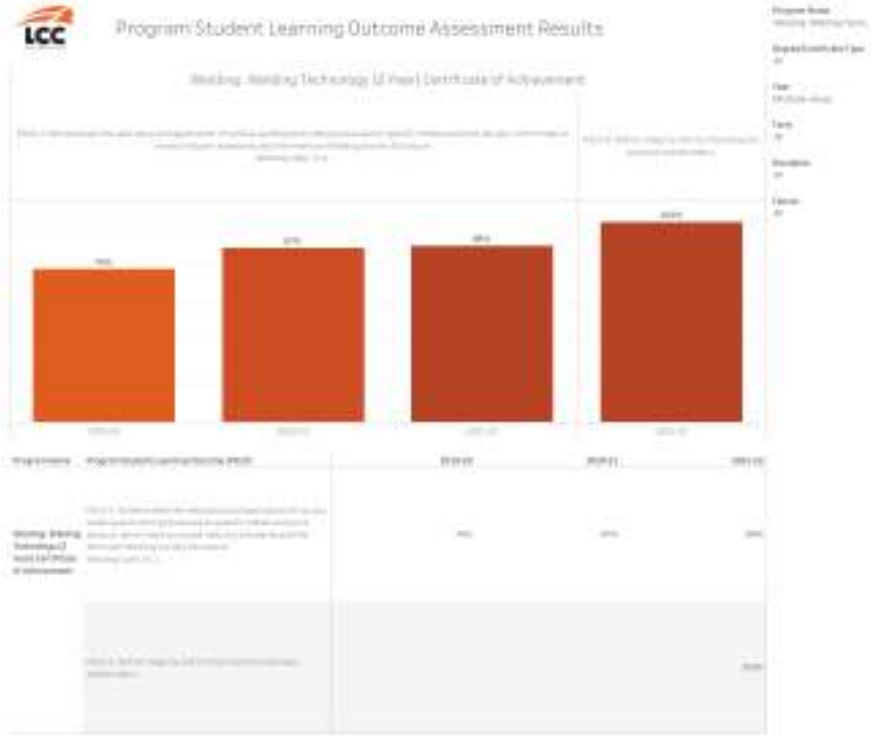
SLO data downloaded from TABLEAU can be found on pages 9-16. On the surface the data across all courses, except WT-36 and WT-51, appears to be amazing, at 100%, with zero need for improvement. And with that, I need to point something out. Unlike other courses, welding requires skill and talent, much like playing a sport. As hard as many try to reach their peak and play professionally, not everyone can. With that, passing a welding qualification test is much like playing a professional sport. The SLO being selected to evaluate a student doesn't always reflect this. This is why I'm being forthcoming and stating that going forward, when all SLO's have to be evaluated, those SLO's that require passing a welding qualification test will definitely show a decrease. Does this affect a student's employability, perhaps in some cases, but not all employers require the passing of a welding qualification test. So, the current SLO's being evaluated still meet the requirements and level of competency that employers seek. Ultimately, the only real difference may be the limit of one's financial potential.
One might think a solution would be to eliminate that SLO, but passing a welding qualification test is a standard industry practice.

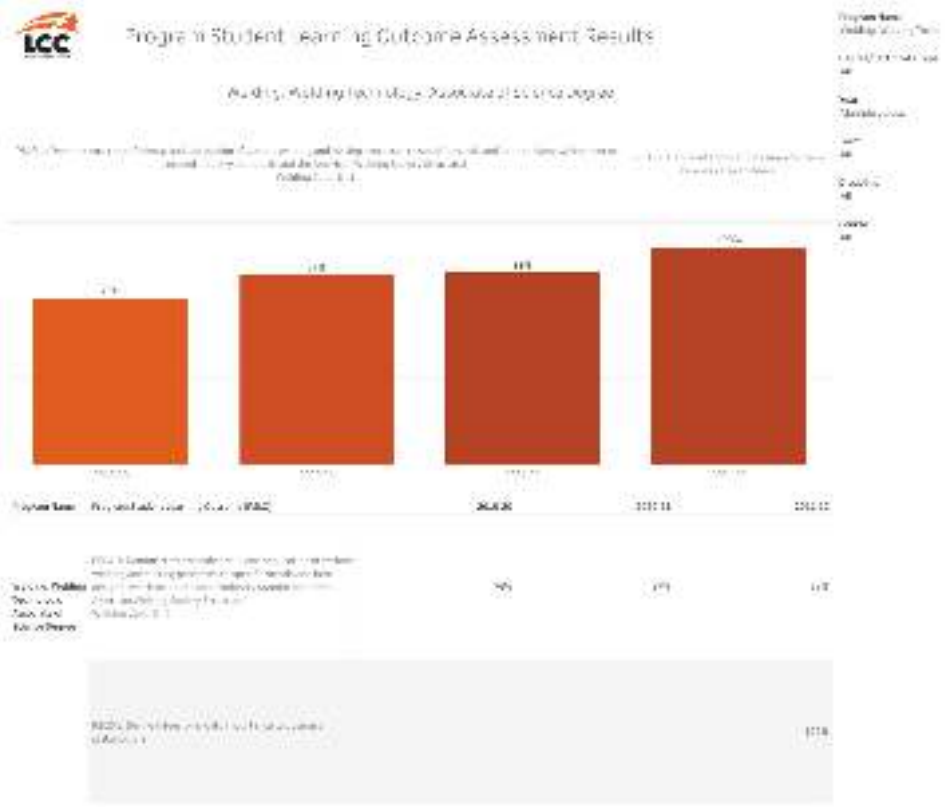
Course Assessed	Recommendations for Improvement
WT-20 Power Plnt/Fld Pipe	None at this time
WT-21 Power Plnt/Fld Pipe	None at this time
WT-22 Power Plnt/Fld Pipe	None at this time
WT-23 Power Plnt/Fld Pipe	None at this time
WT-31 GTAW for Gunsmiths	None at this time

WT-32 Advanced Gtaw for Gunsmiths	None at this time
WT-36 Wldg Thry&prac-Oxy	None at this time
WT-37 Wldg Thry&prac-Shld	None at this time
WT-38 Wldg Thry&prac-Gas	None at this time
WT-39 Wldg Thry&prac-Gas	None at this time
WT-42 Intermediate Smaw	None at this time
WT-43 Advanced Smaw	None at this time
WT-44 Gas Metal Arc Welding	None at this time
WT-45 Gas Tungsten Arc Welding	None at this time
WT-49 Welding Work Experience	N/A
WT-51 Blueprint and Symbol Reading	None at this time
WT-52 Robotic Operations/Programming	None at this time




Program Student Learning Outcome Assessment Results


Program Student Learning Outcome Assessment Results



Program Student Learning Outcomes	Summarize Findings
PSLO 1	See Narrative Below
PSLO 2	See Narrative Below
PSLO 3	
PSLO 4	
PSLO 5	
Recommendations for Improvement	
None at this time due to the steady increase and consistent results.	

Consider the impact or influence of the assessment results at the program level.

Summary of Findings

The steady increase in PSLO results across all degrees and certificates was due to taking a proactive approach in time management and student awareness. About midway through each semester the students are made aware of how many workdays remain. Since the majority of welding courses are hands on and a certain number of objectives need to be completed by the end of the semester to receive a passing grade, the number of days left becomes very important. Along with this countdown, the students are also made aware of their current grade in any given class. That grade continuously improves as more welding objectives are completed. With these daily and weekly reminders, students

are able to stay on track in order to complete their course objectives and PSLO's.

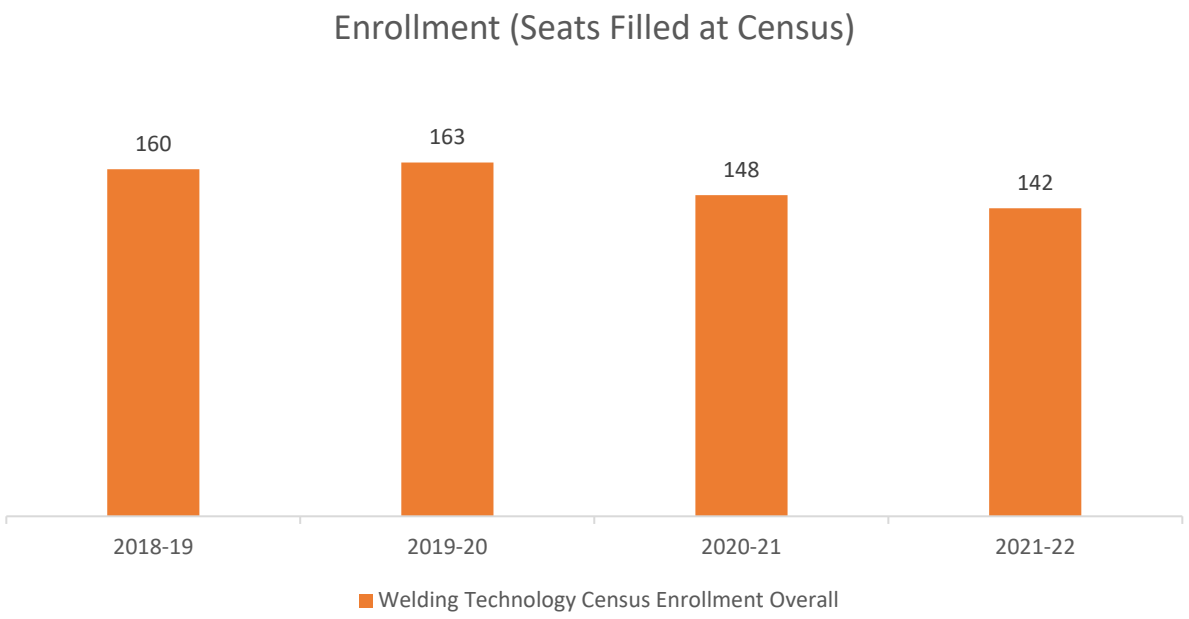
Identify and evaluate the Program Student Learning Outcomes including the relationship between course, program and institutional student learning outcomes utilizing information provided by the Office of Institutional Effectiveness.

Summary of Findings

The summaries of these findings are addressed on pages 17, 20 and 24.

Enrollment Management

Enrollment Management	2018-19	2019-20	2020-21	2021-22
Welding Technology Census Enrollment Overall	160	163	148	142
Lassen College Census Enrollment	15,117	14,320	12,244	11,847
Welding Technology Full-Time Equivalent Students (FTES)	34.4	37.5	33.3	32.1
Lassen College Full-Time Equivalent Students (FTES)	1,648	1,561	1,340	1,269
Welding Technology Number of Sections	46	46	45	47
Lassen College Number of Sections	883	851	758	818
Welding Technology Fill Rate	12%	13%	14%	15%
Lassen College Fill Rate	55%	54%	55%	51%
Welding Technology Full-Time Equivalent Faculty (FTEF)	1.8	2.0	1.8	2.3
Lassen College Full-Time Equivalent Faculty (FTEF)	79.8	77.7	70.6	74.2
Welding Technology FTES/FTEF	18.9	18.7	18.7	14.2
Lassen College FTES/FTEF	20.7	20.1	19	17.1



Enrollment	2018-19	2019-20	2020-21	2021-22
Course-Level				
IT 22	10	8	8	6
IT 72	7	10	8	6
WT 20	14	21	12	20
WT 21	7	10	11	6
WT 22	4	3	5	4
WT 23	1	3	2	3
WT 31	13	8	9	10
WT 32	12	8	8	9
WT 36	9	7	8	12
WT 37	24	15	11	14
WT 38	20	21	17	11
WT 39	17	16	12	12
WT 42	4	6	6	4
WT 43	1	2	4	3
WT 44	3	6	6	5
WT 45	5	2	3	3
WT 49	1	0	0	0
WT 51	8	10	10	8
WT 52	0	7	8	6
Modality				
Correspondence	0	0	0	0
Face-to-Face	160	163	130	142
Online	0	0	18	0
Hybrid	0	0	0	0

Program Enrollment by Student Demographic	2018-19	2019-20	2020-21	2021-22
Program-Level				
Welding Technology Census Enrollment Overall	160	163	148	142
Gender				
Female	98	71	21	35
Male	99	88	72	71
Unreported	0	0	1	0
Ethnicity-Race-Ancestry				
American Indian or AK Native	11	12	16	15
Asian	3	1	0	0
Black or African American	0	0	5	18
Filipino	0	0	9	0
Hispanic or Latinx	16	19	15	17
Pacific Islander	1	0	0	0
White	129	109	82	86
Other	0	0	0	0
Unreported	0	22	21	6

Age Group				
17 and under	19	0	2	5
18 to 24	72	60	27	43
25 to 49	89	88	59	53
50 and over	15	10	6	5
Unreported	2	1	0	0

Based on your review of the data trends above (e.g., enrollment, FTES, FTES/FTEF, fill rate) please provide an analysis of efficiency gaps and accomplishments.

Summary of Findings

The data shows that FTES steadily climbed and peaked for the 2019-2020 school year and have gradually decreased for 2020-2022 school years. This can be attributed to COVID, school lockdowns and in general uncertainty. Based on my class size starting the 2022-2023 school year, I've noticed an increase in enrollment, not provided in the data.
Regarding the data for fill rates and efficiency, the data provided makes the assumption that the welding courses are scheduled as stand-alone courses only, when in fact, they are not. The reality is, the majority of the welding courses, WT-36-39 and WT-42-45 are stacked during one time frame as well as WT-20-23. If this was considered and taken into account, one would see a different set of numbers and understand that the efficiency ratio is significantly higher than reported.

Curriculum

Degrees and/or Certificates

Degree or Certificate Title	Award Type (AA, AS, AAT, AST, etc.)	Units	Term of Last Revision
Associate in Science Degree in Welding Technology	A.S. Degree	60	Fall/2022
Two-Year Certificate of Achievement in Welding Technology	Certificate of Achievement 2 year	44	Fall/2022
One-Year Certificate of Achievement in Welding Technology	Certificate of Achievement 1 year	23	Fall/2022
Certificate of Accomplishment in Welding Technology	Certificate of Accomplishment	12	Fall/2022

Provide a narrative of revisions made.

Reviewed the degrees and certificates and no changes were necessary at this time.

Courses

Summarize curriculum revisions, new course adoptions, and/or course deletions since your last program review. Describe the program accomplishments and/or changes (e.g., major revisions, additions, etc.). All courses need to be submitted to the Curriculum Committee for revision at least once every five years.

Whether changes to a course outline are necessary or not, a Revision to Existing Course Form for each course must be completed and submitted to the Curriculum/Academic Standards Committee for action. If all the courses in the certificate or degree are reviewed at one time, a single Program revision form can be used. If there are changes made to a course, the changes must be noted on the revision form. When reviewing a single course and changes are necessary, indicate the revisions on the form. Where no changes are necessary, simply indicate on the Revision Form that "the course has been reviewed as part of the program review and no changes are necessary." All program certificates, degrees, PSLO maps, and SLO maps are also required to be reviewed and updated if necessary. PSLO maps require a program revision form and course SLO maps require a course revision form. If all maps are reviewed at the same time, a single program revision form can be used. Advising plans also need to be reviewed and updated. A program revision form is used to review and update the advising plan if necessary. Revision forms will be retained in the Instructional Office with the Curriculum agenda packets.

Following the Curriculum/Academic Standards Committee action on all submitted Revision to Existing Course Forms, a summary Instructional Program Curriculum Review Form will be completed by the Curriculum/Academic Standards Subcommittee Chair and given to the program faculty for inclusion in the program review.

The signed Instructional Program Curriculum Review Form is to be included with your completed program review documents for all certificates and degrees.

Lorain Community College
Status of Curriculum Review

Welding Instructional Program Review

Status of Curriculum Review 11/29/2022

Course Prefix	Curriculum Committee Review Completed	Curriculum Committee Review Not Completed	Course SLO mapping Curriculum Outcomes reviewed Date
	Curriculum Committee Review Date	Date Anticipated Review Completion	
WT 21 Pipe Welding Maintenance and Safety	02/15/2022		02/15/2021
WT 22 Pipe Welding Maintenance-Welding Safety	02/15/2022		02/15/2021
WT 23 Power Plant & Field Pipe Welding I	02/15/2022		02/15/2021
WT 24 Power Plant & Field Pipe Welding II	02/15/2022		02/15/2021
WT 25 Power Plant & Field Pipe Welding III	02/15/2022		02/15/2021
WT 26 Pipe Welding IV	02/15/2022		02/15/2021
WT 27 S.M.A.W Welding	02/15/2022		02/15/2021
WT 28 GTAW Pipe Currentin	02/15/2022		02/15/2021
WT 29 Advance GTAW Pipe Welding	02/15/2022		02/15/2021
WT 30 Welding Theory & Practice Introduction	11/29/2022		11/29/2022
WT 31 Welding Theory & Practice Shield Metal Arc Welding	11/29/2022		11/29/2022
WT 32 Welding Theory & Practice Gas Metal Arc Welding	11/29/2022		11/29/2022
WT 33 Welding Theory & Practice Gas Tungsten Arc Welding	11/29/2022		11/29/2022
WT 34 Intermediate Shield Arc Welding	11/29/2022		11/29/2022
WT 35 Advanced Shield Arc Welding	11/29/2022		11/29/2022
WT — Gas Metal Arc Welding	11/29/2022		11/29/2022

Lorain County Community College
Status of Curriculum Review

Program Name	Curriculum Committee Review Completed		Program SLO mapping Curriculum Outcomes reviewed Date
WT 36 Welding Technology	11/29/2022		11/29/2022
WT 37 Welding Inspection and Testing	11/29/2022		11/29/2022
WT — Welding Technology Specialization	11/29/2022		11/29/2022

Program Chair Signature Date

Dean of Arts & Sciences Signature Date

Chief Academic Officer Signature Date

Course	Last Offered	Term of Last Revision
WT-20 Power Plnt/Fld Pipe	Fall 22	5/4/2021
WT-21 Power Plnt/Fld Pipe	Fall 22	5/4/2021
WT-22 Power Plnt/Fld Pipe	Fall 22	5/4/2021
WT-23 Power Plnt/Fld Pipe	Fall 22	5/4/2021
WT-31 GTAW for Gunsmiths	Fall 21	5/4/2021
WT-32 Advanced Gtaw for Gunsmiths	Spring 22	5/4/2021
WT-36 Wldg Thry&prac-Oxy	Fall 22	5/4/2021
WT-37 Wldg Thry&prac-Shld	Fall 22	5/4/2021
WT-38 Wldg Thry&prac-Gas	Fall 22	5/4/2021
WT-39 Wldg Thry&prac-Gas	Fall 22	5/18/2021
WT-42 Intermediate Smaw	Fall 22	5/4/2021
WT-43 Advanced Smaw	Fall 22	5/4/2021
WT-44 Gas Metal Arc Welding	Fall 22	5/4/2021
WT-45 Gas Tungsten Arc Welding	Fall 22	5/4/2021
WT-49 Welding Work Experience		
WT-51 Blueprint and Symbol Reading	Fall 22	5/4/2021
WT-52 Robotic Operations/Programming	Fall 22	5/4/2021

Provide a narrative of revisions made.

Summary
Revisions were made to WT-36-39 course outlines by removing all two-unit SLO's, because they are no longer offered. Other revisions made were cleaning up grammatical errors, redundant use of words instead of acronyms and language.
No new courses were adopted or deleted since last revision.

Articulation/Integration of Curriculum
Attach a tabular comparison of Lassen Community College courses articulating with UC and CSU,indicating courses with approved C-ID designations as applicable (Obtain copies of Articulation Agreements from the Transfer Center / Articulation Officer)
Provide a narrative reviewing the Lassen Community College courses and courses at four-year institutions for course alignment. (e.g., two courses at Lassen needed to articulate with one course at UC) and the unit requirements for Lassen Community College courses as compared to four-year institutions.

Evaluation
Even though many of the welding course numbers fall below 49, meaning transferrable, I've only had one student in the last 12 years actually transfer to a four-year institution. The nature of the welding program and most CTE programs in general, students take courses to get a job.
With that, the welding technology program doesn't align its courses with UC or CSU courses.

External Compliance

Provide a summary of any compliance regulations (e.g., accreditation, accessibility), actions taken, and gaps identified.

The following is from our 2015 welding IPR and has yet to be addressed.

The main outside compliance issues that govern the welding technology program are OSHA and local building codes. These standards outline regulations that provide for the health and safety of occupants working in or around this department.

Evaluation

There continues to be insufficient welding fume ventilation in the welding department.

The following was also noted in our 2015 welding IPR:

One issue that has been addressed was moving the classroom to its current location downstairs. This move benefited by meeting ADA requirements, but still has compliance issues. Greg Collins pointed out the following known issues:
No ventilation for the space or windows that can be opened to provide ventilation or egress.
One of the two exits opens inward.
Exits to the space are opposite each other and may not meet code due to the shape of the space.
Another issue that was brought to my attention and outlined in a prior IPR was the mezzanine located in the construction trades space. The structure may not be up to code and may need modification.

External Analysis: Job Market Assessment

The following data are projections from the Bureau of Labor statistics

Job Outlook

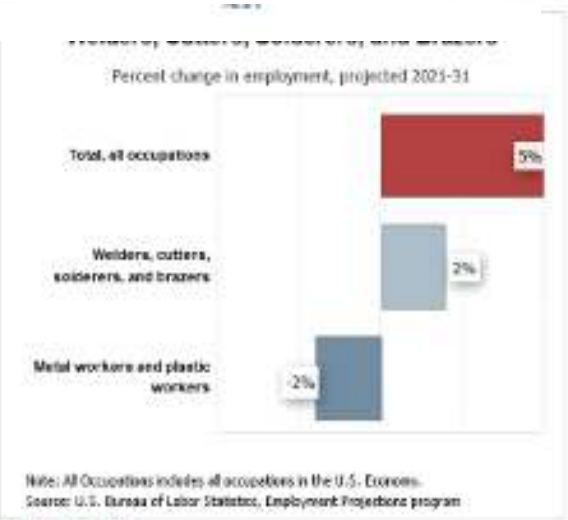
About this section

from 2021 to 2031, slower than the average for all occupations.

Despite limited employment growth, about 47,600 openings for welders, cutters, solderers, and brazers are projected each year, on average, over the decade. Most of those openings are expected to result from the need to replace workers who transfer to different occupations or exit the labor force, such as to retire.

Employment

The nation's aging infrastructure will require the expertise of welders, cutters, solderers, and brazers to help rebuild bridges, highways, and buildings. These workers also will be in demand in manufacturing plants that produce metal parts and products like transportation equipment.



Employment projections data for welders, cutters, solderers, and brazers, 2021-31

Occupational Title	SOC Code	Employment, 2021	Projected Employment, 2031	Change, 2021-31 Percent	Change, 2021-31 Numeric	Employment by Industry

National estimates for Welders, Cutters, Solderers, and Brazers:

Employment estimate and mean wage estimates for Welders, Cutters, Solderers, and Brazers:

Employment (1)	Employment RSE (1)	Mean hourly wage	Mean annual wage (2)	Wage RSE (3)
397,800	0.8 %	$ 23.21	$ 48,290	0.2 %

Percentile wage estimates for Welders, Cutters, Solderers, and Brazers:

Percentile	10%	25%	50% (Median)	75%	90%
Hourly Wage	$ 15.07	$ 18.20	$ 22.60	$ 27.33	$ 30.61
Annual Wage (2)	$ 31,350	$ 37,880	$ 47,010	$ 56,850	$ 63,660

Industry profile for Welders, Cutters, Solderers, and Brazers:

Industries with the highest published employment and wages for Welders, Cutters, Solderers, and Brazers are provided. For a list of all industries with employment in Welders, Cutters, Solderers, and Brazers, see the Create Customized Tables function.

Industries with the highest levels of employment in Welders, Cutters, Solderers, and Brazers:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Fabricated Metal Product Manufacturing (3323 and 3324 only)	67,700	14.59	$ 22.02	$ 45,800
Machinery Manufacturing (3331, 3332, 3334, and 3339 only)	58,150	8.30	$ 22.21	$ 46,200
Motor Vehicle Body and Trailer Manufacturing	24,110	13.44	$ 20.30	$ 42,220
Fabricated Metal Product Manufacturing (3321, 3322, 3325, 3326, and 3329 only)	23,390	5.28	$ 21.54	$ 44,800
Ship and Boat Building	14,980	10.37	$ 25.63	$ 53,320

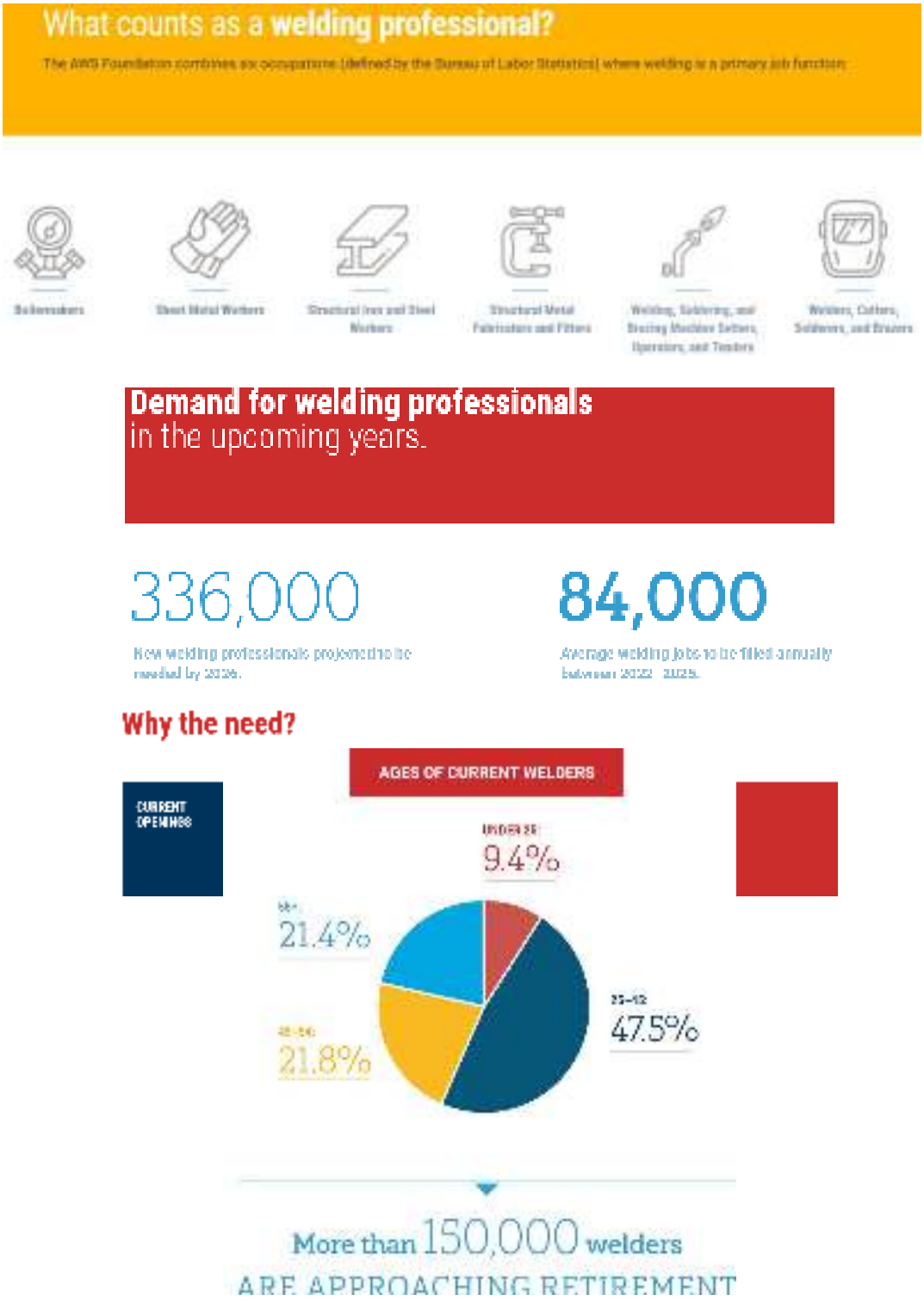
Industries with the highest concentration of employment in Welders, Cutters, Solderers, and Brazers:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Motor Vehicle Body and Trailer Manufacturing	24,110	13.44	$ 20.30	$ 42,220
Fabricated Metal Product Manufacturing (3323 and 3324 only)	67,700	14.59	$ 22.02	$ 45,800
Railroad Rolling Stock Manufacturing	2,380	12.06	$ 23.03	$ 47,910
Ship and Boat Building	14,980	10.37	$ 25.63	$ 53,320
Other Transportation Equipment Manufacturing	3,080	8.33	$ 25.60	$ 53,250

Top paying industries for Welders, Cutters, Solderers, and Brazers:

Industry	Employment (1)	Percent of industry employment	Hourly mean wage	Annual mean wage (2)
Electric Power Generation, Transmission and Distribution	1,040	0.28	$ 44.29	$ 92,130
Natural Gas Distribution	720	0.63	$ 42.76	$ 88,940
Pipeline Transportation of Crude Oil	70	0.63	$ 42.26	$ 87,900
Pipeline Transportation of Natural Gas	240	0.79	$ 38.73	$ 80,560
Petroleum and Coal Products Manufacturing	550	0.53	$ 37.08	$ 77,130

The following data are projections endorsed by the American Welding Society (AWS)


What counts as a welding professional?
Demand for welding professionals
in the upcoming years.
336,000
84,000
Why the need?
AGES OF CURRENT WELDERS
9.4%
21.4%
47.5%
21.8%
More than 150,000 welders

Provide a summary of Industry Advisory Board suggestions and market data. The market data will be populated for Career Technical Education programs only

Job Market Assessment:

Data used for this assessment was taken from the Bureau of Labor Statistics (BOLS) and the American Welding Society (AWS). The BOLS data shows a 2% increase or 6900 new jobs created between 2021 and 2031. Meaning, there is a 2% increase in brand new companies opening, which would employ welders. One might find this low, but what the data doesn't take into account are the attrition rates from welding professionals retiring, advancing or changing industries from already established companies. Looking at that data, one would find that 336,000 new welding professionals are needed by 2026, or 84,000 annually. Another area of importance is the sector or industry where welders find employment. The greatest number of employment opportunities are found in fabricated metal product manufacturing and machinery manufacturing. Two areas that not only employ welders, but utilize advanced manufacturing such as, robotic welding, and CNC cutting.

Advisory Board Recommendations for New Course Offerings

Beginning and advanced classes in robotic welding

Beginning and advanced classes in Computer Numerically Controlled (CNC) plasma cutting, Computer Aided Design (CAD), beginning and advanced using SolidWorks, G-Code or combine with another new relevant offering

3D Printing

CNC Press Brake

0.5 – 1 unit layout and pattern making class for pipe welding

1 unit American Welding Society (AWS) D1.1 code class

Course focusing on using T-1 and T-8 flux core wires

Advisory Board Recommendations for Scheduling Stop stacking welding classes and offer lecture/lab replacements

Advisory Board Recommendations for New Certificate Offer Certificate in advanced manufacturing.

Progress on Advisory Committee Recommendations

Course	Proposal	Progress	Status	Outcomes
IT-22 Operations Maintenance and Safety	Update class to OSHA 10 and provide OSHA 10 cards upon passing/completion	Need to take a class before this can be offered	Pending	Relevant to industry needs
IT-72 Facilities Maintenance	No Change			Meets industry needs
WT-20 Power Plant and Field Pipe Welding I	Remove plate welding and add 2G pipe and incorporate hand beveling	Reconsidering proposal as fundamentals in plate welding are needed and some can't take WT-37 due to scheduling	On Hold needs further discussion	
WT-21 Power Plant and Field Pipe Welding II	Change objectives to pipe welding only in 5 and 6G positions		Pending on the outcome of WT-20	Relevant to industry needs
WT-22 Power Plant and Field Pipe Welding III	Take objectives from WT-23 and place them here. 1G, 2G, 5G, and 6G open root GTAW of pipe		Pending on the outcome of WT-20	Relevant to industry needs
WT-23 Power Plant and Field Pipe Welding IV	Update objectives to 4" and smaller diameter pipe using GTAW and SMAW only		Pending on the outcome of WT-20	Relevant to industry needs
WT-25 SolidWorks	New course	Kory Konkol completed 104 hours of training summer 2022	Need more hands on experience before offering a class	Relevant to industry needs
WT-31	No Change			Meets industry

GTAW for Gunsmiths				needs
WT-32 Advanced GTAW for Gunsmiths	No change			Meets industry needs
WT-36 Beginning Oxy-Acetylene	Inactivate Course	Need another class to replace it for core and/or elective	On Hold until replacement course is created	Course not needed as a stand alone course, but can be combined with another to articulate with area high schools
WT-37 Beginning SMAW	Add a 0.5-1 unit lecture component. Add lap and corner joints to objectives	Need an adjunct or full-time faculty member	On Hold	Provides fundamentals needed for the welding process
WT-38 Beginning GMAW	Add a 0.5-1 unit lecture component. Add open root GMAW to plate	Need an adjunct or full-time faculty member	On Hold	Provides fundamentals needed for the welding process
WT-39 Beginning GTAW	Add a 0.5-1 unit lecture component	Need an adjunct or full-time faculty member	On Hold	Provides fundamentals needed for the welding process
WT-40 Advanced Oxy-Acetylene	Inactivate Course	Completed	Course was Inactivated	No longer relevant to industry needs
WT-42 Advanced SMAW 6010 open root	Add back gouging to root pass with a back weld and consider Surface Tension Transfer (STT)	Update scheduled for Fall 2023	In Progress	Relevant to industry needs
WT-43 Advanced SMAW GTAW open root	No Change			Meets industry needs
WT-44 Advanced GMAW/FCAW	Add a 0.5-1 unit lecture component. Add aluminum pulse welding and open root GMAW of pipe. Remove FCAW-G and add to new course	Update scheduled for Fall 2023 (Welding changes only) Lecture will need to wait due to scheduling and lack of help	In Progress	Provides fundamentals needed for the welding process and relevant to industry needs

WT-45 Advanced GTAW	Inactivate Course	Need another class to replace it for core and/or elective	On Hold until replacement course is created	Only one GTAW course is necessary for industry needs
WT-50 Welding for Artists	No Change		Hasn't been scheduled due to lack of adjunct or full-time faculty to cover other courses	
WT-51 Blueprint Reading	No Change			Meets industry needs
WT-52	New course		Offered since fall 2019	Relevant to industry needs
WT-53	New course	Need an adjunct or full-time faculty member	Hasn't been scheduled due to lack of adjunct or full-time faculty to cover other courses	Relevant to industry needs

Program Planning and Communication Strategies

Describe the communication methods and interaction strategies used by your program faculty and administrators to discuss program-level planning, curriculum, SLOs, PSLOs, equity, student achievement, and institutional performance data.

The department strives to communicate with all stakeholders in an effort to continuously improve the welding programs offerings. The program review provides the mechanism for accomplishing this. In Career and Technical Education (CTE) programs, these stakeholders are made up of an industry advisory committee who represents the industry being served.

Ongoing outreach and partnerships with industry has provided the insight for achieving our goals. This includes efforts to provide outreach to our local high school welding programs and participating in campus visits by interested parties.

Academic Planning Analysis Summary

Summarize the key findings from the program analysis and outline opportunities for change.

Based on advisory board recommendations, labor market information and current course offerings, the program has many opportunities for growth in the advanced manufacturing sector. This would include a new certificate and courses in the following: robotic welding, CNC plasma cutting, 3D printing, CAD drawing, and CNC press brake. This is not to imply that welding is being replaced, but merely supplemented with these jobs. For example, from what I've noticed after visiting different manufacturers is that they employ only one or two robotic welding operators, but many more welders. Offering these additional courses would help increase the number of student in the program and FTES's, because some of the advanced manufacturing students would also carry over to welding and vice versa. Of course, in order to proceed with the additional courses, another instructor is needed.

Another way to increase FTE's is through outreach. Things have been improving in this area since Covid, and with the help of our Outreach department, we've seen more tours of potential students on campus. This should prove positive going forward.

Demographically, the data shows that about 30% of non-white and five-percent of women make up the workforce in welding. This may also be an area of focus to increase growth.

Section 2: Human Resource Planning

Workload and Staffing Assessment

Year	F/T Faculty	P/T Faculty
Previous Year	1	1
Current Year	1	1
Next 2 Years	2	1

Provide a narrative that describes the program's faculty staffing trends and develop a projection for the two years. Discuss the extent to which your current faculty staffing structure meets or does not meet your program's needs and/or initiatives. Please describe what strategies will be used to diversify your staffing (e.g., education, expertise/skillsets, areas of interest, demographics).

Some of the advisory committee recommendations included offering a new certificate in Advanced Manufacturing and to offer some courses as lecture/lab instead of just lab. In order to offer a certificate in Advanced Manufacturing, an additional seven courses at minimum would need to be developed and offered. And that's in addition to the current course offerings in welding.

With the current staffing situation of one full-time faculty and one adjunct, these recommendations are not possible. The current full-time faculty is carrying a 100% load per semester in order to provide the courses needed, so students can graduate with an A.S. degree in two years.

Professional Development

Provide a description and associated outcomes related to the program's target professional development participation over since the last program review. Discuss the current professional development/training need(s) of your program, and why this need(s) exists. If you have specific trainings you want to request, please include those details.

Professional development is an ongoing endeavor and with that I continue to maintain my AWS welding inspector credentials through training. These credentials allow me to provide welding qualification testing to our students and in turn makes them more employable. Summer of 2022 I completed 104 hours of training in the use of SolidWorks, a CAD drawing software. Training in SolidWorks opens the door up to several additional course offerings and a new certificate recommended by our advisory committee. These are outlined above under the "Advisory Board Recommendations for New Course Offerings". Regarding future trainings, there is a need to update IT-22, the Operations Maintenance and Safety class. It's been recommended by our advisory committee to teach this course at the level of Occupational Safety and Health Administration (OSHA) 10. Upon completing/passing the course, students would receive OSHA 10 cards. Many worksites require this level of training before being allowed to work. In order to offer OSHA 10 cards, classes and testing would need to be completed through OSHA.

Section 3: Infrastructure Planning

Facilities

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

TR102, formerly construction trades, consists of the following: 12 welding booths (without power or ventilation) along the west wall, eight TIG welding booths, a metal rack, welding tables and a lockable office.

TR103 consists of the following: eight aisles along the east wall each containing four welding stations, three of which are for oxyacetylene welding, four welding stations along the west wall, a CNC cutting table, robotic welder, metal shear, floor mounted band saw, pipe beveling station, oxy-acetylene/plasma cutting table, three work tables, tool room, front office for storage, and an upstairs storage space and office.

Describe and evaluate additional facilities utilized off-campus by the program

No additional facilities are being utilized off-campus.

Describe any facilities needs identified internal or external analysis

Recent student surveys start on page 37 and end on page 47. Only thing to note is that the robotic welding class has only one robot that is to be shared by the entire class. This results in students standing around waiting for their turn. **Note, the questions in the student surveys are antiquated and in desperate need of updating. The data provided provides zero separation by course, even though a survey is expected to be completed for each course the student is taking. With that I want to point out that a typical student enrolled in a CTE program is enrolled in multiple courses in the same classroom/facility, so when a question asks if the lighting or desks/chairs is adequate, the answer isn't going to change. CTE programs should have their own surveys instead of one that encompasses all programs on campus.**

The following addresses surveys from past IPR's dating back to 2015.
From past IPR's it was noted that acoustics in the classroom needed to be improved and
lighting under the mezzanine for the TIG welding booths in TR102 is inadequate.

Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the program review cycle.

Improve acoustics in the classroom, this would allow students to hear the lectures more clearly.
Improve lighting over the TIG welding stations would allow students to see their work.

The following items are carried over from my 2015 welding IPR and still apply.

Install carpeting in the classroom to eliminate poor acoustics. (Past peer evaluations recommendation and past student survey).

Improve existing electrical drops (splitting circuits if possible) and extend them to welding booths in construction trades, TR102

Address the following health and safety concerns.
Provide necessary ventilation for additional welding booths in construction trades, TR102
Improve ventilation in existing welding shop, TR103 (previous student evaluations).

Q1 Course Number (Examples:AGR-1-M0095,MUS-12-K0669, etc...):

Answered: 12 Skipped: 0

#	RESPONSES	DATE
1	WT-52-M0998	10/4/2022 2:53 PM
2	WT-52-M0998	10/4/2022 1:22 PM
3	WT-52-M0998	10/4/2022 1:15 PM
4	WT-52-M0998	10/4/2022 1:02 PM
5	WT-52-M0998	10/4/2022 12:48 PM
6	WT-20-M0432	10/3/2022 2:36 PM
7	WT-20-M0432	10/3/2022 2:05 PM
8	WT-20-M0432	10/3/2022 11:00 AM
9	WT-39-M0470	10/3/2022 10:09 AM
10	WT-20-M0432	10/3/2022 9:58 AM
11	WT-20-M0432	10/3/2022 9:50 AM
12	WT-20-M0432	10/3/2022 9:37 AM

Q2 Name of Program: (Select only one option)

Answered: 12 Skipped: 0

ANSWER CHOICES	RESPONSES	
Administration of Justice	0.00%	0
Agriculture	0.00%	0
Studio Art	0.00%	0
Automotive Technology	0.00%	0
Business	0.00%	0
Child Development	0.00%	0
Fire Technology	0.00%	0
Gunsmithing	0.00%	0
Health Occupations/Medical Assisting	0.00%	0
History/Social Science/Sociology/Psychology	0.00%	0
Human Services	0.00%	0

Humanities	0.00%	0
Information Systems	0.00%	0
Natural Science	0.00%	0
Physical Education	0.00%	0
Vocational Nursing/Allied Health	0.00%	0
Welding Technology	100.00%	12
Special Instructional Programs: Athletics	0.00%	0
Special Instructional Programs: Developmental Studies	0.00%	0

Special Instructional Programs: Work Experience

0.00% 0

TOTAL	12

Q3 Course Name/Title:

Answered: 12 Skipped: 0

#	RESPONSES	DATE
1	Robotic Operations/Programming	10/4/2022 2:53 PM
2	Robotic Operations/Programming	10/4/2022 1:22 PM
3	Robotic Operations/Programming	10/4/2022 1:15 PM
4	Robotic Operations/Programming	10/4/2022 1:02 PM
5	Robotic Operations/Programming	10/4/2022 12:48 PM
6	WT-20 Powerplant and Feild Pipe	10/3/2022 2:36 PM
7	WT-20 Powerplant and Feild Pipe	10/3/2022 2:05 PM
8	WT-20 Powerplant and Feild Pipe	10/3/2022 11:00 AM
9	Welding Theory and Practice -Gas	10/3/2022 10:09 AM
10	Power Plant and field pipe	10/3/2022 9:58 AM
11	Power Plant and field pipe	10/3/2022 9:50 AM
12	Power Plant and field pipe	10/3/2022 9:37 AM

Q4 Educational Goal: What is your educational objective at Lassen Community College? (Check all that apply):

Answered: 12 Skipped: 0

ANSWER CHOICES	RESPONSES	
General Education: Transfer to a 4-year Institution	0.00%	0
General Education: IGETC Certification	0.00%	0
General Education: CSU Certification	0.00%	0
General Education: Transfer to another Community College	0.00%	0
Degrees/Certificates: AA/AS	33.33%	4
Degrees/Certificates: Certificate of Achievement/Certificate of Completion	58.33%	7
Degrees/Certificates: Certificate of Accomplishment	0.00%	0
General Interest: Job Requirement	33.33%	4
General Interest: Continuing Education	8.33%	1
General Interest: Personal Development	41.67%	5

Total Respondents: 12

#	TITLE OF DEGREE OR CERTIFICATE:	DATE
1	2 year certificate of achievement-welding	10/4/2022 2:53 PM
2	A.S. Degree Welding Technology	10/4/2022 1:22 PM
3	1-Year Certificate of Achievement	10/4/2022 1:15 PM
4	2 year certificate of achievement-welding	10/4/2022 1:02 PM
5	2-Year Certificate of Achievement	10/4/2022 12:48 PM
6	A.S. Degree in welding	10/3/2022 2:36 PM
7	A.S. Degree in welding	10/3/2022 2:05 PM
8	2 year certificate of achievement-welding	10/3/2022 11:00 AM
9	N/A	10/3/2022 10:09 AM
10	A.S. Degree Welding	10/3/2022 9:58 AM
11	A.S. Degree Welding	10/3/2022 9:50 AM
12	2 year certificate of achievement-welding	10/3/2022 9:37 AM

Q5 You need this course: Why are you taking this course?

Answered: 12 Skipped: 0

ANSWER CHOICES	RESPONSES	
Core requirement for degree or certificate	66.67%	8
Elective for Degree or Certificate	25.00%	3
General Education course for degree or transfer	0.00%	0
Job Requirement	66.67%	8
Continuing Education	8.33%	1

Personal Development

41.67% 5

Total Respondents: 12

#	OTHER: PLEASE SPECIFY	DATE
	There are no responses.	

Q6 Does the course content reasonably compare with the catalog/schedule description?

Answered: 12 Skipped: 0

ANSWER CHOICES	RESPONSES	
Yes	100.00%	12
No	0.00%	0
TOTAL		12

Q7 Did the catalog clearly explain the order in which the courses in this program should be taken?

Answered: 12 Skipped: 0

ANSWER CHOICES	RESPONSES	
Yes	100.00%	12
No	0.00%	0

TOTAL	12

Q8 Was any cost for this course/program, beyond registration and books, clearly identified in the catalog?

Answered: 12 Skipped: 0

ANSWER CHOICES	RESPONSES	
Yes	100.00%	12
No	0.00%	0
TOTAL		12

Q9 Did the instructor(s) use the required textbooks in the program?

Answered: 12 Skipped: 0

ANSWER CHOICES	RESPONSES	
Yes	100.00%	12
No	0.00%	0

N/A

0.00% 0

TOTAL	12

Q10 Are the textbooks purchased for this program useful to you?

Answered: 12 Skipped: 0

ANSWER CHOICES	RESPONSES	
Yes	91.67%	11
No	0.00%	0

N/A

8.33%	1	
TOTAL		12

Q11 Scheduling: Did the scheduling of the course meet your needs?

Answered: 12 Skipped: 0

ANSWER CHOICES	RESPONSES	
Current schedule met my needs	100.00%	12
Needed morning offering	0.00%	0
Needed afternoon offering	0.00%	0
Needed evening offering	0.00%	0
Needed one day a week schedule	0.00%	0
Needed summer offering	0.00%	0
Needed week-end offering	0.00%	0
Needed short-term (less than semester) offering	0.00%	0

Other: Please Specify:

0.00%	0	
TOTAL		12

#	OTHER: PLEASE SPECIFY:	DATE
	There are no responses.	

Q12 I was provided with reasonable access to the facilities?

Answered: 12 Skipped: 0

ANSWER CHOICES	RESPONSES	
Yes	100.00%	12
No	0.00%	0
TOTAL		12

Q13 The temperature of the facilities in summer or fall is:

Answered: 12 Skipped: 0

ANSWER CHOICES	RESPONSES	
Often too hot for the season	16.67%	2
Often too cold for the season	0.00%	0
Comfortable for the season	83.33%	10

N/A

0.00% 0

TOTAL	12

Q14 The lighting in the facilities is?

Answered: 12 Skipped: 0

ANSWER CHOICES	RESPONSES	
Too bright	0.00%	0
Adequate	91.67%	11
Too dark	8.33%	1

N/A

0.00% 0

TOTAL	12

Q15 The chairs/tables/desks are?

Answered: 12 Skipped: 0

ANSWER CHOICES	RESPONSES	
Adequate	91.67%	11
Inadequate	8.33%	1

N/A

0.00% 0

TOTAL	12

Q16 Is there enough space for you to do your work in class?

Answered: 12 Skipped: 0

ANSWER CHOICES	RESPONSES	
Yes	100.00%	12
No	0.00%	0

N/A

0.00% 0

TOTAL	12

Q17 Please elaborate on your responses and include any additional facilities-related comments:

Answered: 7 Skipped: 5

#	RESPONSES	DATE
1	N/A	10/4/2022 1:26 PM
2	MY responsibilities are to show up for class on time and be prepared for my daily tasks.	10/4/2022 1:04 PM
3	N/A	10/4/2022 12:57 PM
4	shorter table or platform for pipe prep.	10/3/2022 2:39 PM
5	Everything is fine as is	10/3/2022 11:03 AM
6	Welding booths are to dark	10/3/2022 10:13 AM
7	The lighting in the shop is good, but the booths need more light.	10/3/2022 9:40 AM

Q18 Did the course/program provide the necessary equipment?

Answered: 12 Skipped: 0

ANSWER CHOICES	RESPONSES	
Yes	100.00%	12
No	0.00%	0

N/A

0.00% 0

TOTAL	12

Q19 Is enough time on equipment allowed for each student?

Answered: 12 Skipped: 0

ANSWER CHOICES	RESPONSES	
Yes	75.00%	9
No	25.00%	3

N/A

0.00% 0

TOTAL	12

Q20 Is equipment current?

Answered: 12 Skipped: 0

ANSWER CHOICES	RESPONSES	
Yes	91.67%	11
No	8.33%	1

N/A

0.00% 0

TOTAL	12

Q21 Is equipment generally in good operation condition?

Answered: 12 Skipped: 0

ANSWER CHOICES	RESPONSES	
Yes	100.00%	12
No	0.00%	0
N/A		
	0.00%	0
TOTAL		12

Q22 Describe how this course/program could be improved to better meet the needs of the students at Lassen Community College:

Answered: 9 Skipped: 3

#	RESPONSES	DATE
1	Having additional robots would be useful. Too little time on one robot is not sufficient.	10/4/2022 2:55 PM
2	There is only 1 robot for the whole class, which doesn't allow for much hands on learning, which is crucial for this class.	10/4/2022 1:26 PM
3	8 students sharing 1 robot	10/4/2022 1:17 PM
4	More time for each student on the robot to be able to complete our daily tasks efficiently.	10/4/2022 1:04 PM
5	there is one robot for 8 students, it would be nice if we had another robot so we can have more time on the robot	10/4/2022 12:57 PM
6	Everything is fine and usable in class	10/3/2022 11:03 AM
7	Sharper tools for welding. Pliers that work better. Tools are dull and need replaced	10/3/2022 10:13 AM
8	Atleast one or more cooling tanking in the shop as the old wood shop only as 5 gallon buckets	10/3/2022 9:53 AM
9	Not at this time.	10/3/2022 9:40 AM

Q23 Please provide any additional comments on the course or program:

Answered: 1 Skipped: 11

#	RESPONSES	DATE
1	Another robot would help a great deal, there is often a lot of students just using class time to wait for their turn.	10/4/2022 1:26 PM

Equipment

- Describe and evaluate equipment and equipment support provided for instruction and instructional support

Equipment	Age	Courses Served
(12) Single process stick welders	20+	WT-37, 42, 20-22
(4) TIG/Stick welders	20+	WT-37, 39, 45, 20-23
(11) Miller XMT350 multi-process welders	12+	WT-37, 38, 44, 42, 43, 20-23
(4) Miller XMT350 MPA multi-process welders	4	WT-37, 38, 44, 42, 43, 20-23
(8) Miller Dynasty 200 TIG/Stick welders	10	WT-37, 39, 42, 43, 45, 20-23
(1) Miller Dynasty 280 TIG/Stick welders	1	WT-37, 39, 42, 43, 45, 20-23
(2) Miller Dynasty 350 TIG/Stick welders	10+	WT-37, 39, 42, 43, 45, 20-23
(2) Miller 350P Pulse MIG	15+	WT-38, 44

(4) Lincoln/Miller MIG welders	18+	WT-38
(1) Lincoln multi-process MIG welder	5	WT-37, 38, 39, 44
(1) Fanuc/Lincoln robotic welder	6	WT-52, 53
(1) Dynatorch CNC cutting table	7	Future Offering
(12) Oxy-Acetylene Welding Boothes	20+	WT-36
(1) Piranha hydraulic shear	20+	All Courses
(1) Uni-Hydro hydraulic shear	16+	All Courses
(1) Stratasys 3D Printer	3	Future Offering
(1) Visible Welding Camera	2	All Courses
Shop ventilation system	20+	All Courses

We currently don't have a replacement schedule. As one can see, equipment from the above list that is 20+ years old is still serving our needs. The only draw back from those pieces of equipment is that they don't serve as many courses as a multi-process machine does.

Any maintenance costs to keep the equipment operational is taken from the welding departments budget.

Technology

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

The welding department currently has the latest smart board technology, which is used for power point and video presentations.

The department also has a computer station that is used to access Accudemia. Accudemia is a web-based program used to track students' attendance and hours.

We've also implemented a Visible Welding Camera. The camera is used to critique welds performed by students.

- Justify any proposed modifications or additions to existing technology that would better serve the program planned for the next four years.

  None at this time

Section 4: Program Planning

Progress update on previous action plans

I've provided this information in a more detailed table titled "Progress on Advisory Committee Recommendations" starting at the bottom of page 40.

Action Plan	Progress Detail	Outcomes

Strengths, Weaknesses, Opportunities, Threats (SWOT) Analysis

Complete SWOT analysis

Strengths	Quality education in a broad range of welding processes that leads to high paying jobs diversity of students and ability to adapt and grow.
Weaknesses	Lack of adjunct or full-time faculty to support additional course offerings and certificates
Opportunities	Increase partnerships with industry and other CTE programs. More outreach
Threats	Covid lockdowns, fewer students entering the industry due to the physical demands of the job.

Program Plan

Develop a program action plan based on the findings of the SWOT Analysis. The plan should specify should aligns with one or more College Goals. SLO maps may be utilized to help show the connection.

- How do the action plans align with the mission of the college?
  The action plans align with the mission of the college by providing a rigor of coursework that leads to a higher economic potential and workforce development.

- What strategic goals do the action plans support?
  Learning Opportunities: Provide an array of rigorous academic programs delivered via a variety of modalities that promote student equity and learning while meeting the needs of the local and global community.

  Student Success: Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student 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.

- What ISLOs do the action plans support?
  Critical Thinking - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome.

- What specific evidence (e.g., SLOs, data) support the action plans?
  The SLO data is inconclusive due to the nature of the courses, but past student surveys and advisory committee recommendations support the action plans. This is addressed on page 31, “Advisory Committee Recommendations” and in section three page 35 “Infrastructure Planning”.

- Based on the action plans what resources are needed?
  Resources are addressed in the table below on page 53.

- What are the expected outcomes of the action plans?
  Expected outcomes are addressed in the table below on page 53

- What is the total cost of bringing the action plan to life?
  Cost is addressed in the table below on page 53.

Action Plan	Supporting Evidence	Expected Outcome	Resource(s) to Achieve the Action Plan	Resource Category	Estimated Cost	Expense Type	Priority Ranking
Install ventilation for welding booths in TR 102	2015 Student Surveys	Health and Safety and expand student capacity	Facilities	Equipment	$80,000	One-Time	1
Improve current ventilation system in TR103	2015 Student Surveys	Health and Safety	Facilities	Equipment	$40,000	One-Time	2
Add electrical drops for welding booths in TR 102	2015 Student Surveys	Expand student capacity and increase graduation rates	Facilities	Facility Improvement	$5000	One-time	5
Improve lighting in TR102 under mezzanine	2021 Student Surveys	Provide a working environment that enhances productivity	Facilities	Facility Improvement	$1000	One-time	3
Improve acoustics in the classroom	2021 Student Surveys	Improve verbal comprehension through better acoustics	Facilities	Facility Improvement	$1000	One-time	4
Hire full-time faculty	Advisory committee recommendation and Industry need for workers	Offer additional courses, increase FTE's and add new certificate in advanced manufacturing	Human Resoures	Human Resources	$50K?	One-time	6
OSHA 10 class	Advisory committee recommendation and Industry need	Update IT-22 safety class to better serve and prepare students for employment	Other	Other	$2000?	One-time	7

Canvas Outcomes:
An Overview

Accreditation Tri-Chairs Meeting

4/28/2022

Topics

- What are Canvas Outcomes?
- A Non-Technical Explanation (Video)
- Creating Outcomes (options)
- Admin / IR Considerations: Faculty vs. Bulk Import Considerations
- Organizing Outcomes
- Outcome Alignments to Rubrics, to Assignments/Quizzes/New Quizzes
- Outcome Options → Calculation Methods
- Outcome Reporting
- Faculty Considerations
- Accreditation Considerations
- SLO Coordinator Considerations & Additional Questions
- Additional Slides (not part of today)

Canvas Outcomes

What are Outcomes?

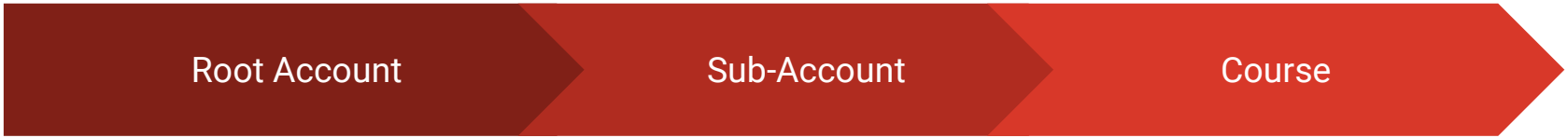
Outcomes enables the administration and faculty to track students' progress as measured by pedagogical goals or desired outcomes.

Grading student work automatically collects and compiles data on student progress for the Outcomes.

Outcomes Video Overview [Admins]

A Non-technical Explanation

Creating Outcomes (Our Options)



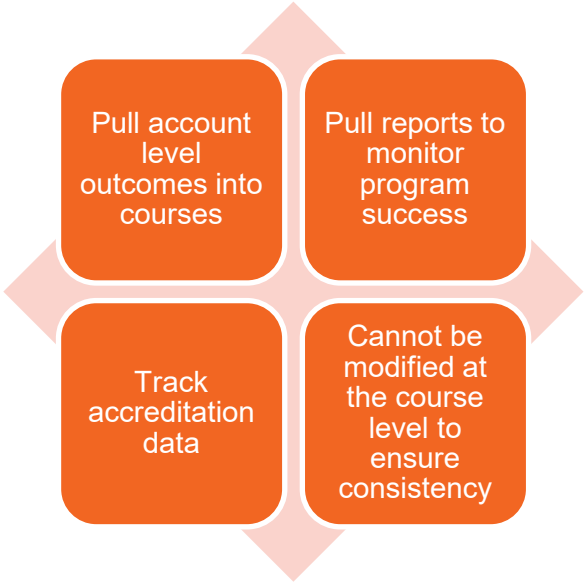
- Institution level outcomes need to be created at the root account level and then imported into sub-accounts and courses
- Outcomes created at the sub-account or course level cannot be imported into a higher account level
- Outcomes created at the course level are not reportable except within the Learning Mastery Gradebook.

Importing Outcomes Is A Likely Solution

- Bulk import Outcomes using a CSV file
- How do I import outcomes for an account?

Admin / Institutional Research Considerations

Account Level Outcomes



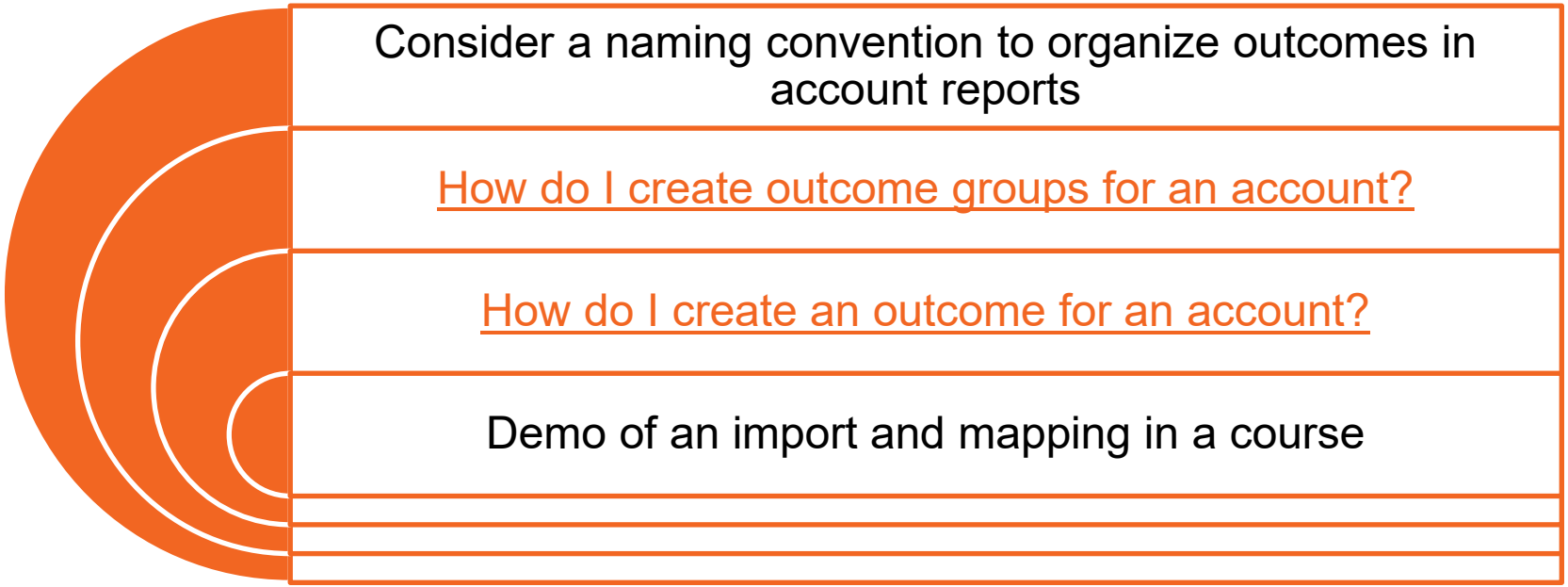
Other Considerations

(ie, Communication with Curriculum Changes need Process)

Outcomes that have been used to assess students (including test student) **cannot** be deleted.

Outdated outcomes can be moved into an archived folder

Organizing Outcomes



Outcome Alignment Options

- When Outcomes live at a Subaccount or higher, Instructors “pull” Outcomes into their courses to use them.
- Instructors can not edit these Outcomes.
  - How do I find an existing outcome to add to a course?
  - How do I view all aligned items and artifacts within an outcome?

Aligning Outcomes

- How do I align an outcome with a rubric in a course?
- How do I align an outcome with a question bank?[Classic Quizzes]
- How do I align an outcome to an assessment in New Quizzes?
- How do I align an outcome to an assessment question in New Quizzes?

Outcomes Options

- Criterion Ratings (words, mastery designation, and scales can be whatever we want)

- Set Mastery and Calculation Method
  - Decaying Average
  - n Number of Times
  - Most Recent Score
  - Highest Score

Calculation Methods

Decaying Average

- This calculation factors the average of all assessment items while weighing the most recent (current) submission to any assignment associated with this outcome at a higher percentage.
- the Canvas method uses a simplified approach where Canvas calculates the average of all prior assessments and applies the value as a weighted percentage formula, instead of the alternative approach of simply using the prior decaying average.

For example,

- a student has four aligned items with scores of 4, 3, 2, and 5 (scores listed chronologically from oldest to most recent). If the current item is set to be weighted at 65% of mastery, prior scores are weighted at 35%:
- Current item score: 5
- Average of prior item scores: (4 + 3 + 2) / 3 = 3
- Calculated score: 5 (.65) + 3 (.35) = 3.25 + 1.05 = 4.3

Calculation Methods

n Number of Times

- This calculation requires a specific number of times that mastery must be met or exceeded, and the number of aligned items that must be completed for calculation eligibility. Any scores that do not meet mastery are not part of the calculation.

For example,

- a student is required to achieve mastery 2 times with a mastery score of 5. If the student has scores of 1, 3, 2, 4, 5, 3, and 6, only the scores of 5 and 6 would be part of the calculation

Calculation Methods

Most Recent Score

- calculation always selects the score for the most recent assessment item.

Highest Score

- calculation always selects the highest score for all assessment items.

Account Level Outcome Reporting

student name	student id	student sis id	assessment title	assessment id	assessment type	submission date	submission score	learning outcome name	learning outcome id	attempt	outcome score	assessment question	assessment question id	course name	course id	course sis id	section name	section id	section sis id	assignment url	learning outcome friendly name	learning outcome points possible	learning outcome mastery score	learning outcome mastered	learning outcome rating	learning outcome rating points	account id	account name	enrollment state
smith, heather	423945	u16450	Assignment 1	3217	assignment	01 Apr 2011 18:16:12 UTC	85	Can write basic Ruby	1	1	4			computer science 101	46489	c500190	Section 1	332992	sec001	https://example.com/courses/46489/assignments/3217	Ruby 1A	5	3	1	Needs Improvement	1.0	992	Example Account	active
smith, kacie	104837	u50214	Quiz 1	4565	quiz	02 Apr 2011 17:24:30 UTC	93	Can understand basic Ruby	1	1	4	Question 1	4558	computer science 101	46489	c500190	Section 2	332994	sec003	https://example.com/courses/46489/assignments/3217	Ruby 1B	5	3	0	Progressing	2.0	994	Example Subaccount	active

Faculty Workflow Considerations

Are they too much?

Online Faculty

- For Assignments used to assess outcomes, they'd have to begin using Rubrics if they are not already, then add the Outcomes to the Rubric, and then algin the rubric to one or more assignments, then assess each student.
- For Classic Quizzes, Outcomes can only be mapped to Test Banks. Faculty not using Test Banks would need to convert their Quizzes to New Quizzes, then map the question or questions to the Outcome.

Correspondence Faculty

- They would have to add a/n assignment(s), then the rubric, then map the rubric to the Outcome, then map the Rubric to the assignment, and then enter results for each student assessed.

Face to Face Faculty Not using Canvas

- Same as correspondence faculty.

The Good News

- Every class already has a Canvas shell and all faculty already have a login.

SLO Coordinator: Questions/Decisions to Move forward

The When: When will we know what system we will be using?

Who: Faculty adding SLOs or Bulk Imported?

How should we do training?

- What training would faculty need?
- When might we best do this?

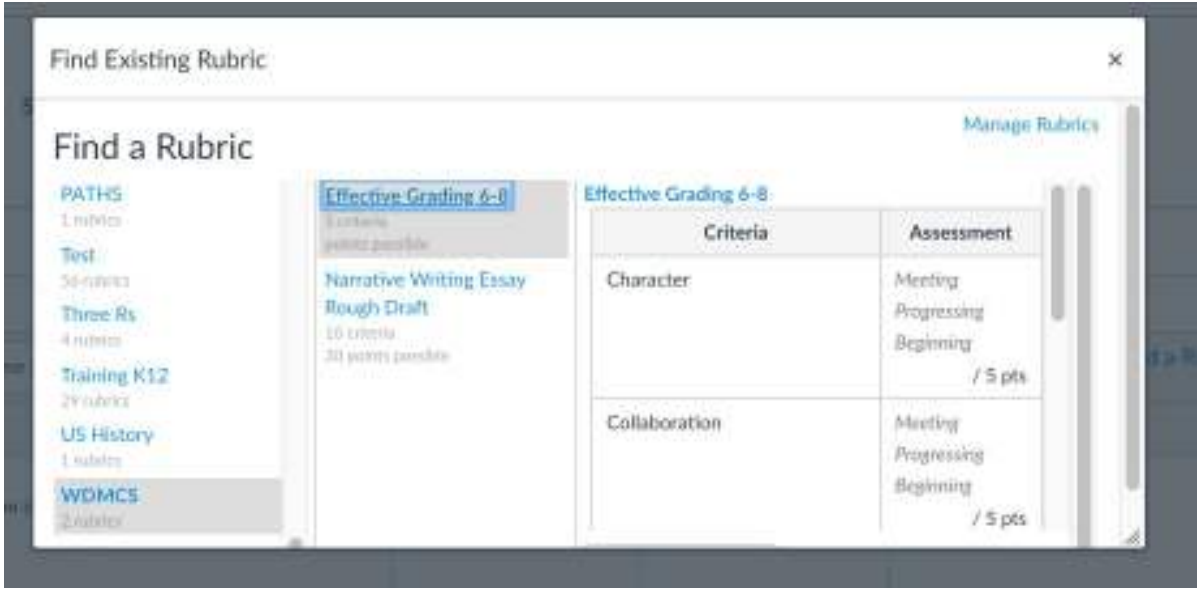
What:

- Should be our calculation method?
- What are the criterion scales and what wording makes most sense?

Considerations for LCC Accreditation Team

1. Canvas does not cost anything for us to use. No IT involvement if we move forward.
2. Given we want reporting to be easy for Institutional Effectiveness/Researcher and in a single location→ Should we allow faculty to create outcomes individually in courses for assessment purposes or should we bulk import them?
    - We can turn off faculty ability to add Outcomes to their courses, which may ensure a smooth path forward.
    - This would require that someone put all the correct outcomes in a spreadsheet, then import them into each course shell. Not hard, but time consuming.
    - If we do a bulk import, then we have to decide for each outcome what calculation method to use. The simplest is decaying average so that if a single outcome is aligned to multiple assignments, the latest gets the most weight; otherwise, if it's mapped to a single assignment (which I'd gather many faculty will do), it's just that particular score.
    - What lessons did Aaron Zentner learn that he might share about the calculation methods?
3. What do we want the rating scales to be? 3 point, 4 point, or something else?
    1. Below Mastery, Meets Mastery, Exceeds Mastery
    2. What verbiage might make most sense? Mastery, Expectations, or something else?
    3. How about Not assessed? Should that be zero points?
4. How might we group Outcomes to allow easy import for faculty? Should the designer import all outcomes in a course to lesson the load?
5. What's the best approach to training faculty? A group training, require faculty to schedule a meeting?

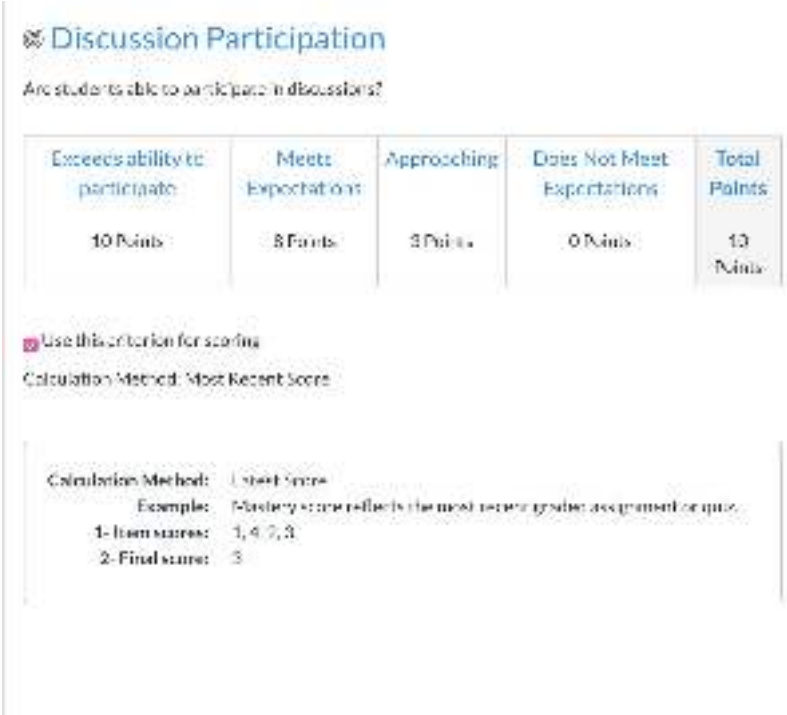
Assessing Outcomes on Rubrics



Rubrics can be created at a Subaccount or Account level, and then Instructors can use them.

Instructors can also create their own Rubrics using Outcomes that have been shared at an account level.

Assessing Outcomes on Rubrics



Outcomes on Rubrics can contribute to the overall score.

They also do not need to inform the score at all. Instead, if “Use this criterion for scoring” is unchecked, it will only inform the mastery of the Outcome, not the score on the assessment.

Outcomes Reporting

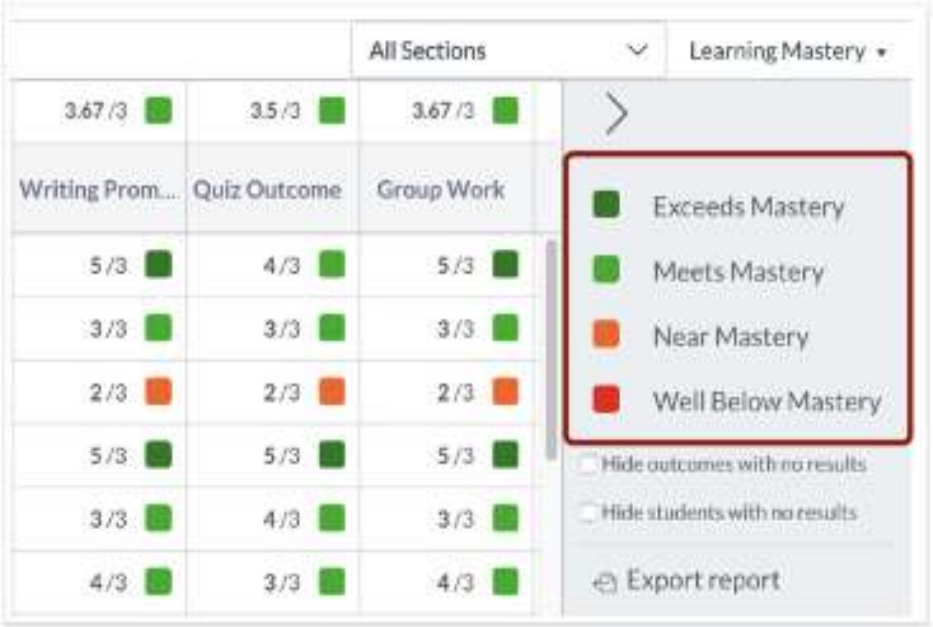
- How do I view the outcomes results report for an individual student in a course?

Account & Sub-account Reports

- **Outcome Export:** The Outcome Export report shows all learning outcomes in an account and includes details of all attributes associated with each outcome
- **Outcome Results:** The Outcome Results report shows the learning outcome results for all students
- **Student Competency:** The Student Competency report shows the learning outcome results for all students (includes associated assignment)

Learning Mastery Gradebook

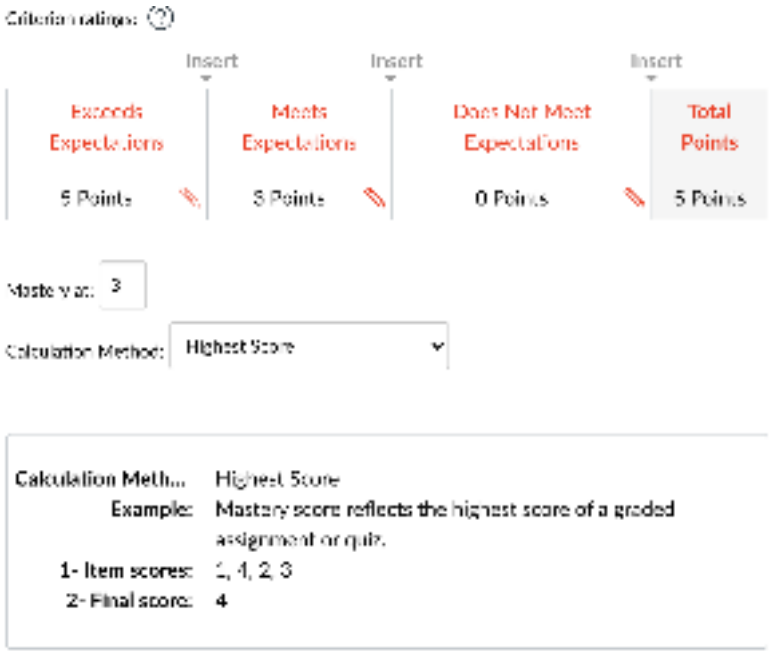
- Learning Mastery Gradebook is a feature option
- How do I use the Learning Mastery Gradebook to view outcome results in a course?
- How do I view outcomes or student results individually in the Learning Mastery Gradebook?



- How do I customize learning mastery ratings for an account?

Feature Preview: Account and Course Level Mastery Scales

Current Workflow



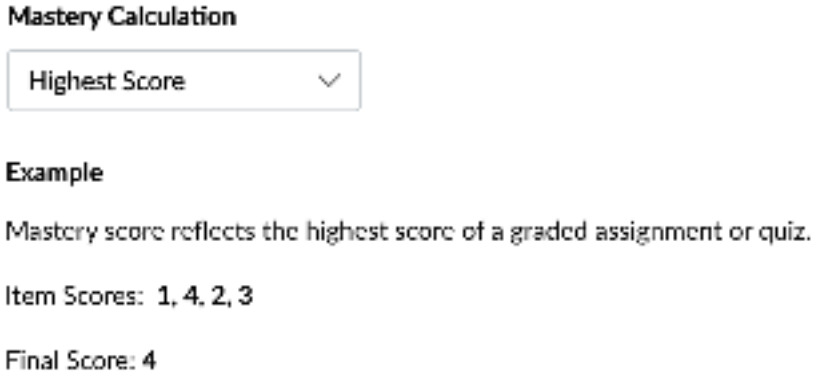
Feature Preview Workflow

- Mastery Scale is set only once at the account level
- Permission can be given to change Mastery at sub-account or course level

*Must be enabled by CSM

Feature Preview: Account & Course Level Mastery Scales

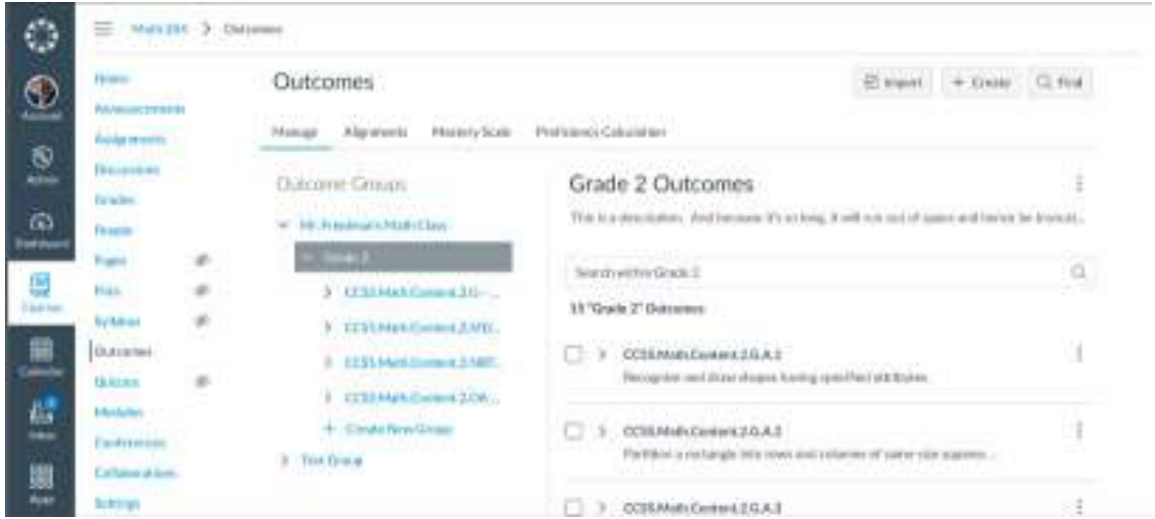
Feature Preview Workflow



- Mastery Calculation is set only once at the account level
- Permission can be given to change Mastery Calculation at sub-account or course level

- Consider how granting permissions to adjust Mastery/ Calculation at sub-account or course level will impact institution reports
- Once the feature has been enabled, it should no longer be disabled
- Can be enabled in beta environment

Feature Preview: Improved Outcomes Management



- Must be enabled by CSM along with Course and Account Level Mastery Scales
- New clean interface with a focus on simplicity

Roadmap and Product Blogs

- Outcomes: The Cornerstones of Teaching and Learning
- New Outcomes Product Manager
- Improved Outcome Management

Outcomes

Import + Create Find

Manage Alignments

2 OUTCOMES
100% Coverage **37.0** Avg. Alignments per Outcome

47 ASSESSABLE ARTIFACTS
62% With Alignments **0.9** Avg. Alignments per Artifact

All Outcomes (2) Search...

AT-60-SLO_1 Alignments: **52**

Demonstrate the ability to communicate clearly with the customer regarding the repair of their vehicle and complete a work order to fulfill all legal requirem...

AT-60-SLO_2 Alignments: **32**

Oversee a workflow through a typical automotive repair shop including communicating with the technician, parts suppliers, and the customer at a beginner l...

Outcomes

Import + Create Find

Manage Alignments

3 OUTCOMES
100% Coverage **27.0** Avg. Alignments per Outcome

90 ASSESSABLE ARTIFACTS
36% With Alignments **0.5** Avg. Alignments per Artifact

All Outcomes (3) Search...

MATH-11A-SLO_1 Alignments: **21**
Develop and present, in an oral or written format, a lesson involving basic mathematical concepts or procedures intended for an elementary school class whi...

MATH-11A-SLO_2 Alignments: **65**
Demonstrate problem solving in the following seven strands specified by the State of California's Mathematics Model Curriculum Guide, kindergarten throu...

MATH-11A-SLO_3 Alignments: **36**
(MATH-11A-SLO_3) Demonstrate logical thinking and applications of mathematics in problem-solving and critical thinking.

Outcomes

Import + Create Find

Manage Alignments

3 OUTCOMES
100% Coverage **14.0** Avg. Alignments per Outcome

84 ASSESSABLE ARTIFACTS ⓘ
0% With Alignments **0.0** Avg. Alignments per Artifact

All Outcomes (3) Search...

MATH-40-SLO_1 Alignments: **41**
Calculate and interpret measures of center and measurements of dispersion for given data.

MATH-40-SLO_2 Alignments: **25**
Find probabilities for applications involving normal random variables.

MATH-40-SLO_3 Alignments: **44**
Construct and interpret a confidence interval; formulate decisions on hypotheses based on data/information provided

Outcomes

Import + Create Find

Manage Alignments

1 OUTCOME
100% Coverage **18.0** Avg. Alignments per Outcome

79 ASSESSABLE ARTIFACTS ⓘ
19% With Alignments **0.2** Avg. Alignments per Artifact

All Outcomes (1) Search...

MATH-11B-SLO_1 Alignments: **19**

(MATH-11B-SLO_1) Develop and present, in an oral or written format, a lesson on an appropriate level of mathematical concepts or procedures intended for…

Outcomes

Import + Create Find

Manage Alignments

3 OUTCOMES
100% Coverage **18.7** Avg. Alignments per Outcome

43 ASSESSABLE ARTIFACTS
47% With Alignments **0.8** Avg. Alignments per Artifact

All Outcomes (3) Search...

HUM-1-SLO_1 Alignments: **39**

Identify, recognize, define or associate the various important works, creators, schools, styles, and events in art, literature, philosophy and history central to Western Civilization: Prehistoric to 1600.

HUM-1 Chapter 0 Human, Origins of Language, and How Language Revolutionized Humans
Module: None

HUM-1 Chapter 1 Multiple Choice
Module: None

HUM-1 Chapter 10 Multiple Choice
Module: None

HUM-1 Chapter 11 Multiple Choice
Module: None

vendor_	object_type	title	description	friendly_description	display_name	calculation_metho	calculation_int	parent_guids	workflow_state	mastery_points	ratings
AERO	group	(AERO) Aviation Courses	(AERO) Aviation Courses SLO Group	(AERO) Aviation Courses SLO Group	(AERO) Aviation Courses SLO Group						
AGR	group	(AGR) Agriculture Courses	(AGR) Agriculture Courses SLO Group	(AGR) Agriculture Courses SLO Group	(AGR) Agriculture Courses SLO Group						
AJ	group	(AJ) Administration of Justice Courses	(AJ) Administration of Justice Courses	(AJ) Administration of Justice Courses S	(AJ) Administration of Justice Courses SLO Group						
ANTH	group	(ANTH) Anthropology Courses	(ANTH) Anthropology Courses SLO Gr	(ANTH) Anthropology Courses SLO Grou	(ANTH) Anthropology Courses SLO Group						
ART	group	(ART) Art Courses	(ART) Art Courses SLO Group	(ART) Art Courses SLO Group	(ART) Art Courses SLO Group						
ASL	group	(ASL) American Sign Language Courses	(ASL) American Sign Language Course	(ASL) American Sign Language Courses S	(ASL) American Sign Language Courses SLO Group						
ASTR	group	(ASTR) ASTR Courses	(ASTR) ASTR Courses SLO Group	(ASTR) ASTR Courses SLO Group	(ASTR) ASTR Courses SLO Group						
AT	group	(AT) Automotive Technology Courses	(AT) Automotive Technology Courses	(AT) Automotive Technology Courses SL	(AT) Automotive Technology Courses SLO Group						
BIOL	group	(BIOL) Biology Courses	(BIOL) Biology Courses SLO Group	(BIOL) Biology Courses SLO Group	(BIOL) Biology Courses SLO Group						
BS	group	(BS) Basic Skills Courses	(BS) Basic Skills Courses SLO Group	(BS) Basic Skills Courses SLO Group	(BS) Basic Skills Courses SLO Group						
BUS	group	(BUS) Business Courses	(BUS) Business Courses SLO Group	(BUS) Business Courses SLO Group	(BUS) Business Courses SLO Group						
CARS	group	(CARS) Careers Courses	(CARS) Careers Courses SLO Group	(CARS) Careers Courses SLO Group	(CARS) Careers Courses SLO Group						
CD	group	(CD) Child Development Courses	(CD) Child Development Courses SLO	(CD) Child Development Courses SLO Gr	(CD) Child Development Courses SLO Group						
CG	group	(CG) Counseling & Guidance Courses	(CG) Counseling & Guidance Courses !	(CG) Counseling & Guidance Courses SL	(CG) Counseling & Guidance Courses SLO Group						
CHEM	group	(CHEM) Chemistry Courses	(CHEM) Chemistry Courses SLO Group	(CHEM) Chemistry Courses SLO Group	(CHEM) Chemistry Courses SLO Group						
CIS	group	(CIS) Computer Science Courses	(CIS) Computer Science Courses SLO (	(CIS) Computer Science Courses SLO Gr	(CIS) Computer Science Courses SLO Group						
CIS	group	(CIS) Computer Information Systems Cour	(CIS) Computer Information Systems (	(CIS) Computer Information Systems Co	(CIS) Computer Information Systems Courses SLO Group						
CS	group	(CS) Computer Science Courses	(CS) Computer Science Courses SLO G	(CS) Computer Science Courses SLO Grc	(CS) Computer Science Courses SLO Group						
DS	group	(DS) Developmental Studies Courses	(DS) Developmental Studies Courses S	(DS) Developmental Studies Courses SL	(DS) Developmental Studies Courses SLO Group						
ECON	group	(ECON) Economics Courses	(ECON) Economics Courses SLO Grou	(ECON) Economics Courses SLO Group	(ECON) Economics Courses SLO Group						
ED	group	(ED) Educaton Courses	(ED) Educaton Courses SLO Group	(ED) Educaton Courses SLO Group	(ED) Educaton Courses SLO Group						
EMT	group	(EMT) Emergency Medical Technician Cou	(EMT) Emergency Medical Technician	(EMT) Emergency Medical Technician C	(EMT) Emergency Medical Technician Courses SLO Group						
ENGL	group	(ENGL) English Courses	(ENGL) English Courses SLO Group	(ENGL) English Courses SLO Group	(ENGL) English Courses SLO Group						
ES	group	(ES) Ethnic Studies Courses	(ES) Ethnic Studies Courses SLO Grou	(ES) Ethnic Studies Courses SLO Group	(ES) Ethnic Studies Courses SLO Group						
ESL	group	(ESL) English as a Second Language Course	(ESL) English as a Second Language Cc	(ESL) English as a Second Language Cou	(ESL) English as a Second Language Courses SLO Group						
FILM	group	(FILM) Film Courses	(FILM) Film Courses SLO Group	(FILM) Film Courses SLO Group	(FILM) Film Courses SLO Group						
FS	group	(FS) Fire Science Courses	(FS) Fire Science Courses SLO Group	(FS) Fire Science Courses SLO Group	(FS) Fire Science Courses SLO Group						
GEO	group	(GEO) Geography Courses	(GEO) Geography Courses SLO Group	(GEO) Geography Courses SLO Group	(GEO) Geography Courses SLO Group						
GEOL	group	(GEOL) Geology Courses	(GEOL) Geology Courses SLO Group	(GEOL) Geology Courses SLO Group	(GEOL) Geology Courses SLO Group						
GIS	group	(GIS) Geographic Information Systems Co	(GIS) Geographic Information System	(GIS) Geographic Information Systems (	(GIS) Geographic Information Systems Courses SLO Group						
GS	group	(GS) Gunsmithing Courses	(GS) Gunsmithing Courses SLO Group	(GS) Gunsmithing Courses SLO Group	(GS) Gunsmithing Courses SLO Group						
GSS	group	(GSS) Gunsmithing Courses	(GSS) Gunsmithing Courses SLO Grou	(GSS) Gunsmithing Courses SLO Group	(GSS) Gunsmithing Courses SLO Group						
HIST	group	(HIST) History Courses	(HIST) History Courses SLO Group	(HIST) History Courses SLO Group	(HIST) History Courses SLO Group						
HLTH	group	(HLTH) Health Courses	(HLTH) Health Courses SLO Group	(HLTH) Health Courses SLO Group	(HLTH) Health Courses SLO Group						
HO	group	(HO) Health Occupations Courses	(HO) Health Occupations Courses SLO	(HO) Health Occupations Courses SLO G	(HO) Health Occupations Courses SLO Group						
HUM	group	(HUM) Humanities Courses	(HUM) Humanities Courses SLO Grou	(HUM) Humanities Courses SLO Group	(HUM) Humanities Courses SLO Group						
HUS	group	(HUS) Human Services Courses	(HUS) Human Services Courses SLO Gi	(HUS) Human Services Courses SLO Gro	(HUS) Human Services Courses SLO Group						
IT	group	(IT) Industrial Technology Courses	(IT) Industrial Technology Courses SLO	(IT) Industrial Technology Courses SLO (	(IT) Industrial Technology Courses SLO Group						
MATH	group	(MATH) Mathematics Courses	(MATH) Mathematics Courses SLO Gr	(MATH) Mathematics Courses SLO Grou	(MATH) Mathematics Courses SLO Group						
MUS	group	(MUS) Music Courses	(MUS) Music Courses SLO Group	(MUS) Music Courses SLO Group	(MUS) Music Courses SLO Group						
PE	group	(PE) Physical Education Courses	(PE) Physical Education Courses SLO C	(PE) Physical Education Courses SLO Gr	(PE) Physical Education Courses SLO Group						
PEAC	group	(PEAC) Physical Education Activities Cours	(PEAC) Physical Education Activities C	(PEAC) Physical Education Activities Cou	(PEAC) Physical Education Activities Courses SLO Group						
PHIL	group	(PHIL) Philosophy Courses	(PHIL) Philosophy Courses SLO Group	(PHIL) Philosophy Courses SLO Group	(PHIL) Philosophy Courses SLO Group						
PHSC	group	(PHSC) Physical Science Courses	(PHSC) Physical Science Courses SLO (	(PHSC) Physical Science Courses SLO Gr	(PHSC) Physical Science Courses SLO Group						
PHYS	group	(PHYS) Physics Courses	(PHYS) Physics Courses SLO Group	(PHYS) Physics Courses SLO Group	(PHYS) Physics Courses SLO Group						
PLSC	group	(PLSC) Political Science Courses	(PLSC) Political Science Courses SLO G	(PLSC) Political Science Courses SLO Grc	(PLSC) Political Science Courses SLO Group						
PSY	group	(PSY) PSYCHOLOGY Courses	(PSY) PSYCHOLOGY Courses SLO Grou	(PSY) PSYCHOLOGY Courses SLO Group	(PSY) PSYCHOLOGY Courses SLO Group						
SOC	group	(SOC) Sociology Courses	(SOC) Sociology Courses SLO Group	(SOC) Sociology Courses SLO Group	(SOC) Sociology Courses SLO Group						
SPCH	group	(SPCH) Speech Courses	(SPCH) Speech Courses SLO Group	(SPCH) Speech Courses SLO Group	(SPCH) Speech Courses SLO Group						
TUTR	group	(TUTR) Tutoring Courses	(TUTR) Tutoring Courses SLO Group	(TUTR) Tutoring Courses SLO Group	(TUTR) Tutoring Courses SLO Group						
VN	group	(VN) Vocational Nursing Courses	(VN) Vocational Nursing Courses SLO	(VN) Vocational Nursing Courses SLO Gr	(VN) Vocational Nursing Courses SLO Group						
WE	group	(WE) Work Experience Courses	(WE) Work Experience Courses SLO G	(WE) Work Experience Courses SLO Gro	(WE) Work Experience Courses SLO Group						
WT	group	(WT) Welding Technology Courses	(WT) Welding Technology Courses SL	(WT) Welding Technology Courses SLO (	(WT) Welding Technology Courses SLO Group						
AERO-1	group	AERO-1A SLOs	(AERO-1A) Aviation Ground School St	(AERO-1A) Aviation Ground School Stuc	(AERO-1A) Aviation Ground School Student Learning Outcomes Group			AERO			
AGR-1	group	AGR-1 SLOs	(AGR-1) Agricultural Accounting Stud	(AGR-1) Agricultural Accounting Studen	(AGR-1) Agricultural Accounting Student Learning Outcomes Group			AGR			
AGR-10	group	AGR-10 SLOs	(AGR-10) Introduction to Animal Scie	(AGR-10) Introduction to Animal Scienc	(AGR-10) Introduction to Animal Science Student Learning Outcomes Group			AGR			
AGR-11	group	AGR-11 SLOs	(AGR-11) Beef Cattle Production Stud	(AGR-11) Beef Cattle Production Studer	(AGR-11) Beef Cattle Production Student Learning Outcomes Group			AGR			
AGR-11	group	AGR-116 SLOs	(AGR-116) Pesticide Update 'Continui	(AGR-116) Pesticide Update 'Continuing	(AGR-116) Pesticide Update 'Continuing Education Requirements Student Le			AGR			
AGR-12	group	AGR-12 SLOs	(AGR-12) Animal Health and Disease S	(AGR-12) Animal Health and Disease Stu	(AGR-12) Animal Health and Disease Student Learning Outcomes Group			AGR			
AGR-13	group	AGR-13 SLOs	(AGR-13) Feeds and Feeding Student	(AGR-13) Feeds and Feeding Student Le	(AGR-13) Feeds and Feeding Student Learning Outcomes Group			AGR			
AGR-14	group	AGR-14 SLOs	(AGR-14) Equine Science Student Lea	(AGR-14) Equine Science Student Learn	(AGR-14) Equine Science Student Learning Outcomes Group			AGR			
AGR-19	group	AGR-19 SLOs	(AGR-19) Introduction to Soil Science	(AGR-19) Introduction to Soil Science St	(AGR-19) Introduction to Soil Science Student Learning Outcomes Group			AGR			
AGR-2	group	AGR-2 SLOs	(AGR-2) Agricultural Economics Stude	(AGR-2) Agricultural Economics Student	(AGR-2) Agricultural Economics Student Learning Outcomes Group			AGR			
AGR-20	group	AGR-20 SLOs	(AGR-20) Introduction to Plant Scienc	(AGR-20) Introduction to Plant Science	(AGR-20) Introduction to Plant Science Student Learning Outcomes Group			AGR			
AGR-21	group	AGR-21B SLOs	(AGR-21B) Intercollegiate Rodeo (Me	(AGR-21B) Intercollegiate Rodeo (Men's	(AGR-21B) Intercollegiate Rodeo (Men's SLO) Student Learning Outcomes Gr			AGR			
AGR-22	group	AGR-22 SLOs	(AGR-22) Rodeo Skills Student Learnir	(AGR-22) Rodeo Skills Student Learning	(AGR-22) Rodeo Skills Student Learning Outcomes Group			AGR			

AGR-3	group	AGR-3 SLOs	(AGR-3) Introduction to Agriculture B	(AGR-3) Introduction to Agriculture Bus	(AGR-3) Introduction to Agriculture Business Student Learning Outcomes Gr	AGR
AGR-31	group	AGR-31 SLOs	(AGR-31) Bovine Embryo Transfer Stu	(AGR-31) Bovine Embryo Transfer Stude	(AGR-31) Bovine Embryo Transfer Student Learning Outcomes Group	AGR
AGR-4	group	AGR-4 SLOs	(AGR-4) Agricultural Sales and Comm	(AGR-4) Agricultural Sales and Commun	(AGR-4) Agricultural Sales and Communication Student Learning Outcomes G	AGR
AGR-40	group	AGR-40 SLOs	(AGR-40) Basic Agricultural Mechanic	(AGR-40) Basic Agricultural Mechanics S	(AGR-40) Basic Agricultural Mechanics Student Learning Outcomes Group	AGR
AGR-41	group	AGR-41 SLOs	(AGR-41) Farm Tractors and Farm Pov	(AGR-41) Farm Tractors and Farm Powe	(AGR-41) Farm Tractors and Farm Power Student Learning Outcomes Group	AGR
AGR-42	group	AGR-42 SLOs	(AGR-42) Farm Surveying, Irrigation a	(AGR-42) Farm Surveying, Irrigation and	(AGR-42) Farm Surveying, Irrigation and Drainage Student Learning Outcome	AGR
AGR-49	group	AGR-49 SLOs	(AGR-49) Agricultural Work Experienc	(AGR-49) Agricultural Work Experience	(AGR-49) Agricultural Work Experience Student Learning Outcomes Group	AGR
AGR-57	group	AGR-57 SLOs	(AGR-57) Beginning Horseshoeing Stu	(AGR-57) Beginning Horseshoeing Stude	(AGR-57) Beginning Horseshoeing Student Learning Outcomes Group	AGR
AGR-61	group	AGR-61 SLOs	(AGR-61) Introduction to Bovine Repr	(AGR-61) Introduction to Bovine Reproc	(AGR-61) Introduction to Bovine Reproduction Student Learning Outcomes G	AGR
AGR-70	group	AGR-70 SLOs	(AGR-70) Rodeo Team Roping Studen	(AGR-70) Rodeo Team Roping Student I	(AGR-70) Rodeo Team Roping Student Learning Outcomes Group	AGR
AGR-8	group	AGR-8 SLOs	(AGR-8) Introduction to Animal Prod	(AGR-8) Introduction to Animal Product	(AGR-8) Introduction to Animal Production Student Learning Outcomes Grou	AGR
AGR-9	group	AGR-9 SLOs	(AGR-9) Food Animal Selection Stude	(AGR-9) Food Animal Selection Student	(AGR-9) Food Animal Selection Student Learning Outcomes Group	AGR
AJ-10	group	AJ-10 SLOs	(AJ-10) Criminology Student Learning	(AJ-10) Criminology Student Learning O	(AJ-10) Criminology Student Learning Outcomes Group	AJ
AJ-11	group	AJ-11 SLOs	(AJ-11) Youth Gangs in America Stude	(AJ-11) Youth Gangs in America Student	(AJ-11) Youth Gangs in America Student Learning Outcomes Group	AJ
AJ-12	group	AJ-12 SLOs	(AJ-12) Introduction to Criminal Justic	(AJ-12) Introduction to Criminal Justice	(AJ-12) Introduction to Criminal Justice Student Learning Outcomes Group	AJ
AJ-14	group	AJ-14 SLOs	(AJ-14) Juvenile Procedures Student L	(AJ-14) Juvenile Procedures Student Lea	(AJ-14) Juvenile Procedures Student Learning Outcomes Group	AJ
AJ-16	group	AJ-16 SLOs	(AJ-16) Supervision in Law Enforceme	(AJ-16) Supervision in Law Enforcement	(AJ-16) Supervision in Law Enforcement Student Learning Outcomes Group	AJ
AJ-171	group	AJ-171 SLOs	(AJ-171) CDCR Off-Post Training for Cı	(AJ-171) CDCR Off-Post Training for Cus	(AJ-171) CDCR Off-Post Training for Custody Staff Student Learning Outcome	AJ
AJ-20	group	AJ-20 SLOs	(AJ-20) Criminal Law Student Learning	(AJ-20) Criminal Law Student Learning C	(AJ-20) Criminal Law Student Learning Outcomes Group	AJ
AJ-23	group	AJ-23 SLOs	(AJ-23) Criminal Evidence Student Lea	(AJ-23) Criminal Evidence Student Learr	(AJ-23) Criminal Evidence Student Learning Outcomes Group	AJ
AJ-24	group	AJ-24 SLOs	(AJ-24) Community Relations Student	(AJ-24) Community Relations Student L	(AJ-24) Community Relations Student Learning Outcomes Group	AJ
AJ-35	group	AJ-35 SLOs	(AJ-35) Investigative Techniques Stud	(AJ-35) Investigative Techniques Studen	(AJ-35) Investigative Techniques Student Learning Outcomes Group	AJ
AJ-49	group	AJ-49 SLOs	(AJ-49) Administration of Justice Wor	(AJ-49) Administration of Justice Work I	(AJ-49) Administration of Justice Work Experience Student Learning Outcom	AJ
AJ-5	group	AJ-5 SLOs	(AJ-5) Introduction to Foresnics Stude	(AJ-5) Introduction to Foresnics Student	(AJ-5) Introduction to Foresnics Student Learning Outcomes Group	AJ
AJ-52A	group	AJ-52A SLOs	(AJ-52A) Methods and Procedures Stu	(AJ-52A) Methods and Procedures Stud	(AJ-52A) Methods and Procedures Student Learning Outcomes Group	AJ
AJ-52B	group	AJ-52B SLOs	(AJ-52B) PC832 Firearms Student Lear	(AJ-52B) PC832 Firearms Student Learni	(AJ-52B) PC832 Firearms Student Learning Outcomes Group	AJ
AJ-52BR	group	AJ-52BR SLOs	(AJ-52BR) Firearms Training/Refreshe	(AJ-52BR) Firearms Training/Refresher S	(AJ-52BR) Firearms Training/Refresher Student Learning Outcomes Group	AJ
AJ-53	group	AJ-53 SLOs	(AJ-53) Basic Force and Weaponry Stu	(AJ-53) Basic Force and Weaponry Stud	(AJ-53) Basic Force and Weaponry Student Learning Outcomes Group	AJ
AJ-56	group	AJ-56 SLOs	(AJ-56) Firearms Instructor Student Le	(AJ-56) Firearms Instructor Student Lear	(AJ-56) Firearms Instructor Student Learning Outcomes Group	AJ
AJ-57	group	AJ-57 SLOs	(AJ-57) Firearms/Tactical Rifle Studen	(AJ-57) Firearms/Tactical Rifle Student I	(AJ-57) Firearms/Tactical Rifle Student Learning Outcomes Group	AJ
AJ-58	group	AJ-58 SLOs	(AJ-58) Perishable Skills for Peace Offi	(AJ-58) Perishable Skills for Peace Office	(AJ-58) Perishable Skills for Peace Officers Student Learning Outcomes Group	AJ
AJ-59	group	AJ-59 SLOs	(AJ-59) First Aid/CPR/AED Refresher fo	(AJ-59) First Aid/CPR/AED Refresher for	(AJ-59) First Aid/CPR/AED Refresher for Peace Officers Student Learning Outc	AJ
AJ-60	group	AJ-60 SLOs	(AJ-60) Adult Correctional Officer Cor	(AJ-60) Adult Correctional Officer Core C	(AJ-60) Adult Correctional Officer Core Course Student Learning Outcomes G	AJ
AJ-61	group	AJ-61 SLOs	(AJ-61) Juvenile Corrections Officer Cc	(AJ-61) Juvenile Corrections Officer Core	(AJ-61) Juvenile Corrections Officer Core Course Student Learning Outcomes	AJ
AJ-62	group	AJ-62 SLOs	(AJ-62) Probation Officer Core Course	(AJ-62) Probation Officer Core Course St	(AJ-62) Probation Officer Core Course Student Learning Outcomes Group	AJ
AJ-63	group	AJ-63 SLOs	(AJ-63) POST Law Enforcement Super	(AJ-63) POST Law Enforcement Supervis	(AJ-63) POST Law Enforcement Supervisory Course Student Learning Outcon	AJ
AJ-71	group	AJ-71 SLOs	(AJ-71) CDCR Off Post Training for Cus	(AJ-71) CDCR Off Post Training for Custc	(AJ-71) CDCR Off Post Training for Custody Staff Student Learning Outcomes	AJ
AJ-8	group	AJ-8 SLOs	(AJ-8) Criminal Court Process Student	(AJ-8) Criminal Court Process Student Le	(AJ-8) Criminal Court Process Student Learning Outcomes Group	AJ
AJ-9	group	AJ-9 SLOs	(AJ-9) Introduction to Correctional Sci	(AJ-9) Introduction to Correctional Scier	(AJ-9) Introduction to Correctional Science Student Learning Outcomes Grou	AJ
ANTH-1	group	ANTH-1 SLOs	(ANTH-1) Biological Anthropology Stu	(ANTH-1) Biological Anthropology Stude	(ANTH-1) Biological Anthropology Student Learning Outcomes Group	ANTH
ANTH-1	group	ANTH-1L SLOs	(ANTH-1L) Biological Anthropology La	(ANTH-1L) Biological Anthropology Lab	(ANTH-1L) Biological Anthropology Lab Student Learning Outcomes Group	ANTH
ANTH-2	group	ANTH-2 SLOs	(ANTH-2) Cultural Anthropology Stud	(ANTH-2) Cultural Anthropology Studen	(ANTH-2) Cultural Anthropology Student Learning Outcomes Group	ANTH
ART-10	group	ART-10A SLOs	(ART-10A) Beginning Painting Student	(ART-10A) Beginning Painting Student L	(ART-10A) Beginning Painting Student Learning Outcomes Group	ART
ART-10	group	ART-10B SLOs	(ART-10B) Intermediate Painting Stud	(ART-10B) Intermediate Painting Studer	(ART-10B) Intermediate Painting Student Learning Outcomes Group	ART
ART-10	group	ART-10C SLOs	(ART-10C) Advanced Painting Student	(ART-10C) Advanced Painting Student L	(ART-10C) Advanced Painting Student Learning Outcomes Group	ART
ART-10	group	ART-10D SLOs	(ART-10D) Portfolio Painting Student	(ART-10D) Portfolio Painting Student Le	(ART-10D) Portfolio Painting Student Learning Outcomes Group	ART
ART-19	group	ART-19A SLOs	(ART-19A) Beginning Digital Photogra	(ART-19A) Beginning Digital Photograph	(ART-19A) Beginning Digital Photography Student Learning Outcomes Group	ART
ART-19	group	ART-19B SLOs	(ART-19B) Intermediate Digital Photo	(ART-19B) Intermediate Digital Photogr	(ART-19B) Intermediate Digital Photography Student Learning Outcomes Gro	ART
ART-19	group	ART-19C SLOs	(ART-19C) Advanced Digital Photogra	(ART-19C) Advanced Digital Photograph	(ART-19C) Advanced Digital Photography Student Learning Outcomes Group	ART
ART-19	group	ART-19D SLOs	(ART-19D) Portfolio Digital Photograp	(ART-19D) Portfolio Digital Photography	(ART-19D) Portfolio Digital Photography Student Learning Outcomes Group	ART
ART-1A	group	ART-1A SLOs	(ART-1A) Two-Dimensional Design Stu	(ART-1A) Two-Dimensional Design Stud	(ART-1A) Two-Dimensional Design Student Learning Outcomes Group	ART
ART-1B	group	ART-1B SLOs	(ART-1B) Fundamentals of Three-Dim	(ART-1B) Fundamentals of Three-Dimen	(ART-1B) Fundamentals of Three-Dimensional Design Student Learning Outc	ART
ART-2	group	ART-2 SLOs	(ART-2) Drawing Student Learning Ou	(ART-2) Drawing Student Learning Outc	(ART-2) Drawing Student Learning Outcomes Group	ART
ART-21	group	ART-21 SLOs	(ART-21) Digital Illustration 1 Student	(ART-21) Digital Illustration 1 Student Le	(ART-21) Digital Illustration 1 Student Learning Outcomes Group	ART
ART-22	group	ART-22 SLOs	(ART-22) Art 22 – Digital Illustration 2	(ART-22) Art 22 – Digital Illustration 2 St	(ART-22) Art 22 – Digital Illustration 2 Student Learning Outcomes Group	ART
ART-23	group	ART-23 SLOs	(ART-23) Art-23 Beginning Printmakin	(ART-23) Art-23 Beginning Printmaking	(ART-23) Art-23 Beginning Printmaking Student Learning Outcomes Group	ART
ART-25	group	ART-25 SLOs	(ART-25) Graphic Design 1 Student Le	(ART-25) Graphic Design 1 Student Lear	(ART-25) Graphic Design 1 Student Learning Outcomes Group	ART
ART-26	group	ART-26 SLOs	(ART-26) Art 26 - Graphic Design 2 Stu	(ART-26) Art 26 - Graphic Design 2 Stud	(ART-26) Art 26 - Graphic Design 2 Student Learning Outcomes Group	ART
ART-3	group	ART-3 SLOs	(ART-3) Beginning Life Drawing Stude	(ART-3) Beginning Life Drawing Student	(ART-3) Beginning Life Drawing Student Learning Outcomes Group	ART
ART-36	group	ART-36A SLOs	(ART-36A) Beginning Ceramics Studer	(ART-36A) Beginning Ceramics Student	(ART-36A) Beginning Ceramics Student Learning Outcomes Group	ART
ART-36	group	ART-36B SLOs	(ART-36B) Intermediate Ceramics Stu	(ART-36B) Intermediate Ceramics Stude	(ART-36B) Intermediate Ceramics Student Learning Outcomes Group	ART
ART-36	group	ART-36C SLOs	(ART-36C) Advanced Ceramics Studen	(ART-36C) Advanced Ceramics Student I	(ART-36C) Advanced Ceramics Student Learning Outcomes Group	ART
ART-36	group	ART-36D SLOs	(ART-36D) Portfolio Ceramics Student	(ART-36D) Portfolio Ceramics Student L	(ART-36D) Portfolio Ceramics Student Learning Outcomes Group	ART
ART-43	group	ART-43A SLOs	(ART-43A) Beginning Jewelry Hand-Bu	(ART-43A) Beginning Jewelry Hand-Build	(ART-43A) Beginning Jewelry Hand-Building Student Learning Outcomes Grou	ART
ART-43	group	ART-43B SLOs	(ART-43B) Beginning Jewelry Design: I	(ART-43B) Beginning Jewelry Design: Ca	(ART-43B) Beginning Jewelry Design: Casting Student Learning Outcomes Gro	ART
ART-43	group	ART-43C SLOs	(ART-43C) Intermediate Jewelry Desig	(ART-43C) Intermediate Jewelry Design	(ART-43C) Intermediate Jewelry Design Student Learning Outcomes Group	ART
ART-43	group	ART-43D SLOs	(ART-43D) Advanced Jewelry Design S	(ART-43D) Advanced Jewelry Design Stu	(ART-43D) Advanced Jewelry Design Student Learning Outcomes Group	ART

ART-49	group	ART-49 SLOs	(ART-49) ART Work Experience Stude	(ART-49) ART Work Experience Student	(ART-49) ART Work Experience Student Learning Outcomes Group	ART
ART-50	group	ART-50 SLOs	(ART-50) Welding for Artists (History (	(ART-50) Welding for Artists (History of	(ART-50) Welding for Artists (History of Welded Sculpture) Student Learning	ART
ART-6	group	ART-6 SLOs	(ART-6) Survey of Art History, Prehistc	(ART-6) Survey of Art History, Prehistori	(ART-6) Survey of Art History, Prehistoric to Renaissance Student Learning Ou	ART
ART-7	group	ART-7 SLOs	(ART-7) Survey of Art History, Renaiss	(ART-7) Survey of Art History, Renaissan	(ART-7) Survey of Art History, Renaissance Through Contemporary Student Le	ART
ART-8	group	ART-8 SLOs	(ART-8) Art Appreciation Student Lea	(ART-8) Art Appreciation Student Learni	(ART-8) Art Appreciation Student Learning Outcomes Group	ART
ASL-1	group	ASL-1 SLOs	(ASL-1) Sign Language I Student Learn	(ASL-1) Sign Language I Student Learnin	(ASL-1) Sign Language I Student Learning Outcomes Group	ASL
ASL-2	group	ASL-2 SLOs	(ASL-2) Sign Language II Student Lear	(ASL-2) Sign Language II Student Learni	(ASL-2) Sign Language II Student Learning Outcomes Group	ASL
ASTR-1	group	ASTR-1 SLOs	(ASTR-1) Introduction to Astronomy S	(ASTR-1) Introduction to Astronomy Stu	(ASTR-1) Introduction to Astronomy Student Learning Outcomes Group	ASTR
AT-150	group	AT-150 SLOs	(AT-150) Automotive Maintenance St	(AT-150) Automotive Maintenance Stuc	(AT-150) Automotive Maintenance Student Learning Outcomes Group	AT
AT-151	group	AT-151 SLOs	(AT-151) Automotive Chassis System !	(AT-151) Automotive Chassis System Stu	(AT-151) Automotive Chassis System Student Learning Outcomes Group	AT
AT-49	group	AT-49 SLOs	(AT-49) Automotive Technology Work	(AT-49) Automotive Technology Work E	(AT-49) Automotive Technology Work Experience Student Learning Outcome	AT
AT-50	group	AT-50 SLOs	(AT-50) Car Care Basics Student Learn	(AT-50) Car Care Basics Student Learnin	(AT-50) Car Care Basics Student Learning Outcomes Group	AT
AT-54	group	AT-54 SLOs	(AT-54) Brakes Student Learning Outc	(AT-54) Brakes Student Learning Outcor	(AT-54) Brakes Student Learning Outcomes Group	AT
AT-56	group	AT-56 SLOs	(AT-56) Steering and Suspension Stud	(AT-56) Steering and Suspension Studer	(AT-56) Steering and Suspension Student Learning Outcomes Group	AT
AT-58	group	AT-58 SLOs	(AT-58) Automotive Heating and Air C	(AT-58) Automotive Heating and Air Cor	(AT-58) Automotive Heating and Air Conditioning Student Learning Outcome	AT
AT-60	group	AT-60 SLOs	(AT-60) Shop Management and Servic	(AT-60) Shop Management and Service	(AT-60) Shop Management and Service Writer Student Learning Outcomes G	AT
AT-66	group	AT-66 SLOs	(AT-66) Manual Drive Train Student L	(AT-66) Manual Drive Train Student Lea	(AT-66) Manual Drive Train Student Learning Outcomes Group	AT
AT-68	group	AT-68 SLOs	(AT-68) Transmissions Student Learni	(AT-68) Transmissions Student Learning	(AT-68) Transmissions Student Learning Outcomes Group	AT
AT-70	group	AT-70 SLOs	(AT-70) General Automotive Lab Stud	(AT-70) General Automotive Lab Studer	(AT-70) General Automotive Lab Student Learning Outcomes Group	AT
AT-72	group	AT-72 SLOs	(AT-72) Engine Repair and Machining-	(AT-72) Engine Repair and Machining-Sl	(AT-72) Engine Repair and Machining-Short Block Student Learning Outcome	AT
AT-74	group	AT-74 SLOs	(AT-74) Engine Repair and Machining-	(AT-74) Engine Repair and Machining-Cy	(AT-74) Engine Repair and Machining-Cylinder Heads Student Learning Outcc	AT
AT-80	group	AT-80 SLOs	(AT-80) Basic Electrical Student Learni	(AT-80) Basic Electrical Student Learning	(AT-80) Basic Electrical Student Learning Outcomes Group	AT
AT-82	group	AT-82 SLOs	(AT-82) Engine Performance I Student	(AT-82) Engine Performance I Student L	(AT-82) Engine Performance I Student Learning Outcomes Group	AT
AT-84	group	AT-84 SLOs	(AT-84) Engine Performance II Studen	(AT-84) Engine Performance II Student I	(AT-84) Engine Performance II Student Learning Outcomes Group	AT
AT-90	group	AT-90 SLOs	(AT-90) Automotive Survival Student	(AT-90) Automotive Survival Student Le	(AT-90) Automotive Survival Student Learning Outcomes Group	AT
AT-90A	group	AT-90A SLOs	(AT-90A) Automotive Survival Lab Stu	(AT-90A) Automotive Survival Lab Stude	(AT-90A) Automotive Survival Lab Student Learning Outcomes Group	AT
AT-91	group	AT-91 SLOs	(AT-91) Smog Check Training Level 2 S	(AT-91) Smog Check Training Level 2 Stu	(AT-91) Smog Check Training Level 2 Student Learning Outcomes Group	AT
BIOL-1	group	BIOL-1 SLOs	(BIOL-1) Principles of Molecular and C	(BIOL-1) Principles of Molecular and Cel	(BIOL-1) Principles of Molecular and Cellular Biology Student Learning Outco	BIOL
BIOL-10	group	BIOL-10 SLOs	(BIOL-10) Natural History of Plants &	(BIOL-10) Natural History of Plants & An	(BIOL-10) Natural History of Plants & Animals Student Learning Outcomes Gr	BIOL
BIOL-20	group	BIOL-20 SLOs	(BIOL-20) Microbiology Student Learn	(BIOL-20) Microbiology Student Learnin	(BIOL-20) Microbiology Student Learning Outcomes Group	BIOL
BIOL-21	group	BIOL-21 SLOs	(BIOL-21) Human Anatomy with Lab S	(BIOL-21) Human Anatomy with Lab Stu	(BIOL-21) Human Anatomy with Lab Student Learning Outcomes Group	BIOL
BIOL-22	group	BIOL-22 SLOs	(BIOL-22) Human Physiology with Lab	(BIOL-22) Human Physiology with Lab S	(BIOL-22) Human Physiology with Lab Student Learning Outcomes Group	BIOL
BIOL-25	group	BIOL-25 SLOs	(BIOL-25) Human Anatomy and Physic	(BIOL-25) Human Anatomy and Physiolc	(BIOL-25) Human Anatomy and Physiology I Student Learning Outcomes Gro	BIOL
BIOL-26	group	BIOL-26 SLOs	(BIOL-26) Human Anatomy and Physic	(BIOL-26) Human Anatomy and Physiolc	(BIOL-26) Human Anatomy and Physiology II Student Learning Outcomes Grc	BIOL
BIOL-32	group	BIOL-32 SLOs	(BIOL-32) General Biology Student Le	(BIOL-32) General Biology Student Learı	(BIOL-32) General Biology Student Learning Outcomes Group	BIOL
BIOL-32	group	BIOL-32L SLOs	(BIOL-32L) General Biology with Labo	(BIOL-32L) General Biology with Labora	(BIOL-32L) General Biology with Laboratory Student Learning Outcomes Grou	BIOL
BIOL-4	group	BIOL-4 SLOs	(BIOL-4) Principles of Evolutionary, Or	(BIOL-4) Principles of Evolutionary, Orga	(BIOL-4) Principles of Evolutionary, Organismal and 5.0 Units Ecological Biolo	BIOL
BS-156	group	BS-156 SLOs	(BS-156) Practical Writing Student Le	(BS-156) Practical Writing Student Learı	(BS-156) Practical Writing Student Learning Outcomes Group	BS
BS-170	group	BS-170 SLOs	(BS-170) Basic Skills: Pre High School I	(BS-170) Basic Skills: Pre High School Eq	(BS-170) Basic Skills: Pre High School Equivalency Preparation I Student Learr	BS
BS-171	group	BS-171 SLOs	(BS-171) Basic Skills: Pre High School I	(BS-171) Basic Skills: Pre High School Eq	(BS-171) Basic Skills: Pre High School Equivalency Preparation II Student Lear	BS
BUS-10	group	BUS-10 SLOs	(BUS-10) Managing Diversity and Hun	(BUS-10) Managing Diversity and Huma	(BUS-10) Managing Diversity and Human Resources Student Learning Outcor	BUS
BUS-1A	group	BUS-1A SLOs	(BUS-1A) Accounting Principles - Fina	(BUS-1A) Accounting Principles - Financ	(BUS-1A) Accounting Principles - Financial Student Learning Outcomes Group	BUS
BUS-1B	group	BUS-1B SLOs	(BUS-1B) Accounting Principles - Man	(BUS-1B) Accounting Principles - Manag	(BUS-1B) Accounting Principles - Managerial Student Learning Outcomes Grc	BUS
BUS-2	group	BUS-2 SLOs	(BUS-2) Introduction to Business Stud	(BUS-2) Introduction to Business Studer	(BUS-2) Introduction to Business Student Learning Outcomes Group	BUS
BUS-22	group	BUS-22 SLOs	(BUS-22) Business Law Student Learni	(BUS-22) Business Law Student Learning	(BUS-22) Business Law Student Learning Outcomes Group	BUS
BUS-25	group	BUS-25 SLOs	(BUS-25) Small Business Management	(BUS-25) Small Business Management S	(BUS-25) Small Business Management Student Learning Outcomes Group	BUS
BUS-27	group	BUS-27 SLOs	(BUS-27) Business Communications S	(BUS-27) Business Communications Stu	(BUS-27) Business Communications Student Learning Outcomes Group	BUS
BUS-49	group	BUS-49 SLOs	(BUS-49) Business Work Experience S	(BUS-49) Business Work Experience Stu	(BUS-49) Business Work Experience Student Learning Outcomes Group	BUS
BUS-84	group	BUS-84 SLOs	(BUS-84) Business Mathematics Stude	(BUS-84) Business Mathematics Studen	(BUS-84) Business Mathematics Student Learning Outcomes Group	BUS
CARS-1	group	CARS-151 SLOs	(CARS-151) Career Life Skills Student I	(CARS-151) Career Life Skills Student Le	(CARS-151) Career Life Skills Student Learning Outcomes Group	CARS
CARS-1	group	CARS-153 SLOs	(CARS-153) Career/Employment Strat	(CARS-153) Career/Employment Strateg	(CARS-153) Career/Employment Strategies Student Learning Outcomes Grou	CARS
CD-11	group	CD-11 SLOs	(CD-11) Observation and Assessment	(CD-11) Observation and Assessment St	(CD-11) Observation and Assessment Student Learning Outcomes Group	CD
CD-12	group	CD-12 SLOs	(CD-12) Child, Family and Community	(CD-12) Child, Family and Community S	(CD-12) Child, Family and Community Student Learning Outcomes Group	CD
CD-15	group	CD-15 SLOs	(CD-15) Pre-School Administration St	(CD-15) Pre-School Administration Stud	(CD-15) Pre-School Administration Student Learning Outcomes Group	CD
CD-16	group	CD-16 SLOs	(CD-16) Introduction to Curriculum St	(CD-16) Introduction to Curriculum Stuc	(CD-16) Introduction to Curriculum Student Learning Outcomes Group	CD
CD-17	group	CD-17 SLOs	(CD-17) Children's Literature Student	(CD-17) Children's Literature Student Le	(CD-17) Children's Literature Student Learning Outcomes Group	CD
CD-19	group	CD-19 SLOs	(CD-19) Nutrition, Health and Safety S	(CD-19) Nutrition, Health and Safety Stu	(CD-19) Nutrition, Health and Safety Student Learning Outcomes Group	CD
CD-20	group	CD-20 SLOs	(CD-20) The Infant Toddler Student Le	(CD-20) The Infant Toddler Student Lea	(CD-20) The Infant Toddler Student Learning Outcomes Group	CD
CD-22	group	CD-22 SLOs	(CD-22) The Infant Toddler Student Le	(CD-22) The Infant Toddler Student Lea	(CD-22) The Infant Toddler Student Learning Outcomes Group	CD
CD-23	group	CD-23 SLOs	(CD-23) Child Care Setting Student Le	(CD-23) Child Care Setting Student Lear	(CD-23) Child Care Setting Student Learning Outcomes Group	CD
CD-24	group	CD-24 SLOs	(CD-24) Child Development Practicum	(CD-24) Child Development Practicum S	(CD-24) Child Development Practicum Student Learning Outcomes Group	CD
CD-25	group	CD-25 SLOs	(CD-25) Teaching in a Diverse Society	(CD-25) Teaching in a Diverse Society St	(CD-25) Teaching in a Diverse Society Student Learning Outcomes Group	CD
CD-26	group	CD-26 SLOs	(CD-26) Administration II Student Lea	(CD-26) Administration II Student Learn	(CD-26) Administration II Student Learning Outcomes Group	CD
CD-27	group	CD-27 SLOs	(CD-27) Children with Special Needs S	(CD-27) Children with Special Needs Stu	(CD-27) Children with Special Needs Student Learning Outcomes Group	CD
CD-28	group	CD-28 SLOs	(CD-28) Child Guidance Student Learr	(CD-28) Child Guidance Student Learnin	(CD-28) Child Guidance Student Learning Outcomes Group	CD
CD-30	group	CD-30 SLOs	(CD-30) Early Steps to Reading Succes	(CD-30) Early Steps to Reading Success !	(CD-30) Early Steps to Reading Success Student Learning Outcomes Group	CD
CD-31	group	CD-31 SLOs	(CD-31) Child Development: Concepti	(CD-31) Child Development: Conceptior	(CD-31) Child Development: Conception through Adolescence Student Learn	CD

CD-32	group	CD-32 SLOs	(CD-32) Child Development: Concepti	(CD-32) Child Development: Conceptior	(CD-32) Child Development: Conception through Adolescence Student Learn CD
CD-33	group	CD-33 SLOs	(CD-33) Child Development: Concepti	(CD-33) Child Development: Conceptior	(CD-33) Child Development: Conception through Adolescence Student Learn CD
CD-34	group	CD-34 SLOs	(CD-34) Child Development: Concepti	(CD-34) Child Development: Conceptior	(CD-34) Child Development: Conception through Adolescence Student Learn CD
CD-35	group	CD-35 SLOs	(CD-35) Child Development: Concepti	(CD-35) Child Development: Conceptior	(CD-35) Child Development: Conception through Adolescence Student Learn CD
CD-49	group	CD-49 SLOs	(CD-49) Child Development Work Exp	(CD-49) Child Development Work Exper	(CD-49) Child Development Work Experience Student Learning Outcomes Gr CD
CD-50	group	CD-50 SLOs	(CD-50) ECE Child Health and Safety S	(CD-50) ECE Child Health and Safety Stu	(CD-50) ECE Child Health and Safety Student Learning Outcomes Group CD
CG-1	group	CG-1 SLOs	(CG-1) Strategies for Creating Success	(CG-1) Strategies for Creating Success in	(CG-1) Strategies for Creating Success in College and in Life Student Learning CG
CG-150	group	CG-150 SLOs	(CG-150) College Success Skills Works	(CG-150) College Success Skills Worksho	(CG-150) College Success Skills Workshop Series Student Learning Outcomes CG
CG-155	group	CG-155 SLOs	(CG-155) Study Strategies Lab Studen	(CG-155) Study Strategies Lab Student L	(CG-155) Study Strategies Lab Student Learning Outcomes Group CG
CG-158	group	CG-158 SLOs	(CG-158) New Student Orientation St	(CG-158) New Student Orientation Stud	(CG-158) New Student Orientation Student Learning Outcomes Group CG
CHEM-1	group	CHEM-185 SLOs	(CHEM-185) Introduction to General (	(CHEM-185) Introduction to General Ch	(CHEM-185) Introduction to General Chemistry Discussion Session Student L CHEM
CHEM-1	group	CHEM-1A SLOs	(CHEM-1A) General Chemistry I Stude	(CHEM-1A) General Chemistry I Student	(CHEM-1A) General Chemistry I Student Learning Outcomes Group CHEM
CHEM-1	group	CHEM-1B SLOs	(CHEM-1B) General Chemistry II Stud	(CHEM-1B) General Chemistry II Studen	(CHEM-1B) General Chemistry II Student Learning Outcomes Group CHEM
CHEM-4	group	CHEM-40 SLOs	(CHEM-40) Survey of Chemistry and P	(CHEM-40) Survey of Chemistry and Phy	(CHEM-40) Survey of Chemistry and Physics Student Learning Outcomes Gro CHEM
CHEM-4	group	CHEM-40L SLOs	(CHEM-40L) CD-Child Development St	(CHEM-40L) CD-Child Development Stu	(CHEM-40L) CD-Child Development Student Learning Outcomes Group CHEM
CHEM-4	group	CHEM-45 SLOs	(CHEM-45) Introduction to General Cl	(CHEM-45) Introduction to General Che	(CHEM-45) Introduction to General Chemistry Student Learning Outcomes G CHEM
CHEM-4	group	CHEM-45A SLOs	(CHEM-45A) Survey of Chemistry and	(CHEM-45A) Survey of Chemistry and Ph	(CHEM-45A) Survey of Chemistry and Physics Student Learning Outcomes Gr CHEM
CHEM-8	group	CHEM-8 SLOs	(CHEM-8) Introduction to Organic and	(CHEM-8) Introduction to Organic and E	(CHEM-8) Introduction to Organic and Biochemistry Student Learning Outco CHEM
CIS-160	group	CIS-160 SLOs	(CIS-160) Google Digital Marketing an	(CIS-160) Google Digital Marketing and	(CIS-160) Google Digital Marketing and E Commerce Student Learning Outco CIS
CIS-50	group	CIS-50 SLOs	(CIS-50) IT Essentials Student Learnin	(CIS-50) IT Essentials Student Learning (	(CIS-50) IT Essentials Student Learning Outcomes Group CIS
CIS-60	group	CIS-60 SLOs	(CIS-60) Networking Essentials Studer	(CIS-60) Networking Essentials Student	(CIS-60) Networking Essentials Student Learning Outcomes Group CIS
CIS-70	group	CIS-70 SLOs	(CIS-70) Computer and Network Secu	(CIS-70) Computer and Network Securit	(CIS-70) Computer and Network Security Fundamentals Student Learning Ou CIS
CIS-71	group	CIS-71 SLOs	(CIS-71) Introduction to Cybersecurity	(CIS-71) Introduction to Cybersecurity: I	(CIS-71) Introduction to Cybersecurity: Ethical Hacking Student Learning Out CIS
CIS-80	group	CIS-80 SLOs	(CIS-80) Introduction to Datasystems	(CIS-80) Introduction to Datasystems St	(CIS-80) Introduction to Datasystems Student Learning Outcomes Group CIS
CIS-82	group	CIS-82 SLOs	(CIS-82) Cloud Computing Student Le	(CIS-82) Cloud Computing Student Learn	(CIS-82) Cloud Computing Student Learning Outcomes Group CIS
CIS-90	group	CIS-90 SLOs	(CIS-90) The IT Professional Student L	(CIS-90) The IT Professional Student Lea	(CIS-90) The IT Professional Student Learning Outcomes Group CIS
CS-1	group	CS-1 SLOs	(CS-1) Computer Literacy Student Lea	(CS-1) Computer Literacy Student Learn	(CS-1) Computer Literacy Student Learning Outcomes Group CS
CS-150	group	CS-150 SLOs	(CS-150) Technical Support Fundame	(CS-150) Technical Support Fundament	(CS-150) Technical Support Fundamentals Student Learning Outcomes Group CS
CS-151	group	CS-151 SLOs	(CS-151) The Bits and Bytes of Compu	(CS-151) The Bits and Bytes of Compute	(CS-151) The Bits and Bytes of Computer Networking Student Learning Outco CS
CS-152	group	CS-152 SLOs	(CS-152) Operating Systems and You:	(CS-152) Operating Systems and You: Bo	(CS-152) Operating Systems and You: Becoming a Power User Student Learni CS
CS-153	group	CS-153 SLOs	(CS-153) System Administration and I	(CS-153) System Administration and IT I	(CS-153) System Administration and IT Infrastructure Services Student Learni CS
CS-154	group	CS-154 SLOs	(CS-154) IT Security: Defense against t	(CS-154) IT Security: Defense against th	(CS-154) IT Security: Defense against the digital dark arts Student Learning O CS
DS-110	group	DS-110 SLOs	(DS-110) Computer Access I Student L	(DS-110) Computer Access I Student Lea	(DS-110) Computer Access I Student Learning Outcomes Group DS
DS-111	group	DS-111 SLOs	(DS-111) Computer Access II Student	(DS-111) Computer Access II Student Le	(DS-111) Computer Access II Student Learning Outcomes Group DS
DS-112	group	DS-112 SLOs	(DS-112) Computer Access Projects St	(DS-112) Computer Access Projects Stud	(DS-112) Computer Access Projects Student Learning Outcomes Group DS
DS-113	group	DS-113 SLOs	(DS-113) Developmental Skills: Persor	(DS-113) Developmental Skills: Personal	(DS-113) Developmental Skills: Personal Assessment Student Learning Outco DS
DS-114	group	DS-114 SLOs	(DS-114) Developmental Skills: Readir	(DS-114) Developmental Skills: Reading	(DS-114) Developmental Skills: Reading Student Learning Outcomes Group DS
DS-115	group	DS-115 SLOs	(DS-115) Developmental Skills: Writin	(DS-115) Developmental Skills: Writing S	(DS-115) Developmental Skills: Writing Skills Student Learning Outcomes Gro DS
DS-116	group	DS-116 SLOs	(DS-116) Developmental Skills: Math S	(DS-116) Developmental Skills: Math Stu	(DS-116) Developmental Skills: Math Student Learning Outcomes Group DS
DS-120	group	DS-120 SLOs	(DS-120) Adaptive Fitness Student Le	(DS-120) Adaptive Fitness Student Learn	(DS-120) Adaptive Fitness Student Learning Outcomes Group DS
DS-122	group	DS-122 SLOs	(DS-122) Adaptive Individual Sports: \	(DS-122) Adaptive Individual Sports: We	(DS-122) Adaptive Individual Sports: Weight Training Student Learning Outco DS
DS-153	group	DS-153 SLOs	(DS-153) Community Awareness I Stu	(DS-153) Community Awareness I Stude	(DS-153) Community Awareness I Student Learning Outcomes Group DS
DS-155	group	DS-155 SLOs	(DS-155) Adaptive Aquatics for the Ph	(DS-155) Adaptive Aquatics for the Phys	(DS-155) Adaptive Aquatics for the Physically Limited Student Learning Outco DS
DS-158	group	DS-158 SLOs	(DS-158) Developmental Studies - Ad	(DS-158) Developmental Studies - Adap	(DS-158) Developmental Studies - Adaptive Arts & Crafts Student Learning O DS
ECON-1	group	ECON-10 SLOs	(ECON-10) Macro-Economics Student	(ECON-10) Macro-Economics Student Le	(ECON-10) Macro-Economics Student Learning Outcomes Group ECON
ECON-1	group	ECON-11 SLOs	(ECON-11) Micro-Economics Student	(ECON-11) Micro-Economics Student Le	(ECON-11) Micro-Economics Student Learning Outcomes Group ECON
ED-1	group	ED-1 SLOs	(ED-1) Tools for Teaching Student Lea	(ED-1) Tools for Teaching Student Learn	(ED-1) Tools for Teaching Student Learning Outcomes Group ED
ED-2	group	ED-2 SLOs	(ED-2) Introduction to Elementary Cla	(ED-2) Introduction to Elementary Class	(ED-2) Introduction to Elementary Classroom Instruction Student Learning O ED
EMT-21	group	EMT-21 SLOs	(EMT-21) Emergency Medical Respon	(EMT-21) Emergency Medical Responde	(EMT-21) Emergency Medical Responder Student Learning Outcomes Group EMT
EMT-60	group	EMT-60 SLOs	(EMT-60) Emergency Medical Techni	(EMT-60) Emergency Medical Technicia	(EMT-60) Emergency Medical Technician (Basic) Student Learning Outcomes EMT
EMT-61	group	EMT-61 SLOs	(EMT-61) Emergency Medical Technic	(EMT-61) Emergency Medical Technicia	(EMT-61) Emergency Medical Technician-B Refresher Student Learning Outco EMT
ENGL-1	group	ENGL-1 SLOs	(ENGL-1) College Composition Studen	(ENGL-1) College Composition Student I	(ENGL-1) College Composition Student Learning Outcomes Group ENGL
ENGL-1	group	ENGL-105 SLOs	(ENGL-105) Introduction to College R	(ENGL-105) Introduction to College Rea	(ENGL-105) Introduction to College Reading, Writing, and Thinking Student L ENGL
ENGL-1	group	ENGL-105A SLOs	(ENGL-105A) Reading and Writing Su	(ENGL-105A) Reading and Writing Supp	(ENGL-105A) Reading and Writing Support Student Learning Outcomes Grou ENGL
ENGL-1	group	ENGL-12 SLOs	(ENGL-12) Survey of American Literat	(ENGL-12) Survey of American Literatur	(ENGL-12) Survey of American Literature II Student Learning Outcomes Grou ENGL
ENGL-1	group	ENGL-150 SLOs	(ENGL-150) ESL Basic Skills Student Le	(ENGL-150) ESL Basic Skills Student Lear	(ENGL-150) ESL Basic Skills Student Learning Outcomes Group ENGL
ENGL-1	group	ENGL-151 SLOs	(ENGL-151) ESL Intermediate Skills St	(ENGL-151) ESL Intermediate Skills Stud	(ENGL-151) ESL Intermediate Skills Student Learning Outcomes Group ENGL
ENGL-1	group	ENGL-155 SLOs	(ENGL-155) English Writing Lab – Basi	(ENGL-155) English Writing Lab – Basic S	(ENGL-155) English Writing Lab – Basic Skills Student Learning Outcomes Gro ENGL
ENGL-2	group	ENGL-2 SLOs	(ENGL-2) Introduction to Literary Typ	(ENGL-2) Introduction to Literary Types	(ENGL-2) Introduction to Literary Types Student Learning Outcomes Group ENGL
ENGL-2	group	ENGL-22 SLOs	(ENGL-22) Creative Writing Student L	(ENGL-22) Creative Writing Student Lea	(ENGL-22) Creative Writing Student Learning Outcomes Group ENGL
ENGL-3	group	ENGL-3 SLOs	(ENGL-3) British Literature I Student L	(ENGL-3) British Literature I Student Le	(ENGL-3) British Literature I Student Learning Outcomes Group ENGL
ENGL-3	group	ENGL-33 SLOs	(ENGL-33) Studies in Fiction Student I	(ENGL-33) Studies in Fiction Student Le	(ENGL-33) Studies in Fiction Student Learning Outcomes Group ENGL
ENGL-5	group	ENGL-5 SLOs	(ENGL-5) Survey of World Literature II	(ENGL-5) Survey of World Literature II S	(ENGL-5) Survey of World Literature II Student Learning Outcomes Group ENGL
ENGL-9	group	ENGL-9 SLOs	(ENGL-9) Critical Thinking and Compo	(ENGL-9) Critical Thinking and Composit	(ENGL-9) Critical Thinking and Composition Student Learning Outcomes Grou ENGL
ES-1	group	ES-1 SLOs	(ES-1) Introduction to Ethnic Studies S	(ES-1) Introduction to Ethnic Studies Stu	(ES-1) Introduction to Ethnic Studies Student Learning Outcomes Group ES
ESL-155	group	ESL-155 SLOs	(ESL-155) Citizenship Test Preparatior	(ESL-155) Citizenship Test Preparation S	(ESL-155) Citizenship Test Preparation Student Learning Outcomes Group ESL
FILM-1	group	FILM-1 SLOs	(FILM-1) History of the Cinema Stude	(FILM-1) History of the Cinema Student	(FILM-1) History of the Cinema Student Learning Outcomes Group FILM

FS-13	group	FS-13 SLOs	(FS-13) Fire Behavior and Combustior	(FS-13) Fire Behavior and Combustion S	(FS-13) Fire Behavior and Combustion Student Learning Outcomes Group FS
FS-14	group	FS-14 SLOs	(FS-14) Principles of Fire Safety and St	(FS-14) Principles of Fire Safety and Sur	(FS-14) Principles of Fire Safety and Survival Student Learning Outcomes Gro FS
FS-156	group	FS-156 SLOs	(FS-156) Pump Operations Student Le	(FS-156) Pump Operations Student Lear	(FS-156) Pump Operations Student Learning Outcomes Group FS
FS-20	group	FS-20 SLOs	(FS-20) First Aid and CPR for Public Sa	(FS-20) First Aid and CPR for Public Safe	(FS-20) First Aid and CPR for Public Safety Employees Student Learning Outc FS
FS-23	group	FS-23 SLOs	(FS-23) Firing Operations (S-219) Stud	(FS-23) Firing Operations (S-219) Studer	(FS-23) Firing Operations (S-219) Student Learning Outcomes Group FS
FS-26	group	FS-26 SLOs	(FS-26) Basic Air Operations (S-270) St	(FS-26) Basic Air Operations (S-270) Stu	(FS-26) Basic Air Operations (S-270) Student Learning Outcomes Group FS
FS-3	group	FS-3 SLOs	(FS-3) Fundamentals of Fire Preventio	(FS-3) Fundamentals of Fire Prevention	(FS-3) Fundamentals of Fire Prevention Student Learning Outcomes Group FS
FS-4	group	FS-4 SLOs	(FS-4) Fire Protection Equipment and	(FS-4) Fire Protection Equipment and Sy	(FS-4) Fire Protection Equipment and Systems Student Learning Outcomes G FS
FS-49	group	FS-49 SLOs	(FS-49) Fire Science Cooperative Worl	(FS-49) Fire Science Cooperative Work E	(FS-49) Fire Science Cooperative Work Experience Student Learning Outcom FS
FS-5	group	FS-5 SLOs	(FS-5) Fire Orientation and Organizati	(FS-5) Fire Orientation and Organizatior	(FS-5) Fire Orientation and Organization Student Learning Outcomes Group FS
FS-50	group	FS-50 SLOs	(FS-50) Rapid Intervention Crew (RIC)	(FS-50) Rapid Intervention Crew (RIC) O	(FS-50) Rapid Intervention Crew (RIC) Operations Student Learning Outcome FS
FS-51	group	FS-51 SLOs	(FS-51) Introduction to Fire Technolo	(FS-51) Introduction to Fire Technology	(FS-51) Introduction to Fire Technology Careers Student Learning Outcomes FS
FS-56	group	FS-56 SLOs	(FS-56) Helicopter Crewmember S-27	(FS-56) Helicopter Crewmember S-271 S	(FS-56) Helicopter Crewmember S-271 Student Learning Outcomes Group FS
FS-57	group	FS-57 SLOs	(FS-57) Vehicle Extrication Student Le	(FS-57) Vehicle Extrication Student Lear	(FS-57) Vehicle Extrication Student Learning Outcomes Group FS
FS-59	group	FS-59 SLOs	(FS-59) Confined Space Awareness Stu	(FS-59) Confined Space Awareness Stud	(FS-59) Confined Space Awareness Student Learning Outcomes Group FS
FS-6	group	FS-6 SLOs	(FS-6) Building Construction for Fire P	(FS-6) Building Construction for Fire Pro	(FS-6) Building Construction for Fire Protection Student Learning Outcomes (FS
FS-60	group	FS-60 SLOs	(FS-60) Wildland Firefighter (CalFire B	(FS-60) Wildland Firefighter (CalFire Bas	(FS-60) Wildland Firefighter (CalFire Basic Training) Student Learning Outcor FS
FS-60.1	group	FS-60.1 SLOs	(FS-60.1) Cal Fire Module 1A Structur	(FS-60.1) Cal Fire Module 1A Structural	(FS-60.1) Cal Fire Module 1A Structural Firefighting Student Learning Outcon FS
FS-60A	group	FS-60A SLOs	(FS-60A) Basic Fire Crew Firefighter St	(FS-60A) Basic Fire Crew Firefighter Stuc	(FS-60A) Basic Fire Crew Firefighter Student Learning Outcomes Group FS
FS-60B	group	FS-60B SLOs	(FS-60B) Fire Crew Firefighter (Cal Fire	(FS-60B) Fire Crew Firefighter (Cal Fire S	(FS-60B) Fire Crew Firefighter (Cal Fire Seasonal) Student Learning Outcomes FS
FS-60C	group	FS-60C SLOs	(FS-60C) Cal Fire Module 1C Wildland	(FS-60C) Cal Fire Module 1C Wildland Fi	(FS-60C) Cal Fire Module 1C Wildland Firefighter Student Learning Outcome FS
FS-61	group	FS-61 SLOs	(FS-61) Basic Firefighter Training (Basi	(FS-61) Basic Firefighter Training (Basic	(FS-61) Basic Firefighter Training (Basic 32) Student Learning Outcomes Grou FS
FS-64	group	FS-64 SLOs	(FS-64) Instructor 1 Instructional Met	(FS-64) Instructor 1 Instructional Metho	(FS-64) Instructor 1 Instructional Methodology Student Learning Outcomes (FS
FS-64B	group	FS-64B SLOs	(FS-64B) Instructor II-Instructional De	(FS-64B) Instructor II-Instructional Deve	(FS-64B) Instructor II-Instructional Development Student Learning Outcomes FS
FS-65A	group	FS-65A SLOs	(FS-65A) Driver/Operator 1A: Emerge	(FS-65A) Driver/Operator 1A: Emergenc	(FS-65A) Driver/Operator 1A: Emergency Vehicle Operations Student Learnin FS
FS-65B	group	FS-65B SLOs	(FS-65B) Driver/Operator 1B: Pump O	(FS-65B) Driver/Operator 1B: Pump Ope	(FS-65B) Driver/Operator 1B: Pump Operations Student Learning Outcomes (FS
FS-65C	group	FS-65C SLOs	(FS-65C) Wildland Fire Apparatus Ope	(FS-65C) Wildland Fire Apparatus Opera	(FS-65C) Wildland Fire Apparatus Operations Student Learning Outcomes Gr FS
FS-70	group	FS-70 SLOs	(FS-70) Heavy Equipment Boss (S-236	(FS-70) Heavy Equipment Boss (S-236) S	(FS-70) Heavy Equipment Boss (S-236) Student Learning Outcomes Group FS
FS-70A	group	FS-70A SLOs	(FS-70A) Single Resource Academy (S-	(FS-70A) Single Resource Academy (S-2:	(FS-70A) Single Resource Academy (S-230, S-231, S-232) Student Learning Ou FS
FS-70B	group	FS-70B SLOs	(FS-70B) Engine Boss (Single Resource	(FS-70B) Engine Boss (Single Resource) !	(FS-70B) Engine Boss (Single Resource) Student Learning Outcomes Group FS
FS-70C	group	FS-70C SLOs	(FS-70C) Single Resource Crew Boss (S	(FS-70C) Single Resource Crew Boss (S-2	(FS-70C) Single Resource Crew Boss (S-230) Student Learning Outcomes Grou FS
FS-72	group	FS-72 SLOs	(FS-72) HazMat First Responder Oper	(FS-72) HazMat First Responder Operati	(FS-72) HazMat First Responder Operations Student Learning Outcomes Grou FS
FS-72A	group	FS-72A SLOs	(FS-72A) HazMat First Responder- Ref	(FS-72A) HazMat First Responder- Refre	(FS-72A) HazMat First Responder- Refresher Student Learning Outcomes Gro FS
FS-72B	group	FS-72B SLOs	(FS-72B) HazMat First Responder- De	(FS-72B) HazMat First Responder- Deco	(FS-72B) HazMat First Responder- Decontamination Student Learning Outcor FS
FS-72C	group	FS-72C SLOs	(FS-72C) HazMat First Responder Awa	(FS-72C) HazMat First Responder Aware	(FS-72C) HazMat First Responder Awareness Student Learning Outcomes Gro FS
FS-73A	group	FS-73A SLOs	(FS-73A) Incident Business Managem	(FS-73A) Incident Business Managemen	(FS-73A) Incident Business Management (S-260) Student Learning Outcomes FS
FS-74	group	FS-74 SLOs	(FS-74) Fire in the Interface (S-215) St	(FS-74) Fire in the Interface (S-215) Stu	(FS-74) Fire in the Interface (S-215) Student Learning Outcomes Group FS
FS-75	group	FS-75 SLOs	(FS-75) Intermediate Wildland Fire Be	(FS-75) Intermediate Wildland Fire Beh	(FS-75) Intermediate Wildland Fire Behavior (S-290) Student Learning Outcor FS
FS-76	group	FS-76 SLOs	(FS-76) Firefighter Type 1 (Squad Bos	(FS-76) Firefighter Type 1 (Squad Boss) !	(FS-76) Firefighter Type 1 (Squad Boss) S-131 Student Learning Outcomes Gr FS
FS-77	group	FS-77 SLOs	(FS-77) Human Factors on the Fireline	(FS-77) Human Factors on the Fireline L	(FS-77) Human Factors on the Fireline L-180 Student Learning Outcomes Gro FS
FS-78	group	FS-78 SLOs	(FS-78) Followership to Leadership L-	(FS-78) Followership to Leadership L-28	(FS-78) Followership to Leadership L-280 Student Learning Outcomes Group FS
FS-8	group	FS-8 SLOs	(FS-8) Wildland Fire Suppression Stud	(FS-8) Wildland Fire Suppression Studer	(FS-8) Wildland Fire Suppression Student Learning Outcomes Group FS
FS-80	group	FS-80 SLOs	(FS-80) Firefighter Survival Student Le	(FS-80) Firefighter Survival Student Lear	(FS-80) Firefighter Survival Student Learning Outcomes Group FS
FS-81	group	FS-81 SLOs	(FS-81) Wildland Firefighter Safety& S	(FS-81) Wildland Firefighter Safety& Sur	(FS-81) Wildland Firefighter Safety& Survival Student Learning Outcomes Gro FS
FS-84	group	FS-84 SLOs	(FS-84) Lessons Learned (Fatality Fire	(FS-84) Lessons Learned (Fatality Fire Ca	(FS-84) Lessons Learned (Fatality Fire Case Studies) Student Learning Outcor FS
FS-85	group	FS-85 SLOs	(FS-85) Understanding Maps, Compa	(FS-85) Understanding Maps, Compass	(FS-85) Understanding Maps, Compass & GPS Student Learning Outcomes G FS
FS-87	group	FS-87 SLOs	(FS-87) Expanded Dispatch Recorder	(FS-87) Expanded Dispatch Recorder (D	(FS-87) Expanded Dispatch Recorder (D-110) Student Learning Outcomes Gr FS
FS-89	group	FS-89 SLOs	(FS-89) Wildland Fire Chainsaws (S-21	(FS-89) Wildland Fire Chainsaws (S-212)	(FS-89) Wildland Fire Chainsaws (S-212) Student Learning Outcomes Group FS
FS-90	group	FS-90 SLOs	(FS-90) Portable Pumps and Water Us	(FS-90) Portable Pumps and Water Use	(FS-90) Portable Pumps and Water Use (S-211) Student Learning Outcomes (FS
FS-92A	group	FS-92A SLOs	(FS-92A) Company Officer 2A-Human	(FS-92A) Company Officer 2A-Human Re	(FS-92A) Company Officer 2A-Human Resource Management for Company O FS
FS-92B	group	FS-92B SLOs	(FS-92B) Company Officer 2B -Genera	(FS-92B) Company Officer 2B -General A	(FS-92B) Company Officer 2B -General Administrative Functions for Compan FS
FS-92C	group	FS-92C SLOs	(FS-92C) Company Officer 2C: Fire Ins	(FS-92C) Company Officer 2C: Fire Inspe	(FS-92C) Company Officer 2C: Fire Inspections and Investigation for Compan FS
FS-92D	group	FS-92D SLOs	(FS-92D) Company Officer 2D: All-Risk	(FS-92D) Company Officer 2D: All-Risk C	(FS-92D) Company Officer 2D: All-Risk Command Operations 2.0 Units (NFPA FS
FS-92E	group	FS-92E SLOs	(FS-92E) Company Officer 2E-Wildlan	(FS-92E) Company Officer 2E-Wildland I	(FS-92E) Company Officer 2E-Wildland Incident Operations for Company Offi FS
FS-93	group	FS-93 SLOs	(FS-93) Fire Fighter 1 Student Learnin	(FS-93) Fire Fighter 1 Student Learning (	(FS-93) Fire Fighter 1 Student Learning Outcomes Group FS
FS-94	group	FS-94 SLOs	(FS-94) Strike Team/Task Force Leade	(FS-94) Strike Team/Task Force Leader,	(FS-94) Strike Team/Task Force Leader, All Hazards (AH-330) Student Learnin FS
FS-95	group	FS-95 SLOs	(FS-95) Initial Attack Incident Comma	(FS-95) Initial Attack Incident Commanc	(FS-95) Initial Attack Incident Command Student Learning Outcomes Group FS
FS-96	group	FS-96 SLOs	(FS-96) Low Angle Rope Rescue Stude	(FS-96) Low Angle Rope Rescue Student	(FS-96) Low Angle Rope Rescue Student Learning Outcomes Group FS
FS-96A	group	FS-96A SLOs	(FS-96A) Rope Rescue Awareness Ope	(FS-96A) Rope Rescue Awareness Opera	(FS-96A) Rope Rescue Awareness Operations Student Learning Outcomes Gr FS
FS-97	group	FS-97 SLOs	(FS-97) Fire Control 4: Controlling Ign	(FS-97) Fire Control 4: Controlling Ignita	(FS-97) Fire Control 4: Controlling Ignitable Liquids and Gases Student Learni FS
FS-98.1	group	FS-98.18 SLOs	(FS-98.18) Annual Fireline Safety Refr	(FS-98.18) Annual Fireline Safety Refres	(FS-98.18) Annual Fireline Safety Refresher Training (RT-130) Student Learnir FS
FS-98.2	group	FS-98.2 SLOs	(FS-98.2) Incident Safety Awareness fi	(FS-98.2) Incident Safety Awareness for	(FS-98.2) Incident Safety Awareness for Hired Vendors Student Learning Out FS
FS-98.2	group	FS-98.21 SLOs	(FS-98.21) Volunteer Firefighter Acad	(FS-98.21) Volunteer Firefighter Acaden	(FS-98.21) Volunteer Firefighter Academy Student Learning Outcomes Group FS
GEO-2	group	GEO-2 SLOs	(GEO-2) Cultural Geography Student I	(GEO-2) Cultural Geography Student Le	(GEO-2) Cultural Geography Student Learning Outcomes Group GEO
GEOL-1	group	GEOL-1 SLOs	(GEOL-1) Physical Geology Student Le	(GEOL-1) Physical Geology Student Lear	(GEOL-1) Physical Geology Student Learning Outcomes Group GEOL
GEOL-5	group	GEOL-5 SLOs	(GEOL-5) Historical Geology & Paleon	(GEOL-5) Historical Geology & Paleonto	(GEOL-5) Historical Geology & Paleontology Student Learning Outcomes Gro GEOL
GIS-1	group	GIS-1 SLOs	(GIS-1) Fundamentals of GIS Student	(GIS-1) Fundamentals of GIS Student Le	(GIS-1) Fundamentals of GIS Student Learning Outcomes Group GIS

GIS-2	group	GIS-2 SLOs	(GIS-2) GIS Data Concepts Student Le	(GIS-2) GIS Data Concepts Student Learı	(GIS-2) GIS Data Concepts Student Learning Outcomes Group	GIS
GIS-3	group	GIS-3 SLOs	(GIS-3) Cartography and Geovisualizat	(GIS-3) Cartography and Geovisualizatic	(GIS-3) Cartography and Geovisualization Student Learning Outcomes Group	GIS
GIS-4	group	GIS-4 SLOs	(GIS-4) Spatial Analysis Student Learn	(GIS-4) Spatial Analysis Student Learniı	(GIS-4) Spatial Analysis Student Learning Outcomes Group	GIS
GIS-5	group	GIS-5 SLOs	(GIS-5) Web/Mobile-based GIS Stude	(GIS-5) Web/Mobile-based GIS Student	(GIS-5) Web/Mobile-based GIS Student Learning Outcomes Group	GIS
GS-50	group	GS-50 SLOs	(GS-50) Gunsmith Machining - Basic	(GS-50) Gunsmith Machining - Basic St	(GS-50) Gunsmith Machining - Basic Student Learning Outcomes Group	GS
GS-54	group	GS-54 SLOs	(GS-54) Gunsmith Machining - Basic	(GS-54) Gunsmith Machining - Basic St	(GS-54) Gunsmith Machining - Basic Student Learning Outcomes Group	GS
GS-57	group	GS-57 SLOs	(GS-57) Metal Preparation and Bluing	(GS-57) Metal Preparation and Bluing S	(GS-57) Metal Preparation and Bluing Student Learning Outcomes Group	GS
GS-59	group	GS-59 SLOs	(GS-59) Understanding Headspace an	(GS-59) Understanding Headspace and I	(GS-59) Understanding Headspace and Handloading Student Learning Outco	GS
GSS-11	group	GSS-112 SLOs	(GSS-112) Machine Shop For Gunsmit	(GSS-112) Machine Shop For Gunsmiths	(GSS-112) Machine Shop For Gunsmiths Student Learning Outcomes Group	GSS
GSS-11	group	GSS-112B SLOs	(GSS-112B) Introduction to Knifemaki	(GSS-112B) Introduction to Knifemaking	(GSS-112B) Introduction to Knifemaking Student Learning Outcomes Group	GSS
GSS-11	group	GSS-114 SLOs	(GSS-114) Basic Rifle Barreling Studer	(GSS-114) Basic Rifle Barreling Student	(GSS-114) Basic Rifle Barreling Student Learning Outcomes Group	GSS
GSS-11	group	GSS-116 SLOs	(GSS-116) Stockmaking - Phase I Stud	(GSS-116) Stockmaking - Phase I Studen	(GSS-116) Stockmaking - Phase I Student Learning Outcomes Group	GSS
GSS-11	group	GSS-117 SLOs	(GSS-117) Gas Tungsten Arc Welding	(GSS-117) Gas Tungsten Arc Welding fo	(GSS-117) Gas Tungsten Arc Welding for Gunsmiths Student Learning Outcor	GSS
GSS-11	group	GSS-119 SLOs	(GSS-119) Advanced Rifle Barreling St	(GSS-119) Advanced Rifle Barreling Stuc	(GSS-119) Advanced Rifle Barreling Student Learning Outcomes Group	GSS
GSS-12	group	GSS-120 SLOs	(GSS-120) Stockmaking - Phase II Stuc	(GSS-120) Stockmaking - Phase II Stude	(GSS-120) Stockmaking - Phase II Student Learning Outcomes Group	GSS
GSS-12	group	GSS-120B SLOs	(GSS-120B) Stock Refinish and Repair	(GSS-120B) Stock Refinish and Repair –	(GSS-120B) Stock Refinish and Repair – Recoil Pad Installation Student Learni	GSS
GSS-12	group	GSS-123 SLOs	(GSS-123) Basic Hard Metal Engraving	(GSS-123) Basic Hard Metal Engraving S	(GSS-123) Basic Hard Metal Engraving Student Learning Outcomes Group	GSS
GSS-12	group	GSS-124 SLOs	(GSS-124) Welding Fabrication for Gu	(GSS-124) Welding Fabrication for Guns	(GSS-124) Welding Fabrication for Gunsmiths Student Learning Outcomes Gr	GSS
GSS-12	group	GSS-127 SLOs	(GSS-127) Advanced Engraving Stude	(GSS-127) Advanced Engraving Student	(GSS-127) Advanced Engraving Student Learning Outcomes Group	GSS
GSS-13	group	GSS-130 SLOs	(GSS-130) Professional Engraving Stuc	(GSS-130) Professional Engraving Stude	(GSS-130) Professional Engraving Student Learning Outcomes Group	GSS
GSS-13	group	GSS-133 SLOs	(GSS-133) Scrimshaw Student Learnin	(GSS-133) Scrimshaw Student Learning	(GSS-133) Scrimshaw Student Learning Outcomes Group	GSS
GSS-13	group	GSS-134 SLOs	(GSS-134) Caustic Bluing Student Lea	(GSS-134) Caustic Bluing Student Learni	(GSS-134) Caustic Bluing Student Learning Outcomes Group	GSS
GSS-13	group	GSS-135 SLOs	(GSS-135) Parkerizing Student Learnir	(GSS-135) Parkerizing Student Learning	(GSS-135) Parkerizing Student Learning Outcomes Group	GSS
GSS-13	group	GSS-136 SLOs	(GSS-136) Cold Rust and Niter Bluing	(GSS-136) Cold Rust and Niter Bluing St	(GSS-136) Cold Rust and Niter Bluing Student Learning Outcomes Group	GSS
GSS-14	group	GSS-143 SLOs	(GSS-143) Custom Gunmaking-Muzzle	(GSS-143) Custom Gunmaking-Muzzlelc	(GSS-143) Custom Gunmaking-Muzzleloader Kit Guns Student Learning Outc	GSS
GSS-14	group	GSS-147 SLOs	(GSS-147) Assembly and Tuning of Ga	(GSS-147) Assembly and Tuning of Gas I	(GSS-147) Assembly and Tuning of Gas Operated LEAS Repeating Rifles Stude	GSS
GSS-14	group	GSS-148 SLOs	(GSS-148) Advanced Correctional Arm	(GSS-148) Advanced Correctional Armo	(GSS-148) Advanced Correctional Armorer School Student Learning Outcome	GSS
GSS-49	group	GSS-49 SLOs	(GSS-49) Gunsmithing Work Experien	(GSS-49) Gunsmithing Work Experience	(GSS-49) Gunsmithing Work Experience Student Learning Outcomes Group	GSS
GSS-52	group	GSS-52B SLOs	(GSS-52B) Firearms Training Student I	(GSS-52B) Firearms Training Student Le	(GSS-52B) Firearms Training Student Learning Outcomes Group	GSS
GSS-52	group	GSS-52BR SLOs	(GSS-52BR) Firearms Training Student	(GSS-52BR) Firearms Training Student L	(GSS-52BR) Firearms Training Student Learning Outcomes Group	GSS
GSS-66	group	GSS-66.07 SLOs	(GSS-66.07) Blowback Principle Stude	(GSS-66.07) Blowback Principle Student	(GSS-66.07) Blowback Principle Student Learning Outcomes Group	GSS
GSS-70	group	GSS-70 SLOs	(GSS-70) Checkering Student Learning	(GSS-70) Checkering Student Learning C	(GSS-70) Checkering Student Learning Outcomes Group	GSS
GSS-71	group	GSS-71 SLOs	(GSS-71) Custom Rifle Seminar Stude	(GSS-71) Custom Rifle Seminar Student	(GSS-71) Custom Rifle Seminar Student Learning Outcomes Group	GSS
GSS-77	group	GSS-77 SLOs	(GSS-77) Accurizing M1-M1A for Com	(GSS-77) Accurizing M1-M1A for Compe	(GSS-77) Accurizing M1-M1A for Competition Student Learning Outcomes Gr	GSS
GSS-78	group	GSS-78 SLOs	(GSS-78) Design &Repair: 22 Autopist	(GSS-78) Design &Repair: 22 Autopistol	(GSS-78) Design &Repair: 22 Autopistols Student Learning Outcomes Group	GSS
GSS-79	group	GSS-79 SLOs	(GSS-79) Basic Correctional Armorer's	(GSS-79) Basic Correctional Armorer's S	(GSS-79) Basic Correctional Armorer's School Student Learning Outcomes Gr	GSS
GSS-82	group	GSS-82 SLOs	(GSS-82) General Gunsmithing Stude	(GSS-82) General Gunsmithing Student	(GSS-82) General Gunsmithing Student Learning Outcomes Group	GSS
GSS-83	group	GSS-83 SLOs	(GSS-83) General Gunsmithing - Adva	(GSS-83) General Gunsmithing - Advanc	(GSS-83) General Gunsmithing - Advanced Student Learning Outcomes Grou	GSS
GSS-84	group	GSS-84 SLOs	(GSS-84) LEAS Design and Repair Colt	(GSS-84) LEAS Design and Repair Colt &	(GSS-84) LEAS Design and Repair Colt & Ruger Revolvers Student Learning O	GSS
GSS-85	group	GSS-85 SLOs	(GSS-85) LEAS Design and Repair Smit	(GSS-85) LEAS Design and Repair Smith	(GSS-85) LEAS Design and Repair Smith & Wesson Revolvers Student Learnin	GSS
GSS-87	group	GSS-87 SLOs	(GSS-87) LEAS Design & Repair Doubl	(GSS-87) LEAS Design & Repair Double A	(GSS-87) LEAS Design & Repair Double Action Autopistols I Student Learning	GSS
GSS-88	group	GSS-88 SLOs	(GSS-88) LEAS Design and Repair Sing	(GSS-88) LEAS Design and Repair Single	(GSS-88) LEAS Design and Repair Single Action Autopistols Student Learning	GSS
GSS-89	group	GSS-89 SLOs	(GSS-89) LEAS Design and Repair Full	(GSS-89) LEAS Design and Repair Full Au	(GSS-89) LEAS Design and Repair Full Autos, Phase I Student Learning Outcor	GSS
GSS-90	group	GSS-90 SLOs	(GSS-90) Customizing the Colt-Type A	(GSS-90) Customizing the Colt-Type Aut	(GSS-90) Customizing the Colt-Type Autopistol, Basic Student Learning Outc	GSS
GSS-91	group	GSS-91 SLOs	(GSS-91) Customizing the Colt-Type A	(GSS-91) Customizing the Colt-Type Aut	(GSS-91) Customizing the Colt-Type Autopistol, Advanced Student Learning C	GSS
GSS-93	group	GSS-93 SLOs	(GSS-93) LEAS Design and Repair-Cou	(GSS-93) LEAS Design and Repair-Count	(GSS-93) LEAS Design and Repair-Counter Sniper/Varmit Rifle Student Learni	GSS
GSS-94	group	GSS-94 SLOs	(GSS-94) Ballistic, Handloading & Test	(GSS-94) Ballistic, Handloading & Testin	(GSS-94) Ballistic, Handloading & Testing Student Learning Outcomes Group	GSS
GSS-95	group	GSS-95 SLOs	(GSS-95) Law Enforcement Armorer S	(GSS-95) Law Enforcement Armorer Sch	(GSS-95) Law Enforcement Armorer School-Basic Student Learning Outcome	GSS
GSS-98	group	GSS-98.02 SLOs	(GSS-98.02) Cowboy Action Shooting	(GSS-98.02) Cowboy Action Shooting Lc	(GSS-98.02) Cowboy Action Shooting Long Guns Student Learning Outcomes	GSS
GSS-98	group	GSS-98.03 SLOs	(GSS-98.03) Cowboy Action Shooting	(GSS-98.03) Cowboy Action Shooting Sh	(GSS-98.03) Cowboy Action Shooting Short Guns Student Learning Outcome	GSS
GSS-98	group	GSS-98.04 SLOs	(GSS-98.04) Advanced Knife Making S	(GSS-98.04) Advanced Knife Making Stu	(GSS-98.04) Advanced Knife Making Student Learning Outcomes Group	GSS
GSS-98	group	GSS-98.05 SLOs	(GSS-98.05) Design, Function and Rep	(GSS-98.05) Design, Function and Repai	(GSS-98.05) Design, Function and Repair Smith & Wesson Revolver Student L	GSS
GSS-98	group	GSS-98.06 SLOs	(GSS-98.06) LEAS DFR Patrol Rifles Stu	(GSS-98.06) LEAS DFR Patrol Rifles Stud	(GSS-98.06) LEAS DFR Patrol Rifles Student Learning Outcomes Group	GSS
GSS-98	group	GSS-98.08 SLOs	(GSS-98.08) Custom Built 1911 Stude	(GSS-98.08) Custom Built 1911 Student	(GSS-98.08) Custom Built 1911 Student Learning Outcomes Group	GSS
GSS-98	group	GSS-98.09 SLOs	(GSS-98.09) Color Case Hardening Stu	(GSS-98.09) Color Case Hardening Stude	(GSS-98.09) Color Case Hardening Student Learning Outcomes Group	GSS
GSS-98	group	GSS-98.12 SLOs	(GSS-98.12) Modern and Cowboy Act	(GSS-98.12) Modern and Cowboy Actio	(GSS-98.12) Modern and Cowboy Action Belts and Holsters Student Learning	GSS
GSS-98	group	GSS-98.13 SLOs	(GSS-98.13) Metallurgy For Gunsmith	(GSS-98.13) Metallurgy For Gunsmiths S	(GSS-98.13) Metallurgy For Gunsmiths Student Learning Outcomes Group	GSS
GSS-98	group	GSS-98.21 SLOs	(GSS-98.21) Hand Guns Special Projec	(GSS-98.21) Hand Guns Special Projects	(GSS-98.21) Hand Guns Special Projects Student Learning Outcomes Group	GSS
GSS-98	group	GSS-98.22 SLOs	(GSS-98.22) DFR Long Guns Special Pr	(GSS-98.22) DFR Long Guns Special Proj	(GSS-98.22) DFR Long Guns Special Projects Student Learning Outcomes Gro	GSS
GSS-98	group	GSS-98.23 SLOs	(GSS-98.23) Machine Shop Special Pro	(GSS-98.23) Machine Shop Special Proje	(GSS-98.23) Machine Shop Special Projects Student Learning Outcomes Grou	GSS
GSS-98	group	GSS-98.24 SLOs	(GSS-98.24) Stockmaking Special Proj	(GSS-98.24) Stockmaking Special Projec	(GSS-98.24) Stockmaking Special Projects Student Learning Outcomes Group	GSS
HIST-14	group	HIST-14 SLOs	(HIST-14) World History, Beginning to	(HIST-14) World History, Beginning to 1	(HIST-14) World History, Beginning to 1500 Student Learning Outcomes Gro	HIST
HIST-15	group	HIST-15 SLOs	(HIST-15) World History, 1500 to Pres	(HIST-15) World History, 1500 to Preser	(HIST-15) World History, 1500 to Present Student Learning Outcomes Group	HIST
HIST-16	group	HIST-16 SLOs	(HIST-16) U.S. History Student Learnir	(HIST-16) U.S. History Student Learning	(HIST-16) U.S. History Student Learning Outcomes Group	HIST
HIST-17	group	HIST-17 SLOs	(HIST-17) Post Civil War - U. S. History	(HIST-17) Post Civil War - U. S. History S	(HIST-17) Post Civil War - U. S. History Student Learning Outcomes Group	HIST
HLTH-2	group	HLTH-2 SLOs	(HLTH-2) Personal Health Student Lea	(HLTH-2) Personal Health Student Learn	(HLTH-2) Personal Health Student Learning Outcomes Group	HLTH
HLTH-2	group	HLTH-25 SLOs	(HLTH-25) Understanding Nutrition St	(HLTH-25) Understanding Nutrition Stuc	(HLTH-25) Understanding Nutrition Student Learning Outcomes Group	HLTH

HO-120	group	HO-120 SLOs	(HO-120) Cardiopulmonary Resuscitat	(HO-120) Cardiopulmonary Resuscitatio	(HO-120) Cardiopulmonary Resuscitation (CPR) Student Learning Outcomes (	HO
HO-3	group	HO-3 SLOs	(HO-3) Medical Terminology Student	(HO-3) Medical Terminology Student Le	(HO-3) Medical Terminology Student Learning Outcomes Group	HO
HO-49	group	HO-49 SLOs	(HO-49) Health Occupations Work Ex	(HO-49) Health Occupations Work Expe	(HO-49) Health Occupations Work Experience Student Learning Outcomes Gi	HO
HO-70	group	HO-70 SLOs	(HO-70) Medical Assisting: Core Stude	(HO-70) Medical Assisting: Core Studen	(HO-70) Medical Assisting: Core Student Learning Outcomes Group	HO
HO-71	group	HO-71 SLOs	(HO-71) Medical Assisting: Administra	(HO-71) Medical Assisting: Administrati	(HO-71) Medical Assisting: Administrative Student Learning Outcomes Group	HO
HO-72	group	HO-72 SLOs	(HO-72) Medical Assisting: Clinical Stu	(HO-72) Medical Assisting: Clinical Stud	(HO-72) Medical Assisting: Clinical Student Learning Outcomes Group	HO
HO-80A	group	HO-80A SLOs	(HO-80A) Nurse Assistant Student Lea	(HO-80A) Nurse Assistant Student Learn	(HO-80A) Nurse Assistant Student Learning Outcomes Group	HO
HO-88	group	HO-88 SLOs	(HO-88) Phlebotomy Technician Stud	(HO-88) Phlebotomy Technician Studen	(HO-88) Phlebotomy Technician Student Learning Outcomes Group	HO
HUM-1	group	HUM-1 SLOs	(HUM-1) Western Civilization: Prehist	(HUM-1) Western Civilization: Prehistor	(HUM-1) Western Civilization: Prehistoric to 1600 Student Learning Outcome	HUM
HUM-2	group	HUM-2 SLOs	(HUM-2) Western Civilization: 1600 to	(HUM-2) Western Civilization: 1600 to F	(HUM-2) Western Civilization: 1600 to Present Student Learning Outcomes G	HUM
HUS-10	group	HUS-10 SLOs	(HUS-10) Introduction to Social Work	(HUS-10) Introduction to Social Work a	(HUS-10) Introduction to Social Work and Human Services Student Learning (	HUS
HUS-30	group	HUS-30 SLOs	(HUS-30) Pharmacology of Drugs of A	(HUS-30) Pharmacology of Drugs of Abu	(HUS-30) Pharmacology of Drugs of Abuse Student Learning Outcomes Grou	HUS
HUS-42	group	HUS-42 SLOs	(HUS-42) Field Experience in Social W	(HUS-42) Field Experience in Social Wor	(HUS-42) Field Experience in Social Work and Human Services Student Learni	HUS
HUS-43	group	HUS-43 SLOs	(HUS-43) Social Work and Human Ser	(HUS-43) Social Work and Human Servic	(HUS-43) Social Work and Human Services Seminar Student Learning Outcon	HUS
HUS-49	group	HUS-49 SLOs	(HUS-49) Human Services Work Exper	(HUS-49) Human Services Work Experie	(HUS-49) Human Services Work Experience Student Learning Outcomes Gro	HUS
IT-22	group	IT-22 SLOs	(IT-22) Operations, Maintenance and	(IT-22) Operations, Maintenance and Sa	(IT-22) Operations, Maintenance and Safety Student Learning Outcomes Gro	IT
IT-72	group	IT-72 SLOs	(IT-72) Facilities Maintenance - Weldi	(IT-72) Facilities Maintenance - Welding	(IT-72) Facilities Maintenance - Welding Student Learning Outcomes Group	IT
MATH-1	group	MATH-11A SLOs	(MATH-11A) Concepts of Elementary	(MATH-11A) Concepts of Elementary Sc	(MATH-11A) Concepts of Elementary School Mathematics I Student Learning	MATH
MATH-1	group	MATH-11B SLOs	(MATH-11B) Concepts of Elementary	(MATH-11B) Concepts of Elementary Sc	(MATH-11B) Concepts of Elementary School Mathematics II Student Learnin	MATH
MATH-1	group	MATH-164 SLOs	(MATH-164) Elementary Statistics Lab	(MATH-164) Elementary Statistics Lab S	(MATH-164) Elementary Statistics Lab Student Learning Outcomes Group	MATH
MATH-1	group	MATH-166 SLOs	(MATH-166) Finite Mathematics Lab S	(MATH-166) Finite Mathematics Lab Stu	(MATH-166) Finite Mathematics Lab Student Learning Outcomes Group	MATH
MATH-1	group	MATH-167 SLOs	(MATH-167) Trigonometry Lab Stude	(MATH-167) Trigonometry Lab Student	(MATH-167) Trigonometry Lab Student Learning Outcomes Group	MATH
MATH-1	group	MATH-168 SLOs	(MATH-168) College Algebra LabColle	(MATH-168) College Algebra LabCollege	(MATH-168) College Algebra LabCollege Algebra Lab Student Learning Outco	MATH
MATH-1	group	MATH-1A SLOs	(MATH-1A) Analytic Geometry and Ca	(MATH-1A) Analytic Geometry and Calc	(MATH-1A) Analytic Geometry and Calculus I Student Learning Outcomes Gr	MATH
MATH-1	group	MATH-1B SLOs	(MATH-1B) Analytic Geometry and Ca	(MATH-1B) Analytic Geometry and Calc	(MATH-1B) Analytic Geometry and Calculus II Student Learning Outcomes Gr	MATH
MATH-4	group	MATH-40 SLOs	(MATH-40) Elementary Statistics Stud	(MATH-40) Elementary Statistics Studer	(MATH-40) Elementary Statistics Student Learning Outcomes Group	MATH
MATH-6	group	MATH-6 SLOs	(MATH-6) Finite Mathematics Studen	(MATH-6) Finite Mathematics Student L	(MATH-6) Finite Mathematics Student Learning Outcomes Group	MATH
MATH-6	group	MATH-60 SLOs	(MATH-60) Intermediate Algebra Stuc	(MATH-60) Intermediate Algebra Stude	(MATH-60) Intermediate Algebra Student Learning Outcomes Group	MATH
MATH-7	group	MATH-7 SLOs	(MATH-7) Trigonometry Student Lear	(MATH-7) Trigonometry Student Learni	(MATH-7) Trigonometry Student Learning Outcomes Group	MATH
MATH-8	group	MATH-8 SLOs	(MATH-8) Advanced Algebra Student	(MATH-8) Advanced Algebra Student Le	(MATH-8) Advanced Algebra Student Learning Outcomes Group	MATH
MUS-12	group	MUS-12 SLOs	(MUS-12) Music Appreciation Studen	(MUS-12) Music Appreciation Student L	(MUS-12) Music Appreciation Student Learning Outcomes Group	MUS
MUS-6	group	MUS-6 SLOs	(MUS-6) Music History from Antiquity	(MUS-6) Music History from Antiquity t	(MUS-6) Music History from Antiquity to 1750 Student Learning Outcomes G	MUS
MUS-7	group	MUS-7 SLOs	(MUS-7) Music History from 1750 to M	(MUS-7) Music History from 1750 to Mo	(MUS-7) Music History from 1750 to Modern Era Student Learning Outcome	MUS
PE-15	group	PE-15 SLOs	(PE-15) Physical Education Student Le	(PE-15) Physical Education Student Lear	(PE-15) Physical Education Student Learning Outcomes Group	PE
PEAC-10	group	PEAC-10 SLOs	(PEAC-10) Women's Varsity Softball S	(PEAC-10) Women's Varsity Softball Stu	(PEAC-10) Women's Varsity Softball Student Learning Outcomes Group	PEAC
PEAC-10	group	PEAC-10D SLOs	(PEAC-10D) Off-Season Skills and Con	(PEAC-10D) Off-Season Skills and Condit	(PEAC-10D) Off-Season Skills and Conditioning for Softball Student Learning (	PEAC
PEAC-11	group	PEAC-11 SLOs	(PEAC-11) Women's Varsity Sand Voll	(PEAC-11) Women's Varsity Sand Volley	(PEAC-11) Women's Varsity Sand Volleyball Student Learning Outcomes Grou	PEAC
PEAC-11	group	PEAC-11D SLOs	(PEAC-11D) Off-Season Skills and Con	(PEAC-11D) Off-Season Skills and Condit	(PEAC-11D) Off-Season Skills and Conditioning for Sand Volleyball Student Le	PEAC
PEAC-16	group	PEAC-16 SLOs	(PEAC-16) Walking For Fitness Studen	(PEAC-16) Walking For Fitness Student I	(PEAC-16) Walking For Fitness Student Learning Outcomes Group	PEAC
PEAC-2A	group	PEAC-2A SLOs	(PEAC-2A) Men's Varsity Soccer Stude	(PEAC-2A) Men's Varsity Soccer Student	(PEAC-2A) Men's Varsity Soccer Student Learning Outcomes Group	PEAC
PEAC-2B	group	PEAC-2B SLOs	(PEAC-2B) Pre-Season Skills and Cond	(PEAC-2B) Pre-Season Skills and Conditi	(PEAC-2B) Pre-Season Skills and Conditioning for Soccer Student Learning Ou	PEAC
PEAC-2C	group	PEAC-2C SLOs	(PEAC-2C) Women's Varsity Soccer St	(PEAC-2C) Women's Varsity Soccer Stud	(PEAC-2C) Women's Varsity Soccer Student Learning Outcomes Group	PEAC
PEAC-2D	group	PEAC-2D SLOs	(PEAC-2D) Off-Season Skills and Cond	(PEAC-2D) Off-Season Skills and Conditi	(PEAC-2D) Off-Season Skills and Conditioning for Soccer Student Learning Ou	PEAC
PEAC-32	group	PEAC-32D SLOs	(PEAC-32D) Fitness Center Student Le	(PEAC-32D) Fitness Center Student Lear	(PEAC-32D) Fitness Center Student Learning Outcomes Group	PEAC
PEAC-34	group	PEAC-34 SLOs	(PEAC-34) Golf Skills Student Learning	(PEAC-34) Golf Skills Student Learning C	(PEAC-34) Golf Skills Student Learning Outcomes Group	PEAC
PEAC-44	group	PEAC-44 SLOs	(PEAC-44) Yoga Student Learning Out	(PEAC-44) Yoga Student Learning Outco	(PEAC-44) Yoga Student Learning Outcomes Group	PEAC
PEAC-5A	group	PEAC-5A.02 SLOs	(PEAC-5A.02) Men's Varsity Basketbal	(PEAC-5A.02) Men's Varsity Basketball -	(PEAC-5A.02) Men's Varsity Basketball - Spring Student Learning Outcomes G	PEAC
PEAC-5A	group	PEAC-5A SLOs	(PEAC-5A) Men's Varsity Basketball - F	(PEAC-5A) Men's Varsity Basketball - Fal	(PEAC-5A) Men's Varsity Basketball - Fall Student Learning Outcomes Group	PEAC
PEAC-5B	group	PEAC-5B SLOs	(PEAC-5B) Pre-Season Skills and Cond	(PEAC-5B) Pre-Season Skills and Conditi	(PEAC-5B) Pre-Season Skills and Conditioning for Basketball Student Learning	PEAC
PEAC-5C	group	PEAC-5C.02 SLOs	(PEAC-5C.02) Women's Varsity Basket	(PEAC-5C.02) Women's Varsity Basketba	(PEAC-5C.02) Women's Varsity Basketball - Spring Student Learning Outcome	PEAC
PEAC-5C	group	PEAC-5C SLOs	(PEAC-5C) Women's Varsity Basketbal	(PEAC-5C) Women's Varsity Basketball -	(PEAC-5C) Women's Varsity Basketball - Fall Student Learning Outcomes Gro	PEAC
PEAC-5D	group	PEAC-5D SLOs	(PEAC-5D) Off-Season Skills and Cond	(PEAC-5D) Off-Season Skills and Conditi	(PEAC-5D) Off-Season Skills and Conditioning for Basketball Student Learning	PEAC
PEAC-6	group	PEAC-6 SLOs	(PEAC-6) Varsity Wrestling Student Le	(PEAC-6) Varsity Wrestling Student Lear	(PEAC-6) Varsity Wrestling Student Learning Outcomes Group	PEAC
PEAC-6B	group	PEAC-6B SLOs	(PEAC-6B) Pre-Season Skills and Cond	(PEAC-6B) Pre-Season Skills and Conditi	(PEAC-6B) Pre-Season Skills and Conditioning for Wrestling Student Learning	PEAC
PEAC-6D	group	PEAC-6D SLOs	(PEAC-6D) Off-Season Skills and Cond	(PEAC-6D) Off-Season Skills and Conditi	(PEAC-6D) Off-Season Skills and Conditioning for Wrestling Student Learning	PEAC
PEAC-7	group	PEAC-7 SLOs	(PEAC-7) Varsity Baseball Student Lea	(PEAC-7) Varsity Baseball Student Learn	(PEAC-7) Varsity Baseball Student Learning Outcomes Group	PEAC
PEAC-7D	group	PEAC-7D SLOs	(PEAC-7D) Off-Season Skills and Cond	(PEAC-7D) Off-Season Skills and Conditi	(PEAC-7D) Off-Season Skills and Conditioning for Baseball Student Learning C	PEAC
PEAC-9	group	PEAC-9 SLOs	(PEAC-9) Women's Varsity Volleyball S	(PEAC-9) Women's Varsity Volleyball St	(PEAC-9) Women's Varsity Volleyball Student Learning Outcomes Group	PEAC
PEAC-9B	group	PEAC-9B SLOs	(PEAC-9B) Pre-Season Skills and Cond	(PEAC-9B) Pre-Season Skills and Conditi	(PEAC-9B) Pre-Season Skills and Conditioning for Volleyball Student Learning	PEAC
PEAC-9D	group	PEAC-9D SLOs	(PEAC-9D) Off-Season Skills and Cond	(PEAC-9D) Off-Season Skills and Conditi	(PEAC-9D) Off-Season Skills and Conditioning for Volleyball Student Learning	PEAC
PHIL-10	group	PHIL-10 SLOs	(PHIL-10) Comparative World Religior	(PHIL-10) Comparative World Religions	(PHIL-10) Comparative World Religions Student Learning Outcomes Group	PHIL
PHSC-1	group	PHSC-1 SLOs	(PHSC-1) General Physical Science Stu	(PHSC-1) General Physical Science Stude	(PHSC-1) General Physical Science Student Learning Outcomes Group	PHSC
PHYS-2A	group	PHYS-2A SLOs	(PHYS-2A) General College Physics I St	(PHYS-2A) General College Physics I Stu	(PHYS-2A) General College Physics I Student Learning Outcomes Group	PHYS
PHYS-2B	group	PHYS-2B SLOs	(PHYS-2B) General College Physics II S	(PHYS-2B) General College Physics II Stu	(PHYS-2B) General College Physics II Student Learning Outcomes Group	PHYS
PLSC-1	group	PLSC-1 SLOs	(PLSC-1) American Institutions Studer	(PLSC-1) American Institutions Student	(PLSC-1) American Institutions Student Learning Outcomes Group	PLSC
PLSC-11	group	PLSC-11 SLOs	(PLSC-11) Student Leadership Studen	(PLSC-11) Student Leadership Student L	(PLSC-11) Student Leadership Student Learning Outcomes Group	PLSC
PSY-1	group	PSY-1 SLOs	(PSY-1) Introduction to Psychology St	(PSY-1) Introduction to Psychology Stud	(PSY-1) Introduction to Psychology Student Learning Outcomes Group	PSY

PSY-18	group	PSY-18 SLOs	(PSY-18) Life Span Development Stud	(PSY-18) Life Span Development Studen	(PSY-18) Life Span Development Student Learning Outcomes Group	PSY													
PSY-31	group	PSY-31 SLOs	(PSY-31) Child Development: Concept	(PSY-31) Child Development: Conceptio	(PSY-31) Child Development: Conception through Adolescence Student Learr	PSY													
PSY-33	group	PSY-33 SLOs	(PSY-33) Psychology of Personal and S	(PSY-33) Psychology of Personal and So	(PSY-33) Psychology of Personal and Social Adjustment Student Learning Out	PSY													
PSY-5	group	PSY-5 SLOs	(PSY-5) Introduction to Research Met	(PSY-5) Introduction to Research Methc	(PSY-5) Introduction to Research Methods Student Learning Outcomes Grou	PSY													
PSY-6	group	PSY-6 SLOs	(PSY-6) Abnormal Psychology Student	(PSY-6) Abnormal Psychology Student L	(PSY-6) Abnormal Psychology Student Learning Outcomes Group	PSY													
SOC-1	group	SOC-1 SLOs	(SOC-1) Introduction to Sociology Stu	(SOC-1) Introduction to Sociology Stude	(SOC-1) Introduction to Sociology Student Learning Outcomes Group	SOC													
SOC-2	group	SOC-2 SLOs	(SOC-2) Social Problems Student Lear	(SOC-2) Social Problems Student Learni	(SOC-2) Social Problems Student Learning Outcomes Group	SOC													
SOC-3	group	SOC-3 SLOs	(SOC-3) Family Relations Student Lea	(SOC-3) Family Relations Student Learni	(SOC-3) Family Relations Student Learning Outcomes Group	SOC													
SOC-4	group	SOC-4 SLOs	(SOC-4) Introduction to Gender Stude	(SOC-4) Introduction to Gender Student	(SOC-4) Introduction to Gender Student Learning Outcomes Group	SOC													
SPCH-1	group	SPCH-1 SLOs	(SPCH-1) Public Speaking Student Lea	(SPCH-1) Public Speaking Student Learn	(SPCH-1) Public Speaking Student Learning Outcomes Group	SPCH													
TUTR-5	group	TUTR-50 SLOs	(TUTR-50) Fundamentals of Peer Tutc	(TUTR-50) Fundamentals of Peer Tutori	(TUTR-50) Fundamentals of Peer Tutoring Student Learning Outcomes Group	TUTR													
VN-50	group	VN-50 SLOs	(VN-50) Pharmacology Student Learni	(VN-50) Pharmacology Student Learning	(VN-50) Pharmacology Student Learning Outcomes Group	VN													
VN-51	group	VN-51 SLOs	(VN-51) Nursing Fundamentals Stude	(VN-51) Nursing Fundamentals Student	(VN-51) Nursing Fundamentals Student Learning Outcomes Group	VN													
VN-52	group	VN-52 SLOs	(VN-52) Clinical Lab I Student Learnin	(VN-52) Clinical Lab I Student Learning (	(VN-52) Clinical Lab I Student Learning Outcomes Group	VN													
VN-53	group	VN-53 SLOs	(VN-53) Adult Nursing Theory Studen	(VN-53) Adult Nursing Theory Student L	(VN-53) Adult Nursing Theory Student Learning Outcomes Group	VN													
VN-54	group	VN-54 SLOs	(VN-54) Clinical Lab II Student Learnir	(VN-54) Clinical Lab II Student Learning	(VN-54) Clinical Lab II Student Learning Outcomes Group	VN													
VN-55	group	VN-55 SLOs	(VN-55) Nursing Leadership and Profe	(VN-55) Nursing Leadership and Profess	(VN-55) Nursing Leadership and Professional Development Student Learning	VN													
VN-56	group	VN-56 SLOs	(VN-56) Clinical Lab III Student Learni	(VN-56) Clinical Lab III Student Learning	(VN-56) Clinical Lab III Student Learning Outcomes Group	VN													
VN-57	group	VN-57 SLOs	(VN-57) Maternity Nursing Student Le	(VN-57) Maternity Nursing Student Lear	(VN-57) Maternity Nursing Student Learning Outcomes Group	VN													
VN-58	group	VN-58 SLOs	(VN-58) Pediatric Nursing Student Lea	(VN-58) Pediatric Nursing Student Learr	(VN-58) Pediatric Nursing Student Learning Outcomes Group	VN													
VN-59	group	VN-59 SLOs	(VN-59) Intravenous Therapy and Blo	(VN-59) Intravenous Therapy and Blood	(VN-59) Intravenous Therapy and Blood Withdrawal Student Learning Outco	VN													
VN-60	group	VN-60 SLOs	(VN-60) Comprehensive Nursing Revie	(VN-60) Comprehensive Nursing Review	(VN-60) Comprehensive Nursing Review Student Learning Outcomes Group	VN													
WE-1	group	WE-1 SLOs	(WE-1) General Work Experience Stuc	(WE-1) General Work Experience Stude	(WE-1) General Work Experience Student Learning Outcomes Group	WE													
WE-2	group	WE-2 SLOs	(WE-2) Occupational Work Experienc	(WE-2) Occupational Work Experience S	(WE-2) Occupational Work Experience Student Learning Outcomes Group	WE													
WT-20	group	WT-20 SLOs	(WT-20) Power Plant & Field Pipe We	(WT-20) Power Plant & Field Pipe Weldi	(WT-20) Power Plant & Field Pipe Welding I Student Learning Outcomes Gro	WT													
WT-21	group	WT-21 SLOs	(WT-21) Power Plant & Field Pipe We	(WT-21) Power Plant & Field Pipe Weldi	(WT-21) Power Plant & Field Pipe Welding II Student Learning Outcomes Gro	WT													
WT-22	group	WT-22 SLOs	(WT-22) Power Plant & Field Pipe We	(WT-22) Power Plant & Field Pipe Weldi	(WT-22) Power Plant & Field Pipe Welding III Student Learning Outcomes Gr	WT													
WT-23	group	WT-23 SLOs	(WT-23) Power Plant & Field Pipe We	(WT-23) Power Plant & Field Pipe Weldi	(WT-23) Power Plant & Field Pipe Welding IV Student Learning Outcomes Gr	WT													
WT-25	group	WT-25 SLOs	(WT-25) SolidWorks Fundamentals St	(WT-25) SolidWorks Fundamentals Stuc	(WT-25) SolidWorks Fundamentals Student Learning Outcomes Group	WT													
WT-31	group	WT-31 SLOs	(WT-31) GTAW For Gunsmiths Studer	(WT-31) GTAW For Gunsmiths Student	(WT-31) GTAW For Gunsmiths Student Learning Outcomes Group	WT													
WT-32	group	WT-32 SLOs	(WT-32) Advanced GTAW for Gunsmi	(WT-32) Advanced GTAW for Gunsmith	(WT-32) Advanced GTAW for Gunsmiths Student Learning Outcomes Group	WT													
WT-36	group	WT-36 SLOs	(WT-36) Welding Theory & Practice - (	(WT-36) Welding Theory & Practice - Ox	(WT-36) Welding Theory & Practice - Oxyacetylene Student Learning Outcom	WT													
WT-37	group	WT-37 SLOs	(WT-37) Welding Theory & Practice –	(WT-37) Welding Theory & Practice – Sh	(WT-37) Welding Theory & Practice – Shielded Metal Arc Welding Student Le	WT													
WT-38	group	WT-38 SLOs	(WT-38) Welding Theory & Practice –	(WT-38) Welding Theory & Practice – Ga	(WT-38) Welding Theory & Practice – Gas Metal Arc Welding Student Learnir	WT													
WT-39	group	WT-39 SLOs	(WT-39) Welding Theory & Practice –	(WT-39) Welding Theory & Practice – Ga	(WT-39) Welding Theory & Practice – Gas Tungsten Arc Welding Student Lea	WT													
WT-42	group	WT-42 SLOs	(WT-42) Intermediate Shielded Metal	(WT-42) Intermediate Shielded Metal A	(WT-42) Intermediate Shielded Metal Arc Welding Student Learning Outcom	WT													
WT-43	group	WT-43 SLOs	(WT-43) Advanced Shielded Metal Arc	(WT-43) Advanced Shielded Metal Arc W	(WT-43) Advanced Shielded Metal Arc Welding Student Learning Outcomes (	WT													
WT-44	group	WT-44 SLOs	(WT-44) Gas Metal Arc Welding Stude	(WT-44) Gas Metal Arc Welding Studen	(WT-44) Gas Metal Arc Welding Student Learning Outcomes Group	WT													
WT-45	group	WT-45 SLOs	(WT-45) Gas Tungsten Arc Welding St	(WT-45) Gas Tungsten Arc Welding Stuc	(WT-45) Gas Tungsten Arc Welding Student Learning Outcomes Group	WT													
WT-49	group	WT-49 SLOs	(WT-49) Welding Work Experience Stu	(WT-49) Welding Work Experience Stud	(WT-49) Welding Work Experience Student Learning Outcomes Group	WT													
WT-50	group	WT-50 SLOs	(WT-50) Welding for Artists (Design a	(WT-50) Welding for Artists (Design and	(WT-50) Welding for Artists (Design and Fabrication) Student Learning Outco	WT													
WT-51	group	WT-51 SLOs	(WT-51) Blueprint and Symbol Readir	(WT-51) Blueprint and Symbol Reading	(WT-51) Blueprint and Symbol Reading for Welders Student Learning Outcor	WT													
WT-52	group	WT-52 SLOs	(WT-52) Robotic Operations and Prog	(WT-52) Robotic Operations and Progra	(WT-52) Robotic Operations and Programming Student Learning Outcomes (	WT													
WT-53	group	WT-53 SLOs	(WT-53) Robotic Welding Operations	(WT-53) Robotic Welding Operations ar	(WT-53) Robotic Welding Operations and Programming (Advanced) Student	WT													
AERO-1	outcome	AERO-1A-SLO_1	(AERO-1A-SLO_1) Pass the Federal Av	Pass the Federal Aviation Administratio	Pass the Federal Aviation Administrat	decaying_average	70	AERO-1A	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence		
AGR-1_	outcome	AGR-1-SLO_1	(AGR-1-SLO_1) Demonstrate basic pri	Demonstrate basic principles of accrual	Demonstrate basic principles of accru	decaying_average	70	AGR-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence		
AGR-1_	outcome	AGR-1-SLO_2	(AGR-1-SLO_2) Differentiate between	Differentiate between cash and accrual	Differentiate between cash and accru	decaying_average	70	AGR-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence		
AGR-10	outcome	AGR-10-SLO_1	(AGR-10-SLO_1) Demonstrate effectiv	Demonstrate effective animal husbandr	Demonstrate effective animal husbar	decaying_average	70	AGR-10	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence		
AGR-10	outcome	AGR-10-SLO_2	(AGR-10-SLO_2) Demonstrate animal	Demonstrate animal health practices ar	Demonstrate animal health practices	decaying_average	70	AGR-10	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence		
AGR-10	outcome	AGR-10-SLO_3	(AGR-10-SLO_3) Plan a ranch manage	Plan a ranch management calendar for	Plan a ranch management calendar fo	decaying_average	70	AGR-10	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence		
AGR-11	outcome	AGR-11-SLO_1	(AGR-11-SLO_1) Plan a breeding prog	Plan a breeding program for a commerc	Plan a breeding program for a comm	decaying_average	70	AGR-11	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence		
AGR-11	outcome	AGR-11-SLO_2	(AGR-11-SLO_2) Analyze and give eco	Analyze and give economical recommer	Analyze and give economical recomn	decaying_average	70	AGR-11	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence		
AGR-11	outcome	AGR-11-SLO_3	(AGR-11-SLO_3) Recognize and diagn	Recognize and diagnose herd health pr	Recognize and diagnose herd health	decaying_average	70	AGR-11	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence		
AGR-11	outcome	AGR-116-SLO_1	(AGR-116-SLO_1) Properly identify co	Properly identify correct pesticide and a	Properly identify correct pesticide an	decaying_average	70	AGR-116	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence		
AGR-12	outcome	AGR-12-SLO_1	(AGR-12-SLO_1) Identify common dis	Identify common diseases, determine t	Identify common diseases, determin	decaying_average	70	AGR-12	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence		
AGR-13	outcome	AGR-13-SLO_1	(AGR-13-SLO_1) Balance a ration usin	Balance a ration using least cost princip	Balance a ration using least cost prin	decaying_average	70	AGR-13	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence		
AGR-13	outcome	AGR-13-SLO_2	(AGR-13-SLO_2) Recognize nutritiona	Recognize nutritional deficiency conditi	Recognize nutritional deficiency con	decaying_average	70	AGR-13	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence		
AGR-13	outcome	AGR-13-SLO_3	(AGR-13-SLO_3) Analyze the approxin	Analyze the approximate nutrient comp	Analyze the approximate nutrient co	decaying_average	70	AGR-13	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence		
AGR-14	outcome	AGR-14-SLO_1	(AGR-14-SLO_1) Design and impleme	Design and implement a basic health m	Design and implement a basic health	decaying_average	70	AGR-14	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence		
AGR-19	outcome	AGR-19-SLO_1	(AGR-19-SLO_1) Demonstrate a worki	Demonstrate a working ability to use so	Demonstrate a working ability to use	decaying_average	70	AGR-19	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence		
AGR-19	outcome	AGR-19-SLO_2	(AGR-19-SLO_2) Explain water moven	Explain water movement in soil and wa	Explain water movement in soil and v	decaying_average	70	AGR-19	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence		
AGR-2_	outcome	AGR-2-SLO_1	(AGR-2-SLO_1) Demonstrate knowled	Demonstrate knowledge of how price e	Demonstrate knowledge of how pric	decaying_average	70	AGR-2	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence		
AGR-2_	outcome	AGR-2-SLO_2	(AGR-2-SLO_2) Identify appropriate p	Identify appropriate pricing and output	Identify appropriate pricing and outp	decaying_average	70	AGR-2	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence		
AGR-20	outcome	AGR-20-SLO_1	(AGR-20-SLO_1) Analyze and make re	Analyze and make recommendations to	Analyze and make recommendations	decaying_average	70	AGR-20	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence		
AGR-21	outcome	AGR-21B-SLO_1M	(AGR-21B-SLO_1M) Compete safely ir	Compete safely in a selection of the foll	Compete safely in a selection of the f	decaying_average	70	AGR-21B	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence		
AGR-21	outcome	AGR-21B-SLO_1W	(AGR-21B-SLO_1W) Compete safely ir	Compete safely in a selection of the foll	Compete safely in a selection of the f	decaying_average	70	AGR-21B	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence		
AGR-22	outcome	AGR-22-SLO_1	(AGR-22-SLO_1) Demonstrate the pro	Demonstrate the proper use of equipm	Demonstrate the proper use of equip	decaying_average	70	AGR-22	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence		

AGR-22 outcome	AGR-22-SLO_2	(AGR-22-SLO_2) Demonstrate proper	Demonstrate proper safety procedure.	Demonstrate proper safety procedur	decaying_average	70	AGR-22	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AGR-22 outcome	AGR-22-SLO_3	(AGR-22-SLO_3) Demonstrate knowle	Demonstrate knowledge and understan	Demonstrate knowledge and underst	decaying_average	70	AGR-22	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AGR-22 outcome	AGR-22-SLO_4	(AGR-22-SLO_4) Demonstrate knowle	Demonstrate knowledge and understan	Demonstrate knowledge and underst	decaying_average	70	AGR-22	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AGR-3_ outcome	AGR-3-SLO_1	(AGR-3-SLO_1) Design a model plan t	Design a model plan to allocate resourc	Design a model plan to allocate reso	decaying_average	70	AGR-3	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AGR-3_ outcome	AGR-3-SLO_2	(AGR-3-SLO_2) Recognizing the role a	Recognizing the role as manager, and u	Recognizing the role as manager, and	decaying_average	70	AGR-3	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AGR-31 outcome	AGR-31-SLO_1	(AGR-31-SLO_1) Plan and implement	Plan and implement a successful embry	Plan and implement a successful emb	decaying_average	70	AGR-31	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AGR-4_ outcome	AGR-4-SLO_1	(AGR-4-SLO_1) Present a marketing p	Present a marketing plan for an agricult	Present a marketing plan for an agric	decaying_average	70	AGR-4	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AGR-4_ outcome	AGR-4-SLO_2	(AGR-4-SLO_2) Demonstrate techniq	Demonstrate techniques in sales using	Demonstrate techniques in sales usir	decaying_average	70	AGR-4	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AGR-40 outcome	AGR-40-SLO_1	(AGR-40-SLO_1) Perform hot and cold	Perform hot and cold metal repairs.	Perform hot and cold metal repairs.	decaying_average	70	AGR-40	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AGR-40 outcome	AGR-40-SLO_2	(AGR-40-SLO_2) Demonstrate basic kı	Demonstrate basic knots and rope splic	Demonstrate basic knots and rope sp	decaying_average	70	AGR-40	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AGR-41 outcome	AGR-41-SLO_1	(AGR-41-SLO_1) Perform all pre-inspe	Perform all pre-inspection and operatio	Perform all pre-inspection and opera	decaying_average	70	AGR-41	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AGR-42 outcome	AGR-42-SLO_1	(AGR-42-SLO_1) Students will be able	Students will be able to properly addre	Students will be able to properly add	decaying_average	70	AGR-42	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AGR-42 outcome	AGR-42-SLO_2	(AGR-42-SLO_2) Students will be able	Students will be able to implement at le	Students will be able to implement a	decaying_average	70	AGR-42	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AGR-49 outcome	AGR-49-SLO_1	(AGR-49-SLO_1) After creating indivi	After creating individualized measurabl	After creating individualized measura	decaying_average	70	AGR-49	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AGR-49 outcome	AGR-49-SLO_2	(AGR-49-SLO_2) Demonstrate proficie	Demonstrate proficient soft skills identi	Demonstrate proficient soft skills ide	decaying_average	70	AGR-49	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AGR-49 outcome	AGR-49-SLO_3	(AGR-49-SLO_3) Given the course syll	Given the course syllabus, which identif	Given the course syllabus, which ider	decaying_average	70	AGR-49	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AGR-49 outcome	AGR-49-SLO_4	(AGR-49-SLO_4) Demonstrate the abi	Demonstrate the ability to use descripti	Demonstrate the ability to use descri	decaying_average	70	AGR-49	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AGR-49 outcome	AGR-49-SLO_5	(AGR-49-SLO_5) Identify career optio	Identify career options within this acad	Identify career options within this ac	decaying_average	70	AGR-49	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AGR-57 outcome	AGR-57-SLO_1	(AGR-57-SLO_1) Analyze structural de	Analyze structural design then correctly	Analyze structural design then correc	decaying_average	70	AGR-57	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AGR-61 outcome	AGR-61-SLO_1	(AGR-61-SLO_1) Demonstrate the pro	Demonstrate the procedures to collect	Demonstrate the procedures to colle	decaying_average	70	AGR-61	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AGR-61 outcome	AGR-61-SLO_2	(AGR-61-SLO_2) Properly run an Estru	Properly run an Estrus synchronization	Properly run an Estrus synchronizatic	decaying_average	70	AGR-61	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AGR-70 outcome	AGR-70-SLO_1	(AGR-70-SLO_1) Demonstrate skills in	Demonstrate skills in horse control, spe	Demonstrate skills in horse control, s	decaying_average	70	AGR-70	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AGR-70 outcome	AGR-70-SLO_2	(AGR-70-SLO_2) Demonstrate proper	Demonstrate proper rope handling.	Demonstrate proper rope handling.	decaying_average	70	AGR-70	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AGR-8_ outcome	AGR-8-SLO_1	(AGR-8-SLO_1) Recognize at least five	Recognize at least five major breeds of	Recognize at least five major breeds o	decaying_average	70	AGR-8	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AGR-8_ outcome	AGR-8-SLO_2	(AGR-8-SLO_2) Evaluate common ma	Evaluate common management practic	Evaluate common management prac	decaying_average	70	AGR-8	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AGR-9_ outcome	AGR-9-SLO_1	(AGR-9-SLO_1) Given a set of animals	Given a set of animals, rank and suppor	Given a set of animals, rank and supp	decaying_average	70	AGR-9	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AGR-9_ outcome	AGR-9-SLO_2	(AGR-9-SLO_2) Evaluate a genetic dat	Evaluate a genetic data sheet and rank	Evaluate a genetic data sheet and rar	decaying_average	70	AGR-9	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AGR-9_ outcome	AGR-9-SLO_3	(AGR-9-SLO_3) Demonstrate sheep, s	Demonstrate sheep, swine and cattle ca	Demonstrate sheep, swine and cattle	decaying_average	70	AGR-9	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AJ-10_S outcome	AJ-10-SLO_1	(AJ-10-SLO_1) Demonstrate an under	Demonstrate an understanding of the fi	Demonstrate an understanding of th	decaying_average	70	AJ-10	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AJ-10_S outcome	AJ-10-SLO_2	(AJ-10-SLO_2) Demonstrate knowled	Demonstrate knowledge of the various	Demonstrate knowledge of the vario	decaying_average	70	AJ-10	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AJ-10_S outcome	AJ-10-SLO_3	(AJ-10-SLO_3) Demonstrate an under	Demonstrate an understanding of varie	Demonstrate an understanding of va	decaying_average	70	AJ-10	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AJ-11_S outcome	AJ-11-SLO_1	(AJ-11-SLO_1) Summarize the history	Summarize the history and growth of y	Summarize the history and growth of	decaying_average	70	AJ-11	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AJ-11_S outcome	AJ-11-SLO_2	(AJ-11-SLO_2) Explain in detail the va	Explain in detail the various theories an	Explain in detail the various theories	decaying_average	70	AJ-11	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AJ-11_S outcome	AJ-11-SLO_3	(AJ-11-SLO_3) Provide detailed plans	Provide detailed plans of community an	Provide detailed plans of community	decaying_average	70	AJ-11	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AJ-12_S outcome	AJ-12-SLO_1	(AJ-12-SLO_1) Demonstrate knowled	Demonstrate knowledge of the history,	Demonstrate knowledge of the histo	decaying_average	70	AJ-12	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AJ-12_S outcome	AJ-12-SLO_2	(AJ-12-SLO_2) Demonstrate an under	Demonstrate an understanding of corre	Demonstrate an understanding of co	decaying_average	70	AJ-12	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AJ-12_S outcome	AJ-12-SLO_3	(AJ-12-SLO_3) Utilize conclusions fro	Utilize conclusions from scholarly resea	Utilize conclusions from scholarly res	decaying_average	70	AJ-12	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AJ-14_S outcome	AJ-14-SLO_1	(AJ-14-SLO_1) Explain the structure a	Explain the structure and workings of th	Explain the structure and workings o	decaying_average	70	AJ-14	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AJ-14_S outcome	AJ-14-SLO_2	(AJ-14-SLO_2) Describe the laws and l	Describe the laws and legal proceedings	Describe the laws and legal proceedi	decaying_average	70	AJ-14	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AJ-14_S outcome	AJ-14-SLO_3	(AJ-14-SLO_3) Define the special prob	Define the special problems involving ju	Define the special problems involving	decaying_average	70	AJ-14	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AJ-14_S outcome	AJ-14-SLO_4	(AJ-14-SLO_4) Critically analyze the di	Critically analyze the distinctions betwe	Critically analyze the distinctions bet	decaying_average	70	AJ-14	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AJ-14_S outcome	AJ-14-SLO_5	(AJ-14-SLO_5) Critically evaluate Cons	Critically evaluate Constitutional protec	Critically evaluate Constitutional prot	decaying_average	70	AJ-14	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AJ-16_S outcome	AJ-16-SLO_1	(AJ-16-SLO_1) Compare and contrast	Compare and contrast the unique superi	Compare and contrast the unique su	decaying_average	70	AJ-16	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AJ-16_S outcome	AJ-16-SLO_2	(AJ-16-SLO_2) Identify, describe, and	Identify, describe, and assess basic fund	Identify, describe, and assess basic fu	decaying_average	70	AJ-16	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AJ-16_S outcome	AJ-16-SLO_3	(AJ-16-SLO_3) To understand current	To understand current issues in the sup	To understand current issues in the s	decaying_average	70	AJ-16	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AJ-171_ outcome	AJ-171-SLO_1	(AJ-171-SLO_1) Given typical and aty	Given typical and atypical workplace sc	Given typical and atypical workplace	decaying_average	70	AJ-171	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AJ-171_ outcome	AJ-171-SLO_2	(AJ-171-SLO_2) Identify and explain a	Identify and explain applicable regulatic	Identify and explain applicable regula	decaying_average	70	AJ-171	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AJ-20_S outcome	AJ-20-SLO_1	(AJ-20-SLO_1) Explain the adversary s	Explain the adversary system and source	Explain the adversary system and sou	decaying_average	70	AJ-20	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AJ-20_S outcome	AJ-20-SLO_2	(AJ-20-SLO_2) Identify elements of of	Identify elements of offenses including	Identify elements of offenses includir	decaying_average	70	AJ-20	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AJ-20_S outcome	AJ-20-SLO_3	(AJ-20-SLO_3) Identify the historical o	Identify the historical origins of America	Identify the historical origins of Amer	decaying_average	70	AJ-20	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AJ-20_S outcome	AJ-20-SLO_4	(AJ-20-SLO_4) Appraise the value of la	Appraise the value of landmark case de	Appraise the value of landmark case	decaying_average	70	AJ-20	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AJ-23_S outcome	AJ-23-SLO_1	(AJ-23-SLO_1) Describe the American	Describe the American criminal justice s	Describe the American criminal justic	decaying_average	70	AJ-23	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AJ-23_S outcome	AJ-23-SLO_2	(AJ-23-SLO_2) Describe the laws that	Describe the laws that govern the collec	Describe the laws that govern the col	decaying_average	70	AJ-23	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AJ-23_S outcome	AJ-23-SLO_3	(AJ-23-SLO_3) Describe the laws that	Describe the laws that govern witnesse	Describe the laws that govern witnes	decaying_average	70	AJ-23	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AJ-24_S outcome	AJ-24-SLO_1	(AJ-24-SLO_1) Explain the history and	Explain the history and evolution of mu	Explain the history and evolution of r	decaying_average	70	AJ-24	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AJ-24_S outcome	AJ-24-SLO_2	(AJ-24-SLO_2) Identify and discuss ke	Identify and discuss key issues that pos	Identify and discuss key issues that p	decaying_average	70	AJ-24	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AJ-24_S outcome	AJ-24-SLO_3	(AJ-24-SLO_3) Identify and describe th	Identify and describe the strategies for	Identify and describe the strategies fo	decaying_average	70	AJ-24	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AJ-35_S outcome	AJ-35-SLO_1	(AJ-35-SLO_1) Identify and explain the	Identify and explain the role of docume	Identify and explain the role of docur	decaying_average	70	AJ-35	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AJ-35_S outcome	AJ-35-SLO_10	(AJ-35-SLO_10) Explain the role of the	Explain the role of the investigator in th	Explain the role of the investigator in	decaying_average	70	AJ-35	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AJ-35_S outcome	AJ-35-SLO_2	(AJ-35-SLO_2) Recognize, identify and	Recognize, identify and explain the imp	Recognize, identify and explain the ir	decaying_average	70	AJ-35	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AJ-35_S outcome	AJ-35-SLO_3	(AJ-35-SLO_3) Identify critical ethical	Identify critical ethical issues relating to	Identify critical ethical issues relating	decaying_average	70	AJ-35	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AJ-35_S outcome	AJ-35-SLO_4	(AJ-35-SLO_4) Describe successive ev	Describe successive evolutionary stages	Describe successive evolutionary stag	decaying_average	70	AJ-35	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AJ-35_S outcome	AJ-35-SLO_5	(AJ-35-SLO_5) Identify procedures for	Identify procedures for first responders	Identify procedures for first responde	decaying_average	70	AJ-35	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AJ-35_S outcome	AJ-35-SLO_6	(AJ-35-SLO_6) Describe the duties rel	Describe the duties related to the basic	Describe the duties related to the ba	decaying_average	70	AJ-35	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AJ-35_S outcome	AJ-35-SLO_7	(AJ-35-SLO_7) Identify role of forensic	Identify role of forensic examination in	Identify role of forensic examination	decaying_average	70	AJ-35	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AJ-35_S outcome	AJ-35-SLO_8	(AJ-35-SLO_8) Compare and contrast	Compare and contrast the legalities and	Compare and contrast the legalities a	decaying_average	70	AJ-35	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AJ-35_S outcome	AJ-35-SLO_9	(AJ-35-SLO_9) Identify key informatio	Identify key information sources and da	Identify key information sources and	decaying_average	70	AJ-35	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence

AJ-49_S	outcome	AJ-49-SLO_1	(AJ-49-SLO_1) After creating individua	After creating individualized measurabl	After creating individualized measura	decaying_average	70	AJ-49	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-49_S	outcome	AJ-49-SLO_2	(AJ-49-SLO_2) Demonstrate proficien	Demonstrate proficient soft skills identi	Demonstrate proficient soft skills ide	decaying_average	70	AJ-49	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-49_S	outcome	AJ-49-SLO_3	(AJ-49-SLO_3) Given the course syllab	Given the course syllabus, which identif	Given the course syllabus, which ider	decaying_average	70	AJ-49	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-49_S	outcome	AJ-49-SLO_4	(AJ-49-SLO_4) Demonstrate the abilit	Demonstrate the ability to use descripti	Demonstrate the ability to use descri	decaying_average	70	AJ-49	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-49_S	outcome	AJ-49-SLO_5	(AJ-49-SLO_5) Identify career options	Identify career options within this acad	Identify career options within this ac	decaying_average	70	AJ-49	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-5_SL	outcome	AJ-5-SLO_1	(AJ-5-SLO_1) Explain the role of foren	Explain the role of forensic specialists a	Explain the role of forensic specialist	decaying_average	70	AJ-5	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-5_SL	outcome	AJ-5-SLO_2	(AJ-5-SLO_2) Apply appropriate inves	Apply appropriate investigative and for	Apply appropriate investigative and f	decaying_average	70	AJ-5	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-5_SL	outcome	AJ-5-SLO_3	(AJ-5-SLO_3) Demonstrate the proced	Demonstrate the procedures for the col	Demonstrate the procedures for the	decaying_average	70	AJ-5	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-52A_	outcome	AJ-52A-SLO_1	(AJ-52A-SLO_1) Successfully complete	Successfully complete the physical metl	Successfully complete the physical m	decaying_average	70	AJ-52A	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-52A_	outcome	AJ-52A-SLO_2	(AJ-52A-SLO_2) Pass the POST-Constr	Pass the POST-Constructed PC 832 Com	Pass the POST-Constructed PC 832 Co	decaying_average	70	AJ-52A	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-52B_	outcome	AJ-52B-SLO_1	(AJ-52B-SLO_1) Demonstrate the safe	Demonstrate the safe and effective use	Demonstrate the safe and effective u	decaying_average	70	AJ-52B	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-52B_	outcome	AJ-52B-SLO_2	(AJ-52B-SLO_2) Demonstrate safe, acc	Demonstrate safe, accurate, and effecti	Demonstrate safe, accurate, and effe	decaying_average	70	AJ-52B	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-52B_	outcome	AJ-52B-SLO_3	(AJ-52B-SLO_3) Demonstrate the kno	Demonstrate the knowledge of the non	Demonstrate the knowledge of the n	decaying_average	70	AJ-52B	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-52B_	outcome	AJ-52B-SLO_4	(AJ-52B-SLO_4) Demonstrate the proj	Demonstrate the proper take down, cle	Demonstrate the proper take down,	decaying_average	70	AJ-52B	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-52B_	outcome	AJ-52B-SLO_5	(AJ-52B-SLO_5) State and define the F	State and define the Four Basic Safety F	State and define the Four Basic Safet	decaying_average	70	AJ-52B	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-52BF	outcome	AJ-52BR-SLO_1	(AJ-52BR-SLO_1) Demonstrate the saf	Demonstrate the safe and effective use	Demonstrate the safe and effective u	decaying_average	70	AJ-52BR	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-52BF	outcome	AJ-52BR-SLO_2	(AJ-52BR-SLO_2) Demonstrate safe, a	Demonstrate safe, accurate, and effecti	Demonstrate safe, accurate, and effe	decaying_average	70	AJ-52BR	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-52BF	outcome	AJ-52BR-SLO_3	(AJ-52BR-SLO_3) Demonstrate the pro	Demonstrate the proper take down, cle	Demonstrate the proper take down,	decaying_average	70	AJ-52BR	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-52BF	outcome	AJ-52BR-SLO_4	(AJ-52BR-SLO_4) Identify, interpret ar	Identify, interpret and apply current law	Identify, interpret and apply current	decaying_average	70	AJ-52BR	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-53_S	outcome	AJ-53-SLO_1	(AJ-53-SLO_1) Demonstrate the unde	Demonstrate the understanding of the l	Demonstrate the understanding of th	decaying_average	70	AJ-53	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-53_S	outcome	AJ-53-SLO_2	(AJ-53-SLO_2) Demonstrate the know	Demonstrate the knowledge of the non	Demonstrate the knowledge of the n	decaying_average	70	AJ-53	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-53_S	outcome	AJ-53-SLO_3	(AJ-53-SLO_3) Demonstrate the prop	Demonstrate the proper take down, cle	Demonstrate the proper take down,	decaying_average	70	AJ-53	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-53_S	outcome	AJ-53-SLO_4	(AJ-53-SLO_4) Demonstrate the safe a	Demonstrate the safe and effective use	Demonstrate the safe and effective u	decaying_average	70	AJ-53	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-53_S	outcome	AJ-53-SLO_5	(AJ-53-SLO_5) Demonstrate safe, acc	Demonstrate safe, accurate, and effecti	Demonstrate safe, accurate, and effe	decaying_average	70	AJ-53	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-53_S	outcome	AJ-53-SLO_6	(AJ-53-SLO_6) Demonstrate knowledg	Demonstrate knowledge of agency poli	Demonstrate knowledge of agency p	decaying_average	70	AJ-53	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-56_S	outcome	AJ-56-SLO_1	(AJ-56-SLO_1) Demonstrate instructio	Demonstrate instructional strategies an	Demonstrate instructional strategies	decaying_average	70	AJ-56	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-56_S	outcome	AJ-56-SLO_2	(AJ-56-SLO_2) Design and instruct a h	Design and instruct a handgun and rifle	Design and instruct a handgun and ri	decaying_average	70	AJ-56	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-56_S	outcome	AJ-56-SLO_3	(AJ-56-SLO_3) Demonstrate a basic ur	Demonstrate a basic understanding of a	Demonstrate a basic understanding c	decaying_average	70	AJ-56	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-57_S	outcome	AJ-57-SLO_1	(AJ-57-SLO_1) Demonstrate the unde	Demonstrate the understanding of the l	Demonstrate the understanding of th	decaying_average	70	AJ-57	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-57_S	outcome	AJ-57-SLO_2	(AJ-57-SLO_2) Demonstrate the abilit	Demonstrate the ability to field strip th	Demonstrate the ability to field strip	decaying_average	70	AJ-57	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-57_S	outcome	AJ-57-SLO_3	(AJ-57-SLO_3) Demonstrate the abilit	Demonstrate the ability to properly loa	Demonstrate the ability to properly l	decaying_average	70	AJ-57	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-58_S	outcome	AJ-58-SLO_1	(AJ-58-SLO_1) Demonstrate a minimu	Demonstrate a minimum standard of ta	Demonstrate a minimum standard of	decaying_average	70	AJ-58	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-58_S	outcome	AJ-58-SLO_2	(AJ-58-SLO_2) Demonstrate a minimu	Demonstrate a minimum standard of ar	Demonstrate a minimum standard of	decaying_average	70	AJ-58	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-58_S	outcome	AJ-58-SLO_3	(AJ-58-SLO_3) Demonstrate knowledg	Demonstrate knowledge of the basic co	Demonstrate knowledge of the basic	decaying_average	70	AJ-58	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-58_S	outcome	AJ-58-SLO_4	(AJ-58-SLO_4) Demonstrate knowledg	Demonstrate knowledge of Driver Train	Demonstrate knowledge of Driver Tra	decaying_average	70	AJ-58	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-58_S	outcome	AJ-58-SLO_5	(AJ-58-SLO_5) Demonstrate knowledg	Demonstrate knowledge of use of force	Demonstrate knowledge of use of for	decaying_average	70	AJ-58	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-59_S	outcome	AJ-59-SLO_1	(AJ-59-SLO_1) Demonstrate the abilit	Demonstrate the ability to assess a bre	Demonstrate the ability to assess a b	decaying_average	70	AJ-59	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-59_S	outcome	AJ-59-SLO_2	(AJ-59-SLO_2) Identify and demonstra	Identify and demonstrate the steps to p	Identify and demonstrate the steps to	decaying_average	70	AJ-59	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-60_S	outcome	AJ-60-SLO_1	(AJ-60-SLO_1) Identify and demonstra	Identify and demonstrate the major tas	Identify and demonstrate the major t	decaying_average	70	AJ-60	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-60_S	outcome	AJ-60-SLO_2	(AJ-60-SLO_2) Identify and describe th	Identify and describe the overall missio	Identify and describe the overall miss	decaying_average	70	AJ-60	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-61_S	outcome	AJ-61-SLO_1	(AJ-61-SLO_1) Identify and demonstra	Identify and demonstrate major tasks a	Identify and demonstrate major tasks	decaying_average	70	AJ-61	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-61_S	outcome	AJ-61-SLO_2	(AJ-61-SLO_2) Identify and describe th	Identify and describe the overall missio	Identify and describe the overall miss	decaying_average	70	AJ-61	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-62_S	outcome	AJ-62-SLO_1	(AJ-62-SLO_1) Identify and demonstra	Identify and demonstrate the major tas	Identify and demonstrate the major t	decaying_average	70	AJ-62	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-62_S	outcome	AJ-62-SLO_2	(AJ-62-SLO_2) Identify and describe th	Identify and describe the overall missio	Identify and describe the overall miss	decaying_average	70	AJ-62	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-63_S	outcome	AJ-63-SLO_1	(AJ-63-SLO_1) Demonstrate an under	Demonstrate an understanding of the p	Demonstrate an understanding of th	decaying_average	70	AJ-63	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-71_S	outcome	AJ-71-SLO_1	(AJ-71-SLO_1) Given typical and atypi	Given typical and atypical workplace sc	Given typical and atypical workplace	decaying_average	70	AJ-71	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-71_S	outcome	AJ-71-SLO_2	(AJ-71-SLO_2) Identify and explain ap	Identify and explain applicable regulatic	Identify and explain applicable regul	decaying_average	70	AJ-71	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-8_SL	outcome	AJ-8-SLO_1	(AJ-8-SLO_1) Identify and describe the	Identify and describe the stages in the t	Identify and describe the stages in th	decaying_average	70	AJ-8	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-8_SL	outcome	AJ-8-SLO_2	(AJ-8-SLO_2) Identify and critically an	Identify and critically analyze the conce	Identify and critically analyze the con	decaying_average	70	AJ-8	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-9_SL	outcome	AJ-9-SLO_1	(AJ-9-SLO_1) Discuss the origins and h	Discuss the origins and history of Ameri	Discuss the origins and history of Am	decaying_average	70	AJ-9	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-9_SL	outcome	AJ-9-SLO_2	(AJ-9-SLO_2) Identify and differentiat	Identify and differentiate clients in each	Identify and differentiate clients in ea	decaying_average	70	AJ-9	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-9_SL	outcome	AJ-9-SLO_3	(AJ-9-SLO_3) Compare and contrast b	Compare and contrast between public,	Compare and contrast between publ	decaying_average	70	AJ-9	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AJ-9_SL	outcome	AJ-9-SLO_4	(AJ-9-SLO_4) Identify the innovative p	Identify the innovative programs design	Identify the innovative programs des	decaying_average	70	AJ-9	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ANTH-1	outcome	ANTH-1-SLO_1	(ANTH-1-SLO_1) Given a set of proble	Given a set of problems or questions re	Given a set of problems or questions	decaying_average	70	ANTH-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ANTH-1	outcome	ANTH-1-SLO_2	(ANTH-1-SLO_2) Given a set of proble	Given a set of problems, questions, or b	Given a set of problems, questions, o	decaying_average	70	ANTH-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ANTH-1	outcome	ANTH-1L-SLO_1	(ANTH-1L-SLO_1) Given a set of probl	Given a set of problems or questions re	Given a set of problems or questions	decaying_average	70	ANTH-1L	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ANTH-1	outcome	ANTH-1L-SLO_2	(ANTH-1L-SLO_2) Given a set of probl	Given a set of problems, questions, or b	Given a set of problems, questions, o	decaying_average	70	ANTH-1L	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ANTH-1	outcome	ANTH-1L-SLO_3	(ANTH-1L-SLO_3) Apply the scientific	Apply the scientific method by stating a	Apply the scientific method by statin	decaying_average	70	ANTH-1L	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ANTH-1	outcome	ANTH-1L-SLO_4	(ANTH-1L-SLO_4) Correctly perform b	Correctly perform biological laboratory	Correctly perform biological laborato	decaying_average	70	ANTH-1L	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ANTH-1	outcome	ANTH-1L-SLO_5	(ANTH-1L-SLO_5) Create a project tha	Create a project that demonstrates kno	Create a project that demonstrates k	decaying_average	70	ANTH-1L	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ANTH-2	outcome	ANTH-2-SLO_1	(ANTH-2-SLO_1) Identify and explain	Identify and explain customs, beliefs, tr	Identify and explain customs, beliefs,	decaying_average	70	ANTH-2	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ANTH-2	outcome	ANTH-2-SLO_2	(ANTH-2-SLO_2) Compare and contra	Compare and contrast two specific cultu	Compare and contrast two specific cu	decaying_average	70	ANTH-2	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ANTH-2	outcome	ANTH-2-SLO_3	(ANTH-2-SLO_3) Describe ethical issu	Describe ethical issues anthropologists	Describe ethical issues anthropologis	decaying_average	70	ANTH-2	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ART-10	outcome	ART-10A-SLO_1	(ART-10A-SLO_1) Choose acrylic, or w	Choose acrylic, or watercolor mediums,	Choose acrylic, or watercolor mediun	decaying_average	70	ART-10A	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ART-10	outcome	ART-10A-SLO_2	(ART-10A-SLO_2) Use basic blending t	Use basic blending techniques to produ	Use basic blending techniques to pro	decaying_average	70	ART-10A	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ART-10	outcome	ART-10A-SLO_3	(ART-10A-SLO_3) Use basic painting e	Use basic painting equipment and techn	Use basic painting equipment and te	decaying_average	70	ART-10A	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ART-10	outcome	ART-10B-SLO_1	(ART-10B-SLO_1) Use equipment and	Use equipment and techniques in the c	Use equipment and techniques in th	decaying_average	70	ART-10B	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence

ART-10	outcome	ART-10B-SLO_2	(ART-10B-SLO_2) Use alternate techn	Use alternate techniques such as glazin	Use alternate techniques such as gla	decaying_average	70	ART-10B	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-10	outcome	ART-10B-SLO_3	(ART-10B-SLO_3) Use appropriate ter	Use appropriate terminology in choosin	Use appropriate terminology in choo	decaying_average	70	ART-10B	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-10	outcome	ART-10C-SLO_1	(ART-10C-SLO_1) Use alternate techn	Use alternate techniques such as mono	Use alternate techniques such as mo	decaying_average	70	ART-10C	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-10	outcome	ART-10C-SLO_2	(ART-10C-SLO_2) Express a subject m	Express a subject more thoroughly thro	Express a subject more thoroughly th	decaying_average	70	ART-10C	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-10	outcome	ART-10C-SLO_3	(ART-10C-SLO_3) Exhibit the beginnin	Exhibit the beginnings of a personal styl	Exhibit the beginnings of a personal s	decaying_average	70	ART-10C	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-10	outcome	ART-10D-SLO_1	(ART-10D-SLO_1) Produce a portfolio	Produce a portfolio of paintings suitabl	Produce a portfolio of paintings suita	decaying_average	70	ART-10D	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-10	outcome	ART-10D-SLO_2	(ART-10D-SLO_2) Discuss and/or writ	Discuss and/or write using appropriate	Discuss and/or write using appropria	decaying_average	70	ART-10D	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-19	outcome	ART-19A-SLO_1	(ART-19A-SLO_1) Capture images wit	Capture images with correct exposure,	Capture images with correct exposur	decaying_average	70	ART-19A	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-19	outcome	ART-19A-SLO_2	(ART-19A-SLO_2) Manipulate images,	Manipulate images, using basic Adobe s	Manipulate images, using basic Adob	decaying_average	70	ART-19A	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-19	outcome	ART-19A-SLO_3	(ART-19A-SLO_3) Discuss/critique dig	Discuss/critique digital photographs usi	Discuss/critique digital photographs u	decaying_average	70	ART-19A	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-19	outcome	ART-19B-SLO_1	(ART-19B-SLO_1) Use digital photogra	Use digital photographic tools and tech	Use digital photographic tools and te	decaying_average	70	ART-19B	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-19	outcome	ART-19B-SLO_2	(ART-19B-SLO_2) Use software tools a	Use software tools and techniques to e	Use software tools and techniques tc	decaying_average	70	ART-19B	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-19	outcome	ART-19B-SLO_3	(ART-19B-SLO_3) Use software tools a	Use software tools and techniques to e	Use software tools and techniques tc	decaying_average	70	ART-19B	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-19	outcome	ART-19C-SLO_1	(ART-19C-SLO_1) Use advanced digita	Use advanced digital photographic imag	Use advanced digital photographic in	decaying_average	70	ART-19C	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-19	outcome	ART-19C-SLO_2	(ART-19C-SLO_2) Use advanced digita	Use advanced digital tools and techniq	Use advanced digital tools and techn	decaying_average	70	ART-19C	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-19	outcome	ART-19D-SLO_1	(ART-19D-SLO_1) Produce a body of v	Produce a body of work that effectively	Produce a body of work that effectiv	decaying_average	70	ART-19D	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-19	outcome	ART-19D-SLO_2	(ART-19D-SLO_2) Prepare the work su	Prepare the work suitably for presentat	Prepare the work suitably for present	decaying_average	70	ART-19D	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-1A	outcome	ART-1A-SLO_1	(ART-1A-SLO_1) Solve basic problems	Solve basic problems of visual expressic	Solve basic problems of visual expres	decaying_average	70	ART-1A	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-1A	outcome	ART-1A-SLO_2	(ART-1A-SLO_2) Describe two-dimens	Describe two-dimension artwork using	Describe two-dimension artwork usir	decaying_average	70	ART-1A	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-1A	outcome	ART-1A-SLO_3	(ART-1A-SLO_3) Demonstrate basic kr	Demonstrate basic knowledge of two-d	Demonstrate basic knowledge of twc	decaying_average	70	ART-1A	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-1B	outcome	ART-1B-SLO_1	(ART-1B-SLO_1) Solve basic problems	Solve basic problems of visual expressic	Solve basic problems of visual expres	decaying_average	70	ART-1B	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-1B	outcome	ART-1B-SLO_2	(ART-1B-SLO_2) Describe 3-dimensior	Describe 3-dimension design productio	Describe 3-dimension design product	decaying_average	70	ART-1B	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-1B	outcome	ART-1B-SLO_3	(ART-1B-SLO_3) Demonstrate basic kr	Demonstrate basic knowledge of 3-dim	Demonstrate basic knowledge of 3-d	decaying_average	70	ART-1B	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-1B	outcome	ART-1B-SLO_4	(ART-1B-SLO_4) Use basic computer c	Use basic computer design software to	Use basic computer design software	decaying_average	70	ART-1B	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-2_	outcome	ART-2-SLO_1	(ART-2-SLO_1) Produce basic realistic	Produce basic realistic drawings of varic	Produce basic realistic drawings of va	decaying_average	70	ART-2	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-2_	outcome	ART-2-SLO_2	(ART-2-SLO_2) Produce non-realistic c	Produce non-realistic drawings, using al	Produce non-realistic drawings, using	decaying_average	70	ART-2	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-21	outcome	ART-21-SLO_1	(ART-21-SLO_1) Solve visual problems	Solve visual problems using design prin	Solve visual problems using design pr	decaying_average	70	ART-21	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-21	outcome	ART-21-SLO_2	(ART-21-SLO_2) Discuss and analyze c	Discuss and analyze color, value contra	Discuss and analyze color, value cont	decaying_average	70	ART-21	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-21	outcome	ART-21-SLO_3	(ART-21-SLO_3) Produce conceptual b	Produce conceptual based two-dimensi	Produce conceptual based two-dime	decaying_average	70	ART-21	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-22	outcome	ART-22-SLO_1	(ART-22-SLO_1) Recognize and apply	Recognize and apply the principles and	Recognize and apply the principles ar	decaying_average	70	ART-22	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-22	outcome	ART-22-SLO_2	(ART-22-SLO_2) Formulate criteria for	Formulate criteria for interpretation an	Formulate criteria for interpretation	decaying_average	70	ART-22	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-22	outcome	ART-22-SLO_3	(ART-22-SLO_3) Practice producing cc	Practice producing communicative illus	Practice producing communicative ill	decaying_average	70	ART-22	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-22	outcome	ART-22-SLO_4	(ART-22-SLO_4) Understand commun	Understand communication problems a	Understand communication problem	decaying_average	70	ART-22	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-23	outcome	ART-23-SLO_1	(ART-23-SLO_1) Demonstrate press te	Demonstrate press techniques and prin	Demonstrate press techniques and p	decaying_average	70	ART-23	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-23	outcome	ART-23-SLO_2	(ART-23-SLO_2) Identify historic and a	Identify historic and aesthetic concepts	Identify historic and aesthetic conce	decaying_average	70	ART-23	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-23	outcome	ART-23-SLO_3	(ART-23-SLO_3) Demonstrate appropr	Demonstrate appropriate vocabulary in	Demonstrate appropriate vocabulary	decaying_average	70	ART-23	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-25	outcome	ART-25-SLO_1	(ART-25-SLO_1) Solve time-based con	Solve time-based conceptual problems	Solve time-based conceptual problen	decaying_average	70	ART-25	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-25	outcome	ART-25-SLO_2	(ART-25-SLO_2) Discuss and analyze c	Discuss and analyze digital graphics: Bit	Discuss and analyze digital graphics: I	decaying_average	70	ART-25	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-25	outcome	ART-25-SLO_3	(ART-25-SLO_3) Demonstrate basic kr	Demonstrate basic knowledge of career	Demonstrate basic knowledge of care	decaying_average	70	ART-25	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-26	outcome	ART-26-SLO_1	(ART-26-SLO_1) Produce original grap	Produce original graphic layout and des	Produce original graphic layout and c	decaying_average	70	ART-26	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-26	outcome	ART-26-SLO_2	(ART-26-SLO_2) Analyze and apply th	Analyze and apply the principles of desi	Analyze and apply the principles of d	decaying_average	70	ART-26	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-26	outcome	ART-26-SLO_3	(ART-26-SLO_3) Make sound aesthetic	Make sound aesthetic judgments and p	Make sound aesthetic judgments anc	decaying_average	70	ART-26	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-3_	outcome	ART-3-SLO_1	(ART-3-SLO_1) Produce drawings of tl	Produce drawings of the human figure,	Produce drawings of the human figur	decaying_average	70	ART-3	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-3_	outcome	ART-3-SLO_2	(ART-3-SLO_2) Understand the impor	Understand the importance of the hum	Understand the importance of the hu	decaying_average	70	ART-3	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-3_	outcome	ART-3-SLO_3	(ART-3-SLO_3) Achieve a likeness and	Achieve a likeness and convincing illusic	Achieve a likeness and convincing illu	decaying_average	70	ART-3	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-36	outcome	ART-36A-SLO_1	(ART-36A-SLO_1) Use hand-building t	Use hand-building techniques to produ	Use hand-building techniques to proc	decaying_average	70	ART-36A	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-36	outcome	ART-36A-SLO_2	(ART-36A-SLO_2) Use wheel-throwing	Use wheel-throwing techniques to thro	Use wheel-throwing techniques to th	decaying_average	70	ART-36A	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-36	outcome	ART-36A-SLO_3	(ART-36A-SLO_3) Use single glazing a	Use single glazing and texture techniqu	Use single glazing and texture techni	decaying_average	70	ART-36A	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-36	outcome	ART-36A-SLO_4	(ART-36A-SLO_4) Use appropriate ter	Use appropriate terminology to describ	Use appropriate terminology to desc	decaying_average	70	ART-36A	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-36	outcome	ART-36B-SLO_1	(ART-36B-SLO_1) Use hand-building t	Use hand-building techniques to produ	Use hand-building techniques to proc	decaying_average	70	ART-36B	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-36	outcome	ART-36B-SLO_2	(ART-36B-SLO_2) Use increasingly cor	Use increasingly complex hand building	Use increasingly complex hand buildi	decaying_average	70	ART-36B	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-36	outcome	ART-36B-SLO_3	(ART-36B-SLO_3) Use increasingly cor	Use increasingly complex hand building	Use increasingly complex hand buildi	decaying_average	70	ART-36B	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-36	outcome	ART-36B-SLO_4	(ART-36B-SLO_4) Use layer/wax resist	Use layer/wax resist/airbrush glazing te	Use layer/wax resist/airbrush glazing	decaying_average	70	ART-36B	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-36	outcome	ART-36B-SLO_5	(ART-36B-SLO_5) Demonstrate knowl	Demonstrate knowledge of ceramics pr	Demonstrate knowledge of ceramics	decaying_average	70	ART-36B	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-36	outcome	ART-36C-SLO_1	(ART-36C-SLO_1) Use advanced techn	Use advanced techniques to produce pi	Use advanced techniques to produce	decaying_average	70	ART-36C	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-36	outcome	ART-36C-SLO_2	(ART-36C-SLO_2) Use appropriate lan	Use appropriate language to describe a	Use appropriate language to describe	decaying_average	70	ART-36C	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-36	outcome	ART-36C-SLO_3	(ART-36C-SLO_3) Demonstrate knowl	Demonstrate knowledge of current trer	Demonstrate knowledge of current tı	decaying_average	70	ART-36C	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-36	outcome	ART-36D-SLO_1	(ART-36D-SLO_1) Produce a body ("p	Produce a body ("portfolio") of ceramic	Produce a body ("portfolio") of ceran	decaying_average	70	ART-36D	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-36	outcome	ART-36D-SLO_2	(ART-36D-SLO_2) Use appropriate ter	Use appropriate terminology to make o	Use appropriate terminology to mak	decaying_average	70	ART-36D	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-43	outcome	ART-43A-SLO_1	(ART-43A-SLO_1) Properly use hand a	Properly use hand and power tools con	Properly use hand and power tools c	decaying_average	70	ART-43A	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-43	outcome	ART-43A-SLO_2	(ART-43A-SLO_2) Design jewelry piec	Design jewelry pieces using formal desi	Design jewelry pieces using formal de	decaying_average	70	ART-43A	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-43	outcome	ART-43A-SLO_3	(ART-43A-SLO_3) Demonstrate knowl	Demonstrate knowledge of and analyze	Demonstrate knowledge of and analy	decaying_average	70	ART-43A	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-43	outcome	ART-43B-SLO_1	(ART-43B-SLO_1) Properly use hand a	Properly use hand and power tools con	Properly use hand and power tools c	decaying_average	70	ART-43B	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-43	outcome	ART-43B-SLO_2	(ART-43B-SLO_2) Use common conte	Use common contemporary techniques	Use common contemporary techniq	decaying_average	70	ART-43B	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-43	outcome	ART-43B-SLO_3	(ART-43B-SLO_3) Use rock saws and p	Use rock saws and polishers to cut and	Use rock saws and polishers to cut ar	decaying_average	70	ART-43B	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-43	outcome	ART-43B-SLO_4	(ART-43B-SLO_4) Demonstrate knowl	Demonstrate knowledge of body ornam	Demonstrate knowledge of body orn	decaying_average	70	ART-43B	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ART-43	outcome	ART-43C-SLO_1	(ART-43C-SLO_1) Design and produce	Design and produce a piece of jewelry t	Design and produce a piece of jewelr	decaying_average	70	ART-43C	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence

ART-43	outcome	ART-43C-SLO_2	(ART-43C-SLO_2) Use processes such	Use processes such as inlaying, repouss	Use processes such as inlaying, repou	decaying_average	70	ART-43C	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ART-43	outcome	ART-43C-SLO_3	(ART-43C-SLO_3) Fabricate jewelry us	Fabricate jewelry using "cold connectio	Fabricate jewelry using "cold connect	decaying_average	70	ART-43C	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ART-43	outcome	ART-43C-SLO_4	(ART-43C-SLO_4) Incorporate non-pre	Incorporate non-precious materials and	Incorporate non-precious materials a	decaying_average	70	ART-43C	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ART-43	outcome	ART-43D-SLO_1	(ART-43D-SLO_1) Adhere to professio	Adhere to professional expectations in	Adhere to professional expectations i	decaying_average	70	ART-43D	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ART-43	outcome	ART-43D-SLO_2	(ART-43D-SLO_2) Produce working dr	Produce working drawings.	Produce working drawings.	decaying_average	70	ART-43D	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ART-43	outcome	ART-43D-SLO_3	(ART-43D-SLO_3) Continue to develo	Continue to develop a personal style.	Continue to develop a personal style.	decaying_average	70	ART-43D	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ART-43	outcome	ART-43D-SLO_4	(ART-43D-SLO_4) Produce a formal pc	Produce a formal portfolio of finished p	Produce a formal portfolio of finishec	decaying_average	70	ART-43D	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ART-49	outcome	ART-49-SLO_1	(ART-49-SLO_1) After creating individ	After creating individualized measurabl	After creating individualized measura	decaying_average	70	ART-49	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ART-49	outcome	ART-49-SLO_2	(ART-49-SLO_2) Demonstrate proficie	Demonstrate proficient soft skills identi	Demonstrate proficient soft skills ide	decaying_average	70	ART-49	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ART-49	outcome	ART-49-SLO_3	(ART-49-SLO_3) Given the course syll	Given the course syllabus, which identif	Given the course syllabus, which ider	decaying_average	70	ART-49	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ART-49	outcome	ART-49-SLO_4	(ART-49-SLO_4) Demonstrate the abil	Demonstrate the ability to use descripti	Demonstrate the ability to use descri	decaying_average	70	ART-49	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ART-49	outcome	ART-49-SLO_5	(ART-49-SLO_5) Identify career optior	Identify career options within this acad	Identify career options within this ac	decaying_average	70	ART-49	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ART-50	outcome	ART-50-SLO_1	(ART-50-SLO_1) Construct four (4) ea	Construct four (4) each, Archimedean a	Construct four (4) each, Archimedear	decaying_average	70	ART-50	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ART-50	outcome	ART-50-SLO_2	(ART-50-SLO_2) Complete one resear	Complete one research assignment with	Complete one research assignment w	decaying_average	70	ART-50	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ART-6_	outcome	ART-6-SLO_1	(ART-6-SLO_1) Use appropriate termi	Use appropriate terminology in compar	Use appropriate terminology in comp	decaying_average	70	ART-6	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ART-6_	outcome	ART-6-SLO_2	(ART-6-SLO_2) Describe how works o	Describe how works of art from the pas	Describe how works of art from the p	decaying_average	70	ART-6	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ART-6_	outcome	ART-6-SLO_3	(ART-6-SLO_3) Describe the criteria u	Describe the criteria used to judge worl	Describe the criteria used to judge w	decaying_average	70	ART-6	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ART-7_	outcome	ART-7-SLO_1	(ART-7-SLO_1) Use appropriate termi	Use appropriate terminology in compar	Use appropriate terminology in comp	decaying_average	70	ART-7	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ART-7_	outcome	ART-7-SLO_2	(ART-7-SLO_2) Describe how works o	Describe how works of art from the pas	Describe how works of art from the p	decaying_average	70	ART-7	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ART-7_	outcome	ART-7-SLO_3	(ART-7-SLO_3) Describe the criteria u	Describe the criteria used to judge worl	Describe the criteria used to judge w	decaying_average	70	ART-7	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ART-8_	outcome	ART-8-SLO_1	(ART-8-SLO_1) Demonstrate basic kn	Demonstrate basic knowledge of visual	Demonstrate basic knowledge of visu	decaying_average	70	ART-8	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ART-8_	outcome	ART-8-SLO_2	(ART-8-SLO_2) Describe and analyze v	Describe and analyze works of visual art	Describe and analyze works of visual	decaying_average	70	ART-8	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ART-8_	outcome	ART-8-SLO_3	(ART-8-SLO_3) Demonstrate basic kn	Demonstrate basic knowledge of visual	Demonstrate basic knowledge of visu	decaying_average	70	ART-8	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ART-8_	outcome	ART-8-SLO_4	(ART-8-SLO_4) Demonstrate basic kn	Demonstrate basic knowledge of art his	Demonstrate basic knowledge of art	decaying_average	70	ART-8	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ART-8_	outcome	ART-8-SLO_5	(ART-8-SLO_5) Demonstrate basic kn	Demonstrate basic knowledge of perioc	Demonstrate basic knowledge of per	decaying_average	70	ART-8	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ASL-1_	outcome	ASL-1-SLO_1	(ASL-1-SLO_1) Recognize and underst	Recognize and understand basic signed	Recognize and understand basic sign	decaying_average	70	ASL-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ASL-1_	outcome	ASL-1-SLO_2	(ASL-1-SLO_2) Construct comprehens	Construct comprehensible sentences w	Construct comprehensible sentences	decaying_average	70	ASL-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ASL-1_	outcome	ASL-1-SLO_3	(ASL-1-SLO_3) Evaluate elements of D	Evaluate elements of Deaf Culture with	Evaluate elements of Deaf Culture wi	decaying_average	70	ASL-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ASL-1_	outcome	ASL-1-SLO_4	(ASL-1-SLO_4) Use socially appropriat	Use socially appropriate behaviors whil	Use socially appropriate behaviors wl	decaying_average	70	ASL-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ASL-1_	outcome	ASL-1-SLO_5	(ASL-1-SLO_5) Discuss features of the	Discuss features of the culture and hist	Discuss features of the culture and hi	decaying_average	70	ASL-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ASL-2_	outcome	ASL-2-SLO_1	(ASL-2-SLO_1) Demonstrate intermed	Demonstrate intermediate commands a	Demonstrate intermediate commanc	decaying_average	70	ASL-2	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ASL-2_	outcome	ASL-2-SLO_2	(ASL-2-SLO_2) Perform more complic	Perform more complicated sentence str	Perform more complicated sentence	decaying_average	70	ASL-2	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ASL-2_	outcome	ASL-2-SLO_3	(ASL-2-SLO_3) Respond with use of cu	Respond with use of culturally appropri	Respond with use of culturally appro	decaying_average	70	ASL-2	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ASL-2_	outcome	ASL-2-SLO_4	(ASL-2-SLO_4) Compare and contrast	Compare and contrast aspects of Ameri	Compare and contrast aspects of Am	decaying_average	70	ASL-2	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ASL-2_	outcome	ASL-2-SLO_5	(ASL-2-SLO_5) Translate written scrip	Translate written script to ASL.	Translate written script to ASL.	decaying_average	70	ASL-2	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ASL-2_	outcome	ASL-2-SLO_6	(ASL-2-SLO_6) Discuss features of the	Discuss features of the culture and hist	Discuss features of the culture and hi	decaying_average	70	ASL-2	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ASTR-1	outcome	ASTR-1-SLO_1	(ASTR-1-SLO_1) Analyze the impact o	Analyze the impact of current and futur	Analyze the impact of current and fu	decaying_average	70	ASTR-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ASTR-1	outcome	ASTR-1-SLO_2	(ASTR-1-SLO_2) Apply methods of sci	Apply methods of scientific inquiry to a	Apply methods of scientific inquiry to	decaying_average	70	ASTR-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ASTR-1	outcome	ASTR-1-SLO_3	(ASTR-1-SLO_3) Explain astronomical	Explain astronomical theories and conc	Explain astronomical theories and co	decaying_average	70	ASTR-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AT-150	outcome	AT-150-SLO_1	(AT-150-SLO_1) Identify vehicle inforr	Identify vehicle information and perfor	Identify vehicle information and perf	decaying_average	70	AT-150	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AT-150	outcome	AT-150-SLO_2	(AT-150-SLO_2) Students will also be	Students will also be able to perform ve	Students will also be able to perform	decaying_average	70	AT-150	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AT-151	outcome	AT-151-SLO_1	(AT-151-SLO_1) Identify vehicle inforr	Identify vehicle information and perfor	Identify vehicle information and perf	decaying_average	70	AT-151	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AT-151	outcome	AT-151-SLO_2	(AT-151-SLO_2) Students will also be	Students will also be able to perform br	Students will also be able to perform	decaying_average	70	AT-151	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AT-151	outcome	AT-151-SLO_3	(AT-151-SLO_3) Students will also be	Students will also be able to measure ai	Students will also be able to measure	decaying_average	70	AT-151	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AT-49_	outcome	AT-49-SLO_1	(AT-49-SLO_1) After creating individu	After creating individualized measurabl	After creating individualized measura	decaying_average	70	AT-49	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AT-49_	outcome	AT-49-SLO_2	(AT-49-SLO_2) Demonstrate proficien	Demonstrate proficient soft skills identi	Demonstrate proficient soft skills ide	decaying_average	70	AT-49	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AT-49_	outcome	AT-49-SLO_3	(AT-49-SLO_3) Given the course syllat	Given the course syllabus, which identif	Given the course syllabus, which ider	decaying_average	70	AT-49	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AT-49_	outcome	AT-49-SLO_4	(AT-49-SLO_4) Demonstrate the abilit	Demonstrate the ability to use descripti	Demonstrate the ability to use descri	decaying_average	70	AT-49	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AT-49_	outcome	AT-49-SLO_5	(AT-49-SLO_5) Identify career options	Identify career options within this acad	Identify career options within this ac	decaying_average	70	AT-49	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AT-50_	outcome	AT-50-SLO_1	(AT-50-SLO_1) Identify vehicle inform	Identify vehicle information and perfor	Identify vehicle information and perf	decaying_average	70	AT-50	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AT-50_	outcome	AT-50-SLO_2	(AT-50-SLO_2) Students will also be a	Students will also be able to perform m	Students will also be able to perform	decaying_average	70	AT-50	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AT-54_	outcome	AT-54-SLO_1	(AT-54-SLO_1) Diagnose, analyze, and	Diagnose, analyze, and repair common	Diagnose, analyze, and repair commc	decaying_average	70	AT-54	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AT-54_	outcome	AT-54-SLO_2	(AT-54-SLO_2) Demonstrate proper u	Demonstrate proper use of tools and eq	Demonstrate proper use of tools and	decaying_average	70	AT-54	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AT-56_	outcome	AT-56-SLO_1	(AT-56-SLO_1) Diagnose, analyze, and	Diagnose, analyze, and repair common	Diagnose, analyze, and repair commc	decaying_average	70	AT-56	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AT-56_	outcome	AT-56-SLO_2	(AT-56-SLO_2) Demonstrate proper u	Demonstrate proper use of specialized t	Demonstrate proper use of specialize	decaying_average	70	AT-56	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AT-58_	outcome	AT-58-SLO_1	(AT-58-SLO_1) Diagnose, analyze, and	Diagnose, analyze, and repair air condit	Diagnose, analyze, and repair air con	decaying_average	70	AT-58	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AT-58_	outcome	AT-58-SLO_2	(AT-58-SLO_2) Diagnose, analyze, and	Diagnose, analyze, and repair common	Diagnose, analyze, and repair commc	decaying_average	70	AT-58	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AT-58_	outcome	AT-58-SLO_3	(AT-58-SLO_3) Demonstrate proper u	Demonstrate proper use of specialized t	Demonstrate proper use of specialize	decaying_average	70	AT-58	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AT-60_	outcome	AT-60-SLO_1	(AT-60-SLO_1) Demonstrate the abilit	Demonstrate the ability to communicat	Demonstrate the ability to communi	decaying_average	70	AT-60	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AT-60_	outcome	AT-60-SLO_2	(AT-60-SLO_2) The students will also l	The students will also be able to overse	The students will also be able to over	decaying_average	70	AT-60	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AT-66_	outcome	AT-66-SLO_1	(AT-66-SLO_1) Diagnose, analyze, and	Diagnose, analyze, and repair common	Diagnose, analyze, and repair commc	decaying_average	70	AT-66	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AT-68_	outcome	AT-68-SLO_1	(AT-68-SLO_1) Demonstrate the abilit	Demonstrate the ability to perform diag	Demonstrate the ability to perform d	decaying_average	70	AT-68	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AT-68_	outcome	AT-68-SLO_2	(AT-68-SLO_2) Diagnose, analyze, and	Diagnose, analyze, and correct malfunc	Diagnose, analyze, and correct malfu	decaying_average	70	AT-68	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AT-68_	outcome	AT-68-SLO_3	(AT-68-SLO_3) Demonstrate and prop	Demonstrate and proper use of specialis	Demonstrate and proper use of speci	decaying_average	70	AT-68	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AT-70_	outcome	AT-70-SLO_1	(AT-70-SLO_1) Demonstrate effective	Demonstrate effective time manageme	Demonstrate effective time manager	decaying_average	70	AT-70	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AT-72_	outcome	AT-72-SLO_1	(AT-72-SLO_1) Diagnose, disassemble	Diagnose, disassemble, initiate correcti	Diagnose, disassemble, initiate corre	decaying_average	70	AT-72	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
AT-72_	outcome	AT-72-SLO_2	(AT-72-SLO_2) Perform machining an	Perform machining and balancing proce	Perform machining and balancing pr	decaying_average	70	AT-72	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence

AT-74_	outcome	AT-74-SLO_1	(AT-74-SLO_1) Diagnose, disassemble	Diagnose, disassemble, initiate correcti	Diagnose, disassemble, initiate corre	decaying_average	70	AT-74	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AT-74_	outcome	AT-74-SLO_2	(AT-74-SLO_2) Perform common cylin	Perform common cylinder head machin	Perform common cylinder head mac	decaying_average	70	AT-74	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AT-80_	outcome	AT-80-SLO_1	(AT-80-SLO_1) Diagnose, analyze, and	Diagnose, analyze, and repair common	Diagnose, analyze, and repair comm	decaying_average	70	AT-80	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AT-80_	outcome	AT-80-SLO_2	(AT-80-SLO_2) Demonstrate proper u	Demonstrate proper use of specialized	Demonstrate proper use of specialize	decaying_average	70	AT-80	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AT-82_	outcome	AT-82-SLO_1	(AT-82-SLO_1) Use various meters an	Use various meters and test equipment	Use various meters and test equipme	decaying_average	70	AT-82	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AT-82_	outcome	AT-82-SLO_2	(AT-82-SLO_2) Demonstrate proper u	Demonstrate proper use of specialized	Demonstrate proper use of specialize	decaying_average	70	AT-82	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AT-84_	outcome	AT-84-SLO_1	(AT-84-SLO_1) Diagnose, analyze, and	Diagnose, analyze, and repair common	Diagnose, analyze, and repair comm	decaying_average	70	AT-84	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AT-84_	outcome	AT-84-SLO_2	(AT-84-SLO_2) Demonstrate proper u	Demonstrate proper use specialized toc	Demonstrate proper use specialized t	decaying_average	70	AT-84	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AT-90_	outcome	AT-90-SLO_1	(AT-90-SLO_1) Understand, define an	Understand, define and use automotive	Understand, define and use automot	decaying_average	70	AT-90	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AT-90_	outcome	AT-90-SLO_2	(AT-90-SLO_2) The student will be abl	The student will be able to self-maintai	The student will be able to self-maint	decaying_average	70	AT-90	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AT-90A	outcome	AT-90A-SLO_1	(AT-90A-SLO_1) Demonstrate a safe-v	Demonstrate a safe-working knowledge	Demonstrate a safe-working knowlec	decaying_average	70	AT-90A	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AT-90A	outcome	AT-90A-SLO_2	(AT-90A-SLO_2) Identify major autom	Identify major automobile components	Identify major automobile componer	decaying_average	70	AT-90A	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AT-90A	outcome	AT-90A-SLO_3	(AT-90A-SLO_3) Demonstrate owner/	Demonstrate owner/operator preventa	Demonstrate owner/operator prever	decaying_average	70	AT-90A	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AT-90A	outcome	AT-90A-SLO_4	(AT-90A-SLO_4) Demonstrate commo	Demonstrate common roadside repairs	Demonstrate common roadside repa	decaying_average	70	AT-90A	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AT-91_	outcome	AT-91-SLO_1	(AT-91-SLO_1) Describe and demonst	Describe and demonstrate personal, sh	Describe and demonstrate personal,	decaying_average	70	AT-91	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AT-91_	outcome	AT-91-SLO_2	(AT-91-SLO_2) Describe the laws, reg	Describe the laws, regulations, and pro	Describe the laws, regulations, and p	decaying_average	70	AT-91	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AT-91_	outcome	AT-91-SLO_3	(AT-91-SLO_3) Describe the standards	Describe the standards of practice expe	Describe the standards of practice ex	decaying_average	70	AT-91	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AT-91_	outcome	AT-91-SLO_4	(AT-91-SLO_4) Demonstrate ability to	Demonstrate ability to calibrate an emi	Demonstrate ability to calibrate an e	decaying_average	70	AT-91	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AT-91_	outcome	AT-91-SLO_5	(AT-91-SLO_5) Demonstrate their kno	Demonstrate their knowledge, skills and	Demonstrate their knowledge, skills a	decaying_average	70	AT-91	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AT-91_	outcome	AT-91-SLO_6	(AT-91-SLO_6) Demonstrate their kno	Demonstrate their knowledge, skills and	Demonstrate their knowledge, skills a	decaying_average	70	AT-91	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
AT-91_	outcome	AT-91-SLO_7	(AT-91-SLO_7) Describe and demonst	Describe and demonstrate they have th	Describe and demonstrate they have	decaying_average	70	AT-91	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
BIOL-1_	outcome	BIOL-1-SLO_1	(BIOL-1-SLO_1) Apply the scientific m	Apply the scientific method by stating a	Apply the scientific method by statin	decaying_average	70	BIOL-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
BIOL-1_	outcome	BIOL-1-SLO_2	(BIOL-1-SLO_2) Analyze the relationsh	Analyze the relationship between struct	Analyze the relationship between str	decaying_average	70	BIOL-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
BIOL-1_	outcome	BIOL-1-SLO_3	(BIOL-1-SLO_3) Explain the relationsh	Explain the relationship of the structure	Explain the relationship of the structu	decaying_average	70	BIOL-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
BIOL-1_	outcome	BIOL-1-SLO_4	(BIOL-1-SLO_4) Perform both a mend	Perform both a mendelian and molecul	Perform both a mendelian and molec	decaying_average	70	BIOL-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
BIOL-1_	outcome	BIOL-1-SLO_5	(BIOL-1-SLO_5) Perform biological lab	Perform biological laboratory skills and	Perform biological laboratory skills ar	decaying_average	70	BIOL-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
BIOL-10	outcome	BIOL-10-SLO_1	(BIOL-10-SLO_1) Distinguish major gr	Distinguish major groups of organisms	Distinguish major groups of organisn	decaying_average	70	BIOL-10	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
BIOL-10	outcome	BIOL-10-SLO_2	(BIOL-10-SLO_2) Describe the ecologi	Describe the ecological relationships be	Describe the ecological relationships	decaying_average	70	BIOL-10	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
BIOL-20	outcome	BIOL-20-SLO_1	(BIOL-20-SLO_1) Perform isolations o	Perform isolations of bacteria from a m	Perform isolations of bacteria from a	decaying_average	70	BIOL-20	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
BIOL-20	outcome	BIOL-20-SLO_2	(BIOL-20-SLO_2) Exhibit oral and writ	Exhibit oral and written communicatior	Exhibit oral and written communicat	decaying_average	70	BIOL-20	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
BIOL-20	outcome	BIOL-20-SLO_3	(BIOL-20-SLO_3) Compare and contra	Compare and contrast various organism	Compare and contrast various organi	decaying_average	70	BIOL-20	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
BIOL-20	outcome	BIOL-20-SLO_4	(BIOL-20-SLO_4) Explain the metaboli	Explain the metabolic activity of cellular	Explain the metabolic activity of cellu	decaying_average	70	BIOL-20	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
BIOL-20	outcome	BIOL-20-SLO_5	(BIOL-20-SLO_5) Perform biological la	Perform biological laboratory skills and	Perform biological laboratory skills ar	decaying_average	70	BIOL-20	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
BIOL-21	outcome	BIOL-21-SLO_1	(BIOL-21-SLO_1) Explain the structures and location within the various body systems Perform biological laboratory skills and display a habit of good laboratory practices. Exhibit oral and written communication competency	Explain the structures and location within the various body systems Perform biological laboratory skills and display a habit of good laboratory practices. Exhibit oral and written communication competency	Explain the structures and location within the various body systems Perform biological laboratory skills and display a habit of good laboratory practices. Exhibit oral and written communication competency	decaying_average	70	BIOL-21	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence

BIOL-21 outcome	BIOL-21-SLO_2	(BIOL-21-SLO_2) Explain the structures and location within the various body systems Perform biological laboratory skills and display a habit of good laboratory practices. Exhibit oral and written communication competency	Explain the structures and location within the various body systems Perform biological laboratory skills and display a habit of good laboratory practices. Exhibit oral and written communication competency	Explain the structures and location within the various body systems Perform biological laboratory skills and display a habit of good laboratory practices. Exhibit oral and written communication competency	decaying_average	70	BIOL-21	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
BIOL-21 outcome	BIOL-21-SLO_3	(BIOL-21-SLO_3) Explain the structures and location within the various body systems Perform biological laboratory skills and display a habit of good laboratory practices. Exhibit oral and written communication competency	Explain the structures and location within the various body systems Perform biological laboratory skills and display a habit of good laboratory practices. Exhibit oral and written communication competency	Explain the structures and location within the various body systems Perform biological laboratory skills and display a habit of good laboratory practices. Exhibit oral and written communication competency	decaying_average	70	BIOL-21	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
BIOL-22 outcome	BIOL-22-SLO_1	(BIOL-22-SLO_1) Describe the functio	Describe the functions and interactions	Describe the functions and interactio	decaying_average	70	BIOL-22	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
BIOL-22 outcome	BIOL-22-SLO_2	(BIOL-22-SLO_2) Perform biological la	Perform biological laboratory skills and	Perform biological laboratory skills a	decaying_average	70	BIOL-22	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
BIOL-22 outcome	BIOL-22-SLO_3	(BIOL-22-SLO_3) Exhibit oral and writ	Exhibit oral and written communicatior	Exhibit oral and written communicat	decaying_average	70	BIOL-22	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
BIOL-25 outcome	BIOL-25-SLO_1	(BIOL-25-SLO_1) Relate the structures	Relate the structures and functions of t	Relate the structures and functions o	decaying_average	70	BIOL-25	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
BIOL-25 outcome	BIOL-25-SLO_2	(BIOL-25-SLO_2) Correctly perform bi	Correctly perform biological laboratory	Correctly perform biological laborato	decaying_average	70	BIOL-25	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
BIOL-25 outcome	BIOL-25-SLO_3	(BIOL-25-SLO_3) Exhibit oral and writ	Exhibit oral and written communicatior	Exhibit oral and written communicat	decaying_average	70	BIOL-25	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
BIOL-26 outcome	BIOL-26-SLO_1	(BIOL-26-SLO_1) Relate the structures	Relate the structures and functions of t	Relate the structures and functions o	decaying_average	70	BIOL-26	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
BIOL-26 outcome	BIOL-26-SLO_2	(BIOL-26-SLO_2) Correctly perform bi	Correctly perform biological laboratory	Correctly perform biological laborato	decaying_average	70	BIOL-26	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
BIOL-26 outcome	BIOL-26-SLO_3	(BIOL-26-SLO_3) Exhibit oral and writ	Exhibit oral and written communicatior	Exhibit oral and written communicat	decaying_average	70	BIOL-26	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
BIOL-32 outcome	BIOL-32-SLO_1	(BIOL-32-SLO_1) Describe a biological	Describe a biological process involved w	Describe a biological process involve	decaying_average	70	BIOL-32	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence

BIOL-32	outcome	BIOL-32-SLO_2	(BIOL-32-SLO_2) Describe the key cha	Describe the key characteristics of all lif	Describe the key characteristics of all	decaying_average	70	BIOL-32	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
BIOL-32	outcome	BIOL-32L-SLO_1	(BIOL-32L-SLO_1) Describe a biologic	Describe a biological process involved w	Describe a biological process involve	decaying_average	70	BIOL-32L	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
BIOL-32	outcome	BIOL-32L-SLO_2	(BIOL-32L-SLO_2) Describe the key ch	Describe the key characteristics of all lif	Describe the key characteristics of all	decaying_average	70	BIOL-32L	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
BIOL-32	outcome	BIOL-32L-SLO_3	(BIOL-32L-SLO_3) Apply the scientific	Apply the scientific method by stating a	Apply the scientific method by statin	decaying_average	70	BIOL-32L	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
BIOL-32	outcome	BIOL-32L-SLO_4	(BIOL-32L-SLO_4) Perform biological l	Perform biological laboratory skills and	Perform biological laboratory skills a	decaying_average	70	BIOL-32L	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
BIOL-4_	outcome	BIOL-4-SLO_1	(BIOL-4-SLO_1) Apply the scientific m	Apply the scientific method by stating a	Apply the scientific method by statin	decaying_average	70	BIOL-4	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
BIOL-4_	outcome	BIOL-4-SLO_2	(BIOL-4-SLO_2) Construct a simple dic	Construct a simple dichotomous key uti	Construct a simple dichotomous key	decaying_average	70	BIOL-4	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
BIOL-4_	outcome	BIOL-4-SLO_3	(BIOL-4-SLO_3) Explain the evolution	Explain the evolutionary progression of	Explain the evolutionary progression	decaying_average	70	BIOL-4	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
BIOL-4_	outcome	BIOL-4-SLO_4	(BIOL-4-SLO_4) Perform biological lab	Perform biological laboratory skills and	Perform biological laboratory skills a	decaying_average	70	BIOL-4	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
BS-156_	outcome	BS-156-SLO_1	(BS-156-SLO_1) Correctly find, evalua	Correctly find, evaluate, and use print a	Correctly find, evaluate, and use prin	decaying_average	70	BS-156	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
BS-156_	outcome	BS-156-SLO_2	(BS-156-SLO_2) Complete 6-8 written	Complete 6-8 written assignments of pa	Complete 6-8 written assignments of	decaying_average	70	BS-156	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
BS-156_	outcome	BS-156-SLO_3	(BS-156-SLO_3) Revise and rework on	Revise and rework one assignment for e	Revise and rework one assignment fo	decaying_average	70	BS-156	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
BS-156_	outcome	BS-156-SLO_4	(BS-156-SLO_4) Demonstrate correct	Demonstrate correct and effective gram	Demonstrate correct and effective gr	decaying_average	70	BS-156	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
BS-170_	outcome	BS-170-SLO_1	(BS-170-SLO_1) Demonstrate readine	Demonstrate readiness for completing t	Demonstrate readiness for completir	decaying_average	70	BS-170	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
BS-171_	outcome	BS-171-SLO_1	(BS-171-SLO_1) Demonstrate readine	Demonstrate readiness for completing t	Demonstrate readiness for completir	decaying_average	70	BS-171	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
BUS-10	outcome	BUS-10-SLO_1	(BUS-10-SLO_1) Define culture within	Define culture within the context of the	Define culture within the context of t	decaying_average	70	BUS-10	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
BUS-10	outcome	BUS-10-SLO_2	(BUS-10-SLO_2) Apply leadership skill	Apply leadership skills and abilities that	Apply leadership skills and abilities th	decaying_average	70	BUS-10	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
BUS-10	outcome	BUS-10-SLO_3	(BUS-10-SLO_3) Analyze how languag	Analyze how language, gender, race, etl	Analyze how language, gender, race,	decaying_average	70	BUS-10	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
BUS-1A	outcome	BUS-1A-SLO_1	(BUS-1A-SLO_1) Demonstrate an und	Demonstrate an understanding of the in	Demonstrate an understanding of th	decaying_average	70	BUS-1A	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
BUS-1A	outcome	BUS-1A-SLO_2	(BUS-1A-SLO_2) Complete an account	Complete an accounting cycle and com	Complete an accounting cycle and co	decaying_average	70	BUS-1A	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
BUS-1B	outcome	BUS-1B-SLO_1	(BUS-1B-SLO_1) Explain and illustrate	Explain and illustrate the characteristics	Explain and illustrate the characterist	decaying_average	70	BUS-1B	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
BUS-1B	outcome	BUS-1B-SLO_2	(BUS-1B-SLO_2) Describe and illustrat	Describe and illustrate the use of accou	Describe and illustrate the use of acc	decaying_average	70	BUS-1B	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
BUS-2_	outcome	BUS-2-SLO_1	(BUS-2-SLO_1) Define common busin	Define common business terms, ideas, a	Define common business terms, idea	decaying_average	70	BUS-2	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
BUS-2_	outcome	BUS-2-SLO_2	(BUS-2-SLO_2) Demonstrate an under	Demonstrate an understanding of conte	Demonstrate an understanding of co	decaying_average	70	BUS-2	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
BUS-2_	outcome	BUS-2-SLO_3	(BUS-2-SLO_3) Demonstrate an under	Demonstrate an understanding of comr	Demonstrate an understanding of co	decaying_average	70	BUS-2	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
BUS-22	outcome	BUS-22-SLO_1	(BUS-22-SLO_1) Demonstrate a basic	Demonstrate a basic understanding of t	Demonstrate a basic understanding c	decaying_average	70	BUS-22	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
BUS-22	outcome	BUS-22-SLO_2	(BUS-22-SLO_2) Identify and explain t	Identify and explain the major construc	Identify and explain the major constr	decaying_average	70	BUS-22	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
BUS-25	outcome	BUS-25-SLO_1	(BUS-25-SLO_1) Define integrity and i	Define integrity and its importance to b	Define integrity and its importance to	decaying_average	70	BUS-25	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
BUS-25	outcome	BUS-25-SLO_2	(BUS-25-SLO_2) Identify the common	Identify the common barriers and needs	Identify the common barriers and ne	decaying_average	70	BUS-25	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
BUS-25	outcome	BUS-25-SLO_3	(BUS-25-SLO_3) Create a business pla	Create a business plan for a new busine	Create a business plan for a new busi	decaying_average	70	BUS-25	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
BUS-27	outcome	BUS-27-SLO_1	(BUS-27-SLO_1) Write, proofread and	Write, proofread and revise common bu	Write, proofread and revise common	decaying_average	70	BUS-27	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
BUS-27	outcome	BUS-27-SLO_2	(BUS-27-SLO_2) Identify proper types	Identify proper types of messages, the p	Identify proper types of messages, th	decaying_average	70	BUS-27	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
BUS-27	outcome	BUS-27-SLO_3	(BUS-27-SLO_3) Recall the best practi	Recall the best practices for business co	Recall the best practices for business	decaying_average	70	BUS-27	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
BUS-27	outcome	BUS-27-SLO_4	(BUS-27-SLO_4) Demonstrate effectiv	Demonstrate effective oral communicat	Demonstrate effective oral communi	decaying_average	70	BUS-27	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
BUS-49	outcome	BUS-49-SLO_1	(BUS-49-SLO_1) After creating individ	After creating individualized measurabl	After creating individualized measura	decaying_average	70	BUS-49	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
BUS-49	outcome	BUS-49-SLO_2	(BUS-49-SLO_2) Demonstrate proficie	Demonstrate proficient soft skills identi	Demonstrate proficient soft skills ide	decaying_average	70	BUS-49	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
BUS-49	outcome	BUS-49-SLO_3	(BUS-49-SLO_3) Given the course syll	Given the course syllabus, which identif	Given the course syllabus, which ider	decaying_average	70	BUS-49	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
BUS-49	outcome	BUS-49-SLO_4	(BUS-49-SLO_4) Demonstrate the abil	Demonstrate the ability to use descripti	Demonstrate the ability to use descri	decaying_average	70	BUS-49	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
BUS-49	outcome	BUS-49-SLO_5	(BUS-49-SLO_5) Identify career optior	Identify career options within this acad	Identify career options within this ac	decaying_average	70	BUS-49	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
BUS-84	outcome	BUS-84-SLO_1	(BUS-84-SLO_1) Compute basic math	Compute basic mathematical problems	Compute basic mathematical proble	decaying_average	70	BUS-84	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
BUS-84	outcome	BUS-84-SLO_2	(BUS-84-SLO_2) Use basic mathemati	Use basic mathematical skills to solve c	Use basic mathematical skills to solv	decaying_average	70	BUS-84	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
BUS-84	outcome	BUS-84-SLO_3	(BUS-84-SLO_3) Use basic mathemati	Use basic mathematical skills to solve b	Use basic mathematical skills to solv	decaying_average	70	BUS-84	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CARS-1	outcome	CARS-151-SLO_1	(CARS-151-SLO_1) Demonstrate enha	Demonstrate enhanced employment su	Demonstrate enhanced employment	decaying_average	70	CARS-151	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CARS-1	outcome	CARS-153-SLO_1	(CARS-153-SLO_1) Demonstrate enha	Demonstrate enhanced employment su	Demonstrate enhanced employment	decaying_average	70	CARS-153	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-11_	outcome	CD-11-SLO_1	(CD-11-SLO_1) Identify the purpose, v	Identify the purpose, value and use of fa	Identify the purpose, value and use o	decaying_average	70	CD-11	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-11_	outcome	CD-11-SLO_2	(CD-11-SLO_2) Describe the character	Describe the characteristics, strengths,	Describe the characteristics, strength	decaying_average	70	CD-11	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-11_	outcome	CD-11-SLO_3	(CD-11-SLO_3) Complete systematic c	Complete systematic observation meth	Complete systematic observation me	decaying_average	70	CD-11	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-12_	outcome	CD-12-SLO_1	(CD-12-SLO_1) Analyze theories of so	Analyze theories of socialization that ac	Analyze theories of socialization that	decaying_average	70	CD-12	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-12_	outcome	CD-12-SLO_2	(CD-12-SLO_2) Critically assess how e	Critically assess how educational, politic	Critically assess how educational, pol	decaying_average	70	CD-12	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-12_	outcome	CD-12-SLO_3	(CD-12-SLO_3) Synthesize and analyz	Synthesize and analyze research regardi	Synthesize and analyze research rega	decaying_average	70	CD-12	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-12_	outcome	CD-12-SLO_4	(CD-12-SLO_4) Describe effective stra	Describe effective strategies that empo	Describe effective strategies that em	decaying_average	70	CD-12	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-12_	outcome	CD-12-SLO_5	(CD-12-SLO_5) Demonstrate knowled	Demonstrate knowledge of community	Demonstrate knowledge of commun	decaying_average	70	CD-12	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-12_	outcome	CD-12-SLO_6	(CD-12-SLO_6) Identify one's own val	Identify one's own values, goals and ser	Identify one's own values, goals and	decaying_average	70	CD-12	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-15_	outcome	CD-15-SLO_1	(CD-15-SLO_1) Identify the directors r	Identify the directors role with families,	Identify the directors role with famili	decaying_average	70	CD-15	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-15_	outcome	CD-15-SLO_2	(CD-15-SLO_2) Develop and assess a b	Develop and assess a business plan, incl	Develop and assess a business plan, i	decaying_average	70	CD-15	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-15_	outcome	CD-15-SLO_3	(CD-15-SLO_3) Analyze program plann	Analyze program planning, curriculum,	Analyze program planning, curriculur	decaying_average	70	CD-15	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-16_	outcome	CD-16-SLO_1	(CD-16-SLO_1) Investigate and apply d	Investigate and apply developmentally a	Investigate and apply developmental	decaying_average	70	CD-16	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-16_	outcome	CD-16-SLO_2	(CD-16-SLO_2) Evaluate the teachers'	Evaluate the teachers' role in providing	Evaluate the teachers' role in providi	decaying_average	70	CD-16	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-16_	outcome	CD-16-SLO_3	(CD-16-SLO_3) Compare and contrast	Compare and contrast play based curric	Compare and contrast play based cur	decaying_average	70	CD-16	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-16_	outcome	CD-16-SLO_4	(CD-16-SLO_4) Demonstrate an under	Demonstrate an understanding of the n	Demonstrate an understanding of th	decaying_average	70	CD-16	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-16_	outcome	CD-16-SLO_5	(CD-16-SLO_5) Recognize variation in	Recognize variation in individual childre	Recognize variation in individual chil	decaying_average	70	CD-16	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-17_	outcome	CD-17-SLO_1	(CD-17-SLO_1) Analyze and select qua	Analyze and select quality children's cre	Analyze and select quality children's	decaying_average	70	CD-17	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-17_	outcome	CD-17-SLO_2	(CD-17-SLO_2) Read aloud to young c	Read aloud to young children and demo	Read aloud to young children and de	decaying_average	70	CD-17	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-19_	outcome	CD-19-SLO_1	(CD-19-SLO_1) Identify health, safety,	Identify health, safety, and environmen	Identify health, safety, and environm	decaying_average	70	CD-19	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-19_	outcome	CD-19-SLO_2	(CD-19-SLO_2) Assess strategies to m	Assess strategies to maximize the ment	Assess strategies to maximize the me	decaying_average	70	CD-19	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-19_	outcome	CD-19-SLO_3	(CD-19-SLO_3) Analyze the nutritiona	Analyze the nutritional needs of childre	Analyze the nutritional needs of chil	decaying_average	70	CD-19	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-19_	outcome	CD-19-SLO_4	(CD-19-SLO_4) Recall regulation, stan	Recall regulation, standards, policies, ar	Recall regulation, standards, policies,	decaying_average	70	CD-19	2	3	Exceeds M	2 Mastery	1 Near Mast	0 No Evidence

CD-19_ outcome	CD-19-SLO_5	(CD-19-SLO_5) Define the importance	Define the importance of collaboration	Define the importance of collaboratic	decaying_average	70	CD-19	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-20_ outcome	CD-20-SLO_1	(CD-20-SLO_1) Identify the underlying	Identify the underlying theoretical pers	Identify the underlying theoretical pe	decaying_average	70	CD-20	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-22_ outcome	CD-22-SLO_1	(CD-22-SLO_1) Apply infant/toddler d	Apply infant/toddler development to pl	Apply infant/toddler development to	decaying_average	70	CD-22	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-22_ outcome	CD-22-SLO_2	(CD-22-SLO_2) Describe and develop	Describe and develop a responsive prim	Describe and develop a responsive pr	decaying_average	70	CD-22	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-22_ outcome	CD-22-SLO_3	(CD-22-SLO_3) Develop strategies for	Develop strategies for effective commu	Develop strategies for effective comm	decaying_average	70	CD-22	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-23_ outcome	CD-23-SLO_1	(CD-23-SLO_1) Demonstrate the abilit	Demonstrate the ability to maintain a s	Demonstrate the ability to maintain a	decaying_average	70	CD-23	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-23_ outcome	CD-23-SLO_2	(CD-23-SLO_2) Demonstrate the abilit	Demonstrate the ability to provide appr	Demonstrate the ability to provide ap	decaying_average	70	CD-23	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-23_ outcome	CD-23-SLO_3	(CD-23-SLO_3) Develop skills in recog	Develop skills in recognizing and suppo	Develop skills in recognizing and sup	decaying_average	70	CD-23	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-23_ outcome	CD-23-SLO_4	(CD-23-SLO_4) Demonstrate facilitatic	Demonstrate facilitation skills between	Demonstrate facilitation skills betwe	decaying_average	70	CD-23	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-24_ outcome	CD-24-SLO_1	(CD-24-SLO_1) Integrate understandi	Integrate understanding of children's ch	Integrate understanding of children's	decaying_average	70	CD-24	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-24_ outcome	CD-24-SLO_2	(CD-24-SLO_2) Evaluate the effectiver	Evaluate the effectiveness of an early ch	Evaluate the effectiveness of an early	decaying_average	70	CD-24	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-24_ outcome	CD-24-SLO_3	(CD-24-SLO_3) Design implement, an	Design implement, and evaluate curricu	Design implement, and evaluate curr	decaying_average	70	CD-24	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-24_ outcome	CD-24-SLO_4	(CD-24-SLO_4) Apply a variety of effe	Apply a variety of effective approaches,	Apply a variety of effective approach	decaying_average	70	CD-24	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-24_ outcome	CD-24-SLO_5	(CD-24-SLO_5) Critically assess one's	Critically assess one's own teaching exp	Critically assess one's own teaching e	decaying_average	70	CD-24	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-25_ outcome	CD-25-SLO_1	(CD-25-SLO_1) Critically assess the co	Critically assess the components of cult	Critically assess the components of cu	decaying_average	70	CD-25	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-25_ outcome	CD-25-SLO_2	(CD-25-SLO_2) Critique theories and r	Critique theories and review the multip	Critique theories and review the mul	decaying_average	70	CD-25	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-25_ outcome	CD-25-SLO_3	(CD-25-SLO_3) Analyze various aspect	Analyze various aspects of children's ex	Analyze various aspects of children's	decaying_average	70	CD-25	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-25_ outcome	CD-25-SLO_4	(CD-25-SLO_4) Recognize that studen	Recognize that student variability exists	Recognize that student variability exi	decaying_average	70	CD-25	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-25_ outcome	CD-25-SLO_5	(CD-25-SLO_5) Critique theories and r	Critique theories and review the multip	Critique theories and review the mul	decaying_average	70	CD-25	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-25_ outcome	CD-25-SLO_6	(CD-25-SLO_6) Analyze various aspect	Analyze various aspects of children's ex	Analyze various aspects of children's	decaying_average	70	CD-25	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-25_ outcome	CD-25-SLO_7	(CD-25-SLO_7) Evaluate the impact of	Evaluate the impact of personal experie	Evaluate the impact of personal expe	decaying_average	70	CD-25	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-26_ outcome	CD-26-SLO_1	(CD-26-SLO_1) Distinguish the compo	Distinguish the components of appropr	Distinguish the components of appro	decaying_average	70	CD-26	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-26_ outcome	CD-26-SLO_2	(CD-26-SLO_2) Describe and appraise	Describe and appraise the components	Describe and appraise the componer	decaying_average	70	CD-26	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-26_ outcome	CD-26-SLO_3	(CD-26-SLO_3) Analyze parental need	Analyze parental needs and child needs	Analyze parental needs and child nee	decaying_average	70	CD-26	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-27_ outcome	CD-27-SLO_1	(CD-27-SLO_1) Identify and evaluate a	Identify and evaluate accessibility and r	Identify and evaluate accessibility an	decaying_average	70	CD-27	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-27_ outcome	CD-27-SLO_2	(CD-27-SLO_2) Synthesize informatio	Synthesize information and develop str	Synthesize information and develop	decaying_average	70	CD-27	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-27_ outcome	CD-27-SLO_3	(CD-27-SLO_3) Identify and describe a	Identify and describe a process of refer	Identify and describe a process of ref	decaying_average	70	CD-27	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-28_ outcome	CD-28-SLO_1	(CD-28-SLO_1) Identify strategies for	Identify strategies for connecting with c	Identify strategies for connecting wit	decaying_average	70	CD-28	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-28_ outcome	CD-28-SLO_2	(CD-28-SLO_2) Develop a new vocabu	Develop a new vocabulary for positive g	Develop a new vocabulary for positiv	decaying_average	70	CD-28	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-28_ outcome	CD-28-SLO_3	(CD-28-SLO_3) Identify the reasons be	Identify the reasons behind difficult beh	Identify the reasons behind difficult b	decaying_average	70	CD-28	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-28_ outcome	CD-28-SLO_4	(CD-28-SLO_4) Design curriculum to p	Design curriculum to promote positive s	Design curriculum to promote positiv	decaying_average	70	CD-28	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-28_ outcome	CD-28-SLO_5	(CD-28-SLO_5) Identify direct and ind	Identify direct and indirect guidance tec	Identify direct and indirect guidance	decaying_average	70	CD-28	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-30_ outcome	CD-30-SLO_1	(CD-30-SLO_1) Demonstrate the abilit	Demonstrate the ability to write an imp	Demonstrate the ability to write an in	decaying_average	70	CD-30	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-30_ outcome	CD-30-SLO_2	(CD-30-SLO_2) Define early literacy vc	Define early literacy vocabulary and ter	Define early literacy vocabulary and t	decaying_average	70	CD-30	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-31_ outcome	CD-31-SLO_1	(CD-31-SLO_1) Analyze major develop	Analyze major development milestones	Analyze major development milestor	decaying_average	70	CD-31	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-32_ outcome	CD-32-SLO_2	(CD-32-SLO_2) Analyze how culture, e	Analyze how culture, economics, politic	Analyze how culture, economics, pol	decaying_average	70	CD-32	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-33_ outcome	CD-33-SLO_3	(CD-33-SLO_3) Compare and contrast	Compare and contrast various theoretic	Compare and contrast various theore	decaying_average	70	CD-33	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-34_ outcome	CD-34-SLO_4	(CD-34-SLO_4) Apply developmental t	Apply developmental theory to child ob	Apply developmental theory to child	decaying_average	70	CD-34	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-35_ outcome	CD-35-SLO_5	(CD-35-SLO_5) Differentiate characte	Differentiate characteristics of typical a	Differentiate characteristics of typica	decaying_average	70	CD-35	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-49_ outcome	CD-49-SLO_1	(CD-49-SLO_1) After creating individu	After creating individualized measurabl	After creating individualized measura	decaying_average	70	CD-49	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-49_ outcome	CD-49-SLO_2	(CD-49-SLO_2) Demonstrate proficien	Demonstrate proficient soft skills identi	Demonstrate proficient soft skills ide	decaying_average	70	CD-49	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-49_ outcome	CD-49-SLO_3	(CD-49-SLO_3) Given the course syllal	Given the course syllabus, which identif	Given the course syllabus, which ider	decaying_average	70	CD-49	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-49_ outcome	CD-49-SLO_4	(CD-49-SLO_4) Demonstrate the abilit	Demonstrate the ability to use descripti	Demonstrate the ability to use descri	decaying_average	70	CD-49	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-49_ outcome	CD-49-SLO_5	(CD-49-SLO_5) Identify career option	Identify career options within this acad	Identify career options within this ac	decaying_average	70	CD-49	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-50_ outcome	CD-50-SLO_1	(CD-50-SLO_1) Demonstrate skills anc	Demonstrate skills and knowledge nece	Demonstrate skills and knowledge ne	decaying_average	70	CD-50	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-50_ outcome	CD-50-SLO_2	(CD-50-SLO_2) Demonstrate skills anc	Demonstrate skills and knowledge nece	Demonstrate skills and knowledge ne	decaying_average	70	CD-50	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CD-50_ outcome	CD-50-SLO_3	(CD-50-SLO_3) Demonstrate skills anc	Demonstrate skills and knowledge nece	Demonstrate skills and knowledge ne	decaying_average	70	CD-50	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CG-1_S outcome	CG-1-SLO_1	(CG-1-SLO_1) Identify resources avail	Identify resources available to college st	Identify resources available to colleg	decaying_average	70	CG-1	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CG-1_S outcome	CG-1-SLO_2	(CG-1-SLO_2) Identify study skills nec	Identify study skills necessary for succes	Identify study skills necessary for suc	decaying_average	70	CG-1	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CG-1_S outcome	CG-1-SLO_3	(CG-1-SLO_3) Demonstrate knowledg	Demonstrate knowledge of the impact o	Demonstrate knowledge of the impa	decaying_average	70	CG-1	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CG-150 outcome	CG-150-SLO_1	(CG-150-SLO_1) Apply methods and s	Apply methods and strategies learned in	Apply methods and strategies learne	decaying_average	70	CG-150	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CG-155 outcome	CG-155-SLO_1	(CG-155-SLO_1) Demonstrate approp	Demonstrate appropriate study techniq	Demonstrate appropriate study techn	decaying_average	70	CG-155	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CG-155 outcome	CG-155-SLO_2	(CG-155-SLO_2) Given a specific prob	Given a specific problem, identify appro	Given a specific problem, identify apj	decaying_average	70	CG-155	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CG-155 outcome	CG-155-SLO_3	(CG-155-SLO_3) Perform an advanced	Perform an advanced study skill activity	Perform an advanced study skill activ	decaying_average	70	CG-155	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CG-158 outcome	CG-158-SLO_1	(CG-158-SLO_1) Select appropriate cc	Select appropriate courses, which lead t	Select appropriate courses, which lea	decaying_average	70	CG-158	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CG-158 outcome	CG-158-SLO_2	(CG-158-SLO_2) List no less than five	List no less than five available services f	List no less than five available service	decaying_average	70	CG-158	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CHEM-1 outcome	CHEM-185-SLO_1	(CHEM-185-SLO_1) Demonstrate a ba	Demonstrate a basic understanding of f	Demonstrate a basic understanding c	decaying_average	70	CHEM-185	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CHEM-1 outcome	CHEM-1A-SLO_1	(CHEM-1A-SLO_1) Demonstrate know	Demonstrate knowledge of basic chemi	Demonstrate knowledge of basic che	decaying_average	70	CHEM-1A	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CHEM-1 outcome	CHEM-1A-SLO_2	(CHEM-1A-SLO_2) Competent in basic	Competent in basic laboratory skills, inc	Competent in basic laboratory skills,	decaying_average	70	CHEM-1A	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CHEM-1 outcome	CHEM-1A-SLO_3	(CHEM-1A-SLO_3) Apply qualitative a	Apply qualitative and quantitative analy	Apply qualitative and quantitative an	decaying_average	70	CHEM-1A	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CHEM-1 outcome	CHEM-1A-SLO_4	(CHEM-1A-SLO_4) Develop effective t	Develop effective time management an	Develop effective time management	decaying_average	70	CHEM-1A	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CHEM-1 outcome	CHEM-1B-SLO_1	(CHEM-1B-SLO_1) Demonstrate know	Demonstrate knowledge of basic chemi	Demonstrate knowledge of basic che	decaying_average	70	CHEM-1B	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CHEM-1 outcome	CHEM-1B-SLO_2	(CHEM-1B-SLO_2) Competent in basic	Competent in basic laboratory skills, inc	Competent in basic laboratory skills,	decaying_average	70	CHEM-1B	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CHEM-1 outcome	CHEM-1B-SLO_3	(CHEM-1B-SLO_3) Apply critical think	Apply critical thinking and analytical ski	Apply critical thinking and analytical	decaying_average	70	CHEM-1B	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CHEM-1 outcome	CHEM-1B-SLO_4	(CHEM-1B-SLO_4) Communicate an u	Communicate an understanding of the s	Communicate an understanding of th	decaying_average	70	CHEM-1B	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CHEM-4 outcome	CHEM-40-SLO_3	(CHEM-40-SLO_3) Correctly analyze n	Correctly analyze natural phenomena u	Correctly analyze natural phenomena	decaying_average	70	CHEM-40	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
CHEM-4 outcome	CHEM-40L-SLO_1	(CHEM-40L-SLO_1) Investigate physic	Investigate physical phenomena using a	Investigate physical phenomena usin	decaying_average	70	CHEM-40L	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence

CHEM-4	outcome	CHEM-45-SLO_1	(CHEM-45-SLO_1) Demonstrate a bas	Demonstrate a basic understanding of t	Demonstrate a basic understanding c	decaying_average	70	CHEM-45	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CHEM-4	outcome	CHEM-45-SLO_2	(CHEM-45-SLO_2) Apply critical thinki	Apply critical thinking and analytical ski	Apply critical thinking and analytical :	decaying_average	70	CHEM-45	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CHEM-4	outcome	CHEM-45-SLO_3	(CHEM-45-SLO_3) Develop time mana	Develop time management and study h	Develop time management and stud	decaying_average	70	CHEM-45	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CHEM-4	outcome	CHEM-45A-SLO_1	(CHEM-45A-SLO_1) Demonstrate a ba	Demonstrate a basic understanding of f	Demonstrate a basic understanding c	decaying_average	70	CHEM-45A	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CHEM-8	outcome	CHEM-8-SLO_1	(CHEM-8-SLO_1) Demonstrate a basic	Demonstrate a basic understanding of t	Demonstrate a basic understanding c	decaying_average	70	CHEM-8	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CHEM-8	outcome	CHEM-8-SLO_2	(CHEM-8-SLO_2) Communicate an un	Communicate an understanding of the :	Communicate an understanding of th	decaying_average	70	CHEM-8	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CIS-160	outcome	CIS-160-SLO_1	(CIS-160-SLO_1) Use popular digital m	Use popular digital marketing and e-cor	Use popular digital marketing and e-c	decaying_average	70	CIS-160	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CIS-160	outcome	CIS-160-SLO_2	(CIS-160-SLO_2) Construct artifacts th	Construct artifacts that can be used in p	Construct artifacts that can be used i	decaying_average	70	CIS-160	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CIS-160	outcome	CIS-160-SLO_3	(CIS-160-SLO_3) Apply digital marketi	Apply digital marketing and e-commerc	Apply digital marketing and e-comme	decaying_average	70	CIS-160	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CIS-50_	outcome	CIS-50-SLO_1	(CIS-50-SLO_1) Identify, use and conn	Identify, use and connect hardware con	Identify, use and connect hardware c	decaying_average	70	CIS-50	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CIS-50_	outcome	CIS-50-SLO_2	(CIS-50-SLO_2) Apply knowledge to in	Apply knowledge to install and configur	Apply knowledge to install and config	decaying_average	70	CIS-50	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CIS-50_	outcome	CIS-50-SLO_3	(CIS-50-SLO_3) Demonstrate how to t	Demonstrate how to troubleshoot adva	Demonstrate how to troubleshoot ac	decaying_average	70	CIS-50	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CIS-60_	outcome	CIS-60-SLO_1	(CIS-60-SLO_1) Explain the purpose o	Explain the purpose of a variety of netw	Explain the purpose of a variety of ne	decaying_average	70	CIS-60	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CIS-60_	outcome	CIS-60-SLO_2	(CIS-60-SLO_2) Determine and explair	Determine and explain the appropriate	Determine and explain the appropria	decaying_average	70	CIS-60	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CIS-60_	outcome	CIS-60-SLO_3	(CIS-60-SLO_3) Explain the network tr	Explain the network troubleshooting m	Explain the network troubleshooting	decaying_average	70	CIS-60	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CIS-70_	outcome	CIS-70-SLO_1	(CIS-70-SLO_1) Analyze and implemer	Analyze and implement security concep	Analyze and implement security conc	decaying_average	70	CIS-70	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CIS-70_	outcome	CIS-70-SLO_2	(CIS-70-SLO_2) Analyze common thre	Analyze common threats to and vulnera	Analyze common threats to and vuln	decaying_average	70	CIS-70	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CIS-71_	outcome	CIS-71-SLO_1	(CIS-71-SLO_1) Defend a computer ar	Defend a computer and a LAN against a	Defend a computer and a LAN agains	decaying_average	70	CIS-71	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CIS-71_	outcome	CIS-71-SLO_2	(CIS-71-SLO_2) Analyze the tools and	Analyze the tools and methods a "hacke	Analyze the tools and methods a "ha	decaying_average	70	CIS-71	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CIS-71_	outcome	CIS-71-SLO_3	(CIS-71-SLO_3) Define the concepts o	Define the concepts of threat, evaluatic	Define the concepts of threat, evalua	decaying_average	70	CIS-71	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CIS-80_	outcome	CIS-80-SLO_1	(CIS-80-SLO_1) Implement and analyz	Implement and analyze databases	Implement and analyze databases	decaying_average	70	CIS-80	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CIS-80_	outcome	CIS-80-SLO_2	(CIS-80-SLO_2) Maintain database ma	Maintain database management system	Maintain database management syst	decaying_average	70	CIS-80	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CIS-82_	outcome	CIS-82-SLO_1	(CIS-82-SLO_1) Describe cloud service	Describe cloud services offered by diffe	Describe cloud services offered by dif	decaying_average	70	CIS-82	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CIS-82_	outcome	CIS-82-SLO_2	(CIS-82-SLO_2) Utilize cloud services c	Utilize cloud services offered by differe	Utilize cloud services offered by diffe	decaying_average	70	CIS-82	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CIS-90_	outcome	CIS-90-SLO_1	(CIS-90-SLO_1) Create technical docu	Create technical documentation.	Create technical documentation.	decaying_average	70	CIS-90	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CIS-90_	outcome	CIS-90-SLO_2	(CIS-90-SLO_2) Prepare for and condu	Prepare for and conduct a tech job hun	Prepare for and conduct a tech job h	decaying_average	70	CIS-90	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CIS-90_	outcome	CIS-90-SLO_3	(CIS-90-SLO_3) Troubleshoot operatir	Troubleshoot operating system and soft	Troubleshoot operating system and s	decaying_average	70	CIS-90	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CS-1_SI	outcome	CS-1-SLO_1	(CS-1-SLO_1) Perform basic computer	Perform basic computer operation func	Perform basic computer operation fu	decaying_average	70	CS-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CS-1_SI	outcome	CS-1-SLO_2	(CS-1-SLO_2) Produce documents, spr	Produce documents, spreadsheets, data	Produce documents, spreadsheets, d	decaying_average	70	CS-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CS-1_SI	outcome	CS-1-SLO_3	(CS-1-SLO_3) Select a computer with	Select a computer with appropriate har	Select a computer with appropriate h	decaying_average	70	CS-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CS-150_	outcome	CS-150-SLO_1	(CS-150-SLO_1) Demonstrate knowle	Demonstrate knowledge of different co	Demonstrate knowledge of different	decaying_average	70	CS-150	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CS-150_	outcome	CS-150-SLO_2	(CS-150-SLO_2) Apply the concepts of	Apply the concepts of software compat	Apply the concepts of software comp	decaying_average	70	CS-150	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CS-150_	outcome	CS-150-SLO_3	(CS-150-SLO_3) Identify appropriate t	Identify appropriate troubleshooting pr	Identify appropriate troubleshooting	decaying_average	70	CS-150	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CS-151_	outcome	CS-151-SLO_1	(CS-151-SLO_1) Demonstrate knowle	Demonstrate knowledge of different lay	Demonstrate knowledge of different	decaying_average	70	CS-151	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CS-151_	outcome	CS-151-SLO_2	(CS-151-SLO_2) Apply the concepts of	Apply the concepts of DNS and DHCP to	Apply the concepts of DNS and DHCP	decaying_average	70	CS-151	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CS-151_	outcome	CS-151-SLO_3	(CS-151-SLO_3) Identify appropriate t	Identify appropriate troubleshooting pr	Identify appropriate troubleshooting	decaying_average	70	CS-151	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CS-152_	outcome	CS-152-SLO_1	(CS-152-SLO_1) Demonstrate knowle	Demonstrate knowledge of Windows an	Demonstrate knowledge of Windows	decaying_average	70	CS-152	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CS-152_	outcome	CS-152-SLO_2	(CS-152-SLO_2) Apply the concepts of	Apply the concepts of operating system	Apply the concepts of operating syst	decaying_average	70	CS-152	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CS-152_	outcome	CS-152-SLO_3	(CS-152-SLO_3) Identify appropriate t	Identify appropriate troubleshooting pr	Identify appropriate troubleshooting	decaying_average	70	CS-152	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CS-153_	outcome	CS-153-SLO_1	(CS-153-SLO_1) Demonstrate knowle	Demonstrate knowledge of different dis	Demonstrate knowledge of different	decaying_average	70	CS-153	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CS-153_	outcome	CS-153-SLO_2	(CS-153-SLO_2) Apply the concepts of	Apply the concepts of system administr	Apply the concepts of system admini	decaying_average	70	CS-153	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CS-153_	outcome	CS-153-SLO_3	(CS-153-SLO_3) Identify appropriate r	Identify appropriate methods of system	Identify appropriate methods of syst	decaying_average	70	CS-153	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CS-154_	outcome	CS-154-SLO_1	(CS-154-SLO_1) Demonstrate knowle	Demonstrate knowledge of how various	Demonstrate knowledge of how varie	decaying_average	70	CS-154	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CS-154_	outcome	CS-154-SLO_2	(CS-154-SLO_2) Apply the concepts of	Apply the concepts of IT security to real	Apply the concepts of IT security to r	decaying_average	70	CS-154	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
CS-154_	outcome	CS-154-SLO_3	(CS-154-SLO_3) Identify the differenc	Identify the difference between authen	Identify the difference between auth	decaying_average	70	CS-154	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
DS-110_	outcome	DS-110-SLO_1	(DS-110-SLO_1) Produce a functional	Produce a functional document using a	Produce a functional document using	decaying_average	70	DS-110	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
DS-111_	outcome	DS-111-SLO_1	(DS-111-SLO_1) Produce a functional	Produce a functional document using a	Produce a functional document using	decaying_average	70	DS-111	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
DS-112_	outcome	DS-112-SLO_1	(DS-112-SLO_1) Present and explain a	Present and explain an independent pro	Present and explain an independent	decaying_average	70	DS-112	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
DS-113_	outcome	DS-113-SLO_1	(DS-113-SLO_1) Given personal asses	Given personal assessment results, dev	Given personal assessment results, d	decaying_average	70	DS-113	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
DS-114_	outcome	DS-114-SLO_1	(DS-114-SLO_1) Given a reading assig	Given a reading assignment, locate the	Given a reading assignment, locate th	decaying_average	70	DS-114	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
DS-115_	outcome	DS-115-SLO_1	(DS-115-SLO_1) Use correct structure	Use correct structure, grammar and pur	Use correct structure, grammar and p	decaying_average	70	DS-115	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
DS-116_	outcome	DS-116-SLO_1	(DS-116-SLO_1) Apply basic computat	Apply basic computational skills (additi	Apply basic computational skills (add	decaying_average	70	DS-116	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
DS-120_	outcome	DS-120-SLO_1	(DS-120-SLO_1) Demonstrate good sp	Demonstrate good sportsmanship throu	Demonstrate good sportsmanship th	decaying_average	70	DS-120	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
DS-120_	outcome	DS-120-SLO_2	(DS-120-SLO_2) Perform a warm up a	Perform a warm up and cool down exer	Perform a warm up and cool down ex	decaying_average	70	DS-120	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
DS-120_	outcome	DS-120-SLO_3	(DS-120-SLO_3) Demonstrate the abil	Demonstrate the ability to be prepared	Demonstrate the ability to be prepar	decaying_average	70	DS-120	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
DS-120_	outcome	DS-120-SLO_4	(DS-120-SLO_4) Demonstrate the kno	Demonstrate the knowledge of basic ru	Demonstrate the knowledge of basic	decaying_average	70	DS-120	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
DS-122_	outcome	DS-122-SLO_1	(DS-122-SLO_1) Identify appropriate c	Identify appropriate categories of fitnes	Identify appropriate categories of fitr	decaying_average	70	DS-122	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
DS-122_	outcome	DS-122-SLO_2	(DS-122-SLO_2) Demonstrate individu	Demonstrate individually assessed level	Demonstrate individually assessed le	decaying_average	70	DS-122	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
DS-122_	outcome	DS-122-SLO_3	(DS-122-SLO_3) Identify performed ex	Identify performed exercises in a worko	Identify performed exercises in a wor	decaying_average	70	DS-122	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
DS-122_	outcome	DS-122-SLO_4	(DS-122-SLO_4) Demonstrate appropr	Demonstrate appropriate safety practic	Demonstrate appropriate safety prac	decaying_average	70	DS-122	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
DS-153_	outcome	DS-153-SLO_1	(DS-153-SLO_1) Demonstrate Social E	Demonstrate Social Etiquette in the cor	Demonstrate Social Etiquette in the c	decaying_average	70	DS-153	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
DS-153_	outcome	DS-153-SLO_2	(DS-153-SLO_2) Identify community h	Identify community helpers.	Identify community helpers.	decaying_average	70	DS-153	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
DS-153_	outcome	DS-153-SLO_3	(DS-153-SLO_3) Ability to identify em	Ability to identify emergency procedure	Ability to identify emergency proced	decaying_average	70	DS-153	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
DS-155_	outcome	DS-155-SLO_1	(DS-155-SLO_1) Demonstrate proper	Demonstrate proper entering and exitir	Demonstrate proper entering and exi	decaying_average	70	DS-155	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
DS-155_	outcome	DS-155-SLO_2	(DS-155-SLO_2) Identify what exercis	Identify what exercises build muscle, ae	Identify what exercises build muscle,	decaying_average	70	DS-155	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
DS-155_	outcome	DS-155-SLO_3	(DS-155-SLO_3) Demonstrate ability t	Demonstrate ability the beginning skills	Demonstrate ability the beginning sk	decaying_average	70	DS-155	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
DS-155_	outcome	DS-155-SLO_4	(DS-155-SLO_4) Identify what to do ir	Identify what to do in an emergency wh	Identify what to do in an emergency	decaying_average	70	DS-155	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence

DS-158	outcome	DS-158-SLO_1	(DS-158-SLO_1) Construct a craft proj	Construct a craft project by applying th	Construct a craft project by applying	decaying_average	70	DS-158	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
DS-158	outcome	DS-158-SLO_2	(DS-158-SLO_2) Organize ideas and cc	Organize ideas and communicate verba	Organize ideas and communicate ver	decaying_average	70	DS-158	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ECON-1	outcome	ECON-10-SLO_1	(ECON-10-SLO_1) Demonstrate an un	Demonstrate an understanding of and t	Demonstrate an understanding of an	decaying_average	70	ECON-10	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ECON-1	outcome	ECON-10-SLO_2	(ECON-10-SLO_2) Demonstrate an un	Demonstrate an understanding of majo	Demonstrate an understanding of ma	decaying_average	70	ECON-10	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ECON-1	outcome	ECON-11-SLO_1	(ECON-11-SLO_1) Demonstrate knowl	Demonstrate knowledge of how equilib	Demonstrate knowledge of how equi	decaying_average	70	ECON-11	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ECON-1	outcome	ECON-11-SLO_2	(ECON-11-SLO_2) Apply the concepts	Apply the concepts of elasticity to predi	Apply the concepts of elasticity to pr	decaying_average	70	ECON-11	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ECON-1	outcome	ECON-11-SLO_3	(ECON-11-SLO_3) Identify appropriat	Identify appropriate pricing and output	Identify appropriate pricing and outp	decaying_average	70	ECON-11	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ED-1_Sl	outcome	ED-1-SLO_1	(ED-1-SLO_1) Identify the impact of a	Identify the impact of adult learning the	Identify the impact of adult learning	decaying_average	70	ED-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ED-1_Sl	outcome	ED-1-SLO_10	(ED-1-SLO_10) Employ multiple and a	Employ multiple and authentic learning	Employ multiple and authentic learni	decaying_average	70	ED-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ED-1_Sl	outcome	ED-1-SLO_2	(ED-1-SLO_2) Identify and apply the p	Identify and apply the principles of instr	Identify and apply the principles of in	decaying_average	70	ED-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ED-1_Sl	outcome	ED-1-SLO_3	(ED-1-SLO_3) Identify optimal college	Identify optimal college-level instructio	Identify optimal college-level instruct	decaying_average	70	ED-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ED-1_Sl	outcome	ED-1-SLO_4	(ED-1-SLO_4) Construct a syllabus incl	Construct a syllabus including the neces	Construct a syllabus including the ne	decaying_average	70	ED-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ED-1_Sl	outcome	ED-1-SLO_5	(ED-1-SLO_5) Demonstrate proficienc	Demonstrate proficiency with attendan	Demonstrate proficiency with attend	decaying_average	70	ED-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ED-1_Sl	outcome	ED-1-SLO_6	(ED-1-SLO_6) Produce instructional m	Produce instructional materials appropr	Produce instructional materials appr	decaying_average	70	ED-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ED-1_Sl	outcome	ED-1-SLO_7	(ED-1-SLO_7) Demonstrate appropria	Demonstrate appropriate classroom ma	Demonstrate appropriate classroom	decaying_average	70	ED-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ED-1_Sl	outcome	ED-1-SLO_8	(ED-1-SLO_8) Employ multiple and va	Employ multiple and varied teaching str	Employ multiple and varied teaching	decaying_average	70	ED-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ED-1_Sl	outcome	ED-1-SLO_9	(ED-1-SLO_9) Recognize variation in a	Recognize variation in adult learning sty	Recognize variation in adult learning	decaying_average	70	ED-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ED-2_Sl	outcome	ED-2-SLO_1	(ED-2-SLO_1) Produce instructional m	Produce instructional materials appropr	Produce instructional materials appr	decaying_average	70	ED-2	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ED-2_Sl	outcome	ED-2-SLO_2	(ED-2-SLO_2) Demonstrate appropria	Demonstrate appropriate classroom ma	Demonstrate appropriate classroom	decaying_average	70	ED-2	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ED-2_Sl	outcome	ED-2-SLO_3	(ED-2-SLO_3) Employ multiple and va	Employ multiple and varied teaching str	Employ multiple and varied teaching	decaying_average	70	ED-2	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ED-2_Sl	outcome	ED-2-SLO_4	(ED-2-SLO_4) Employ multiple and au	Employ multiple and authentic learning	Employ multiple and authentic learni	decaying_average	70	ED-2	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
EMT-21	outcome	EMT-21-SLO_1	(EMT-21-SLO_1) Recognize emergenc	Recognize emergency situations and pr	Recognize emergency situations and	decaying_average	70	EMT-21	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
EMT-60	outcome	EMT-60-SLO_1	(EMT-60-SLO_1) Recognize emergenc	Recognize emergency situations and pe	Recognize emergency situations and	decaying_average	70	EMT-60	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
EMT-61	outcome	EMT-61-SLO_1	(EMT-61-SLO_1) Describe Local, State	Describe Local, State, and National upd	Describe Local, State, and National u	decaying_average	70	EMT-61	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ENGL-1	outcome	ENGL-1-SLO_1	(ENGL-1-SLO_1) Demonstrate the abil	Demonstrate the ability to comprehend	Demonstrate the ability to comprehe	decaying_average	70	ENGL-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ENGL-1	outcome	ENGL-1-SLO_2	(ENGL-1-SLO_2) Write essays applying	Write essays applying patterns of develo	Write essays applying patterns of de	decaying_average	70	ENGL-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ENGL-1	outcome	ENGL-1-SLO_3	(ENGL-1-SLO_3) Given an assignment	Given an assignment to write an extend	Given an assignment to write an exte	decaying_average	70	ENGL-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ENGL-1	outcome	ENGL-105-SLO_1	(ENGL-105-SLO_1) Demonstrate writi	Demonstrate writing skills by writing an	Demonstrate writing skills by writing	decaying_average	70	ENGL-105	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ENGL-1	outcome	ENGL-105-SLO_2	(ENGL-105-SLO_2) Demonstrate critic	Demonstrate critical reading skills by wi	Demonstrate critical reading skills by	decaying_average	70	ENGL-105	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ENGL-1	outcome	ENGL-105-SLO_3	(ENGL-105-SLO_3) Integrate ideas fro	Integrate ideas from multiple sources in	Integrate ideas from multiple source	decaying_average	70	ENGL-105	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ENGL-1	outcome	ENGL-105A-SLO_1	(ENGL-105A-SLO_1) Write cohesive es	Write cohesive essays with minimal gra	Write cohesive essays with minimal g	decaying_average	70	ENGL-105A	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ENGL-1	outcome	ENGL-105A-SLO_2	(ENGL-105A-SLO_2) Successfully read	Successfully read, comprehend and disc	Successfully read, comprehend and d	decaying_average	70	ENGL-105A	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ENGL-1	outcome	ENGL-12-SLO_1	(ENGL-12-SLO_1) From course readin	From course readings and class discussi	From course readings and class discu	decaying_average	70	ENGL-12	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ENGL-1	outcome	ENGL-12-SLO_2	(ENGL-12-SLO_2) From course readin	From course readings and class discussi	From course readings and class discu	decaying_average	70	ENGL-12	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ENGL-1	outcome	ENGL-150-SLO_1	(ENGL-150-SLO_1) Demonstrate an ex	Demonstrate an expanded vocabulary t	Demonstrate an expanded vocabular	decaying_average	70	ENGL-150	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ENGL-1	outcome	ENGL-150-SLO_2	(ENGL-150-SLO_2) Demonstrate the a	Demonstrate the ability to read a basic	Demonstrate the ability to read a bas	decaying_average	70	ENGL-150	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ENGL-1	outcome	ENGL-150-SLO_3	(ENGL-150-SLO_3) Make a recognizab	Make a recognizable point by explaining	Make a recognizable point by explain	decaying_average	70	ENGL-150	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ENGL-1	outcome	ENGL-151-SLO_1	(ENGL-151-SLO_1) Recognize and rep	Recognize and repeat a variety of phon	Recognize and repeat a variety of ph	decaying_average	70	ENGL-151	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ENGL-1	outcome	ENGL-151-SLO_2	(ENGL-151-SLO_2) Combine sentence	Combine sentences and construct simp	Combine sentences and construct sir	decaying_average	70	ENGL-151	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ENGL-1	outcome	ENGL-151-SLO_3	(ENGL-151-SLO_3) Identify nouns, reg	Identify nouns, regular and irregular ver	Identify nouns, regular and irregular	decaying_average	70	ENGL-151	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ENGL-1	outcome	ENGL-151-SLO_4	(ENGL-151-SLO_4) Respond verbally t	Respond verbally to various simulated s	Respond verbally to various simulate	decaying_average	70	ENGL-151	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ENGL-1	outcome	ENGL-151-SLO_5	(ENGL-151-SLO_5) Construct paragra	Construct paragraphs in writing	Construct paragraphs in writing	decaying_average	70	ENGL-151	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ENGL-1	outcome	ENGL-151-SLO_6	(ENGL-151-SLO_6) Write a 5-paragrap	Write a 5-paragraph essay	Write a 5-paragraph essay	decaying_average	70	ENGL-151	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ENGL-1	outcome	ENGL-151-SLO_7	(ENGL-151-SLO_7) Compare various c	Compare various cultural perspectives	Compare various cultural perspective	decaying_average	70	ENGL-151	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ENGL-1	outcome	ENGL-155-SLO_1	(ENGL-155-SLO_1) Given sample writi	Given sample writing assignments from	Given sample writing assignments fro	decaying_average	70	ENGL-155	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ENGL-2	outcome	ENGL-2-SLO_1	(ENGL-2-SLO_1) Given an assignment	Given an assignment to read a literary w	Given an assignment to read a literar	decaying_average	70	ENGL-2	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ENGL-2	outcome	ENGL-2-SLO_2	(ENGL-2-SLO_2) Demonstrate analytic	Demonstrate analytical and critical thin	Demonstrate analytical and critical th	decaying_average	70	ENGL-2	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ENGL-2	outcome	ENGL-22-SLO_1	(ENGL-22-SLO_1) Demonstrate under	Demonstrate understanding of literary e	Demonstrate understanding of literar	decaying_average	70	ENGL-22	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ENGL-2	outcome	ENGL-22-SLO_2	(ENGL-22-SLO_2) Demonstrate analyt	Demonstrate analytical and critical thin	Demonstrate analytical and critical th	decaying_average	70	ENGL-22	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ENGL-3	outcome	ENGL-3-SLO_1	(ENGL-3-SLO_1) Think critically about	Think critically about a variety of literar	Think critically about a variety of liter	decaying_average	70	ENGL-3	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ENGL-3	outcome	ENGL-3-SLO_2	(ENGL-3-SLO_2) Develop sophisticate	Develop sophisticated written response	Develop sophisticated written respor	decaying_average	70	ENGL-3	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ENGL-3	outcome	ENGL-33-SLO_1	(ENGL-33-SLO_1) Think critically abou	Think critically about literary texts throu	Think critically about literary texts th	decaying_average	70	ENGL-33	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ENGL-3	outcome	ENGL-33-SLO_2	(ENGL-33-SLO_2) Write well-articulat	Write well-articulated, nuanced literary	Write well-articulated, nuanced litera	decaying_average	70	ENGL-33	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ENGL-5	outcome	ENGL-5-SLO_1	(ENGL-5-SLO_1) Articulate the conne	Articulate the connection between a th	Articulate the connection between a	decaying_average	70	ENGL-5	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ENGL-5	outcome	ENGL-5-SLO_2	(ENGL-5-SLO_2) Compose a critical es	Compose a critical essay that demonstr	Compose a critical essay that demons	decaying_average	70	ENGL-5	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ENGL-5	outcome	ENGL-5-SLO_3	(ENGL-5-SLO_3) Critically read and an	Critically read and analyze a piece of lite	Critically read and analyze a piece of	decaying_average	70	ENGL-5	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ENGL-9	outcome	ENGL-9-SLO_1	(ENGL-9-SLO_1) Given a written or ve	Given a written or verbal argument, the	Given a written or verbal argument, t	decaying_average	70	ENGL-9	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
ENGL-9	outcome	ENGL-9-SLO_2	(ENGL-9-SLO_2) In sequence of well-c	In sequence of well-organized, gramma	In sequence of well-organized, gramr	decaying_average	70	ENGL-9	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence

		(ES-1-SLO_1) Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.	Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in any one or more of the following: Native American Studies, African American Studies, Asian American Studies, and Latina and Latino American Studies.											
ES-1_SL	outcome	ES-1-SLO_1		Analyze and articulate concepts such	decaying_average	70	ES-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ES-1_SL	outcome	ES-1-SLO_2	(ES-1-SLO_2) Apply theory and knowl	Apply theory and knowledge produced	Apply theory and knowledge produce	decaying_average	70	ES-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ES-1_SL	outcome	ES-1-SLO_3	(ES-1-SLO_3) Critically review how str	Critically review how struggle, resistanc	Critically review how struggle, resista	decaying_average	70	ES-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
ESL-155	outcome	ESL-155-SLO_1	(ESL-155-SLO_1) Demonstrate the ski	Demonstrate the skills to participate in	Demonstrate the skills to participate	decaying_average	70	ESL-155	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FILM-1_	outcome	FILM-1-SLO_1	(FILM-1-SLO_1) After viewing an assig	After viewing an assigned film, the stud	After viewing an assigned film, the st	decaying_average	70	FILM-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FILM-1_	outcome	FILM-1-SLO_2	(FILM-1-SLO_2) Given a number of filı	Given a number of film selections, the s	Given a number of film selections, th	decaying_average	70	FILM-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-13_S	outcome	FS-13-SLO_1	(FS-13-SLO_1) Define basic terms and	Define basic terms and concepts relatec	Define basic terms and concepts rela	decaying_average	70	FS-13	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-13_S	outcome	FS-13-SLO_2	(FS-13-SLO_2) Identify states of matte	Identify states of matter and describe cl	Identify states of matter and describe	decaying_average	70	FS-13	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-13_S	outcome	FS-13-SLO_3	(FS-13-SLO_3) Analyze physical condit	Analyze physical conditions which dete	Analyze physical conditions which de	decaying_average	70	FS-13	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-13_S	outcome	FS-13-SLO_4	(FS-13-SLO_4) Describe fire suppressi	Describe fire suppression agents and th	Describe fire suppression agents and	decaying_average	70	FS-13	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-13_S	outcome	FS-13-SLO_5	(FS-13-SLO_5) Compare and contrast	Compare and contrast methods and tec	Compare and contrast methods and	decaying_average	70	FS-13	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-14_S	outcome	FS-14-SLO_1	(FS-14-SLO_1) Analyze in a research p	Analyze in a research paper format the	Analyze in a research paper format th	decaying_average	70	FS-14	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-14_S	outcome	FS-14-SLO_2	(FS-14-SLO_2) Describe the importan	Describe the importance of public educ	Describe the importance of public ed	decaying_average	70	FS-14	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-14_S	outcome	FS-14-SLO_3	(FS-14-SLO_3) Evaluate the importan	Evaluate the importance of code enforc	Evaluate the importance of code enfo	decaying_average	70	FS-14	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-156_	outcome	FS-156-SLO_1	(FS-156-SLO_1) Demonstrate proper c	Demonstrate proper operation of fire se	Demonstrate proper operation of fire	decaying_average	70	FS-156	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-156_	outcome	FS-156-SLO_2	(FS-156-SLO_2) Employ methods and	Employ methods and techniques for ro	Employ methods and techniques for	decaying_average	70	FS-156	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-20_S	outcome	FS-20-SLO_1	(FS-20-SLO_1) Demonstrate the abilit	Demonstrate the ability to assess a brea	Demonstrate the ability to assess a b	decaying_average	70	FS-20	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-20_S	outcome	FS-20-SLO_2	(FS-20-SLO_2) Demonstrate administr	Demonstrate administration of early re	Demonstrate administration of early	decaying_average	70	FS-20	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-20_S	outcome	FS-20-SLO_3	(FS-20-SLO_3) Explain life threatening	Explain life threatening medical emerge	Explain life threatening medical eme	decaying_average	70	FS-20	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-23_S	outcome	FS-23-SLO_1	(FS-23-SLO_1) Describe the roles and	Describe the roles and responsibilities c	Describe the roles and responsibilitie	decaying_average	70	FS-23	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-23_S	outcome	FS-23-SLO_2	(FS-23-SLO_2) Identify resources nee	Identify resources needed to successful	Identify resources needed to success	decaying_average	70	FS-23	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-23_S	outcome	FS-23-SLO_3	(FS-23-SLO_3) Develop an ignition pla	Develop an ignition plan demonstrating	Develop an ignition plan demonstrati	decaying_average	70	FS-23	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-23_S	outcome	FS-23-SLO_4	(FS-23-SLO_4) Given a scenario, imple	Given a scenario, implement an ignitior	Given a scenario, implement an ignit	decaying_average	70	FS-23	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-26_S	outcome	FS-26-SLO_1	(FS-26-SLO_1) Describe the ICS criteri	Describe the ICS criteria for typing aircr	Describe the ICS criteria for typing ai	decaying_average	70	FS-26	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-26_S	outcome	FS-26-SLO_2	(FS-26-SLO_2) Describe safety proced	Describe safety procedures to be follow	Describe safety procedures to be foll	decaying_average	70	FS-26	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-26_S	outcome	FS-26-SLO_3	(FS-26-SLO_3) Describe correct proce	Describe correct procedures related to	Describe correct procedures related t	decaying_average	70	FS-26	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-26_S	outcome	FS-26-SLO_4	(FS-26-SLO_4) Describe tactical and lo	Describe tactical and logistical uses of a	Describe tactical and logistical uses o	decaying_average	70	FS-26	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-3_SL	outcome	FS-3-SLO_1	(FS-3-SLO_1) List and identify the basi	List and identify the basic fire preventio	List and identify the basic fire preven	decaying_average	70	FS-3	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-3_SL	outcome	FS-3-SLO_2	(FS-3-SLO_2) Explain and identify prin	Explain and identify principles and proc	Explain and identify principles and pr	decaying_average	70	FS-3	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-3_SL	outcome	FS-3-SLO_3	(FS-3-SLO_3) Identify occupancies and	Identify occupancies and building const	Identify occupancies and building cor	decaying_average	70	FS-3	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence

FS-4_SL outcome	FS-4-SLO_1	(FS-4-SLO_1) Describe smoke and fire movement in various types of building construction.	Describe smoke and fire movement in various types of building construction.	Describe smoke and fire movement in various types of building construction.	decaying_average	70 FS-4	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
FS-4_SL outcome	FS-4-SLO_2	(FS-4-SLO_2) List organizations that provide information or service to fire protection systems.	List organizations that provide information or service to fire protection systems.	List organizations that provide information or service to fire protection systems.	decaying_average	70 FS-4	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
FS-4_SL outcome	FS-4-SLO_3	(FS-4-SLO_3) List types, components a	List types, components and operation o	List types, components and operatio	decaying_average	70 FS-4	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
FS-49_S outcome	FS-49-SLO_1	(FS-49-SLO_1) After creating individua	After creating individualized measurabl	After creating individualized measura	decaying_average	70 FS-49	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
FS-49_S outcome	FS-49-SLO_2	(FS-49-SLO_2) Demonstrate proficien	Demonstrate proficient soft skills identi	Demonstrate proficient soft skills ide	decaying_average	70 FS-49	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
FS-49_S outcome	FS-49-SLO_3	(FS-49-SLO_3) Given the course syllab	Given the course syllabus, which identif	Given the course syllabus, which ider	decaying_average	70 FS-49	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
FS-49_S outcome	FS-49-SLO_4	(FS-49-SLO_4) Demonstrate the abilit	Demonstrate the ability to use descripti	Demonstrate the ability to use descri	decaying_average	70 FS-49	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
FS-49_S outcome	FS-49-SLO_5	(FS-49-SLO_5) Identify career options	Identify career options within this acad	Identify career options within this ac	decaying_average	70 FS-49	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
FS-5_SL outcome	FS-5-SLO_1	(FS-5-SLO_1) Identify the organizatior	Identify the organizational divisions of f	Identify the organizational divisions c	decaying_average	70 FS-5	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
FS-5_SL outcome	FS-5-SLO_2	(FS-5-SLO_2) Given a specific incident	Given a specific incident, identify the ap	Given a specific incident, identify the	decaying_average	70 FS-5	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
FS-5_SL outcome	FS-5-SLO_3	(FS-5-SLO_3) Identify the managemer	Identify the management systems and g	Identify the management systems an	decaying_average	70 FS-5	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
FS-5_SL outcome	FS-5-SLO_4	(FS-5-SLO_4) Identify and describe thi	Identify and describe three separate pie	Identify and describe three separate	decaying_average	70 FS-5	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
FS-50_S outcome	FS-50-SLO_1	(FS-50-SLO_1) Demonstrate techniqu	Demonstrate techniques for conducting	Demonstrate techniques for conduct	decaying_average	70 FS-50	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
FS-50_S outcome	FS-50-SLO_2	(FS-50-SLO_2) Demonstrate techniqu	Demonstrate techniques in developing	Demonstrate techniques in developir	decaying_average	70 FS-50	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
FS-50_S outcome	FS-50-SLO_3	(FS-50-SLO_3) Apply techniques in co	Apply techniques in conducting rescue	Apply techniques in conducting resc	decaying_average	70 FS-50	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
FS-51_S outcome	FS-51-SLO_1	(FS-51-SLO_1) Identify and search age	Identify and search agency websites for	Identify and search agency websites f	decaying_average	70 FS-51	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
FS-51_S outcome	FS-51-SLO_2	(FS-51-SLO_2) Demonstrate the corre	Demonstrate the correct procedures fo	Demonstrate the correct procedures	decaying_average	70 FS-51	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
FS-51_S outcome	FS-51-SLO_3	(FS-51-SLO_3) Prepare for an oral inte	Prepare for an oral interview for a given	Prepare for an oral interview for a gi	decaying_average	70 FS-51	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
FS-56_S outcome	FS-56-SLO_1	(FS-56-SLO_1) Be able to demonstrat	Be able to demonstrate proficiency in a	Be able to demonstrate proficiency ir	decaying_average	70 FS-56	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
FS-56_S outcome	FS-56-SLO_2	(FS-56-SLO_2) Understand the policie	Understand the policies and procedure	Understand the policies and procedu	decaying_average	70 FS-56	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
FS-56_S outcome	FS-56-SLO_3	(FS-56-SLO_3) Obtain and overall kno	Obtain and overall knowledge of genera	Obtain and overall knowledge of gen	decaying_average	70 FS-56	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
FS-56_S outcome	FS-56-SLO_4	(FS-56-SLO_4) Apply risk managemen	Apply risk management techniques to h	Apply risk management techniques t	decaying_average	70 FS-56	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
FS-57_S outcome	FS-57-SLO_1	(FS-57-SLO_1) Analyze a Vehicle emer	Analyze a Vehicle emergency situation,	Analyze a Vehicle emergency situatio	decaying_average	70 FS-57	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
FS-59_S outcome	FS-59-SLO_1	(FS-59-SLO_1) Describe resource capa	Describe resource capabilities and limit	Describe resource capabilities and lin	decaying_average	70 FS-59	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
FS-59_S outcome	FS-59-SLO_2	(FS-59-SLO_2) Describe hazard recogr	Describe hazard recognition	Describe hazard recognition	decaying_average	70 FS-59	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
FS-59_S outcome	FS-59-SLO_3	(FS-59-SLO_3) Describe isolation met	Describe isolation methods and termina	Describe isolation methods and term	decaying_average	70 FS-59	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
FS-59_S outcome	FS-59-SLO_4	(FS-59-SLO_4) Describe methods for c	Describe methods for controlling access	Describe methods for controlling acc	decaying_average	70 FS-59	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
FS-6_SL outcome	FS-6-SLO_1	(FS-6-SLO_1) Define occupancy desigr	Define occupancy designations of the b	Define occupancy designations of the	decaying_average	70 FS-6	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
FS-6_SL outcome	FS-6-SLO_2	(FS-6-SLO_2) Name the construction c	Name the construction classifications th	Name the construction classifications	decaying_average	70 FS-6	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
FS-6_SL outcome	FS-6-SLO_3	(FS-6-SLO_3) Differentiate between th	Differentiate between the loads that ar	Differentiate between the loads that	decaying_average	70 FS-6	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
FS-60_S outcome	FS-60-SLO_1	(FS-60-SLO_1) Safely perform the task	Safely perform the tasks of a basic firefi	Safely perform the tasks of a basic fir	decaying_average	70 FS-60	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
FS-60_S outcome	FS-60-SLO_2	(FS-60-SLO_2) Describe Cal Fire's miss	Describe Cal Fire's mission and organiza	Describe Cal Fire's mission and organ	decaying_average	70 FS-60	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
FS-60_S outcome	FS-60-SLO_3	(FS-60-SLO_3) Describe elements com	Describe elements common to wildland	Describe elements common to wildla	decaying_average	70 FS-60	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
FS-60.1 outcome	FS-60.1-SLO_1	(FS-60.1-SLO_1) Demonstrate proper	Demonstrate proper technique of tools	Demonstrate proper technique of too	decaying_average	70 FS-60.1	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
FS-60.1 outcome	FS-60.1-SLO_2	(FS-60.1-SLO_2) Demonstrate proper	Demonstrate proper donning and doffir	Demonstrate proper donning and do	decaying_average	70 FS-60.1	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
FS-60.1 outcome	FS-60.1-SLO_3	(FS-60.1-SLO_3) Demonstrate proper	Demonstrate proper methods of fire ho	Demonstrate proper methods of fire	decaying_average	70 FS-60.1	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
FS-60.1 outcome	FS-60.1-SLO_4	(FS-60.1-SLO_4) Describe how buildin	Describe how building construction and	Describe how building construction a	decaying_average	70 FS-60.1	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
FS-60A_ outcome	FS-60A-SLO_1	(FS-60A-SLO_1) Construct a fire line u	Construct a fire line using proper tools.	Construct a fire line using proper too	decaying_average	70 FS-60A	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
FS-60A_ outcome	FS-60A-SLO_2	(FS-60A-SLO_2) Practice emergency p	Practice emergency procedures that ma	Practice emergency procedures that	decaying_average	70 FS-60A	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
FS-60A_ outcome	FS-60A-SLO_3	(FS-60A-SLO_3) Deploy a fire shelter i	Deploy a fire shelter in an emergency si	Deploy a fire shelter in an emergency	decaying_average	70 FS-60A	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	

		(FS-60B-SLO_1) Describe policies and standard operating procedures and rules and regulations as they apply to a Cal Fire firefighter	Describe policies and standard operating procedures and rules and regulations as they apply to a Cal Fire firefighter	Describe policies and standard operating procedures and rules and regulations as they apply to a Cal Fire firefighter									
FS-60B_	outcome	FS-60B-SLO_1			decaying_average	70	FS-60B	2	3	Exceeds M	2	Mastery	1 Near Mast 0 No Evidence
FS-60B_	outcome	FS-60B-SLO_2	(FS-60B-SLO_2) Describe the function	Describe the functions of CAL FIRE, the	Describe the functions of CAL FIRE, tl	decaying_average	70	FS-60B	2	3	Exceeds M	2	Mastery	1 Near Mast 0 No Evidence
FS-60B_	outcome	FS-60B-SLO_3	(FS-60B-SLO_3) Construct a fire line u	Construct a fire line using proper tools.	Construct a fire line using proper too	decaying_average	70	FS-60B	2	3	Exceeds M	2	Mastery	1 Near Mast 0 No Evidence
FS-60B_	outcome	FS-60B-SLO_4	(FS-60B-SLO_4) Demonstrate emerge	Demonstrate emergency procedures th	Demonstrate emergency procedures	decaying_average	70	FS-60B	2	3	Exceeds M	2	Mastery	1 Near Mast 0 No Evidence
FS-60B_	outcome	FS-60B-SLO_5	(FS-60B-SLO_5) Deploy a fire shelter i	Deploy a fire shelter in an emergency si	Deploy a fire shelter in an emergency	decaying_average	70	FS-60B	2	3	Exceeds M	2	Mastery	1 Near Mast 0 No Evidence
FS-60C_	outcome	FS-60C-SLO_1	(FS-60C-SLO_1) Describe policies and	Describe policies and standard operatin	Describe policies and standard opera	decaying_average	70	FS-60C	2	3	Exceeds M	2	Mastery	1 Near Mast 0 No Evidence
FS-60C_	outcome	FS-60C-SLO_2	(FS-60C-SLO_2) Describe the function	Describe the functions of CAL FIRE, the	Describe the functions of CAL FIRE, tl	decaying_average	70	FS-60C	2	3	Exceeds M	2	Mastery	1 Near Mast 0 No Evidence
FS-60C_	outcome	FS-60C-SLO_3	(FS-60C-SLO_3) Construct a fire line u	Construct a fire line using proper tools a	Construct a fire line using proper too	decaying_average	70	FS-60C	2	3	Exceeds M	2	Mastery	1 Near Mast 0 No Evidence
FS-60C_	outcome	FS-60C-SLO_4	(FS-60C-SLO_4) Demonstrate emerge	Demonstrate emergency procedures th	Demonstrate emergency procedures	decaying_average	70	FS-60C	2	3	Exceeds M	2	Mastery	1 Near Mast 0 No Evidence
FS-60C_	outcome	FS-60C-SLO_5	(FS-60C-SLO_5) Deploy a fire shelter i	Deploy a fire shelter in an emergency si	Deploy a fire shelter in an emergency	decaying_average	70	FS-60C	2	3	Exceeds M	2	Mastery	1 Near Mast 0 No Evidence
FS-61_S	outcome	FS-61-SLO_1	(FS-61-SLO_1) Demonstrate understa	Demonstrate understanding of the Incid	Demonstrate understanding of the In	decaying_average	70	FS-61	2	3	Exceeds M	2	Mastery	1 Near Mast 0 No Evidence
FS-61_S	outcome	FS-61-SLO_2	(FS-61-SLO_2) Understand wildland fi	Understand wildland fire behavior.	Understand wildland fire behavior.	decaying_average	70	FS-61	2	3	Exceeds M	2	Mastery	1 Near Mast 0 No Evidence
FS-61_S	outcome	FS-61-SLO_3	(FS-61-SLO_3) Demonstrate basic fire	Demonstrate basic firefighting skills.	Demonstrate basic firefighting skills.	decaying_average	70	FS-61	2	3	Exceeds M	2	Mastery	1 Near Mast 0 No Evidence
FS-61_S	outcome	FS-61-SLO_4	(FS-61-SLO_4) Practice effective com	Practice effective communication, and r	Practice effective communication, an	decaying_average	70	FS-61	2	3	Exceeds M	2	Mastery	1 Near Mast 0 No Evidence
FS-64_S	outcome	FS-64-SLO_1	(FS-64-SLO_1) Teach and deliver instr	Teach and deliver instruction from a pre	Teach and deliver instruction from a	decaying_average	70	FS-64	2	3	Exceeds M	2	Mastery	1 Near Mast 0 No Evidence
FS-64_S	outcome	FS-64-SLO_2	(FS-64-SLO_2) Be able to adapt a less	Be able to adapt a lesson plan and comp	Be able to adapt a lesson plan and cc	decaying_average	70	FS-64	2	3	Exceeds M	2	Mastery	1 Near Mast 0 No Evidence
FS-64B_	outcome	FS-64B-SLO_1	(FS-64B-SLO_1) Develop a lesson plan	Develop a lesson plan and deliver instru	Develop a lesson plan and deliver ins	decaying_average	70	FS-64B	2	3	Exceeds M	2	Mastery	1 Near Mast 0 No Evidence
FS-64B_	outcome	FS-64B-SLO_2	(FS-64B-SLO_2) Adapt a lesson plan a	Adapt a lesson plan and complete the n	Adapt a lesson plan and complete thi	decaying_average	70	FS-64B	2	3	Exceeds M	2	Mastery	1 Near Mast 0 No Evidence
FS-64B_	outcome	FS-64B-SLO_3	(FS-64B-SLO_3) Evaluate and Assess s	Evaluate and Assess student Needs	Evaluate and Assess student Needs	decaying_average	70	FS-64B	2	3	Exceeds M	2	Mastery	1 Near Mast 0 No Evidence
FS-64B_	outcome	FS-64B-SLO_4	(FS-64B-SLO_4) Supervise students ar	Supervise students and coach other inst	Supervise students and coach other i	decaying_average	70	FS-64B	2	3	Exceeds M	2	Mastery	1 Near Mast 0 No Evidence
FS-64B_	outcome	FS-64B-SLO_5	(FS-64B-SLO_5) Describe techniques f	Describe techniques for eliminating bia	Describe techniques for eliminating b	decaying_average	70	FS-64B	2	3	Exceeds M	2	Mastery	1 Near Mast 0 No Evidence
FS-64B_	outcome	FS-64B-SLO_6	(FS-64B-SLO_6) Asses program needs	Asses program needs and formulate bu	Asses program needs and formulate l	decaying_average	70	FS-64B	2	3	Exceeds M	2	Mastery	1 Near Mast 0 No Evidence
FS-65A_	outcome	FS-65A-SLO_1	(FS-65A-SLO_1) Demonstrate the abil	Demonstrate the ability to drive fire apj	Demonstrate the ability to drive fire a	decaying_average	70	FS-65A	2	3	Exceeds M	2	Mastery	1 Near Mast 0 No Evidence
FS-65A_	outcome	FS-65A-SLO_2	(FS-65A-SLO_2) Demonstrate the abil	Demonstrate the ability to perform bas	Demonstrate the ability to perform b	decaying_average	70	FS-65A	2	3	Exceeds M	2	Mastery	1 Near Mast 0 No Evidence
FS-65A_	outcome	FS-65A-SLO_3	(FS-65A-SLO_3) Describe driver respo	Describe driver responsibilities, recogni	Describe driver responsibilities, reco	decaying_average	70	FS-65A	2	3	Exceeds M	2	Mastery	1 Near Mast 0 No Evidence
FS-65B_	outcome	FS-65B-SLO_1	(FS-65B-SLO_1) Fire Engine Set Up: Se	Fire Engine Set Up: Set up a fire engine	Fire Engine Set Up: Set up a fire engi	decaying_average	70	FS-65B	2	3	Exceeds M	2	Mastery	1 Near Mast 0 No Evidence
FS-65B_	outcome	FS-65B-SLO_2	(FS-65B-SLO_2) Centrifugal Pumps: De	Centrifugal Pumps: Describe the charac	Centrifugal Pumps: Describe the char	decaying_average	70	FS-65B	2	3	Exceeds M	2	Mastery	1 Near Mast 0 No Evidence
FS-65B_	outcome	FS-65B-SLO_3	(FS-65B-SLO_3) Principles of Fluid Pre	Principles of Fluid Pressure: Describe th	Principles of Fluid Pressure: Describe	decaying_average	70	FS-65B	2	3	Exceeds M	2	Mastery	1 Near Mast 0 No Evidence
FS-65C_	outcome	FS-65C-SLO_1	(FS-65C-SLO_1) Demonstrate the abil	Demonstrate the ability to drive fire apj	Demonstrate the ability to drive fire a	decaying_average	70	FS-65C	2	3	Exceeds M	2	Mastery	1 Near Mast 0 No Evidence
FS-65C_	outcome	FS-65C-SLO_2	(FS-65C-SLO_2) Demonstrate the abil	Demonstrate the ability to perform bas	Demonstrate the ability to perform b	decaying_average	70	FS-65C	2	3	Exceeds M	2	Mastery	1 Near Mast 0 No Evidence
FS-65C_	outcome	FS-65C-SLO_3	(FS-65C-SLO_3) Describe driver respo	Describe driver responsibilities, recogni	Describe driver responsibilities, reco	decaying_average	70	FS-65C	2	3	Exceeds M	2	Mastery	1 Near Mast 0 No Evidence
FS-65C_	outcome	FS-65C-SLO_4	(FS-65C-SLO_4) Demonstrate an effec	Demonstrate an effective fire stream by	Demonstrate an effective fire stream	decaying_average	70	FS-65C	2	3	Exceeds M	2	Mastery	1 Near Mast 0 No Evidence

		(FS-70-SLO_1) Describe the process for Check-in, inspection, and lead a dozer to complete a specific given task while on an incident.	Describe the process for Check-in, inspection, and lead a dozer to complete a specific given task while on an incident.	Describe the process for Check-in, inspection, and lead a dozer to complete a specific given task while on an incident.														
FS-70_S	outcome	FS-70-SLO_1			decaying_average	70	FS-70	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence		
FS-70_S	outcome	FS-70-SLO_2	(FS-70-SLO_2) Given a description of a	Given a description of a tactical assignm	Given a description of a tactical assig	decaying_average	70	FS-70	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-70A_	outcome	FS-70A-SLO_1	(FS-70A-SLO_1) Describe the proper c	Describe the proper check-in procedure	Describe the proper check-in proced	decaying_average	70	FS-70A	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-70A_	outcome	FS-70A-SLO_2	(FS-70A-SLO_2) Given a description of	Given a description of a tactical assignm	Given a description of a tactical assig	decaying_average	70	FS-70A	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-70A_	outcome	FS-70A-SLO_3	(FS-70A-SLO_3) Describe the proper c	Describe the proper demobilization pro	Describe the proper demobilization p	decaying_average	70	FS-70A	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-70B_	outcome	FS-70B-SLO_1	(FS-70B-SLO_1) Describe the proper c	Describe the proper check-in procedure	Describe the proper check-in proced	decaying_average	70	FS-70B	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-70B_	outcome	FS-70B-SLO_2	(FS-70B-SLO_2) Given a description of	Given a description of a tactical assignm	Given a description of a tactical assig	decaying_average	70	FS-70B	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-70B_	outcome	FS-70B-SLO_3	(FS-70B-SLO_3) Describe the proper d	Describe the proper demobe procedure	Describe the proper demobe proced	decaying_average	70	FS-70B	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-70C_	outcome	FS-70C-SLO_1	(FS-70C-SLO_1) Describe the proper c	Describe the proper check-in procedure	Describe the proper check-in proced	decaying_average	70	FS-70C	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-70C_	outcome	FS-70C-SLO_2	(FS-70C-SLO_2) Given a description of	Given a description of a tactical assignm	Given a description of a tactical assig	decaying_average	70	FS-70C	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-70C_	outcome	FS-70C-SLO_3	(FS-70C-SLO_3) Describe the proper d	Describe the proper demobe procedure	Describe the proper demobe proced	decaying_average	70	FS-70C	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-72_S	outcome	FS-72-SLO_1	(FS-72-SLO_1) Explain the hazardous	Explain the hazardous material fires res	Explain the hazardous material fires r	decaying_average	70	FS-72	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-72_S	outcome	FS-72-SLO_2	(FS-72-SLO_2) Explain the procedural	Explain the procedural steps taken by th	Explain the procedural steps taken by	decaying_average	70	FS-72	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-72_S	outcome	FS-72-SLO_3	(FS-72-SLO_3) Evaluate a hazardous n	Evaluate a hazardous materials incident	Evaluate a hazardous materials incide	decaying_average	70	FS-72	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-72A_	outcome	FS-72A-SLO_1	(FS-72A-SLO_1) Recognize hazardous	Recognize hazardous materials	Recognize hazardous materials	decaying_average	70	FS-72A	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-72A_	outcome	FS-72A-SLO_2	(FS-72A-SLO_2) Demonstrate use of D	Demonstrate use of DOT emergency res	Demonstrate use of DOT emergency	decaying_average	70	FS-72A	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-72A_	outcome	FS-72A-SLO_3	(FS-72A-SLO_3) Describe the basic firs	Describe the basic first responder opera	Describe the basic first responder op	decaying_average	70	FS-72A	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-72B_	outcome	FS-72B-SLO_1	(FS-72B-SLO_1) Identify first respond	Identify first responder personnel and c	Identify first responder personnel an	decaying_average	70	FS-72B	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-72B_	outcome	FS-72B-SLO_2	(FS-72B-SLO_2) Describe the equipme	Describe the equipment and procedure	Describe the equipment and proced	decaying_average	70	FS-72B	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-72B_	outcome	FS-72B-SLO_3	(FS-72B-SLO_3) Demonstrate the abili	Demonstrate the ability to safely perfor	Demonstrate the ability to safely per	decaying_average	70	FS-72B	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-72C_	outcome	FS-72C-SLO_1	(FS-72C-SLO_1) Given a scenario, recc	Given a scenario, recognize the presenc	Given a scenario, recognize the prese	decaying_average	70	FS-72C	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-72C_	outcome	FS-72C-SLO_2	(FS-72C-SLO_2) Given an example of a	Given an example of a hazardous mater	Given an example of a hazardous ma	decaying_average	70	FS-72C	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-72C_	outcome	FS-72C-SLO_3	(FS-72C-SLO_3) Given a scenario and	Given a scenario and the applicable con	Given a scenario and the applicable c	decaying_average	70	FS-72C	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-73A_	outcome	FS-73A-SLO_1	(FS-73A-SLO_1) Describe duties and r	Describe duties and responsibilities for	Describe duties and responsibilities fo	decaying_average	70	FS-73A	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-74_S	outcome	FS-74-SLO_1	(FS-74-SLO_1) Demonstrate the know	Demonstrate the knowledge to size up	Demonstrate the knowledge to size u	decaying_average	70	FS-74	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-74_S	outcome	FS-74-SLO_2	(FS-74-SLO_2) Demonstrate the abilit	Demonstrate the ability to evaluate a pr	Demonstrate the ability to evaluate a	decaying_average	70	FS-74	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-74_S	outcome	FS-74-SLO_3	(FS-74-SLO_3) Apply safe and effectiv	Apply safe and effective strategies and t	Apply safe and effective strategies an	decaying_average	70	FS-74	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-75_S	outcome	FS-75-SLO_1	(FS-75-SLO_1) Identify and describe tl	Identify and describe the characteristics	Identify and describe the characterist	decaying_average	70	FS-75	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-75_S	outcome	FS-75-SLO_2	(FS-75-SLO_2) Describe the interactio	Describe the interaction of fuels, weath	Describe the interaction of fuels, wea	decaying_average	70	FS-75	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-75_S	outcome	FS-75-SLO_3	(FS-75-SLO_3) Describe the causes of	Describe the causes of extreme fire beh	Describe the causes of extreme fire b	decaying_average	70	FS-75	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-75_S	outcome	FS-75-SLO_4	(FS-75-SLO_4) Interpret, apply, and d	Interpret, apply, and document wildlan	Interpret, apply, and document wildl	decaying_average	70	FS-75	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-76_S	outcome	FS-76-SLO_1	(FS-76-SLO_1) Demonstrate the abilit	Demonstrate the ability to use fireline r	Demonstrate the ability to use firelin	decaying_average	70	FS-76	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-76_S	outcome	FS-76-SLO_2	(FS-76-SLO_2) Describe how to incorp	Describe how to incorporate and maint	Describe how to incorporate and mai	decaying_average	70	FS-76	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-76_S	outcome	FS-76-SLO_3	(FS-76-SLO_3) Demonstrate the abilit	Demonstrate the ability to apply the sta	Demonstrate the ability to apply the	decaying_average	70	FS-76	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-76_S	outcome	FS-76-SLO_4	(FS-76-SLO_4) Demonstrate the abilit	Demonstrate the ability to apply inform	Demonstrate the ability to apply info	decaying_average	70	FS-76	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-77_S	outcome	FS-77-SLO_1	(FS-77-SLO_1) Upon completion of th	Upon completion of this course, the stu	Upon completion of this course, the	decaying_average	70	FS-77	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-78_S	outcome	FS-78-SLO_1	(FS-78-SLO_1) Demonstrate an under	Demonstrate an understanding of fundi	Demonstrate an understanding of fu	decaying_average	70	FS-78	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-78_S	outcome	FS-78-SLO_2	(FS-78-SLO_2) Assess their individual	Assess their individual traits and motiva	Assess their individual traits and mot	decaying_average	70	FS-78	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-8_SL	outcome	FS-8-SLO_1	(FS-8-SLO_1) Pass the Arduous Work	Pass the Arduous Work Capacity Test.	Pass the Arduous Work Capacity Test	decaying_average	70	FS-8	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-8_SL	outcome	FS-8-SLO_2	(FS-8-SLO_2) Develop skills in the use	Develop skills in the use of tools for wil	Develop skills in the use of tools for v	decaying_average	70	FS-8	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-8_SL	outcome	FS-8-SLO_3	(FS-8-SLO_3) Demonstrate a working	Demonstrate a working knowledge and	Demonstrate a working knowledge a	decaying_average	70	FS-8	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-8_SL	outcome	FS-8-SLO_4	(FS-8-SLO_4) Identify and define the u	Identify and define the use of equipmer	Identify and define the use of equipn	decaying_average	70	FS-8	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-80_S	outcome	FS-80-SLO_1	(FS-80-SLO_1) Demonstrate an under	Demonstrate an understanding of fire fi	Demonstrate an understanding of fir	decaying_average	70	FS-80	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-80_S	outcome	FS-80-SLO_2	(FS-80-SLO_2) Demonstrate Self-Cont	Demonstrate Self-Contained Breathing	Demonstrate Self-Contained Breathir	decaying_average	70	FS-80	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-81_S	outcome	FS-81-SLO_1	(FS-81-SLO_1) Apply standard wildlan	Apply standard wildland fire safety guid	Apply standard wildland fire safety gu	decaying_average	70	FS-81	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-81_S	outcome	FS-81-SLO_2	(FS-81-SLO_2) Explain the concept of	Explain the concept of crew cohesion ar	Explain the concept of crew cohesior	decaying_average	70	FS-81	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-84_S	outcome	FS-84-SLO_1	(FS-84-SLO_1) Given a historical fatali	Given a historical fatality fire situation,	Given a historical fatality fire situatio	decaying_average	70	FS-84	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-84_S	outcome	FS-84-SLO_2	(FS-84-SLO_2) Describe and discuss th	Describe and discuss the value in the st	Describe and discuss the value in the	decaying_average	70	FS-84	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	
FS-85_S	outcome	FS-85-SLO_1	(FS-85-SLO_1) Navigate, including calc	Navigate, including calculating distance	Navigate, including calculating distan	decaying_average	70	FS-85	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence	

FS-85_S outcome	FS-85-SLO_2	(FS-85-SLO_2) Successfully set up and	Successfully set up and operate a GPS r	Successfully set up and operate a GP	decaying_average	70	FS-85	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-87_S outcome	FS-87-SLO_1	(FS-87-SLO_1) Describe the purpose and structure of expanded dispatch	Describe the purpose and structure of expanded dispatch	Describe the purpose and structure of expanded dispatch	decaying_average	70	FS-87	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-87_S outcome	FS-87-SLO_2	(FS-87-SLO_2) Describe the role and r	Describe the role and responsibility of t	Describe the role and responsibility c	decaying_average	70	FS-87	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-87_S outcome	FS-87-SLO_3	(FS-87-SLO_3) Demonstrate how to m	Demonstrate how to mobilize and dem	Demonstrate how to mobilize and de	decaying_average	70	FS-87	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-87_S outcome	FS-87-SLO_4	(FS-87-SLO_4) Describe how to comm	Describe how to communicate effective	Describe how to communicate effect	decaying_average	70	FS-87	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-89_S outcome	FS-89-SLO_1	(FS-89-SLO_1) Troubleshoot and corre	Troubleshoot and correct the problems	Troubleshoot and correct the proble	decaying_average	70	FS-89	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-89_S outcome	FS-89-SLO_2	(FS-89-SLO_2) Demonstrate the abilit	Demonstrate the ability to safely and pr	Demonstrate the ability to safely and	decaying_average	70	FS-89	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-90_S outcome	FS-90-SLO_1	(FS-90-SLO_1) Demonstrate knowled	Demonstrate knowledge and skills to de	Demonstrate knowledge and skills to	decaying_average	70	FS-90	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-90_S outcome	FS-90-SLO_2	(FS-90-SLO_2) Isentify trpes, parts, an	Isentify trpes, parts, and functions of pc	Isentify trpes, parts, and functions of	decaying_average	70	FS-90	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-92A_ outcome	FS-92A-SLO_1	(FS-92A-SLO_1) Apply human resourc	Apply human resource policies and proc	Apply human resource policies and p	decaying_average	70	FS-92A	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-92A_ outcome	FS-92A-SLO_2	(FS-92A-SLO_2) Demonstrate verbal a	Demonstrate verbal and written comm	Demonstrate verbal and written com	decaying_average	70	FS-92A	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-92A_ outcome	FS-92A-SLO_3	(FS-92A-SLO_3) Create a Professional	Create a Professional Development Plar	Create a Professional Development P	decaying_average	70	FS-92A	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-92B_ outcome	FS-92B-SLO_1	(FS-92B-SLO_1) Identify state and fed	Identify state and federal laws and regu	Identify state and federal laws and re	decaying_average	70	FS-92B	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-92B_ outcome	FS-92B-SLO_2	(FS-92B-SLO_2) Identify the organizat	Identify the organizational structure of	Identify the organizational structure	decaying_average	70	FS-92B	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-92B_ outcome	FS-92B-SLO_3	(FS-92B-SLO_3) Describe a purchasing	Describe a purchasing process	Describe a purchasing process	decaying_average	70	FS-92B	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-92B_ outcome	FS-92B-SLO_4	(FS-92B-SLO_4) Identify procedures fc	Identify procedures for recommending	Identify procedures for recommendir	decaying_average	70	FS-92B	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-92C_ outcome	FS-92C-SLO_1	(FS-92C-SLO_1) Conduct a fire inspect	Conduct a fire inspection	Conduct a fire inspection	decaying_average	70	FS-92C	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-92C_ outcome	FS-92C-SLO_2	(FS-92C-SLO_2) Define the various oc	Define the various occupancies accordir	Define the various occupancies accor	decaying_average	70	FS-92C	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-92C_ outcome	FS-92C-SLO_3	(FS-92C-SLO_3) Describe fire detectio	Describe fire detection systems	Describe fire detection systems	decaying_average	70	FS-92C	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-92D_ outcome	FS-92D-SLO_1	(FS-92D-SLO_1) Describe principles of	Describe principles of command	Describe principles of command	decaying_average	70	FS-92D	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-92D_ outcome	FS-92D-SLO_2	(FS-92D-SLO_2) Describe the standarc	Describe the standard operating proced	Describe the standard operating proc	decaying_average	70	FS-92D	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-92D_ outcome	FS-92D-SLO_3	(FS-92D-SLO_3) Analyze emergency sc	Analyze emergency scene conditions an	Analyze emergency scene conditions	decaying_average	70	FS-92D	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-92D_ outcome	FS-92D-SLO_4	(FS-92D-SLO_4) Describe the element	Describe the elements of a post inciden	Describe the elements of a post incid	decaying_average	70	FS-92D	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-92E_ outcome	FS-92E-SLO_1	(FS-92E-SLO_1) Describe the element	Describe the elements of an initial wildl	Describe the elements of an initial wi	decaying_average	70	FS-92E	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-92E_ outcome	FS-92E-SLO_2	(FS-92E-SLO_2) Identify the minimum	Identify the minimum personnel qualifi	Identify the minimum personnel qua	decaying_average	70	FS-92E	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-92E_ outcome	FS-92E-SLO_3	(FS-92E-SLO_3) Identify a wildland fir	Identify a wildland fire incident objectiv	Identify a wildland fire incident objec	decaying_average	70	FS-92E	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-93_S outcome	FS-93-SLO_1	(FS-93-SLO_1) Describe principles, ele	Describe principles, elements, and posit	Describe principles, elements, and pc	decaying_average	70	FS-93	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-93_S outcome	FS-93-SLO_2	(FS-93-SLO_2) Explain the basic conce	Explain the basic concept of how task b	Explain the basic concept of how tasl	decaying_average	70	FS-93	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-94_S outcome	FS-94-SLO_1	(FS-94-SLO_1) Define the differences	Define the differences between a Strike	Define the differences between a Stri	decaying_average	70	FS-94	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-94_S outcome	FS-94-SLO_2	(FS-94-SLO_2) Describe the responsib	Describe the responsibilities of a STL/TF	Describe the responsibilities of a STL/	decaying_average	70	FS-94	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-94_S outcome	FS-94-SLO_3	(FS-94-SLO_3) Describe how Strike Te	Describe how Strike Teams are formed	Describe how Strike Teams are forme	decaying_average	70	FS-94	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-94_S outcome	FS-94-SLO_4	(FS-94-SLO_4) Identify what to includ	Identify what to include in your STL/TFL	Identify what to include in your STL/	decaying_average	70	FS-94	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-94_S outcome	FS-94-SLO_5	(FS-94-SLO_5) Describe the process tc	Describe the process to ensure that assi	Describe the process to ensure that a	decaying_average	70	FS-94	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-95_S outcome	FS-95-SLO_1	(FS-95-SLO_1) Describe how to order	Describe how to order the appropriate	Describe how to order the appropria	decaying_average	70	FS-95	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-95_S outcome	FS-95-SLO_2	(FS-95-SLO_2) List those items that sh	List those items that should be consider	List those items that should be consi	decaying_average	70	FS-95	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-95_S outcome	FS-95-SLO_3	(FS-95-SLO_3) Describe your actions f	Describe your actions for directing and	Describe your actions for directing ar	decaying_average	70	FS-95	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-95_S outcome	FS-95-SLO_4	(FS-95-SLO_4) Discuss the topics norn	Discuss the topics normally covered in p	Discuss the topics normally covered i	decaying_average	70	FS-95	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-96_S outcome	FS-96-SLO_1	(FS-96-SLO_1) Demonstrate the appr	Demonstrate the appropriate use select	Demonstrate the appropriate use sel	decaying_average	70	FS-96	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-96_S outcome	FS-96-SLO_2	(FS-96-SLO_2) Tie, within one minute	Tie, within one minute and blindfolded,	Tie, within one minute and blindfold	decaying_average	70	FS-96	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-96_S outcome	FS-96-SLO_3	(FS-96-SLO_3) Identify and explain ha	Identify and explain hazard and minimu	Identify and explain hazard and mini	decaying_average	70	FS-96	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-96_S outcome	FS-96-SLO_4	(FS-96-SLO_4) Explain, demonstrate a	Explain, demonstrate and operate vario	Explain, demonstrate and operate va	decaying_average	70	FS-96	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-96A_ outcome	FS-96A-SLO_1	(FS-96A-SLO_1) Demonstrate the app	Demonstrate the appropriate use select	Demonstrate the appropriate use sel	decaying_average	70	FS-96A	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-96A_ outcome	FS-96A-SLO_2	(FS-96A-SLO_2) Tie, within one minut	Tie, within one minute and blindfolded,	Tie, within one minute and blindfold	decaying_average	70	FS-96A	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-96A_ outcome	FS-96A-SLO_3	(FS-96A-SLO_3) Identify and explain h	Identify and explain hazard and minimu	Identify and explain hazard and mini	decaying_average	70	FS-96A	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-96A_ outcome	FS-96A-SLO_4	(FS-96A-SLO_4) Explain, demonstrate	Explain, demonstrate and operate vario	Explain, demonstrate and operate va	decaying_average	70	FS-96A	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-97_S outcome	FS-97-SLO_1	(FS-97-SLO_1) Understand elements i	Understand elements involved in exting	Understand elements involved in ext	decaying_average	70	FS-97	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-97_S outcome	FS-97-SLO_2	(FS-97-SLO_2) Describe characteristic	Describe characteristics and hazards of	Describe characteristics and hazards	decaying_average	70	FS-97	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-97_S outcome	FS-97-SLO_3	(FS-97-SLO_3) Define and use safety p	Define and use safety procedures for us	Define and use safety procedures for	decaying_average	70	FS-97	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-97_S outcome	FS-97-SLO_4	(FS-97-SLO_4) Identify extinguishing a	Identify extinguishing agents and meth	Identify extinguishing agents and me	decaying_average	70	FS-97	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-97_S outcome	FS-97-SLO_5	(FS-97-SLO_5) Be able to develop an i	Be able to develop an initial incident ac	Be able to develop an initial incident	decaying_average	70	FS-97	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-98.1 outcome	FS-98.18-SLO_1	(FS-98.18-SLO_1) Demonstrate proce	Demonstrate procedures for safe basic	Demonstrate procedures for safe bas	decaying_average	70	FS-98.18	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-98.1 outcome	FS-98.18-SLO_2	(FS-98.18-SLO_2) Demonstrate Fire Sl	Demonstrate Fire Shelter training	Demonstrate Fire Shelter training	decaying_average	70	FS-98.18	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-98.2 outcome	FS-98.2-SLO_1	(FS-98.2-SLO_1) Describe the 10 stan	Describe the 10 standard fire Orders, 18	Describe the 10 standard fire Orders,	decaying_average	70	FS-98.2	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-98.2 outcome	FS-98.21-SLO_1	(FS-98.21-SLO_1) Demonstrate prope	Demonstrate proper technique of tools	Demonstrate proper technique of to	decaying_average	70	FS-98.21	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-98.2 outcome	FS-98.21-SLO_2	(FS-98.21-SLO_2) Demonstrate prope	Demonstrate proper donning and doffir	Demonstrate proper donning and do	decaying_average	70	FS-98.21	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-98.2 outcome	FS-98.21-SLO_3	(FS-98.21-SLO_3) Demonstrate prope	Demonstrate proper methods of fire ho	Demonstrate proper methods of fire	decaying_average	70	FS-98.21	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
FS-98.2 outcome	FS-98.21-SLO_4	(FS-98.21-SLO_4) Describe how buildi	Describe how building construction and	Describe how building construction a	decaying_average	70	FS-98.21	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence

GEO-2_	outcome	GEO-2-SLO_1	(GEO-2-SLO_1) Identify and describe v	Identify and describe varieties of humar	Identify and describe varieties of hun	decaying_average	70	GEO-2	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GEO-2_	outcome	GEO-2-SLO_2	(GEO-2-SLO_2) Describe how the poli	Describe how the political, economic, r	Describe how the political, economic	decaying_average	70	GEO-2	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GEOL-1	outcome	GEOL-1-SLO_1	(GEOL-1-SLO_1) Describe the unifying	Describe the unifying concepts of Geolc	Describe the unifying concepts of Ge	decaying_average	70	GEOL-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GEOL-1	outcome	GEOL-1-SLO_2	(GEOL-1-SLO_2) Given a specific geolc	Given a specific geological feature use t	Given a specific geological feature us	decaying_average	70	GEOL-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GEOL-5	outcome	GEOL-5-SLO_1	(GEOL-5-SLO_1) Outline the earth's hi	Outline the earth's history through con	Outline the earth's history through co	decaying_average	70	GEOL-5	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GEOL-5	outcome	GEOL-5-SLO_2	(GEOL-5-SLO_2) Apply proper lab tech	Apply proper lab techniques and knowl	Apply proper lab techniques and kno	decaying_average	70	GEOL-5	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GIS-1_S	outcome	GIS-1-SLO_1	(GIS-1-SLO_1) Address the capabilitie	Address the capabilities, limitations, an	Address the capabilities, limitations,	decaying_average	70	GIS-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GIS-1_S	outcome	GIS-1-SLO_2	(GIS-1-SLO_2) Prepare a completed m	Prepare a completed map, with effectiv	Prepare a completed map, with effec	decaying_average	70	GIS-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GIS-2_S	outcome	GIS-2-SLO_1	(GIS-2-SLO_1) Create a geodatabase, i	Create a geodatabase, incorporating ba	Create a geodatabase, incorporating	decaying_average	70	GIS-2	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GIS-2_S	outcome	GIS-2-SLO_2	(GIS-2-SLO_2) Implement data geoco	Implement data geocoding as a means o	Implement data geocoding as a mear	decaying_average	70	GIS-2	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GIS-3_S	outcome	GIS-3-SLO_1	(GIS-3-SLO_1) Produce high quality m	Produce high quality map layouts, comp	Produce high quality map layouts, co	decaying_average	70	GIS-3	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GIS-3_S	outcome	GIS-3-SLO_2	(GIS-3-SLO_2) Assess various map lay	Assess various map layouts for accurate	Assess various map layouts for accur	decaying_average	70	GIS-3	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GIS-4_S	outcome	GIS-4-SLO_1	(GIS-4-SLO_1) Exercise Map Algebra c	Exercise Map Algebra calculations, via a	Exercise Map Algebra calculations, vi	decaying_average	70	GIS-4	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GIS-4_S	outcome	GIS-4-SLO_2	(GIS-4-SLO_2) Develop an effective GI	Develop an effective GIS-based model t	Develop an effective GIS-based mode	decaying_average	70	GIS-4	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GIS-5_S	outcome	GIS-5-SLO_1	(GIS-5-SLO_1) Build a viable web map	Build a viable web map for online GIS u	Build a viable web map for online GIS	decaying_average	70	GIS-5	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GIS-5_S	outcome	GIS-5-SLO_2	(GIS-5-SLO_2) Explain what a story m	Explain what a story map is, and succes	Explain what a story map is, and succ	decaying_average	70	GIS-5	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GS-50_	outcome	GS-50-SLO_1	(GS-50-SLO_1) Safely operate an engi	Safely operate an engine lathe to comp	Safely operate an engine lathe to cor	decaying_average	70	GS-50	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GS-50_	outcome	GS-50-SLO_2	(GS-50-SLO_2) Safely operate a vertic	Safely operate a vertical knee mill to co	Safely operate a vertical knee mill to	decaying_average	70	GS-50	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GS-54_	outcome	GS-54-SLO_1	(GS-54-SLO_1) Safely complete comr	Safely complete common gunsmithing t	Safely complete common gunsmithir	decaying_average	70	GS-54	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GS-57_	outcome	GS-57-SLO_1	(GS-57-SLO_1) Safely complete assign	Safely complete assigned bluing project	Safely complete assigned bluing proj	decaying_average	70	GS-57	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GS-59_	outcome	GS-59-SLO_1	(GS-59-SLO_1) Demonstrate a comple	Demonstrate a complete understanding	Demonstrate a complete understand	decaying_average	70	GS-59	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GS-59_	outcome	GS-59-SLO_2	(GS-59-SLO_2) Safely develop handlo	Safely develop handloads for specific fir	Safely develop handloads for specific	decaying_average	70	GS-59	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-11	outcome	GSS-112-SLO_1	(GSS-112-SLO_1) Safely use a lathe an	Safely use a lathe and properly grind ge	Safely use a lathe and properly grind	decaying_average	70	GSS-112	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-11	outcome	GSS-112B-SLO_1	(GSS-112B-SLO_1) Design and constr	Design and construct a simple sheath kı	Design and construct a simple sheath	decaying_average	70	GSS-112B	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-11	outcome	GSS-114-SLO_1	(GSS-114-SLO_1) Describe the barrel-	Describe the barrel-fitting sequence and	Describe the barrel-fitting sequence a	decaying_average	70	GSS-114	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-11	outcome	GSS-116-SLO_1	(GSS-116-SLO_1) Properly inlet and in	Properly inlet and install common acces	Properly inlet and install common ac	decaying_average	70	GSS-116	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-11	outcome	GSS-117-SLO_1	(GSS-117-SLO_1) Safely handle equip	Safely handle equipment to gas tungste	Safely handle equipment to gas tung	decaying_average	70	GSS-117	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-11	outcome	GSS-119-SLO_1	(GSS-119-SLO_1) Barrel some of the le	Barrel some of the less common action	Barrel some of the less common acti	decaying_average	70	GSS-119	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-12	outcome	GSS-120-SLO_1	(GSS-120-SLO_1) Properly shape, sanc	Properly shape, sand, fill and finish a se	Properly shape, sand, fill and finish a	decaying_average	70	GSS-120	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-12	outcome	GSS-120B-SLO_1	(GSS-120B-SLO_1) Raise dents, sand,	Raise dents, sand, and finish a one-piec	Raise dents, sand, and finish a one-pi	decaying_average	70	GSS-120B	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-12	outcome	GSS-123-SLO_1	(GSS-123-SLO_1) Apply the basic skill	Apply the basic skills for pattern design,	Apply the basic skills for pattern desi	decaying_average	70	GSS-123	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-12	outcome	GSS-124-SLO_1	(GSS-124-SLO_1) Safely handle equip	Safely handle equipment to gas tungste	Safely handle equipment to gas tung	decaying_average	70	GSS-124	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-12	outcome	GSS-127-SLO_1	(GSS-127-SLO_1) Apply the advanced	Apply the advanced skills for pattern de	Apply the advanced skills for pattern	decaying_average	70	GSS-127	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-13	outcome	GSS-130-SLO_1	(GSS-130-SLO_1) Describe the state o	Describe the state of the art in design, t	Describe the state of the art in desigr	decaying_average	70	GSS-130	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-13	outcome	GSS-133-SLO_1	(GSS-133-SLO_1) Apply the skills of pa	Apply the skills of pattern design, desig	Apply the skills of pattern design, des	decaying_average	70	GSS-133	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-13	outcome	GSS-134-SLO_1	(GSS-134-SLO_1) Polish and color buf	Polish and color buff firearm parts to a	Polish and color buff firearm parts to	decaying_average	70	GSS-134	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-13	outcome	GSS-134-SLO_2	(GSS-134-SLO_2) Polish and color buf	Polish and color buff firearms parts t a	Polish and color buff firearms parts t	decaying_average	70	GSS-134	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-13	outcome	GSS-135-SLO_1	(GSS-135-SLO_1) Prepare the chemic	Prepare the chemical solution and the r	Prepare the chemical solution and th	decaying_average	70	GSS-135	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-13	outcome	GSS-136-SLO_1	(GSS-136-SLO_1) Identify all safety ru	Identify all safety rules for mixing, corre	Identify all safety rules for mixing, co	decaying_average	70	GSS-136	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-14	outcome	GSS-143-SLO_1	(GSS-143-SLO_1) Describe the state o	Describe the state of the art in design, t	Describe the state of the art in desigr	decaying_average	70	GSS-143	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-14	outcome	GSS-147-SLO_1	(GSS-147-SLO_1) Obtain or update ar	Obtain or update armor skills necessary	Obtain or update armor skills necessa	decaying_average	70	GSS-147	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-14	outcome	GSS-148-SLO_1	(GSS-148-SLO_1) Obtain or update ar	Obtain or update armor skills necessary	Obtain or update armor skills necessa	decaying_average	70	GSS-148	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-49	outcome	GSS-49-SLO_1	(GSS-49-SLO_1) After creating individ	After creating individualized measurabl	After creating individualized measura	decaying_average	70	GSS-49	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-49	outcome	GSS-49-SLO_2	(GSS-49-SLO_2) Demonstrate proficie	Demonstrate proficient soft skills identi	Demonstrate proficient soft skills ide	decaying_average	70	GSS-49	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-49	outcome	GSS-49-SLO_3	(GSS-49-SLO_3) Given the course syll	Given the course syllabus, which identif	Given the course syllabus, which ider	decaying_average	70	GSS-49	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-49	outcome	GSS-49-SLO_4	(GSS-49-SLO_4) Demonstrate the abil	Demonstrate the ability to use descripti	Demonstrate the ability to use descri	decaying_average	70	GSS-49	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-49	outcome	GSS-49-SLO_5	(GSS-49-SLO_5) Identify career optior	Identify career options within this acad	Identify career options within this ac	decaying_average	70	GSS-49	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-52	outcome	GSS-52B-SLO_1	(GSS-52B-SLO_1) Demonstrate safe h	Demonstrate safe handling of firearms.	Demonstrate safe handling of firearm	decaying_average	70	GSS-52B	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-52	outcome	GSS-52B-SLO_2	(GSS-52B-SLO_2) Be familiar with app	Be familiar with applicable legal applica	Be familiar with applicable legal appl	decaying_average	70	GSS-52B	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-52	outcome	GSS-52BR-SLO_3	(GSS-52BR-SLO_3) Successfully qualif	Successfully qualify with their firearm(s	Successfully qualify with their firearm	decaying_average	70	GSS-52BR	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-52	outcome	GSS-52BR-SLO_1	(GSS-52BR-SLO_1) Demonstrate safe l	Demonstrate safe handling of firearms.	Demonstrate safe handling of firearm	decaying_average	70	GSS-52BR	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-52	outcome	GSS-52BR-SLO_2	(GSS-52BR-SLO_2) Be familiar with ap	Be familiar with applicable legal applica	Be familiar with applicable legal appl	decaying_average	70	GSS-52BR	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-52	outcome	GSS-52BR-SLO_3	(GSS-52BR-SLO_3) Successfully qualif	Successfully qualify with their firearm(s	Successfully qualify with their firearm	decaying_average	70	GSS-52BR	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-66.	outcome	GSS-66.07-SLO_1	(GSS-66.07-SLO_1) Demonstrate the l	Demonstrate the blowback principle by	Demonstrate the blowback principle	decaying_average	70	GSS-66.07	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-70_	outcome	GSS-70-SLO_1	(GSS-70-SLO_1) Prepare, layout, and c	Prepare, layout, and cut a simple check	Prepare, layout, and cut a simple che	decaying_average	70	GSS-70	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-71_	outcome	GSS-71-SLO_1	(GSS-71-SLO_1) Describe the state of	Describe the state of the art in design, t	Describe the state of the art in desigr	decaying_average	70	GSS-71	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-77_	outcome	GSS-77-SLO_1	(GSS-77-SLO_1) Accurize M-1 Grand f	Accurize M-1 Grand for use in National	Accurize M-1 Grand for use in Nation	decaying_average	70	GSS-77	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-78_	outcome	GSS-78-SLO_1	(GSS-78-SLO_1) Properly trouble-shoc	Properly trouble-shoot and repair comn	Properly trouble-shoot and repair cor	decaying_average	70	GSS-78	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-79_	outcome	GSS-79-SLO_1	(GSS-79-SLO_1) Obtain or update arn	Obtain or update armor skills necessary	Obtain or update armor skills necessa	decaying_average	70	GSS-79	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-82_	outcome	GSS-82-SLO_1	(GSS-82-SLO_1) Properly use commor	Properly use common gunsmithing tool	Properly use common gunsmithing tc	decaying_average	70	GSS-82	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-83_	outcome	GSS-83-SLO_1	(GSS-83-SLO_1) Properly use commor	Properly use common gunsmithing tool	Properly use common gunsmithing tc	decaying_average	70	GSS-83	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-84_	outcome	GSS-84-SLO_1	(GSS-84-SLO_1) Obtain or update arn	Obtain or update armor skills necessary	Obtain or update armor skills necessa	decaying_average	70	GSS-84	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-85_	outcome	GSS-85-SLO_1	(GSS-85-SLO_1) Obtain or update arn	Obtain or update armor skills necessary	Obtain or update armor skills necessa	decaying_average	70	GSS-85	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-87_	outcome	GSS-87-SLO_1	(GSS-87-SLO_1) Obtain or update arn	Obtain or update armor skills necessary	Obtain or update armor skills necessa	decaying_average	70	GSS-87	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-88_	outcome	GSS-88-SLO_1	(GSS-88-SLO_1) Obtain or update arn	Obtain or update armor skills necessary	Obtain or update armor skills necessa	decaying_average	70	GSS-88	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-89_	outcome	GSS-89-SLO_1	(GSS-89-SLO_1) Obtain or update arn	Obtain or update armor skills necessary	Obtain or update armor skills necessa	decaying_average	70	GSS-89	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
GSS-90_	outcome	GSS-90-SLO_1	(GSS-90-SLO_1) Properly perform bas	Properly perform basic custom alteratic	Properly perform basic custom altera	decaying_average	70	GSS-90	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence

GSS-91_	outcome	GSS-91-SLO_1	(GSS-91-SLO_1) Properly perform adv	Properly perform advance custom alter	Properly perform advance custom alt	decaying_average	70	GSS-91	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
GSS-93_	outcome	GSS-93-SLO_1	(GSS-93-SLO_1) Obtain or update arm	Obtain or update armor skills necessary	Obtain or update armor skills necessa	decaying_average	70	GSS-93	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
GSS-94_	outcome	GSS-94-SLO_1	(GSS-94-SLO_1) Safely reload a straigh	Safely reload a straight wall metallic car	Safely reload a straight wall metallic c	decaying_average	70	GSS-94	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
GSS-95_	outcome	GSS-95-SLO_1	(GSS-95-SLO_1) Obtain or update arm	Obtain or update armor skills necessary	Obtain or update armor skills necessa	decaying_average	70	GSS-95	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
GSS-98_	outcome	GSS-98.02-SLO_1	(GSS-98.02-SLO_1) Properly trouble sl	Properly trouble shoot and repair comn	Properly trouble shoot and repair cor	decaying_average	70	GSS-98.02	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
GSS-98_	outcome	GSS-98.03-SLO_1	(GSS-98.03-SLO_1) Properly trouble sl	Properly trouble shoot and repair comn	Properly trouble shoot and repair cor	decaying_average	70	GSS-98.03	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
GSS-98_	outcome	GSS-98.04-SLO_1	(GSS-98.04-SLO_1) Properly deal with	Properly deal with hollow grinding, wor	Properly deal with hollow grinding, w	decaying_average	70	GSS-98.04	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
GSS-98_	outcome	GSS-98.05-SLO_1	(GSS-98.05-SLO_1) Obtain or update a	Obtain or update armorer skills necessa	Obtain or update armorer skills nece	decaying_average	70	GSS-98.05	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
GSS-98_	outcome	GSS-98.06-SLO_1	(GSS-98.06-SLO_1) Obtain or update a	Obtain or update armorer skills necessa	Obtain or update armorer skills nece	decaying_average	70	GSS-98.06	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
GSS-98_	outcome	GSS-98.08-SLO_1	(GSS-98.08-SLO_1) Properly fit and tu	Properly fit and tune the 1911 type aut	Properly fit and tune the 1911 type a	decaying_average	70	GSS-98.08	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
GSS-98_	outcome	GSS-98.09-SLO_1	(GSS-98.09-SLO_1) Properly identify a	Properly identify and prepare suitable g	Properly identify and prepare suitabl	decaying_average	70	GSS-98.09	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
GSS-98_	outcome	GSS-98.12-SLO_1	(GSS-98.12-SLO_1) Modern and Cowb	Modern and Cowboy Action Belts and H	Modern and Cowboy Action Belts an	decaying_average	70	GSS-98.12	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
GSS-98_	outcome	GSS-98.13-SLO_1	(GSS-98.13-SLO_1) Use common shop	Use common shop tools to identify and	Use common shop tools to identify a	decaying_average	70	GSS-98.13	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
GSS-98_	outcome	GSS-98.21-SLO_1	(GSS-98.21-SLO_1) Demonstrate the a	Demonstrate the ability to correctly dia	Demonstrate the ability to correctly c	decaying_average	70	GSS-98.21	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
GSS-98_	outcome	GSS-98.22-SLO_1	(GSS-98.22-SLO_1) Demonstrate the a	Demonstrate the ability to correctly dia	Demonstrate the ability to correctly c	decaying_average	70	GSS-98.22	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
GSS-98_	outcome	GSS-98.23-SLO_1	(GSS-98.23-SLO_1) Demonstrate the a	Demonstrate the ability to correctly dia	Demonstrate the ability to correctly c	decaying_average	70	GSS-98.23	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
GSS-98_	outcome	GSS-98.24-SLO_1	(GSS-98.24-SLO_1) Demonstrate the a	Demonstrate the ability to correctly dia	Demonstrate the ability to correctly c	decaying_average	70	GSS-98.24	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HIST-14	outcome	HIST-14-SLO_1	(HIST-14-SLO_1) Compare and contra	Compare and contrast the major world	Compare and contrast the major wor	decaying_average	70	HIST-14	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HIST-14	outcome	HIST-14-SLO_2	(HIST-14-SLO_2) Compare and contra	Compare and contrast major periods in	Compare and contrast major periods	decaying_average	70	HIST-14	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HIST-14	outcome	HIST-14-SLO_3	(HIST-14-SLO_3) Describe how civiliza	Describe how civilization through multi	Describe how civilization through mu	decaying_average	70	HIST-14	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HIST-15	outcome	HIST-15-SLO_1	(HIST-15-SLO_1) Compare and contra	Compare and contrast the major civiliza	Compare and contrast the major civil	decaying_average	70	HIST-15	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HIST-15	outcome	HIST-15-SLO_2	(HIST-15-SLO_2) Demonstrate an und	Demonstrate an understanding of civiliz	Demonstrate an understanding of civ	decaying_average	70	HIST-15	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HIST-15	outcome	HIST-15-SLO_3	(HIST-15-SLO_3) Analyze ways in whic	Analyze ways in which human groups h	Analyze ways in which human groups	decaying_average	70	HIST-15	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HIST-16	outcome	HIST-16-SLO_1	(HIST-16-SLO_1) Trace the transition o	Trace the transition of the United State	Trace the transition of the United Sta	decaying_average	70	HIST-16	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HIST-16	outcome	HIST-16-SLO_2	(HIST-16-SLO_2) Trace the transition o	Trace the transition of the United State	Trace the transition of the United Sta	decaying_average	70	HIST-16	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HIST-16	outcome	HIST-16-SLO_3	(HIST-16-SLO_3) Compare and contra	Compare and contrast social movement	Compare and contrast social movem	decaying_average	70	HIST-16	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HIST-17	outcome	HIST-17-SLO_1	(HIST-17-SLO_1) Trace the United Sta	Trace the United States into a world po	Trace the United States into a world	decaying_average	70	HIST-17	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HIST-17	outcome	HIST-17-SLO_2	(HIST-17-SLO_2) Trace the United Sta	Trace the United States growth in territ	Trace the United States growth in ter	decaying_average	70	HIST-17	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HIST-17	outcome	HIST-17-SLO_3	(HIST-17-SLO_3) Compare and contra	Compare and contrast the developmen	Compare and contrast the developm	decaying_average	70	HIST-17	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HLTH-2_	outcome	HLTH-2-SLO_1	(HLTH-2-SLO_1) Analyze information a	Analyze information available regarding	Analyze information available regardi	decaying_average	70	HLTH-2	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HLTH-2_	outcome	HLTH-25-SLO_1	(HLTH-25-SLO_1) Analyze and evaluat	Analyze and evaluate nutrition informa	Analyze and evaluate nutrition inform	decaying_average	70	HLTH-25	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HLTH-2_	outcome	HLTH-25-SLO_2	(HLTH-25-SLO_2) Apply dietary guidel	Apply dietary guidelines and current nu	Apply dietary guidelines and current	decaying_average	70	HLTH-25	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HO-120	outcome	HO-120-SLO_1	(HO-120-SLO_1) Demonstrate the abi	Demonstrate the ability to assess a brea	Demonstrate the ability to assess a b	decaying_average	70	HO-120	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HO-3_S	outcome	HO-3-SLO_1	(HO-3-SLO_1) Demonstrate correct sp	Demonstrate correct spelling and apprc	Demonstrate correct spelling and app	decaying_average	70	HO-3	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HO-49_	outcome	HO-49-SLO_1	(HO-49-SLO_1) After creating individu	After creating individualized measurabl	After creating individualized measura	decaying_average	70	HO-49	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HO-49_	outcome	HO-49-SLO_2	(HO-49-SLO_2) Demonstrate proficier	Demonstrate proficient soft skills identi	Demonstrate proficient soft skills ide	decaying_average	70	HO-49	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HO-49_	outcome	HO-49-SLO_3	(HO-49-SLO_3) Given the course sylla	Given the course syllabus, which identif	Given the course syllabus, which ider	decaying_average	70	HO-49	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HO-49_	outcome	HO-49-SLO_4	(HO-49-SLO_4) Demonstrate the abili	Demonstrate the ability to use descripti	Demonstrate the ability to use descri	decaying_average	70	HO-49	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HO-49_	outcome	HO-49-SLO_5	(HO-49-SLO_5) Identify career option	Identify career options within this acad	Identify career options within this ac	decaying_average	70	HO-49	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HO-70_	outcome	HO-70-SLO_1	(HO-70-SLO_1) Identify career option	Identify career options within this acad	Identify career options within this ac	decaying_average	70	HO-70	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HO-70_	outcome	HO-70-SLO_2	(HO-70-SLO_2) Demonstrate beginnir	Demonstrate beginning understanding o	Demonstrate beginning understandir	decaying_average	70	HO-70	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HO-71_	outcome	HO-71-SLO_1	(HO-71-SLO_1) Demonstrate professic	Demonstrate professionalism in the rol	Demonstrate professionalism in the r	decaying_average	70	HO-71	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HO-71_	outcome	HO-71-SLO_2	(HO-71-SLO_2) Prepare and properly r	Prepare and properly manage medical c	Prepare and properly manage medica	decaying_average	70	HO-71	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HO-71_	outcome	HO-71-SLO_3	(HO-71-SLO_3) Demonstrate medical	Demonstrate medical office finance and	Demonstrate medical office finance a	decaying_average	70	HO-71	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HO-72_	outcome	HO-72-SLO_1	(HO-72-SLO_1) Perform exam room p	Perform exam room procedures autonc	Perform exam room procedures auto	decaying_average	70	HO-72	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HO-72_	outcome	HO-72-SLO_2	(HO-72-SLO_2) Demonstrate knowled	Demonstrate knowledge of pharmacolc	Demonstrate knowledge of pharmac	decaying_average	70	HO-72	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HO-72_	outcome	HO-72-SLO_3	(HO-72-SLO_3) Assistwithlaboratoryp	Assistwithlaboratoryprocedures.	Assistwithlaboratoryprocedures.	decaying_average	70	HO-72	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HO-80A	outcome	HO-80A-SLO_1	(HO-80A-SLO_1) Demonstrate the var	Demonstrate the various components c	Demonstrate the various component	decaying_average	70	HO-80A	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HO-88_	outcome	HO-88-SLO_1	(HO-88-SLO_1) Perform venipuncture	Perform venipunctures and capillary pu	Perform venipunctures and capillary	decaying_average	70	HO-88	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HUM-1_	outcome	HUM-1-SLO_1	(HUM-1-SLO_1) Identify, recognize, d	Identify, recognize, define or associate t	Identify, recognize, define or associat	decaying_average	70	HUM-1	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HUM-1_	outcome	HUM-1-SLO_2	(HUM-1-SLO_2) Develop an appropria	Develop an appropriate and factually cc	Develop an appropriate and factually	decaying_average	70	HUM-1	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HUM-1_	outcome	HUM-1-SLO_3	(HUM-1-SLO_3) Develop an appropria	Develop an appropriate and factually cc	Develop an appropriate and factually	decaying_average	70	HUM-1	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HUM-2_	outcome	HUM-2-SLO_1	(HUM-2-SLO_1) Identify, recognize, d	Identify, recognize, define or associate t	Identify, recognize, define or associat	decaying_average	70	HUM-2	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HUM-2_	outcome	HUM-2-SLO_2	(HUM-2-SLO_2) Develop an appropria	Develop an appropriate and factually cc	Develop an appropriate and factually	decaying_average	70	HUM-2	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HUM-2_	outcome	HUM-2-SLO_3	(HUM-2-SLO_3) Develop an appropria	Develop an appropriate and factually cc	Develop an appropriate and factually	decaying_average	70	HUM-2	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HUS-10	outcome	HUS-10-SLO_1	(HUS-10-SLO_1) Define the practice a	Define the practice and professionalism	Define the practice and professionali	decaying_average	70	HUS-10	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HUS-10	outcome	HUS-10-SLO_2	(HUS-10-SLO_2) Identify the type of s	Identify the type of services available to	Identify the type of services available	decaying_average	70	HUS-10	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HUS-30	outcome	HUS-30-SLO_1	(HUS-30-SLO_1) Analyze information	Analyze information available on the dr	Analyze information available on the	decaying_average	70	HUS-30	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HUS-30	outcome	HUS-30-SLO_2	(HUS-30-SLO_2) Assess the functions	Assess the functions of various drugs or	Assess the functions of various drugs	decaying_average	70	HUS-30	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HUS-30	outcome	HUS-30-SLO_3	(HUS-30-SLO_3) Demonstrate an und	Demonstrate an understanding of the p	Demonstrate an understanding of th	decaying_average	70	HUS-30	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HUS-30	outcome	HUS-30-SLO_4	(HUS-30-SLO_4) Understanding the ef	Understanding the effects of intoxicatio	Understanding the effects of intoxica	decaying_average	70	HUS-30	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HUS-42	outcome	HUS-42-SLO_1	(HUS-42-SLO_1) Follow professional e	Follow professional ethical standards in	Follow professional ethical standards	decaying_average	70	HUS-42	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HUS-42	outcome	HUS-42-SLO_2	(HUS-42-SLO_2) Locate appropriate re	Locate appropriate referral sources for	Locate appropriate referral sources fo	decaying_average	70	HUS-42	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HUS-43	outcome	HUS-43-SLO_1	(HUS-43-SLO_1) Follow professional	Follow professional ethical standards ir	Follow professional ethical standard	decaying_average	70	HUS-43	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HUS-43	outcome	HUS-43-SLO_2	(HUS-43-SLO_2) Locate appropriate re	Locate appropriate referral sources for	Locate appropriate referral sources fo	decaying_average	70	HUS-43	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HUS-49	outcome	HUS-49-SLO_1	(HUS-49-SLO_1) After creating individ	After creating individualized measurabl	After creating individualized measura	decaying_average	70	HUS-49	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
HUS-49	outcome	HUS-49-SLO_2	(HUS-49-SLO_2) Demonstrate proficie	Demonstrate proficient soft skills identi	Demonstrate proficient soft skills ide	decaying_average	70	HUS-49	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence

HUS-49	outcome	HUS-49-SLO_3	(HUS-49-SLO_3) Given the course syll	Given the course syllabus, which identif	Given the course syllabus, which ider	decaying_average	70	HUS-49	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
HUS-49	outcome	HUS-49-SLO_4	(HUS-49-SLO_4) Demonstrate the abi	Demonstrate the ability to use descripti	Demonstrate the ability to use descri	decaying_average	70	HUS-49	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
HUS-49	outcome	HUS-49-SLO_5	(HUS-49-SLO_5) Identify career optio	Identify career options within this acad	Identify career options within this ac	decaying_average	70	HUS-49	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
IT-22_S	outcome	IT-22-SLO_1	(IT-22-SLO_1) Describe hazard materi	Describe hazard materials awareness ar	Describe hazard materials awareness	decaying_average	70	IT-22	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
IT-22_S	outcome	IT-22-SLO_2	(IT-22-SLO_2) Describe confined spac	Describe confined space and lockout/ta	Describe confined space and lockout,	decaying_average	70	IT-22	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
IT-22_S	outcome	IT-22-SLO_3	(IT-22-SLO_3) Explain chemical alert s	Explain chemical alert systems.	Explain chemical alert systems.	decaying_average	70	IT-22	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
IT-22_S	outcome	IT-22-SLO_4	(IT-22-SLO_4) Explain elements of ma	Explain elements of material safety data	Explain elements of material safety d	decaying_average	70	IT-22	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
IT-72_S	outcome	IT-72-SLO_1	(IT-72-SLO_1) Safely perform solderin	Safely perform soldering and brazing joi	Safely perform soldering and brazing	decaying_average	70	IT-72	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
IT-72_S	outcome	IT-72-SLO_2	(IT-72-SLO_2) Safely perform welding	Safely perform welding applications to j	Safely perform welding applications t	decaying_average	70	IT-72	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
MATH-:	outcome	MATH-11A-SLO_1	(MATH-11A-SLO_1) Develop and pres	Develop and present, in an oral or writt	Develop and present, in an oral or wr	decaying_average	70	MATH-11A	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
MATH-:	outcome	MATH-11A-SLO_2	(MATH-11A-SLO_2) Demonstrate prol	Demonstrate problem solving in the fol	Demonstrate problem solving in the	decaying_average	70	MATH-11A	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
MATH-:	outcome	MATH-11A-SLO_3	(MATH-11A-SLO_3) Demonstrate logi	Demonstrate logical thinking and applic	Demonstrate logical thinking and apr	decaying_average	70	MATH-11A	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
MATH-:	outcome	MATH-11B-SLO_1	(MATH-11B-SLO_1) Develop and pres	Develop and present, in an oral or writt	Develop and present, in an oral or wr	decaying_average	70	MATH-11B	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
MATH-:	outcome	MATH-164-SLO_1	(MATH-164-SLO_1) Use technologies	Use technologies to solve problems rela	Use technologies to solve problems r	decaying_average	70	MATH-164	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
MATH-:	outcome	MATH-164-SLO_2	(MATH-164-SLO_2) Successfully comp	Successfully complete all assignments a	Successfully complete all assignment	decaying_average	70	MATH-164	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
MATH-:	outcome	MATH-166-SLO_1	(MATH-166-SLO_1) Use algebraic con	Use algebraic concepts, properties, and	Use algebraic concepts, properties, a	decaying_average	70	MATH-166	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
MATH-:	outcome	MATH-167-SLO_1	(MATH-167-SLO_1) Use algebraic pro	Use algebraic properties and rules to ca	Use algebraic properties and rules to	decaying_average	70	MATH-167	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
MATH-:	outcome	MATH-168-SLO_1	(MATH-168-SLO_1) Use algebraic pro	Use algebraic properties and rules to so	Use algebraic properties and rules to	decaying_average	70	MATH-168	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
MATH-:	outcome	MATH-1A-SLO_1	(MATH-1A-SLO_1) Analyze and solve	Analyze and solve calculus problems by	Analyze and solve calculus problems	decaying_average	70	MATH-1A	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
MATH-:	outcome	MATH-1A-SLO_2	(MATH-1A-SLO_2) Solve problems usi	Solve problems using numeric, graphic,	Solve problems using numeric, graph	decaying_average	70	MATH-1A	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
MATH-:	outcome	MATH-1B-SLO_1	(MATH-1B-SLO_1) Analyze problems u	Analyze problems utilizing the applicati	Analyze problems utilizing the applic	decaying_average	70	MATH-1B	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
MATH-:	outcome	MATH-1B-SLO_2	(MATH-1B-SLO_2) Solve calculus prob	Solve calculus problems using numeric,	Solve calculus problems using numer	decaying_average	70	MATH-1B	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
MATH-4	outcome	MATH-40-SLO_1	(MATH-40-SLO_1) Calculate and inter	Calculate and interpret measures of cer	Calculate and interpret measures of c	decaying_average	70	MATH-40	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
MATH-4	outcome	MATH-40-SLO_2	(MATH-40-SLO_2) Find probabilities fo	Find probabilities for applications involv	Find probabilities for applications inv	decaying_average	70	MATH-40	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
MATH-4	outcome	MATH-40-SLO_3	(MATH-40-SLO_3) Construct and inte	Construct and interpret a confidence in	Construct and interpret a confidence	decaying_average	70	MATH-40	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
MATH-6	outcome	MATH-6-SLO_1	(MATH-6-SLO_1) Analyze and solve fir	Analyze and solve finite math problems	Analyze and solve finite math proble	decaying_average	70	MATH-6	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
MATH-6	outcome	MATH-6-SLO_2	(MATH-6-SLO_2) Analyze and solve fir	Analyze and solve finite math problems	Analyze and solve finite math proble	decaying_average	70	MATH-6	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
MATH-6	outcome	MATH-60-SLO_1	(MATH-60-SLO_1) Simplify and evalua	Simplify and evaluate quadratic, rationa	Simplify and evaluate quadratic, ratic	decaying_average	70	MATH-60	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
MATH-6	outcome	MATH-60-SLO_2	(MATH-60-SLO_2) Simplify, solve, gra	Simplify, solve, graph and verify solutio	Simplify, solve, graph and verify solut	decaying_average	70	MATH-60	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
MATH-7	outcome	MATH-7-SLO_1	(MATH-7-SLO_1) Solve problems invo	Solve problems involving right and oblic	Solve problems involving right and ol	decaying_average	70	MATH-7	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
MATH-8	outcome	MATH-8-SLO_1	(MATH-8-SLO_1) Solve problems invo	Solve problems involving logarithmic fu	Solve problems involving logarithmic	decaying_average	70	MATH-8	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
MUS-12	outcome	MUS-12-SLO_1	(MUS-12-SLO_1) Demonstrate a basic	Demonstrate a basic understanding of t	Demonstrate a basic understanding c	decaying_average	70	MUS-12	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
MUS-12	outcome	MUS-12-SLO_2	(MUS-12-SLO_2) Identify musical inst	Identify musical instruments and ensem	Identify musical instruments and ens	decaying_average	70	MUS-12	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
MUS-12	outcome	MUS-12-SLO_3	(MUS-12-SLO_3) Analyze and evaluat	Analyze and evaluate musical performa	Analyze and evaluate musical perfor	decaying_average	70	MUS-12	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
MUS-12	outcome	MUS-12-SLO_4	(MUS-12-SLO_4) Discuss music in its h	Discuss music in its historical context.	Discuss music in its historical context	decaying_average	70	MUS-12	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
MUS-6_	outcome	MUS-6-SLO_1	(MUS-6-SLO_1) Analyze music from th	Analyze music from the Ancient period	Analyze music from the Ancient perio	decaying_average	70	MUS-6	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
MUS-6_	outcome	MUS-6-SLO_2	(MUS-6-SLO_2) Evaluate sources for s	Evaluate sources for scholarly benefit in	Evaluate sources for scholarly benefit	decaying_average	70	MUS-6	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
MUS-6_	outcome	MUS-6-SLO_3	(MUS-6-SLO_3) Outline the cultural co	Outline the cultural context (political, re	Outline the cultural context (political	decaying_average	70	MUS-6	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
MUS-7_	outcome	MUS-7-SLO_1	(MUS-7-SLO_1) Analyze music from th	Analyze music from the Classical period	Analyze music from the Classical peri	decaying_average	70	MUS-7	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
MUS-7_	outcome	MUS-7-SLO_2	(MUS-7-SLO_2) Evaluate sources for s	Evaluate sources for scholarly benefit in	Evaluate sources for scholarly benefit	decaying_average	70	MUS-7	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
MUS-7_	outcome	MUS-7-SLO_3	(MUS-7-SLO_3) Outline the cultural co	Outline the cultural context (political, re	Outline the cultural context (political	decaying_average	70	MUS-7	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
PE-15_S	outcome	PE-15-SLO_1	(PE-15-SLO_1) Organize a timeline for	Organize a timeline for the history of ph	Organize a timeline for the history of	decaying_average	70	PE-15	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
PE-15_S	outcome	PE-15-SLO_2	(PE-15-SLO_2) Identify the basic conc	Identify the basic concepts of kinesiolog	Identify the basic concepts of kinesio	decaying_average	70	PE-15	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
PEAC-10	outcome	PEAC-10-SLO_1	(PEAC-10-SLO_1) Perform softball skil	Perform softball skills in game play at a	Perform softball skills in game play at	decaying_average	70	PEAC-10	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
PEAC-10	outcome	PEAC-10D-SLO_1	(PEAC-10D-SLO_1) Comprehend, anal	Comprehend, analyze and execute fund	Comprehend, analyze and execute fu	decaying_average	70	PEAC-10D	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
PEAC-10	outcome	PEAC-10D-SLO_2	(PEAC-10D-SLO_2) Apply the appropr	Apply the appropriate skills and strategi	Apply the appropriate skills and strat	decaying_average	70	PEAC-10D	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
PEAC-10	outcome	PEAC-10D-SLO_3	(PEAC-10D-SLO_3) Demonstrate incre	Demonstrate increased muscular streng	Demonstrate increased muscular stre	decaying_average	70	PEAC-10D	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
PEAC-1	outcome	PEAC-11-SLO_1	(PEAC-11-SLO_1) Perform volleyball sl	Perform volleyball skills in game play at	Perform volleyball skills in game play	decaying_average	70	PEAC-11	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
PEAC-1	outcome	PEAC-11D-SLO_1	(PEAC-11D-SLO_1) Comprehend, anal	Comprehend, analyze and execute fund	Comprehend, analyze and execute fu	decaying_average	70	PEAC-11D	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
PEAC-1	outcome	PEAC-11D-SLO_2	(PEAC-11D-SLO_2) Apply the appropr	Apply the appropriate skills and strategi	Apply the appropriate skills and strat	decaying_average	70	PEAC-11D	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
PEAC-1	outcome	PEAC-11D-SLO_3	(PEAC-11D-SLO_3) Demonstrate incre	Demonstrate increased muscular streng	Demonstrate increased muscular stre	decaying_average	70	PEAC-11D	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
PEAC-1	outcome	PEAC-16-SLO_1	(PEAC-16-SLO_1) Understand and ap	Understand and apply heart rate princi	Understand and apply heart rate prin	decaying_average	70	PEAC-16	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
PEAC-1	outcome	PEAC-16-SLO_2	(PEAC-16-SLO_2) Understand and exp	Understand and explain the necessity o	Understand and explain the necessity	decaying_average	70	PEAC-16	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
PEAC-1	outcome	PEAC-16-SLO_3	(PEAC-16-SLO_3) Demonstrate prope	Demonstrate proper walking form for n	Demonstrate proper walking form fo	decaying_average	70	PEAC-16	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
PEAC-2	outcome	PEAC-2A-SLO_1	(PEAC-2A-SLO_1) Perform soccer skill	Perform soccer skills in game play at a l	Perform soccer skills in game play at	decaying_average	70	PEAC-2A	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
PEAC-2	outcome	PEAC-2B-SLO_1	(PEAC-2B-SLO_1) Comprehend, analy	Comprehend, analyze and execute fund	Comprehend, analyze and execute fu	decaying_average	70	PEAC-2B	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
PEAC-2	outcome	PEAC-2B-SLO_2	(PEAC-2B-SLO_2) Apply the appropria	Apply the appropriate skills and strategi	Apply the appropriate skills and strat	decaying_average	70	PEAC-2B	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
PEAC-2	outcome	PEAC-2B-SLO_3	(PEAC-2B-SLO_3) Demonstrate increa	Demonstrate increased muscular streng	Demonstrate increased muscular stre	decaying_average	70	PEAC-2B	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
PEAC-2	outcome	PEAC-2C-SLO_1	(PEAC-2C-SLO_1) Perform soccer skill	Perform soccer skills in game play at a l	Perform soccer skills in game play at	decaying_average	70	PEAC-2C	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
PEAC-2	outcome	PEAC-2D-SLO_1	(PEAC-2D-SLO_1) Comprehend, analy	Comprehend, analyze and execute fund	Comprehend, analyze and execute fu	decaying_average	70	PEAC-2D	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
PEAC-2	outcome	PEAC-2D-SLO_2	(PEAC-2D-SLO_2) Apply the appropria	Apply the appropriate skills and strategi	Apply the appropriate skills and strat	decaying_average	70	PEAC-2D	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
PEAC-2	outcome	PEAC-2D-SLO_3	(PEAC-2D-SLO_3) Demonstrate increa	Demonstrate increased muscular streng	Demonstrate increased muscular stre	decaying_average	70	PEAC-2D	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
PEAC-3	outcome	PEAC-32D-SLO_1	(PEAC-32D-SLO_1) Implement and pa	Implement and participate in a lifelong	Implement and participate in a lifelo	decaying_average	70	PEAC-32D	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
PEAC-3	outcome	PEAC-34-SLO_1	(PEAC-34-SLO_1) Demonstrate profici	Demonstrate proficiency in basic golf sk	Demonstrate proficiency in basic golf	decaying_average	70	PEAC-34	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
PEAC-4	outcome	PEAC-44-SLO_1	(PEAC-44-SLO_1) Demonstrate increa	Demonstrate increased flexibility.	Demonstrate increased flexibility.	decaying_average	70	PEAC-44	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
PEAC-4	outcome	PEAC-44-SLO_2	(PEAC-44-SLO_2) Perceive a reductior	Perceive a reduction in personal stress l	Perceive a reduction in personal stre	decaying_average	70	PEAC-44	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence
PEAC-5.	outcome	PEAC-5A.02-SLO_1	(PEAC-5A.02-SLO_1) Perform basketb	Perform basketball skills in game play at	Perform basketball skills in game play	decaying_average	70	PEAC-5A.02	2	3	Exceeds M	2	Mastery	1	Near Mast	0 No Evidence

PEAC-5.	outcome	PEAC-5A-SLO_1	(PEAC-5A-SLO_1) Perform basketball s	Perform basketball skills in game play at	Perform basketball skills in game play	decaying_average	70	PEAC-5A	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PEAC-5	outcome	PEAC-5B-SLO_1	(PEAC-5B-SLO_1) Comprehend, analy	Comprehend, analyze and execute fund	Comprehend, analyze and execute fu	decaying_average	70	PEAC-5B	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PEAC-5	outcome	PEAC-5B-SLO_2	(PEAC-5B-SLO_2) Apply the appropria	Apply the appropriate skills and strategi	Apply the appropriate skills and strat	decaying_average	70	PEAC-5B	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PEAC-5	outcome	PEAC-5B-SLO_3	(PEAC-5B-SLO_3) Demonstrate increa	Demonstrate increased muscular streng	Demonstrate increased muscular stre	decaying_average	70	PEAC-5B	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PEAC-5	outcome	PEAC-5C.02-SLO_1	(PEAC-5C.02-SLO_1) Perform basketb	Perform basketball skills in game play at	Perform basketball skills in game play	decaying_average	70	PEAC-5C.02	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PEAC-5	outcome	PEAC-5C-SLO_1	(PEAC-5C-SLO_1) Perform basketball s	Perform basketball skills in game play at	Perform basketball skills in game play	decaying_average	70	PEAC-5C	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PEAC-5	outcome	PEAC-5D-SLO_1	(PEAC-5D-SLO_1) Comprehend, analy	Comprehend, analyze and execute fund	Comprehend, analyze and execute fu	decaying_average	70	PEAC-5D	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PEAC-5	outcome	PEAC-5D-SLO_2	(PEAC-5D-SLO_2) Apply the appropria	Apply the appropriate skills and strategi	Apply the appropriate skills and strat	decaying_average	70	PEAC-5D	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PEAC-5	outcome	PEAC-5D-SLO_3	(PEAC-5D-SLO_3) Demonstrate increa	Demonstrate increased muscular streng	Demonstrate increased muscular stre	decaying_average	70	PEAC-5D	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PEAC-6	outcome	PEAC-6-SLO_1	(PEAC-6-SLO_1) Perform wrestling ski	Perform wrestling skills in competition a	Perform wrestling skills in competitic	decaying_average	70	PEAC-6	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PEAC-6	outcome	PEAC-6B-SLO_1	(PEAC-6B-SLO_1) Comprehend, analy	Comprehend, analyze and execute fund	Comprehend, analyze and execute fu	decaying_average	70	PEAC-6B	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PEAC-6	outcome	PEAC-6B-SLO_2	(PEAC-6B-SLO_2) Apply the appropria	Apply the appropriate skills and strategi	Apply the appropriate skills and strat	decaying_average	70	PEAC-6B	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PEAC-6	outcome	PEAC-6B-SLO_3	(PEAC-6B-SLO_3) Demonstrate increa	Demonstrate increased muscular streng	Demonstrate increased muscular stre	decaying_average	70	PEAC-6B	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PEAC-6	outcome	PEAC-6D-SLO_1	(PEAC-6D-SLO_1) Comprehend, analy	Comprehend, analyze and execute fund	Comprehend, analyze and execute fu	decaying_average	70	PEAC-6D	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PEAC-6	outcome	PEAC-6D-SLO_2	(PEAC-6D-SLO_2) Apply the appropria	Apply the appropriate skills and strategi	Apply the appropriate skills and strat	decaying_average	70	PEAC-6D	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PEAC-6	outcome	PEAC-6D-SLO_3	(PEAC-6D-SLO_3) Demonstrate increa	Demonstrate increased muscular streng	Demonstrate increased muscular stre	decaying_average	70	PEAC-6D	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PEAC-7	outcome	PEAC-7-SLO_1	(PEAC-7-SLO_1) Perform baseball skill	Perform baseball skills in game play at a	Perform baseball skills in game play a	decaying_average	70	PEAC-7	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PEAC-7	outcome	PEAC-7D-SLO_1	(PEAC-7D-SLO_1) Comprehend, analy	Comprehend, analyze and execute fund	Comprehend, analyze and execute fu	decaying_average	70	PEAC-7D	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PEAC-7	outcome	PEAC-7D-SLO_2	(PEAC-7D-SLO_2) Apply the appropria	Apply the appropriate skills and strategi	Apply the appropriate skills and strat	decaying_average	70	PEAC-7D	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PEAC-7	outcome	PEAC-7D-SLO_3	(PEAC-7D-SLO_3) Demonstrate increa	Demonstrate increased muscular streng	Demonstrate increased muscular stre	decaying_average	70	PEAC-7D	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PEAC-9	outcome	PEAC-9-SLO_1	(PEAC-9-SLO_1) Perform volleyball ski	Perform volleyball skills in game play at	Perform volleyball skills in game play	decaying_average	70	PEAC-9	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PEAC-9	outcome	PEAC-9B-SLO_1	(PEAC-9B-SLO_1) Comprehend, analy	Comprehend, analyze and execute fund	Comprehend, analyze and execute fu	decaying_average	70	PEAC-9B	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PEAC-9	outcome	PEAC-9B-SLO_2	(PEAC-9B-SLO_2) Apply the appropria	Apply the appropriate skills and strategi	Apply the appropriate skills and strat	decaying_average	70	PEAC-9B	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PEAC-9	outcome	PEAC-9B-SLO_3	(PEAC-9B-SLO_3) Demonstrate increa	Demonstrate increased muscular streng	Demonstrate increased muscular stre	decaying_average	70	PEAC-9B	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PEAC-9	outcome	PEAC-9D-SLO_1	(PEAC-9D-SLO_1) Comprehend, analy	Comprehend, analyze and execute fund	Comprehend, analyze and execute fu	decaying_average	70	PEAC-9D	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PEAC-9	outcome	PEAC-9D-SLO_2	(PEAC-9D-SLO_2) Apply the appropria	Apply the appropriate skills and strategi	Apply the appropriate skills and strat	decaying_average	70	PEAC-9D	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PEAC-9	outcome	PEAC-9D-SLO_3	(PEAC-9D-SLO_3) Demonstrate increa	Demonstrate increased muscular streng	Demonstrate increased muscular stre	decaying_average	70	PEAC-9D	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PHIL-10	outcome	PHIL-10-SLO_1	(PHIL-10-SLO_1) Identify recognize, d	Identify recognize, define or associate t	Identify recognize, define or associat	decaying_average	70	PHIL-10	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PHIL-10	outcome	PHIL-10-SLO_2	(PHIL-10-SLO_2) Develop an appropri	Develop an appropriate and factually cc	Develop an appropriate and factually	decaying_average	70	PHIL-10	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PHIL-10	outcome	PHIL-10-SLO_3	(PHIL-10-SLO_3) Develop an appropri	Develop an appropriate and factually cc	Develop an appropriate and factually	decaying_average	70	PHIL-10	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PHSC-1	outcome	PHSC-1-SLO_1	(PHSC-1-SLO_1) Demonstrate a basic	Demonstrate a basic understanding of t	Demonstrate a basic understanding c	decaying_average	70	PHSC-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PHYS-2	outcome	PHYS-2A-SLO_1	(PHYS-2A-SLO_1) Analyze and solve p	Analyze and solve problems involving th	Analyze and solve problems involving	decaying_average	70	PHYS-2A	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PHYS-2	outcome	PHYS-2A-SLO_2	(PHYS-2A-SLO_2) Apply critical thinkir	Apply critical thinking to the testing of t	Apply critical thinking to the testing c	decaying_average	70	PHYS-2A	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PHYS-2I	outcome	PHYS-2B-SLO_1	(PHYS-2B-SLO_1) Analyze and solve p	Analyze and solve problems involving th	Analyze and solve problems involving	decaying_average	70	PHYS-2B	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PHYS-2I	outcome	PHYS-2B-SLO_2	(PHYS-2B-SLO_2) Apply critical thinkir	Apply critical thinking to the testing of t	Apply critical thinking to the testing c	decaying_average	70	PHYS-2B	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PLSC-1	outcome	PLSC-1-SLO_1	(PLSC-1-SLO_1) In an essay or exam, t	In an essay or exam, the student will de	In an essay or exam, the student will	decaying_average	70	PLSC-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PLSC-1	outcome	PLSC-1-SLO_2	(PLSC-1-SLO_2) Given a current or his	Given a current or historical political to	Given a current or historical political	decaying_average	70	PLSC-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PLSC-1	outcome	PLSC-1-SLO_3	(PLSC-1-SLO_3) Demonstrate competi	Demonstrate competency in writing or	Demonstrate competency in writing	decaying_average	70	PLSC-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PLSC-11	outcome	PLSC-11-SLO_1	(PLSC-11-SLO_1) Demonstrate the ability to organize meetings, by setting up the agenda, publishing the agenda, notifying members of the ASB Associated Student Body of the place and time of the meeting.	Demonstrate the ability to organize meetings, by setting up the agenda, publishing the agenda, notifying members of the ASB Associated Student Body of the place and time of the meeting.	Demonstrate the ability to organize meetings, by setting up the agenda, publishing the agenda, notifying members of the ASB Associated Student Body of the place and time of the meeting.	decaying_average	70	PLSC-11	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence

PLSC-11 outcome	PLSC-11-SLO_2	(PLSC-11-SLO_2) Demonstrate a working knowledge of Roberts Rules of Order by conducting ASB meetings, using Roberts Rules of Order, the Brown Act, California State law, the Educational Code, and any other appropriate policies concerning governance.	Demonstrate a working knowledge of Roberts Rules of Order by conducting ASB meetings, using Roberts Rules of Order, the Brown Act, California State law, the Educational Code, and any other appropriate policies concerning governance.	Demonstrate a working knowledge of Roberts Rules of Order by conducting ASB meetings, using Roberts Rules of Order, the Brown Act, California State law, the Educational Code, and any other appropriate policies concerning governance.	decaying_average	70 PLSC-11	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
PLSC-11 outcome	PLSC-11-SLO_3	(PLSC-11-SLO_3) Demonstrate the principals of student leadership by participating on campus-wide committees such as: consultation council, curriculum/academic standards committee, strategic planning committee, academic planning committee, accreditation steering committee, institutional technology committee, hiring committees, and any other committees that may be formed to aid in the governance of the ASB and the college.	Demonstrate the principals of student leadership by participating on campus-wide committees such as: consultation council, curriculum/academic standards committee, strategic planning committee, academic planning committee, accreditation steering committee, institutional technology committee, hiring committees, and any other committees that may be formed to aid in the governance of the ASB and the college.	Demonstrate the principals of student leadership by participating on campus-wide committees such as: consultation council, curriculum/academic standards committee, strategic planning committee, academic planning committee, accreditation steering committee	decaying_average	70 PLSC-11	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence

PSY-1_S	outcome	PSY-1-SLO_1	(PSY-1-SLO_1) Describe how the perspective of behaviorism, humanistic, psychoanalytic, and social psychology would interpret certain behaviors and what methods each perspective might use to change that behavior, including the theoretical basis, description of causality, and treatment regimes.	Describe how the perspective of behaviorism, humanistic, psychoanalytic, and social psychology would interpret certain behaviors and what methods each perspective might use to change that behavior, including the theoretical basis, description of causality, and treatment regimes.	Describe how the perspective of behaviorism, humanistic, psychoanalytic, and social psychology would interpret certain behaviors and what methods each perspective might use to change that behavior, including the theoretical basis, description of causality	decaying_average	70	PSY-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PSY-1_S	outcome	PSY-1-SLO_2	(PSY-1-SLO_2) Identify, describe, and	Identify, describe, and investigate the ir	Identify, describe, and investigate the	decaying_average	70	PSY-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PSY-1_S	outcome	PSY-1-SLO_3	(PSY-1-SLO_3) Given various experim	Given various experiments in the field c	Given various experiments in the fiel	decaying_average	70	PSY-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PSY-1_S	outcome	PSY-1-SLO_4	(PSY-1-SLO_4) Identify and analyze th	Identify and analyze the inter-relationsh	Identify and analyze the inter-relatio	decaying_average	70	PSY-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PSY-18_	outcome	PSY-18-SLO_1	(PSY-18-SLO_1) Analyze different dev	Analyze different developmental events	Analyze different developmental eve	decaying_average	70	PSY-18	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PSY-18_	outcome	PSY-18-SLO_2	(PSY-18-SLO_2) Describe Developmer	Describe Development – including biosc	Describe Development – including bi	decaying_average	70	PSY-18	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PSY-18_	outcome	PSY-18-SLO_3	(PSY-18-SLO_3) Recognize and apply	Recognize and apply developmental con	Recognize and apply developmental	decaying_average	70	PSY-18	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PSY-31_	outcome	PSY-31-SLO_1	(PSY-31-SLO_1) Analyze major development milestones for children from conception through adolescence in the area of physical, psychological, cognitive and language development using standard research methodologies.	Analyze major development milestones for children from conception through adolescence in the area of physical, psychological, cognitive and language development using standard research methodologies.	Analyze major development milestones for children from conception through adolescence in the area of physical, psychological, cognitive and language development using standard research methodologies.	decaying_average	70	PSY-31	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
PSY-31_	outcome	PSY-31-SLO_2	(PSY-31-SLO_2) Analyze how culture,	Analyze how culture, economics, politic	Analyze how culture, economics, pol	decaying_average	70	PSY-31	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence

PSY-31_ outcome	PSY-31-SLO_3	(PSY-31-SLO_3) Compare and contrast various theoretical frameworks that relate to the study of human development.	Compare and contrast various theoretical frameworks that relate to the study of human development.	Compare and contrast various theoretical frameworks that relate to the study of human development.	decaying_average	70	PSY-31	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
PSY-31_ outcome	PSY-31-SLO_4	(PSY-31-SLO_4) Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies	Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies	Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies	decaying_average	70	PSY-31	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
PSY-31_ outcome	PSY-31-SLO_5	(PSY-31-SLO_5) Differentiate characte	Differentiate characteristics of typical a	Differentiate characteristics of typica	decaying_average	70	PSY-31	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
PSY-33_ outcome	PSY-33-SLO_1	(PSY-33-SLO_1) Demonstrate the abili	Demonstrate the ability to identify and	Demonstrate the ability to identify a	decaying_average	70	PSY-33	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
PSY-33_ outcome	PSY-33-SLO_2	(PSY-33-SLO_2) Apply psychological p	Apply psychological principles and deve	Apply psychological principles and de	decaying_average	70	PSY-33	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
PSY-33_ outcome	PSY-33-SLO_3	(PSY-33-SLO_3) Compare and contras	Compare and contrast various research	Compare and contrast various resear	decaying_average	70	PSY-33	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
PSY-33_ outcome	PSY-33-SLO_4	(PSY-33-SLO_4) When studying huma	When studying human behavior, descri	When studying human behavior, des	decaying_average	70	PSY-33	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
PSY-5_S outcome	PSY-5-SLO_1	(PSY-5-SLO_1) Demonstrate knowled	Demonstrate knowledge of general rese	Demonstrate knowledge of general r	decaying_average	70	PSY-5	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
PSY-5_S outcome	PSY-5-SLO_2	(PSY-5-SLO_2) Demonstrate an under	Demonstrate an understanding of ways	Demonstrate an understanding of wa	decaying_average	70	PSY-5	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
PSY-5_S outcome	PSY-5-SLO_3	(PSY-5-SLO_3) Demonstrating compe	Demonstrating competence in developi	Demonstrating competence in develo	decaying_average	70	PSY-5	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
PSY-5_S outcome	PSY-5-SLO_4	(PSY-5-SLO_4) Demonstrate an under	Demonstrate an understanding of the e	Demonstrate an understanding of th	decaying_average	70	PSY-5	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	
PSY-6_S outcome	PSY-6-SLO_1	(PSY-6-SLO_1) Define and use basic biological and psychological terminology to describe psychopathology and atypical behavior and mental processes.	Define and use basic biological and psychological terminology to describe psychopathology and atypical behavior and mental processes.	Define and use basic biological and psychological terminology to describe psychopathology and atypical behavior and mental processes.	decaying_average	70	PSY-6	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence	

PSY-6_S outcome	PSY-6-SLO_2	(PSY-6-SLO_2) Compare and contrast the various theoretical perspectives on etiology and implications for treatment of various psychological disorders.	Compare and contrast the various theoretical perspectives on etiology and implications for treatment of various psychological disorders.	Compare and contrast the various theoretical perspectives on etiology and implications for treatment of various psychological disorders.	decaying_average	70	PSY-6	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence		
SOC-1_ outcome	SOC-1-SLO_1	(SOC-1-SLO_1) Discuss the impact of s	Discuss the impact of social institutions	Discuss the impact of social institutio	decaying_average	70	SOC-1	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence		
SOC-1_ outcome	SOC-1-SLO_2	(SOC-1-SLO_2) Systematically collect,	Systematically collect, organize, and pre	Systematically collect, organize, and	decaying_average	70	SOC-1	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence		
SOC-1_ outcome	SOC-1-SLO_3	(SOC-1-SLO_3) Identify and explain ba	Identify and explain basic concepts of s	Identify and explain basic concepts o	decaying_average	70	SOC-1	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence		
SOC-2_ outcome	SOC-2-SLO_1	(SOC-2-SLO_1) Identify the major social problems, which exist throughout the world and list the consequences. Identify and explain basic concepts of social problems, research and theory. Assess the validity of research data and interpret it correctly.	Identify the major social problems, which exist throughout the world and list the consequences. Identify and explain basic concepts of social problems, research and theory. Assess the validity of research data and interpret it correctly.	Identify the major social problems, which exist throughout the world and list the consequences. Identify and explain basic concepts of social problems, research and theory. Assess the validity of research data and interpret it correctly.	decaying_average	70	SOC-2	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence		

SOC-2_ outcome	SOC-2-SLO_2	(SOC-2-SLO_2) Identify the major social problems, which exist throughout the world and list the consequences. Identify and explain basic concepts of social problems, research and theory. Assess the validity of research data and interpret it correctly.	Identify the major social problems, which exist throughout the world and list the consequences. Identify and explain basic concepts of social problems, research and theory. Assess the validity of research data and interpret it correctly.	Identify the major social problems, which exist throughout the world and list the consequences. Identify and explain basic concepts of social problems, research and theory. Assess the validity of research data and interpret it correctly.	decaying_average	70 SOC-2	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
SOC-2_ outcome	SOC-2-SLO_3	(SOC-2-SLO_3) Identify the major social problems, which exist throughout the world and list the consequences. Identify and explain basic concepts of social problems, research and theory. Assess the validity of research data and interpret it correctly.	Identify the major social problems, which exist throughout the world and list the consequences. Identify and explain basic concepts of social problems, research and theory. Assess the validity of research data and interpret it correctly.	Identify the major social problems, which exist throughout the world and list the consequences. Identify and explain basic concepts of social problems, research and theory. Assess the validity of research data and interpret it correctly.	decaying_average	70 SOC-2	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence

SOC-3_ outcome	SOC-3-SLO_1	(SOC-3-SLO_1) Identify and describe traditional patterns of family life in relationship to economic, political and social change. Identify and explain basic concepts of family life research and theory. Identify and examine gender, age and socialization within the family Systematically collect, organize, and present appropriate data from a variety of sources including independent research, written journals and the Internet.	Identify and describe traditional patterns of family life in relationship to economic, political and social change. Identify and explain basic concepts of family life research and theory. Identify and examine gender, age and socialization within the family Systematically collect, organize, and present appropriate data from a variety of sources including independent research, written journals and the Internet.	Identify and describe traditional patterns of family life in relationship to economic, political and social change. Identify and explain basic concepts of family life research and theory. Identify and examine gender, age and socialization within the famil	decaying_average	70	SOC-3	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
SOC-3_ outcome	SOC-3-SLO_2	(SOC-3-SLO_2) Identify and explain ba	Identify and explain basic concepts of fa	Identify and explain basic concepts o	decaying_average	70	SOC-3	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
SOC-3_ outcome	SOC-3-SLO_3	(SOC-3-SLO_3) Effectively work in tea	Effectively work in teams, managing tin	Effectively work in teams, managing t	decaying_average	70	SOC-3	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
SOC-3_ outcome	SOC-3-SLO_4	(SOC-3-SLO_4) Systematically collect,	Systematically collect, organize, and pre	Systematically collect, organize, and	decaying_average	70	SOC-3	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
SOC-4_ outcome	SOC-4-SLO_1	(SOC-4-SLO_1) Draw inferences betw	Draw inferences between class and raci	Draw inferences between class and r	decaying_average	70	SOC-4	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
SOC-4_ outcome	SOC-4-SLO_2	(SOC-4-SLO_2) Assess the validity of r	Assess the validity of research data and	Assess the validity of research data a	decaying_average	70	SOC-4	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
SOC-4_ outcome	SOC-4-SLO_3	(SOC-4-SLO_3) Critically evaluate gen	Critically evaluate gender roles of wom	Critically evaluate gender roles of wo	decaying_average	70	SOC-4	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
SOC-4_ outcome	SOC-4-SLO_4	(SOC-4-SLO_4) Identify the gender so	Identify the gender socialization proces	Identify the gender socialization proc	decaying_average	70	SOC-4	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
SPCH-1 outcome	SPCH-1-SLO_1	(SPCH-1-SLO_1) Given either an infor	Given either an informative or persuasiv	Given either an informative or persua	decaying_average	70	SPCH-1	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
SPCH-1 outcome	SPCH-1-SLO_2	(SPCH-1-SLO_2) When reviewing a pu	When reviewing a public speaking even	When reviewing a public speaking ev	decaying_average	70	SPCH-1	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
TUTR-5 outcome	TUTR-50-SLO_1	(TUTR-50-SLO_1) Demonstrate the fo	Demonstrate the four communication s	Demonstrate the four communicatio	decaying_average	70	TUTR-50	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
TUTR-5 outcome	TUTR-50-SLO_2	(TUTR-50-SLO_2) Demonstrate six tut	Demonstrate six tutoring techniques.	Demonstrate six tutoring techniques.	decaying_average	70	TUTR-50	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
VN-50_ outcome	VN-50-SLO_1	(VN-50-SLO_1) Verbalize understandi	Verbalize understanding of pharmacolo	Verbalize understanding of pharmac	decaying_average	70	VN-50	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
VN-50_ outcome	VN-50-SLO_2	(VN-50-SLO_2) Calculate accurate dos	Calculate accurate dosages of ordered r	Calculate accurate dosages of ordere	decaying_average	70	VN-50	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
VN-51_ outcome	VN-51-SLO_1	(VN-51-SLO_1) Verbalize understandi	Verbalize understanding of fundamenta	Verbalize understanding of fundame	decaying_average	70	VN-51	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
VN-51_ outcome	VN-51-SLO_2	(VN-51-SLO_2) Identify signs of wellne	Identify signs of wellness or illness on th	Identify signs of wellness or illness or	decaying_average	70	VN-51	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
VN-52_ outcome	VN-52-SLO_1	(VN-52-SLO_1) Demonstrate safe and	Demonstrate safe and appropriate nurs	Demonstrate safe and appropriate nu	decaying_average	70	VN-52	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
VN-52_ outcome	VN-52-SLO_2	(VN-52-SLO_2) Demonstrate the abilit	Demonstrate the ability to prioritize nu	Demonstrate the ability to prioritize	decaying_average	70	VN-52	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
VN-52_ outcome	VN-52-SLO_3	(VN-52-SLO_3) Communicate with pa	Communicate with patients, family mer	Communicate with patients, family n	decaying_average	70	VN-52	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
VN-52_ outcome	VN-52-SLO_4	(VN-52-SLO_4) Demonstrate safe and	Demonstrate safe and accurate medicat	Demonstrate safe and accurate medi	decaying_average	70	VN-52	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
VN-53_ outcome	VN-53-SLO_1	(VN-53-SLO_1) Describe the pathoph	Describe the pathophysiology of the dis	Describe the pathophysiology of the	decaying_average	70	VN-53	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
VN-53_ outcome	VN-53-SLO_2	(VN-53-SLO_2) Identify medications a	Identify medications and treatment mo	Identify medications and treatment r	decaying_average	70	VN-53	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
VN-54_ outcome	VN-54-SLO_1	(VN-54-SLO_1) Demonstrate safe and	Demonstrate safe and accurate medicat	Demonstrate safe and accurate medi	decaying_average	70	VN-54	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
VN-54_ outcome	VN-54-SLO_2	(VN-54-SLO_2) Demonstrate safe and	Demonstrate safe and appropriate nurs	Demonstrate safe and appropriate nu	decaying_average	70	VN-54	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
VN-54_ outcome	VN-54-SLO_3	(VN-54-SLO_3) Demonstrate the abilit	Demonstrate the ability to prioritize nu	Demonstrate the ability to prioritize	decaying_average	70	VN-54	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
VN-54_ outcome	VN-54-SLO_4	(VN-54-SLO_4) Communicate with pa	Communicate with patients, family mer	Communicate with patients, family n	decaying_average	70	VN-54	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
VN-55_ outcome	VN-55-SLO_1	(VN-55-SLO_1) Apply the concept of c	Apply the concept of critical thinking to	Apply the concept of critical thinking	decaying_average	70	VN-55	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
VN-55_ outcome	VN-55-SLO_2	(VN-55-SLO_2) Demonstrate leadersh	Demonstrate leadership, organization, a	Demonstrate leadership, organizatio	decaying_average	70	VN-55	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
VN-55_ outcome	VN-55-SLO_3	(VN-55-SLO_3) Demonstrate leadersh	Demonstrate leadership, organization, a	Demonstrate leadership, organizatio	decaying_average	70	VN-55	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
VN-56_ outcome	VN-56-SLO_1	(VN-56-SLO_1) Provide safe and effec	Provide safe and effective nursing care t	Provide safe and effective nursing ca	decaying_average	70	VN-56	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
VN-56_ outcome	VN-56-SLO_2	(VN-56-SLO_2) Prioritize nursing care	Prioritize nursing care of patients in the	Prioritize nursing care of patients in t	decaying_average	70	VN-56	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
VN-56_ outcome	VN-56-SLO_3	(VN-56-SLO_3) Communicate with pa	Communicate with patients, family mer	Communicate with patients, family n	decaying_average	70	VN-56	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
VN-57_ outcome	VN-57-SLO_1	(VN-57-SLO_1) Describe the fertilizati	Describe the fertilization process in hun	Describe the fertilization process in h	decaying_average	70	VN-57	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
VN-57_ outcome	VN-57-SLO_2	(VN-57-SLO_2) Verbalize an understa	Verbalize an understanding of the care	Verbalize an understanding of the ca	decaying_average	70	VN-57	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
VN-58_ outcome	VN-58-SLO_1	(VN-58-SLO_1) Apply theoretical learn	Apply theoretical learning of pediatric g	Apply theoretical learning of pediatri	decaying_average	70	VN-58	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
VN-58_ outcome	VN-58-SLO_2	(VN-58-SLO_2) Verbalize the importa	Verbalize the importance of utilizing cu	Verbalize the importance of utilizing	decaying_average	70	VN-58	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
VN-59_ outcome	VN-59-SLO_1	(VN-59-SLO_1) Perform venipuncture	Perform venipunctures, initiate and ma	Perform venipunctures, initiate and r	decaying_average	70	VN-59	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
VN-59_ outcome	VN-59-SLO_2	(VN-59-SLO_2) Accurately document	Accurately document venipuncture and	Accurately document venipuncture a	decaying_average	70	VN-59	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
VN-59_ outcome	VN-59-SLO_3	(VN-59-SLO_3) Perform blood withdr	Perform blood withdrawal within LVN s	Perform blood withdrawal within LVI	decaying_average	70	VN-59	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence
VN-60_ outcome	VN-60-SLO_1	(VN-60-SLO_1) Complete a preparato	Complete a preparatory comprehensive	Complete a preparatory comprehens	decaying_average	70	VN-60	2	3 Exceeds M	2 Mastery	1 Near Mast	0 No Evidence

WE-1_S outcome	WE-1-SLO_1	(WE-1-SLO_1) After creating individua	After creating individualized measurabl	After creating individualized measura	decaying_average	70	WE-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WE-1_S outcome	WE-1-SLO_2	(WE-1-SLO_2) Demonstrate proficien	Demonstrate proficient soft skills identi	Demonstrate proficient soft skills ide	decaying_average	70	WE-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WE-1_S outcome	WE-1-SLO_3	(WE-1-SLO_3) Given the course syllab	Given the course syllabus, which identif	Given the course syllabus, which ider	decaying_average	70	WE-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WE-1_S outcome	WE-1-SLO_4	(WE-1-SLO_4) Demonstrate the abilit	Demonstrate the ability to use descripti	Demonstrate the ability to use descri	decaying_average	70	WE-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WE-1_S outcome	WE-1-SLO_5	(WE-1-SLO_5) Identify career options	Identify career options within this acad	Identify career options within this ac	decaying_average	70	WE-1	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WE-2_S outcome	WE-2-SLO_1	(WE-2-SLO_1) After creating individua	After creating individualized measurabl	After creating individualized measura	decaying_average	70	WE-2	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WE-2_S outcome	WE-2-SLO_2	(WE-2-SLO_2) Demonstrate proficien	Demonstrate proficient soft skills identi	Demonstrate proficient soft skills ide	decaying_average	70	WE-2	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WE-2_S outcome	WE-2-SLO_3	(WE-2-SLO_3) Given the course syllab	Given the course syllabus, which identif	Given the course syllabus, which ider	decaying_average	70	WE-2	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WE-2_S outcome	WE-2-SLO_4	(WE-2-SLO_4) Demonstrate the abilit	Demonstrate the ability to use descripti	Demonstrate the ability to use descri	decaying_average	70	WE-2	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WE-2_S outcome	WE-2-SLO_5	(WE-2-SLO_5) Identify career options	Identify career options within this acad	Identify career options within this ac	decaying_average	70	WE-2	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-20_ outcome	WT-20-SLO_1	(WT-20-SLO_1) Safely set-up and perf	Safely set-up and perform a minimum c	Safely set-up and perform a minimun	decaying_average	70	WT-20	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-20_ outcome	WT-20-SLO_2	(WT-20-SLO_2) Safely setup and perfc	Safely setup and perform gouging, cutti	Safely setup and perform gouging, cu	decaying_average	70	WT-20	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-20_ outcome	WT-20-SLO_3	(WT-20-SLO_3) Apply E6010-1/8" and	Apply E6010-1/8" and E7018-1/8" elect	Apply E6010-1/8" and E7018-1/8" ele	decaying_average	70	WT-20	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-20_ outcome	WT-20-SLO_4	(WT-20-SLO_4) Complete a 3/8" - 1G	Complete a 3/8" - 1G plate and a 6" sch	Complete a 3/8" - 1G plate and a 6" s	decaying_average	70	WT-20	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-21_ outcome	WT-21-SLO_1	(WT-21-SLO_1) Apply ER70S fill rod tc	Apply ER70S fill rod to six joint designs,	Apply ER70S fill rod to six joint desigr	decaying_average	70	WT-21	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-21_ outcome	WT-21-SLO_2	(WT-21-SLO_2) Complete four (4) 2G	Complete four (4) 2G and four (4) 5G pi	Complete four (4) 2G and four (4) 5G	decaying_average	70	WT-21	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-21_ outcome	WT-21-SLO_3	(WT-21-SLO_3) Complete a 1"-3G and	Complete a 1"-3G and a 1"-4G AWS qua	Complete a 1"-3G and a 1"-4G AWS c	decaying_average	70	WT-21	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-21_ outcome	WT-21-SLO_4	(WT-21-SLO_4) Complete a 2G and 5(	Complete a 2G and 5G AWS pipe weldir	Complete a 2G and 5G AWS pipe wel	decaying_average	70	WT-21	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-22_ outcome	WT-22-SLO_1	(WT-22-SLO_1) Complete (16) open r	Complete (16) open root groove welds	Complete (16) open root groove wel	decaying_average	70	WT-22	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-22_ outcome	WT-22-SLO_2	(WT-22-SLO_2) Complete six (6) 6G pi	Complete six (6) 6G pipe joints, using th	Complete six (6) 6G pipe joints, using	decaying_average	70	WT-22	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-22_ outcome	WT-22-SLO_3	(WT-22-SLO_3) Apply the GMAW and	Apply the GMAW and FCAW processes	Apply the GMAW and FCAW processe	decaying_average	70	WT-22	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-22_ outcome	WT-22-SLO_4	(WT-22-SLO_4) Complete GTAW, GM/	Complete GTAW, GMAW, and FCAW qu	Complete GTAW, GMAW, and FCAW	decaying_average	70	WT-22	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-23_ outcome	WT-23-SLO_1	(WT-23-SLO_1) Complete five (5) 6G,	Complete five (5) 6G, five (5) 5G and fiv	Complete five (5) 6G, five (5) 5G and	decaying_average	70	WT-23	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-23_ outcome	WT-23-SLO_2	(WT-23-SLO_2) Complete a 2G, 5G, ar	Complete a 2G, 5G, and 6G pipe qualifi	Complete a 2G, 5G, and 6G pipe qual	decaying_average	70	WT-23	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-25_ outcome	WT-25-SLO_2	(WT-25-SLO_2) Modeling: Students w	Modeling: Students will be able to crea	Modeling: Students will be able to cr	decaying_average	70	WT-25	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-25_ outcome	WT-25-SLO_3	(WT-25-SLO_3) Assemblies: Students	Assemblies: Students will be able to cre	Assemblies: Students will be able to (	decaying_average	70	WT-25	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-31_ outcome	WT-31-SLO_1	(WT-31-SLO_1) Students will complet	Students will complete ten of the weld	Students will complete ten of the we	decaying_average	70	WT-31	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-31_ outcome	WT-31-SLO_2	(WT-31-SLO_2) Students will complet	Students will complete all four of their	Students will complete all four of the	decaying_average	70	WT-31	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-31_ outcome	WT-31-SLO_3	(WT-31-SLO_3) Students will complet	Students will complete ten of the weld	Students will complete ten of the we	decaying_average	70	WT-31	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-32_ outcome	WT-32-SLO_1	(WT-32-SLO_1) Students will complet	Students will complete seven of the we	Students will complete seven of the \	decaying_average	70	WT-32	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-32_ outcome	WT-32-SLO_2	(WT-32-SLO_2) Students will complet	Students will complete ten of the weld	Students will complete ten of the we	decaying_average	70	WT-32	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-36_ outcome	WT-36-SLO_1	(WT-36-SLO_1) ONE UNIT: Safely setu	ONE UNIT: Safely setup and perform a r	ONE UNIT: Safely setup and perform	decaying_average	70	WT-36	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-36_ outcome	WT-36-SLO_2	(WT-36-SLO_2) ONE UNIT: Perform a	ONE UNIT: Perform a name cutout of 3/	ONE UNIT: Perform a name cutout of	decaying_average	70	WT-36	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-36_ outcome	WT-36-SLO_3	(WT-36-SLO_3) THREE UNITS: Safely s	THREE UNITS: Safely setup and perform	THREE UNITS: Safely setup and perfo	decaying_average	70	WT-36	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-36_ outcome	WT-36-SLO_4	(WT-36-SLO_4) THREE UNITS: Fabrica	THREE UNITS: Fabricate watertight and	THREE UNITS: Fabricate watertight ar	decaying_average	70	WT-36	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-37_ outcome	WT-37-SLO_1	(WT-37-SLO_1) ONE UNIT: Safely setu	ONE UNIT: Safely setup and perform fla	ONE UNIT: Safely setup and perform	decaying_average	70	WT-37	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-37_ outcome	WT-37-SLO_2	(WT-37-SLO_2) ONE UNIT: Safely setu	ONE UNIT: Safely setup and perform a r	ONE UNIT: Safely setup and perform	decaying_average	70	WT-37	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-37_ outcome	WT-37-SLO_3	(WT-37-SLO_3) THREE UNITS: Safely s	THREE UNITS: Safely setup and perform	THREE UNITS: Safely setup and perfo	decaying_average	70	WT-37	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-37_ outcome	WT-37-SLO_4	(WT-37-SLO_4) THREE UNITS: Safely s	THREE UNITS: Safely setup and perform	THREE UNITS: Safely setup and perfo	decaying_average	70	WT-37	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-37_ outcome	WT-37-SLO_5	(WT-37-SLO_5) THREE UNITS: Safely s	THREE UNITS: Safely setup and perform	THREE UNITS: Safely setup and perfo	decaying_average	70	WT-37	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-37_ outcome	WT-37-SLO_6	(WT-37-SLO_6) THREE UNITS: Comple	THREE UNITS: Complete three AWS qua	THREE UNITS: Complete three AWS c	decaying_average	70	WT-37	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-38_ outcome	WT-38-SLO_1	(WT-38-SLO_1) ONE UNIT: Safely setu	ONE UNIT: Safely setup and perform a r	ONE UNIT: Safely setup and perform	decaying_average	70	WT-38	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-38_ outcome	WT-38-SLO_2	(WT-38-SLO_2) ONE UNIT: Design and	ONE UNIT: Design and fabricate two pro	ONE UNIT: Design and fabricate two	decaying_average	70	WT-38	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-38_ outcome	WT-38-SLO_3	(WT-38-SLO_3) ONE UNIT: Complete a	ONE UNIT: Complete an AWS (American	ONE UNIT: Complete an AWS (Ameri	decaying_average	70	WT-38	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-38_ outcome	WT-38-SLO_4	(WT-38-SLO_4) THREE UNITS: Safely s	THREE UNITS: Safely setup and perform	THREE UNITS: Safely setup and perfo	decaying_average	70	WT-38	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-38_ outcome	WT-38-SLO_5	(WT-38-SLO_5) THREE UNITS: Design	THREE UNITS: Design and fabricate six p	THREE UNITS: Design and fabricate si	decaying_average	70	WT-38	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-38_ outcome	WT-38-SLO_6	(WT-38-SLO_6) THREE UNITS: Safely s	THREE UNITS: Safely setup and perform	THREE UNITS: Safely setup and perfo	decaying_average	70	WT-38	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-38_ outcome	WT-38-SLO_7	(WT-38-SLO_7) THREE UNITS: Comple	THREE UNITS: Complete three AWS (Am	THREE UNITS: Complete three AWS (	decaying_average	70	WT-38	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-39_ outcome	WT-39-SLO_1	(WT-39-SLO_1) ONE UNIT: Safely setu	ONE UNIT: Safely setup and perform a r	ONE UNIT: Safely setup and perform	decaying_average	70	WT-39	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-39_ outcome	WT-39-SLO_2	(WT-39-SLO_2) ONE UNIT: Design and	ONE UNIT: Design and fabricate two pro	ONE UNIT: Design and fabricate two	decaying_average	70	WT-39	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-39_ outcome	WT-39-SLO_3	(WT-39-SLO_3) ONE UNIT: Complete a	ONE UNIT: Complete an AWS (American	ONE UNIT: Complete an AWS (Ameri	decaying_average	70	WT-39	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-39_ outcome	WT-39-SLO_4	(WT-39-SLO_4) THREE UNITS: Safely s	THREE UNITS: Safely setup and perform	THREE UNITS: Safely setup and perfo	decaying_average	70	WT-39	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-39_ outcome	WT-39-SLO_5	(WT-39-SLO_5) THREE UNITS: Safely s	THREE UNITS: Safely setup and perform	THREE UNITS: Safely setup and perfo	decaying_average	70	WT-39	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-39_ outcome	WT-39-SLO_6	(WT-39-SLO_6) THREE UNITS: Safely s	THREE UNITS: Safely setup and perform	THREE UNITS: Safely setup and perfo	decaying_average	70	WT-39	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-39_ outcome	WT-39-SLO_7	(WT-39-SLO_7) THREE UNITS: Design	THREE UNITS: Design and fabricate two	THREE UNITS: Design and fabricate t	decaying_average	70	WT-39	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-39_ outcome	WT-39-SLO_8	(WT-39-SLO_8) THREE UNITS: Comple	THREE UNITS: Complete three AWS (Am	THREE UNITS: Complete three AWS (	decaying_average	70	WT-39	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-42_ outcome	WT-42-SLO_1	(WT-42-SLO_1) Safely setup and perfc	Safely setup and perform ten open-root	Safely setup and perform ten open-r	decaying_average	70	WT-42	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-42_ outcome	WT-42-SLO_2	(WT-42-SLO_2) Safely setup and perfc	Safely setup and perform ten open-root	Safely setup and perform ten open-r	decaying_average	70	WT-42	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-42_ outcome	WT-42-SLO_3	(WT-42-SLO_3) Complete two limited	Complete two limited thickness AWS qu	Complete two limited thickness AWS	decaying_average	70	WT-42	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-43_ outcome	WT-43-SLO_1	(WT-43-SLO_1) Safely setup and perfc	Safely setup and perform ten open-root	Safely setup and perform ten open-r	decaying_average	70	WT-43	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-43_ outcome	WT-43-SLO_2	(WT-43-SLO_2) Safely setup and perfc	Safely setup and perform ten open-root	Safely setup and perform ten open-r	decaying_average	70	WT-43	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-43_ outcome	WT-43-SLO_3	(WT-43-SLO_3) Complete two limitec	Complete two limited thickness AWS q	Complete two limited thickness AWS	decaying_average	70	WT-43	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-43_ outcome	WT-43-SLO_5	(WT-43-SLO_5) Complete one limited	Complete one limited and two unlimite	Complete one limited and two unlim	decaying_average	70	WT-43	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-44_ outcome	WT-44-SLO_1	(WT-44-SLO_1) Safely setup and perfc	Safely setup and perform a minimum of	Safely setup and perform a minimum	decaying_average	70	WT-44	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-44_ outcome	WT-44-SLO_2	(WT-44-SLO_2) Safely setup and perfc	Safely setup and perform a minimum of	Safely setup and perform a minimum	decaying_average	70	WT-44	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-44_ outcome	WT-44-SLO_3	(WT-44-SLO_3) Complete two GMAW	Complete two GMAW and two FCAW-G	Complete two GMAW and two FCAW	decaying_average	70	WT-44	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-45_ outcome	WT-45-SLO_1	(WT-45-SLO_1) Safely setup and perfc	Safely setup and perform a minimum of	Safely setup and perform a minimum	decaying_average	70	WT-45	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence

WT-45_ outcome	WT-45-SLO_2	(WT-45-SLO_2) Fabricate watertight a	Fabricate watertight and airtight joint d	Fabricate watertight and airtight join	decaying_average	70	WT-45	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-45_ outcome	WT-45-SLO_3	(WT-45-SLO_3) Complete 3F, and 4F A	Complete 3F, and 4F AWS qualification	Complete 3F, and 4F AWS qualificatio	decaying_average	70	WT-45	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-49_ outcome	WT-49-SLO_1	(WT-49-SLO_1) After creating individu	After creating individualized measurabl	After creating individualized measura	decaying_average	70	WT-49	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-49_ outcome	WT-49-SLO_2	(WT-49-SLO_2) Demonstrate proficier	Demonstrate proficient soft skills identi	Demonstrate proficient soft skills ide	decaying_average	70	WT-49	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-49_ outcome	WT-49-SLO_3	(WT-49-SLO_3) Given the course sylla	Given the course syllabus, which identif	Given the course syllabus, which ider	decaying_average	70	WT-49	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-49_ outcome	WT-49-SLO_4	(WT-49-SLO_4) Demonstrate the abili	Demonstrate the ability to use descripti	Demonstrate the ability to use descri	decaying_average	70	WT-49	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-49_ outcome	WT-49-SLO_5	(WT-49-SLO_5) Identify career option	Identify career options within this acad	Identify career options within this ac	decaying_average	70	WT-49	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-50_ outcome	WT-50-SLO_1	(WT-50-SLO_1) Construct four (4) eac	Construct four (4) each, Archimedean a	Construct four (4) each, Archimedear	decaying_average	70	WT-50	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-51_ outcome	WT-51-SLO_1	(WT-51-SLO_1) Interpret technical inf	Interpret technical information used on	Interpret technical information used	decaying_average	70	WT-51	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-51_ outcome	WT-51-SLO_2	(WT-51-SLO_2) Analyze and decipher	Analyze and decipher complex welding	Analyze and decipher complex weldi	decaying_average	70	WT-51	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-52_ outcome	WT-52-SLO_1	(WT-52-SLO_1) Safely power up the c	Safely power up the controller and jog t	Safely power up the controller and jc	decaying_average	70	WT-52	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-52_ outcome	WT-52-SLO_2	(WT-52-SLO_2) Create and run a prog	Create and run a program.	Create and run a program.	decaying_average	70	WT-52	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-52_ outcome	WT-52-SLO_3	(WT-52-SLO_3) Select an existing pro	Select an existing program and single-st	Select an existing program and single	decaying_average	70	WT-52	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-53_ outcome	WT-53-SLO_1	(WT-53-SLO_1) Create and run a weld	Create and run a welding program.	Create and run a welding program.	decaying_average	70	WT-53	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence
WT-53_ outcome	WT-53-SLO_2	(WT-53-SLO_2) Perform a backup and	Perform a backup and restore all teach	Perform a backup and restore all tea	decaying_average	70	WT-53	2	3	Exceeds M	2	Mastery	1	Near Mast	0	No Evidence

Outcomes

Import + Create Find

Manage

Outcome Groups

- Lassen Community College
  - (AERO) Aviation Courses
  - (AGR) Agriculture Courses
  - (AJ) Administration of Justice Courses
  - (ANTH) Anthropology Courses
  - (ART) Art Courses
  - (ASL) American Sign Language Courses
  - (ASTR) ASTR Courses
  - (AT) Automotive Technology Courses
  - (BIOL) Biology Courses
  - (BS) Basic Skills Courses
  - (BUS) Business Courses
  - (CARS) Careers Courses

(ANTH) Anthropology Courses Outcomes

Search within (ANTH) Anthropology Courses

All (ANTH) Anthropology Courses Outcomes 10 Outcomes

ANTH-1-SLO_1

(ANTH-1-SLO_1) Given a set of problems or questions regarding the nature of scientific inquiry, distinguish science from non-science, identify specific parts of the scientific method; apply basic scientific methods to reach a conclusion; and place specific persons, events and broad ideas within their historical context.

ANTH-1-SLO_2

(ANTH-1-SLO_2) Given a set of problems, questions, or being presented with a specific fossil or artifact: apply basic methods of genetics, paleontology and taxonomy to solve a problem; evaluate and discuss potential interpretations of the data presented; identify important anatomical features or whole fossils and place them in proper taxonomic, geographic and chronological contexts.

0 Outcomes Selected Remove Move

Academic Senate Meeting Wednesday, January 25, 2023 @ 3:00pm

1. Call to Order at 3:00 pm

1.01 Roll Call

Senators Present:
- In person: Downing, Duerksen, Lin, Runyan, Wiser
- Zoom: Rotlisberger

Guests: In person:
- Michell Williams, Brady Reed
- Zoom: Makenzie Freedman, Codi Mortell, Carol Growdon, Colleen Baker

1.02 Approval of Agenda
(Downing/Duerksen MSCU)

1.03 Approval of the Minutes for the December 14, 2022 meeting
(Duerksen/ Downing MSCU)

2. Public Comment
N/A

3. Action

3.01 Gunsmithing IPR
Senate President Runyan reached out to the Gunsmithing program in December and January with no response. Runyan met face to face with Buck today with little to no progress, he then invited Buck to senate meeting today. Michell Williams's asked how she can help with the process. Runyan hopes to sit down with Buck and get it ready for next month. Wiser motions to table Gunsmithing IPR.
(Wiser/Duerksen MSCU)

3.02 Curriculum Action Log
Makenzie Freedman shared the updates on the curriculum action log. Downing mentioned two AJ classes moving to OER. Motion to approve the action log.
(Downing/ Lin MSCU)

3.02 CARS 150
Williams discussed that this newly revised course is a way to get the community involved in the college. Lin clarified that she as the division chair should sign the approval. Lin stated that she agrees and approved that Lisa Gardiner signed it as the division chair. Motion to approve.
(Duerksen/ Downing MSCU)

3.03 CIS 160
Duerksen discussed this free course. This course is fairly self-paced and students will get a certificate. It will be an asynchronous online course. Michel Williams noted that these types of courses have been very successful and some of the courses currently have a waitlist.
(Downing/ Lin MSCU)

3.05 Committee Assignments

Runyan discussed the need for committee assignment changes due to retirement, no longer employed, and scheduling conflict. Remove Jackson Ng, Noelle Eckley, Natalia McClellan, and Cory McClellan from the list. Remove Tom Kareck from the Curriculum Committee due to teaching conflict. Add Jennifer Lawler and Kelley Kissane to Curriculum. Downing motions with changes discussed.
(Downing/ Duerksen MSCU)

4. Discussion

4.01 SLO Improvement Plan
Tom Robb has been contacting faculty who are missing any SLO. Currently Lassen is at 97%. Runyan discussed how senators have assisted with closing the loop when SLO's were not met. Once there is a final list, senators will be assigned next meeting. Brady Reed asked if an SLO is "not met" does it get reassessed next semester. Runyan explained it depends on the reason. Downing, Colleen Baker, and Michell Williams expressed their idea that senators should be involved in helping and encouraging our peers to complete their SLO's but management should be in charge if there needs to be further discussion. Runyan discussed that with all the new training and platform from Tom Robb as created, hopefully the issues with SLO's will be minimal.

4.02 GESLO's/ISLO's
Gardiner emailed Senate President Runyan a chart regarding GESLO's and ISLO's with explanation. The form will go to curriculum and then further discussion will be had in future senate meetings.

5. Information

N/a

6. Reports

6.01 Administration

Colleen Baker reported the institutional effectiveness meeting discussed Lassen success rate with SLOs being at 97%.

6.02 Senators

Runyan reported that Carie Camacho asked Senate could be the pilot for the in person/online meetings using a platform called "OWL." Michell Williams stated she will discuss with David to find out the timeline.

6.03 LCFA

N/a

6.04 Guided Pathways

Brady Reed discussed the new student and faculty portal is live. She encouraged everyone to make a profile. They are working on improving the website and are encouraging everyone to check the current site and make any updates so they can start their new website with the most current data. There has been a lot of new students this spring which is great.

7. Closed Session

N/A

8. Future Meeting Dates

8.01 Meeting Dates and Location- HU 107 and via Zoom

Members in person, open to public via zoom.

- February 8
- February 22
- March 8
- March 22
- April 12
- April 26
- May 10
- May 24

9. Meeting Closing

9.01 Adjournment 3:39

Motion to adjourn meeting at

(Lin/ Duerksen MCSU)

Academic Senate Meeting Wednesday, February 8, 2023 @ 3:00pm
Room HU-107 and Zoom

1. Call to Order at 3:00pm

1.01 Roll Call
Senators Present: Downing, Duerksen, Lin, Rotlisberger, Runyan
Guests: Colleen Baker, Lisa Gardiner, Tom Robb, Michell Williams

1.02 Approval of Agenda
(Duerksen/Lin MSCU)

1.03 Approval of the Minutes for the January 25, 2023 meeting
(Downing/Rotlisberger MSCU)

2. Public Comment
None

3. Action
3.01 Committee Assignments
Laura Rotlisberger needs new committee assignment due to a change in teaching schedule. Kira Esparza, new Nursing Instructor, also needs a committee assignment. After discussion, it was moved to place Rotlisberger on the IT committee, and Esparza on Student Service Planning
(Downing/Duerksen MSCU)

3.02 SLO Improvement Plan
Tom Robb provided spreadsheet of those instructors who had SLO improvement plans that needed to be followed up on. Discussion ensued on how to handle closing the loop. Downing asked what is Senate's role in this matter? Baker stated it was not the SLO Coordinators role, that it belonged with Senate. Gardiner informed the Senate that she believed the intention would be for Senators to provide peer support to those instructors who have improvement plans in a course and to see if they need any assistance. After discussion, Senators decided to divide the faculty contact list as follows:

Lin: Baiocchi, Kissane, Greer, Mauck
Rotlisberger: Vincent, Duerksen
Runyan: Ng, Murphy, Schofield,
Duerksen: Avilla, Bollinger
Downing: Konkel

Senators will contact their respective faculty members, to remind them of the improvement plans, and report back to Senate their progress at the March 8, 2023 meeting. Motion to approve list – (Duerksen/Lin MSCU)

3.03 IPR Mentors
IPR Mentors assigned as follows:
Fine Arts (Studio Art) – Wiser
Humanities (including English) – Runyan
Administration of Justice – Lin
Automotive Technology – Lin
Agriculture – Downing
Business – Duerksen
Child Development – Rotlisberger
Information Systems – Runyan
Motion to assign Senator mentor according to this list. (Downing/Duerksen MSCU)

3.04 Faculty Handbook
President Runyan advised that the Faculty Handbook needed updating as well as a way to onboard new faculty better. It was suggested a workgroup be formed to update the handbook. After discussion, Senate nominated Runyan, Lin, and Tom Robb to be on this workgroup.
Motion to approve (Downing/Rotlisberger MSCU)

4. Discussion
4.01 GESLO's/ISLO's
President Runyan reported that Curriculum Co-Chair Chad Lewis informed him that the Curriculum Committee discussed a recommendation made by the Accreditation Tri-Chairs to potentially revise and combine the GESLO's and ISLO's. The Curriculum Committee believed this would be a valuable exercise to see if we can streamline the SLO's. Lisa Gardiner provided a chart that showed the GESLO's and ISLO's and how they overlap and/or may be updated. After discussion, it was agreed that the Accreditation team should investigate further and provide a recommendation to Senate, through the Curriculum Committee, on how they should be changed.

5. Information
5.01 Budget Committee Update
Runyan reported that the committee has approved the budget request rubric. More information will be coming to Consulation Council.

6. Reports
6.01 Administration
None

6.02 Senators
Lin inquired if the ZTC/OER Taskforce had been established, informing the Senate that the phase #3 funds were on the way to LCC.

Downing reported that a selection committee for the ZTC/OER Taskforce had met this morning and their selections should be reported out by HR soon.

Runyan reported that he has not received the Gunsmithing IPR. He has reached out to the Gunsmithing faculty on multiple occasions, providing them assistance, as warranted, and requesting they complete the IPR and submit to Senate. The lack of an approved IPR for Gunsmithing potentially could affect our accreditation. Runyan will need to report this situation to the Governing Board next week.

6.03 LCFA
None

6.04 Guided Pathways
None

7. Closed Session
None

8. Future Meeting Dates
February 22
March 8
March 22
April 12
April 26
May 10
May 24

9. Adjournment
Motion to adjourn @ 3:52pm– (Lin/Rotlisberger MSCU)

GESLO alignment to ISLOs with a proposed new ISLO 5 to address humanities, social sciences and DEIA	
GESLO	**ISLO**
#1. Understand and apply methods of inquiry **for a variety of disciplines including the** scientific method for scientific inquiry **and appropriate methods for social and behavior science inquires. [Critical Thinking]** **#2.** Explain and analyze relationships **between science and other human activities. [Critical Thinking]** **#3.** Apply knowledge of the ways people act **and have acted in response to their societies to express an appreciation for how diverse societies and social subgroups operate to understand social dynamics within historical and contemporary communities.** **#4.** Understand ways **in which** people **throughout the ages and in Western and non-Western cultures have** responded to themselves **and the world around them in** artistic and cultural creation**; apply this knowledge to make value judgments on cultural activities and artistic expressions and** demonstrate an understanding of the interrelationship between the creative arts, the humanities and self**.**	**1. Communication-** Ability to listen and read with comprehension and the ability to write and speak effectively. **2. Critical Thinking-** Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome. **3. Life Long Learning-** Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems. **4. Personal/Interpersonal Responsibility-**Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for

#5. Engage in verbal communication **by participating in discussions, debates, and oral presentations utilizing proper rhetorical perspective, reasoning and advocacy, organization, accuracy, and the discovery, critical evaluation and reporting of information. [Communication]** **#6.** Compose effective written communications **and essays with correct grammar, spelling, punctuation and appropriate language, style and format utilizing academically accepted means of researching, evaluating and documenting sources within written works. [Communication]** **#7.** Analyze, evaluate and explain theories**, concepts and skills within varied disciplines** using inductive and deductive processes and quantitative reasoning **and application. [Critical thinking]** **#8.** Demonstrate appreciation of themselves **as living organisms through their choices for physical health, activities, stress management, relationships to the social and physical environment, and responsible decision-making. [Personal/Interpersonal Responsibility]**	accomplishment of goals; ability to interact successfully with other cultures Consider developing a new ISLO to capture the content of GESLOs 3&4…This should be developed with awareness of New Accreditation Standards when they are finalized. As a first draft attempt consider, " ***5. Cultural Awareness****-Ability to embrace awareness of the ways people respond to themselves and the world around them to understand social dynamics past and present including the interrelationship between the creative arts, the humanities and self; where individual and group differences are valued and contribute to our growth and understanding as an educational community."*

Wednesday, May 24, 2023
Academic Senate Meeting - Wednesday, May 24, 2023 - 3:00pm

Hi there,
Adam Runyan is inviting you to a scheduled Academic Senate meeting in person Rm. HU107 and/or via Zoom.
Topic: Academic Senate
Time: This is a recurring meeting
Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/94056618152
Or iPhone one-tap (US Toll): +16699006833,94056618152# or +12532158782,94056618152#
Or Telephone:
Dial:
+1 669 900 6833 (US Toll)
+1 253 215 8782 (US Toll)
+1 346 248 7799 (US Toll)
+1 312 626 6799 (US Toll)
+1 646 876 9923 (US Toll)
+1 301 715 8592 (US Toll)
Meeting ID: 940 5661 8152
International numbers available: https://cccconfer.zoom.us/u/aenfrc5qDT
Or Skype for Business (Lync):
SIP:94056618152@lync.zoom.us

1. Meeting Opening

Subject	**1.01 Call to Order and Roll Call**
Meeting	May 24, 2023 - Academic Senate Meeting - Wednesday, May 24, 2023 - 3:00pm
Category	1. Meeting Opening
Type	Procedural, Action

Adam Runyan - President
Tom Downing – Vice President
Celeste Wiser – Secretary
Melinda Duerksen
Yuting Lin
Laura Rotlisberger

Subject	**1.02 Approval of Agenda**
Meeting	May 24, 2023 - Academic Senate Meeting - Wednesday, May 24, 2023 - 3:00pm
Category	1. Meeting Opening
Type	Procedural, Action
Recommended Action	Recommend approval of agenda

Subject **1.03 Approval of Minutes**

Meeting May 24, 2023 - Academic Senate Meeting - Wednesday, May 24, 2023 - 3:00pm

Category 1. Meeting Opening

Type Minutes

2. Public Comment

3. Action

Subject **3.01 2022 - 2023 Curriculum Action Log**

Meeting May 24, 2023 - Academic Senate Meeting - Wednesday, May 24, 2023 - 3:00pm

Category 3. Action

Type Action

Recommended Action Approve Action Log

All actions taken at Curriculum/Academic Standards meetings are compiled into the Action Log, and it goes to the board monthly for approval.

File Attachments
April May 2023 Action Log additions.docx (36 KB)
2022-2023 Action Log.doc (1,180 KB)

Subject **3.02 Faculty Emeritus**

Meeting May 24, 2023 - Academic Senate Meeting - Wednesday, May 24, 2023 - 3:00pm

Category 3. Action

Type Action

Recommended Action Recommend Faculty Emeritus status for:
Sandy Beckwith
Noelle Eckley
Jackson Ng
Glen Yonan

Background
Board Policy 7220 establishes that a faculty member may be honored with the designation "EMERITUS FACULTY" based on a meritorious contribution. With a minimum of fifteen full-time years of service, ten academic, at Lassen College, and a meritorious contribution to students, colleagues, or the institution, the Governing Board may bestow the honor of Faculty Emeritus upon the recommendation of the Academic Senate to the Superintendent/President.

Subject **3.03 AP 4002 Update**

Meeting May 24, 2023 - Academic Senate Meeting - Wednesday, May 24, 2023 - 3:00pm

Category 3. Action

Type	Action
Recommended Action	Accept updated AP 4002

Low Textbook Cost definition has been added to AP 4002.

File Attachments
AP 4002 LTC.docx (25 KB)

Subject	**3.04 Faculty Handbook - Portal**
Meeting	May 24, 2023 - Academic Senate Meeting - Wednesday, May 24, 2023 - 3:00pm
Category	3. Action
Type	Action
Recommended Action	Approve Faculty Handbook Canvas

The Faculty Handbook is a document that any faculty can reference regarding faculty policies and procedures. Up until now, it has lived as a physical handbook posted to the website. Senator, Yuting Lin, has moved relevant material into the Portal for ease of access and updates.

https://lassencollege.sharepoint.com/:w:/s/FacultyResource/Ec4IuY94zolIus4l0KeZNAcB7j5tqEpCEPdKo9DqVcB9KQ?e=6Uahxf

Subject	**3.05 ISLO/GESLO Update**
Meeting	May 24, 2023 - Academic Senate Meeting - Wednesday, May 24, 2023 - 3:00pm
Category	3. Action
Type	Action
Recommended Action	Approve change

ISLO/ GESLO – Combine third and fourth GESLO into a fifth ISLO and remove GESLOs – Curriculum Committee has approved this and is asking Senate to consider change.

Information from Curriculum Committee

Lisa Gardiner shared about the intentions with this change. Right now, there is a lot of redundancy with the ISLO and the GESLOs. This proposed change would keep the four ISLOs, but combine the third and fourth GESLOs into a fifth ISLO and remove the GESLOs. This change was discussed by the accreditation work group, tri chairs and input was also sought by Dr. Zetner, who is contracted to help with institutional effectiveness. Jennifer Lawler asked where science courses would be reflected in the ISLOs, Lisa Gardiner answered they fit under ISLO number 2. Gardiner shared it's an effort to streamline the process and remove any redundancy. There was further discussion about when this change would be implemented into local curriculum and when SLO mapping would need to be updated. Tom Downing suggested to agendize the discussion for when

*the change should happen. The committee motioned and seconded and voted unanimously to move this to Academic Senate for consideration and an implementation discussion that is mindful of the summer Board Retreat where the strategic plan is reviewed; and considers the development of a timeline and plan for updating SLO maps and data reporting. It was recommended that the SLO Coordinator be part of this discussion at Senate in order to brainstorm how SLO+ would be part of this revised process. The fifth ISLO would read: "**5. Cultural Awareness-**Ability to embrace awareness of the ways people respond to themselves and the world around them to understand social dynamics past and present including the interrelationship between the creative arts, the humanities and self; where individual and group differences are valued and contribute to our growth and understanding as an educational community."*

Subject	**3.06 IPR Handbook Appendix C**
Meeting	May 24, 2023 - Academic Senate Meeting - Wednesday, May 24, 2023 - 3:00pm
Category	3. Action
Type	Action
Recommended Action	Updates to Appendix C

Division Chairs have reviewed and given final updates for this year.

File Attachments
Appendix C - Updates 5.24.23.docx (33 KB)

Subject	**3.07 Faculty Committee Assignments**
Meeting	May 24, 2023 - Academic Senate Meeting - Wednesday, May 24, 2023 - 3:00pm
Category	3. Action
Type	Action
Recommended Action	Approve Faculty Committee Assignments

Subject	**3.08 Set August Meeting Date**
Meeting	May 24, 2023 - Academic Senate Meeting - Wednesday, May 24, 2023 - 3:00pm
Category	3. Action
Type	Action
Recommended Action	Finalize August Meeting Date

File Attachments
2023-2024 Academic Calendar.pdf (87 KB)

Subject	**3.09 Authorize President to take action over summer**
Meeting	May 24, 2023 - Academic Senate Meeting - Wednesday, May 24, 2023 - 3:00pm
Category	3. Action
Type	Action
Recommended Action	Authorize Senate President to take any emergency action over summer and inform all senators of action taken.

4. Discussion

Subject	**4.01 Evaluate IPR Mentors**
Meeting	May 24, 2023 - Academic Senate Meeting - Wednesday, May 24, 2023 - 3:00pm
Category	4. Discussion
Type	Discussion

What went well this year? What improvements/recommendations do you have?

Accreditation Tri Chairs have asked us to evaluate ourselves each year.

5. Information

Subject	**5.01 Academic Senate Scholarship Recipient**
Meeting	May 24, 2023 - Academic Senate Meeting - Wednesday, May 24, 2023 - 3:00pm
Category	5. Information
Type	Information

6. Reports

Subject	**6.01 Administration**
Meeting	May 24, 2023 - Academic Senate Meeting - Wednesday, May 24, 2023 - 3:00pm
Category	6. Reports
Type	Information

Administration will provide information on items of relevance to the Academic Senate as faculty representatives on academic and professional matters. Reports may be limited to 5 minutes.

Subject	**6.02 Senators**
Meeting	May 24, 2023 - Academic Senate Meeting - Wednesday, May 24, 2023 - 3:00pm
Category	6. Reports
Type	Information

Each senator has an opportunity to report on items of interest to Academic Senate and guests present

Subject **6.03 LCFA**

Meeting May 24, 2023 - Academic Senate Meeting - Wednesday, May 24, 2023 - 3:00pm

Category 6. Reports

Type Information

LCFA has an opportunity to update Academic Senate on upcoming meetings, trainings, negotiations, and other matters of faculty interest. Reports may be limited to 5 minutes.

Subject **6.04 Guided Pathways**

Meeting May 24, 2023 - Academic Senate Meeting - Wednesday, May 24, 2023 - 3:00pm

Category 6. Reports

Type

7. Closed Session

Subject **7.01 Consideration of Faculty Minimum Qualifications and Equivalency**

Meeting May 24, 2023 - Academic Senate Meeting - Wednesday, May 24, 2023 - 3:00pm

Category 7. Closed Session

Type Action

Recommended Action Review equivalency and approve or deny

Subject **7.02 Appoint Flex Coordinator and MQ Liaison**

Meeting May 24, 2023 - Academic Senate Meeting - Wednesday, May 24, 2023 - 3:00pm

Category 7. Closed Session

Type Action

Recommended Action Appoint 2023 - 2024 Flex Coordinator and MQ Liaison

Senate will review letters of interest received for the two special assignments.

Subject **7.03 Faculty Evaluation Recommendation**

Meeting May 24, 2023 - Academic Senate Meeting - Wednesday, May 24, 2023 - 3:00pm

Category 7. Closed Session

Type Action

Recommended Action Review and accept faculty evaluation recommendation and forward to the President and Board

8. Future Meeting Dates

Subject	**8.01 Meeting Dates and Location - HU 107 and via Zoom**
Meeting	May 24, 2023 - Academic Senate Meeting - Wednesday, May 24, 2023 - 3:00pm
Category	8. Future Meeting Dates
Type	Information

August

9. Meeting Closing

Subject	**9.01 Adjournment**
Meeting	May 24, 2023 - Academic Senate Meeting - Wednesday, May 24, 2023 - 3:00pm
Category	9. Meeting Closing
Type	Action
Recommended Action	Meeting adjournment

Academic Senate Meeting Wednesday, May 24, 2023 @ 3:02pm

1. Meeting Opening

1.01 Call to Order and Roll Call
Senators Present: Downing, Duerksen, Rotlisberger, Runyan, Lin, Wiser
Zoom: Lisa, Gardiner, Kristen Gilman, Jennifer Lawler

Guests:
In person: Michel Williams
ZOOM: Jennifer Lawler, Tom Robb

1.02 Approval of Agenda
(Downing/ Duerksen MSCU)

1.03 Approval of the Minutes for the May 10, 2023 meeting
Ayes: Runyan, Wiser, Duerksen, Lin and Rotlisberger
Abstain: Downing

2. Public Comment
N/A

3. Action
3.01 2022-2023 Curriculum Action Log
Motion to approve.
(Downing/ Duerksen MSCU)

3.02 Faculty Emeritus
Senate needs to review the BP and the AP in the future because the definitions do not match. Faculty who qualify for Emeritus are: Sandra Beckwith, Noelle Eckley, Jackson Ng, and Glen Yonan.
(Downing / Lin MSCU)

3.03 AP 4002 Update
The Low Textbook Cost definition has been added to the AP 4002 LTC under “selection of textbooks.”
(Lin/ Duerksen MSCU)

3.04 Faculty Handbook- Portal
Linn and Tom Robb have been working on updating the faculty handbook to an online version. This will make onboarding new faculty easier access to understand policies and procedures, and how to navigate the colleges standards. Approve Portal version.
(Downing/ Rotlisberger MSCU)

3.05 ISLO/GESLO Update
Motion to approve the changes.
(Lin/Duerksen MSCU)

3.06 IPR Handbook Appendix C
Education Development 2 is going to be placed in child development. ED 1 is to be in vocational nursing. Approved with new changes.
(Downing / Lin MSCU)

3.07 Faculty Committee Assignments
Discussion of the Fall 2023 faculty assignments occurred. List was updated during meeting. Motion to approve new faculty committee assignments.
(Downing/ Lin MSCU)

3.08 Set August Meeting Dates

After much discussion, senate will meet August 9, 2024. At that meeting, we will discuss a new charge for moving senate to Tuesday.

3.09 Authorize Presidents to take action over summer
Motion to approve.
(Durkesen/ Downing MSCU)

4. Discussion
4.01 Evaluate IPR Mentors
Robust discussion was had regarding the IPR Mentor evaluation.

- Downing- communication went well.
- Duerksen- the formatting went over way better with faculty and the template was helpful.
- Runyan- Dr. Zetner's online sessions went well and he explained the IPR process and template well.
- Rotlisberger: We need more training as mentors.
- Runyan: Recommended the IPR Mentor to watch the training videos prior to assisting the IPR authors.
- Downing: IPR Rubric didn't not help much
- Lin: Stated the IPR Rubric went well.
- Runyan said to have more training
- Gariner had over 700 papers of articulation papers when hitting all of the rubric. She thinks the formatting on the table can be worked on to assist.
- Duerksen: tools to help assist guide IPR's to authors who did not respond well.
- Gariner: Sometimes people don't understand what is being asked in emails, so if we can be do a more wrap around approach for the IPR authors. She suggested senate understanding each of the following topics will assist in the IPR mentor process.
    1. General curriculum
    2. Currency of book
    3. SLO and Mapping
    4. Curriculum alignment
    5. Articulation
    6. Curriculum for CTE
    7. Data base

5. Information

5.01 Academic Senate Scholarship Recipient

Jesse Morgan a graduate of Long Valley Charter received $800.

6. Reports

6.01 Administration

N/A

6.02 Senators

Runyan thanked Lin for her service on Senate and thank you for the rest of senate for making a great team.

6.03 LCFA

Retirement party tonight at 4:30pm. Downing stated there are a few MOU's that are being worked on. Discussions that are happening include SLO coordinator, OER, Herlong, education lead related to incarcerated education. Runyan asked how to get secretary paid, or release time. Downing suggested we can research best practices to present this next fall would assist is the discussion.

6.04 Guided Pathways

N/a

7. Closed Session

Motion to move into close session.

Attendance: Downing, Duerksen, Rotlisberger, Runyan, Lin, Wiser, Gardiner

(Lin/ Downing MSCU)

7.01 Consideration of Faculty Minimum Qualifications and Equivalency

Motion to allow Senate President to make decision during summer if necessary.

Senate approved.

7.02 Appoint Flex Coordinator and MQ Liaison

Motion to approve Gardiner MQ Chair

(Downing/Lin MSCU)

Duerksen left the room

Motion to approve Duerksen Flex Coordinator

(Rotlisberger/ Downing MSCU)

7.03 Faculty Evaluation Recommendation

Motioned to approve faculty evaluation recommendation

(Duerksen/ Lin MSCU)

Return to open session 4:37pm

Attendance: Downing, Duerksen, Rotlisberger, Runyan, Lin, Wiser, Gardiner

8. Future Meeting Dates

8.01 Meeting Dates and Location- HU 107

Members in person, open to public via zoom or in person.

- August 9, 2023

9. Meeting Closing

9.01 Adjournment

Motion to adjourn meeting at 4:43pm

(Lin/ Rotlisberger MCSU)

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

Mapped Date	Course ID	SLO ID	Course SLO Description	Target Measure: % Students	Target Measure: % Achievement	ISLO 1: Communication	ISLO 2: Critical Thinking	ISLO 3: Life Long Learning	ISLO 4: Personal / Interpersonal Responsibility	ISLO 5: Cultural Awareness	GESLO 1: Understand and apply methods of inquiry for a variety of disciplines including the	GESLO 2: Explain and analyze relationships between science and other human activities	GESLO 3: Apply knowledge of the ways people act and have acted in response to their societies to express	GESLO 4: Understand ways in which people throughout the ages and in Western and non-Western	GESLO 5: Engage in verbal communication by participating in discussions, debates, and oral	GESLO 6: Compose effective written communications and essays with correct grammar, spelling	GESLO 7: Analyze, evaluate and explain theories, concepts and skills within varied disciplines using	GESLO 8: Demonstrate appreciation of themselves as living organisms through their choices for
3/26/2021	AGR-1	AGR-1_SLO1	Demonstrate basic principles of accrual accounting.	70	70		1									1		
3/26/2021	AGR-1	AGR-1_SLO2	Differentiate between cash and accrual accounting	70	70		1										1	
3/25/2021	AGR-10	AGR-10_SLO1	Demonstrate effective animal husbandry practices, utilizing available nutrients to develop a least cost	70	70		1										1	
3/25/2021	AGR-10	AGR-10_SLO2	Demonstrate animal health practices and prescribe proper treatment.	70	70		1										1	
3/25/2021	AGR-10	AGR-10_SLO3	Plan a ranch management calendar for the major farm animal species (beef, sheep, swine, and dairy).	70	70		1										1	
3/25/2021	AGR-11	AGR-11_SLO1	Plan a breeding program for a commercial cow calf operation and maximize the maternal heterosis.	70	70		1										1	
3/25/2021	AGR-11	AGR-11_SLO2	Analyze and give economical recommendations for a production cow calf operation.	70	70		1										1	
3/25/2021	AGR-11	AGR-11_SLO3	Recognize and diagnose herd health problems and make recommendation to correct the health issues.	70	70		1										1	
3/25/2021	AGR-116	AGR-116_SLO1	Properly identify correct pesticide and application procedure for a given situation.	70	70		1										1	
3/25/2021	AGR-12	AGR-12_SLO1	Identify common diseases, determine treatment, and evaluate environmental factors that contributed	70	70		1										1	
3/25/2021	AGR-13	AGR-13_SLO1	Balance a ration using least cost principles given an animal species (ruminant or non-ruminant)	70	70		1										1	
3/25/2021	AGR-13	AGR-13_SLO2	Recognize nutritional deficiency conditions in major farm animals and makerecommendations for correcting	70	70		1										1	
3/25/2021	AGR-13	AGR-13_SLO3	Analyze the approximate nutrient composition of at least ten different feed stuffs.	70	70		1										1	
3/25/2021	AGR-14	AGR-14_SLO1	Design and implement a basic health management and disease prevention plan for a horse.	70	70		1										1	
3/25/2021	AGR-19	AGR-19_SLO1	Demonstrate a working ability to use soil taxonomy	70	70		1										1	
3/25/2021	AGR-19	AGR-19_SLO2	Explain water movement in soil and water holding capacity of soil.	70	70		1										1	

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Maps GESLO 3 and 4 to ISLO 5

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3/25/2021	AGR-2	AGR-2_SLO1	Demonstrate knowledge of how price equilibrium is determined by market forces using supply and demand	70	70		1										1	
3/25/2021	AGR-2	AGR-2_SLO2	Identify appropriate pricing and output decisions by firms in different market structures.	70	70		1										1	
3/25/2021	AGR-20	AGR-20_SLO1	Analyze and make recommendations to improve the various conditions (soil, climate, light, etc.) impacting the	70	70		1										1	
3/25/2021	AGR-21B	AGR-21B_SLO1M	Compete safely in a selection of the following rodeo events: Bull Riding, Bareback Riding, Bronc Riding, Calf	70	70		1											1
3/25/2021	AGR-21B	AGR-21B_SLO1W	Compete safely in a selection of the following rodeo events: Barrel racing, Goat tying, Breakaway Roping, and	70	70		1											1
3/25/2021	AGR-22	AGR-22_SLO1	Demonstrate the proper use of equipment for each rodeo event.	70	70		1											1
3/25/2021	AGR-22	AGR-22_SLO2	Demonstrate proper safety procedure.	70	70		1										1	1
3/25/2021	AGR-22	AGR-22_SLO3	Demonstrate knowledge and understanding of proper technique when performing each rodeo event	70	70		1										1	
3/25/2021	AGR-22	AGR-22_SLO4	Demonstrate knowledge and understanding in all aspects of rodeo events. This would include improved	70	70		1											
3/25/2021	AGR-3	AGR-3_SLO1	Design a model plan to allocate resources for an agribusiness organization. This includes marketing,	70	70		1										1	
3/25/2021	AGR-3	AGR-3_SLO2	Recognizing the role as manager, and use the problem solving techniques in personnel, ethics and planning.	70	70		1										1	
3/25/2021	AGR-31	AGR-31_SLO1	Plan and implement a successful embryo recovery and embryo transplant.	70	70		1										1	
3/25/2021	AGR-4	AGR-4_SLO1	Present a marketing plan for an agriculture commodity	70	70		1											
3/25/2021	AGR-4	AGR-4_SLO2	Demonstrate techniques in sales using nonverbal and verbal communications skills	70	70		1								1			
3/25/2021	AGR-40	AGR-40_SLO1	Perform hot and cold metal repairs.	70	70		1										1	
3/25/2021	AGR-40	AGR-40_SLO2	Demonstrate basic knots and rope splicing in an agriculture setting.	70	70		1										1	

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3/25/2021	AGR-41	AGR-41_SLO1	Perform all pre-inspection and operations of at least two different types of farm machinery.	70	70		1										1	
3/25/2021	AGR-42	AGR-42_SLO1	Students will be able to properly address irrigation concerns and implement solutions	70	70		1										1	
3/25/2021	AGR-42	AGR-42_SLO2	Students will be able to implement at least two irrigation systems	70	70		1										1	
10/25/2022	AGR-49	AGR-49_SLO1	After creating individualized measurable occupational learning objectives that identify new skills to be	70	70	1	1	1	1									1
10/25/2022	AGR-49	AGR-49_SLO2	Demonstrate proficient soft skills identified in self-assessment to employer in work setting.	70	70	1	1	1	1						1			
10/25/2022	AGR-49	AGR-49_SLO3	Given the course syllabus, which identifies assignment deadlines, independently track course	70	70	1	1	1	1									1
10/25/2022	AGR-49	AGR-49_SLO4	Demonstrate the ability to use descriptive skill language.	70	70	1										1		
10/25/2022	AGR-49	AGR-49_SLO5	Identify career options within this academic discipline.	70	70		1	1			1							
3/25/2021	AGR-57	AGR-57_SLO1	Analyze structural design then correctly shape and apply shoes to a given horse.	70	70		1										1	
3/25/2021	AGR-61	AGR-61_SLO1	Demonstrate the procedures to collect semen and perform semen straw preparation for maximum conception	70	70		1										1	
3/25/2021	AGR-61	AGR-61_SLO2	Properly run an Estrus synchronization protocol and explain how the protocol works.	70	70		1										1	
3/25/2021	AGR-70	AGR-70_SLO1	Demonstrate skills in horse control, speed, and manners.	70	70		1										1	
3/25/2021	AGR-70	AGR-70_SLO2	Demonstrate proper rope handling.	70	70		1										1	
3/25/2021	AGR-8	AGR-8_SLO1	Recognize at least five major breeds of beef, sheep, horse, dairy and swine along with giving one identifying	70	70		1										1	
3/25/2021	AGR-8	AGR-8_SLO2	Evaluate common management practices for farm animal health and reproduction.	70	70		1										1	
3/25/2021	AGR-9	AGR-9_SLO1	Given a set of animals, rank and support that ranking orally.	70	70		1								1		1	

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3/25/2021	AGR-9	AGR-9_SLO2	Evaluate a genetic data sheet and rank the animals for a given scenario.	70	70		1										1	
3/25/2021	AGR-9	AGR-9_SLO3	Demonstrate sheep, swine and cattle carcass grading and evaluation.	70	70		1										1	
11/3/2020	AJ-10	AJ-10_SLO1	Demonstrate an understanding of the foundations of criminology to include research methods, general	70	70	1	1	1		1	1	1	1				1	
11/3/2020	AJ-10	AJ-10_SLO2	Demonstrate knowledge of the various types of criminals and crime theories.	70	70	1	1	1		1	1	1	1					
11/3/2020	AJ-10	AJ-10_SLO3	Demonstrate an understanding of varies crime typologies and the influence they have on criminology.	70	70	1	1	1		1	1	1	1				1	
11/3/2020	AJ-11	AJ-11_SLO1	Summarize the history and growth of youth gangs. Identify specific youth gangs their nature and origin, by	70	70	1	1	1		1	1	1	1					
11/3/2020	AJ-11	AJ-11_SLO2	Explain in detail the various theories and deterrence.	70	70	1	1	1		1	1	1	1					
11/3/2020	AJ-11	AJ-11_SLO3	Provide detailed plans of community and national intervention strategies.	70	70	1	1	1		1	1	1	1		1		1	
11/3/2020	AJ-12	AJ-12_SLO1	Explain the definition of crime utilizing the criminal theories, and concepts associated with the sources of crime	70	70	1	1	1		1	1	1	1				1	
11/3/2020	AJ-12	AJ-12_SLO2	Demonstrate knowledge of the history, development, structure and function of American police, courts, and	70	70	1	1	1		1		1	1					
11/3/2020	AJ-12	AJ-12_SLO3	Critically analyze and discuss issues of crime and justice from varying perspectives including the roles of	70	70	1	1	1		1	1	1	1				1	
11/3/2020	AJ-12	AJ-12_SLO4	Utilize conclusions from scholarly research in creating informed positions on controversial issues in criminal	70	70	1	1	1		1	1	1	1			1		
11/3/2020	AJ-14	AJ-14_SLO1	Explain the structure and workings of the juvenile justice system.	70	70	1	1	1		1	1		1				1	
11/3/2020	AJ-14	AJ-14_SLO2	Describe the laws and legal proceedings concerning juveniles.	70	70	1	1	1		1	1		1				1	
11/3/2020	AJ-14	AJ-14_SLO3	Define the special problems involving juveniles in the legal system.	70	70	1	1	1		1	1		1				1	
11/3/2020	AJ-14	AJ-14_SLO4	Critically analyze the distinctions between the adult and juvenile justice systems.	70	70	1	1	1		1	1			1			1	

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11/3/2020	AJ-14	AJ-14_SLO5	Critically evaluate Constitutional protections extended to juveniles through judicial decisions.	70	70	1	1	1		1	1		1				1	
11/3/2020	AJ-16	AJ-16_SLO1	Compare and contrast the unique supervision challenges of law enforcement compared to those in	70	70	1	1	1		1	1		1			1	1	
11/3/2020	AJ-16	AJ-16_SLO2	Identify, describe, and assess basic fundamental management principles that can be applied towards	70	70	1	1	1		1	1		1		1		1	
11/3/2020	AJ-16	AJ-16_SLO3	To understand current issues in the supervision of modern law enforcement organizations.	70	70	1	1	1		1	1		1				1	
1/9/2023	AJ-171	AJ-171_SLO1	Given typical and atypical workplace scenarios, the student will be able to demonstrate appropriate behavior,	70	70	1	1	1		1			1				1	
1/9/2023	AJ-171	AJ-171_SLO2	Identify and explain applicable regulations and processes affecting job performance as custody staff.	70	70	1	1	1		1			1				1	
11/3/2020	AJ-20	AJ-20_SLO1	Articulate and discuss the structural framework of criminal statutory law.	70	70	1	1	1		1			1		1		1	
11/3/2020	AJ-20	AJ-20_SLO2	Systematically collect, organize, and present appropriate data from a variety of sources including	70	70	1	1	1		1	1	1	1		1	1	1	
11/3/2020	AJ-20	AJ-20_SLO3	Analyze the historical origins of American Criminal Law.	70	70		1	1		1			1					
11/3/2020	AJ-20	AJ-20_SLO4	Appraise the value of landmark case decisions and synthesize the impact on modern society.	70	70		1	1								1	1	
11/3/2020	AJ-23	AJ-23_SLO1	Describe the American criminal justice court system and the American criminal justice process.	70	70	1	1	1		1			1		1		1	
11/3/2020	AJ-23	AJ-23_SLO2	Describe the laws that govern the collection of evidence – real, documentary, and scientific – in order	70	70	1	1	1				1						
11/3/2020	AJ-23	AJ-23_SLO3	Describe the laws that govern witnesses and witness testimony	70	70	1	1	1			1				1		1	
11/3/2020	AJ-24	AJ-24_SLO1	Explain the history and evolution of multiculturalism in the U.S. and the challenges presented by a multicultural	70	70	1	1	1		1	1		1				1	
11/3/2020	AJ-24	AJ-24_SLO2	Identify and discuss key issues that pose potential conflict between diverse communities and the courts,	70	70	1	1	1				1						
11/3/2020	AJ-24	AJ-24_SLO3	Identify and describe the strategies for the administration of justice in a multicultural society.	70	70	1	1	1		1			1		1			

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11/3/2020	AJ-35	AJ-35_SLO1	Identify and explain the role of documentation in the criminal investigative process.	70	70	1	1	1			1	1					1	
11/3/2020	AJ-35	AJ-35_SLO2	Recognize, identify and explain the implications of a given piece of evidence in a criminal process.	**70**	**70**	1	1	1			1	1					1	
11/3/2020	AJ-35	AJ-35_SLO3	Identify critical ethical issues relating to criminal investigation.	**70**	**70**	1	1	1		1		1	1				1	
11/3/2020	AJ-35	AJ-35_SLO4	Describe successive evolutionary stages of the criminal investigative process.	**70**	**70**	1	1	1		1	1	1	1				1	
11/3/2020	AJ-35	AJ-35_SLO5	Identify procedures for first responders to crime scenes.	**70**	**70**	1	1	1		1	1	1	1				1	
9/17/2023	AJ-35	AJ-35_SLO6	Describe the duties related to the basic functions of crime scene management (management control, evidence search	**70**	**70**	1	1	1		1	1	1	1				1	
9/17/2023	AJ-35	AJ-35_SLO7	Identify role of forensic examination in a criminal investigative process.	**70**	**70**	1	1	1									1	
9/17/2023	AJ-35	AJ-35_SLO8	Compare and contrast the legalities and strategies of interview and interrogation.	**70**	**70**	1	1	1			1	1				1	1	
9/17/2023	AJ-35	AJ-35_SLO9	Identify key information sources and data systems available to investigators.	**70**	**70**	1	1	1			1	1					1	
9/17/2023	AJ-35	AJ-35_SLO10	Explain the role of the investigator in the judicial process.	**70**	**70**	1	1	1			1	1					1	
9/17/2023	AJ-5	AJ-5_SLO1	Explain the role of forensic specialists and how their role currently impacts the Criminal Justice System and be able	**70**	**70**	1	1	1			1	1			1		1	
9/17/2023	AJ-5	AJ-5_SLO2	Apply appropriate investigative and forensic techniques to analyzing crime scenes, collecting and preserving	**70**	**70**	1	1	1			1	1					1	
9/17/2023	AJ-5	AJ-5_SLO3	Demonstrate the procedures for the collection and preserving DNA evidence to prevent contamination, and identify	**70**	**70**	1	1	1			1	1					1	1
9/17/2023	AJ-52A	AJ-52A_SLO1	Successfully complete the physical methods of arrest practical.	**70**	**70**	1	1										1	
9/17/2023	AJ-52A	AJ-52A_SLO2	Pass the POST-Constructed PC 832 Comprehensive Written Test (75% minimum score)	**70**	**70**	1	1										1	
9/17/2023	AJ-52B	AJ-52B_SLO1	Demonstrate the safe and effective use of a firearm while demonstrating safe loading/unloading procedures.	**70**	**70**	1	1	1									1	

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

Mapped Date	Course ID	SLO ID	Course SLO Description	Target Measure: % Students	Target Measure: % Achievement	ISLO 1: Communication	ISLO 2: Critical Thinking	ISLO 3: Life Long Learning	ISLO 4: Personal / Interpersonal Responsibility	ISLO 5: Cultural Awareness	GESLO 1: Understand and apply methods of inquiry for a variety of disciplines including the	GESLO 2: Explain and analyze relationships between science and other human activities	GESLO 3: Apply knowledge of the ways people act and have acted in response to their societies to express	GESLO 4: Understand ways in which people throughout the ages and in Western and non-Western	GESLO 5: Engage in verbal communication by participating in discussions, debates, and oral	GESLO 6: Compose effective written communications and essays with correct grammar, spelling	GESLO 7: Analyze, evaluate and explain theories, concepts and skills within varied disciplines using	GESLO 8: Demonstrate appreciation of themselves as living organisms through their choices for
9/17/2023	AJ-52B	AJ-52B_SLO2	Demonstrate safe, accurate, and effective use of a firearm from varying distances and positions.	70	70	1	1										1	
9/17/2023	AJ-52B	AJ-52B_SLO3	Demonstrate the knowledge of the nomenclature of the weapon.	70	70	1	1	1									1	
9/17/2023	AJ-52B	AJ-52B_SLO4	Demonstrate the proper take down, cleaning, and reassembly of firearms.	70	70	1	1	1									1	
9/18/2023	AJ-52BR	AJ-52BR_SLO1	Demonstrate the safe and effective use of a firearm while demonstrating safe loading/unloading procedures.	70	70	1	1	1									1	
9/18/2023	AJ-52BR	AJ-52BR_SLO2	Demonstrate safe, accurate, and effective use of a firearm from varying distances and positions.	70	70	1	1										1	
9/18/2023	AJ-52BR	AJ-52BR_SLO3	Demonstrate the proper take down, cleaning, and reassembly of firearms.	70	70	1	1										1	
9/18/2023	AJ-52BR	AJ-52BR_SLO4	Identify, interpret and apply current laws, legislative updates, and regulations carrying a concealed	70	70	1	1	1									1	
9/18/2023	AJ-53	AJ-53_SLO1	Demonstrate the understanding of the Four Basic Safety Rules for handling firearms.	70	70	1	1	1									1	
9/18/2023	AJ-53	AJ-53_SLO2	Demonstrate the knowledge of the nomenclature of the weapon	70	70	1	1										1	
9/18/2023	AJ-53	AJ-53_SLO3	Demonstrate the proper take down, cleaning, and reassembly of firearms.	70	70	1	1										1	
9/18/2023	AJ-53	AJ-53_SLO4	Demonstrate the safe and effective use of a firearm while demonstrating safe loading/unloading procedures.	70	70	1	1										1	
9/18/2023	AJ-53	AJ-53_SLO5	Demonstrate safe, accurate, and effective use of a firearm from varying distances and positions.	70	70	1	1	1									1	
9/18/2023	AJ-56	AJ-56_SLO1	Demonstrate instructional strategies and techniques to identify and resolve shooting deficiencies.	70	70	1	1			1	1		1		1	1	1	
9/18/2023	AJ-56	AJ-56_SLO2	Design and instruct a handgun and rifle shooting course for law enforcement personnel.	70	70	1	1			1	1		1		1	1	1	
9/18/2023	AJ-56	AJ-56_SLO3	Demonstrate a basic understanding of adult learning theory and instructional design methodology.	70	70	1	1			1	1		1		1	1	1	
9/18/2023	AJ-57	AJ-57_SLO1	Demonstrate the understanding of the Four Basic Safety Rules for handling firearms.	70	70	1	1										1	

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

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9/18/2023	AJ-57	AJ-57_SLO2	Demonstrate the ability to field strip the weapon and to properly clean and maintain it.	70	70	1	1										1	
9/18/2023	AJ-57	AJ-57_SLO3	Demonstrate the ability to properly load, unload, and fire the weapon and to clear malfunctions that might occur	70	70												1	
9/18/2023	AJ-58	AJ-58_SLO1	Demonstrate a minimum standard of tactical handgun proficiency	70	70	1	1										1	
9/18/2023	AJ-58	AJ-58_SLO2	Demonstrate a minimum standard of arrest and control skills	70	70	1	1										1	
9/18/2023	AJ-58	AJ-58_SLO3	Demonstrate knowledge of the basic components of communication skills and techniques	70	70	1	1										1	
9/18/2023	AJ-58	AJ-58_SLO4	Demonstrate knowledge of Driver Training/Awareness skills and techniques	70	70	1	1										1	
9/18/2023	AJ-58	AJ-58_SLO5	Demonstrate knowledge of use of force laws.	70	70	1	1										1	
9/18/2023	AJ-59	AJ-59_SLO1	Demonstrate the ability to assess a breathing or cardiac emergency in adults, childrenand infants and	70	70	1	1				1	1					1	
9/18/2023	AJ-59	AJ-59_SLO2	Identify and demonstrate the steps to provide initial first aid care to individuals experiencing physical	70	70	1	1				1	1					1	
9/18/2023	AJ-60	AJ-60_SLO1	Identify and demonstrate the major tasks and responsibilities of an adult correctional officer in a detention	70	70	1	1			1	1		1				1	
9/18/2023	AJ-60	AJ-60_SLO2	Identify and describe the overall mission of the adult correctional officer and its place in the California criminal	70	70	1	1											
9/18/2023	AJ-61	AJ-61_SLO1	Identify and demonstrate major tasks and responsibilities of a Juvenile Corrections Officer in juvenile	70	70	1	1											
9/18/2023	AJ-61	AJ-61_SLO2	Identify and describe the overall mission of California Juvenile Corrections Officer and its place in the	70	70	1	1											
9/18/2023	AJ-62	AJ-62_SLO1	Identify and demonstrate the major tasks and responsibilities of a probation officer in the State of California.	70	70	1	1			1	1		1		1	1	1	
9/18/2023	AJ-62	AJ-62_SLO2	Identify and describe the overall mission of California probation officer and its place in the California criminal	70	70	1	1			1	1		1		1	1	1	
9/18/2023	AJ-63	AJ-63_SLO1	Demonstrate an understanding of the principles of supervision	70	70	1	1		1	1	1		1		1	1	1	

Course SLO Mapping to ISLO 1-5
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9/18/2023	AJ-64	AJ-64_SLO1	Identify and demonstrate the major tasks and responsibilities of an adult correctional officer in a detention	**70**	**70**	1	1			1	1		1				1	
9/18/2023	AJ-64	AJ-64_SLO2	dentify and describe the overall mission of the adult correctional officer and its place in the California criminal justice	**70**	**70**	1	1			1	1		1				1	
9/18/2023	AJ-71	AJ-71_SLO1	Given typical and atypical workplace scenarios, the student will be able to demonstrate appropriate behavior,	**70**	**70**	1	1	1		1			1				1	
9/18/2023	AJ-71	AJ-71_SLO2	Identify and explain applicable regulations and processes affecting job performance as custody staff.	**70**	**70**	1	1	1		1			1				1	
9/18/2023	AJ-8	AJ-8_SLO1	Identify and describe the stages in the trial process.	**70**	**70**	1	1	1			1				1		1	
9/18/2023	AJ-8	AJ-8_SLO2	Identify and critically analyze the concepts of due process as found in the 6th, 8th, and 14th amendments,	**70**	**70**	1	1	1			1				1		1	
9/18/2023	AJ-9	AJ-9_SLO1	Discuss the origins and history of American corrections.	**70**	**70**	1	1	1		1			1		1			
9/18/2023	AJ-9	AJ-9_SLO2	Identify and differentiate clients in each of the types of Correctional institutions, the issues and challenges each type of	**70**	**70**	1	1	1		1	1	1	1					
9/18/2023	AJ-9	AJ-9_SLO3	Compare and contrast between public, private, federal, state and local correctional systems.	**70**	**70**	1	1	1		1			1			1	1	
9/18/2023	AJ-9	AJ-9_SLO4	Identify the innovative programs designed for specific Correctional Institutions and describe their impact	**70**	**70**	1	1	1		1	1		1		1		1	
9/18/2023	ANTH-1	ANTH-1_SLO1	Given a set of problems or questions regarding the nature of scientific inquiry, distinguish science from non-	70	70	1	1				1	1				1		
9/18/2023	ANTH-1	ANTH-1_SLO2	Given a set of problems, questions, or being presented with a specific fossil or artifact: apply basic methods of	70	70		1				1	1					1	
9/18/2023	ANTH-2	ANTH-2_SLO1	Identify and explain customs, beliefs, traditions and lifestyles of a variety of cultures.	70	70	1			1	1			1	1				
9/18/2023	ANTH-2	ANTH-2_SLO2	Compare and contrast two specific cultures from an anthropological perspective including language,	70	70			1	1	1			1	1				
9/18/2023	ANTH-2	ANTH-2_SLO3	Describe ethical issues anthropologists encounter and explain how anthropologists can apply ethical	70	70				1		1							1
9/18/2023	ART-10A	ART-10A_SLO1	Choose acrylic, or watercolor mediums, the preferred medium for future artistic technique development.	80	80		1	1		1				1	1			

Course SLO Mapping to ISLO 1-5
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9/18/2023	ART-10A	ART-10A_SLO2	Use basic blending techniques to produce a convincing illusion of three dimensions on the painting surface.	80	80		1	1		1				1	1			
9/18/2023	ART-10A	ART-10A_SLO3	Use basic painting equipment and techniques to produce images of various subject matter such as wildlife,	80	80		1	1	1	1				1	1			
9/18/2023	ART-10B	ART-10B_SLO1	Use equipment and techniques in the chosen medium (acrylic, or water color) to produce images in alternative	80	80		1	1	1	1				1	1			
9/18/2023	ART-10B	ART-10B_SLO2	Use alternate techniques such as glazing, additives, etc., in the chosen medium to visually express selected	80	80		1	1		1				1	1			
9/18/2023	ART-10B	ART-10B_SLO3	Use appropriate terminology in choosing the subject matter and describing the painting style to use.	80	80		1	1		1				1	1			
9/18/2023	ART-10C	ART-10C_SLO1	Use alternate techniques such as monoprint in the chosen medium (acrylic, or watercolor) to visually	80	80		1	1	1	1				1	1			
9/18/2023	ART-10C	ART-10C_SLO2	Express a subject more thoroughly through the use of a series of paintings and use appropriate terminology to	80	80		1	1		1				1	1			
9/18/2023	ART-10C	ART-10C_SLO3	Exhibit the beginnings of a personal style of painting style.	80	80		1	1	1	1				1	1			
9/18/2023	ART-10D	ART-10D_SLO1	Produce a portfolio of paintings suitable for presentation.	80	80		1	1	1	1				1	1			
9/18/2023	ART-10D	ART-10D_SLO2	Discuss and/or write using appropriate terminology during the presentation of the portfolio for display or further	80	80	1	1	1	1	1				1	1			
9/18/2023	ART-19A	ART-19A_SLO1	Capture images with correct exposure, using basic digital photographic tools.	80	80		1	1	1	1				1	1			
9/18/2023	ART-19A	ART-19A_SLO2	Manipulate images, using basic Adobe software techniques.	80	80		1	1	1	1				1	1			
9/18/2023	ART-19A	ART-19A_SLO3	Discuss/critique digital photographs using appropriate terminology.	80	80	1	1	1	1	1				1	1			
9/18/2023	ART-19C	ART-19C_SLO1	Use advanced digital photographic image capture to express their photographic aesthetic to the viewer.	80	80		1	1	1	1				1	1			
9/18/2023	ART-19C	ART-19C_SLO2	Use advanced digital tools and techniques in Adobe Photoshop/Elements to enhance the	80	80		1	1	1	1				1	1			
9/18/2023	ART-19D	ART-19D_SLO1	Produce a body of work that effectively expresses their personal photographic aesthetic.	80	80		1	1	1	1				1	1			

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9/18/2023	ART-19D	ART-19D_SLO2	Prepare the work suitably for presentation to an institution for furthering their photographic	80	80		1	1	1	1				1	1			
9/18/2023	ART-1A	ART-1A_SLO1	Solve basic problems of visual expression, using the elements of art and principles of design.	80	80		1	1	1	1				1	1			
9/18/2023	ART-1A	ART-1A_SLO2	Describe two-dimension artwork using appropriate art and design terminology.	80	80		1	1	1	1				1	1			
9/18/2023	ART-1A	ART-1A_SLO3	Demonstrate basic knowledge of two-dimensional design principles (past and present) used in historical and cultural	80	80	1	1	1	1	1				1	1			
9/18/2023	ART-1B	ART-1B_SLO1	Solve basic problems of visual expression, using formal 3-dimensional design principles.	80	80		1	1	1	1				1	1			
9/18/2023	ART-1B	ART-1B_SLO2	Describe 3-dimension design productions,using appropriate terminology.	80	80		1	1		1				1	1			
9/18/2023	ART-1B	ART-1B_SLO3	Demonstrate basic knowledge of 3-dimensional design used in past and non-European societies.	80	80	1	1	1		1				1	1			
9/18/2023	ART-1B	ART-1B_SLO4	Use basic computer design software to render assignments.	80	80		1	1		1				1	1			
9/18/2023	ART-2	ART-2_SLO1	Produce basic realistic drawings of various subjects, using basic right brain perceptual skills.	80	80		1	1	1	1				1	1			
9/18/2023	ART-2	ART-2_SLO2	Produce non-realistic drawings, using alternate styles (non-realism, non-European societies).	80	80		1	1	1	1				1	1			
9/18/2023	ART-21	ART-21_SLO1	Solve visual problems using design principles and special effects techniques in Adobe Photoshop and	80	80		1	1		1				1				
9/18/2023	ART-21	ART-21_SLO2	Discuss and analyze color, value contrast, space composition, and conceptual elements, lighting, etc. with	80	80	1	1	1		1				1	1			
9/18/2023	ART-21	ART-21_SLO3	Produce conceptual based two-dimensional imagery that merges both the fine arts and commercial needs of	80	80		1	1		1				1				
9/18/2023	ART-23	ART-23_SLO1	Demonstrate press techniques and printing skills to produce images in a variety of print media.	80	80		1	1	1	1				1	1			
9/18/2023	ART-23	ART-23_SLO2	Identify historic and aesthetic concepts as they apply to the various print making media.	80	80		1	1		1				1	1			
9/18/2023	ART-23	ART-23_SLO3	Demonstrate appropriate vocabulary in describing and critiquing printed images.	80	80		1	1		1				1	1			

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9/18/2023	ART-25	ART-25_SLO1	Solve time-based conceptual problems using design principles and basic techniques in Adobe Photoshop.	80	80		1	1	1	1				1	1			
9/18/2023	ART-25	ART-25_SLO2	Discuss and analyze digital graphics: Bitmap vs. Vector, using appropriate terminology.	80	80		1	1		1				1	1			
9/18/2023	ART-25	ART-25_SLO3	Demonstrate basic knowledge of career opportunities in digital graphics.	80	80		1	1		1				1	1			
9/18/2023	ART-3	ART-3_SLO1	Produce drawings of the human figure, nude and clothed, from live models (temporary online course will use	80	80		1	1		1				1	1			
9/18/2023	ART-3	ART-3_SLO2	Understand the importance of the human figure as a stand-alone subject.	80	80		1	1	1	1				1	1			
9/18/2023	ART-3	ART-3_SLO3	Achieve a likeness and convincing illusion of the human body in various poses and environments.	80	80		1	1	1	1				1	1			
9/18/2023	ART-30	ART-30_SLO1	Use basic 3-Dimensional design principles and basic sculpture techniques to design and produce	80	80		1	1		1				1	1			
9/18/2023	ART-30	ART-30_SLO2	Conceptualize, and interpret ideas in words, drawings, and sculptural form.	80	80		1	1	1	1				1	1			
9/18/2023	ART-30	ART-30_SLO3	Solve basic problems of visual expression, by using formal 3-dimensional design principles.	80	80		1	1		1				1	1			
9/18/2023	ART-30	ART-30_SLO4	Construct using basic building materials objects having expressive, aesthetic and functional value.	80	80		1	1	1	1				1	1			
9/18/2023	ART-36A	ART-36A_SLO1	Use hand-building techniques to produce slab, coil, and pinch pot pieces.	80	80		1	1	1	1				1	1			
9/18/2023	ART-36A	ART-36A_SLO2	Use wheel-throwing techniques to throw a cylinder using two pounds of clay.	80	80		1	1		1				1	1			
9/18/2023	ART-36A	ART-36A_SLO3	Use single glazing and texture techniques to enhance pieces.	80	80		1	1		1				1	1			
9/18/2023	ART-36A	ART-36A_SLO4	Use appropriate terminology to describe ceramics.	80	80		1	1		1				1	1			
9/18/2023	ART-36B	ART-36B_SLO1	Use hand-building techniques to produce altered pieces.	80	80		1	1	1	1				1	1			
9/18/2023	ART-36B	ART-36B_SLO2	Use increasingly complex hand building techniques to produce pieces.	80	80		1	1	1	1				1	1			

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9/18/2023	ART-36B	ART-36B_SLO3	Combine hand built and wheel thrown pieces.	80	80		1	1	1	1				1	1			
9/18/2023	ART-36B	ART-36B_SLO4	Use appropriate terminology to describe ceramics.	80	80		1	1	1	1				1	1			
9/18/2023	ART-36B	ART-36B_SLO5	Demonstrate knowledge of ceramics produced by past and non-European cultures.	80	80		1	1	1	1				1	1			
9/18/2023	ART-36C	ART-36C_SLO1	Use advanced techniques to produce pieces that demonstrate the beginnings of a personal style.	80	80		1	1	1	1				1	1			
9/18/2023	ART-36C	ART-36C_SLO2	Use appropriate language to describe and explain your emerging style.	80	80		1	1		1				1	1			
9/18/2023	ART-36C	ART-36C_SLO3	Demonstrate knowledge of current trends in contemporary ceramics.	80	80		1	1		1				1	1			
9/18/2023	ART-36D	ART-36D_SLO1	Produce a body (“portfolio”) of ceramics showing a personal style emphasis suitable for exhibition.	80	80		1	1	1	1				1	1			
9/18/2023	ART-36D	ART-36D_SLO2	Use appropriate terminology to make oral and written presentations of the work for exhibition or further	80	80		1	1	1	1				1	1			
9/19/2023	ART-49	ART-49_SLO1	After creating individualized measurable occupational learning objectives that identify new skills to be	80	80		1	1	1						1	1		
9/19/2023	ART-49	ART-49_SLO2	Demonstrate proficient soft skills identified in self-assessment to employer in work setting.	80	80		1	1	1						1	1		
9/19/2023	ART-49	ART-49_SLO3	Given the course syllabus, which identifies assignment deadlines, independently track course	80	80	1	1	1	1						1	1		
9/19/2023	ART-49	ART-49_SLO4	Demonstrate the ability to use descriptive skill language.	80	80	1	1	1	1						1	1		
9/19/2023	ART-49	ART-49_SLO5	Identify career options within this academic discipline.	80	80		1	1	1						1	1		
9/19/2023	ART-50	ART-50_SLO1	Construct four (4) each, Archimedean and Platonic solids	70	70		1			1				1				
9/19/2023	ART-50	ART-50_SLO2	Complete one research assignment with power point presentation	70	70	1				1				1		1		
9/19/2023	ART-6	ART-6_SLO1	Use appropriate terminology in comparing and contrasting works of art of the various historical periods, styles,	80	80	1	1	1	1	1				1	1	1		

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

Mapped Date	Course ID	SLO ID	Course SLO Description	Target Measure: % Students	Target Measure: % Achievement	ISLO 1: Communication	ISLO 2: Critical Thinking	ISLO 3: Life Long Learning	ISLO 4: Personal / Interpersonal Responsibility	ISLO 5: Cultural Awareness	GESLO 1: Understand and apply methods of inquiry for a variety of disciplines including the	GESLO 2: Explain and analyze relationships between science and other human activities	GESLO 3: Apply knowledge of the ways people act and have acted in response to their societies to express	GESLO 4: Understand ways in which people throughout the ages and in Western and non-Western	GESLO 5: Engage in verbal communication by participating in discussions, debates, and oral	GESLO 6: Compose effective written communications and essays with correct grammar, spelling	GESLO 7: Analyze, evaluate and explain theories, concepts and skills within varied disciplines using	GESLO 8: Demonstrate appreciation of themselves as living organisms through their choices for
9/19/2023	ART-6	ART-6_SLO2	Describe how works of art from the past reveal the cultures that produced them and how the works are relevant	80	80	1	1	1	1	1				1	1	1		
9/19/2023	ART-6	ART-6_SLO3	Describe the criteria used to judge works of art using the appropriate terminology.	80	80	1	1	1	1	1				1	1	1		
9/19/2023	ART-7	ART-7_SLO1	Use appropriate terminology in comparing and contrasting works of art of the various historical periods, styles,	80	80	1	1	1	1	1				1	1	1		
9/19/2023	ART-7	ART-7_SLO2	Describe how works of art from the past reveal the cultures that produced them and how the works are relevant	80	80	1	1	1	1	1				1	1	1		
9/19/2023	ART-7	ART-7_SLO3	Describe the criteria used to judge works of art using the appropriate terminology.	80	80	1	1	1	1	1				1	1	1		
9/19/2023	ART-8	ART-8_SLO1	Demonstrate basic knowledge of visual elements, principles of design, style and content of visual arts.	80	80		1	1		1				1		1		
9/19/2023	ART-8	ART-8_SLO2	Describe and analyze works of visual art, using appropriate terminology.	80	80		1	1	1	1				1		1		
9/19/2023	ART-8	ART-8_SLO3	Demonstrate basic knowledge of visual art media.	80	80		1	1	1	1				1		1		
9/19/2023	ART-8	ART-8_SLO4	Demonstrate basic knowledge of art historical methodologies and art criticism methodologies.	80	80		1	1	1	1				1		1		
9/19/2023	ART-8	ART-8_SLO5	Demonstrate basic knowledge of periods of art history of various societies.	80	80		1	1	1	1				1		1		
9/19.2007	ASL-1	ASL-1_SLO1	Recognize and understand basic signed conversation.	70	70	1		1	1	1			1		1			
9/19.2008	ASL-1	ASL-1_SLO2	Construct comprehensible sentences with the ability to establish and maintain simple conversations.	70	70	1	1	1	1	1			1		1			
9/19.2009	ASL-1	ASL-1_SLO3	Use socially appropriate behaviors while signing.	70	70				1	1			1		1			
9/19.2010	ASL-1	ASL-1_SLO4	Evaluate elements of Deaf Culture with regards to attention getting, eye contact, and cross-cultural	70	70		1		1	1		1	1	1		1		
9/19.2011	ASL-2	ASL-2_SLO1	Demonstrate intermediate commands and respond to questions with use of appropriate grammar.	70	70	1										1		
9/19.2012	ASL-2	ASL-2_SLO2	Perform more complicated sentence structure in signed conversation (i.e. role shifting, transitions, etc.).	70	70	1										1		

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9/19.2013	ASL-2	ASL-2_SLO3	Respond with use of culturally appropriate facial expressions while signing.	70	70	1				1			1					
9/19.2014	ASL-2	ASL-2_SLO4	Compare and contrast aspects of American hearing and Deaf cultures.	70	70		1			1			1					
9/19.2015	ASL-2	ASL-2_SLO5	Translate written script to ASL.	70	70	1										1		
9/19.2016	ASTR-1	ASTR-1_SLO1	Analyze the impact of current and future astronomical discoveries on humanity.	70	70	1						1						
9/19.2017	ASTR-1	ASTR-1_SLO2	Apply methods of scientific inquiry to analyze a problem in astronomy, collect relevant data, and clearly express the	70	70		1				1							
9/19.2018	ASTR-1	ASTR-1_SLO3	Explain astronomical theories and concepts.	70	70			1									1	
9/19.2019	AT-150	AT-150_SLO1	The student will be able to: Identify vehicle information and perform basic preventative vehicle maintenance at a	70	70	1	1	1	1		1						1	
9/19.2020	AT-150	AT-150_SLO2	Students will also be able to perform vehicle inspection and basic repairs at a beginner level.	70	70	1	1	1	1		1						1	
9/19.2021	AT-151	AT-151_SLO1	Identify vehicle information and perform brake, steering, and suspension systems inspections at a	70	70	1	1	1	1		1						1	
9/19.2022	AT-151	AT-151_SLO2	Students will also be able to perform brake system overhauls at a beginner level.	70	70	1	1	1	1		1						1	
9/19.2023	AT-151	AT-151_SLO3	Students will also be able to measure and adjust suspension alignment angles.	70	70	1	1	1	1		1						1	
9/19.2023	AT-50	AT-50_SLO1	Identify vehicle information and perform basic preventative vehicle maintenance at a beginner level.	70	70	1	1	1	1		1						1	
9/19.2023	AT-50	AT-50_SLO2	Students will also be able to perform minor vehicle repairs and basic roadside repairs at a beginner level.	70	70	1	1	1	1		1						1	
9/19.2023	AT-54	AT-54_SLO1	Diagnose, analyze, and repair common brake malfunctions, using normal shop tools and equipment at a beginner	70	70	1	1	1	1		1						1	
9/19.2023	AT-54	AT-54_SLO2	Demonstrate proper use of tools and equipment used when repairing and adjusting a vehicle braking system at a	70	70	1	1	1	1		1						1	
9/19.2023	AT-56	AT-56_SLO1	Diagnose, analyze, and repair common steering and suspension alignment malfunctions at a beginner level	70	70	1	1	1	1		1						1	

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9/19.2023	AT-56	AT-56_SLO2	Demonstrate proper use of specialized tools and equipment in performing steering and suspension work.	70	70	1	1	1	1		1						1	
9/19.2023	AT-58	AT-58_SLO1	Diagnose, analyze, and repair air conditioning units and their components that use R-12, R-134A, and	70	70	1	1	1	1		1						1	
9/19.2023	AT-58	AT-58_SLO2	Diagnose, analyze, and repair common heating system malfunctions at a beginner level.	70	70	1	1	1	1		1						1	
9/19.2023	AT-58	AT-58_SLO3	Demonstrate proper use of specialized tools and equipment when evacuating and charging a vehicle air conditioning	70	70	1	1	1	1		1						1	
9/19.2023	AT-60	AT-60_SLO1	Demonstrate the ability to communicate clearly with the customer regarding the repair of their vehicle and	70	70	1	1	1	1		1				1			
9/19.2023	AT-60	AT-60_SLO2	The students will also be able to oversee workflow through a typical automotive repair shop including	70	70	1	1	1	1		1				1	1		
9/19.2023	AT-66	AT-66_SLO1	Diagnose, analyze, and repair common problems found in manual transmissions, drive shafts, clutches,	70	70	1	1	1	1		1						1	
9/19.2023	AT-68	AT-68_SLO1	Demonstrate the ability to perform diagnostic tests and service procedures on common automatic transmissions	70	70	1	1	1	1		1						1	
9/19.2023	AT-68	AT-68_SLO2	Diagnose, analyze, and correct malfunctions of unit components in automatic transmissions at a beginner	70	70	1	1	1	1		1						1	
9/19.2023	AT-68	AT-68_SLO3	Demonstrate and proper use of specialized tools when working on automatic transmissions at a beginner	70	70	1	1	1	1		1						1	
9/19.2023	AT-70	AT-70_SLO1	Demonstrate effective time management and utilization of resources and skills to successfully	70	70	1	1	1	1		1						1	
9/19.2023	AT-72	AT-72_SLO1	Diagnose, disassemble, initiate corrective measures, and reassemble an automotive engine short block to	70	70	1	1	1	1		1						1	
9/19.2023	AT-72	AT-72_SLO2	Perform machining and balancing procedures commonly performed on cylinders, blocks, pistons and	70	70	1	1	1	1		1						1	
9/19.2023	AT-74	AT-74_SLO1	Diagnose, disassemble, initiate corrective measures, and reassemble an automotive engine cylinder head to	70	70	1	1	1	1		1						1	
9/19.2023	AT-74	AT-74_SLO2	Perform common cylinder head machining operations at a beginner level.	70	70	1	1	1	1		1						1	
9/19.2023	AT-80	AT-80_SLO1	Diagnose, analyze, and repair common electrical system malfunctions at a semi-skilled level.	70	70	1	1	1	1		1						1	

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9/19.2023	AT-80	AT-80_SLO2	Demonstrate proper use of specialized tools and equipment in performing electrical repairs.	70	70	1	1	1	1		1						1	
9/19.2023	AT-82	AT-82_SLO1	Use various meters and test equipment to diagnose, analyze, and repair ignition and fuel injection systems at a	70	70	1	1	1	1		1						1	
9/19.2023	AT-82	AT-82_SLO2	Demonstrate proper use of specialized tools and equipment to diagnose, analyze, and repair ignition and fuel	70	70	1	1	1	1		1						1	
9/19.2023	AT-84	AT-84_SLO1	Diagnose, analyze, and repair common engine computer control system and sensor malfunctions at a beginner level.	70	70	1	1	1	1		1						1	
9/19.2023	AT-84	AT-84_SLO2	Demonstrate proper use specialized tools and equipment in the testing of computer modules, sensors and circuits	70	70	1	1	1	1		1						1	
9/19.2023	AT-90	AT-90_SLO1	Understand, define and use automotive vocabulary in the marketplace.	70	70	1	1	1	1		1						1	
9/19.2023	AT-90	AT-90_SLO2	The student will be able to self-maintain or seek out qualified professionals for vehicle maintenance	70	70	1	1	1	1		1						1	
9/19.2023	AT-90A	AT-90A_SLO1	Demonstrate a safe-working knowledge of basic tools.	70	70	1	1	1	1		1						1	
9/19.2023	AT-91	AT-91_SLO1	Describe and demonstrate personal, shop, equipment, and vehicle safety practices.	70	70	1	1	1	1		1						1	
9/19.2023	AT-91	AT-91_SLO2	Describe the laws, regulations, and procedures associated with consumer authorization of inspections and the	70	70	1	1	1	1		1						1	
9/19.2023	AT-91	AT-91_SLO3	Describe the standards of practice expected of Smog Check Inspectors.	70	70	1	1	1	1		1						1	
9/19.2023	AT-91	AT-91_SLO4	Demonstrate ability to calibrate an emission inspection system.	70	70	1	1	1	1		1						1	
9/19.2023	AT-91	AT-91_SLO5	Demonstrate their knowledge, skills and abilities in performing Smog Check emission tests on various vehicle	70	70	1	1	1	1		1						1	
9/19.2023	AT-91	AT-91_SLO6	Demonstrate their knowledge, skills and abilities in performing Smog Check visual inspections on various vehicle	70	70	1	1	1	1		1						1	
9/19.2023	AT-91	AT-91_SLO7	Describe and demonstrate they have the knowledge, skills and abilities to perform smog check functional tests on	70	70	1	1	1	1		1						1	
9/19.2023	BIOL-1	BIOL-1_SLO1	Apply the scientific method by stating a question; researching the topic; determining appropriate tests;	70	70	1	1				1	1				1	1	

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9/19.2023	BIOL-1	BIOL-1_SLO2	Given a specific organic molecule, analyze the relationship between structure and the various functions	70	70	1	1				1					1		
9/19.2023	BIOL-1	BIOL-1_SLO3	Relate the structures and functions of various cellular organelles to the metabolic activities of a single selected	70	70	1	1				1					1		
9/19.2023	BIOL-1	BIOL-1_SLO4	Analyze a single trait from both a classical and molecular genetics approach.	70	70	1	1				1					1	1	
9/19.2023	BIOL-1	BIOL-1_SLO5	Correctly perform biological laboratory skills and display habits of good laboratory practices.	70	70		1				1							
9/19.2023	BIOL-10	BIOL-10_SLO1	Given an ecological community, using modern classification to distinguish major groups of organisms, describe	70	70	1	1				1					1		
9/19.2023	BIOL-10	BIOL-10_SLO2	Describe the ecological relationships between the organisms and their environment and the adaptations that	70	70	1	1				1					1		
9/19.2023	BIOL-20	BIOL-20_SLO1	Perform isolations of bacteria from a mixed bacterial broth culture and utilize various microbiological techniques to	70	70	1	1	1			1	1				1	1	
9/19.2023	BIOL-20	BIOL-20_SLO2	Exhibit oral and written communication skill.	70	70	1	1	1				1			1	1		
9/19.2023	BIOL-20	BIOL-20_SLO3	Compare and contrast various organisms, examples may include protozoa, fungi, and multi-cellular	70	70	1	1				1					1		
9/19.2023	BIOL-20	BIOL-20_SLO4	Explain the metabolic activity of cellular organelles	70	70	1	1				1					1		
9/19.2023	BIOL-20	BIOL-20_SLO5	Perform biological laboratory skills and display habits of good laboratory practices.	70	70		1	1			1							
9/19.2023	BIOL-21	BIOL-21_SLO1	Explain the structures and location within the various body systems	70	70	1	1				1	1				1	1	1
9/19.2023	BIOL-21	BIOL-21_SLO2	Correctly perform biological laboratory skills and display a habit of good laboratory practices.	70	70		1	1			1							
9/19.2023	BIOL-21	BIOL-21_SLO3	Exhibit oral and written communication competency	70	70	1	1				1				1	1	1	
9/19.2023	BIOL-22	BIOL-22_SLO1	Relate the structures and functions of the various body systems studied to the metabolic activities of a single selected	70	70	1	1				1	1				1	1	1
9/19.2023	BIOL-22	BIOL-22_SLO2	Correctly perform biological laboratory skills and display a habit of good laboratory practices.	70	70		1				1							

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9/19.2023	BIOL-22	BIOL-22_SLO3	Exhibit oral and written communication competency through mixed format	70	70	1	1				1				1	1	1	
9/19.2023	BIOL-25	BIOL-25_SLO1	Relate the structures and functions of the various body systems studied to the metabolic activities of a single selected	70	70	1	1				1	1				1	1	1
9/19.2023	BIOL-25	BIOL-25_SLO2	Correctly perform biological laboratory skills and display a habit of good laboratory practices.	70	70		1				1							
9/19.2023	BIOL-25	BIOL-25_SLO3	Exhibit oral and written communication competency through mixed format exams, research paper, histology	70	70	1	1				1				1	1	1	
9/19.2023	BIOL-26	BIOL-26_SLO1	Relate the structures and functions of the various body systems studied to the metabolic activities of a single selected	70	70	1	1				1	1				1	1	1
9/19.2023	BIOL-26	BIOL-26_SLO2	Correctly perform biological laboratory skills and display a habit of good laboratory practices.	70	70		1				1							
9/19.2023	BIOL-26	BIOL-26_SLO3	Exhibit oral and written communication competency through mixed format exams, research paper, histology	70	70	1	1				1				1	1	1	
9/20/2023	BIOL-32	BIOL-32_SLO1	Given a specific example (e.g., a plant or an animal) describe a biological process involved.	70	70	1	1				1	1				1	1	
9/20/2023	BIOL-32	BIOL-32_SLO2	Describe the key characteristics of all life forms from the atom to the organism.	70	70	1	1				1					1		
9/20/2023	BIOL-32L	BIOL-32L_SLO1	Describe a biological process s involved with a living organism.	70	70	1	1				1					1	1	
9/20/2023	BIOL-32L	BIOL-32L_SLO2	Describe the key characteristics of all life forms from the atom to the organism.	70	70	1	1	1				1					1	1
9/20/2023	BIOL-32L	BIOL-32L_SLO3	Apply the scientific method by stating a question; researching the topic; determining appropriate tests;	70	70	1	1				1					1	1	
9/20/2023	BIOL-32L	BIOL-32L_SLO4	Correctly perform biological laboratory skills and display a habit of good laboratory practices.	70	70	1	1				1							
9/20/2023	BIOL-4	BIOL-4_SLO1	Apply the scientific method by stating a question; researching the topic; determining appropriate tests;	70	70	1	1				1	1				1	1	
9/20/2023	BIOL-4	BIOL-4_SLO2	Construct a simple dichotomous key utilizing distinguishing characteristics to separate representative species from a	70	70	1	1	1			1					1		
9/20/2023	BIOL-4	BIOL-4_SLO3	Trace the evolutionary progression of a process through a succession of increasing more complex organisms.	70	70	1	1				1					1		

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9/20/2023	BIOL-4	BIOL-4_SLO4	Correctly perform biological laboratory skills and display a habit of good laboratory practices.	70	70		1				1							
9/20/2023	BS-156	BS-156_SLO1	Correctly find, evaluate, and use print and electronic sources to develop a clearer sense of the role of research	70	70	1	1	1								1		
9/20/2023	BS-156	BS-156_SLO2	Complete 6-8 written assignments of paragraph length, developing a topic sentence and supporting details that	70	70	1	1	1								1		
9/20/2023	BS-156	BS-156_SLO3	Revise and rework one assignment for end of the semester project using a three step process of prewriting,	70	70	1	1	1								1		
9/20/2023	BS-156	BS-156_SLO4	Demonstrate correct and effective grammar as it relates to the workplace in everyday life.	70	70	1										1		
9/20/2023	BS-170	BS-170_SLO1	Demonstrate readiness for completing the high school equivalency test by either showing improvement in the	70	70	1		1								1	1	
9/20/2023	BS-171	BS-171_SLO1	Demonstrate readiness for taking the high school equivalency test by passing a high school equivalency post-test to	70	70	1		1								1	1	
9/20/2023	BUS-10	BUS-10_SLO1	Define culture within the context of the United States workplace	70	70	1	1			1	1		1		1	1		
9/20/2023	BUS-10	BUS-10_SLO2	Apply leadership skills and abilities that are effective in managing a multicultural workforce	70	70	1	1		1	1	1	1	1	1	1			
9/20/2023	BUS-10	BUS-10_SLO3	Analyze how language, gender, race, ethnicity, and organizational culture interact to produce a motivating	70	70	1	1		1	1		1	1		1	1		
9/20/2023	BUS-1A	BUS-1A_SLO1	Demonstrate an understanding of the importance of accounting to business and society (with emphasis on ethics	70	70		1	1							1	1	1	
9/20/2023	BUS-1A	BUS-1A_SLO2	Complete an accounting cycle and compile financial statements given general business transactions.	70	70		1	1								1	1	
9/20/2023	BUS-1B	BUS-1B_SLO1	Explain and illustrate the characteristics and cost flows in a given manufacturing entity.	70	70	1	1	1							1	1		
9/20/2023	BUS-1B	BUS-1B_SLO2	Describe and illustrate the use of accounting data and information in decision- making.	70	70	1	1	1							1	1		
9/20/2023	BUS-1C	BUS-1C_SLO1	Prepare a common U.S. Individual 1040 Income Tax Return complete with common filing schedules.	70	70		1	1							1	1		
9/20/2023	BUS-1C	BUS-1C_SLO2	Demonstrate a basic understanding of the major tax rules and regulations defined by the Internal Revenue Service	70	70		1	1							1	1		

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

Mapped Date	Course ID	SLO ID	Course SLO Description	Target Measure: % Students	Target Measure: % Achievement	ISLO 1: Communication	ISLO 2: Critical Thinking	ISLO 3: Life Long Learning	ISLO 4: Personal / Interpersonal Responsibility	ISLO 5: Cultural Awareness	GESLO 1: Understand and apply methods of inquiry for a variety of disciplines including the	GESLO 2: Explain and analyze relationships between science and other human activities	GESLO 3: Apply knowledge of the ways people act and have acted in response to their societies to express	GESLO 4: Understand ways in which people throughout the ages and in Western and non-Western	GESLO 5: Engage in verbal communication by participating in discussions, debates, and oral	GESLO 6: Compose effective written communications and essays with correct grammar, spelling	GESLO 7: Analyze, evaluate and explain theories, concepts and skills within varied disciplines using	GESLO 8: Demonstrate appreciation of themselves as living organisms through their choices for
9/20/2023	BUS-2	BUS-2_SLO1	Define common business terms, ideas, and phrases.	70	70		1	1		1			1		1	1		
9/20/2023	BUS-2	BUS-2_SLO2	Demonstrate an understanding of contemporary business principles and practices.	70	70		1	1			1				1	1		
9/20/2023	BUS-2	BUS-2_SLO3	Demonstrate an understanding of common business organizational structures.	70	70		1	1		1				1	1	1		
9/20/2023	BUS-22	BUS-22_SLO1	Demonstrate a basic understanding of the legal framework that surrounds contemporary U.S. business.	70	70		1	1							1	1		
9/20/2023	BUS-22	BUS-22_SLO2	Identify and explain the major constructs of contract law.	70	70		1	1							1	1	1	
9/20/2023	BUS-25	BUS-25_SLO1	Define integrity and its importance to business stakeholders.	70	70		1	1			1				1	1		1
9/20/2023	BUS-25	BUS-25_SLO2	Identify the common barriers and needs requirements of a new small business startup.	70	70		1	1							1	1		1
9/20/2023	BUS-25	BUS-25_SLO3	Create a business plan for a new business venture.	70	70		1	1							1	1		1
9/20/2023	BUS-27	BUS-27_SLO1	Write, proofread and revise common business communications.	70	70	1	1	1							1	1		
9/20/2023	BUS-27	BUS-27_SLO2	Identify proper types of messages, the purpose for writing, steps in the writing process, how to adapt to the audience	70	70		1	1							1	1		
9/20/2023	BUS-27	BUS-27_SLO3	Recall the best practices for business communication while recognizing the importance of non-verbal cues,	70	70		1	1							1	1		1
9/20/2023	BUS-27	BUS-27_SLO4	Demonstrate effective oral communications skills.	70	70		1	1							1	1		
9/20/2023	BUS-34A	BUS-34A_SLO1	Analyze the nature of a given document; determine the features of Microsoft Word and the resources	70	70		1	1								1		
9/20/2023	BUS-34A	BUS-34A_SLO2	Apply typographical judgment to create documents pleasing to the eye, without distracting from the writer's message.	70	70		1	1								1		
9/20/2023	BUS-34B	BUS-34B_SLO1	to the capabilities of Microsoft Word, by analyzing the requirements for a given document, determining which	70	70		1	1								1		
9/20/2023	BUS-34B	BUS-34B_SLO2	Generate an automated, updatable table of contents and index for an existing document, following specified	70	70		1	1								1		

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9/20/2023	BUS-84	BUS-84_SLO1	Compute basic mathematical problems.	70	70	1												
9/20/2023	BUS-84	BUS-84_SLO2	Use basic mathematical skills to solve consumer-oriented problems.	70	70	1												
9/20/2023	BUS-84	BUS-84_SLO3	Use basic mathematical skills to solve business-oriented problems.	70	70	1												
9/20/2023	CARS-151	CARS-151_SLO1	Demonstrate enhanced employment success skills learned in workshop(s) attended.	70	70	1		1	1								1	1
9/20/2023	CARS-153	CARS-153_SLO1	Demonstrate enhanced employment-seeking skills learned in workshop(s) attended	70	70	1		1	1								1	1
9/20/2023	CD-11	CD-11_SLO1	Identify the purpose, value and use of formal and informal observation and assessment in early childhood settings.	75	70		1	1			1				1	1		
9/20/2023	CD-11	CD-11_SLO2	Describe the characteristics, strengths, and limitations of selected.	70	70	1	1	1							1			
9/20/2023	CD-11	CD-11_SLO3	Complete systematic observation methods that reveal children's ideas, processes and needs and provide data	70	70		1	1							1	1	1	
9/20/2023	CD-12	CD-12_SLO1	Analyze theories of socialization that address the interrelationship of child, family, community.	70	70		1	1		1		1	1					
9/20/2023	CD-12	CD-12_SLO2	Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and	70	70		1	1		1		1	1					
9/20/2023	CD-12	CD-12_SLO3	Synthesize and analyze research regarding social issues, changes and transitions that affect children and	70	70		1	1		1		1	1					
9/20/2023	CD-12	CD-12_SLO4	Describe effective strategies that empower families and that encourages them to be involved in their child's	70	70	1	1	1		1		1	1					
9/20/2023	CD-12	CD-12_SLO5	Demonstrate knowledge of community support services and agencies that serve families	70	70		1	1		1		1	1					
9/20/2023	CD-12	CD-12_SLO6	Identify one's own values, goals and sense of self as related to family history andlife experiences, assessing how this	70	70		1	1		1		1	1					
9/20/2023	CD-15	CD-15_SLO1	Identify the directors role with families, children, staff and community	70	70		1	1	1	1		1	1		1			
9/20/2023	CD-15	CD-15_SLO2	Develop and assess a business plan, including budget, facility, staffing, marketing and enrollment that meets	70	70		1	1							1	1		

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9/20/2023	CD-15	CD-15_SLO3	Analyze program planning, curriculum, development, emergency preparedness, nutrition, health and	70	70		1	1							1	1		
9/20/2023	CD-16	CD-16_SLO1	Investigate and apply developmentally appropriate principles and teaching strategies to positively influence young	75	75		1	1							1		1	
9/20/2023	CD-16	CD-16_SLO2	Evaluate the teachers' role in providing best and promising practices in early childhood programs.	70	70		1	1							1		1	
9/20/2023	CD-16	CD-16_SLO3	Compare and contrast play based curriculum that supports children's cognitive, language, creative, physical,	70	70		1	1		1			1		1			
9/20/2023	CD-16	CD-16_SLO4	Demonstrate an understanding of the many aspects of the teachers' role in early childhood programs	70	70		1	1		1		1	1					
9/20/2023	CD-16	CD-16_SLO5	Recognize variation in individual children's needs and strategies to accommodate those needs	70	70		1	1		1		1	1					
9/20/2023	CD-17	CD-17_SLO1	Analyze and select quality children's creative activities and literature appropriate to specific age levels.	70	70		1	1		1		1	1		1			
9/20/2023	CD-17	CD-17_SLO2	Read aloud to young children and demonstrate the skills needed to encourage children to become readers.	70	70		1	1		1		1	1		1			
9/20/2023	CD-19	CD-19_SLO1	Identify health, safety, and environmental risks in children's programs.	75	70		1	1							1	1		
9/20/2023	CD-19	CD-19_SLO2	Assess strategies to maximize the mental and physical health of children and adults in programs for young	70	70		1	1							1	1	1	
9/20/2023	CD-19	CD-19_SLO3	Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy	75	70		1	1							1	1		
9/20/2023	CD-19	CD-19_SLO4	Recall regulation, standards, policies, and procedures related to health, safety and nutrition in support of young	70	70		1	1		1		1	1					
9/20/2023	CD-19	CD-19_SLO5	Define the importance of collaboration between families and the community around the issues of health and safety	70	70		1	1		1		1	1					
9/20/2023	CD-20	CD-20_SLO1	Identify the underlying theoretical perspective in forming a professional philosophy.	70	70		1	1		1			1				1	
9/20/2023	CD-22	CD-22_SLO1	Apply infant/toddler development to planning an appropriate environment and curriculum; including regulations	70	70		1											
9/20/2023	CD-22	CD-22_SLO2	Describe and develop a responsive primary care giving routine/schedule,	70	70		1		1	1			1	1				

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9/20/2023	CD-22	CD-22_SLO3	Develop strategies for effective communication with parents as partners.	70	70	1	1			1			1	1	1			
9/20/2023	CD-23	CD-23_SLO1	Demonstrate the ability to maintain a safe and developmentally appropriate environment for young children.	70	70		1		1	1		1	1					
9/20/2023	CD-23	CD-23_SLO2	Demonstrate the ability to provide appropriate models, guidance and evaluation for staff working in the	70	70		1		1	1		1	1					
9/20/2023	CD-23	CD-23_SLO3	Develop skills in recognizing and supporting developmental stages of staff.	70	70	1	1		1	1		1	1					
9/20/2023	CD-23	CD-23_SLO4	Demonstrate facilitation skills between staff members.	70	70		1		1	1		1	1					
9/20/2023	CD-24	CD-24_SLO1	Integrate understanding of children's characteristics and needs to develop healthy, safe, respectful, supportive	70	70		1	1		1		1	1					
9/20/2023	CD-24	CD-24_SLO2	Evaluate the effectiveness of an early childhood environment, the curriculum and teaching strategies to improve	70	70		1	1		1		1	1					
9/20/2023	CD-24	CD-24_SLO3	Design implement, and evaluate curriculum activities based on observation, and assessment of young	70	70	1	1		1	1		1	1					
9/20/2023	CD-24	CD-24_SLO4	Apply a variety of effective approaches, strategies, and techniques that support positive relationships with children and	70	70		1	1		1		1	1					
9/20/2023	CD-24	CD-24_SLO5	Critically assess one's own teaching experiences to guide and inform practice	70	70		1	1		1		1	1					
9/20/2023	CD-25	CD-25_SLO1	Critically assess the components of culturally relevant and responsive physical and social environments to	70	70		1	1		1			1					
9/20/2023	CD-25	CD-25_SLO2	Critique theories and review the multiple impacts on young children's social identity.	70	70		1										1	
9/20/2023	CD-25	CD-25_SLO3	Analyze various aspects of children's experiences as members of a families targeted by social bias considering the	70	70		1	1		1			1					
9/20/2023	CD-25	CD-25_SLO4	Recognize that student variability exists in many ways including culture, ethnicity, intelligence, language, race,	70	70		1			1			1		1			
9/20/2023	CD-25	CD-25_SLO5	Critique theories and review the multiple impacts on young children's social identity.	70	70		1	1							1		1	
9/20/2023	CD-25	CD-25_SLO6	Analyze various aspects of children's experiences as members of a family targeted by social bias, considering the	75	70		1	1		1			1					

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9/20/2023	CD-25	CD-25_SLO7	Evaluate the impact of personal experiences and social identity on teaching effectiveness	75	70		1	1							1			
9/20/2023	CD-26	CD-26_SLO1	Distinguish the components of appropriate leadership skills and administration of an early childhood	70	70		1	1		1		1	1					
9/20/2023	CD-26	CD-26_SLO2	Describe and appraise the components of appropriate interpersonal dynamics necessary for effective supervision of	70	70	1	1	1		1		1	1		1			
9/20/2023	CD-26	CD-26_SLO3	Analyze parental needs and child needs and discuss how these needs relate to the program.	70	70													
9/20/2023	CD-27	CD-27_SLO1	Identify and evaluate accessibility and reasonable accommodations.	70	70		1	1		1		1	1					
9/20/2023	CD-27	CD-27_SLO2	Synthesize information and develop strategies to adapt early childhood environments to meet the diverse	70	70		1	1		1		1	1					
9/20/2023	CD-27	CD-27_SLO3	Identify and describe a process of referral and collaborative planning for a child with special needs.	70	70	1	1	1		1		1	1		1			
9/20/2023	CD-28	CD-28_SLO1	Identify strategies for connecting with children	70	70		1	1		1		1	1					
9/20/2023	CD-28	CD-28_SLO2	Develop a new vocabulary for positive guidance.	70	70		1	1		1		1	1					
9/20/2023	CD-28	CD-28_SLO3	Identify the reasons behind difficult behavior and apply appropriate strategy	70	70		1	1		1		1	1					
9/20/2023	CD-28	CD-28_SLO4	Design curriculum to promote positive self-esteem, self-direction and to promote social and emotional growth.	70	70		1	1		1		1	1					
9/20/2023	CD-28	CD-28_SLO5	Identify direct and indirect guidance techniques and use them appropriately.	70	70		1	1	1	1		1	1					
9/20/2023	CD-30	CD-30_SLO1	Demonstrate the ability to write an implementation plan based on the seven components of early literacy	70	70	1	1	1		1		1	1					
9/20/2023	CD-30	CD-30_SLO2	Define early literacy vocabulary and terms and recognize developmentally appropriate strategies to be used with	70	70	1	1	1		1		1	1					
9/20/2023	CD-31	CD-31_SLO1	Analyze major development milestones for children from conception through adolescence in the area of physical,	70	70		1	1		1		1	1	1				
9/20/2023	CD-32	CD-32_SLO2	Analyze how culture, economics, political, and historical contexts affect children's development.	70	70		1	1		1		1	1	1				

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9/20/2023	CD-33	CD-33_SLO3	Compare and contrast various theoretical frameworks that relate to the study of human development.	70	70		1	1		1		1	1	1				
9/20/2023	CD-34	CD-34_SLO4	Apply developmental theory to child observations, surveys, and/or interviews using investigative research	75	70		1	1		1		1	1					
9/20/2023	CD-35	CD-35_SLO5	Differentiate characteristics of typical and atypical development	75	70		1	1		1		1	1	1				
9/20/2023	CD-49	CD-49_SLO1	After creating individualized measurable occupational learning objectives that identify new skills to be	70	70	1	1	1	1									1
9/20/2023	CD-49	CD-49_SLO2	Demonstrate proficient soft skills identified in self-assessment to employer in work setting.	70	70	1	1	1	1									1
9/20/2023	CD-49	CD-49_SLO3	Given the course syllabus, which identifies assignment deadlines, independently track course	70	70	1	1	1	1									1
9/20/2023	CD-49	CD-49_SLO4	Demonstrate the ability to use descriptive skill language.	70	80	1										1		
9/20/2023	CD-49	CD-49_SLO5	Identify career options within this academic discipline.	70	80			1	1								1	
9/20/2023	CD-50	CD-50_SLO1	Demonstrate skills and knowledge necessary to obtain a Pediatric First Aid Card.	70	70		1	1			1	1					1	
9/20/2023	CD-50	CD-50_SLO2	Demonstrate skills and knowledge necessary to acquire a CPR Card for infants, children and adults.	70	70		1	1			1	1					1	
9/20/2023	CG-1	CG-1_SLO1	Identify resources available to college students.															
9/20/2023	CG-1	CG-1_SLO2	Identify study skills necessary for success in college.															
9/20/2023	CG-1	CG-1_SLO3	Demonstrate knowledge of the impact that life skills have on college success and life.															
9/20/2023	CG-150	CG-150_SLO1	Apply methods and strategies learned in individual workshops to their own life and coursework in order to	70	70				1								1	
9/20/2023	CG-155	CG-155_SLO1	Demonstrate appropriate study technique.	70	70	1					1						1	
9/20/2023	CG-155	CG-155_SLO2	Given a specific problem, identify appropriate on and off campus services.	70	70			1			1						1	

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9/20/2023	CG-155	CG-155_SLO3	Perform an advanced study skill activity (i.e. run a study group, perform a leadership activity, perform a basic	70	70	1			1		1						1	
9/20/2023	CG-158	CG-158_SLO1	Select appropriate courses, which lead toward a specific certificate or degree.	70	70				1		1						1	
9/20/2023	CG-158	CG-158_SLO2	List no less than five available services for students at Lassen Community College.	70	70		1				1						1	
9/20/2023	CHEM-1A	CHEM-1A_SLO1	Demonstrate knowledge of basic chemical concepts, strength in quantitative problem solving,	70	70		1	1			1	1					1	
9/20/2023	CHEM-1A	CHEM-1A_SLO2	Competent in basic laboratory skills, including laboratory safety, keeping a notebook, use of electronic balances	70	70	1	1	1			1				1	1	1	
9/20/2023	CHEM-1A	CHEM-1A_SLO3	Apply qualitative and quantitative analytical skills to problem solving as related to the study of chemistry	70	70			1	1									1
9/20/2023	CHEM-1B	CHEM-1B_SLO1	Demonstrate knowledge of basic chemical concepts, strength in quantitative problem solving,	70	70		1	1			1	1					1	
9/20/2023	CHEM-1B	CHEM-1B_SLO2	Competent in basic laboratory skills, including laboratory safety, keeping a notebook, use of spectrophotometry,	70	70	1	1	1			1					1	1	
9/20/2023	CHEM-1B	CHEM-1B_SLO3	Apply critical thinking and analytical skills to approach a research problem as relate to the study of Chemistry	70	70	1	1	1			1	1				1	1	
9/20/2023	CHEM-40	CHEM-40_SLO1	Correctly analyze natural phenomena using the concepts of physics and chemistry	70	70	1	1				1	1				1	1	
9/20/2023	CHEM-40L	CHEM-40L_SLO1	Investigate physical phenomena using appropriate laboratory equipment and methods, make valid comparisons with	70	70	1	1	1			1	1				1	1	
9/20/2023	CHEM-45	CHEM-45_SLO1	Demonstrate a basic understanding of the fundamentals of chemistry including the language, laws, theories	70	70		1	1			1	1					1	
9/20/2023	CHEM-45	CHEM-45_SLO2	Apply critical thinking and analytical skills to increase competence in problem solving strategies	70	70		1				1						1	
9/20/2023	CHEM-45	CHEM-45_SLO3	Develop time management and study habits to enable the mastery of chemistry	70	70			1	1									1
9/20/2023	CHEM-45A	CHEM-45A_SLO1	Demonstrate a basic understanding of fundamentals of chemistry including the language, laws, theories and	70	70		1	1	1		1	1					1	
9/20/2023	CHEM-8	CHEM-8_SLO1	Demonstrate a basic understanding of the fundamentals of organic chemistry and biochemistry including the	70	70		1	1			1	1					1	

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9/20/2023	CHEM-8	CHEM-8_SLO2	Communicate an understanding of the subject matter as related to the study of Chemistry	70	70	1	1	1			1	1				1	1	
9/20/2023	CIS-71	CIS-71_SLO1	Defend a computer and a LAN against a variety of different types of security attacks using a number of hands-on	70	70	1	1			1				1	1	1		
9/20/2023	CIS-71	CIS-71_SLO2	Analyze the tools and methods a "hacker" uses to break into a computer or network	70	70	1	1			1			1	1				
9/20/2023	CIS-71	CIS-71_SLO3	Define the concepts of threat, evaluation of assets, information assets, physical, operational, and information	70	70	1	1								1		1	
9/20/2023	CIS-81	CIS-81_SLO1	Develop a working knowledge of how computers operate and how computer programs are executed.	70	70	1	1	1			1						1	
9/20/2023	CIS-81	CIS-81_SLO2	Translate real-world issues into computer-solvable problems	70	70	1	1	1		1	1	1	1				1	
9/20/2023	CIS-81	CIS-81_SLO3	Develop small programs that implement basic algorithmic designs	70	70	1	1	1			1						1	
9/20/2023	CS-1	CS-1_SLO1	Perform basic computer operation functions.	70	70		1	1								1		
9/20/2023	CS-1	CS-1_SLO2	Produce documents, spreadsheets, database and presentations using Microsoft Office Suite.	70	70		1	1								1		
9/20/2023	CS-1	CS-1_SLO3	Select a computer with appropriate hardware and software specifications to meet an identified need utilizing the	70	70		1	1			1					1	1	
9/20/2023	CS-150	CS-150_SLO1	Demonstrate knowledge of different computer hardware and software components and how they all work	70	70	1					1	1					1	
9/20/2023	CS-150	CS-150_SLO2	Apply the concepts of software compatibility and installation to install, remove and update various software on	70	70		1	1			1	1					1	
9/20/2023	CS-150	CS-150_SLO3	Identify appropriate troubleshooting procedures and apply them to real world scenarios.	70	70		1	1			1	1				1	1	
9/20/2023	CS-151	CS-151_SLO1	Demonstrate knowledge of different layers and protocols in network transmission.	70	70	1	1	1			1					1	1	
9/20/2023	CS-151	CS-151_SLO2	Apply the concepts of DNS and DHCP to connect computers to various networks.	70	70		1	1			1						1	
9/20/2023	CS-151	CS-151_SLO3	Identify appropriate troubleshooting procedures and apply them to real world scenarios	70	70		1	1			1						1	

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

Mapped Date	Course ID	SLO ID	Course SLO Description	Target Measure: % Students	Target Measure: % Achievement	ISLO 1: Communication	ISLO 2: Critical Thinking	ISLO 3: Life Long Learning	ISLO 4: Personal / Interpersonal Responsibility	ISLO 5: Cultural Awareness	GESLO 1: Understand and apply methods of inquiry for a variety of disciplines including the	GESLO 2: Explain and analyze relationships between science and other human activities	GESLO 3: Apply knowledge of the ways people act and have acted in response to their societies to express	GESLO 4: Understand ways in which people throughout the ages and in Western and non-Western	GESLO 5: Engage in verbal communication by participating in discussions, debates, and oral	GESLO 6: Compose effective written communications and essays with correct grammar, spelling	GESLO 7: Analyze, evaluate and explain theories, concepts and skills within varied disciplines using	GESLO 8: Demonstrate appreciation of themselves as living organisms through their choices for
9/20/2023	CS-152	CS-152_SLO1	Demonstrate knowledge of Windows and Linux filesystesm.	70	70	1	1				1						1	
9/20/2023	CS-152	CS-152_SLO2	Apply the concepts of operating systems to setup users, groups and permissions on accounts	70	70		1	1			1						1	
9/20/2023	CS-152	CS-152_SLO3	Identify appropriate troubleshooting procedures and apply them to real world scenarios.	70	70		1	1			1						1	
9/20/2023	CS-153	CS-153_SLO1	Demonstrate knowledge of different directory services and how a centralized system admin can support different	70	70	1	1				1					1	1	
9/20/2023	CS-153	CS-153_SLO2	Apply the concepts of system administration to real life scenarios	70	70		1	1			1					1	1	
9/20/2023	CS-153	CS-153_SLO3	Identify appropriate methods of system recovery and back-up	70	70		1	1			1						1	
9/20/2023	CS-154	CS-154_SLO1	Demonstrate knowledge of how various encryption algorithms and techniques work and their benefits.	70	70	1	1				1						1	
9/20/2023	CS-154	CS-154_SLO2	Apply the concepts of IT security to real life scenarios and make recommendations to protect user data	70	70		1	1			1					1	1	
9/20/2023	CS-154	CS-154_SLO3	Identify the difference between authentication and authorization	70	70		1	1			1						1	
9/20/2023	DS-120	DS-120_SLO1	Demonstrate good sportsmanship through proper etiquette towards fellow players, coaches and officials.	70	70			1	1									1
9/20/2023	DS-120	DS-120_SLO2	Perform a complete exercise routine including warm-up exercises, exercises emphasizing muscular strength,	70	70			1	1									1
9/20/2023	DS-120	DS-120_SLO3	nstrate the ability to be prepared for a fitness activity class.	70	70			1	1									1
9/20/2023	DS-120	DS-120_SLO4	Demonstrate the knowledge of basic rules for sport activities.	70	70			1	1									1
9/20/2023	DS-122	DS-122_SLO1	(First Enrollment) Recognize the difference between free weights, machine weights and Aerobic machine	70	70			1	1									1
9/20/2023	DS-122	DS-122_SLO2	(First Enrollment) Demonstrate increased level or maintain a level of strength as tested in 1min sit- ups, push-	70	70			1	1									1
9/20/2023	DS-122	DS-122_SLO3	(Second Enrollment) Recognize what machine/free weights will engage a muscle group.	70	70			1	1									1

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

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9/20/2023	DS-122	DS-122_SLO4	(Second Enrollment) Demonstrate increased level or maintain a level of strength as tested in 1min sit- ups, push-	70	70			1	1									1
9/20/2023	DS-153	DS-153_SLO1	Demonstrate Social Etiquette in the community.	70	70	1		1	1									1
9/20/2023	DS-153	DS-153_SLO2	Identify community helpers.	70	70			1	1									1
9/20/2023	DS-153	DS-153_SLO3	Ability to identify emergency procedures in the community.	70	70			1	1									1
9/20/2023	DS-155	DS-155_SLO1	Demonstrate appropriate safety practices in an aquatic setting.	70	70			1	1									1
9/20/2023	DS-155	DS-155_SLO2	Compare and contrast various exercises and their impact on muscles, aerobics, and flexibility.	70	70			1	1									1
9/20/2023	DS-155	DS-155_SLO3	Perform aquatic skills based on individualized assessed abilities.	70	70			1	1									1
9/20/2023	DS-155	DS-155_SLO4	Identify emergency situations in an aquatic setting and determine an appropriate response to specific	70	70			1	1									1
9/20/2023	DS-158	DS-158_SLO1	Construct a craft project by applying the skills and knowledge obtained in class.	70	70			1	1									1
9/20/2023	DS-158	DS-158_SLO2	Organize ideas and communicate verbal or non-verbal messages to respond appropriately in class activities.	70	70			1	1									1
9/20/2023	ECON-10	ECON-10_SLO1	Demonstrate an understanding of and the calculations for major aggregate measures of economic activity in an	70	70		1				1							
9/20/2023	ECON-10	ECON-10_SLO2	Demonstrate an understanding of major fiscal and monetary policy levers and their intended effects on the macro	70	70		1				1							
9/20/2023	ECON-11	ECON-11_SLO1	Demonstrate knowledge of how equilibrium is determined by market forces using supply and demand	70	70		1				1						1	
9/20/2023	ECON-11	ECON-11_SLO2	Apply the concepts of elasticity to predict the effect of changes in price and income on demand and supply.	70	70		1				1						1	
9/20/2023	ECON-11	ECON-11_SLO3	Identify appropriate pricing and output decisions by firms in different market structures.	70	70		1				1						1	
9/20/2023	ED-1	ED-1_SLO1	Identify the impact of adult learning theories on curriculum design.	70	70		1				1						1	

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

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9/20/2023	ED-1	ED-1_SLO2	Identify and apply the principles of instructional systems design.	70	70	1	1			1	1		1				1	
9/20/2023	ED-1	ED-1_SLO3	Identify optimal college-level instructional practice.	70	70		1				1						1	
9/20/2023	ED-1	ED-1_SLO4	Construct a syllabus including the necessary components.	70	70	1				1	1		1		1			
9/20/2023	ED-1	ED-1_SLO5	Demonstrate proficiency with attendance accounting, census and grade documentation and class files to	70	70	1	1				1						1	
9/20/2023	ED-1	ED-1_SLO6	Produce instructional materials appropriate for teaching adults at the college level.	70	70	1	1			1			1		1			
9/20/2023	ED-1	ED-1_SLO7	Demonstrate appropriate classroom management strategies.	70	70	1	1		1	1			1		1			
9/20/2023	ED-1	ED-1_SLO8	Employ multiple and varied teaching strategies.	70	70		1			1			1		1			
9/20/2023	ED-1	ED-1_SLO9	Recognize variation in adult learning styles and needs and design strategies to accommodate those needs.	70	70	1	1		1	1	1		1		1			
9/20/2023	ED-1	ED-1_SLO10	Employ multiple and authentic learning assessments in classroom instruction.	70	70		1			1	1		1		1			
9/20/2023	ED-2	ED-2_SLO1	Produce instructional materials appropriate for teaching students at the elementary school level.	70	70	1	1			1			1			1		
9/20/2023	ED-2	ED-2_SLO2	Demonstrate appropriate classroom management strategies.	70	70	1			1	1			1		1			
9/20/2023	ED-2	ED-2_SLO3	Employ multiple and varied teaching strategies.	70	70	1	1		1	1			1		1			
9/20/2023	ED-2	ED-2_SLO4	Employ multiple and authentic learning assessments in classroom instruction.	70	70	1	1				1						1	
9/20/2023	EMT-21	EMT-21_SLO1	Recognize emergency situations and provide appropriate emergency treatment within the EMR scope of	70	70		1	1										1
9/20/2023	EMT-60	EMT-60_SLO1	Recognize emergency situations and perform skills appropriate for the entry level EMT Basic.	70	70		1	1										1
9/20/2023	EMT-61	EMT-61_SLO1	Describe Local, State, and National updated related to the EMT Basic and demonstrate skills appropriate for the	70	70		1	1										1

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

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9/20/2023	ENGL-1	ENGL-1_SLO1	Demonstrate the ability to comprehend and analyze a variety of readings throughdiscussion, journal entries, in-	70	70	1	1								1	1		
9/20/2023	ENGL-1	ENGL-1_SLO2	Write essays applying patterns of development appropriate for expository writing, including personal	70	70	1	1								1	1		
9/20/2023	ENGL-1	ENGL-1_SLO3	Given an assignment to write an extended essay, investigate a topic and write a well-organized and	70	70	1	1								1	1		
9/20/2023	ENGL-105	ENGL-105_SLO1	Demonstrate writing skills by writing an organized, thesis-driven essay using grammatically correct sentences.	70	70	1	1	1								1		
9/20/2023	ENGL-105	ENGL-105_SLO2	Demonstrate critical reading skills by writing a critical response to a college-level article, essay or equivalent	70	70	1	1	1								1		
9/20/2023	ENGL-105	ENGL-105_SLO3	Integrate ideas from multiple sources into a logical, well-reasoned essay with appropriate MLA citations.	70	70													
9/20/2023	ENGL-105A	ENGL-105A_SLO1	Write cohesive essays with minimal grammar, punctuation and spelling errors.	70	70	1	1	1								1		
9/20/2023	ENGL-105A	ENGL-105A_SLO2	Successfully read, comprehend and discuss college level texts.	70	70	1	1	1							1	1		
9/20/2023	ENGL-12	ENGL-12_SLO1	From course readings and class discussions, students will be able to identify literary patterns, historical	70	70	1	1			1				1	1	1		
9/20/2023	ENGL-12	ENGL-12_SLO2	From course readings and class discussions, students will be able to write an extended literary analysis that	70	70	1	1			1				1	1	1		
9/20/2023	ENGL-150	ENGL-150_SLO1	Demonstrate an expanded vocabulary through the recognition of words.	70	70	1	1										1	
9/20/2023	ENGL-150	ENGL-150_SLO2	Demonstrate the ability to read a basic English paragraph and explain what was read.	70	70	1	1										1	
9/20/2023	ENGL-150	ENGL-150_SLO3	Make a recognizable point by explaining self orally.	70	70	1	1										1	
9/20/2023	ENGL-151	ENGL-151_SLO6	Write a 5-paragraph essay	70	70	1	1			1			1				1	
9/20/2023	ENGL-151	ENGL-151_SLO7	Compare various cultural perspectives	70	70	1	1			1			1				1	
9/20/2023	ENGL-155	ENGL-155_SLO1	Given sample writing assignments from the student's English class, the student will apply the appropriate concepts and	70	70	1			1							1		1

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

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9/20/2023	ENGL-2	ENGL-2_SLO1	Given an assignment to read a literary work, the student will identify the form and essence of the fiction, analyze its	70	70	1	1			1				1	1	1		
9/20/2023	ENGL-2	ENGL-2_SLO2	Demonstrate analytical and critical thinking skills via formal writing assignments.	70	70	1	1								1	1		
9/20/2023	ENGL-22	ENGL-22_SLO1	Demonstrate understanding of literary craft techniques through the writing of original fiction and poetry and the	70	70	1	1	1	1	1			1	1	1	1	1	1
9/20/2023	ENGL-22	ENGL-22_SLO2	Demonstrate analytical and critical thinking skills through identifying problems in peer writing and offering	70	70	1	1	1	1	1			1	1	1	1	1	1
9/20/2023	ENGL-3	ENGL-3_SLO1	Think critically about a variety of literary texts before 1800.	70	70	1	1								1	1		
9/20/2023	ENGL-3	ENGL-3_SLO2	Develop sophisticated written responses to a variety of literary texts before 1800.	70	70	1	1								1	1		
9/20/2023	ENGL-33	ENGL-33_SLO1	Think critically about literary texts through a variety of theoretical lenses.	70	70	1	1								1	1		
9/20/2023	ENGL-33	ENGL-33_SLO2	Write well-articulated, nuanced literary criticism about texts using various theoretical apparatuses.	70	70	1	1			1				1	1	1		
9/20/2023	ENGL-5	ENGL-5_SLO1	Articulate the connection between a theme in a given work and the larger social, political, philosophical, religious	70	70	1	1								1	1		
9/20/2023	ENGL-5	ENGL-5_SLO2	Compose a critical essay that demonstrates a sophisticated understanding of relevant literary	70	70	1	1								1	1		
9/20/2023	ENGL-5	ENGL-5_SLO3	Critically read and analyze a piece of literature.	70	70	1	1								1	1		
9/20/2023	ENGL-9	ENGL-9_SLO1	Given a written or verbal argument, the student will be able to critically evaluate the presentation, identifying	70	70	1	1								1	1		
9/20/2023	ENGL-9	ENGL-9_SLO2	In sequence of well-organized, grammatically correct essays, the student will demonstrate the effective	70	70	1	1								1	1		
9/20/2023	ES-1	ES-1_SLO1	Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism,	70	70	1	1			1	1		1			1	1	1
9/20/2023	ES-1	ES-1_SLO2	Apply theory and knowledge produced by Native American, African American, Asian American, and/or Latina and	70	70		1		1	1	1	1	1			1	1	
9/20/2023	ES-1	ES-1_SLO3	Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as	70	70		1	1		1	1		1	1	1	1		

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

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9/21/2023	FILM-1	FILM-1_SLO1	After viewing an assigned film, the student will write an analysis of the work, including the identification and	70	70	1	1	1		1				1		1		
9/21/2023	FILM-1	FILM-1_SLO2	Given a number of film selections, the student will recognize the major film genres represented their characteristics	70	70	1	1	1		1				1		1		
9/21/2023	FS-13	FS-13_SLO1	Define basic terms and concepts related to fire behavior and chemistry.	80	80	1	1	1	1	1	1	1	1		1	1	1	1
9/21/2023	FS-13	FS-13_SLO2	Identify states of matter and describe chemical processes associated with combustion	80	80	1	1	1	1	1	1	1	1		1	1	1	1
9/21/2023	FS-13	FS-13_SLO3	Analyze physical conditions which determine states of matter and influence fire behavior.	80	80	1	1	1	1	1	1	1	1		1	1	1	1
9/21/2023	FS-13	FS-13_SLO4	Describe fire suppression agents and their properties.	80	80	1	1	1	1	1	1	1	1		1	1	1	1
9/21/2023	FS-13	FS-13_SLO5	Compare and contrast methods and techniques of fire extinguishment.	80	80	1	1	1	1	1	1	1	1		1	1	1	1
9/21/2023	FS-14	FS-14_SLO1	Analyze in a research paper format the common theme found in various incidents involving firefighter serious	80	80	1	1	1	1	1	1	1	1		1	1	1	1
9/21/2023	FS-14	FS-14_SLO2	Describe the importance of public education as a critical component of life safety programs.	80	80	1	1	1	1	1	1	1	1		1	1	1	1
9/21/2023	FS-14	FS-14_SLO3	Evaluate the importance of code enforcement.	80	80	1	1	1	1	1	1	1	1		1	1	1	1
9/21/2023	FS-156	FS-156_SLO1	Demonstrate proper operation of fire service pumps.	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-156	FS-156_SLO2	Employ methods of performing basic field hydrolics	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-20	FS-20_SLO1	Demonstrate the ability to assess a breathing or cardiac emergency in adults, children and infants.	70	70		1	1										1
9/21/2023	FS-23	FS-23_SLO1	Describe the roles and responsibilities of the Single Resource Boss-Firing/Prescribed Fire Ignition	80	80	1	1	1	1	1	1	1	1				1	1
9/21/2023	FS-23	FS-23_SLO2	Identify resources needed to successfully conduct an ignition operation for a wildland fire or	80	80	1	1	1	1	1	1	1	1				1	1
9/21/2023	FS-23	FS-23_SLO3	Develop an ignition plan demonstrating the knowledge of fire behavior, firing techniques, holding, and hazards.	80	80	1	1	1	1	1	1	1	1				1	1

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

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9/21/2023	FS-23	FS-23_SLO4	Given a scenario, implement an ignition operation with emphasis on safety, coordination, communications, and	80	80	1	1	1	1	1	1	1	1				1	1
9/21/2023	FS-26	FS-26_SLO1	Describe the ICS criteria for typing aircraft.	80	80	1	1	1	1	1	1	1	1				1	1
9/21/2023	FS-26	FS-26_SLO2	Describe safety procedures to be followed while flying in or working with agency aircraft.	80	80	1	1	1	1	1	1	1	1				1	1
9/21/2023	FS-26	FS-26_SLO3	Describe correct procedures related to aircraft operations.	80	80	1	1	1	1	1	1	1	1				1	1
9/21/2023	FS-26	FS-26_SLO4	Describe tactical and logistical uses of aircraft.	80	80	1	1	1	1	1	1	1	1				1	1
9/21/2023	FS-3	FS-3_SLO1	List and identify the basic fire prevention functions of a fire department.	80	80	1	1	1	1	1	1	1	1		1	1	1	1
9/21/2023	FS-3	FS-3_SLO2	Explain and identify principles and procedures used to correct fire hazards.	80	80	1	1	1	1	1	1	1	1		1	1	1	1
9/21/2023	FS-3	FS-3_SLO3	Identify occupancies and building construction types.	80	80	1	1	1	1	1	1	1	1		1	1	1	1
9/21/2023	FS-4	FS-4_SLO1	Describe smoke and fire movement in various types of building construction.	80	80	1	1	1	1	1	1	1	1		1	1	1	1
9/21/2023	FS-4	FS-4_SLO2	List organizations that provide information or service to fire protection systems.	80	80	1	1	1	1	1	1	1	1		1	1	1	1
9/21/2023	FS-4	FS-4_SLO3	List types, components and operation of automatic and special sprinkler systems.	80	80	1	1	1	1	1	1	1	1		1	1	1	1
9/21/2023	FS-5	FS-5_SLO1	Identify the organizational divisions of fire department and explain the duties and responsibilities of these divisions.	80	80	1	1	1	1	1	1	1	1		1	1	1	1
9/21/2023	FS-5	FS-5_SLO2	Given a specific incident, identify the appropriate equipment and personnel response to that incident.	80	80	1	1	1	1	1	1	1	1		1	1	1	1
9/21/2023	FS-5	FS-5_SLO3	Identify the management systems and give examples of where they are used in the fire service.	80	80	1	1	1	1	1	1	1	1		1	1	1	1
9/21/2023	FS-5	FS-5_SLO4	Identify and describe three separate pieces of fire apparatus and explain where they are used.	80	80	1	1	1	1	1	1	1	1		1	1	1	1
9/21/2023	FS-50	FS-50_SLO1	Demonstrate techniques for conducting a RIC pre-deployment and procedures for conducting rescue operations once	80	80	1	1	1	1	1	1	1	1				1	1

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

Mapped Date	Course ID	SLO ID	Course SLO Description	Target Measure: % Students	Target Measure: % Achievement	ISLO 1: Communication	ISLO 2: Critical Thinking	ISLO 3: Life Long Learning	ISLO 4: Personal / Interpersonal Responsibility	ISLO 5: Cultural Awareness	GESLO 1: Understand and apply methods of inquiry for a variety of disciplines including the	GESLO 2: Explain and analyze relationships between science and other human activities	GESLO 3: Apply knowledge of the ways people act and have acted in response to their societies to express	GESLO 4: Understand ways in which people throughout the ages and in Western and non-Western	GESLO 5: Engage in verbal communication by participating in discussions, debates, and oral	GESLO 6: Compose effective written communications and essays with correct grammar, spelling	GESLO 7: Analyze, evaluate and explain theories, concepts and skills within varied disciplines using	GESLO 8: Demonstrate appreciation of themselves as living organisms through their choices for
9/21/2023	FS-50	FS-50_SLO2	Demonstrate techniques in developing the "RIC mindset" and steps taken before a RIC deployment occurs (pre-	80	80	1	1	1	1	1	1	1	1				1	1
9/21/2023	FS-50	FS-50_SLO3	Apply techniques in conducting rescue operations once a downed fire fighter is located, including assessment and	80	80	1	1	1	1	1	1	1	1				1	1
9/21/2023	FS-51	FS-51_SLO1	Identify and search agency websites for information of potential job vacancies.	80	80	1	1	1	1	1	1	1	1				1	1
9/21/2023	FS-51	FS-51_SLO2	Demonstrate the correct procedures for completing an application	80	80	1	1	1	1	1	1	1	1				1	1
9/21/2023	FS-51	FS-51_SLO3	Prepare for an oral interview for a given job.	80	80	1	1	1	1	1	1	1	1				1	1
9/21/2023	FS-56	FS-56_SLO1	Be able to demonstrate proficiency in all identified areas of helicopter use to safely achieve efficiency and	80	80	1	1	1	1		1	1				1	1	1
9/21/2023	FS-56	FS-56_SLO2	Understand the policies and procedures associated with accepting and checking in to an assignment.	80	80	1	1	1	1		1	1				1	1	1
9/21/2023	FS-56	FS-56_SLO3	Obtain and overall knowledge of general aviation safety, aviation watch outs, and special mission safety.	80	80	1	1	1	1		1	1				1	1	1
9/21/2023	FS-56	FS-56_SLO4	Apply risk management techniques to helicopter operations and proficiency checks.	80	80	1	1	1	1		1	1				1	1	1
9/21/2023	FS-57	FS-57_SLO1	Analyze a Vehicle emergency situation, develop and implement a plan to Safely extricate occupants.	80	80	1	1	1	1			1				1	1	1
9/21/2023	FS-59	FS-59_SLO1	Describe principles, elements, and positional responsibilities while operating in a confined space	80	80	1	1	1	1			1				1	1	1
9/21/2023	FS-59	FS-59_SLO2	Recognize regulations governing operations in confined spaces	80	80	1	1	1				1				1	1	1
9/21/2023	FS-59	FS-59_SLO3	Identify the definitions of permit and non-permit confined spaces	80	80	1	1	1	1			1				1	1	1
9/21/2023	FS-6	FS-6_SLO1	Define occupancy designations of the building code.	80	80	1	1	1	1	1	1	1	1		1	1	1	1
9/21/2023	FS-6	FS-6_SLO2	Name the construction classifications that correspond to designated occupancies.	80	80	1	1	1	1	1	1	1	1		1	1	1	1
9/21/2023	FS-6	FS-6_SLO3	Differentiate between the loads that are placed on a building and describe each type of load.	80	80	1	1	1	1	1	1	1	1		1	1	1	1

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

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9/21/2023	FS-60	FS-60_SLO1	Safely perform the tasks of a basic firefighter.	80	80	1	1	1	1			1				1	1	1
9/21/2023	FS-60	FS-60_SLO2	Describe Cal Fire's mission and organizational structure	80	80	1	1	1	1			1				1	1	1
9/21/2023	FS-60	FS-60_SLO3	Describe elements common to wildland fire and structure fire operations.	80	80	1	1	1	1			1				1	1	1
9/21/2023	FS-60	FS-60_SLO4	Demonstrate proper use of self contained breathing apparatus	80	80	1	1	1	1			1				1	1	1
9/21/2023	FS-60A	FS-60A_SLO1	Construct a fire line using proper tools.	80	80	1	1	1	1			1				1	1	1
9/21/2023	FS-60A	FS-60A_SLO2	Practice emergency procedures that may be needed in critical fire situations.	80	80	1	1	1	1			1				1	1	1
9/21/2023	FS-60A	FS-60A_SLO3	Deploy a fire shelter in an emergency situation.	80	80	1	1	1	1			1				1	1	1
9/21/2023	FS-61	FS-61_SLO1	Demonstrate understanding of the Incident Command System.	80	80	1	1	1	1			1				1	1	1
9/21/2023	FS-61	FS-61_SLO2	Understand wildland fire behavior.	80	80	1	1	1	1			1				1	1	1
9/21/2023	FS-61	FS-61_SLO3	Demonstrate basic firefighting skills.	80	80	1	1	1	1			1				1	1	1
9/21/2023	FS-61	FS-61_SLO4	Practice effective communication, and risk management skills.	80	80	1	1	1	1			1				1	1	1
9/21/2023	FS-64	FS-64_SLO1	Teach and deliver instruction from a prepared lesson plan utilizing instructional aids and evaluation	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-64	FS-64_SLO2	Be able to adapt a lesson plan and complete the reporting requirements to the local jurisdiction.	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-64B	FS-64B_SLO1	Develop a lesson plan and deliver instruction based on that lesson plan	80	80	1	1	1	1		1	1			1		1	1
9/21/2023	FS-64B	FS-64B_SLO2	Adapt a lesson plan and complete the reporting requirements to the local jurisdiction.	80	80	1	1	1	1		1	1			1		1	1
9/21/2023	FS-64B	FS-64B_SLO3	Evaluate and Assess student Needs	80	80	1	1	1	1		1	1			1		1	1

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

Mapped Date	Course ID	SLO ID	Course SLO Description	Target Measure: % Students	Target Measure: % Achievement	ISLO 1: Communication	ISLO 2: Critical Thinking	ISLO 3: Life Long Learning	ISLO 4: Personal / Interpersonal Responsibility	ISLO 5: Cultural Awareness	GESLO 1: Understand and apply methods of inquiry for a variety of disciplines including the	GESLO 2: Explain and analyze relationships between science and other human activities	GESLO 3: Apply knowledge of the ways people act and have acted in response to their societies to express	GESLO 4: Understand ways in which people throughout the ages and in Western and non-Western	GESLO 5: Engage in verbal communication by participating in discussions, debates, and oral	GESLO 6: Compose effective written communications and essays with correct grammar, spelling	GESLO 7: Analyze, evaluate and explain theories, concepts and skills within varied disciplines using	GESLO 8: Demonstrate appreciation of themselves as living organisms through their choices for
9/21/2023	FS-64B	FS-64B_SLO4	Describe techniques for eliminating bias in instructional materials	80	80	1	1	1	1	1	1	1	1		1		1	1
9/21/2023	FS-64B	FS-64B_SLO5	Asses program needs and formulate budget needs by identifying and documenting the resources required to	80	80	1	1	1	1		1	1			1		1	1
9/21/2023	FS-65A	FS-65A_SLO1	Demonstrate the ability to drive fire apparatus safely, effectively and proficiently under simulated emergency	80	80	1	1	1	1		1	1			1		1	1
9/21/2023	FS-65A	FS-65A_SLO2	Demonstrate the ability to perform basic inspection, maintenance, documentation, and troubleshooting	80	80	1	1	1	1		1	1			1		1	1
9/21/2023	FS-65A	FS-65A_SLO3	Describe driver responsibilities, recognized standards, and related laws for fire apparatus.	80	80	1	1	1	1		1	1			1		1	1
9/21/2023	FS-65B	FS-65B_SLO1	Fire Engine Set Up: Set up a fire engine to draft water from a static water source, pump and flow water from	80	80	1	1	1	1		1	1			1		1	1
9/21/2023	FS-65B	FS-65B_SLO2	Centrifugal Pumps: Describe the characteristics and design of centrifugal pumps.	80	80	1	1	1	1		1	1			1		1	1
9/21/2023	FS-65B	FS-65B_SLO3	Principles of Fluid Pressure: Describe the principles of fluid pressure.	80	80	1	1	1	1		1	1			1		1	1
9/21/2023	FS-65C	FS-65C_SLO1	Demonstrate the ability to drive fire apparatus safely, effectively and proficiently under simulated emergency	80	80	1	1	1	1		1	1			1		1	1
9/21/2023	FS-65C	FS-65C_SLO2	Demonstrate the ability to perform basic inspection, maintenance, documentation, and troubleshooting	80	80	1	1	1	1		1	1			1		1	1
9/21/2023	FS-65C	FS-65C_SLO3	Describe driver responsibilities, recognized standards, and related laws for fire apparatus.	80	80	1	1	1	1		1	1			1		1	1
9/21/2023	FS-65C	FS-65C_SLO4	Demonstrate an effective fire stream by engaging the pump, setting all pressure control and vehicle safety devices.	80	80	1	1	1	1		1	1			1		1	1
9/21/2023	FS-70	FS-70_SLO1	Check-in, inspect, and lead a dozer to complete a specific given task while on an incident.	80	80	1	1	1	1		1	1			1		1	1
9/21/2023	FS-70	FS-70_SLO2	Given a description of a tactical assignment, the dozer type, the operator, and production tables	80	80	1	1	1	1		1	1			1		1	1
9/21/2023	FS-70A	FS-70A_SLO1	Describe the proper check-in procedures, and how to lead an engine and crew to complete a specific given	80	80	1	1	1	1		1	1			1		1	1
9/21/2023	FS-70A	FS-70A_SLO2	Given a description of a tactical assignment, the student will be able to develop a strategy considering	80	80	1	1	1	1		1	1			1		1	1

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

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9/21/2023	FS-70A	FS-70A_SLO3	Describe the proper demobilization procedures.	80	80	1	1	1	1		1	1			1		1	1
9/21/2023	FS-70C	FS-70C_SLO1	Describe the proper check-in procedures, and how to lead a crew to complete a specific given task while on	80	80	1	1	1	1		1	1			1		1	1
9/21/2023	FS-70C	FS-70C_SLO2	Given a description of a tactical assignment, the student will be able to develop a strategy considering	80	80	1	1	1	1		1	1			1		1	1
9/21/2023	FS-70C	FS-70C_SLO3	Describe the proper demo procedures.	80	80	1	1	1	1		1	1			1		1	1
9/21/2023	FS-72	FS-72_SLO1	Explain the hazardous material fires responder's role during emergency operations.	80	80	1	1	1	1		1	1			1		1	1
9/21/2023	FS-72	FS-72_SLO2	Explain the procedural steps taken by the hazardous materials first responder prior to and during emergency incident	80	80	1	1	1	1		1	1			1		1	1
9/21/2023	FS-72	FS-72_SLO3	Evaluate a hazardous materials incident response with respect to safety, objectives, personnel and equipment	80	80	1	1	1	1		1	1			1		1	1
9/21/2023	FS-72A	FS-72A_SLO1	Recognize hazardous materials	80	80	1	1	1	1		1	1			1		1	1
9/21/2023	FS-72A	FS-72A_SLO2	Demonstrate use of DOT emergency response guide	80	80	1	1	1	1		1				1		1	1
9/21/2023	FS-72A	FS-72A_SLO3	Describe the basic first responder operational initial actions	80	80	1	1	1	1		1				1		1	1
9/21/2023	FS-72B	FS-72B_SLO1	Understand the need for the Haz Mat First Responder Operations Decontamination training	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-72B	FS-72B_SLO2	Identify first responder personnel and operational roles needed to conduct responder decontamination.	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-72B	FS-72B_SLO3	Demonstrate that he/she can safely respond to and perform responder decontamination of a hazardous	80	80	1	1	1	1			1					1	1
9/21/2023	FS-72C	FS-72C_SLO1	Given a scenario, recognize the presence of hazardous materials	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-72C	FS-72C_SLO2	Given an example of a hazardous material and the DOT Emergency Response Guidebook (ERG), identify the	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-72C	FS-72C_SLO3	Given a scenario and the applicable contingency plan, state the notification process and identify initial notifications	80	80	1	1	1	1			1					1	1

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

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9/21/2023	FS-73A	FS-73A_SLO1	Describe duties and responsibilities for each of the following positions: finance positions, commissary manager,	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-74	FS-74_SLO1	Demonstrate the knowledge to size up a fire incident involving a wildland/urban interface.	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-74	FS-74_SLO2	Demonstrate the ability to evaluate a potential situation, and order and deploy the necessary resources.	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-74	FS-74_SLO3	Apply safe and effective strategies and tactics to minimize the threat to life and property.	80	80	1	1	1				1			1		1	1
9/21/2023	FS-75	FS-75_SLO1	Identify and describe the characteristics of fuels, weather, and topography that influence wildland fire behavior.	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-75	FS-75_SLO2	Describe the interaction of fuels, weather, and topography on wildland fire behavior, fireline tactics, and	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-75	FS-75_SLO3	Describe the causes of extreme fire behavior (long range spotting, crowning and firewhirls) developing due to	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-75	FS-75_SLO4	Interpret, apply, and document wildland fire behavior and weather information.	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-76	FS-76_SLO1	Demonstrate the ability to use fireline reference tools to facilitate the communication and decision making	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-76	FS-76_SLO2	Describe how to incorporate and maintain open lines of communication with appropriate personnel.	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-76	FS-76_SLO3	Demonstrate the ability to apply the standard operating procedures found in the Incident Response Pocket Guide.	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-76	FS-76_SLO4	Demonstrate the ability to apply information found in the Fireline Handbook.	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-78	FS-78_SLO1	Demonstrate an understanding of fundamental leadership principles.	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-78	FS-78_SLO2	Assess their individual traits and motivations for entering into a leadership role.	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-8	FS-8_SLO1	Pass the Arduous Work Capacity Test.	80	80	1	1		1			1					1	1
9/21/2023	FS-8	FS-8_SLO2	Function effectively, safely, and cooperatively as a member of a wildland fire suppression crew; develop	80	80	1	1	1	1			1			1		1	1

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

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9/21/2023	FS-8	FS-8_SLO3	Identify and define the use of equipment found on wildland fire apparatus	80	80	1	1	1	1			1					1	1
9/21/2023	FS-80	FS-80_SLO1	Demonstrate an understanding of fire fighter survival terminology, survival attitude, increased situational	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-80	FS-80_SLO2	Demonstrate Self-Contained Breathing Apparatus (SCBA) knowledge and techniques for air awareness and SCBA	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-81	FS-81_SLO1	Apply standard wildland fire safety guidelines to fatal and near miss incident analyses	80	80	1	1	1	1	1	1	1	1		1	1	1	1
9/21/2023	FS-81	FS-81_SLO2	Explain the importance of use and maintenance of PPE, including the fire shelter	80	80	1	1	1	1	1	1	1	1		1	1	1	1
9/21/2023	FS-81	FS-81_SLO3	Describe wildland fire behavior as it relates to fatal and near miss incident analyses	80	80	1	1	1	1	1	1	1	1		1	1	1	1
9/21/2023	FS-84	FS-84_SLO1	Given a historical fatality fire situation, trainees will demonstrate and analyze the sequence of events, determine	80	80	1	1	1	1	1		1		1		1	1	
9/21/2023	FS-84	FS-84_SLO2	Describe and discuss the value in the study of historical fatality fires. Identify causal factors using a risk management	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-85	FS-85_SLO1	Navigate, including calculating distance and direction, using the features of topographical and other maps in	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-85	FS-85_SLO2	Successfully set up and operate a GPS receiver for ground navigation.	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-89	FS-89_SLO1	Troubleshoot and correct the problems of an inoperable chain saw.	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-89	FS-89_SLO2	Demonstrate the ability to safely and properly use a chainsaw in different situations/scenarios.	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-90	FS-90_SLO1	Demonstrate knowledge and skills to design, set up, operate, troubleshoot, and shut down portable water delivery	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-90	FS-90_SLO2	Isentify trpes, parts, and functions of portable water pumps and accessories.	80	80	1	1	1				1			1		1	1
9/21/2023	FS-92A	FS-92A_SLO1	Apply human resource policies and procedures to day to day fire management issues.	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-92A	FS-92A_SLO2	Demonstrate verbal and written communications during nonemergency incidents	80	80	1	1	1	1			1			1		1	1

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

Mapped Date	Course ID	SLO ID	Course SLO Description	Target Measure: % Students	Target Measure: % Achievement	ISLO 1: Communication	ISLO 2: Critical Thinking	ISLO 3: Life Long Learning	ISLO 4: Personal / Interpersonal Responsibility	ISLO 5: Cultural Awareness	GESLO 1: Understand and apply methods of inquiry for a variety of disciplines including the	GESLO 2: Explain and analyze relationships between science and other human activities	GESLO 3: Apply knowledge of the ways people act and have acted in response to their societies to express	GESLO 4: Understand ways in which people throughout the ages and in Western and non-Western	GESLO 5: Engage in verbal communication by participating in discussions, debates, and oral	GESLO 6: Compose effective written communications and essays with correct grammar, spelling	GESLO 7: Analyze, evaluate and explain theories, concepts and skills within varied disciplines using	GESLO 8: Demonstrate appreciation of themselves as living organisms through their choices for
9/21/2023	FS-92A	FS-92A_SLO3	Create a Professional Development Plan	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-92B	FS-92B_SLO1	Identify state and federal laws and regulations that pertain to the role of a company officer	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-92B	FS-92B_SLO2	Identify the organizational structure of a department	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-92B	FS-92B_SLO3	Describe a purchasing process	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-92B	FS-92B_SLO4	Identify procedures for recommending policy changes within an organization	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-92C	FS-92C_SLO1	Conduct a fire inspection	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-92C	FS-92C_SLO2	Define the various occupancies according to the current California Fire Code	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-92C	FS-92C_SLO3	Describe fire detection systems	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-92D	FS-92D_SLO1	Describe the capstone task book process	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-92D	FS-92D_SLO2	Identify the duties of a company officer level I:	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-92D	FS-92D_SLO3	Identify the duties of a company officer level II:	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-92E	FS-92E_SLO1	Describe the elements of an initial wildland fire size-up.	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-92E	FS-92E_SLO2	Identify the minimum personnel qualifications required of a wildland firefighter	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-92E	FS-92E_SLO3	Identify a wildland fire incident objectives, strategies and tactics necessary to formulate an Incident	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-93	FS-93_SLO1	Describe principles, elements, and positional responsibilities of structure firefighting.	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-93	FS-93_SLO2	Explain the basic concept of how task book certification works in the fire service.	80	80	1	1	1	1			1			1		1	1

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

Mapped Date	Course ID	SLO ID	Course SLO Description	Target Measure: % Students	Target Measure: % Achievement	ISLO 1: Communication	ISLO 2: Critical Thinking	ISLO 3: Life Long Learning	ISLO 4: Personal / Interpersonal Responsibility	ISLO 5: Cultural Awareness	GESLO 1: Understand and apply methods of inquiry for a variety of disciplines including the	GESLO 2: Explain and analyze relationships between science and other human activities	GESLO 3: Apply knowledge of the ways people act and have acted in response to their societies to express	GESLO 4: Understand ways in which people throughout the ages and in Western and non-Western	GESLO 5: Engage in verbal communication by participating in discussions, debates, and oral	GESLO 6: Compose effective written communications and essays with correct grammar, spelling	GESLO 7: Analyze, evaluate and explain theories, concepts and skills within varied disciplines using	GESLO 8: Demonstrate appreciation of themselves as living organisms through their choices for
9/21/2023	FS-94	FS-94_SLO1	Define the differences between a Strike Team and a Task Force	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-94	FS-94_SLO2	Describe the responsibilities of a STL/TFL	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-94	FS-94_SLO3	Describe how Strike Teams are formed and designated	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-94	FS-94_SLO4	Identify what to include in your STL/TFL kit	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-94	FS-94_SLO5	Describe the process to ensure that assigned resources are ready for demobilization	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-95	FS-95_SLO1	Describe how to order the appropriate resources needed to suppress the fire.	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-95	FS-95_SLO2	List those items that should be considered in the initial size-up of a fire.	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-95	FS-95_SLO3	Describe your actions for directing and maintaining control of initial attack forces on a fire.	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-95	FS-95_SLO4	Discuss the topics normally covered in post-fire critiques.	80	80	1	1	1	1			1					1	1
9/21/2023	FS-96	FS-96_SLO1	Demonstrate the appropriate use selected rescue equipment.	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-96	FS-96_SLO2	Tie, within one minute and blindfolded, the following knots: - A. Figure eight on a bite B. Figureeightfollowthrough C.	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-96	FS-96_SLO3	Identify and explain hazard and minimum safety precaution for rescuers in steep or vertical terrain	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-96	FS-96_SLO4	Explain, demonstrate and operate various haul systems to raise and lower people, equipment and patients in the	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-96A	FS-96A_SLO1	Demonstrate the appropriate use selected rescue equipment.	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-96A	FS-96A_SLO2	Tie, within one minute and blindfolded, the following knots: - A. Figure eight on a bite B. Figureeightfollowthrough C.	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-96A	FS-96A_SLO3	Identify and explain hazard and minimum safety precaution for rescuers in steep or vertical terrain	80	80	1	1	1	1			1			1		1	1

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

Mapped Date	Course ID	SLO ID	Course SLO Description	Target Measure: % Students	Target Measure: % Achievement	ISLO 1: Communication	ISLO 2: Critical Thinking	ISLO 3: Life Long Learning	ISLO 4: Personal / Interpersonal Responsibility	ISLO 5: Cultural Awareness	GESLO 1: Understand and apply methods of inquiry for a variety of disciplines including the	GESLO 2: Explain and analyze relationships between science and other human activities	GESLO 3: Apply knowledge of the ways people act and have acted in response to their societies to express	GESLO 4: Understand ways in which people throughout the ages and in Western and non-Western	GESLO 5: Engage in verbal communication by participating in discussions, debates, and oral	GESLO 6: Compose effective written communications and essays with correct grammar, spelling	GESLO 7: Analyze, evaluate and explain theories, concepts and skills within varied disciplines using	GESLO 8: Demonstrate appreciation of themselves as living organisms through their choices for
9/21/2023	FS-96A	FS-96A_SLO4	Explain, demonstrate and operate various haul systems to raise and lower people, equipment and patients in the	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-97	FS-97_SLO1	Understand elements involved in extinguishing a vehicle fire including vehicle dangers, apparatus positioning,	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-97	FS-97_SLO2	Describe characteristics and hazards of flammable gasses and liquids	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-97	FS-97_SLO3	Define and use safety procedures for used in extinguishing liquid fire verses flammable gas fire	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-97	FS-97_SLO4	Identify extinguishing agents and methods of use	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-97	FS-97_SLO5	Be able to develop an initial incident action plan by evaluating and implementing critical safety and tactical	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-98.18	FS-98.18_SLO1	Demonstrate procedures for safe basic fireline tactics.	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-98.18	FS-98.18_SLO2	Demonstrate Fire Shelter training	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-98.2	FS-98.2_SLO1	Describe the 10 standard fire Orders, 18 watchout situations, LCES (Lookout, Communications, Escape Route,	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-98.21	FS-98.21_SLO1	Demonstrate how to safely deploy hose and operate hose streams as part of a team	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-98.21	FS-98.21_SLO2	DDemonstrate proper technique for lifting and raising ladders on a fire ground as part of a team	80	80	1	1	1	1			1			1		1	1
9/21/2023	FS-98.21	FS-98.21_SLO3	Demonstrate how to properly search a building and conduct a rescue operation as a team	80	80	1	1	1	1			1			1		1	1
9/21/2023	GEO-2	GEO-2_SLO1	Identify and describe varieties of human uses and misuse of ecological landscapes.	70	70		1	1			1					1		
9/21/2023	GEO-2	GEO-2_SLO2	Describe how the political, economic, religious, and traditional beliefs of various cultures influence the	70	70			1		1	1		1					
9/21/2023	GEOL-1	GEOL-1_SLO1	Describe the unifying concepts of Geology.	70	70	1	1	1			1	1				1	1	
9/21/2023	GEOL-1	GEOL-1_SLO2	Given a specific geological feature use the unifying concepts of Geology to explain the past, present, and future of	70	70	1	1	1				1			1	1	1	

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

Mapped Date	Course ID	SLO ID	Course SLO Description	Target Measure: % Students	Target Measure: % Achievement	ISLO 1: Communication	ISLO 2: Critical Thinking	ISLO 3: Life Long Learning	ISLO 4: Personal / Interpersonal Responsibility	ISLO 5: Cultural Awareness	GESLO 1: Understand and apply methods of inquiry for a variety of disciplines including the	GESLO 2: Explain and analyze relationships between science and other human activities	GESLO 3: Apply knowledge of the ways people act and have acted in response to their societies to express	GESLO 4: Understand ways in which people throughout the ages and in Western and non-Western	GESLO 5: Engage in verbal communication by participating in discussions, debates, and oral	GESLO 6: Compose effective written communications and essays with correct grammar, spelling	GESLO 7: Analyze, evaluate and explain theories, concepts and skills within varied disciplines using	GESLO 8: Demonstrate appreciation of themselves as living organisms through their choices for
9/21/2023	GEOL-5	GEOL-5_SLO1	Outline the earth's history through construction of a geological time scale and evolution of organisms.	70	70	1	1	1		1		1		1	1			
9/21/2023	GEOL-5	GEOL-5_SLO2	Apply proper lab techniques and knowledge of theoretical concepts in geology to acquire and interpret	70	70	1	1	1			1	1			1		1	
9/21/2023	GIS-1	GIS-1_SLO1	Address the capabilities, limitations, and applications of a GIS, and adequately describe such features in	70	70	1	1	1			1	1			1	1	1	
9/21/2023	GIS-1	GIS-1_SLO2	Prepare a completed map, with effective format, layout, symbology, labels and annotation, and other	70	70	1	1	1	1		1	1					1	
9/21/2023	GIS-2	GIS-2_SLO1	Create a geodatabase, incorporating basic components such as feature datasets, feature classes, object classes,	70	70	1	1	1	1		1	1						1
9/21/2023	GIS-2	GIS-2_SLO2	Implement data geocoding as a means of capturing GIS data and information.	70	70	1	1	1	1		1	1					1	
9/21/2023	GIS-3	GIS-3_SLO1	Produce high quality map layouts, complete with standard and advanced map elements (i.e., layouts, tables,	70	70	1	1	1	1		1	1					1	
9/21/2023	GIS-3	GIS-3_SLO2	Assess various map layouts for accurate and effective cartographic design principles.	70	70	1	1	1	1		1	1					1	
9/21/2023	GIS-4	GIS-4_SLO1	Exercise Map Algebra calculations, via a Raster Calculator approach, to process raster data and derive end results.	70	70	1	1	1	1		1	1					1	
9/21/2023	GIS-4	GIS-4_SLO2	Develop an effective GIS-based model that will process data in a sequence of geoprocessing steps to arrive at a final	70	70	1	1	1	1		1	1					1	
9/21/2023	GIS-5	GIS-5_SLO1	Build a viable web map for online GIS use and viewing.	70	70	1	1	1	1		1	1				1	1	
9/21/2023	GIS-5	GIS-5_SLO2	Explain what a story map is, and successfully build one.	70	70	1	1	1	1		1	1			1	1	1	
9/21/2023	GSS-112	GSS-112_SLO1	Safely use a lathe and properly grind general turning “V” and square threading tools.	100	80		1				1						1	
9/21/2023	GSS-112B	GSS-112B_SLO1	Design and construct a simple sheath knife using the proper tools and techniques.	100	80		1				1						1	
9/21/2023	GSS-114	GSS-114_SLO1	Describe the barrel-fitting sequence and tolerances for the three breech types.	100	80		1				1				1		1	
9/21/2023	GSS-116	GSS-116_SLO1	Properly inlet and install common accessories within an acceptable inletting line.	100	80		1				1						1	

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

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9/21/2023	GSS-117	GSS-117_SLO1	Safely handle equipment to gas tungsten weld selected joint designs to critical industry standards.	100	80		1				1						1	
9/21/2023	GSS-119	GSS-119_SLO1	Barrel some of the less common action types.	100	80		1				1						1	
9/21/2023	GSS-120	GSS-120_SLO1	Properly shape, sand, fill and finish a semi-inlet stock to standard specifications.	100	80		1				1						1	
9/21/2023	GSS-120B	GSS-120B_SLO1	Raise dents, sand, and finish a one-piece stock to a 320 grit finish and repair cracks in a one-piece stock with	100	80		1				1						1	
9/21/2023	GSS-123	GSS-123_SLO1	Apply the basic skills for pattern design, design transfer, cutting, stippling and other engraving techniques.	100	80		1				1						1	
9/21/2023	GSS-124	GSS-124_SLO1	Safely handle equipment to gas tungsten weld selected joint designs to critical industry standards.	100	80		1				1						1	
9/21/2023	GSS-127	GSS-127_SLO1	Apply the advanced skills for pattern design, design transfer, high relief engraving, compatible background style	100	80		1				1						1	
9/21/2023	GSS-130	GSS-130_SLO1	Describe the state of the art in design, technique and tools for the professional engraver as presented by the selected	100	80		1				1						1	
9/21/2023	GSS-133	GSS-133_SLO1	Apply the skills of pattern design, design transfer and the tool usage for the art of scrimshaw.	100	80		1				1						1	
9/21/2023	GSS-134	GSS-134_SLO1	Polish and color buff firearm parts to a factory polish and caustic blue them.	100	80		1				1						1	
9/21/2023	GSS-134	GSS-134_SLO2	Polish and color buff firearms parts t a very high polish with no ripples or washout of lettering or screw holes and	100	80		1											
9/21/2023	GSS-135	GSS-135_SLO1	Prepare the chemical solution and the metal surfaces for parkerizing and parkerize one firearm.	100	80		1				1						1	
9/21/2023	GSS-136	GSS-136_SLO1	Identify all safety rules for mixing, correctly mix the chemical solution, polish and prepare gun metal for rust	100	80		1				1						1	
9/21/2023	GSS-143	GSS-143_SLO1	Describe the state of the art in design, technique and tools for building the custom muzzleloader as presented by	100	80		1				1						1	
9/21/2023	GSS-147	GSS-147_SLO1	Describe the operation of the studied firearms	100	80		1				1				1		1	
9/21/2023	GSS-147	GSS-147_SLO2	Demonstrate proper disassembly, cleaning, and reassembly.	100	80		1				1						1	

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

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9/21/2023	GSS-147	GSS-147_SLO3	Regulate sights to correct point of impact.	100	80		1				1						1	
9/21/2023	GSS-147	GSS-147_SLO4	Fine tune fire control system for minimum trigger pull weight and maximum reliability.	100	80		1				1						1	
9/21/2023	GSS-147	GSS-147_SLO5	Regulate gas system for proper action cycling.	100	80		1				1						1	
9/21/2023	GSS-148	GSS-148_SLO1	Obtain or update armor skills necessary for current position or further advancement.	100	80		1				1						1	
9/21/2023	GSS-52B	GSS-52B_SLO1	Demonstrate safe handling of firearms.	100	80		1										1	
9/21/2023	GSS-52B	GSS-52B_SLO2	Successfully qualify with their firearm(s).	100	80		1										1	
9/21/2023	GSS-52B	GSS-52B_SLO3	Be familiar with applicable legal applications.	100	80		1											
9/21/2023	GSS-52BR	GSS-52BR_SLO1	Demonstrate safe handling of firearms.	100	80		1										1	
9/21/2023	GSS-52BR	GSS-52BR_SLO2	Successfully qualify with their firearm(s).	100	80		1											
9/21/2023	GSS-52BR	GSS-52BR_SLO3	Be familiar with applicable legal applications.	100	80		1											
9/21/2023	GSS-70	GSS-70_SLO1	Layout, inlet for barreled action, shape and finish to industry standard one wood stock from a semi inlet stock	80	80		1											
9/21/2023	GSS-70	GSS-70_SLO2	Fit, bed, finish to industry standard one composite rifle stock from a blank	80	80		1											
9/21/2023	GSS-70	GSS-70_SLO3	Install recoil pads and sling swivel studs to industry standard	80	80		1											
9/21/2023	GSS-70	GSS-70_SLO4	Repair wood and composite stocks	80	80		1											
9/21/2023	GSS-71	GSS-71_SLO1	Describe the state of the art in design, technique and tools for the custom classic rifle maker as presented by the	100	80		1								1		1	
9/21/2023	GSS-72	GSS-72_SLO1	Properly fit, bed, finish and install a fiberglass stock to industry standards.	100	80		1										1	

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

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9/21/2023	GSS-77	GSS-77_SLO1	Accurize M-1 Grand for use in National Match Competition.	100	80		1										1	
9/21/2023	GSS-78	GSS-78_SLO1	Properly trouble-shoot and repair common .22 autopistols.	100	80		1										1	
9/21/2023	GSS-79	GSS-79_SLO1	Obtain or update armor skills necessary for current position or further advancement.	100	80		1										1	
9/21/2023	GSS-82	GSS-82_SLO1	Properly use common gunsmithing tools and fixtures to complete common projects encountered.	100	80		1				1						1	
9/21/2023	GSS-83	GSS-83_SLO1	Properly use common gunsmithing tools and fixtures to complete unusual projects encountered.	100	80		1				1						1	
9/21/2023	GSS-84	GSS-84_SLO1	Obtain or update armor skills necessary for current position or further advancement.	100	80		1										1	
9/21/2023	GSS-85	GSS-85_SLO1	Identify, disassemble and reassemble various models of Smith & Wesson revolvers.	100	80		1										1	
9/21/2023	GSS-85	GSS-85_SLO2	Demonstrate various methods of altering hand timing and fit to ensure correct cylinder indexing.	100	80		1				1						1	
9/21/2023	GSS-85	GSS-85_SLO3	Identify and demonstrate methods used to correct cylinder fit, chamber/bore alignment and proper	100	80		1										1	
9/21/2023	GSS-87	GSS-87_SLO1	Obtain or update armor skills necessary for current position or further advancement.	100	80		1										1	
9/21/2023	GSS-88	GSS-88_SLO1	Obtain or update armor skills necessary for current position or further advancement.	100	80		1										1	
9/21/2023	GSS-89	GSS-89_SLO1	Demonstrate proper disassembly, cleaning, and reassembly of duty firearm.	100	80		1										1	
9/21/2023	GSS-89	GSS-89_SLO2	Regulate optical or open gunsights for duty/combat.	100	80		1				1						1	
9/21/2023	GSS-89	GSS-89_SLO3	Explain and demonstrate infield serviceability function tests.	100	80		1				1						1	
9/21/2023	GSS-90	GSS-90_SLO1	Properly perform basic custom alterations and modification to the colt 1911 type auto pistol as used in	100	80		1				1						1	
9/21/2023	GSS-91	GSS-91_SLO1	Properly perform advance custom alterations and modification to the colt 1911 type auto pistol as used in	100	80		1				1						1	

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

Mapped Date	Course ID	SLO ID	Course SLO Description	Target Measure: % Students	Target Measure: % Achievement	ISLO 1: Communication	ISLO 2: Critical Thinking	ISLO 3: Life Long Learning	ISLO 4: Personal / Interpersonal Responsibility	ISLO 5: Cultural Awareness	GESLO 1: Understand and apply methods of inquiry for a variety of disciplines including the	GESLO 2: Explain and analyze relationships between science and other human activities	GESLO 3: Apply knowledge of the ways people act and have acted in response to their societies to express	GESLO 4: Understand ways in which people throughout the ages and in Western and non-Western	GESLO 5: Engage in verbal communication by participating in discussions, debates, and oral	GESLO 6: Compose effective written communications and essays with correct grammar, spelling	GESLO 7: Analyze, evaluate and explain theories, concepts and skills within varied disciplines using	GESLO 8: Demonstrate appreciation of themselves as living organisms through their choices for
9/21/2023	GSS-93	GSS-93_SLO1	Properly disassemble, clean and reassemble studied firearms.	100	80		1				1						1	
9/21/2023	GSS-93	GSS-93_SLO2	Demonstrate barrel break-in procedure.	100	80		1				1						1	
9/21/2023	GSS-93	GSS-93_SLO3	Correctly bed action into stock.	100	80		1				1						1	
9/21/2023	GSS-94	GSS-94_SLO1	Safely reload a straight wall metallic cartridge to a specification equivalent to a factory loading for the same	100	80		1				1						1	
9/21/2023	GSS-95	GSS-95_SLO1	Obtain or update armor skills necessary for current position or further advancement.	100	80		1				1						1	
9/21/2023	GSS-98.02	GSS-98.02_SLO1	Properly trouble shoot and repair common rifles and shotguns used in cowboy action shooting.	100	80		1				1						1	
9/21/2023	GSS-98.03	GSS-98.03_SLO1	Properly trouble shoot and repair common single action revolvers.	100	80		1				1						1	
9/21/2023	GSS-98.04	GSS-98.04_SLO1	Properly deal with hollow grinding, working with different metal types and handle materials.	100	80		1				1						1	
9/21/2023	GSS-98.05	GSS-98.05_SLO1	Obtain or update armorer skills necessary for their current position or further advancement.	100	80		1				1						1	
9/21/2023	GSS-98.06	GSS-98.06_SLO1	Obtain or update armorer skills necessary for their current position or further advancement.	100	80		1				1						1	
9/21/2023	GSS-98.08	GSS-98.08_SLO1	Properly fit and tune the 1911 type auto pistol for maximum accuracy and reliability.	100	80		1				1						1	
9/21/2023	GSS-98.09	GSS-98.09_SLO1	Properly identify and prepare suitable gun parts for color case hardening and get some color on those parts.	100	80		1				1						1	
9/21/2023	GSS-98.12	GSS-98.12_SLO1	Identify and use the proper tools to construct a modern/cowboy action style belt and holster.	100	80		1				1						1	
9/21/2023	GSS-98.13	GSS-98.13_SLO1	Use common shop tools to identify and predict the behavior of metals when exposed to heating and cooling cycles.	100	80		1				1						1	
9/21/2023	GSS-98.21	GSS-98.21_SLO1	Demonstrate the ability to correctly diagnose and resolve a problem (complexity dependent on units taken)	100	80		1				1						1	
9/21/2023	GSS-98.22	GSS-98.22_SLO1	Demonstrate the ability to correctly diagnose and resolve a problem (complexity dependent on units taken)	100	80		1				1						1	

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

Mapped Date	Course ID	SLO ID	Course SLO Description	Target Measure: % Students	Target Measure: % Achievement	ISLO 1: Communication	ISLO 2: Critical Thinking	ISLO 3: Life Long Learning	ISLO 4: Personal / Interpersonal Responsibility	ISLO 5: Cultural Awareness	GESLO 1: Understand and apply methods of inquiry for a variety of disciplines including the	GESLO 2: Explain and analyze relationships between science and other human activities	GESLO 3: Apply knowledge of the ways people act and have acted in response to their societies to express	GESLO 4: Understand ways in which people throughout the ages and in Western and non-Western	GESLO 5: Engage in verbal communication by participating in discussions, debates, and oral	GESLO 6: Compose effective written communications and essays with correct grammar, spelling	GESLO 7: Analyze, evaluate and explain theories, concepts and skills within varied disciplines using	GESLO 8: Demonstrate appreciation of themselves as living organisms through their choices for
9/21/2023	GSS-98.23	GSS-98.23_SLO1	Demonstrate the ability to correctly diagnose and resolve a problem (complexity dependent on units taken)	100	80		1				1						1	
9/21/2023	GSS-98.24	GSS-98.24_SLO1	Demonstrate the ability to correctly diagnose and resolve a problem (complexity dependent on units taken)	100	80		1				1						1	
9/21/2023	HIST-14	HIST-14_SLO1	Compare and contrast the major world civilizations from the beginning to 1500, which identifies the major	70	70		1	1		1			1		1	1		
9/21/2023	HIST-14	HIST-14_SLO2	Compare and contrast major periods including prehistory, cultural ideas and values, and the global connection	70	70		1	1		1			1		1	1		
9/21/2023	HIST-14	HIST-14_SLO3	Describe how civilization through multiple analytical categories such as race, class, gender and ethnicity, and	70	70		1	1		1			1		1	1		
9/21/2023	HIST-15	HIST-15_SLO1	Compare and contrast the major civilizations of the world from 1500 to the present, which identifies the	70	70		1	1		1			1		1	1		
9/21/2023	HIST-15	HIST-15_SLO2	Demonstrate an understanding of civilization through multiple analytical categories such as race, class, gender	70	70		1	1		1			1		1			
9/21/2023	HIST-15	HIST-15_SLO3	Analyze ways in which human groups have interacted with one another, including trade, migration, warfare,	70	70		1	1		1			1		1	1		
9/21/2023	HIST-16	HIST-16_SLO1	Trace the transition of the United States into a nation which will include the development of political and economic	70	70		1	1		1			1		1	1		
9/21/2023	HIST-16	HIST-16_SLO2	Trace the transition of the United States into a nation which will include the development of economic institutions	70	70		1	1		1			1		1			
9/21/2023	HIST-16	HIST-16_SLO3	Compare and contrast social movements, the challenge of sectionalism and geography, the major	70	70		1	1		1			1		1	1		
9/21/2023	HIST-17	HIST-17_SLO1	Trace the United States into a world power from Reconstruction to the present	70	70		1	1		1			1		1	1		
9/21/2023	HIST-17	HIST-17_SLO2	Trace the United States growth in territory, which will include population, industry, world influence, from 1877 to	70	70		1	1		1			1		1	1		
9/21/2023	HIST-17	HIST-17_SLO3	Compare and contrast the development of political institutions, and the major historical figures, institutions and	70	70		1	1		1			1		1	1		
9/21/2023	HLTH-2	HLTH-2_SLO1	Analyze and evaluate nutrition information to make recommendations for dietary improvement	70	70			1	1			1					1	1
9/21/2023	HLTH-25	HLTH-25_SLO1	Analyze and evaluate nutrition information to make recommendations for dietary improvement	70	70		1	1										1

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

Mapped Date	Course ID	SLO ID	Course SLO Description	Target Measure: % Students	Target Measure: % Achievement	ISLO 1: Communication	ISLO 2: Critical Thinking	ISLO 3: Life Long Learning	ISLO 4: Personal / Interpersonal Responsibility	ISLO 5: Cultural Awareness	GESLO 1: Understand and apply methods of inquiry for a variety of disciplines including the	GESLO 2: Explain and analyze relationships between science and other human activities	GESLO 3: Apply knowledge of the ways people act and have acted in response to their societies to express	GESLO 4: Understand ways in which people throughout the ages and in Western and non-Western	GESLO 5: Engage in verbal communication by participating in discussions, debates, and oral	GESLO 6: Compose effective written communications and essays with correct grammar, spelling	GESLO 7: Analyze, evaluate and explain theories, concepts and skills within varied disciplines using	GESLO 8: Demonstrate appreciation of themselves as living organisms through their choices for
9/21/2023	HLTH-25	HLTH-25_SLO2	Apply dietary guidelines and current nutrition recommendations to plan food choices to create an adequate and	70	70		1	1	1									1
9/21/2023	HO-120	HO-120_SLO1	Demonstrate the ability to assess a breathing or cardiac emergency in adults, children and infants and	100	75		1			1		1	1				1	1
9/21/2023	HO-3	HO-3_SLO1	Demonstrate correct spelling and appropriate usage of medical terminology relating to the normal	100	75	1	1					1				1		
9/21/2023	HO-70	HO-70_SLO1	Demonstrate knowledge about medical assisting and other allied health professions.	100	75	1	1					1					1	
9/21/2023	HO-70	HO-70_SLO2	Demonstrate beginning understanding of basic medical terminology, anatomy and physiology.	100	75	1	1					1				1	1	
9/21/2023	HO-71	HO-71_SLO1	Demonstrate professionalism in the role of administrative medical assisting and office reception.	100	75	1	1			1			1		1			
9/21/2023	HO-71	HO-71_SLO2	Prepare and properly manage medical office records.	100	75		1									1	1	
9/21/2023	HO-71	HO-71_SLO3	Demonstrate medical office finance and billing skills.	100	75		1									1	1	
9/21/2023	HO-72	HO-72_SLO1	Perform exam room procedures autonomously.	100	75		1			1		1	1					
9/21/2023	HO-72	HO-72_SLO2	Demonstrate knowledge of pharmacology.	100	75		1								1		1	
9/21/2023	HO-72	HO-72_SLO3	Assist with laboratory procedures.	100	75		1					1			1		1	
9/21/2023	HO-80A	HO-80A_SLO1	Demonstrate the various components of a certified nursing assistants' role in accordance with scope of practice.	100	75		1			1		1	1		1	1	1	
9/21/2023	HO-88	HO-88_SLO1	Perform venipunctures and capillary punctures on adults, children and infants consistent with Department of	100	75		1			1		1	1				1	1
9/21/2023	HUM-1	HUM-1_SLO1	Identify, recognize, define or associate the various important works, creators, schools, styles, and events in art,	70	70	1	1			1			1	1		1		
9/21/2023	HUM-1	HUM-1_SLO2	Develop an appropriate and factually correct theme on a single specified topic within a particular era or culture	70	70		1			1			1	1		1		
9/21/2023	HUM-1	HUM-1_SLO3	Develop an appropriate and factually correct theme on a specified topic comparing and contrasting works,	70	70	1	1			1			1	1		1		

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

Mapped Date	Course ID	SLO ID	Course SLO Description	Target Measure: % Students	Target Measure: % Achievement	ISLO 1: Communication	ISLO 2: Critical Thinking	ISLO 3: Life Long Learning	ISLO 4: Personal / Interpersonal Responsibility	ISLO 5: Cultural Awareness	GESLO 1: Understand and apply methods of inquiry for a variety of disciplines including the	GESLO 2: Explain and analyze relationships between science and other human activities	GESLO 3: Apply knowledge of the ways people act and have acted in response to their societies to express	GESLO 4: Understand ways in which people throughout the ages and in Western and non-Western	GESLO 5: Engage in verbal communication by participating in discussions, debates, and oral	GESLO 6: Compose effective written communications and essays with correct grammar, spelling	GESLO 7: Analyze, evaluate and explain theories, concepts and skills within varied disciplines using	GESLO 8: Demonstrate appreciation of themselves as living organisms through their choices for
9/21/2023	HUM-2	HUM-2_SLO1	Identify, recognize, define or associate the various important works, creators, schools, styles and events in art,	70	70		1			1			1	1		1		
9/21/2023	HUM-2	HUM-2_SLO2	Develop an appropriate and factually correct theme on a single specified topic within a particular era or culture	70	70		1	1		1		1	1	1		1		
9/21/2023	HUM-2	HUM-2_SLO3	Develop an appropriate and factually correct theme on a specified topic comparing and contrasting works,	70	70		1	1		1		1	1	1		1		
9/21/2023	HUS-10	HUS-10_SLO1	Define the practice and professionalism of Social Work and Human Services	70	70	1		1							1	1		
9/21/2023	HUS-10	HUS-10_SLO2	Identify the type of services available to people in our community	70	70	1		1							1	1		
9/21/2023	HUS-30	HUS-30_SLO1	Analyze information available on the drug action and drug disposition of the major drugs of abuse, marijuana,	70	70		1				1					1		
9/21/2023	HUS-30	HUS-30_SLO2	Assess the functions of various drugs on the body both physically and psychologically.	70	70		1	1			1					1		
9/21/2023	HUS-30	HUS-30_SLO3	Demonstrate an understanding of the pharmacologic impact of positive and negative factors on a person's health.	70	70		1	1	1	1			1					1
9/21/2023	HUS-30	HUS-30_SLO4	Understanding the effects of intoxication, withdrawal, overdose, and the criteria of a substance abuse	70	70		1	1	1	1	1		1					1
9/21/2023	HUS-42	HUS-42_SLO1	Follow professional ethical standards in an agency work based learning setting	70	70	1			1		1				1			1
9/21/2023	HUS-42	HUS-42_SLO2	Locate appropriate referral sources for clients.	70	70		1	1			1							
9/21/2023	HUS-43	HUS-43_SLO1	Follow professional ethical standards in an agency work based learning setting	70	70	1			1		1				1			1
9/21/2023	HUS-43	HUS-43_SLO2	Locate appropriate referral sources for clients.	70	70		1	1			1							
9/21/2023	IT-22	IT-22_SLO1	Describe hazard materials awareness and handling.	70	70		1										1	
9/21/2023	IT-22	IT-22_SLO2	Describe confined space and lockout/tag out procedures.	70	70		1										1	
9/21/2023	IT-22	IT-22_SLO3	Explain chemical alert systems.	70	70		1										1	

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

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9/21/2023	IT-22	IT-22_SLO4	Explain elements of material safety data sheets.	70	70		1										1	
9/21/2023	IT-72	IT-72_SLO1	Safely perform soldering and brazing joint designs using GMAW (Gas Metal Arc Welding) to industry standards.	70	70		1										1	
9/21/2023	IT-72	IT-72_SLO2	Safely perform welding applications to joint designs, which meet or exceeds American Welding Society (AWS)	70	70		1										1	
9/21/2023	MATH-11A	MATH-11A_SLO1	Develop and present, in an oral or written format, a lesson involving basic mathematical concepts or procedures	70	70	1	1	1			1	1					1	
9/21/2023	MATH-11A	MATH-11A_SLO2	Demonstrate problem solving in the following seven strands specified by the State of California's Mathematics Model	70	70		1	1			1	1					1	
9/21/2023	MATH-11A	MATH-11A_SLO3	Demonstrate logical thinking and applications of mathematics in problem-solving and critical thinking.	70	70		1	1			1	1						
9/21/2023	MATH-164	MATH-164_SLO1	Use technologies to solve problems related to the course work.	70	70		1	1	1		1				1		1	
9/21/2023	MATH-164	MATH-164_SLO2	Successfully complete all assignments and lab projects.	70	70		1	1	1		1				1		1	
9/21/2023	MATH-166	MATH-166_SLO1	Use algebraic concepts, properties, and rules to solve finite mathematics problems involving matrices, linear	70	70		1	1	1						1		1	
9/21/2023	MATH-167	MATH-167_SLO1	Use algebraic properties and rules to calculate trigonometric functions and solve problems involving right and	70	70		1	1	1						1		1	
9/21/2023	MATH-168	MATH-168_SLO1	Use algebraic properties and rules to solve problems involving logarithmic functions, exponential functions and	70	70		1	1	1						1		1	
9/21/2023	MATH-1A	MATH-1A_SLO1	Analyze and solve calculus problems by the appropriate application of the principles of: limits, continuity,	70	70	1	1	1	1		1	1			1		1	
9/21/2023	MATH-1A	MATH-1A_SLO2	Solve problems using numeric, graphic, and symbolic techniques.	70	70	1	1	1	1		1	1			1	1	1	
9/21/2023	MATH-1B	MATH-1B_SLO1	Analyze problems utilizing the application of the principles of analytic geometry and calculus: including	70	70	1	1	1	1		1	1			1		1	
9/21/2023	MATH-1B	MATH-1B_SLO2	Solve calculus problems using numeric, graphic, and symbolic techniques.	70	70	1	1	1	1		1	1			1	1	1	
9/21/2023	MATH-40	MATH-40_SLO1	Calculate and interpret measures of center and measurements of dispersion for given data.	70	70		1	1	1		1				1		1	

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

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9/21/2023	MATH-40	MATH-40_SLO2	Find probabilities for applications involving normal random variables.	70	70		1	1	1		1				1		1	
9/21/2023	MATH-40	MATH-40_SLO3	Construct and interpret a confidence interval; formulate decisions on hypotheses based on data/information	70	70		1	1	1		1				1		1	
9/21/2023	MATH-6	MATH-6_SLO1	Analyze and solve finite math problems by the appropriate application of the principles of: matrices, linear	70	70	1	1	1	1		1						1	
9/21/2023	MATH-6	MATH-6_SLO2	Analyze and solve finite math problems by the appropriate application of the principles of: probability and statistics,	70	70	1	1	1			1						1	
9/21/2023	MATH-60	MATH-60_SLO1	Simplify and evaluate quadratic, rational, exponential, logarithmic and radical expressions by applying the	70	70		1	1	1		1						1	
9/21/2023	MATH-60	MATH-60_SLO2	Simplify, solve, graph and verify solutions of linear equations and inequalities, quadratic, rational,	70	70		1	1	1		1						1	
9/21/2023	MATH-7	MATH-7_SLO1	Solve problems involving right and oblique triangles and trigonometric functions using your mathematical	70	70	1	1	1	1		1						1	
9/21/2023	MATH-8	MATH-8_SLO1	Solve problems involving logarithmic functions, exponential functions and conic sections using mathematical	70	70	1	1	1	1		1						1	
9/21/2023	MUS-12	MUS-12_SLO1	Demonstrate a basic understanding of the elements of music by using appropriate terminology.	70	70	1	1	1	1	1		1	1	1	1	1		
9/21/2023	MUS-12	MUS-12_SLO2	Identify musical instruments and ensembles.	70	70	1	1	1	1	1		1	1	1	1	1		
9/21/2023	MUS-12	MUS-12_SLO3	Analyze and evaluate musical performances.	70	70	1	1	1	1	1		1	1	1	1	1		
9/21/2023	MUS-12	MUS-12_SLO4	Discuss music in its historical context.	70	70	1	1	1	1	1		1	1	1	1	1		
9/21/2023	MUS-6	MUS-6_SLO1	Analyze music from the Ancient period to the Baroque period using stylistic criteria elements of form, harmonic and	70	70	1	1	1	1	1		1	1	1	1	1		
9/21/2023	MUS-6	MUS-6_SLO2	Describe how selections from specific composers represent the era that produced them and influence music	70	70	1	1	1	1	1		1	1	1	1	1		
9/21/2023	MUS-6	MUS-6_SLO3	Outline the cultural context (political, religious, social) of the music of these periods	70	70	1	1	1	1	1		1	1	1	1	1		
9/21/2023	MUS-7	MUS-7_SLO1	Use appropriate terminology in comparing and contrasting selections of music from various eras, composers	70	70	1	1	1	1	1		1	1	1	1	1		

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

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9/21/2023	MUS-7	MUS-7_SLO2	Describe how selections from specific composers represent the era that produced them and influence music	70	70	1	1	1	1	1		1	1	1	1	1		
9/21/2023	MUS-7	MUS-7_SLO3	Outline the cultural context (political, religious, social) of the music of these periods	70	70	1	1	1	1	1		1	1	1	1	1		
9/14/2022	NURS-1	NURS-1_SLO1	Identify basic pharmacological principles and mechanism of action for all classification of drugs.	90	100		1				1					1	1	
9/14/2022	NURS-1	NURS-1_SLO2	Explain pharmacological principles in a clear, concise, and organized fashion both oral and written.	90	100	1	1				1	1			1	1	1	
9/14/2022	NURS-1	NURS-1_SLO3	Analyze the therapeutic effects, benefits, adverse reactions, toxicities, and drug interactions.	90	100		1	1			1	1					1	
9/14/2022	NURS-2	NURS-2_SLO1	Compare and contrast the normal physiology of body systems to pathologic variations.	90	100		1	1			1	1					1	
9/14/2022	NURS-2	NURS-2_SLO2	Assess, analyze, and prioritize the needs of an adult with chronic illness using the nursing process.	90	100	1	1	1		1	1	1	1				1	
9/14/2022	NURS-2	NURS-2_SLO3	Differentiate various communication techniques used to develop nurse/patient and healthcare team	90	100	1	1	1	1		1	1			1		1	
9/14/2022	NURS-3	NURS-3_SLO1	Prioritize basic nursing skills required to meet patient health and wellness needs in clinical care setting.	90	10	1	1	1		1	1	1	1		1	1	1	
9/14/2022	NURS-3	NURS-3_SLO2	Distinguish clinical reasoning and ethical decision making to design, manage, and/or coordinate nursing	90	100	1				1	1	1	1			1	1	
9/14/2022	NURS-3	NURS-3_SLO3	Illustrate effective communication skills through verbal, nonverbal, written and information technology modes.	90	100	1	1	1	1	1			1		1		1	
9/14/2022	NURS-3	NURS-3_SLO4	Present as a professional role model who assumes responsibility and accountability for personal and	90	100	1			1	1			1			1		1
9/21/2023	PE-15	PE-15_SLO1	Organize a timeline for the history of physical activity.	70	70	1	1		1			1			1			1
	PE-15	PE-15_SLO2	Identify the basic concepts of kinesiology.	70	70	1	1	1	1			1			1			1
	PEAC-10	PEAC-10_SLO1	Perform softball skills in game play at a level appropriate for continued participation in intercollegiate softball	70	70				1									1
	PEAC-10D	PEAC-10D_SLO1	Comprehend, analyze and execute fundamental softball skills and strategies.	70	70				1									1

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

Mapped Date	Course ID	SLO ID	Course SLO Description	Target Measure: % Students	Target Measure: % Achievement	ISLO 1: Communication	ISLO 2: Critical Thinking	ISLO 3: Life Long Learning	ISLO 4: Personal / Interpersonal Responsibility	ISLO 5: Cultural Awareness	GESLO 1: Understand and apply methods of inquiry for a variety of disciplines including the	GESLO 2: Explain and analyze relationships between science and other human activities	GESLO 3: Apply knowledge of the ways people act and have acted in response to their societies to express	GESLO 4: Understand ways in which people throughout the ages and in Western and non-Western	GESLO 5: Engage in verbal communication by participating in discussions, debates, and oral	GESLO 6: Compose effective written communications and essays with correct grammar, spelling	GESLO 7: Analyze, evaluate and explain theories, concepts and skills within varied disciplines using	GESLO 8: Demonstrate appreciation of themselves as living organisms through their choices for
	PEAC-10D	PEAC-10D_SLO2	Apply the appropriate skills and strategies to a variety of softball game situations.	70	70				1									1
	PEAC-10D	PEAC-10D_SLO3	Demonstrate increased muscular strength, muscular endurance, and cardiovascular endurance specific to	70	70				1									1
	PEAC-16	PEAC-16_SLO1	Understand and apply heart rate principles for cardiovascular exercise to determine walking intensity.	70	70			1	1									1
	PEAC-16	PEAC-16_SLO2	Understand and explain the necessity of including aerobic exercise in weight management plans.	70	70			1	1									1
	PEAC-16	PEAC-16_SLO3	Demonstrate proper walking form for maximum fitness development.	70	70			1	1									1
	PEAC-2A	PEAC-2A_SLO1	Perform soccer skills in game play at a level appropriate for continued participation in intercollegiate soccer at	70	70	1	1	1	1									1
	PEAC-2B	PEAC-2B_SLO1	Comprehend, analyze and execute fundamental soccer skills and strategies.	70	70		1	1	1									1
	PEAC-2B	PEAC-2B_SLO2	Apply the appropriate skills and strategies to a variety of soccer game situations.	70	70		1	1	1									1
	PEAC-2B	PEAC-2B_SLO3	Demonstrate increased muscular strength, muscular endurance, and cardiovascular endurance specific to	70	70			1	1									1
	PEAC-2C	PEAC-2C_SLO1	Perform soccer skills in game play at a level appropriate for continued participation in intercollegiate soccer at	70	70	1	1	1	1									1
	PEAC-2D	PEAC-2D_SLO1	Comprehend, analyze and execute fundamental soccer skills and strategies.	70	70		1	1	1									1
	PEAC-2D	PEAC-2D_SLO2	Apply the appropriate skills and strategies to a variety of soccer game situations.	70	70			1										1
	PEAC-2D	PEAC-2D_SLO3	Demonstrate increased muscular strength, muscular endurance, and cardiovascular endurance specific to	70	70			1										1
	PEAC-32D	PEAC-32D_SLO1	Implement and participate in a lifelong physical fitness program that addresses flexibility, muscular strength and	70	70			1	1									1
	PEAC-34	PEAC-34_SLO1	Demonstrate proficiency in basic golf skills, including putting, chipping, and driving, using various clubs and an	70	70		1	1	1		1							1
	PEAC-44	PEAC-44_SLO1	Demonstrate increased flexibility.	70	70			1	1									1

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

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	PEAC-44	PEAC-44_SLO2	Perceive a reduction in personal stress levels and an improved ability to manage stress through yoga.	70	70			1	1									1
	PEAC-5A	PEAC-5A_SLO1	Perform basketball skills in game play at a level appropriate for continued participation in the second half of the	70	70	1	1	1	1								1	1
	PEAC-5A.02	PEAC-5A.02_SLO1	Perform basketball skills in game play at a level appropriate for continued participation in at a two-year or four-	70	70	1	1	1	1								1	1
	PEAC-5B	PEAC-5B_SLO1	Comprehend, analyze and execute fundamental basketball skills and strategies.	70	70		1	1	1								1	1
	PEAC-5B	PEAC-5B_SLO2	Apply the appropriate skills and strategies to a variety of basketball game situations.	70	70		1	1	1								1	1
	PEAC-5B	PEAC-5B_SLO3	Demonstrate increased muscular strength, muscular endurance, and cardiovascular endurance specific to	70	70		1	1	1								1	1
	PEAC-5C	PEAC-5C_SLO1	Perform basketball skills in game play at a level appropriate for continued participation in the second half of the	70	70	1	1	1	1								1	1
	PEAC-5C.02	PEAC-5C.02_SLO1	Perform basketball skills in game play at a level appropriate for continued participation in intercollegiate	70	70	1	1	1	1								1	1
	PEAC-5D	PEAC-5D_SLO1	Comprehend, analyze and execute fundamental basketball skills and strategies.	70	70		1	1	1									1
	PEAC-5D	PEAC-5D_SLO2	Apply the appropriate skills and strategies to a variety of basketball game situations.	70	70		1	1	1									1
	PEAC-5D	PEAC-5D_SLO3	Demonstrate increased muscular strength, muscular endurance, and cardiovascular endurance specific to	70	70			1	1									1
	PEAC-6	PEAC-6_SLO1	Perform wrestling skills in competition at a level appropriate for continued participation in intercollegiate wrestling	70	70				1									1
	PEAC-6B	PEAC-6B_SLO1	Comprehend, analyze and execute fundamental wrestling skills and strategies.	70	70			1	1								1	1
	PEAC-6B	PEAC-6B_SLO2	Apply the appropriate skills and strategies to a variety of wrestling situations.	70	70			1	1								1	1
	PEAC-6B	PEAC-6B_SLO3	Demonstrate increased muscular strength, muscular endurance, and cardiovascular endurance specific to	70	70			1	1									1
	PEAC-6D	PEAC-6D_SLO1	Comprehend, analyze and execute fundamental wrestling skills and strategies.	70	70		1	1	1								1	1

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

Mapped Date	Course ID	SLO ID	Course SLO Description	Target Measure: % Students	Target Measure: % Achievement	ISLO 1: Communication	ISLO 2: Critical Thinking	ISLO 3: Life Long Learning	ISLO 4: Personal / Interpersonal Responsibility	ISLO 5: Cultural Awareness	GESLO 1: Understand and apply methods of inquiry for a variety of disciplines including the	GESLO 2: Explain and analyze relationships between science and other human activities	GESLO 3: Apply knowledge of the ways people act and have acted in response to their societies to express	GESLO 4: Understand ways in which people throughout the ages and in Western and non-Western	GESLO 5: Engage in verbal communication by participating in discussions, debates, and oral	GESLO 6: Compose effective written communications and essays with correct grammar, spelling	GESLO 7: Analyze, evaluate and explain theories, concepts and skills within varied disciplines using	GESLO 8: Demonstrate appreciation of themselves as living organisms through their choices for
	PEAC-6D	PEAC-6D_SLO2	Apply the appropriate skills and strategies to a variety of wrestling situations.	70	70		1	1	1								1	1
	PEAC-6D	PEAC-6D_SLO3	Demonstrate increased muscular strength, muscular endurance, and cardiovascular endurance specific to	70	70			1	1									1
	PEAC-7	PEAC-7_SLO1	Perform baseball skills in game play at a level appropriate for continued participation in intercollegiate baseball	70	70	1	1	1	1								1	1
	PEAC-7D	PEAC-7D_SLO1	Comprehend, analyze and execute fundamental baseball skills and strategies.	70	70			1	1									1
	PEAC-7D	PEAC-7D_SLO2	Apply the appropriate skills and strategies to a variety of baseball game situations.	70	70			1	1									1
	PEAC-7D	PEAC-7D_SLO3	Demonstrate increased muscular strength, muscular endurance, and cardiovascular endurance specific to	70	70			1	1									1
	PEAC-9	PEAC-9_SLO1	Perform volleyball skills in game play at a level appropriate for continued participation in intercollegiate	70	70				1									1
	PEAC-9B	PEAC-9B_SLO1	Comprehend, analyze and execute fundamental volleyball skills and strategies.	70	70				1									1
	PEAC-9B	PEAC-9B_SLO2	Apply the appropriate skills and strategies to a variety of volleyball game situations.	70	70				1									1
	PEAC-9B	PEAC-9B_SLO3	Demonstrate increased muscular strength, muscular endurance, and cardiovascular endurance specific to	70	70				1									1
	PEAC-9D	PEAC-9D_SLO1	Comprehend, analyze and execute fundamental volleyball skills and strategies.	70	70				1									1
	PEAC-9D	PEAC-9D_SLO2	Apply the appropriate skills and strategies to a variety of volleyball game situations.	70	70				1									1
	PEAC-9D	PEAC-9D_SLO3	Demonstrate increased muscular strength, muscular endurance, and cardiovascular endurance specific to	70	70				1									1
	PHIL-10	PHIL-10_SLO1	Identify recognize, define or associate the various important founders, history, scriptures, doctrines, subdivisions,	70	70			1	1	1			1	1		1	1	
	PHIL-10	PHIL-10_SLO2	Develop an appropriate and factually correct theme on a specified topic within a single religion or facet of	70	70		1			1			1	1		1	1	
	PHIL-10	PHIL-10_SLO3	Develop an appropriate and factually correct theme on a specified topic comparing and contrasting works,	70	70	1				1			1	1		1		

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

Mapped Date	Course ID	SLO ID	Course SLO Description	Target Measure: % Students	Target Measure: % Achievement	ISLO 1: Communication	ISLO 2: Critical Thinking	ISLO 3: Life Long Learning	ISLO 4: Personal / Interpersonal Responsibility	ISLO 5: Cultural Awareness	GESLO 1: Understand and apply methods of inquiry for a variety of disciplines including the	GESLO 2: Explain and analyze relationships between science and other human activities	GESLO 3: Apply knowledge of the ways people act and have acted in response to their societies to express	GESLO 4: Understand ways in which people throughout the ages and in Western and non-Western	GESLO 5: Engage in verbal communication by participating in discussions, debates, and oral	GESLO 6: Compose effective written communications and essays with correct grammar, spelling	GESLO 7: Analyze, evaluate and explain theories, concepts and skills within varied disciplines using	GESLO 8: Demonstrate appreciation of themselves as living organisms through their choices for
	PHSC-1	PHSC-1_SLO1	Demonstrate a basic understanding of the language, laws, theories, and processes that are fundamental to	70	70	1	1	1	1		1	1			1	1	1	
	PHYS-2A	PHYS-2A_SLO1	Analyze and solve problems involving the applications of the principles of mechanics, thermodynamics and	70	70		1	1			1	1			1		1	
	PHYS-2A	PHYS-2A_SLO2	Apply critical thinking to the testing of the physics principles of mechanics, thermodynamics, and waves, using	70	70	1			1		1	1			1	1	1	
	PHYS-2B	PHYS-2B_SLO1	Analyze and solve problems involving the applications of the principles of electricity and magnetism, optics,	70	70		1	1			1	1			1		1	
	PHYS-2B	PHYS-2B_SLO2	Apply critical thinking to the testing of the physics principles of electricity and magnetism, optics, relativity, and	70	70	1			1		1	1			1	1	1	
	PLSC-1	PLSC-1_SLO1	In an essay or exam, the student will demonstrate knowledge of the basic principles of American national, state	70	70	1	1	1		1			1	1	1	1		
	PLSC-1	PLSC-1_SLO2	Given a current or historical political topic, the student will demonstrate the ability to research, using the Internet	70	70	1	1	1		1			1	1	1	1		
	PLSC-1	PLSC-1_SLO3	Demonstrate competency in writing or by participating in an activity, how to effectively participate in politics at the	70	70	1	1	1		1			1	1	1	1		
	PLSC-11	PLSC-11_SLO1	Demonstrate the ability to organize meetings, by setting up the agenda, publishing	70	70	1	1	1		1			1	1	1			
	PLSC-11	PLSC-11_SLO2	Demonstrate a working knowledge of Roberts Rules of Order by conducting ASB	70	70		1	1		1			1	1	1			
	PLSC-11	PLSC-11_SLO3	Demonstrate the principals of student leadership by participating on campus-wide	70	70	1	1	1	1	1			1	1	1			
	PSY-1	PSY-1_SLO1	Describe how the perspective of behaviorism, humanistic, psychoanalytic, and	70	70	1	1	1		1		1	1			1	1	
	PSY-1	PSY-1_SLO2	Identify, describe, and investigate the influence of environment and culture on the development of individual	70	70		1				1						1	
	PSY-1	PSY-1_SLO3	Given various experiments in the field of Psychology, the student will demonstrate the ability to use the	70	70		1				1						1	
	PSY-1	PSY-1_SLO4	Identify and analyze the inter-relationship to the Mind and Body, Psychoneuroimmunology, including the	70	70		1				1						1	
	PSY-18	PSY-18_SLO1	Analyze different developmental events from the perspective of five major theories of development-	70	70	1	1			1	1		1				1	

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

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	PSY-18	PSY-18_SLO2	Describe Development – including biosocial, cognitive, and psychosocial, as an ongoing set of processes,	70	70	1	1	1	1	1	1	1	1	1		1	1	1
	PSY-18	PSY-18_SLO3	Recognize and apply developmental concepts in various situations across the lifespan.	70	70		1	1		1	1	1	1				1	
	PSY-33	PSY-33_SLO1	Demonstrate the ability to identify and analyze specific aspects of personality and	70	70	1	1			1			1		1			
	PSY-33	PSY-33_SLO2	Apply psychological principles and develop "new" or "modified" interpersonal,	70	70	1	1			1			1		1			
	PSY-33	PSY-33_SLO3	Compare and contrast various research findings on topics covered in class such as	70	70	1	1			1			1		1			
	PSY-33	PSY-33_SLO4	When studying human behavior, describe research methods, ethics in regard to	70	70	1	1			1			1		1			
	PSY-5	PSY-5_SLO1	Demonstrate knowledge of general research designs, experimental and non-experimental methods, and standard	70	70	1	1	1			1	1			1			
	PSY-5	PSY-5_SLO2	Demonstrate an understanding of ways to critically evaluate published research.	70	70	1	1	1			1	1					1	
	PSY-5	PSY-5_SLO3	Demonstrating competence in developing a research paper to include APA style writing.	70	70	1	1	1		1	1	1	1				1	
	PSY-5	PSY-5_SLO4	Demonstrate an understanding of the ethical principles from psychological science.	70	70	1	1	1	1	1	1	1	1				1	
	PSY-6	PSY-6_SLO1	Define and use basic biological and psychological terminology to describe psychopathology and atypical behavior	70	70	1	1	1		1	1	1	1		1	1	1	
	PSY-6	PSY-6_SLO2	Compare and contrast the various theoretical perspectives on etiology and implications for treatment of various	70	70	1	1	1		1	1	1	1	1	1	1	1	
	SOC-1	SOC-1_SLO1	Discuss the impact of social institutions on everyday lives.	70	70	1	1	1		1			1	1	1	1		
	SOC-1	SOC-1_SLO2	Systematically collect, organize, and present appropriate data from a variety of sources including independent	70	70	1	1	1		1	1		1		1	1		
	SOC-1	SOC-1_SLO3	Identify and explain basic concepts of sociology, research and theory.	70	70	1	1	1		1			1	1	1	1		
	SOC-2	SOC-2_SLO1	Identify the major social problems, which exist throughout the world and list the consequences.	70	70	1	1			1	1	1	1	1			1	

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

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	SOC-2	SOC-2_SLO2	Identify and explain basic concepts of social problems, research and theory.	70	70	1				1	1	1	1				1	
	SOC-2	SOC-2_SLO3	Effectively work in teams, managing time, tasks, and personality differences sharing results and analysis to arrive at	70	70	1	1	1			1				1	1		
	SOC-3	SOC-3_SLO1	Identify and describe traditional patterns of family life in relationship to economic, political and social change.	70	70		1	1		1			1		1	1		
	SOC-3	SOC-3_SLO2	Identify and explain basic concepts of family life in regards to research and theory.	70	70	1	1	1		1			1	1	1	1		
	SOC-3	SOC-3_SLO3	Effectively work in teams, managing time, tasks, and personality differences sharing results and analysis to arrive at	70	70	1	1	1		1	1		1		1	1		
	SOC-3	SOC-3_SLO4	Systematically collect, organize, and present appropriate data from a variety of sources including independent	70	70	1	1	1		1	1		1		1	1		
	SOC-4	SOC-4_SLO1	Effectively work in teams, managing time, tasks, and personality differences sharing results and analysis to arrive at	70	70			1		1			1		1	1		
	SOC-4	SOC-4_SLO2	Systematically collect, organize, and present appropriate data from a variety of sources including independent	70	70	1	1	1		1	1		1		1	1		
	SOC-4	SOC-4_SLO3	Critically evaluate gender roles of women and men from a historical perspective and explain how these are	70	70	1	1			1			1	1	1			
	SOC-4	SOC-4_SLO4	Identify the gender socialization process and the various social structures through which children learn	70	70			1		1			1	1	1	1		
	TUTR-1	TUTR-1_SLO1	Demonstrate the four communication skills necessary to work as a tutor.	70	70	1									1			1
	TUTR-1	TUTR-1_SLO2	Demonstrate six tutoring techniques.	70	70										1			1
	VN-50	VN-50_SLO1	Verbalize understanding of pharmacological principles as they pertain to the different classifications	100	75		1											
	VN-50	VN-50_SLO2	Calculate accurate dosages of ordered medications to provide safe administration of medications.	100	75		1											
	VN-51	VN-51_SLO1	Verbalize understanding of fundamental principles of nursing care and how they apply to the care of the	100	75		1				1	1					1	1
	VN-51	VN-51_SLO2	Identify signs of wellness or illness on the health continuum, and describe the fundamental care appropriate at the	100	75		1					1					1	1

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

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	VN-52	VN-52_SLO1	Demonstrate safe and appropriate nursing skills consistent with beginning level nursing.	100	75		1				1	1					1	1
	VN-52	VN-52_SLO2	Demonstrate the ability to prioritize nursing care of patients consistent with beginning level nursing.	100	75		1			1	1	1	1				1	1
	VN-52	VN-52_SLO3	Communicate with patients, family members, physicians and clinical site staff regarding the patient's health	100	75	1	1				1	1					1	1
	VN-52	VN-52_SLO4	Demonstrate safe and accurate medication administration.	100	75		1					1					1	
	VN-53	VN-53_SLO1	Describe the pathophysiology of the disorders of all body systems.	100	75		1				1	1					1	1
	VN-53	VN-53_SLO2	Identify medications and treatment modalities appropriate to disorders of all body systems.	100	75		1				1	1					1	1
	VN-54	VN-54_SLO1	Demonstrate safe and accurate medication administration.	100	75		1			1	1	1	1				1	
	VN-54	VN-54_SLO2	Demonstrate safe and appropriate nursing skills with minimal assistance while caring for patients with a variety	100	75		1			1	1	1	1				1	1
	VN-54	VN-54_SLO3	Demonstrate the ability to prioritize nursing care of patients with minimal assistance.	100	75		1											
	VN-54	VN-54_SLO4	Communicate with patients, family members, physicians and clinical site staff regarding the patient's health	100	75	1	1				1	1				1		1
	VN-55	VN-55_SLO1	Apply the concept of critical thinking to course and clinical content.	100	75		1					1					1	
	VN-55	VN-55_SLO2	Demonstrate leadership, organization, and management skills for the professional workplace.	100	75	1	1	1	1	1		1	1				1	1
	VN-56	VN-56_SLO1	Provide safe and effective nursing care to patients in the health care setting including maternal and pediatric	100	75		1			1	1	1	1					
	VN-56	VN-56_SLO2	Prioritize nursing care of patients in the health care setting.	100	75		1			1		1	1				1	
	VN-56	VN-56_SLO3	Communicate with patients, family members, physicians and clinical site staff regarding the patient's health	100	75	1	1			1		1	1				1	1
	VN-57	VN-57_SLO1	Describe the fertilization process in humans.	100	75		1					1					1	

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

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	VN-57	VN-57_SLO2	Verbalize an understanding of the care of a pregnant woman during each phase of the pregnancy and delivery	100	75		1				1	1			1		1	
	VN-58	VN-58_SLO1	Apply theoretical learning of pediatric growth and development along with health and wellness to the pediatric	100	75		1			1	1	1	1		1		1	1
	VN-58	VN-58_SLO2	Verbalize the importance of utilizing cultural considerations when working with children and parents in the clinical	100	75		1			1		1	1		1		1	
	VN-59	VN-59_SLO1	Perform venipunctures, initiate and maintain IV therapy in accordance with the LVN scope of practice.	100	75		1					1					1	
	VN-59	VN-59_SLO2	Accurately document venipuncture and the start of IV therapy in accordance with current legal requirements,	100	75		1				1					1	1	
	VN-59	VN-59_SLO3	Perform blood withdrawal within LVN scope of practice.	100	75		1				1	1					1	
	VN-60	VN-60_SLO1	Complete a preparatory comprehensive exam with a passing score.	100	75		1				1	1				1	1	
	WE-1	WE-1_SLO1	After creating individualized measurable occupational learning objectives that identify new skills to be	70	70	1	1	1	1									1
	WE-1	WE-1_SLO2	Demonstrate proficient soft skills identified in self-assessment to employer in work setting.	70	70	1	1	1	1						1			
	WE-1	WE-1_SLO3	Given the course syllabus, which identifies assignment deadlines, independently track course	70	70	1	1	1	1									1
	WE-1	WE-1_SLO4	Demonstrate the ability to use descriptive skill language.	70	70	1										1		
	WE-1	WE-1_SLO5	Identify career options within this academic discipline.	70	70		1	1			1							
	WE-2	WE-2_SLO1	After creating individualized measurable occupational learning objectives that identify new skills to be	70	70	1	1	1	1									1
	WE-2	WE-2_SLO2	Demonstrate proficient soft skills identified in self-assessment to employer in work setting.	70	70	1	1	1	1						1			
	WE-2	WE-2_SLO3	Given the course syllabus, which identifies assignment deadlines, independently track course	70	70	1	1	1	1									1
	WE-2	WE-2_SLO4	Demonstrate the ability to use descriptive skill language.	70	70	1										1		

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

Mapped Date	Course ID	SLO ID	Course SLO Description	Target Measure: % Students	Target Measure: % Achievement	ISLO 1: Communication	ISLO 2: Critical Thinking	ISLO 3: Life Long Learning	ISLO 4: Personal / Interpersonal Responsibility	ISLO 5: Cultural Awareness	GESLO 1: Understand and apply methods of inquiry for a variety of disciplines including the	GESLO 2: Explain and analyze relationships between science and other human activities	GESLO 3: Apply knowledge of the ways people act and have acted in response to their societies to express	GESLO 4: Understand ways in which people throughout the ages and in Western and non-Western	GESLO 5: Engage in verbal communication by participating in discussions, debates, and oral	GESLO 6: Compose effective written communications and essays with correct grammar, spelling	GESLO 7: Analyze, evaluate and explain theories, concepts and skills within varied disciplines using	GESLO 8: Demonstrate appreciation of themselves as living organisms through their choices for
	WE-2	WE-2_SLO5	Identify career options within this academic discipline.	70	70		1	1			1							
	WT-20	WT-20_SLO1	Safely set-up and perform a minimum of ten straight line cuts, seven inches long on 3/8" steel using OAC	70	70		1										1	
	WT-20	WT-20_SLO2	Safely setup and perform gouging, cutting, and piercing on 3/8" ferrous metals using CACA equipment.	70	70		1										1	
	WT-20	WT-20_SLO3	Apply E6010-1/8" and E7018-1/8" electrodes on 3/8" plate and 6" schedule 80 pipe joint designs, using	70	70		1										1	
	WT-21	WT-21_SLO1	Apply ER70S fill rod to six joint designs, using the gas tungsten arc welding process on 16g hot rolled steel.	70	70		1										1	
	WT-21	WT-21_SLO2	Complete four (4) 2G and four (4) 5G pipe joints using SMAW equipment on 6" schedule 80 pipe, which meets or	70	70		1										1	
	WT-21	WT-21_SLO3	Complete a 1"-3G and a 1"-4G AWS qualifications using the SMAW process.	70	70		1										1	
	WT-21	WT-21_SLO4	Complete a 2G and 5G AWS pipe welding qualification on 6" schedule 80 pipe using the SMAW process.	70	70		1										1	
	WT-22	WT-22_SLO1	Complete (16) open root groove welds (four each in the 1G, 2G, 3G and 4G positions) using the GTAW process	70	70		1										1	
	WT-22	WT-22_SLO2	Complete six (6) 6G pipe joints, using the SMAW equipment on 6" schedule 80 pipe, which meets or exceeds the	70	70		1										1	
	WT-22	WT-22_SLO3	Apply the GMAW and FCAW processes to joint designs, which meets or exceeds the AWS D1.1 Structural	70	70		1										1	
	WT-22	WT-22_SLO4	Complete GTAW, GMAW, and FCAW qualifications, which meets or exceeds the AWS D1.1 Structural Welding Code	70	70		1										1	
	WT-23	WT-23_SLO1	Complete five (5) 6G, five (5) 5G and five (5) 2G pipe joints, using the GTAW and SMAW processes on 6" schedule 80	70	70		1										1	
	WT-23	WT-23_SLO2	Complete a 2G, 5G, and 6G pipe qualification, using the GTAW and SMAW processes, which meets or	70	70		1										1	
	WT-25	WT-25_SLO2	Modeling: Students will be able to create 3D parametric models of mechanical components in SolidWorks.	70	70		1										1	
	WT-25	WT-25_SLO3	Assemblies: Students will be able to create 3D parametric assemblies of mechanical systems in SolidWorks.	70	70		1										1	

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

Mapped Date	Course ID	SLO ID	Course SLO Description	Target Measure: % Students	Target Measure: % Achievement	ISLO 1: Communication	ISLO 2: Critical Thinking	ISLO 3: Life Long Learning	ISLO 4: Personal / Interpersonal Responsibility	ISLO 5: Cultural Awareness	GESLO 1: Understand and apply methods of inquiry for a variety of disciplines including the	GESLO 2: Explain and analyze relationships between science and other human activities	GESLO 3: Apply knowledge of the ways people act and have acted in response to their societies to express	GESLO 4: Understand ways in which people throughout the ages and in Western and non-Western	GESLO 5: Engage in verbal communication by participating in discussions, debates, and oral	GESLO 6: Compose effective written communications and essays with correct grammar, spelling	GESLO 7: Analyze, evaluate and explain theories, concepts and skills within varied disciplines using	GESLO 8: Demonstrate appreciation of themselves as living organisms through their choices for
	WT-31	WT-31_SLO1	Students will complete ten of the weld joint designs using the Gas Tungsten Arc Welding process (GTAW) on mild	70	70		1										1	
	WT-31	WT-31_SLO2	Students will complete all four of their Gas Tungsten Arc Welding (GTAW) projects.	70	70		1										1	
	WT-32	WT-32_SLO1	Students will complete seven of the weld joint designs using the Gas Tungsten Arc Welding process (GTAW)	70	70		1										1	
	WT-32	WT-32_SLO2	Students will complete ten of the weld joint designs using the Gas Tungsten Arc Welding process (GTAW) on	70	70		1										1	
	WT-36	WT-36_SLO1	ONE UNIT: Safely setup and perform a minimum of ten welds for each of six AWS joint designs, using OAW, on 16g	70	70		1										1	
	WT-36	WT-36_SLO2	ONE UNIT: Perform a name cutout of 3/16”-1/4” steel, with a minimum of four letters (initial letter 2”, remaining 1	70	70		1										1	
	WT-37	WT-37_SLO1	ONE UNIT: Safely setup and perform flat stringer and flat overlap welds with a minimum of 15 passes each using	70	70		1										1	
	WT-37	WT-37_SLO2	ONE UNIT: Safely setup and perform a minimum of 15 passes for each of the two AWS joint designs with 7018-1/8”,	70	70		1										1	
	WT-37	WT-37_SLO7	THREE UNITS: Safely setup and perform flat stringer and flat overlap welds with a minimum of 15 passes each using	70	70		1										1	
	WT-37	WT-37_SLO8	THREE UNITS: Safely setup and perform a minimum of 15 passes for each of the three AWS joint designs with E7018-	70	70		1										1	
	WT-37	WT-37_SLO9	THREE UNITS: Safely setup and perform ten practice qualification tests (two 1G, four 3G and four 4G) on plate with	70	70		1										1	
	WT-37	WT-37_SLO10	THREE UNITS: Complete three AWS qualifications (1G, 3G and 4G) on steel plate with ER7018, using the SWAW	70	70		1										1	
	WT-38	WT-38_SLO1	ONE UNIT: Safely setup and perform a minimum of 10 passes for each of four AWS (American Welding Society) joint	70	70		1										1	
	WT-38	WT-38_SLO2	ONE UNIT: Design and fabricate two projects using 16G-10G steel, CO2 shielding, ER70S .035” diameter fill	70	70		1										1	
	WT-38	WT-38_SLO3	ONE UNIT: Complete an AWS (American Welding Society) qualification on steel plate with .035” ER70S, using the	70	70		1										1	
	WT-38	WT-38_SLO7	THREE UNITS: Safely setup and perform a minimum of 10 passes for each of four AWS (American Welding Society)	70	70		1										1	

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

Mapped Date	Course ID	SLO ID	Course SLO Description	Target Measure: % Students	Target Measure: % Achievement	ISLO 1: Communication	ISLO 2: Critical Thinking	ISLO 3: Life Long Learning	ISLO 4: Personal / Interpersonal Responsibility	ISLO 5: Cultural Awareness	GESLO 1: Understand and apply methods of inquiry for a variety of disciplines including the	GESLO 2: Explain and analyze relationships between science and other human activities	GESLO 3: Apply knowledge of the ways people act and have acted in response to their societies to express	GESLO 4: Understand ways in which people throughout the ages and in Western and non-Western	GESLO 5: Engage in verbal communication by participating in discussions, debates, and oral	GESLO 6: Compose effective written communications and essays with correct grammar, spelling	GESLO 7: Analyze, evaluate and explain theories, concepts and skills within varied disciplines using	GESLO 8: Demonstrate appreciation of themselves as living organisms through their choices for
	WT-38	WT-38_SLO8	THREE UNITS: Design and fabricate six projects using 16G-10G steel, CO2 shielding, ER70S .035" diameter fill	70	70		1										1	
	WT-38	WT-38_SLO9	THREE UNITS: Safely setup and perform a minimum of 10 passes for each of four AWS (American Welding Society)	70	70		1										1	
	WT-38	WT-38_SLO10	THREE UNITS: Complete three AWS (American Welding Society) qualifications on steel plate with .035"	70	70		1										1	
	WT-39	WT-39_SLO1	ONE UNIT: Safely setup and perform a minimum of 10 passes for each of 10 AWS (American Welding Society) joint	70	70		1										1	
	WT-39	WT-39_SLO2	ONE UNIT: Design and fabricate two projects using 16G steel, argon shielding, ER70S fill wire, and the gas	70	70		1										1	
	WT-39	WT-39_SLO3	ONE UNIT: Complete an AWS (American Welding Society) qualification on steel plate with 1/16" ER70S, using the	70	70		1										1	
	WT-39	WT-39_SLO8	THREE UNITS: Safely setup and perform a minimum of 10 passes for each of 10 AWS (American Welding Society) joint	70	70		1										1	
	WT-39	WT-39_SLO9	THREE UNITS: Safely setup and perform a minimum of 10 passes for each of 10 AWS (American Welding Society) joint	70	70		1										1	
	WT-39	WT-39_SLO10	THREE UNITS: Safely setup and perform a minimum of 10 passes for each of 10 AWS (American Welding Society) joint	70	70		1										1	
	WT-39	WT-39_SLO11	THREE UNITS: Design and fabricate two projects using 16G aluminum, argon shielding, ER 4043 fill wire, and the gas	70	70		1										1	
	WT-39	WT-39_SLO12	THREE UNITS: Complete three AWS (American Welding Society) qualifications on steel plate with ER70S,	70	70		1										1	
	WT-42	WT-42_SLO1	Safely setup and perform ten open-root groove welds in the 1G (flat) position using E6010 and E7018 welding	70	70		1										1	
	WT-42	WT-42_SLO2	Safely setup and perform ten open-root groove welds in the 2G (Horizontal) position using E6010 and E7018	70	70		1										1	
	WT-42	WT-42_SLO3	Safely setup and perform ten open-root groove welds in the 3G (vertical) position using E6010 and E7018	70	70		1										1	
	WT-43	WT-43_SLO1	Safely setup and perform ten open-root groove welds in the 1G (flat) position using the gas tungsten arc welding	70	70		1										1	
	WT-43	WT-43_SLO2	Safely setup and perform ten open-root groove welds in the 2G (horizontal) position using the gas tungsten arc	70	70		1										1	

Course SLO Mapping to ISLO 1-5
Maps GESLO 3 and 4 to ISLO 5

Mapped Date	Course ID	SLO ID	Course SLO Description	Target Measure: % Students	Target Measure: % Achievement	ISLO 1: Communication	ISLO 2: Critical Thinking	ISLO 3: Life Long Learning	ISLO 4: Personal / Interpersonal Responsibility	ISLO 5: Cultural Awareness	GESLO 1: Understand and apply methods of inquiry for a variety of disciplines including the	GESLO 2: Explain and analyze relationships between science and other human activities	GESLO 3: Apply knowledge of the ways people act and have acted in response to their societies to express	GESLO 4: Understand ways in which people throughout the ages and in Western and non-Western	GESLO 5: Engage in verbal communication by participating in discussions, debates, and oral	GESLO 6: Compose effective written communications and essays with correct grammar, spelling	GESLO 7: Analyze, evaluate and explain theories, concepts and skills within varied disciplines using	GESLO 8: Demonstrate appreciation of themselves as living organisms through their choices for
	WT-43	WT-43_SLO3	SComplete two limited thickness AWS qualifications, using the SMAW process.	70	70		1										1	
	WT-44	WT-44_SLO1	Safely setup and perform a minimum of ten welds for each of the welding positions using ER70S .035" electrodes,	70	70		1										1	
	WT-44	WT-44_SLO2	Safely setup and perform a minimum of ten welds for each of the welding positions, using FCAW-G. Welds shall	70	70		1										1	
	WT-44	WT-44_SLO3	Complete two GMAW and two FACW AWS qualifications.	70	70		1										1	
	WT-45	WT-45_SLO1	Safely setup and perform a minimum of ten welds for each of fifteen AWS (American Welding Society) joint	70	70		1										1	
	WT-45	WT-45_SLO2	Fabricate watertight and airtight joint designs on steel, stainless steel, and aluminum, to welding shop standards,	70	70		1										1	
	WT-45	WT-45_SLO3	Complete 3F, and 4F AWS qualifications on steel plate, using the GTAW process.	70	70		1										1	
	WT-50	WT-50_SLO1	Construct four (4) each, Archimedean and Platonic solids	70	70		1										1	
	WT-51	WT-51_SLO1	Interpret technical information used on industrial working and assembly drawings.	70	70		1										1	
	WT-51	WT-51_SLO2	Analyze and decipher complex welding symbols listed as defined by the American Welding Society (AWS)	70	70		1										1	
	WT-52	WT-52_SLO1	Safely power up the controller and jog the robot in world and joint mode within a work cell.	70	70		1										1	
	WT-52	WT-52_SLO2	Create and run a program.	70	70		1										1	
	WT-52	WT-52_SLO3	Select an existing program and single-step test that program using the teach pendant.	70	70		1										1	
	WT-53	WT-53_SLO1	Create and run a welding program.	70	70		1										1	
	WT-53	WT-53_SLO2	Perform a backup and restore all teach pendant programs	70	70		1										1	
	#VALUE!																	

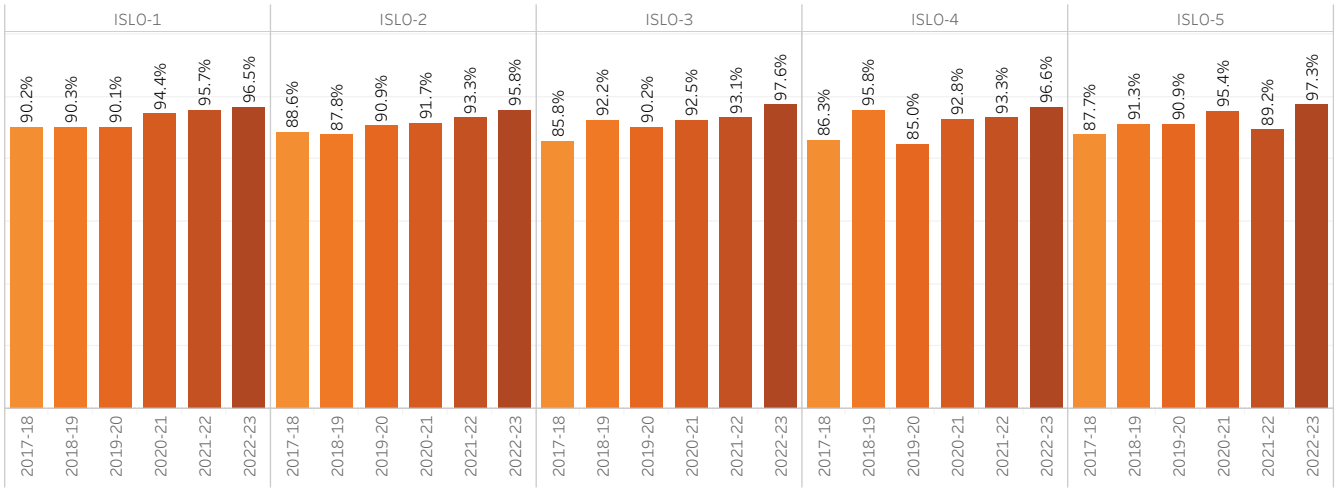
Institutional Student Learning Outcomes (ISLOs)

Year
Multiple values

ISLO
All

Course
All

ISLO Annual Results



ISLO Outcome Table

ISLOs	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
ISLO 1 Communication: Ability to listen and read with comprehension and the ability to write and speak effectively.	90.2%	90.3%	90.1%	94.4%	95.7%	96.5%
ISLO 2 Critical Thinking: Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome.	88.6%	87.8%	90.9%	91.7%	93.3%	95.8%
ISLO 3 Life-Long Learning: Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems.	85.8%	92.2%	90.2%	92.5%	93.1%	97.6%
ISLO 4 Personal/Interpersonal Responsibility: Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accom..	86.3%	95.8%	85.0%	92.8%	93.3%	96.6%
ISLO 5 Cultural Awareness: Ability to embrace awareness of the ways people respond to themselves and the world around them to understand social dynamics past and present including the interrelationship between the creative arts, the humanities and self; where individual and group differences are valued and cont..	87.7%	91.3%	90.9%	95.4%	89.2%	97.3%

Tuesday, October 17, 2023
Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

We are meeting at 3:00pm via Zoom.
Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/91228823574
Or iPhone one-tap (US Toll): +12532158782,91228823574# or +13462487799,91228823574#
Or Telephone:
Dial:
+1 253 215 8782 (US Toll)
+1 346 248 7799 (US Toll)
+1 669 900 6833 (US Toll)
+1 301 715 8592 (US Toll)
+1 312 626 6799 (US Toll)
+1 646 876 9923 (US Toll)
Meeting ID: 912 2882 3574
International numbers available: https://cccconfer.zoom.us/u/arGBiMaA
Or an H.323/SIP room system:
H.323: 162.255.37.11 (US West) or 162.255.36.11 (US East)
Meeting ID: 912 2882 3574
SIP: 91228823574@zoomcrc.com
Or Skype for Business (Lync):
SIP:91228823574@lync.zoom.us

1. Meeting Openings

Subject	**1.01 Call to order**
Meeting	Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -
Category	1. Meeting Openings
Type	Information

ASB Representative

Mr. Tom Downing, Co-Chair

Ms. Melinda Duerksen, Co-Chair
Mr. Thomas Robb
Ms. Alison Somerville, Articulation Officer, Vice Chair
Ms. Terra Avilla
Ms. Fran Oberg
Ms. K.C. Mesloh
Ms. Monteil Ackley
Ms. Natalia McClellan
Ms. Kira Esparza
Mr. Chad Lewis

Ms. Makenzie Freedman-Instructional Services Technician

Subject	**1.02 Agenda Approval**
Meeting	Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -
Category	1. Meeting Openings
Type	Action

Subject	**1.03 Minutes - Approve meeting minutes Oct. 3 2023**
Meeting	Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -
Category	1. Meeting Openings
Type	Minutes

2. Subcommittee Action

Subject	**2.01 ART 8 Art Appreciation - Update Textbook to current publication titled Living with Art, 13th Edition ISBN10: 1265594856 | ISBN13: 9781265594855 By Mark Getlein and Kelly Donahue-Wallace © 2024**
Meeting	Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -
Category	2. Subcommittee Action
Type	

Fall 2024

File Attachments
ART 8 Art Appreciation.docx (40 KB)
Art 8 Course revision form by James Kleckner.pdf (240 KB)

Subject **2.02 AT 50 Car Care Basics - IPR Review, No Change**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 2. Subcommittee Action

Type

File Attachments
AT 50 Course revision form.pdf (275 KB)

Subject **2.03 AT 54 Brakes - IPR Review, No Change**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 2. Subcommittee Action

Type

File Attachments
AT 54 Course revision form.pdf (275 KB)

Subject **2.04 AT 58 Automotive Heating and Air Conditioning - IPR Review, No Change**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 2. Subcommittee Action

Type

File Attachments

AT 58 Course revision form.pdf (267 KB)

Subject **2.05 AT 60 Shop Management and Service Writer - IPR Review, No Change**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 2. Subcommittee Action

Type

File Attachments
AT 60 Course revision form.pdf (259 KB)

Subject **2.06 AT 66 Manual Drive Train - IPR Review, No Change**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 2. Subcommittee Action

Type

File Attachments
AT 66 Course revision form.pdf (277 KB)

Subject **2.07 AT 70 General Automotive Lab - IPR Review, No Change**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 2. Subcommittee Action

Type

File Attachments
AT 70 Course revision form.pdf (278 KB)

Subject **2.08 AT 82 Engine Performance I - IPR Review, No Change**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 2. Subcommittee Action

Type

File Attachments
AT 82 Course revision form.pdf (278 KB)

Subject **2.09 AT 84 Engine Performance II - IPR Review, No Change**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 2. Subcommittee Action

Type

File Attachments
AT 84 Course revision form.pdf (278 KB)

Subject **2.10 CD 12 Child, Family and Community - IPR Review, No Change**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 2. Subcommittee Action

Type

File Attachments
CD 12 IPR Course Revision.pdf (913 KB)

Subject **2.11 CD 16 Introduction to Curriculum - IPR Review, No Change**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 2. Subcommittee Action

Type

File Attachments
CD 16 IPR Course Revision.pdf (913 KB)

Subject **2.12 CD 17 Children's Literature - IPR Review, No Change**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 2. Subcommittee Action

Type

File Attachments
CD 17 IPR Course Revision.pdf (913 KB)

Subject **2.13 CD 20 Principles and Practices of Teaching Young Children - IPR Review, No Change**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 2. Subcommittee Action

Type

File Attachments
CD 20 IPR Course Revision.pdf (913 KB)

Subject **2.14 CD 22 The Infant Toddler - IPR Review, No Change**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 2. Subcommittee Action

Type

File Attachments
CD 22 IPR Course Revision.pdf (913 KB)

Subject **2.15 CD 23 Adult Supervision in the Child Care Setting - IPR Review, No Change**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 2. Subcommittee Action

Type

File Attachments
CD 23 IPR Course Revision.pdf (913 KB)

Subject **2.16 CD 24 Practicum - IPR Review, No Change**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 2. Subcommittee Action

Type

File Attachments
CD 24 IPR Course Revision.pdf (913 KB)

Subject **2.17 CD 27 Children with Special Needs - IPR Review, No Change**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 2. Subcommittee Action

Type

File Attachments
CD 27 IPR Course Revision.pdf (913 KB)

Subject **2.18 CD 28 Child Guidance - IPR Review, No Change**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 2. Subcommittee Action

Type

File Attachments
CD 28 IPR Course Revision.pdf (913 KB)

Subject **2.19 CD 30 Early Steps to Reading Success - IPR Review, No Change**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 2. Subcommittee Action

Type

File Attachments
CD 30 IPR Course Revision.pdf (913 KB)

Subject **2.20 CD 31 Child Development: Conception through Adolescence - IPR Review, No Change**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 2. Subcommittee Action

Type

File Attachments
CD 31 IPR Course Revision.pdf (913 KB)

Subject **2.21 FILM 1 History of the Cinema - IPR Review, No Change**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 2. Subcommittee Action

Type

File Attachments

Film 1 revision form 10_5_23.pdf (219 KB)

Subject **2.22 MUS 6 Music History from Antiquity to 1750 - Correct error of repetitive line in course content**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 2. Subcommittee Action

Type

File Attachments
MUS 6 Music History from Antiquity to 1750.docx (28 KB)
MUS 6 revision form 9_28_23.pdf (219 KB)

Subject **2.23 MUS 7 Music History from 1750 to Modern Era - IPR Review, No Change**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 2. Subcommittee Action

Type

File Attachments
MUS 7 revision form 9_28_23.pdf (219 KB)

Subject **2.24 MUS 12 Music Appreciation - IPR review, No Change**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 2. Subcommittee Action

Type

File Attachments
MUS 12 revision form 9_28_23.pdf (225 KB)

3. Action Items

Subject **3.01 AGR 21B Intercollegiate Rodeo - add diversity statement, update modality language**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 3. Action Items

Type

Fall 2024

File Attachments
AGR 21B Course revision 2023.pdf (890 KB)
AGR 21B InterCollegiate Rodeo.docx (27 KB)

Subject **3.02 AGR 22 Rodeo Skills - Add Diversity statement, update modality language**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 3. Action Items

Type

Fall 2024

File Attachments
AGR 22 Course revision 2023.pdf (890 KB)
AGR 22 Rodeo Skills.docx (27 KB)

Subject **3.03 AGR 40 Basic Agricultural Mechanics - Add outside of class hours, add diversity statement, update modality language, update text Agricultural Mechanics and Technology Systems by J. P. Hancock, Don W. Edgar, Michael L. Pate, Lori A Dyer, W. Brian Hoover, 2022 ISBN: 9798888175484**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 3. Action Items

Type

Fall 2024

File Attachments

AGR 40 Basic Agricultural Mechanics.docx (29 KB)
AGR 40 Course revision 2023.pdf (915 KB)

Subject **3.04 CD 11 Observation and Assessment - Update text to Week by Week; Plans for Documenting Children's Development, 8th Edition, Barbara Ann Nilsen, 2023, Cengage Learning, ISBN:9780357625620 (hardcopy), ISBN: 9780357625668 (etextbook); update Hybrid modality language**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 3. Action Items

Type

Fall 2024

File Attachments
CD 11 IPR Course Revision.pdf (920 KB)
CD 11 Observation and Assessment.doc (54 KB)

Subject **3.05 CD 15 Pre-School Administration - Update text to Early Childhood Leadership and Program Management, Angele Sancho Passe, 2022, Readleaf Press, ISBN-13 978-1605547657. update Hybrid modality language**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 3. Action Items

Type

File Attachments
CD 15 Course Revision.pdf (920 KB)
CD 15 Pre-School Administration.doc (73 KB)

Subject **3.06 CD 19 Children's Nutrition, Health, and Safety - Update text to Health, Safety, and Nutrition for the Young Child; Lynn R. Marotz, 2020, Cengage, ISBN: 9780357040775 Hybrid modality language**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 3. Action Items

Type

File Attachments
CD 19 Course Revision.pdf (920 KB)
CD 19 Children's Nutrition, Health and Safety.doc (56 KB)

Subject **3.07 CD 25 Teaching in a Diverse Society - Update text toDon't Look Away; Embracing Anti-Bias Classrooms, Iheoma U. Iruka, Stephanie M. Curenton, Tonia R. Durden, Kerry-Ann Escayg, 2020, Gryphon House Inc, ISBN 9780876598436; Hybrid modality language**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 3. Action Items

Type

Fall 2024

File Attachments
CD 25 IPR Course Revision.pdf (920 KB)
CD 25 Teaching in a Diverse Society.doc (58 KB)

Subject **3.08 CD 26 Administration II - Update text toFreeman and Decker; Planning and Administering Early Childhood Programs, 11th Edition, 2021, Pearson Education, ISBN 13: ISBN-13: 9780134029177; Hybrid modality language**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 3. Action Items

Type

Fall 2024

File Attachments
CD 26 Administration II.doc (70 KB)
CD 26 Course Revision.pdf (920 KB)

Subject **3.09 CD 50 ECE Child Health and Safety - approve inactivation**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 3. Action Items

Type

File Attachments
CD 50 course revision.pdf (237 KB)

Subject **3.10 ENGL 2 Introduction to Literary Types - New Course Title (aligns with C-ID) English 2 Introduction to Literature Updated Methods of Evaluation & Delivery to align with current standards. Modified SLO 1 and SLO 2 Textbook does not have a new edition but still lowest cost for the course content.**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 3. Action Items

Type

Fall 2024

File Attachments
ENGL-2 Course Outline changes.docx (51 KB)
ENGL-2 Course revision form.pdf (929 KB)
ENGL-2 ISLO GESLO Mapping.pdf (167 KB)

Subject **3.11 ENGL 3 British Literature I - > Updated Course Title: Survey of British Literature 1 (aligns with CID) > Updated Course Description: Aligns with CID > Updated methods of evaluation and delivery to align with current Curriculum and Academic Standards Handbook > Updated Textbooks to Free ASCCC curated OER & a lower cost updated reading/writing strategy supplemental. >>Robinson, Bonnie J. and Laura Getty, British Literature I: Middle Ages to the Eighteenth Century and Neoclassicism, 2018, ISBN: 978-1-940771-28-1 >>Gardner, Janet and Joanne Diaz, Reading and Writing about Literature with 2021 MLA Update, 5th Edition, Macmillan Learning, 2021; ISBN 9781319462550**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 3. Action Items

Type

Fall 2024

File Attachments
ENGL 3 Course Outline - Tracked Changes.docx (44 KB)
ENGL 3 SLO-GESLO Mapping.pdf (155 KB)
ENGL 3 Course revision form.pdf (930 KB)

Subject **3.12 ENGL 5 Survey of World Literature 2 - Update Course Title: ENGL-5 Survey of World Literature 2 Changed to no roman numerals, aligned with CID Added Outside Class Hours & Total Student Learning Hours Updated SLOs: Removed SLO 3 and updated SLO 1 and 2 (see attached mapping) Updated Methods of Evaluation & Delivery (Standard Language) Updated Course Textbook to ZTC Turlington, Anita; Horton, Matthew; Dodson, Karen; Getty, Laura; Kwon, Kyounghye; and Ng, Laura, "Compact Anthology of World Literature II: Volumes 4, 5, and 6" (2018). English Open Textbooks. 18. Students Download free textbook from: https://oer.galileo.usg.edu/english-textbooks/18 No changes to Suppplemental Textbooks**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 3. Action Items

Type

File Attachments
ENGL 5 Course Revision Form.pdf (930 KB)
ENGL 5 SLO GESLO Mapping.pdf (162 KB)
ENGL 5 Survey of World Literature II Course Outline - Tracked Changes.docx (35 KB)

Subject **3.13 FS 80 Firefighter Survival - Update Description, content, assignments, tect to IAFF, current edition. Fire Ground Survival student manual (online) https://www.iaff.org/fire-ground-survival/**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 3. Action Items

Type

File Attachments
FS 80 Firefighter Survival (002).rtf (182 KB)
FS 80 Course revision form (002).pdf (244 KB)

Subject **3.14 HUS 43 Social Work and Human Services Seminar - Update hybrid modality language**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 3. Action Items

Type

File Attachments
HUS 43 Social Work and Human Services Seminar.docx (28 KB)
HUS 43 revision form 9_29_24.pdf (225 KB)

Subject **3.15 ISLO Dashboard & ISLO / GESLO Mapping**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 3. Action Items

Type

For the next curriculum available meeting, I wanted to get the new ISLO Dashboard & ISLO / GESLO Mapping updates on the agenda for formal review now that ISLO/GESLO Strategic Decision Approved at the Academic Senate Meeting on May 26, 2023 and Curriculum and Academic Standards Meeting approved on May 2, 2023, the mapping, which reflects only current Lassen College Courses now has a dashboard to make strategic decisions in the future or inclusion in the FactBook as discussed in Academic Senate.

Aeron will be updating the dashboard linked below with the full language of each ISLO

1. ISLO GESLO and PSLO Master Mapping.xlsx
    a. You'll see here the full mapping of all ISLOs, including the previous GESLOs on the first worksheet of this workbook.
    b. If a course outcome was mapped to GESLO 3 or GESLO 4, it was automatically mapped to ISLO 5.
2. ISLO Dashboard (All 5 ISLOs)
    a. This dashboard reflects ISLO 5, which is mapped if the course maps were aligned to GESLO 3 and 4.
3. New SLO Mapping Form
    a. Attached in Word
    b. New Instructions on top
    c. Reflects removal of GESLOs
    d. Is Accessible
    e. Will get a fillable PDF if no changes are made to mapping form) so it can be distributed to faculty for this year's curriculum updates / new courses or courses with new SLOs.

File Attachments
SLO to ISLO Mapping Form.pdf (225 KB)

4. Discussion Items

Subject **4.01 New course: AJ -55 Tactical Rifle Instructor - First read**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 4. Discussion Items

Type

File Attachments
AJ 55 Course Outline 1.doc (92 KB)
AJ 55 SLO Mapping Tactical Rifle Instructor.pdf (148 KB)
AJ 55 New Course Packet-1.pdf (472 KB)
AJ 55 PREREQUISITES, CO-REQUISITES & RECOMMENDED PREP PROPOSAL FORM.pdf (2,328 KB)
AJ Advisory Committee Meeting Minutes 2023.docx (28 KB)

Subject **4.02 New Course: AJ-65 Adult Corrections Officer Supplemental Core Course - First read**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 4. Discussion Items

Type

File Attachments
AJ 65 Adult Corrections Officer Supplemental Core Course.doc (82 KB)
AJ 65 New Course Packet.pdf (454 KB)
AJ 65 SLO Map Adult Corrections Officer Supplemental Core Course.pdf (148 KB)
AJ 65 PREREQUISITES, CO-REQUISITES & RECOMMENDED PREP PROPOSAL FORM.pdf (2,329 KB)
AJ Advisory Committee Meeting Minutes 2023.docx (28 KB)
AJ Advisory Committee Vote.docx (21 KB)

Subject **4.03 COR template - discuss changes including possible DEIA statement prompt, modality languages, others**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 4. Discussion Items

Type

File Attachments
COR template.docx (17 KB)

5. Information Items

Subject **5.01 Distance Education Committee Update**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 5. Information Items

Type

The DE Committee Schedule is as follows:

- *Monday, Nov 20, 3:00 pm – 4:30 pm (Pacific Time)*
- *Monday, Feb 19, 2024, 3:00 pm – 4:30 pm (Pacific Time)*
- *Monday, Mar 18, 2024, 3:00 pm – 4:30 pm (Pacific Time)*
- *Monday, Apr 15, 2024, 3:00 pm – 4:30 pm (Pacific Time)*
- *Monday, May 20, 2024, 3:00 pm – 4:30 pm (Pacific Time)*

We will begin working towards finishing up the POCR Process and SharePoint site with plans to vote on the updated DE Handbook at the October 16th meeting. This is when we can begin our POCR Process, which will be to review DE courses against the CVC OEI Course Design Rubric.

File Attachments
09-18-2023 DE Committee minutes.docx (36 KB)
LCC DE Handbook 2023-2024 Approved 10-16-2023 by the DE Committee.pdf (837 KB)

Subject **5.02 Instructional Program Reviews Due**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 5. Information Items

Type Information

2023/2024 IPRs
Fine Arts (Studio Art)
Humanities (including English)
(Area C and D1)

Administration of Justice
Automotive Technology
Agriculture
Business
Child Development
Information Systems

Subject **5.03 Proposed changes to Associate Degree GE pathway**

Meeting Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Category 5. Information Items

Type

Several proposed changes:

Fall 2024:
Remove Area E as it is now, replace it with 3 units Ethnic Studies requirement

Fall 2025:
Add SPCH 1 (or ENGL 9) as a requirement, increase GE units requirements to 21

Subject **5.04 Future Meeting dates**

Meeting	Oct 17, 2023 - Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -
Category	5. Information Items
Type	Information

November 7th - Get items to Makenzie by Oct. 31
November 21st
December 5th

January 16, 2024 (first day of Spring semester)
February 6th and 20th
March 5th and 19th
April 2nd and 16th
May 7th and 21st

6. Future Agenda Items

7. Adjournment

Tuesday, October 17, 2023
Curriculum and Academic Standards Committee 3:00 pm in-person - HU 107 & via Zoom -

Present: Tom Downing, Melinda Duerksen, Alison Somerville, Tom Robb (Zoom), Fran Oberg, KC Mesloh, Terra Avilla (left at 3:45 p.m.), Natalia McClellan (Zoom), Kira Esparza (Zoom), Colleen Baker (voting for Chad), Makenzie Freedman, non-voting instructional services tech

Absent: Chad Lewis, Monteil Ackley

Guests: Carol Growdon (Zoom)

1. Meeting Openings
1.01 Call to order *3:00 p.m.*
1.02 Agenda Approval - ***Avilla/ Robb MSCU***
1.03 Minutes - *Approved* meeting minutes Oct. 3 2023 **–** ***Obgerg/ McClellan MSC***

2. Subcommittee Action
2.01 ***Approved*** **ART 8 Art Appreciation -** Update Textbook to current publication titled Living with Art, 13th Edition ISBN10: 1265594856 | ISBN13: 9781265594855 By Mark Getlein and Kelly Donahue-Wallace © 2024
2.02 ***Approved*** **AT 50 Car Care Basics** - IPR Review, No Change
2.03 ***Approved*** **AT 54 Brakes** - IPR Review, No Change
2.04 ***Approved*** **AT 58 Automotive Heating and Air Conditioning -** IPR Review, No Change
2.05 ***Approved*** **AT 60 Shop Management and Service Writer** - IPR Review, No Change
2.06 ***Approved*** **AT 66 Manual Drive Train** - IPR Review, No Change
2.07 ***Approved*** **AT 70 General Automotive Lab** - IPR Review, No Change
2.08 ***Approved*** **AT 82 Engine Performance I** - IPR Review, No Change
2.09 ***Approved*** **AT 84 Engine Performance II** - IPR Review, No Change
2.10 ***Approved*** **CD 12 Child, Family and Community** - IPR Review, No Change
2.11 ***Approved*** **CD 16 Introduction to Curriculum** - IPR Review, No Change
2.12 ***Approved*** **CD 17 Children's Literature** - IPR Review, No Change
2.13 ***Approved*** **CD 20 Principles and Practices of Teaching Young Children** - IPR Review, No Change
2.14 ***Approved*** **CD 22 The Infant Toddler** - IPR Review, No Change
2.15 ***Approved*** **CD 23 Adult Supervision in the Child Care Setting** - IPR Review, No Change
2.16 ***Approved*** **CD 24 Practicum** - IPR Review, No Change
2.17 ***Approved*** **CD 27 Children with Special Needs -** IPR Review, No Change
2.18 ***Approved*** **CD 28 Child Guidance** - IPR Review, No Change
2.19 ***Approved*** **CD 30 Early Steps to Reading Success** - IPR Review, No Change
2.20 ***Approved*** **CD 31 Child Development: Conception through Adolescence -** IPR Review, No Change
2.21 ***Approved*** **FILM 1 History of the Cinema** - IPR Review, No Change
2.22 ***Approved*** **MUS 6 Music History from Antiquity to 1750** - Correct error of repetitive line in course content
2.23 ***Approved*** **MUS 7 Music History from 1750 to Modern Era** - IPR Review, No Change
2.24 ***Approved*** **MUS 12 Music Appreciation** - IPR review, No Change

3. Action Items
3.01 ***Approved*** **AGR 21B Intercollegiate Rodeo** - add diversity statement, update modality language **–** ***Avilla/ Oberg MSCU***

Tom Robb asked if all courses coming through should be adding a diversity statement. It was answered not yet, but that was a discussion for later in the meeting. Tom Downing noted all changes on the AGR courses were approved by Brian Wolf.

3.02 ***Approved*** **AGR 22 Rodeo Skills** - Add Diversity statement, update modality language - ***Duerksen/ Baker MSCU***

3.03 ***Tabled*** **AGR 40 Basic Agricultural Mechanics** - Add outside of class hours, add diversity statement, update modality language, update text Agricultural Mechanics and Technology Systems by J. P. Hancock, Don W. Edgar, Michael L. Pate, Lori A Dyer, W. Brian Hoover, 2022 ISBN: 9798888175484 – *moved to table* ***- Mesloh/ Baker MSCU***
There was discussion about the primary text listed under assignments, but not included in the representative texts. Makenzie would check with Brian to see what he would like to do. The original motion and second were changed to a move to table the matter.

3.04 ***Approved*** **CD 11 Observation and Assessment** - Update text to Week by Week; Plans for Documenting Children's Development, 8th Edition, Barbara Ann Nilsen, 2023, Cengage Learning, ISBN:9780357625620 (hardcopy), ISBN: 9780357625668 (etextbook); update Hybrid modality language **– *Duerksen/ Oberg MSCU***
Items 3.04 through 3.06 were approved together.

3.05 ***Approved*** **CD 15 Pre-School Administration -** Update text to Early Childhood Leadership and Program Management, Angele Sancho Passe, 2022, Readleaf Press, ISBN-13 978-1605547657. update Hybrid modality language **– *Duerksen/ Oberg MSCU***

3.06 ***Approved*** **CD 19 Children's Nutrition, Health, and Safety** - Update text to Health, Safety, and Nutrition for the Young Child; Lynn R. Marotz, 2020, Cengage, ISBN: 9780357040775 Hybrid modality language **–** ***Duerksen/ Oberg MSCU***

3.07 ***Tabled*** **CD 25 Teaching in a Diverse Society** - Update text toDon't Look Away; Embracing Anti-Bias Classrooms, Iheoma U. Iruka, Stephanie M. Curenton, Tonia R. Durden, Kerry-Ann Escayg, 2020, Gryphon House Inc, ISBN 9780876598436; Hybrid modality language – moved to table – ***Mesloh/ Oberg MSCU***
KC Mesloh asked if the new text was replacing one of the previous texts, or if it was being added in addition to. The matter was tabled so clarification could be sought.

3.08 ***Approved*** **CD 26 Administration II** - Update text to Freeman and Decker; Planning and Administering Early Childhood Programs, 11th Edition, 2021, Pearson Education, ISBN 13: ISBN-13: 9780134029177; Hybrid modality language – ***Duerksen/ Oberg MSCU***

3.09 ***Approved*** **CD 50 ECE Child Health and Safety** - approve inactivation – ***Robb/ Avilla MSCU***
It was noted this course would be removed from the degree and certificate.

3.10 ***Approved*** **ENGL 2 Introduction to Literary Types** - New Course Title (aligns with C-ID) English 2 Introduction to Literature Updated Methods of Evaluation & Delivery to align with current standards. Modified SLO 1 and SLO 2 Textbook does not have a new edition but still lowest cost for the course content. – ***Oberg/ Robb MSCU***
Fran Oberg noted some corrections including correcting the title on the SLO mapping, the second SLO needing to match the outline and the title on the COR footer.

3.11 ***Approved*** **ENGL 3 British Literature I** - > Updated Course Title: Survey of British Literature 1 (aligns with CID) > Updated Course Description: Aligns with CID > Updated methods of evaluation and delivery to align with current Curriculum and Academic Standards Handbook > Updated Textbooks to Free ASCCC curated OER & a lower cost updated reading/writing strategy supplemental. >&gtRobinson, Bonnie J. and

Laura Getty, British Literature I: Middle Ages to the Eighteenth Century and Neoclassicism, 2018, ISBN: 978-1-940771-28-1 >&gtGardner, Janet and Joanne Diaz, Reading and Writing about Literature with 2021 MLA Update, 5th Edition, Macmillan Learning, 2021; ISBN 9781319462550 – ***Mesloh/ Robb MSCU***
The new title should be on the mapping and footer.

3.12 ***Approved*** **ENGL 5 Survey of World Literature 2** - Update Course Title: ENGL-5 Survey of World Literature 2 Changed to no roman numerals, aligned with CID Added Outside Class Hours & Total Student Learning Hours Updated SLOs: Removed SLO 3 and updated SLO 1 and 2 (see attached mapping) Updated Methods of Evaluation & Delivery (Standard Language) Updated Course Textbook to ZTC Turlington, Anita; Horton, Matthew; Dodson, Karen; Getty, Laura; Kwon, Kyounghye; and Ng, Laura, "Compact Anthology of World Literature II: Volumes 4, 5, and 6" (2018). English Open Textbooks. 18. Students Download free textbook from: https://oer.galileo.usg.edu/english-textbooks/18 No changes to Supplemental Textbooks **– *Robb/ Duerksen MSCU***
The new title should be on the mapping and footer.

3.13 ***Approved*** **FS 80 Firefighter Survival** - Update Description, content, assignments, text to IAFF, current edition. Fire Ground Survival student manual (online) https://www.iaff.org/fire-ground-survival/ **- *Mesloh/ Robb MSCU***
There was discussion on how the prerequisite would be enforced. It was decided the course would require instructor approval prior to students enrolling. Dan Weaver said students emailed him their completed work. A line would be added in description noting instructor approval was required for the course.

3.14 ***Approved*** **HUS 43 Social Work and Human Services Seminar -** Update hybrid modality language – ***Duerksen/ Avilla MSCU***

3.15 ***Approved*** **ISLO Dashboard & ISLO / GESLO Mapping –** ***Robb/ Duerksen MSCU***

4. Discussion Items

4.01 New course: AJ -55 Tactical Rifle Instructor - First read
Tom Downing shared about the proposed course, intended for Spring 2024. The Law Enforcement only course will be 40 hours, with five 8 hours days. Its POST certified and is secondary to the firearms course. It will come back for a second read

4.02 New Course: AJ-65 Adult Corrections Officer Supplemental Core Course - First read
Tom Downing said this course is for state certified police officers to get earn certification to work in county jails. The course was requested by regional agencies, and is intended for Spring 2024. It is an 80 hours, that will be spread out over the span of two weeks. KC Mesloh asked about if the requirement of completing POST Basic Academy should be listed as a pre-requisites. It was noted to keep the requirement in the description, but also note in as a pre-req for transparency. The course will come back for approval with the changes at the next meeting.

4.03 COR template - discuss changes including possible DEIA statement prompt, modality languages, others
Melinda Duerksen posed questions about updating the Course Outline of Record Template, including adding a diversity statement, removing "web-enchanted" as a listed modality, including the standard language for the methods of evaluation and delivery modality language, and removing the disciplines from the COR.

It was discussed if the diversity statement should be a campus wide standard, or if departments could choose.

Web-enhanced should be removed from the modality section since it is not an actual modality. And the set language should be included.

Regarding the disciplines, it was noted some courses may have difficulty getting approved for areas because of disciplines on the COR. It was posed where the disciplines would be housed for record keeping, and proposed the instructional services technician would keep a living document of courses and their associated disciplines, adding and removing courses as they are approved and inactivated. Makenzie noted a question asking for disciplines should be added on to the new course packet so that she knows what discipline to assign.

The COR Template will be cleaned up, with discussed items added and or removed, and in an accessible format and brought back for discussion at the next meeting.

5. Information Items

5.01 Distance Education Committee Update

At the meeting the previous night, the DE committee discussed the updated DE Handbook, complete with working links and the new POCR section. The committee approved the handbook, but additional updates for regular and substantive interaction

5.02 Instructional Program Reviews Due

5.03 Proposed changes to Associate Degree GE pathway

Alison shared she and Chad have met with most of the affected departments, and all were in favor of removing Area E and replacing it with an ethnic studies requirement in the terminal GE. Tom Downing wondered if we should get all full time faculty to sign off on the change.

5.04 Future Meeting dates

Nov. 7

6. Future Agenda Items

7. Adjournment *4:03 p.m.* ***Duerksen/ Mesloh MSCU***

Minutes Generated by Makenzie Freedman

Tuesday, October 24, 2023
Academic Senate Meeting - Tuesday, October 24, 2023 - 3:00pm

Hi there,
Adam Runyan is inviting you to a scheduled Academic Senate meeting in person Rm. HU206 and/or via Zoom.
Additional Public Location: Moorpark City Library - 699 Moorpark Ave. Moorpark, CA 93021
Topic: Academic Senate
Time: This is a recurring meeting
Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/94056618152
Or iPhone one-tap (US Toll): +16699006833,94056618152# or +12532158782,94056618152#
Or Telephone:
Dial:
+1 669 900 6833 (US Toll)
+1 253 215 8782 (US Toll)
+1 346 248 7799 (US Toll)
+1 312 626 6799 (US Toll)
+1 646 876 9923 (US Toll)
+1 301 715 8592 (US Toll)
Meeting ID: 940 5661 8152
International numbers available: https://cccconfer.zoom.us/u/aenfrc5qDT
Or Skype for Business (Lync):
SIP:94056618152@lync.zoom.us

1. Meeting Opening

Subject	**1.01 Call to Order and Roll Call**
Meeting	Oct 24, 2023 - Academic Senate Meeting - Tuesday, October 24, 2023 - 3:00pm
Category	1. Meeting Opening
Type	Procedural

Adam Runyan - President
Tom Downing – Vice President
Celeste Wiser – Secretary
Melinda Duerksen

Jennifer Lawler
Laura Rotlisberger

Subject	**1.02 Approval of Agenda**
Meeting	Oct 24, 2023 - Academic Senate Meeting - Tuesday, October 24, 2023 - 3:00pm
Category	1. Meeting Opening
Type	Procedural, Action
Recommended Action	Approve Agenda

Subject	**1.03 Approval of Minutes**
Meeting	Oct 24, 2023 - Academic Senate Meeting - Tuesday, October 24, 2023 - 3:00pm
Category	1. Meeting Opening
Type	Minutes

2. Public Comment

3. Action

Subject	**3.01 ISLO Dashboard & ISLO/GESLO Mapping updates**
Meeting	Oct 24, 2023 - Academic Senate Meeting - Tuesday, October 24, 2023 - 3:00pm
Category	3. Action
Type	Action
Recommended Action	Approve Dashboard and Mapping updates

1. ISLO GESLO and PSLO Master Mapping.xlsx
    a. You'll see here the full mapping of all ISLOs, including the previous GESLOs on the first worksheet of this workbook.
    b. If a course outcome were mapped to GESLO 3 or GESLO 4, it was automatically mapped to ISLO 5.
2. ISLO Dashboard (All 5 ISLOs)
    a. This dashboard reflects ISLO 5, which is mapped if the course maps were aligned to GESLO 3 and 4.
3. New SLO Mapping Form
    a. Attached in Word
    b. New Instructions on top

c. Reflects removal of GESLOs
d. Is Accessible
e. Will get a fillable PDF if no changes are made to mapping form) so it can be distributed to faculty for this year's curriculum updates / new courses or courses with new SLOs.

File Attachments
SLO to ISLO Mapping Form.docx (47 KB)

Subject	**3.02 2023-2024 Curriculum Action Log**
Meeting	Oct 24, 2023 - Academic Senate Meeting - Tuesday, October 24, 2023 - 3:00pm
Category	3. Action
Type	Action
Recommended Action	Approve Action Log

All actions taken at Curriculum/Academic Standards meetings are compiled into the Action Log, and it goes to the board monthly for approval.

File Attachments
2023-2024 Action Log - Oct 2023.pdf (798 KB)
Oct. 2023 Action Log items.docx (30 KB)

Subject	**3.03 AP 4021.1**
Meeting	Oct 24, 2023 - Academic Senate Meeting - Tuesday, October 24, 2023 - 3:00pm
Category	3. Action
Type	Action
Recommended Action	Approve Updated AP 4021.1

AP 4021.1 - Revitalization/Discontinuation Work Group - Activity Reporting Form

The last page of the form is the signature page and should no longer have the title of "Request for Discontinuation/Deactivation"
The form simply needs to have record of individuals that served on the Work Group
Request to remove "Request for Discontinuation/Deactivation" from signature page

File Attachments
AP 4021.1.docx (23 KB)

Subject	**3.04 Request for Business IPR Extension**
Meeting	Oct 24, 2023 - Academic Senate Meeting - Tuesday, October 24, 2023 - 3:00pm
Category	3. Action
Type	Action
Recommended Action	Approve Business IPR Extension

Per our IPR handbook, I (Dean of Instruction) am formally requesting in writing for an extension of the Business IPR. The program area does not currently have a full time faculty member. We are working to fill that position for the spring semester.

Michell Williams

4. Discussion

Subject	**4.01 Scholarship and Financial Aid Appeals/ Student Grievances and Academic Renewal Appeals Charge**
Meeting	Oct 24, 2023 - Academic Senate Meeting - Tuesday, October 24, 2023 - 3:00pm
Category	4. Discussion
Type	Discussion

Our Scholarship and Financial Aid Appeals/Student Grievances and Academic Renewal Appeals Charge needs to match our AP's regarding these policies. Update charge to align more with AP's.
AP 4236 Academic Grievances Procedures: AP 4236
AP 5530 Student Rights and Grievances: AP 5530

File Attachments
Scholarship and Financial Aid Appeals Charge.docx (23 KB)

5. Information

Subject	**5.01 Spring Finals Schedule**

Meeting	Oct 24, 2023 - Academic Senate Meeting - Tuesday, October 24, 2023 - 3:00pm
Category	5. Information
Type	Information

File Attachments
2024 Spring Finals Schedule_final draft_10-20-23.docx (737 KB)

Subject	**5.02 ASCCC Fall 2023 Plenary Resolution**
Meeting	Oct 24, 2023 - Academic Senate Meeting - Tuesday, October 24, 2023 - 3:00pm
Category	5. Information
Type	

Resolutions for discussion at the upcoming Area Meetings are now available on the 2023 Fall Plenary event page under the Resolutions tab. We hope that you will share the resolutions with your colleagues and come prepared to discuss them at the Area Meetings on Friday, October 27. These meetings are virtual and free to attend, please share this message and encourage faculty participation.

Subject	**5.03 Area A Meeting**
Meeting	Oct 24, 2023 - Academic Senate Meeting - Tuesday, October 24, 2023 - 3:00pm
Category	5. Information
Type	Information

You can **NOW** register for the Zoom Events Area Meeting on the ASCCC Area A website. Friday, October 27th. Agenda is available on this event page.

You will notice that ASCCC is using a new format as all the area meetings are virtual and happening on the same day. From 9:00 to 11:00am, all area meetings will join the zoom for the "General Session" for the President's Report, Foundation Report, Resolutions Process Overview, and Disciplines List Information. After that, each Area will meet in their identified Area Zoom Session that is in the same Zoom Event as the General Session. During this Area A time, we will focus on reviewing the Resolutions Packet for Area Meetings and also consider and approve any Resolutions carried by Area A members to the Area meeting. ASCCC President Cheryl Aschenbach and Vice President Manuel Velez will also stop in for Q&A in our Zoom during this time.

Subject **5.04 AP/BP for Artificial Intelligence**

Meeting Oct 24, 2023 - Academic Senate Meeting - Tuesday, October 24, 2023 - 3:00pm

Category 5. Information

Type Information

The ASCCC is working on this issue. There will be breakout sessions on AI at the Fall Plenary and will be sharing ideas for APs and BPs. ASCCC is working to plan some AI conversations in addition to the Chancellor's Office coordinated webinar series, but their is no schedule yet.

6. Reports

Subject **6.01 Administration**

Meeting Oct 24, 2023 - Academic Senate Meeting - Tuesday, October 24, 2023 - 3:00pm

Category 6. Reports

Type Information

Administration will provide information on items of relevance to the Academic Senate as faculty representatives on academic and professional matters. Reports may be limited to 5 minutes.

Subject **6.02 Senators**

Meeting Oct 24, 2023 - Academic Senate Meeting - Tuesday, October 24, 2023 - 3:00pm

Category 6. Reports

Type Information

Each senator has an opportunity to report on items of interest to Academic Senate and guests present

Subject **6.03 LCFA**

Meeting Oct 24, 2023 - Academic Senate Meeting - Tuesday, October 24, 2023 - 3:00pm

Category 6. Reports

Type Information

LCFA has an opportunity to update Academic Senate on upcoming meetings, trainings, negotiations, and other matters of faculty interest. Reports may be limited to 5 minutes.

Subject	**6.04 Guided Pathways**
Meeting	Oct 24, 2023 - Academic Senate Meeting - Tuesday, October 24, 2023 - 3:00pm
Category	6. Reports
Type	

7. Closed Session

Subject	**7.01 Consideration of Faculty Minimum Qualifications and Equivalency**
Meeting	Oct 24, 2023 - Academic Senate Meeting - Tuesday, October 24, 2023 - 3:00pm
Category	7. Closed Session
Type	Action
Recommended Action	Review equivalency and approve or deny

8. Future Meeting Dates

Subject	**8.01 Meeting Dates and Location - HU 206 and via Zoom**
Meeting	Oct 24, 2023 - Academic Senate Meeting - Tuesday, October 24, 2023 - 3:00pm
Category	8. Future Meeting Dates
Type	Information

November 14
November 28
December 12

9. Meeting Closing

Subject	**9.01 Adjournment**
Meeting	Oct 24, 2023 - Academic Senate Meeting - Tuesday, October 24, 2023 - 3:00pm
Category	9. Meeting Closing
Type	Action

1.01 Call to Order and Roll Call-
Present: Adam Runyan, Melinda Duerksen, Laura Rotlisberger, Jennifer Lawler, Tom Downing
Absent: Celeste Wiser

1.02 Approval of Agenda
MSCU Rotlisberger /Runyan

1.03 Approval of Minutes
MS Rotlisberger /Duerksen
Ayes: Runyan, Duerksen, Rotlisberger
Abstain- Lawler

2. Public Comment-
None

3.01 ISLO Dashboard & ISLO/GESLO Mapping updates
Runyan discussed the new dashboards. No further discussion
MSCU Lawler/Duerksen

3.02 2023-2024 Curriculum Action Log
Action log was presented. No discussion. Motion to approve.
MSCU Downing/ Rotlisberger

3.03 AP 4021.1
Revitalization workgroup reporting form.
AP 4021.1 is the form after the committee meets and documents everything. Runyan shared the document and discussed who needs to sign it. Concern was the form says specifically Discontinuation. Not for revitalization. Discussion took place on what the form should say.
MSCU – To change to just Signature Page. Remove deactivation language Downing/Lawler

3.04 Request for Business IPR Extension
M. Williams has requested an extension for the Bus IPR due to not having a full-time faculty member.
Motion to approve extension
MSCU- Downing/Lawler

4.01 Scholarship and Financial Aid Appeals/ Student Grievances and Academic Renewal Appeals Charge
Runyan shared an email concerning the committee. The committee only meets as needed and hasn't met in a while. R. Haynes looked it over and noticed the charge only mentions AP and the administrator is not the one that is listed as should be on there.

The committee wants to convene to look at the charge and is looking for Senate Feedback.
Downing suggested that both administrators should be on, CSSO, and VP of Instruction or CIO. Senators agreed and is recommending that they appoint the correct administrators and go over the charge and look at the AP's and update them.

5.01 Spring Finals Schedule
Due to Graduation being on Thursday for 2025, the finals scheduled for Spring 2024 has been changed to pilot the changes.
A discussion took place about the Friday finals.
Thursday evening finals moved to Tuesdays, Thursday finals to end by 2pm.
Other changes to accommodate student needs.

5.02 ASCCC Fall 2023 Plenary Resolution
Runyan brought forth where to find the resolutions and encouraged senators to look at them and join the Area A meeting

5.03 Area A Meeting
Area A meeting will be Oct 27th, you can hop in and off as needed. Free registration.

5.04 AP/BP for Artificial Intelligence
ASCCC is still looking into this and nothing has been done yet. Runyan mentioned that the Area A meeting would be great venue to bring up AI and if any other schools have created an AP.
Downing just wants this to be on the radar so that Senate can support instructors with their use or non-use of it in their classrooms.

6.01 Administration
None- no admin present

6.02 Senators
Senator Wiser had a healthy baby boy! Congratulations to the Wiser family!

6.03 LCFA
High flex pilot project MOU signed, and a special assignment was flown for instructors. This is a two-semester pilot project.
Still waiting to hear about ZTC/OER.
The online professional development micro-credential course rate was increased to the adjunct hourly rate but not to exceed $4,500 per course with a max number of two courses per year.

6.04 Guided Pathways
Work groups are starting.
Planning for Convocation to give update

Motion to move into Closed Session
MSCU- Duerksen/ Rotlisberger

Entered close session @ 3:32pm

7.01 Consideration of Faculty Minimum Qualifications and Equivalency
Discussion took place regarding candidate's equivalency for the Transportation Instructor.
Vote took place. Equivalency approved.
Return to Open Session:
MSCU Rotlisberger /Downing
Return to open session @3:37

8.01 Meeting Dates and Location - HU 206 and via Zoom
Remaining meeting Dates for the Fall 2023 Semester are November 14, November 28, and December 12

9.01 Adjournment
MSCU Downing/ Rotlisberger
Adjourn @ 3:39

Lassen Community College

Student Learning Outcome Map Form

Date Reviewed:_____ Faculty Name(s): _____

Course Subject & Number:_____ Course Title:_____

Please select the educational goal based on the Lassen College Mission: ☐Transfer ☐Economic/Workforce Development ☐Basic Skills

Instructions

Review the ISLO statements, then complete the table for each course student learning outcome listed.

1. List Course SLOs in the table below in the same order and number as listed on the Course Outline of Record.
2. Paste in the SLO Statement from the course outline of record.
3. Check a box for each Institutional Student Learning Outcome(s) to each Course Student Learning Outcome will support.
4. Specifically describe the assessment method(s) used to measure each outcome, such as a written assignment, observation, skills assessment, or other method.
5. Indicate the target achievement target that will determine successful completion of the outcome.

Institutional Student Learning Outcomes

1. **ISLO 1 Communication** Ability to listen and read with comprehension and the ability to write and speak effectively.
2. **ISLO 2 Critical Thinking** Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome.
3. **ISLO 3 Life-Long Learning** Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems.
4. **ISLO 4 Personal/Interpersonal Responsibility** Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures.
5. **ISLO 5 Cultural Awareness** Ability to embrace awareness of the ways people respond to themselves and the world around them to understand social dynamics past and present including the interrelationship between the creative arts, the humanities and self; where individual and group differences are valued and contribute to our growth and understanding as an educational community.

Learning Outcome Mapping

Course SLO #	Course Student Learning Outcome Statement	ISLO Alignment (Check One or More)	Assessment Method(s)	Target Achievement
1		☐ #1 ☐ #2 ☐ #3 ☐ #4 ☐ #5		____% of students will achieve ____% or higher
2		☐ #1 ☐ #2 ☐ #3 ☐ #4 ☐ #5		____% of students will achieve ____% or higher

Lassen Community College

Student Learning Outcome Map Form

Course SLO #	Course Student Learning Outcome Statement	ISLO Alignment (Check One or More)	Assessment Method(s)	Target Achievement
3		☐ #1 ☐ #2 ☐ #3 ☐ #4 ☐ #5		____% of students will achieve ____% or higher
4		☐ #1 ☐ #2 ☐ #3 ☐ #4 ☐ #5		____% of students will achieve ____% or higher
5		☐ #1 ☐ #2 ☐ #3 ☐ #4 ☐ #5		____% of students will achieve ____% or higher
6		☐ #1 ☐ #2 ☐ #3 ☐ #4 ☐ #5		____% of students will achieve ____% or higher
7		☐ #1 ☐ #2 ☐ #3 ☐ #4 ☐ #5		____% of students will achieve ____% or higher
8		☐ #1 ☐ #2 ☐ #3 ☐ #4 ☐ #5		____% of students will achieve ____% or higher
9		☐ #1 ☐ #2 ☐ #3 ☐ #4 ☐ #5		____% of students will achieve ____% or higher
10		☐ #1 ☐ #2 ☐ #3 ☐ #4 ☐ #5		____% of students will achieve ____% or higher

NOTE: Courses with more than 10 SLOs will need to have a second form.

Consultation Council 3:00 pm via Zoom (Monday, July 10, 2023)
Generated by Michell Williams on Monday, July 10, 2023
Michell Williams, Toni Poulsen, Codi Mortell, Tiffany Montgomery, Emily Purificacao, Julie Johnston, Carie Camacho, Debbie Mealey, Chad Lewis, Colleen Baker, Carol Growdon, Dana Armeson, Annika Peacock, Kim Clain, Pat Shannon.

1. Meeting Opening
Action: 1.02 Approval of Agenda
Approved by consensus
Minutes, Action: 1.03 Approval of Minutes 6/12/2023
Approved by Consensus
2. Governance
Information, Action: 2.01 Strategic Plan
No changes suggested. Approved by consensus.
Michell- Next year we will place this approval in the May CC meeting to allow more participants in consultation to review the plan.
Information, Action: 2.02 Resource Development Foundation NIPR- Colleen Baker
Colleen- We have been lacking the director position since approximately December and prior to vacating the position the previous person was unable to complete the NIPR. There have been numerous changes to the foundation including a different company managing the campground. The NIPR discusses the audit and the changes as a result of those findings. The AUOs were also difficult to collect data on. We are looking to the new director to review the AUOs and make changes as necessary once she has the opportunity to learn the position. This was the last NIPR for 2022 that was needed for approval. We found that many of the AUOs that were established in previous NIPRs had changes that were needed to make the data more collectable.
Approved by consensus.
3. Consultation
4. Guided Pathways
Information, Discussion, Consultation: 4.01 Guided Pathways update-Brady Reed
No update this month.
5. Accreditation
Information, Discussion, Consultation: 5.01 Accreditation Update- Tri-Chairs
Chad- the accreditation chairs are continuing to work on writing the midterm report which is on pace for completion by the timelines. Around August/September it will start going out to campus for approval.
6. Other-Information/Communication
Information: 6.01 Superintendent/President Update -- Carie Camacho
Carie- FTES are up a little over 30 which is excellent news. We are on a great track for growth. We are looking at whether that includes our WUE students or not which means that number could continue to grow with our WUE students. It is very affordable for out of state students to attend LCC with the WUE. The gym floor is finished and it looks fabulous. We are busy planning for fall semester. There is already a big wait list for our dorms, so if anyone has any contacts for rentals our students will need help with housing. The new dorm funding that we originally applied for was cut in the new budget but Newsom has put out a new plan. There are not specifics out yet but it sounds like the state may cover any bonds that are passed and it will not cost our county. We are seriously looking into this. We are reaching out to the community

and looking into FEMA to see if there are any housing options such as purchasing FEMA trailers and putting in the infrastructure to hold them. Our dorm waitlist is back to what we were pre-covid and we have more new programs coming such as RN so we need to continue looking at all options to expand on campus housing. We are exploring all options.
Information: 6.02 Good of the Order- Additional Information updates
Colleen- non-instructional programs will have appointments with Colleen to discuss AUOs and collecting data. Look for emails from Colleen.
Information: 6.03 Planning and Resource Allocation Calendar
Michell- We are reviewing the planning calendar to include any revisions brought during the year as well as any suggestions from the planning committee reviews. We are looking to approve all of our outstanding master plans in the master planning committees and then they will come to consultation in the next meeting July 24, 2023. The hope is to get the CIMP completed and look to have that to Consultation for approval in August and to then to the Board. We will hopefully have the fact book available to present in July as well.
We will have another meeting on July 24, 2023.
7. Meeting Closing
Information: 7.01 Future Meetings
Adjourn 3:25

Agenda Item Details

Meeting

Aug 08, 2023 - Regular Meeting of the Board of Trustees - 5:30 p.m.

Category

Administration

Subject

Approval of Revisions to Strategic Plan (Mission, Vision, Strategic Goals, ISLO's and College Values)

Type

Action

Recommended Action

Recommended the Board of Trustees approve the revised Strategic Plan to include the changes of adding "Community" and the new ISLO #5 Cultural Awareness, as presented.

Background

The Strategic Plan was presented to the Board in November 2020 for a review of proposed changes and approved at the December 2020 Organizational Meeting. Consultation Council approved the Strategic Plan September 13, 2021, and Academic Senate approved the same document without changes on September 22, 2021, with the Board of Trustees approving at their October 12, 2021 Regular Meeting. Consultation Council approved the Strategic Plan July 25, 2022 without changes and was presented to the Board of Trustees at their July 26, 2022 Strategic Planning Workshop for review and no changes were suggested. It was approved by the Board at their August 2023 regular meeting.

Status and Analysis

In Fall 2020, there was a concerted effort to map all Course Student Learning Outcomes (SLOs) to General Education Student Learning Outcomes (GESLOs) and then to Institutional Student Learning Outcomes (ISLOs). Over the next two years, all of the course SLOs were mapped to GESLOs and ISLOs.

Recently, through consultation with our contracted Researcher, it was advised to streamline the process and directly map Course SLOs to ISLOs and eliminate the GESLO step. However, faculty soon realized that some Course SLOs did not directly map to ISLOs. It was determined to create a new ISLO that would fill the gap of the here to for missing GESLOs # 3 and 4 (#3. Apply knowledge of the ways people act and have acted in response to their societies to express an appreciation for how diverse societies and social subgroups operate to understand social dynamics within historical and contemporary communities. #4. Understand ways in which people throughout the ages and in Western and non-Western cultures have responded to themselves and the world around them in artistic and cultural creation; apply this knowledge to make value judgments on cultural activities and artistic expressions and demonstrate an understanding of the interrelationship between the creative arts, the humanities and self.)

i. Discussed at Curriculum Committee and Academic Senate - May 2023.
ii. Discussed at the Cabinet retreat in June 2023.
iii. Approved by Consultation Council on July 10, 2023.

A new ISLO was created. Now faculty can easily align Course SLOs directly to ISLOs. ISLO #5 is as follows: ***5. Cultural Awareness-****Ability to embrace awareness of the ways people respond to themselves and the world around them to understand social dynamics past and present including the interrelationship between the creative arts, the humanities and self; where individual and group differences are valued and contribute to our growth and understanding as an educational community. Once this ISLO is added to the LCC Strategic Plan, faculty members can update their Course SLOs to the new ISLOs.*

For Board Discussion

How does this action achieve the College s Mission, Vision and Values and support Student Learning?

2024-2029 Lassen Community College District Strategic Plan_Draft(1).pdf (352 KB)

Regular Meeting of the Board of Trustees - 5:30 p.m. (Tuesday, August 8, 2023)
Generated by Julie Johnston on Tuesday, August 8, 2023

Members present
Kim Dieter, Louis Hamilton, Buck Parks, Sophia Wages, Sandra Jonas, David Trussell, Robin Hanson

Members absent
Student Trustee Jasmine Gisselberg

Meeting called to order at 5:30 PM

1. Meeting Opening

Procedural: 1.01 Call to Order and Roll Call

Action, Procedural: 1.02 Agenda Approval

Motion by David Trussell, second by Sophia Wages
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages
Noes: None
Absent: Student Trustee Jasmine Gisselberg

Procedural: 1.03 Pledge of Allegiance to the Flag

The Pledge of Allegiance to the Flag was led by Trustee Sandra Jonas.

2. Public Comments

Information, Procedural: 2.01 Call for Requests from the Audience to Speak to any Item on the Agenda

None

Information, Procedural: 2.02 Public Comments on Items Not on the Agenda

None

3. Consent Agenda-Any items removed will be considered after the motion to approve the Consent Agenda

Information: 3.01 Public Comments on Consent Agenda Items

None

Action (Consent), Minutes: 3.02 Approval of Minutes of July 11, 2023 Regular Meeting

Action (Consent), Minutes: 3.03 Approval of Minutes of July 25, 2023 Workshop Meeting

Action (Consent): 3.04 Approval of Personnel Consent Agenda

Action (Consent): 3.05 Approval of Warrants and Financial Reports ending July 31, 2023

Action (Consent): 3.06 Ratification of Contracts

Action (Consent): 3.07 Approve Consent Agenda

Motion by Sophia Wages, second by Sandra Jonas
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages
Noes: None
Abstain: Louis Hamilton abstained from Item 3.03 Approval of Minutes of July 25, 2023 Workshop Meeting
Absent: Student Trustee Jasmine Gisselberg

4. Discussion/Action on item(s) removed from Consent Agenda

None

5. Information-Reports

Information, Report: 5.01 Academic Senate President's Report - Adam Runyan

Adam Runyan provided the following report, as read by Julie Johnston:
"Good Evening, The Academic Senate and Faculty are refreshed and ready to embark on another great year. We have an amazing team of senators and will be meeting in a Hybrid format (in person and online). Be on the lookout for our agendas coming soon. This year, we will be focusing on topics such as: instructional program review, general education requirements for degrees, common course numbering initiatives, academic freedom, possible baccalaureate programs, artificial intelligence in the classroom, Zero Text Book and Open Educational Resources initiatives and as always accreditation. The ASCCC Vice President, Manuel Velez and an At-Large Representative, Christopher Howerton, visited our campus last week for our Equity Summit and presented on Curriculum through an Equity Lens. It was great to have ASCCC Exec Members come to our college in-person and meet our employees, students and see our campus. We have something to be proud of here in the North State. Thank you for your service to our institution."

Information, Report: 5.02 Associated Student's Report - ASB President Amanda Reeves

Miss Reeves was absent.

Information, Report: 5.03 Interim Superintendent/President's Report - Carie Camacho

Interim Superintendent/President Carie Camacho reported that the good news as of today is that we are up 155 FTES from last year. This is really good news and we are at 555 right now. We still have a few more students signed up for the WUE and have applied, and some applied and enrolled but not signed up for the WUE. We will know more next week where we are. We are hoping we will get to 600 and we hope we can get to that next spring. Then we would be up to 1,400 FTES. We are being funded at this number. The hold harmless after next year goes away. We are getting part of the funding on our FTES, so if we can get our FTES up to that, we will be okay. Mrs. Camacho reported that the college has contracted with Ed Knutsen and he is working on next year's budget already. If we do not get our FTES up, the money that will come into the school will be quite a bit lower. Ed will also work with Dan and David as far as a facilities plan so we can start budgeting for all the infrastructure on campus that needs work. Nothing has been updated since the 1970's. We are continuing to work with Cal Trans on the land they are taking by eminent domain for a sidewalk. We do not want them to hit our infrastructure. Our water line crosses from our rickety wooden tank up through the highway and we want to make sure it is left untouched. Additionally we want to make sure they are not paving during finals week. Mrs. Camacho advised that they have put these items into the agreement with them.

Mrs. Camacho stated that if the Board has seen anything from our new Chancellor from Vision 2030, which started with Newsom's mandate, it is very ambitious. They have added a lot of pathway talks. We already do pathways with the high school so she is not sure how many more we can add. We are working on ways to reach our Westwood and Herlong students. The interesting thing the Chancellor added was AI stuff and also information on the environment which is an additional thing from the Vision for Success from the Governor.

Mrs. Camacho reported that we have an incredible back to school event this Friday. We have a free concert this Friday which we have been advertising. It is a family fun event. We have been on Live at 5 a lot. We are going to add athletics and

ASB and she will be going on more so we can get things out to the community. We have onboarding for our students during the day this Friday, and then a free dinner for our students and then a band. It will be like the Concert on the Green that we used to have. We want to look at doing those again next summer. Everyone can bring chairs. There will be food trucks for people to purchase food Friday. It is a free event and the band starts at 5 p.m. Students can start getting their dinner at 4:30 p.m. The name of the band is Boot Juice and they play a variety of music including blue grass, country and rock. Again this is a family friendly event. We are asking people to not bring their ice chests. There will be lawn games on the grass area. Sunday is the infamous pool party. A lot of activities. Counseling has said they can say our enrollment has grown. The WUE has gone off without a hitch and seems to be going well. Our online bookstore had only one hiccup and we are ironing it out. Our calendar committee realized from last year we will have to tweak the calendar a bit. We need to match our spring break to the rest of the area schools so this will be brought to you in the future.

Mrs. Camacho advised that regarding housing, we have put in our application for the third phase. That does not mean we will be selected. The State keeps going back and forth on how they will fund it. Now they are stating we need to get a revenue generating bond where it attaches to the county. It does not have to go for a vote. We are trying to put in our application and think of creative ways to handle that. The State keeps changing it. The Legislative Office has done an analysis. The Governor said we would be $22 billion in the hole. However, the Legislative office is saying as much as $35 billion in the hole. This means we will be hit hard with the recalc in January. Mrs. Camacho advised that we may have to take out a TRAN. We hope not, as we have a healthy reserve. Taxes are not due for most people until October. We can only estimate what we will get. It is an election year. When the Legislative Office thinks it is $35 billion in the hole, Mrs. Camacho stated she tends to believe them. The $4 billion plus they promised us is now $1 billion.

Trustee Louis Hamilton inquired as to whether the dorms were full? VP of Student Services Roxanna Haynes advised that she and Davis Murphy spoke this afternoon and they have about 25 students that have not shown. They scheduled students to arrive on certain days. In the days we scheduled for move in, we have had about 25 students that have not arrived yet. The think maybe 18 of those will eventually show up this week. Mrs. Haynes advised that most are athletes, two are not. Some are internationals on there. Their paperwork is done. Mrs. Haynes stated that the good news is if none of them show up we have a list of 20 waiting. We can get some students in as they are waiting for housing. We will only have 3 suites open if anything goes amiss. Trustee Hamilton asked if there has been any trouble in town with housing? Mrs. Haynes advised that is something the college always faces. She was on a walking tour with realtors this Spring and asked what can we do to give confidence to your property managers. There will be some work to be done for people to be comfortable renting to students.

Information, Report: 5.04 Board Comments

Trustee Sophia Wages stated she was reading something off the internet or news that while our FTEs are coming up, this feed came through the top X amount of counties people are vacating in California. Modoc County was number one with people leaving the county, number 3 was Lassen, and number 8 was Plumas. It did not say where they were going. Trustee Wages added that as long as we keep our FTES up it is great and she thought it was an interesting statistic.

Trustee Sandra Jonas stated she has nothing, but is enjoying seeing all the activities for the students which is good for them along with the onboarding. Great to make them feel at home and get to know our town. Trustee Jonas added that she is really proud of what has been done with the cafe. She can see that going and the dorms. VP of Student Services Roxanna Haynes advised that there were four different groups of community folks she saw that had come up to the cafe for lunch.

Trustee David Trussell stated he is kind of anxious to poke his head in the gym. Interim Superintendent/President Camacho stated he also needs to check out the wrestling room and weight room, too.

Trustee Robin Hanson stated she has been talking to people in the community about the dental hygienist program. People are excited about that.

Trustee Kim Dieter stated she has nothing but hopes everything goes well next week for the first week of classes.

Trustee Louis Hamilton stated welcome back everybody. Trustee Hamilton stated he will join Dave on a walk through of the gym. It will discussed it will occur Friday afternoon before the concert.

6. Administration Board Policy - Chapter 3 First Reading (No Action Required)

Information: 6.01 BP 3410 Nondiscrimination (First Reading-No action is required at this time)

President Buck Parks stated this is a first reading and no action is required on these. President Parks advised the Policy Committee met earlier and went through them. A lot of the updates are recommendations from the League and the Policy and Procedure Service.
6.01 through 6.03 is a first reading. Next month they will be brought back to the Board and we will have a second reading and approval.

Information: 6.02 BP 3420 Equal Employment Opportunity (First Reading - No action is required at this time)

Information: 6.03 BP 3540 Sexual and Other Assaults on Campus and In Campus Programs (First Reading - No action is required at this time)

7. Administration Board Policy - Chapter 7 First Reading (No Action Required)

Information: 7.01 BP 7000 Personnel Matters (No Action Required)

Information: 7.02 BP 7100 Commitment to Diversity (No Action Required)

Information: 7.03 BP 7100 Delegation of Authority (No Action Required)

Information: 7.04 BP 7120 Recruitment and Hiring (No Action Required)

Information: 7.05 BP 7130 Compensation (No Action Required)

Information: 7.06 BP 7135 Health and Welfare Benefits (Administrators, Managers & Confidential Employees) (No Action Required)

Information: 7.07 BP 7140 Collective Bargaining (No Action Required)

Information: 7.08 BP 7150 Evaluation (No Action Required)

Information: 7.09 BP 7160 Professional Development (No Action Required)

Information: 7.10 BP 7170 Exchange Program (recommend deletion) (No Action Required)

Information: 7.11 BP 7210 Academic Employees (No Action Required)

Information: 7.12 BP 7220 Professor Emeritus (No Action Required)

Information: 7.13 BP 7230 Classified Employees (No Action Required)

Information: 7.14 BP 7240 Confidential Employees (No Action Required)

Information: 7.15 BP 7250 Educational Administrators (No Action Required)

Information: 7.16 BP 7260 Classified Supervisors and Managers (No Action Required)

Information: 7.17 BP 7310 Nepotism (No Action Required)

Information: 7.18 BP 7330 Communicable Disease (No Action Required)

Information: 7.19 BP 7335 Health Examinations (No Action Required)

Information: 7.20 BP 7340 Leaves (No Action Required)

Information: 7.21 BP 7345 Catastrophic Leave Program (No Action Required)

Information: 7.22 BP 7350 Resignations (No Action Required)

Information: 7.23 BP 7360 - Discipline and Dismissal - Academic Employees (No Action Required)

Information: 7.24 BP 7365 Discipline and Dismissal - Classified Employees (No Action Required)

Information: 7.25 BP 7367 Discipline and Dismissal - Confidential Employees / Administrators (No Action Required)

Information: 7.26 BP 7368 Employee Rehiring Prohibition (No Action Required)

Information: 7.27 BP 7370 Political Activity (No Action Required)

Information: 7.28 BP 7380 Retiree Health Benefits - Academic Employees (No Action Required)

Information: 7.29 BP 7385 - Salary Deductions (No Action Required)

Information: 7.30 BP 7400 Travel (No Action Required)

Information: 7.31 BP 7510 Domestic Partners (No Action Required)

Information: 7.32 BP 7600 District Policy Department / Campus Security (No Action Required)

Information: 7.33 BP 7700 Whistleblower Protection (No Action Required)

Information: 7.34 BP 7800 Institutional Reassignment / Transfers (No Action Required)

President Buck Parks advised that a lot of these are updates from CCLC. We will look at them again next month and look for approval at that time.

8. Administration

Action: 8.01 Approval of Revisions to Strategic Plan (Mission, Vision, Strategic Goals, ISLO's and College Values)

Interim Superintendent/President Carie Camacho stated that tonight we are asking for the Board to approve the revised Strategic Plan which was reviewed during the Planning Retreat a couple of weeks ago. The proposed revisions have been vetted through all the groups on campus, including Cabinet, Curriculum, Senate and Consultation Council. The proposed revisions will add the word "Community" in the first sentence under "Vision" and ISLO #5 on Cultural Awareness.

Motion by Sophia Wages, second by David Trussell
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages
Noes: None
Absent: Student Trustee Jasmine Gisselberg

Action: 8.02 Acceptance of Non-Instructional Program Review (NIPR) for Resource Development/Competitive Grants (Foundation)

Interim Superintendent/President Carie Camacho stated that we are asking for acceptance on the NIPR for Resource Development. It was not done with the previous Director. Julie stepped in and did a lot of the work on that along with Colleen who worked with everyone doing NIPR's to help facilitate their completion.

Motion by Louis Hamilton, second by Sandra Jonas
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages
Noes: None
Absent: Student Trustee Jasmine Gisselberg

Action: 8.03 Approval of PPL Contract for VP of Administrative Services Search

Interim Superintendent/President Carie Camacho reported that we are now at a point where we need to go through a search firm. We have been through two searches and four declines. PPL is a well known search firm with a good track record. If we cannot get the position filled through them, we have a problem. They are very good guys to work with, and

know people throughout the state. Mrs. Camacho stated she is asking for the Board's approval to contract with them. It is a flat fee of $28,000 and up to $3,000 in travel. Filling the VP of Administrative Services position is vital.

Motion by Robin Hanson, second by Sophia Wages
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages
Noes: None
Absent: Student Trustee Jasmine Gisselberg

Action: 8.04 Authorize Sale of Surplus Items from Lassen Community College

Interim Superintendent/President Carie Camacho advised that they are looking for approval for the property in the surplus sale. This has been a ginormous undertaking from our maintenance people and there are not been a surplus sale on campus since Dr. Houston was here. The Cogen was used as a storage facility but it has been cleaned out. This will be the first round and then another round will happen a bit later. After we get everything cleaned out and scrapped, and then once a year we will do this. The auction site is Publicservice.com. They advertise it and we advertise it in three different spots ourselves. There are three viewing days and then we will accommodate people coming on campus to look at things. The Foundation items will be going as well. Trustee Sandra Jonas stated she wanted to thank Dan for all of his work. Mrs. Camacho also thanked Suzanne, Dan's wife, for all of her help as well.

Motion by Louis Hamilton, second by Kim Dieter
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages
Noes: None
Absent: Student Trustee Jasmine Gisselberg

Information: 8.05 2022-2023 Apportionment Attendance Report - CCFS 320 (Annual)

Interim Superintendent/President Carie Camacho stated that this is an information item. Interim VP of Administrative services David Corley added that this is almost the final version of the 320 Report. We will have one more recalc at the end of September which will capture any final attendance accounting. Our overall numbers should stay about the same.

Information: 8.06 Update On 2022-2023 COVID-19 Emergency Conditions Allowance

Interim Superintendent/President Carie Camacho reported that we are right on target. The Mid Year update was given to you earlier and asked if Colleen Baker wished to add anything. Interim VP of Academic Services Colleen Baker advised that the Chancellor's Office has not asked for a one year update, but she assumes that she will be receiving a request soon. Ms. Baker advised that we are meeting all our conditions, have become a CVC OEI teaching school. When we are a teaching college, if you are at Merced College and want to enroll for a specific class, if we are a teaching college, you hit the apply button and everything goes through seamlessly without a separate application. By the end of September it should be finished and that is the last step for us to meet the Emergency Conditions the Chancellor set. Mrs. Camacho advised that the list was originally daunting and Colleen did an enormous amount of work. David Corley, Davis Murphy and the faculty have stepped up. Most colleges who get on this have not seen a huge increase in enrollment, but it puts us on an even level with bigger colleges.

Information: 8.07 Accreditation Update

Interim Superintendent/President Carie Camacho advised that there is really no update. We are following our calendar to get the report done on time without a researcher.

9. Information Items

Information, Procedural: 9.01 Calendar of Events

President Buck Parks referred those present to the website and inquired on the status of the launch for the new website. David Corley advised he was trying to find out the status from the company for the launch of the new site but had yet to hear back.

10. Future Dates and Reports

Information: 10.01 Future Dates and Reports

11. Public Comment on Closed Session Agenda Items

Procedural: 11.01 Public Comment on Closed Session Agenda Items

None

12. Adjourn to Closed Session

Procedural: 12.01 Adjourn to Closed Session

It was moved by Trustee Sophia Wages, seconded by Trustee Kim Dieter and carried unanimously to go into CLOSED SESSION at 6:08 p.m.

13. Closed Session

Action, Discussion, Information: 13.01 Conference with Labor Negotiators (Three Matters)

1. *With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:*
CONFERENCE WITH LABOR NEGOTIATORS
Agency Designated Representative: Josh Morrison, Esq.
Employee Organization: LCFA
Action Taken by the Board: No Reportable Action

2*. With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:*
CONFERENCE WITH LABOR NEGOTIATORS
Agency Designated Representative: Josh Morrison, Esq.
Employee Organization: CSEA
Action Taken by the Board: No Reportable Action

3. *With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:*
CONFERENCE WITH LABOR NEGOTIATORS
Agency Designated Representative: Carie Camacho
Employee Organization: All Unrepresented Employee(s)
Action Taken by the Board: No Reportable Action

Action, Discussion, Information: 13.02 Conference with Legal Counsel - Anticipated Litigation (Three Matters)

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54956.9:
CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION (Three Matters)
Action Taken by the Board: No Reportable Action

Action, Discussion, Information: 13.03 Public Employee Discipline/Dismissal/Release (Five Matters)

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957(b):
PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
Five Matters
Action Taken by the Board: No Reportable Action

Discussion, Information: 13.04 Public Employee Appointment/Public Employment/Public Employee Performance Evaluation

With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957:
PUBLIC EMPLOYEE APPOINTMENT/PUBLIC EMPLOYMENT/PUBLIC EMPLOYEE PERFORMANCE EVALUATION
Interim Superintendent/President
Action Taken by the Board: No Reportable Action

14. Reconvene Meeting in Open Session

Procedural: 14.01 Reconvene Meeting in Open Session

It was moved by Trustee Kim Dieter, seconded by Trustee David Trussell and carried unanimously to go into OPEN SESSION at 6:32 p.m.

15. Adjournment

Action: 15.01 Adjournment of Meeting

Motion by Sophia Wages, second by Sandra Jonas
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages
Noes: None
Absent: None

The meeting adjourned at 6:33 p.m.

(/)

ACADEMICS

General Education Student Learning Outcomes

Lassen College Academic Senate and the Curriculum and Academic Standards Committee made the strategic decision to view General Education Learning Outcomes through the lens of our Institutional Learning Outcomes.

View Institutional Learning Outcomes (/academics/Pages/Institutional-Student-Learning-Outcomes.aspx)

Approval:

October 24, 2023 (http://go.boarddocs.com/ca/lccca/Board.nsf/goto?open&id=CWSS5E7089C0) by Academic Senate

October 17, 2023 (http://go.boarddocs.com/ca/lccca/Board.nsf/goto?open&id=CWKMJN5B7ED9)by Curriculum & Academic Standards Committee

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(/)

ACADEMICS

Institutional Student Learning Outcomes

Upon the completion of any course, educational activity or program, the student will demonstrate improvement in one or more of these areas:

ISLO 1: Communication

Ability to listen and read with comprehension and the ability to write and speak effectively.

ISLO 2: Critical Thinking

Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome.

ISLO 3: Lifelong Learning

Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems.

ISLO 4: Personal/Interpersonal Responsibility

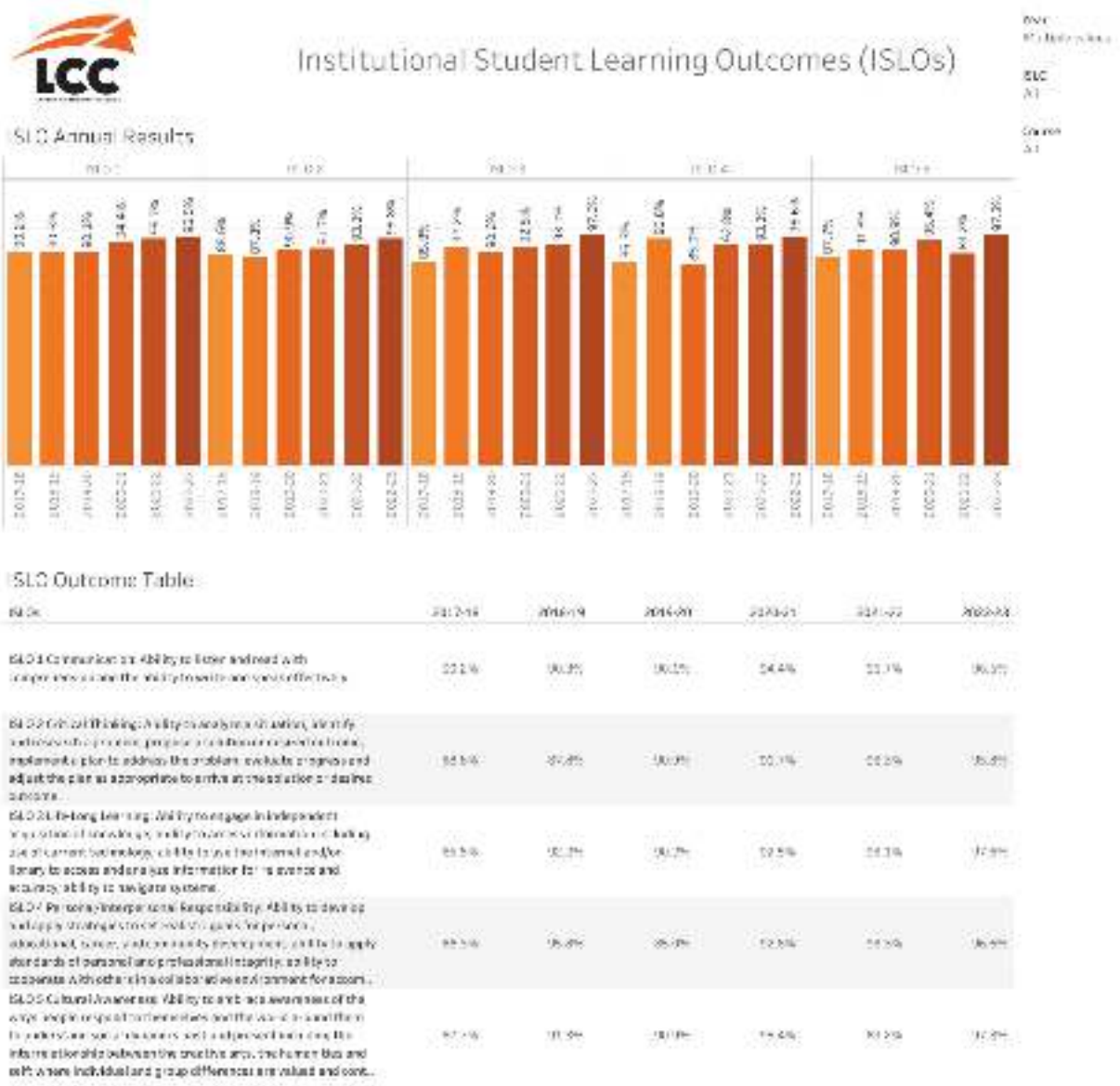
Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures.

ISLO 5 Cultural Awareness

Ability to embrace awareness of the ways people respond to themselves and the world around them to understand social dynamics past and present including the interrelationship between the creative arts, the humanities and self; where individual and group differences are valued and contribute to our growth and understanding as an educational community.

Strategic Goal Alignment (/academics/Documents/Student-Learning-Outcomes/ISLOs.pdf)

View how LCC Students are performing on our Institutional Learning Outcomes by clicking the interactive dashboard below!



(https://public.tableau.com/views/ISLOAssessmentResults/ISLODashboard?:language=en-US&:display_count=n&:origin=viz_share_link)

View All Dashboards

(https://public.tableau.com/app/profile/aeron.zentner7187)

Approval:

October 24, 2023 (http://go.boarddocs.com/ca/lccca/Board.nsf/goto?open&id=CWSS5E7089C0) by Academic Senate

October 17, 2023 (http://go.boarddocs.com/ca/lccca/Board.nsf/goto?open&id=CWKMJN5B7ED9)by Curriculum & Academic Standards Committee

Institutional Student Learning Outcomes (/academics/Pages/Institutional-Student-Learning-Outcomes.aspx)

General Education Student Learning Outcomes (/academics/Pages/General-Education-Student-Learning-Outcomes.aspx)

Student Learning Outcomes (/academics/Pages/Course-Student-Learning-Outcomes.aspx)

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Consultation Council 3:00 pm via Zoom (Monday, May 8, 2023)
Generated by Michell Williams on Monday, May 8, 2023
Carl Oberriter, Michell Williams, Dana Armeson, Bridget Gowin, Yuting Lin, Chad Lewis, Tom Robb, Adam Runyan, KC Mesloh, Michael Blaschak, Tom Downing, Brady Reed, Sandy Jonas, Melissa Hill, Julie Johnston, Melinda Duerksen, Lisa Gardiner, Jennifer Tupper, Tiffany Montgomery, Emily Purificacao, Tara Bias, Susan Rentfrow, Alison Somerville, Kristin Gilman, Alison Lonergan, Vickie Ramsey, Anna Pasqua, Heather DelCarlo, Pat Shannon, Annika Peacock.

1. Meeting Opening
Action: 1.02 Approval of Agenda
Approved by consensus

Minutes, Action: 1.03 Approval of Minutes 4/10/2023
Approved by consensus

Minutes, Action: 1.04 Approval of Minutes 4/24/2023
Approved by consensus

2. Governance
Information, Action: 2.01 Governance Survey
The Governance Survey was completed for the 2022-2023 year with all participants. The planning committee surveys and constituent group surveys will be collected by Michell and David is working to send out a survey monkey to all employees.

Information, Action: 2.02 Institutional Set Standards- Adam Runyan
Adam- We very much need a researcher to complete the Institutional Set Standards and discuss it. The IE Committee reviewed the standards. They should have been reviewed in February but there are some issues with that because data from the State is not available. We need to have these standards for accreditation purposes, state standards and reporting purposes for our scorecard. We need to review every year but we should consider whether February is the best time for that. The completion rates, fall to fall retention rates, transfer rates within CA not private schools, number of degrees and certificates awarded each year, licensure pass rates, and job placement rates. The committee thought the data looked good and we are meeting our goals and in some cases our stretch goals. The committee was not comfortable changes our goals until we can have a researcher on staff to guide that discussion. We will probably review these again in the Fall after the researcher is hired. We will also be looking at the required dates for deadlines. It has been approved by IE and Senate and is now ready for consultation approval. None of the Perkins recommendations were changed.

Michell- The retention rates have increased and that demonstrates that all the efforts that everyone across campus is doing to support our students are working. The retention records are for campus wide not just CTE.

Brady- It is encouraging to see our retention growing. There was a time when the retention percentage was below 30% and we had to lower our goal. Our special programs have done a great job with retention are doing a great job with contributing to the rise in that number.

Approved by consensus

Action: 2.03 Elect new Chairs/Co-Chairs for 2023/2024 academic year
Tabled until August.

3. Consultation
4. Guided Pathways
Information, Discussion, Consultation: 4.01 Guided Pathways update-Brady Reed
Brady- workgroups are working on the guided pathways report. It is due June 1st so everyone is busy working on it. Prior years it was due in March but was moved to June 1st. Some areas may be asked to assist with the report because they are asking about other funding sources integrating with Guided Pathways.

5. Accreditation
Information, Discussion, Consultation: 5.01 Accreditation Update- Tri-Chairs
Chad-No update but next meeting should have an update.

6. Other-Information/Communication
Information: 6.01 Superintendent/President Update -- Carie Camacho
Carie- prior to COVID we used to have an all employee appreciate BBQ where administration serves lunch to all faculty and staff. It is an end of the year celebration and acknowledgement of everyone's hard work throughout the year. It will be held somewhere around the café where there isn't work occurring.

Information: 6.02 Good of the Order- Additional Information updates
Jennifer Tupper- This week lots of food activities around the walk up window. There will be a movie on the green at 8:30pm Thursday. Prom this Friday Glow Up prom at 9pm. Next week mental health activity Chalk it Out 1-3pm. Final bagel Thursday May 18th. Hoping students and staff will be able to distress before finals. Graduation cap decoration throughout the next three weeks drop in for students graduating.

Annika- Library lunch sessions has had great presenters. Tomorrow will have small business representatives 11:30am public library. Always looking for presenters for the schedule.

No other information shared.

Information: 6.03 Planning and Resource Allocation Calendar
Annual evaluations for planning is going out and CC has completed. Budget committee list has also been approved.

7. Meeting Closing
Information: 7.01 Future Meetings
Adjourned 3:55pm.

Regular Meeting of the Board of Trustees - 5:30 p.m. (Tuesday, May 9, 2023)
Generated by Julie Johnston on Tuesday, May 9, 2023

Members present
Kim Dieter, Louis Hamilton, Buck Parks, Sophia Wages, Sandra Jonas, David Trussell, Student Trustee Tatum Raymond

Members absent
Robin Hanson

Meeting called to order at 5:30 PM

1. Meeting Opening

Procedural: 1.01 Call to Order and Roll Call

Action, Procedural: 1.02 Agenda Approval
Motion by David Trussell, second by Louis Hamilton
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages, Student Trustee Tatum Raymond
Noes: None
Absent: Robin Hanson

Procedural: 1.03 Pledge of Allegiance to the Flag
The Pledge of Allegiance to the Flag was led by Trustee Sophia Wages.

2. Public Comments

Information, Procedural: 2.01 Call for Requests from the Audience to Speak to any Item on the Agenda
None

Information, Procedural: 2.02 Public Comments on Items Not on the Agenda
None

3. Consent Agenda-Any items removed will be considered after the motion to approve the Consent Agenda

Information: 3.01 Public Comments on Consent Agenda Items

Action (Consent), Minutes: 3.02 Approval of Minutes of April 11, 2023 Regular Meeting

Action (Consent), Minutes: 3.03 Approval of Minutes of April 25, 2023 Retreat Meeting

Action (Consent): 3.04 Approval of Warrants and Financial Reports ending April 30, 2023

Action (Consent): 3.05 Ratification of Contracts

Information: 3.06 2022-2023 Apportionment Attendance Report (P2)

Action (Consent): 3.07 Curriculum/Academic Standard Committee Action

Action (Consent): 3.08 Curriculum/Academic Standard Committee Action - Year-to-Date Action Log

Action (Consent): 3.09 Approve Consent Agenda
Motion by Sophia Wages, second by Sandra Jonas
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages, Student Trustee Tatum Raymond
Noes: None
Absent: Robin Hanson

4. Discussion/Action on item(s) removed from Consent Agenda
None

5. Information-Reports
Information, Report: 5.01 Academic Senate President's Report - Adam Runyan
Academic Senate President Adam Runyan gave the following report:
Good evening, I recently attended the ASCCC Spring Plenary, where our very own Cheryl Aschenbach ran for the ASCCC President unopposed. They are very strict how they run the parliamentary procedure. They called for if anyone in the audience was running for Senate President besides Cheryl and they had to ask three times. Once officially elected, Cheryl received a standing ovation from the hundreds in the audience. She has put Lassen College on the map leading the charge on the 10+1 (Curriculum, Degree/Certificate Requirements, Grading Policies, Program Development, Policies on Student Success, Shared Governance, Accreditation, Professional Development, Program Review, and Institutional Planning and Budget Development). Our newly elected State Chancellor, Dr. Sonya Christian was in the audience and when giving her address to the ASCCC, congratulated Cheryl specifically and discussed her excitement to work with Cheryl. It is a very exciting time for Lassen College at the State level. I have handed out the Senate Rostrum which has articles written by Senate Executive Members highlighting topics that can affect our colleges like removing some general education requirements for degrees, common course numbering initiatives, academic freedom, baccalaureate programs, artificial intelligence, and accreditation. We all need to be informed and aware of these topics, laws, and bills coming down from the state so that we can best advocate for our college and students. Locally, our elections for senate has closed and I will inform the board of our senators at the June meeting after we officially seat the newly elected senators. We are working on Curriculum Handbook Updates, Faculty Handbook Updates, Math Competency Requirements, Low Textbook Cost Definitions, Representative Textbook Language, Institutional Student Learning Outcomes and General Education Student Learning Outcomes, and much more. Please let me know if you have any questions or concerns. Thank you.

Information, Report: 5.02 Associated Student's Report - ASB President Amanda Reeves
Student Trustee Tatum Raymond reported that at the end of April, they took students to UNR for a campus event and UC Berkeley also had some people there as well as other colleges. They also held a blood drive. Miss Raymond stated that in a couple of weeks they will be graduating. Miss Raymond stated that it has been an honor serving with the Board as she comes to the end of her term.

Information, Report: 5.03 Interim Superintendent/President's Report - Carie Camacho

Interim Superintendent/President Carie Camacho advised that Buck Bauer would present an update on the gunsmithing program. Mr. Bauer introduced himself as one of the instructors in the gunsmithing program and advised that LCC Gunsmithing started in 1945. It is the oldest run gunsmithing program in the US and one of four NRA schools. Mr. Bauer advised that LCC's program is the only one on the West Coast and in California. Mr. Bauer reported that LCC Gunsmithing teaches a broad spectrum of skill sets from beginner to advanced and offers classes for advanced, spring making, mechanics, lathing, bluing and more. Our graduates are working for some of the largest manufacturers in the US such as SpaceX, Drummond, fire manufacturers and gunsmithers world-wide. Mr. Bauer reported that we have students that are working around the world including in Germany, Japan, Denmark and others. Our students have also included Marine Corp armorers from Quantico and people from all over the U.S. LCC gunsmithing is going through the revitalization due to low enrollment. Mr. Bauer reported that they turned away 18 students to do this process. The revitalization process will update the facilities and curriculum has been completed. This will give students time to do their general education classes to get their degree by changing it to semesters and will change enrollment from 707 students to 44 students. Mr. Bauer stated that by doing these changes, they will not be able to invite industry experts due to the time frames. The revitalization process has replaced the container it took 14 years to get and that was worn out. They have installed LED lighting for better lighting, and new benches are on the way. They are supposed to paint inside of the shop and are still working out those details. Mr. Bauer advised they are still waiting to get most stuff completed. The new curriculum has been approved by the Chancellor's office and they have started advertising for Fall 2023. They have 14 students currently enrolled to start on Aug. 15th. Mr. Bauer reported they have had guys from Idaho come down and one from Fort Bragg and they are excited. The NRA has given our students about $10,000 in the past for scholarships but they have not received these funds since Covid. However, they will be getting the money again next year and this helps the students out a lot. Mr. Bauer stated that summer classes are filling and they have a smaller summer program this year. Hopefully they can get the painting done and everything up and running. Mr. Bauer thanked the Board for the opportunity for the presentation and update and stated that if anyone is interested in seeing what they do in gunsmithing, to please feel free to come down. Mr. Bauer finished by stating that in summer they have law enforcement from all over come.

Trustee David Trussell asked if Mr. Bauer could speak more about the reduction in students? Mr. Bauer advised they were all set up in one week classes with 22 students per class with two classes going at all times, so 44 classes with full students, and then you would multiply that by the 16 weeks in summer. Mr. David Corley, Interim VP of Administrative Services advised that Mr. Bauer was giving enrollments, not head count. Class time hours are the same. Interim Superintendent/President Carie Camacho stated that it is structured almost as it was years and years ago. The Chancellor's office wants proof you can get students thru in two years. With semester classes we can prove that. A week-long class was a unit. You take all that content and put in one class. Trustee Trussell inquired as to whether it limits the number of students? Mr. Bauer advised they are limiting their contact hours per week with the student. Trustee Sandra Jonas asked if that was to allow the students to take their other general ed courses and was advised in the affirmative. Mrs. Camacho advised that the Chancellor's office wants to know how you get out in two years. Academic Senate President Adam Runyan stated that students were getting associates degrees in gunsmithing, especially if they came from military and had credits already. Mr. Bauer reported that none of the 14 students that have signed up have signed up for general ed classes. It was reported that Barb Baston has been pushing them. She is doing an awesome job with them. Mr. Bauer advised that John Martin is going to retire next year and Barb is retiring this year. Mrs. Camacho stated that we will get another counselor.

Mr. Corley reported that less of their classes will be positive attendance so we will get FTE. Trustee Sophia Wages stated that a lot of the concern of the gunsmithing students, they were retirees. They had their degrees and were not interested in AA's or a degree. Is this a requirement from the Chancellor's office. Mrs. Camacho reported that as long a we offer the degree, we have to prove they can get through in 2 years. If it were just a Certificate it would not be a problem. In a lot of our programs, they just want the Certificates. Mr. Bauer stated that there are only two places in the U.S. that require a degree to go to work: one is Lassen College and one is the Highway Patrol. Trustee Wages asked if there was any consideration, did you write into your program, things like engraving classes, engraving the wood or the steel. Would that bring in more people? Mr. Bauer stated he and John Martin spoke with Lee Griffith and he was interested in coming. He could not do it this summer but maybe later. There are people out there, but LCC makes it hard to get people. Mrs. Camacho stated that it is a state requirement. It is our curriculum. Trustee Louis Hamilton stated that they have 14 right now and your goal is how many? Mr. Bauer advised that the goal was 22 in the class. Trustee Hamilton asked if when they get to 22, do the students then get put on a wait list? Mr. Bauer stated that he is not sure what Carie's goal was for revitalization. We have more than what we currently have as students. Mrs. Camacho informed those present that advertising is currently being done and Mr. Bauer stated they will take students up to August.

Interim Superintendent/President Carie Camacho reminded everyone that Graduation will be outside. They are still doing a lot of work. The facility guys are making it happen. She has polled all regional CEO's and they have all had it outside. We have done the AccuWeather and it says 75 degrees. We have a great speaker lined up, Dr. Lynda Zamora who is an LCC grad, went into the military and has her Ph.D. She set out to be an astronaut but was the person who would fly the aircraft that was not quite there yet. Mrs. Camacho stated she is super excited about that. Mrs. Camacho stated they are also having an Employee Appreciation BBQ next week. The invite went out today and it will be from 12-1:30 pm. Mrs. Camacho also advised they are looking at the bookstore going

into an alternative mode. Roxanna Haynes, VP of Student Services, has been reaching out to vendors. The first semester they will be working out all the bugs and will work on how to serve all those students. It will save the campus a lot of money.

Mrs. Camacho stated that she appreciates Tatum and they wish her the best and we know you will be very successful at Chico and to please keep in touch. We always like to know how our students are doing. Mrs. Camacho presented Tatum with flowers and a certificate in thank you for her time as Student Trustee.

Mrs. Camacho next stated that she wants to talk a little bit about Miss Vickie. Mrs. Camacho advised that she has worked with Vickie Ramsey her whole entire career. She always knew she could go to her and knew it would be confidential. With HR they get everything. They get the happy people, the angry people and the crying people. Vickie is one of the people on campus that everyone trusts even when we have negotiations going on, and the President is barking at you and other groups are barking at you, Vickie is always calm and has kept us going in a safe manner. You have always put us first and worked hard keeping us out of trouble. Mrs. Camacho presented flowers and a plaque in recognition of Vickie's 28 years at LCC. Mrs. Camacho added that she understands Vickie has worked 35 years in PERS.

Information, Report: 5.04 Board Comments

Trustee Louis Hamilton gave his congratulations to everyone, Tatum, Vickie and Cheryl. Thank you to everybody.

Trustee Kim Dieter gave a thank you to Vickie and a thank you to Tatum and stated she wishes Vickie a great retirement and great success at Chico to Tatum.

Trustee David Trussell thanked Buck Bauer for the tour two weeks ago adding that it has come a long ways since he last saw it.

Trustee Sandra Jonas stated she enjoyed the tour as well and thanked Carie for arranging it. Trustee Jonas gave congratulations to Vickie and to Tatum going off to Chico adding that it is a great place. Trustee Jonas advised she tuned in yesterday to Consultation Council and one thing she was really pleased with was that our student retention rates are going up every year and they gave us statistics from the last several years. Trustee Jonas stated that especially in the special programs like EOP&S and TRiO. It takes a lot of work with the students, contacting them and emailing them. Thank you.

Trustee Sophia Wages gave her congratulations to Tatum stating that she looks forward to hearing some great things from Chico. Trustee Wages congratulated Vickie adding that she is a genuine, calming person, and the board appreciates your time. Trustee Wages stated that she will love retirement. Congratulations. Trustee Wages advised she wanted to share a collective collaborative with Cougar Enterprises. Fish and Game was charging a monthly fee for something at the Marina. She called Carie who checked with Carol Growdon while she was on vacation, and called someone and then was given another number. It all worked out. Trustee Wages additionally reported she also purchased 40 pounds of beef from the Ag department. She had wanted to get more but they were sold out so she got all ground beef. Congratulations to Cheryl on the State Senate election. That is really a great thing for California and LCC. Trustee Wages stated she wanted to give an update on the Foundation. Last night they voted to dissolve Cougar Enterprises following the Foundation meeting. Within the next week or two, they will be filing the necessary paperwork with the Secretary of State. Trustee Wages also reported that they (Vista Enterprises) are up and running at the Marina so that is all good. Additionally, the Foundation has 13 scholarships they will be awarding to graduating high school Seniors. Interim Superintendent/President Carie Camacho did advise that the Marina does not yet have their liquor license. They are looking at having that by July. Trustee Louis Hamilton asked about what the charge was from Fish and Game and was advised it was for a piece of equipment for selling fishing licenses. The Foundation will return the equipment and Vista will get their own. Mrs. Camacho stated that the Foundation is better off than we were a year ago. Trustee Wages additionally added they are looking at having the Frank Ernaga Golf Classic Tournament this fall as well.

President Buck Parks thanked everyone for the tour of the gunsmithing department and welding department adding that it was great to see both. President Parks stated he has been a welder but it kind of blew his mind on what can be done and what they can do when they leave here. President Parks thanked Tatum for being the Student Trustee on the Board for the last year. Vickie, congratulations. Good luck in your retirement and to Glen, too. President Parks stated he cannot go without saying congratulations to Cheryl adding that the last time she was at a meeting, she had to come over and say she had never heard him speak that much.

6. Administration-First Reading Board Policy-No Action Required

Information: 6.01 BP 5021 - Western Undergraduate Exchange (WUE) - First Reading (Information Item Only)

Interim Superintendent/President Carie Camacho advised that the Policy Meeting was held prior to this meeting. In order to have the WUE, we have to have certain items checked off and in place. Roxanna has been doing all of the work and has made sure we are all lined up with them. This is a first reading on this Policy. No action is required. It will be brought back at the June meeting when we will ask the Board to approve the policy. President Parks advised that the

recommendation coming out of the Policy meeting was to approve at the second reading next month. Academic Senate President Adam Runyan advised that every week they are having students saying they are coming because of the WUE.

7. Administration

Action: 7.01 Adoption of Resolution Recognizing California School Employees Association (CSEA) Local Chapter 591

Interim Superintendent/President Carie Camacho reported that the California Legislature adopted the third full week of May of each year as Classified School Week, by passage of SB1552 (Campbell) in 1986. Classified employees perform a wide range of essential work, including food services, maintenance and operations, transportation, instructional assistance, office and clerical work, security, library and media assistance, computer services and more. They provide daily care, transportation and instruction for California's students guiding them from preschool through community college. The week of May 22 - 26, 2023 has been declared as Classified School Employees Week.

Mrs. Camacho stated that our Classified employees are the heart and soul of our institutions. Obviously instructors and everything, but if the floors do not get done or food does not get done, things stop working. Mrs. Camacho stated that she has told Classified that when she first walked on to this campus years ago, it was the Classified staff that helped her when she was 19 years old. Sue Murchison at the front desk, and Gail Pritchard and Diane Jackson. Mrs. Camacho stated she did not know what she was doing and they guided her. They were all so friendly. Mrs. Camacho stated she came from Orange County and this was a huge change for her and everything she knew. Mrs. Camacho reported that campus will be having a Staff Appreciation BBQ as well in the next couple of weeks.

Motion by Sandra Jonas, second by Sophia Wages
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages, Student Trustee Tatum Raymond
Noes: None
Absent: Robin Hanson

Action: 7.02 Adoption of Resolution "Day of the Teacher and Teacher Appreciation Week"

The California Education Code sets aside the first Tuesday in May as the "California Day of the Teacher". The California Teachers Association has designated May 2, 2023 as Day of the Teacher in 2023. Furthermore, the first full week of May is designated as Teacher Appreciation Week. In 2023, May 8th through May 12th, 2023, has been designated by the National PTA as "Teacher Appreciation Week".
Interim Superintendent/President Carie Camacho reported that it is her recommendation this Resolution be adopted. Mrs. Camacho stated that she and Julie had the hardest time trying to find out why Teacher Appreciation Day falls on a different week than Teacher Appreciation Week this year but finally found the answer. This has not happened in past years so was unusual. Trustee Sophia Wages gave her congratulations to all of the fine faculty adding that LCC has top of the line faculty and administrative staff in the State of California. Trustee Wages added that you just cannot compare it to anywhere else. We have caring people who want students to grow and excel. Mrs. Camacho stated that we are lucky for the class sizes and our students get a lot of one-on-one here.

Motion by Kim Dieter, second by David Trussell
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages, Student Trustee Tatum Raymond
Noes: None
Absent: Robin Hanson

Action: 7.03 Acceptance of Non-Instructional Program Review (NIPR) Annual Update - Athletics

Interim Superintendent/President Carie Camacho advised the Board that this is an Annual Update for the Non-Instructional Program Review (NIPR) for Athletics. Mrs. Camacho stated that the Annual Update is very thorough with some items listed that they need to be successful. Some items they have been able to fund this year and they will come in with some new equipment and facilities updates. Mrs. Camacho reported that the Gym looks amazing and that everyone would be surprised what a fresh coat of paint can do. The gym had not been painted since 1971.

Motion by Sophia Wages, second by Louis Hamilton
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages, Student Trustee Tatum Raymond

Noes: None
Absent: Robin Hanson

Action: 7.04 Acceptance of Non-Instructional Program Review (NIPR) Annual Update - Equity, Engagement, Outreach

Interim Superintendent/President Carie Camacho advised this is another Annual Update for a Non-Instructional Program Review (NIPR) for Equity, Engagement and Outreach. This Annual Update has gone through all of the appropriate committees. Mrs. Camacho stated that Equity, Engagement and Outreach is a big one for the Chancellor's Office.

Motion by Sandra Jonas, second by David Trussell
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages, Student Trustee Tatum Raymond
Noes: None
Absent: Robin Hanson

Action: 7.05 Approval of Contract with ConexED

Interim Superintendent/President Carie Camacho reported that the college has been using Starfish for five years now but it has felt like 10. They roped us in and it was extremely flashy, and now pricing has gone crazy. ConexED has been researched by Roxanna Hayes, VP of Student Services. It is much cheaper than Starfish. A five year contract is $125,000 versus $90,000 for the first year plus $59,000 a year with Starfish. This next year we will have some training for faculty and counselors. Trustee Hamilton asked about districts around us that are using ConexED and was advised by Mrs. Haynes that a lot of districts around us are and mostly because of the cost. Mrs. Haynes advised that she got them down to $53,000 a year, but it is still $90,000 for the first year. Mrs. Haynes reported that they made some promises with Starfish that never came about with them. Mr. David Corley, Interim VP of Administrative Services reported that when Starfish first came around the Chancellor's Office was all supportive and helped pay. However, when that went away pricing went crazy. ConexED has a strategic partnership with the community college system. Mr. Corley stated that he believes a lot of community colleges are moving to ConexED. It is a flat amount per FTE which is nothing and there are a lot of data opportunities with ConexED. Mr. Corley advised that we are not their guinea pigs.

Motion by David Trussell, second by Sandra Jonas
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages, Student Trustee Tatum Raymond
Noes: None
Absent: Robin Hanson

Action: 7.06 Approval of Tentative Agreement Between CSEA and the District

Interim Superintendent/President Carie Camacho stated that she is happy to report that we have an agreement with CSEA and it is for the 2023 contract. Mrs. Camacho advised that right after the Board approves this we will start the next one. Mrs. Camacho stated that they are happy that we are at the end of this one.

Motion by Sophia Wages, second by Sandra Jonas
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages, Student Trustee Tatum Raymond
Noes: None
Absent: Robin Hanson

Information: 7.07 Institutional Set Standards

Interim Superintendent/President Carie Camacho advised that we report out on the Institutional Set Standards. We did not have a Researcher this year so they were completed by David Corley, who is working as three people this year. We have had a lot of discussion in committees if we should change our goals and we decided to leave them until we have a Researcher. They are done, are correct and have been approved in several areas. Mr. Corley advised there were only two recommended changes moving forward and those have been noted. This is being provided as an information item to the Board and no action is required.

Information: 7.08 Budget Update

Interim VP of Administrative Services David Corley reported that the budget as of right now, we are still on track for staying on budget. Mr. Corley advised that as you are looking at the budget report and questioning negative numbers, the budgets for all the salaries are put in one pool but if you look at the object code we are fine. There is the same situation with work study. The Book Store is looking like they are over budget but it is because of all the work study being charged under that program code. Mr. Corley advised that we are where we should be.

Information: 7.09 Accreditation Update

Interim Superintendent/President Carie Camacho reported that they do not have any updates for Accreditation, but are still moving forward. Mrs. Camacho reported that poor Chad lost his father unexpectedly a week ago. They have kind of put their meetings on hold, but will pick back up this next week.

8. Information Items

Information, Procedural: 8.01 Calendar of Events

President Parks referred those present to the Events tab on the website.

9. Future Dates and Reports

Information: 9.01 Future Dates and Reports

May 26, 2023	Commencement	Quad on Campus	5:30 p.m.
June 13, 2023	Regular Meeting	Board Room, HU 106/107	5:30 p.m.
July 11, 2023	Regular Meeting	Board Room, HU 106/107	5:30 p.m.
July 25, 2023	Workshop Meeting	TBD	12:00 p.m.

10. Public Comment on Closed Session Agenda Items

Procedural: 10.01 Public Comment on Closed Session Agenda Items

None

11. Adjourn to Closed Session

Procedural: 11.01 Adjourn to Closed Session

It was moved by Trustee Wages, seconded by Trustee Jonas and carried unanimously to go into CLOSED SESSION at 6:30 p.m.

12. Closed Session

Action, Discussion, Information: 12.01 Conference with Labor Negotiators (Three Matters)

1. *With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:*

CONFERENCE WITH LABOR NEGOTIATORS

Agency Designated Representative: Josh Morrison, Esq.
Employee Organization: LCFA
Action Taken by the Board: No Reportable Action

2. *With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:*

CONFERENCE WITH LABOR NEGOTIATORS

Agency Designated Representative: Josh Morrison, Esq.
Employee Organization: CSEA

Action Taken by the Board: No Reportable Action

3. *With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957.6:*
CONFERENCE WITH LABOR NEGOTIATORS
Agency Designated Representative: Carie Camacho
Employee Organization: All Unrepresented Employee(s)
Action Taken by the Board: No Reportable Action

Action, Discussion, Information: 12.02 Conference with Legal Counsel -Anticipated Litigation (Two Matters)
With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54956.9:
CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION (Two Matters)
Action Taken by the Board: No Reportable Action

Action, Discussion, Information: 12.03 Public Employee Discipline/Dismissal/Release (Five Matters)
With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957(b):
PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
Five Matters
Action Taken by the Board: No Reportable Action

Discussion, Information: 12.04 Public Employee Appointment/Public Employment/Public Employee Performance Evaluation
With respect to every item of business to be discussed in closed session pursuant to Government Code Section 54957:
PUBLIC EMPLOYEE APPOINTMENT/PUBLIC EMPLOYMENT/PUBLIC EMPLOYEE PERFORMANCE EVALUATION
Interim Superintendent/President
Action Taken by the Board: The Board of Trustees completed the evaluation of the Interim Superintendent/President.

13. Reconvene Meeting in Open Session
Procedural: 13.01 Reconvene Meeting in Open Session
It was moved by Trustee Jonas, seconded by Trustee Dieter and carried unanimously to go into OPEN SESSION at 6:58 p.m.

14. Adjournment
Action: 14.01 Adjournment of Meeting
Motion by Louis Hamilton, second by David Trussell
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages
Noes: None
Absent: Robin Hanson

The meeting adjourned at 6:59 p.m.

Lassen College Faculty Association (LCFA) and Lassen Community College District (LCCD)

July 1, 2022
to
June 30, 2025

Collective Bargaining Agreement approved by the Lassen Community College Board of Trustees
at their Regular Meeting _May 10, 2022____

Clerical amendments and reformatting accepted by the Lassen Community College Board of Trustees
at their Regular Meeting _____

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Article 1 – Recognition

1.1 The Governing Board of the Lassen Community College District hereby recognizes the Lassen College Faculty Association, CTA/NEA ("LCFA"), as the exclusive representative, within the meaning of Government Code Section 3540.1 (e), of: all full-time and adjunct faculty members, including, but not limited to, instructors, counselors, Director of Academic Resources, Instructional Designer, program directors, and categorical non-tenure track, and tenure track less than one-hundred percent (100%) pursuant to the determination of the Public Employees Relations Board.

1.2 The Board agrees not to meet and negotiate with any organization other than LCFA concerning matters with respect to which LCFA is the exclusive representative and agrees not to negotiate individually with any member of the bargaining unit on such matters during the term of this Agreement.

1.3 LCFA recognizes the Board as the duly elected representative of the people and agrees to negotiate only with the Board or its duly authorized representatives. LCFA further agrees that neither it nor any of its members or agents will attempt to negotiate privately or individually with the Board, where the Board has authorized a representative to act in its behalf, nor with any individual Board member, administrator, or other person not designated by the Board as its representative.

1.4 LCFA agrees that neither it nor any of its members or agents will attempt to represent, in any negotiations or grievances, the interests of anyone other than members of the unit described in Paragraph 1.1 of this Article.

Article 2 – Rights of LCFA

2.1 Each member of the LCFA shall be entitled to payroll deduction for membership dues to the LCFA. Additional deductions shall be remitted by the District in accordance with law or mutual agreement of the parties.

2.2 The LCFA shall have the right of access at reasonable times to areas in which employees work, the right to use District bulletin boards, mailboxes, and other means of communication, and the right to use District facilities and equipment, where there are no conflicts with other District priorities and in no way violates California Education Code Section 7054. Any use which results in a direct additional cost to the District will be reimbursed by LCFA.

2.3 The LCFA shall be entitled to a representative at all Board of Trustee meetings and shall be allowed to speak on any item on any agenda in accordance with existing District rules. LCFA shall receive District agendas and minutes at the same time as such are made available to the Board.

2.4 The District shall provide a rationale for the rejection or partial rejection of any LCFA proposal.

2.5 Upon written request of LCFA, the District shall provide any public information concerning items affecting the bargaining unit, including but not limited to: financial reports and audits; rosters of all personnel; tentative budgetary requirements; allocation of state and federal funds; student enrollment data; names, telephone numbers and addresses of employees assigned to the unit; and such other information as well as assist the LCFA in developing and maintaining programs on behalf of the faculty and students, together with information which may be necessary for the LCFA to process any grievance or complaint. Telephone numbers and addresses of employees assigned to the unit shall not be provided if the employees request, in writing to the District, that their telephone numbers and addresses not be released.

2.6 Designated representatives of the District and the LCFA shall meet on a mutually agreed upon date, place, and time for the purposes of reviewing the administration of the agreement in force and resolving any problems that may arise. Each party may submit an agenda for discussion.

2.7 Each month the District shall remit the dues deducted for LCFA membership, along with an alphabetical list of unit members for whom such deductions have been made, to Lassen College Faculty Association. For unit members placed on administrative leave, without salary, the District shall continue to remit the unit member's dues to LCFA.

2.8 LCFA shall provide the Superintendent/President the names of the recognized LCFA representatives who are authorized to discuss organizational matters affecting unit members.

2.8.1 LCFA representatives shall have access to unit members for LCFA business during times other than unit members' hours of service. In no event shall an LCFA representative or unit member interrupt or interfere in any way with regular unit work.

2.8.2 There shall be a minimum of two (2) LCFA unit members, designated by the LCFA Chief Negotiator and E-Board, in any meeting with the District where an agreement is reached, or a change is made, on any negotiable topic affecting unit members.

2.9 After the execution of this Agreement, the District will prepare a final draft of the Agreement and make it available to LCFA. The District will duplicate the Agreement and provide a copy to each unit member.

2.10 Vacancies – Where new or current unit positions are created or opened, the District shall adhere to the following procedures:

2.10.1 The position shall be advertised to all current unit members prior to a formal job posting according to Appendix E.

2.10.2 Current faculty who possess the necessary FSA may apply to the new or vacant position.

2.10.3 Current faculty shall be given priority consideration in filling the position.

2.10.4 Faculty transfer selection committee and selection process will be in accordance with Appendix E.

2.10.5 The District shall inform all applicant(s) of their acceptance or rejection prior to any formal announcement or formal job posting.

2.11 The District will provide timely notification to the LCFA EBoard of the hiring of all new fulltime and adjunct faculty.

Article 3 – Payroll Deductions for LCFA Dues

3.1 Organizational Security

3.1.1 Exclusive Rights to Membership Dues and Service Fees. LCFA shall have the sole and exclusive right to have membership dues and service fees deducted from wages paid by the District to employees in the bargaining unit.

3.1.2 Dues Deduction. The District shall deduct LCFA dues based on fees assessed by CTA from the wages of all unit members who are members of LCFA. The Association will provide the District with documentation to show from whom any new dues should be deducted or discontinued.

3.1.6 Effective Date for Payment of Dues and Fees. A unit member shall be obligated to pay dues or service fees to LCFA as of the first paycheck after. becoming a member of LCFA.

3.1.7 Payments to LCFA. The District shall pay CTA dues directly to CTA within twenty (20) days of the deduction of all sums deducted. Along with each monthly payment to CTA, the District shall furnish LCFA with a list of all unit members indicating whether or not dues are being deducted. If there are any LCFA locally assessed dues, those will be paid directly to LCFA within twenty (20) days of the deduction of all sums deducted.

3.1.9 Indemnification and Holding Harmless

3.1.9.1 The Association fully indemnifies and holds harmless the District for dues deducted under this Article. The hold harmless provision shall apply to any claims made by an employee or an individual or organization on the employee's behalf for payroll deductions made by the District based on information provided by the Association regarding the authorization of individual employees for payroll deductions.

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Article 4 – District Rights

4.1 Identification of Rights

The Board, on its own behalf, and on behalf of the electors of the District, hereby retains and reserves unto itself, without limitations, all powers, rights, authority, duties, and responsibilities conferred upon and vested in it by the laws, Constitution of the State of California, and the Constitution of the United States, including, but without limiting the generality of the foregoing, the exclusive right and power to determine, implement, supplement, change, modify or discontinue, in whole or in part, temporarily or permanently, any of the following and the effects thereof:

4.1.1 The legal, operational, geographical, and organizational structure of the District, including the chain of command, division of authority, organizational divisions and subdivisions, departments, reassignment of work within the unit, external and internal boundaries of all kinds, and advisory commissions and committees;

4.1.2 Divisions will be established and modified by the District in consultation with LCFA and faculty involved.

4.1.3 The financial structure of the District, including all sources and amounts of financial support, income, funding, taxes and debt, and all means and conditions necessary or incidental to the securing of same, including compliance with any qualifications or requirements imposed by law or by funding sources as a condition of receiving funds; all investment policies and practices; all budgetary matters and procedures, including the budget calendar, the budget formation process, accounting methods, fiscal and budget control policies and procedures, and all budgetary allocations, reserves, and expenditures apart from those expressly allocated to fund the wage and benefit obligations of the Agreement;

4.1.4 The acquisition, disposition, number, location, types, and utilization of all District properties, whether owned, leased or otherwise controlled, including all facilities, grounds, parking areas, and other improvements, and the personnel, work, service, and activity functions assigned to such properties;

4.1.5 Matters involving District operation and the creation, maintenance, modification and/or removal of all facilities and equipment; the scheduling of operations, the means, methods and processes of operations; the materials to be used; new or improved methods and facilities; the kinds and levels of services to be provided;

4.1.6 All services to be rendered to the public; the nature, methods, quality, quantity, frequency, and standards of service, and the personnel, facilities, vendors, supplies, materials, vehicles and equipment to be used in connection with such services; the subcontracting and the effects of subcontracting for any and all goods and services, not previously performed by unit members.

4.1.7 The selection, utilization, assignment, and reassignment of personnel not covered by this Agreement including, but not limited to substitutes, casual and short-term personnel; consultants; students; confidential, supervisory and management personnel; and other non-classified personnel;

4.1.8 The educational policies, procedures, objectives, goals, and programs, including those relating to curriculum, course content, textbook selection, educational equipment and supplies, admissions, attendance, transfers, advancement, guidance, grading, testing, records, health and safety, conduct, discipline, transportation, food services, racial and ethnic balance, extra-curricular activities, and emergency situations, and the substantive and procedural rights and obligations of students, parents, teachers, other personnel, and the public with respect to such matters;

4.1.9 The decisions and procedures for selection, classification, reclassification, direction, promotion, demotion, discipline, and termination of all unit members; staffing patterns; the number and kind of personnel required; affirmative action and equal employment policies and programs to improve the District's utilization of women and minorities; the assignment of unit members to any location (subject to the terms of the Agreement regarding transfers and the job description of the unit member [e.g. instruction in the correctional environment]), and also to any facilities, functions, activities, departments, tasks or equipment; and the determination as to whether, when and where there is a job opening;

4.1.10 The title and content of job classifications, reclassification, specifications and descriptions;

4.1.11 The duties and standards of performance for all unit members, and the determination whether any unit member performs such duties and meets such standards subject only to the express terms of Articles 6 and 24 (Adjunct Rights);

4.1.12 The dates, times, and hours of operation of District facilities, functions, and activities;

4.1.13 Safety and security measures for students, the public, employees, properties, facilities, vehicles, materials, supplies, and equipment, including the various rules and duties for all personnel including unit members with respect to such matters;

4.1.14 The rules, regulations, and policies for all employees, students, and the public, subject only to clear and explicit limitations contained in this Agreement;

4.1.15 The termination or layoff of unit members and the effects thereof as the result of the exercise of any of the rights enumerated above or as a result of the exercise of any of the rights of the District not limited by the clear and explicit language of this Agreement;

4.1.16 The establishment of contract education programs pursuant to Education Code Sections 78020-78023;

4.1.17 The administration of all health and benefit plans for unit members and retired unit members, and the manner and method of funding such plans;

4.1.18 The right to amend, modify, or rescind the provisions of this Agreement in the event of an emergency. However, in the event of an emergency, the impairment of contractual rights must be for a period of time which is reasonable in light of all of the circumstances, there must not be an acceptable less severe method available, and the action must be appropriate to the situation involved.

4.2 Exercise of Rights

The exercise of the foregoing powers, rights, authority, duties, and responsibilities by the District, the adoption of policies, rules and regulations, and practice in the furtherance thereof, and the use of judgment and discretion in connection therewith, shall be limited only by the specific and express terms of this Agreement and then only to the extent such specific and express terms are in conformance with federal and state law. The exercise of any right reserved to the District herein in a particular manner or the non-exercise of any such right shall not be deemed a waiver of the District's right or preclude the District from exercising the right in a different manner.

Article 5 – Personnel Files

5.1 There shall be only one personnel file for each unit member maintained by the Office of Human Resources.

5.2 Complaints will be substantiated by the District. No information proven to be false or inaccurate shall be placed/retained in a unit member's personnel file.

The following provisions shall be applicable to complaints against unit members.

5.2.1 The District shall notify a unit member in the event it intends to investigate a complaint. If an investigation is initiated, the unit member shall be afforded the opportunity to respond to all allegations and shall have the right to LCFA representation.

5.2.2 The unit member shall be advised of the outcome of the investigation. No complaint will be utilized by the district unless substantiated. No information proven to be false or inaccurate shall be placed/retained in a unit member's personnel file.

5.2.3 This section shall not apply to complaints filed under existing policies and procedures, including but not limited to, the district's sexual harassment policy, Section 504 policy, and complaints made to the Chancellor of the California Community Colleges.

5.3 Unit members shall be provided a copy of derogatory written material before such material is placed within their personnel files. After ten (10) district business days, the document will become part of the personnel file. Unit members have the right to attach a written response prior to placement of the document in the file or any time thereafter.

5.4 A unit member or his/her authorized representative, designated in writing, shall have the right, during the District office business day, to examine all materials contained within the member's personnel file except those items which were obtained prior to employment, prepared by identifiable examination committee members, or obtained in connection with a promotional examination. Advance appointments for examination shall be required and scheduled with the Office of Human Resources.

5.5 LCFA agrees to indemnify and hold harmless the District from any and all claims, demands, or suits or any other action arising from an authorized LCFA's representative's examination of the personnel file.

5.6 Personnel files are confidential and are available for review only to those persons having a right or authorization to inspect. The Director of Human Resources will maintain and have available the list of authorized individuals. Those persons having authorization to inspect the personnel files shall sign and date the personnel files when reviewed.

5.7 The District shall have a representative present when any personnel file is examined.

5.8 A unit member may request information to be placed in their personnel file maintained by the District. Within a week of the unit member's written request, the District Human Resources Department shall place the unit member's information in their personnel file.

Article 6 – Evaluation and Tenure Procedure

6.1 Evaluation Schedule

Faculty will be evaluated in accordance with the following schedule:

6.1.1 Contract faculty (non-tenured, probationary) shall be evaluated annually. Evaluations will be completed prior to finals week of the appropriate semester being evaluated. Exceptions to any of the timelines will be made in consultation with the appropriate Educational Administrator and the LCFA.

6.1.2 Regular tenured faculty shall be evaluated once every three (3) years.

6.1.3 Unit members who are temporary (non-tenure track) will be evaluated annually during the first four years of employment and every third year thereafter.

6.1.4 Adjunct faculty shall be evaluated according to Article 24.4.

6.1.5 Unit members performing additional assignments shall be evaluated annually in March/April as defined in Section 6.15.

6.2 Evaluation Teams

Teams will be composed of two (2) peer evaluators, the appropriate Educational Administrator and the faculty member to be evaluated. For Director/Instructor evaluations, one peer evaluator shall hold a Director/Instructor position (when possible). For Full-Time Coaches, the Athletic Director will participate as a voting member and have input into the coaching section of the evaluation tool.

6.3 Evaluation Forms

Forms for full-time instructional faculty (the "A" series of forms), the adjunct instructional faculty (the "B" series of forms), the non-instructional faculty (the "C" series of forms), adjunct non-instructional faculty (the "D" series of forms) are an inseparable part of this contract and shall be contained in Appendix F. The evaluation standards are contained in Appendix C.

6.4 Peer Evaluators

Evaluators will be appointed by the appropriate Educational Administrator in consultation with the faculty member. A faculty member whether assigned as a peer evaluator or undergoing evaluation may appeal to the appropriate Educational Administrator to change any appointed evaluator.

6.5 Evaluation Notice

The appropriate Educational Administrator will forward a written notice to the faculty member by the third week of the semester of an upcoming evaluation and pre-evaluation conference. The notice shall be given to the faculty member at least two (2) weeks prior to the pre-evaluation conference. The faculty member will be required to provide a self-evaluation including professional responsibilities, and for instructional faculty, syllabus, and class materials for the class(es) to be evaluated at the pre-evaluation conference at least three (3) days before the meeting.

6.6 Pre-Evaluation Conference

A pre-evaluation conference should be scheduled by the appropriate Educational Administrator for the members of the evaluation team no later than the tenth week of the semester. The purpose of the pre-evaluation conference is to review the evaluation process, review the certification of completion/recommendations form from the previous evaluation if available, arrange classroom visits, distribute the self-evaluation including professional responsibilities and the syllabus/handout materials for the class(es) to be evaluated, as appropriate.

6.7 Instructional Evaluation Visits

Classroom visits will be conducted for instructional faculty and will occur no later than the twelfth week of the semester. Each evaluator will visit a minimum of one (1) class and complete a classroom visitation document.

6.8 Student Evaluations

Evaluations shall be summarized under the direction of the appropriate Educational Administrator and furnished to the evaluation team.

6.8.1 For instructional faculty, students in three different classes will be evaluated. With the instructor not present, an evaluator will supervise the distribution and collection of student evaluations. Students will be advised that the instructor will be given a confidential summary of the results. Faculty members will be given the summary prior to the day of the post-evaluation conference.

6.8.2 For counselors and Director of Academic Resources the appropriate Administrator will obtain a sampling of student evaluations.

6.8.3 For the position of Instructional Designer, the student evaluation process shall be replaced by evaluations completed by faculty members who have knowledge of Instructional Designer work within the evaluation period.

6.9 Non-Instructional Evaluation Interview

Counselors, Director of Academic Resources, and other non-instructional faculty will be interviewed by each evaluator to discuss work performance. The results of the interview will be a narrative written by the evaluators collectively.

6.10 Post-Evaluation Conference

The evaluation team will meet as a follow-up to the classroom visits or interviews. Post-evaluation conferences will be held prior to finals week. Team members minus the faculty member being evaluated will review the results, comments, and recommendations to be included on a certification of completion/ recommendations document. The faculty member being evaluated will join the other team members for discussion of results, comments, commendations and recommendations. The administrator will provide the completed certification of completion/recommendations form to the faculty member and the evaluators for signature.

6.11 Evaluation Recommendations

The evaluation will include a recommendation with the Certification of Completion/Recommendation form for all faculty:

6.11.1 In the case of a first year probationary faculty member; the recommendation must award a second contract, grant tenure or terminate employment for the succeeding academic year.

6.11.2 In the case of a second year probationary faculty member, the recommendation must award a third contract (for the next two academic years), grant tenure or terminate employment for the succeeding academic year.

6.11.3 In the case of a third year probationary faculty member, the recommendation must be a continuation of the contract, grant tenure, or termination of employment at the end of the contract.

6.11.4 In the case of a fourth year probationary faculty member, the recommendation must grant tenure or terminate employment for the succeeding academic year. (See Appendix C.)

6.12 Evaluation Team Recommendation

The evaluation team's recommendation concurring reemployment/tenure will be determined by majority vote of the evaluation team (exclusive of the evaluatee) for non-tenured contract faculty.

6.12.1 The evaluation team's recommendation will be forwarded by the appropriate Educational Administrator to the Academic Senate which, in closed session, will validate the process as described in Article 6.1.4 and then forward its recommendation to the Superintendent/President. If the Superintendent/President disagrees with the conclusions of the evaluation team and the Senate, he/she shall meet with the team and Senate in an attempt to resolve their differences. If no resolution occurs, the Senate and evaluation team shall submit, in writing, to the Board of Trustees their objections and rational to the President's determination

6.13 Personnel File

The following will be submitted as a permanent evaluation record for inclusion in the faculty member's personnel file.

6.13.1 Self-Evaluation including Professional Responsibilities

6.13.2 The evaluation team's review of relevant documents, self-evaluation including professional responsibilities.

6.13.3 The evaluation team's summary of student evaluations for instructional faculty or summaries of random sample student evaluations for non- instructional faculty.

6.13.4 Classroom visitation, review of correspondence packet or review of online site visit documents, for instructional faculty.

6.13.5 Narrative of interview completed by the evaluator for non-instructional faculty.

6.13.6 Certification of Completion/Recommendation document and subsequent recommendations.

6.13.7 Documentation of Board action for probationary faculty.

6.13.8 Survey Summary and Additional Assignment Evaluation Certification of Completion/Recommendation Form (AA-1) as identified in Article 6.15, for faculty assigned Additional Assignments.

6.14 Tenure Review Due Process

In the event that a probationary faculty member, evaluation committee member or other unit member alleges that a due process complaint should be filed, the Academic Senate will appoint one tenured faculty member, the LCFA will appoint one tenured faculty member, and the Superintendent/President will appoint the appropriate Educational Administrator to serve as the Chair of the Tenure Review Due Process Panel. The Due Process Panel shall exist to act as a hearing body to hear such complaint.

6.14.1 A complaint may be so filed if it alleges that a probationary faculty member is being subjected to biased treatment during the tenure review process.

6.14.2 The Due Process Panel shall not be responsible for the substantive issues involving recommendations to grant or deny tenure.

6.14.3 The due process complaint shall be filed in written form with the Superintendent/President.

6.14.4 The due process complaint shall be filed no later than ten (10) working days after the post evaluation conference.

6.14.5 The Chair shall convene the panel.

6.14.6 The party filing the complaint shall provide the panel with a written statement specifying the alleged bias or procedural violation. The panel shall examine the complaint(s); meet with the members of the Evaluation Committee and, if appropriate, with others who are directly involved in the complaint; and confer with the respective probationary faculty member. The Due Process Panel shall not be required to conduct a "trial type" evidentiary hearing.

6.14.7 All discussions and deliberations shall be held in strict confidence. It is understood that unsigned material will not be considered. Any person against whom allegations are made within the due process procedure has a right to examine the allegation and to respond accordingly.

6.14.8 The Due Process Panel shall, within ten (10) working days following the filing of a complaint, render its findings and recommendations in a written report to the Superintendent/President. A copy of the report shall be given to the probationary faculty member and a copy to each member of the Evaluation Team.

6.14.9 The Superintendent/President shall, within ten (10) working days of receipt of the report, consider the recommendation(s) contained in the report and provide a written response to the probationary faculty.

6.14.10 Use of this process precludes use of Article 12 "Grievance Procedure" for alleged violations of the Evaluation and Tenure Article, Article 6.

6.15 Faculty Evaluation in Additional Assignments

Unit members performing an Additional Assignment will be evaluated in that Additional Assignment position each academic year in March/April. The evaluation team will meet with the employee to be evaluated after the electronic surveys have been completed by the appropriate unit members and summarized by the appropriate administrator. This Additional Assignment evaluation shall be completed prior to any re-advertisement of the position or continuation of the assignment for that individual in the following year.

6.15.1 Additional Assignment Surveys

The Additional Assignment survey shall be electronically distributed to the appropriate unit members. They will have a minimum of one week in which to complete the survey. Completed surveys shall be returned to the appropriate administrator who will provide a summary of the completed surveys to the evaluation teams. Survey forms are included in Appendix G.

6.15.1.1 Division Chair Survey Form (DC-1), Appendix G, shall be sent to all full-time and adjunct faculty in their divisions.

6.15.1.2 The Lead Counselor Survey Form LC-1, Appendix G, shall be sent to all counselors, faculty, and division chairs.

6.15.1.3 The Accreditation Chair Survey Form AC-1, Appendix G, shall be sent to all faculty on the Consultation Council / Accreditation steering committee.

6.15.2 The Evaluation Teams shall consist of two (2) Peer evaluators, the appropriate Educational Administrator, and the unit member.

6.15.3 The peer evaluators shall be appointed jointly by the LCFA and Senate Presidents and the appropriate educational administrator.

6.15.4 The Evaluation Team shall use the survey summary from the appropriate administrator to collaboratively complete the Additional Assignment Evaluation Form (AA-1) Certification of Completion & Recommendation for the given assignment. The form shall include a recommendation of Superior, More than Satisfactory, Satisfactory, Needs Improvement, or Unsatisfactory with a written explanation of the recommendation.

6.15.5 The completed Additional Assignment Evaluation Form and the survey summary shall be placed in the employees' Personnel file.

Article 7 – Work Load

7.1 FTE Load

Each unit member shall provide professional services corresponding to one (1) full-time equivalent faculty (FTEF) load per semester.

7.1.1 Lecture Hour – a lecture hour shall consist of fifty (50) minutes of formal lecture per week per academic semester. Each lecture hour shall equal one (1) contact hour.

7.1.2 Laboratory Hour – a laboratory hour shall consist of fifty (50) minutes of laboratory instruction per week per academic semester. Beginning 2022/2023 academic year, each laboratory hour shall be equal to eighty-three percent (0.83) of a contact hour. Beginning 2024/2025 academic year, laboratory hour shall be equal to eighty-eight percent (0.88) of a contact hour,

7.1.3 Contact Hours – a contact hour is defined as the amount of time (50 minute periods) the unit member spends in each of his/her classes.

7.1.3.1 Full-time Equivalent Faculty (FTEF) Load – A faculty (FTEF) teaching load is defined as instructing:

7.1.3.1.1 Fifteen (15) contact hours each week (Lecture Only) per semester, or

7.1.3.1.2 Beginning 2022/2023 academic year eighteen (18.00) contact hours each week (Laboratory Only) per semester, beginning 2024/2025 academic year seventeen (17.00) contact hours each week (Laboratory Only) per semester, or

7.1.3.1.3 A prorated combination of item 7.1.3.1.1 and item 7.1.3.1.2 above.

7.1.4 Class Size

7.1.4.1 Minimum Course Enrollments

Instructor	Course	Students/Section
Adjunct instructor	Credit Course	12
Adjunct instructor	Non-Credit	20
Full-time-overload	Credit	12
Full-time-overload	Non-credit	20
Full-time-normal load	Credit	17
Full-time-normal load	Non-credit	49

7.1.4.2 Maximum Course Enrollments (Maximum Class Size) – Regardless of delivery modality, the maximum class size shall be limited to 35 students per section. Furthermore, face-to-face classes shall be limited by available seats, by laboratory stations, by the size of the activity room, by safety concerns and/or limitations and outside regulatory requirements.

7.1.4.3 The maximum course enrollment of 35 shall not be exceeded unless mutual agreement is reached between the District and LCFA.

7.1.4.4 In response to the Student Success Initiative, class enrollment in Mathematics courses will be limited to 24 in Math 40, Math 11A, Math 164, Math 7, Math 167, Math 8, Math 168, and Math 60.

7.1.4.5 In response to the Student Success Initiative, class enrollment in English courses will be limited to 24 in ENGL 105A, ENGL 1, ENGL 9, and other basic skills classes in English, Reading, or ESL developed or taught in the future and co-requisite classes.

7.1.5 By mutual agreement between the appropriate Educational Administrator and the faculty member, an assignment in one semester having less than a 50% load may be followed the next semester by an assignment that yields a two semester total of 100%.

7.1.6 Unit members shall be afforded an opportunity to request and perform additional instructional activities in excess of their normal Faculty (FTEF) Load. Each additional overload class, however, will be required to meet minimum course enrollment.

7.1.7 Overloads may not be required by the District without the consent of the Unit Member. Overload will be paid at the hourly overload rate. (See Appendix A.)

7.1.8 Lecture Contact Hours shall be counted first in determining unit members normal Faculty (FTEF) Load. Sample calculations of overload contact hours are in Appendix D.

7.1.9 The appropriate Educational Administrator shall, in consultation with the Unit Member and the Division Chair, be responsible for determining instructional assignments. The District shall have the final right of assignment.

7.2 Instructional Faculty

The responsibilities of instructional faculty cover a thirty-seven and one-half (37.5) hour week. The work year for instructional unit members, unless otherwise indicated by this contract, shall be one hundred sixty-eight (168) instructional days, seven (7) flex days, and two (2) days for in-service, as designated by the District in consultation with the LCFA. When full-time faculty member assignments are in programs that are scheduled apart from the approved academic calendar (e.g., Nursing scheduled for trimesters) or assigned classes that are scheduled in a non-traditional manner [e.g., GSS classes scheduled for eight (8) hours/day for just five (5) days], the District in consultation with LCFA and affected members, shall prepare an equivalency agreement to ensure that the unit member(s) comply with the above requirements and ensure that the unit member(s) are not required to work more than the above requirements.

Such responsibilities include, but are not limited to, the following:

7.2.1 Meeting with classes as scheduled by the appropriate Educational Administrator.

7.2.2 Writing and updating course outlines of record. This should be done in cooperation with other unit members who teach in the same subject area.

7.2.3 Teaching classes in accordance with the intent of the college catalog and with the objectives and content of the course outline of record.

7.2.4 Face-to-Face Incarcerated Instructional Faculty

7.2.4.1 In addition to all items in 7.2 – 7.2.17.3, the following responsibilities pertain to instructors and non-instructional personnel who work in an incarcerated setting. Such responsibilities include, but are not limited to, the following:

7.2.4.2 All LCC faculty members who teach or provide non-instructional services in a prison or correctional facility shall agree to follow the rules, regulations, and conditions of the facility including a clearance check.

7.2.4.3 Faculty who tour and/or work in a prison or correctional facility will receive mileage reimbursement equal to a distance between the primary College site and prison facility. Mileage must be actually incurred to be reimbursed.

7.2.4.4 Faculty who receive any prison-mandated training not within the 177 day calendar will receive mileage reimbursement and adjunct hourly pay for the duration of the training

7.2.4.5 Faculty will receive a $200 stipend per unit for classes taught in an incarcerated environment

7.2.5 Providing a current syllabus which is consistent with the course outline of record to all students for each class. A course syllabus for each course taught shall be filed by the unit member with the appropriate Educational Administrator within one week of the first meeting of the class.

7.2.6 Reviewing, in cooperation with other faculty in the same subject area, textbooks, required reading, workbooks, and other materials.

7.2.7 Maintaining accurate and current records of student attendance and student achievement in accordance with District procedures.

7.2.8 Demonstrating continuing education toward maintaining currency with developments and changes in subject-matter field through coursework, conferences, workshops, seminars, professional training, and professional reading; or informal learning experiences as they pertain to the unit member's subject area.

7.2.9 Serving on standing and ad hoc committees, as assigned by the Academic Senate.

7.2.10 Supervising the care and maintenance of equipment provided for student use in classes.

7.2.11 Attending graduation ceremonies.

7.2.12 Fulfilling flex obligation.

7.2.13 Participating in and completing Instructional Program Review.

7.2.14 Reporting absences to the appropriate Educational Administrator.

7.2.15 Directing the work of classified staff as appropriate to the assignment. Meet with the classified staff's supervising manager at the beginning of a term to discuss the classified staff's job description, scheduling of the classified staff, and expectations of the classified staff. As a result of the meeting, the supervising manager will provide the LCFA unit member with a concise document identifying the classified staff's schedule and job expectations. The LCFA unit member will provide the classified staff's supervising manager with verbal anecdotal job performance information as needed for the purposes of employee evaluation. LCFA unit members will not evaluate classified staff.

7.2.16 Directing the work of Student workers as appropriate to the assignment and as agreed to in the request made by the faculty member for a student worker and subsequent approval of that request.

7.2.17 Submitting grade rosters to the Registrar's office within five (5) District business days after the last scheduled meeting of the class and completing all attendance rosters and other administrative forms as scheduled.

7.2.18 Participating in Student Learning Outcome (SLO) Assessment to include the:

7.2.18.1 Preparation and submission of an SLO Assessment Plan for each class within one week of the first meeting of the class.

7.2.18.2 Implementation of the assessment method as indicated on the SLO Plan for each class, and

7.2.18.3 Submission of the (a) results of the assessment method and (b) steps taken as result of the assessment within five (5) District business days after the last scheduled meeting of the class.

7.2.18.4 Both submissions will be made in accordance with District tracking procedures (i.e., may be paper-based or electronic).

7.2.18.5 Faculty are required to complete all work related to meeting accreditation standards to include but not limited to: SLO's, PSLO's, ISLO's and the DEIA Framework.

7.2.18.6 Participating in the use of the Electronic Early Alert System as appropriate.

This section covers all types of existing progress reports (e.g. EOP&S monthly student progress reports and athletic eligibility reports) and any subsequent reports that may arise during the duration of this contract.

1. Faculty may report underperforming students on an as-needed basis as determined solely by the faculty member.
2. Faculty may complete the negotiated form and submit to counseling.
3. An early alert only recognizes the student's inability to meet minimum standards.
4. Faculty may report students that are not meeting minimum standards of attendance and minimum standards for academic work to the designated early alert counselor.
5. The Faculty and the District agree that participation in early alert is not an evaluation tool for faculty performance.
6. Each early alert notification will be opened by the assigned academic counselor, addressed by the academic counselor using their professional judgement, and finally each early alert notification will be closed by the assigned academic counselor.

7.3 Full Time Office Hours

Instructional unit members shall schedule five (5) office hours per week in direct proportion to modality. Directors shall have office hours in proportion to instructional time by their contract. For the purpose of this section, hybrid and correspondence courses will be considered the same as face-to-face when scheduling office hours. The schedule will be posted in close proximity to the unit member's office.

7.3.1 An office hour is fifty (50) minutes.

7.3.2 The appropriate Educational Administrator shall review and approve unit member's office hour schedule and make changes as may be required by student need after consultation with the unit member.

7.3.3 Unit members shall then attend scheduled office hours for the purpose of student contact. For online office hours, the unit member will provide a zoom link for students to check in for immediate access to the unit member during the scheduled office hours.

7.3.4 Office hours shall be posted and filed with the appropriate Educational Administrator within one week after the first day of each semester.

7.4 Counselors

The responsibilities of counselors represent a work year of one hundred ninety (190) days, seven (7) flex days and two (2) days for in-service. Specific work days will be scheduled by the District in consultation with the unit member. The counselors shall have a thirty-seven and one-half (37.5) hour week including thirty-five (35) hours as scheduled by the District, with duties that include but are not limited to the following:

7.4.1 Providing academic, vocational and personal counseling to students on an individual basis.

7.4.2 Providing group counseling for the accomplishment of specific objectives.

7.4.3 Assisting in the planning and implementation of registration.

7.4.4 Providing guidance in immediate and long range program planning.

7.4.5 Administering and interpreting tests.

7.4.6 Counseling students with low scholastic achievement.

7.4.7 Providing occupational information service for students.

7.4.8 Providing educational psychological services.

7.4.9 Assisting students with petitions for graduation.

7.4.10 Establishing and maintaining communication with the various instructional areas, the administration and the staff of the District.

7.4.11 Establishing and maintaining communication with the high schools served by the District.

7.4.12 Establishing and maintaining communications with community agencies that can serve the District's students.

7.4.13 Serving on standing and ad hoc committees, as assigned by the Academic Senate.

7.4.14 Demonstrating continuing education toward maintaining currency with developments and changes in subject-matter field through coursework, conferences, workshops, seminars, professional training, and professional reading; or informal learning experiences as they pertain to the unit member's subject area.

7.4.15 Attending graduation ceremonies.

7.4.16 Fulfilling flex obligation.

7.4.17 Participating in and completing Instructional or Non-instructional Program Review as appropriate.

7.4.18 Reporting absences to the appropriate Educational Administrator.

7.4.19 Participating in the use of the Electronic Early Alert System as appropriate (See Article 7.2.18 (6)).

7.5 Distance Education Instruction

7.5.1 The LCFA and the District may agree on the need to develop a new distance education course. A Unit Member shall receive $1,500.00 compensation for developing the course upon completion of developing the course.

7.5.2 The course developer shall have first right of refusal to teach the course.

7.5.3 This section shall not limit the right of assignment of the District.

7.5.4 Material prepared on district time or when the unit member is receiving compensation shall be the property of the district.

7.5.5 Unit members using the Internet for providing Distance Education Instruction shall receive a reimbursement for internet costs (Refer to Article 9.7.4).

7.6 Special Assignments

Special Assignments are short-term (one year or less) assignments different from, and in addition to, the regular load of a Unit Member. Special assignments may be requested by the District.

7.6.1. Special assignment compensation is fixed amount of compensation based on successful completion of a special assignment or a predetermined "not to exceed amount" verified by hourly timecard. A fixed amount special assignment compensation is computed on expected length of the special assignment and the hourly overload rate.

7.6.2 A special assignment is a temporary task which includes such things as, but is not limited to, a coordinator, chair, recruiter, advisor, or grant writer.

7.6.3 The following process will be used to create special assignments:

7.6.3.1 Suggestions for "special assignments" may be proposed by faculty members or the District.

7.6.3.2 The District and the LCFA will agree to the outcomes, timeline, qualifications, responsibilities and duties, and compensation for the special assignment.

7.6.3.3 District approved special assignments will be advertised and all unit members will have the opportunity to apply.

7.6.3.3.1 Letters of interest will be submitted to the Office of Human Resources.

7.6.3.3.2 The appropriate Educational Administrator and one faculty member appointed by LCFA will review applicant materials, conduct interviews, if necessary, and make a selection.

7.7 Additional Assignments

Additional Assignments are long-term (more than one year) assignments, generally administrative in nature, provided as reassigned time and/or in addition to the regular load of a Unit Member. Additional Assignments may be negotiated into the contract. The selection process for Additional Assignments is described in Appendix E.

7.7.1. Additional assignment compensation is paid by stipend.

7.8 Eleven and Twelve Month Contracts

Unit members assigned the following responsibilities shall be considered eleven (11) or twelve (12) month employees working one hundred ninety-nine (199) or two hundred twenty-one (221) days, respectively, as part of their regular assignment and will receive pro-rata salary, retirement and sick leave accrual commensurate with the assignment. For these assignments, the District, after consultation with the unit member, shall schedule the exact days of work and duties to be performed during the Fiscal Year. A written schedule of the days will be placed in the member's personnel file prior to services being performed. Any adjustment to the original schedule shall be approved by the District in advance, where possible, and so noted on the copy in the member's personnel file.

Assignment	Duration
Counselors	11 months
Director of Academic Resources	11 months
DSPS Counselor/Coordinator	11 months
Work Experience Coordinator	11 months

7.9 Coaches of Intercollegiate Sports

7.9.1 Full-time faculty members assigned positions as head coaches of intercollegiate sports will be given a ten (10) laboratory contact hour credit towards his/her load during the off season semester for the purpose of recruiting. An individual unit member may not receive more than ten (10) laboratory contact hours of credit per year as part of his/her load for recruiting.

7.9.2 Adjunct faculty assigned the position of a Head Coach of an intercollegiate sport shall

7.9.2.1 Be assigned the varsity class and be compensated at the prevailing hourly adjunct rate.

7.9.2.2 Shall receive a stipend not to exceed $25,760.50 for the first year for performing head coaching duties. Following an evaluation of recruitment efforts, adherence to policies and team performance; the wage may be changed to Tier 2 not to exceed a total of $36,267.50 (See Article 9.7.1.4 for Tier information) for one academic year. Following the evaluation based on the same criteria, in subsequent contracts, the stipend may be decreased. The maximum stipend for any sport is $36,267.50. This stipend will be adjusted with COLA increases. Payment of the stipend will be made in twelve (12) monthly installments for the academic year. The stipend may be pro-rated for less than twelve months.

7.10 Director of Academic Resources, Work Experience Coordinator

Director of Academic Resources and the work experience coordinator shall have a thirty-seven and one-half (37.5) hour week including thirty-five (35) hours as scheduled by the district after consultation with the unit member. The responsibilities of Director of Academic Resources and work experience coordinators represent a work year of one hundred ninety (190) days, seven (7) flex days, and two (2) in-service days. The duties of Director of Academic Resources and work experience coordinators include but are not limited to the following:

7.10.1 Providing services for students and staff.

7.10.2 Establishing and maintaining communication with the various instructional areas, the administration and the staff of the District.

7.10.3 Demonstrating continuing education toward maintaining currency with developments and changes in subject-matter field through coursework, conferences, workshops, seminars, professional training, and professional reading; or informal learning experiences as they pertain to the unit member's subject area.

7.10.4 Attending graduation ceremonies.

7.10.5 Fulfilling flex obligation.

7.10.6 Participating in and completing Instructional or Non-Instructional Program Review as appropriate.

7.10.7 Supervising the care and maintenance of equipment provided for student use.

7.10.8 Reporting absences to the appropriate Educational Administrator.

7.10.9 Directing the work of classified staff as appropriate to the assignment. Meet with the classified staff's supervising manager at the beginning of a term to discuss the classified staff's job description, daily or weekly scheduling of the classified staff, and mutually agreed expectations of the classified staff. As a result of the meeting, the supervising manager will provide the LCFA unit member with a concise document identifying the classified staff's schedule and job expectations. The LCFA unit member will provide the classified staff's supervising manager with verbal anecdotal job performance information as needed for the purposes of employee evaluation. LCFA unit members will not evaluate classified staff.

7.10.10 Directing the work of Student workers as appropriate to the assignment and as agreed to in the request made by the faculty member for a student worker and subsequent approval of that request.

7.10.11 Participating in the use of the Electronic Early Alert System as appropriate (See Article 7.2.18).

7.11 Division Chairs

7.11.1 Under the direction of the Superintendent/President, or designee, responsibilities of Division Chairs shall include, or be reasonably related to the following:

7.11.1.1 Participate in the selection of new full-time and adjunct Division faculty.

7.11.1.2 Work with the appropriate Educational Administrator to coordinate preparation of the Department budgets within the Division.

7.11.1.3 Work with the appropriate Educational Administrator and Department faculty to prepare and recommend class schedules (Fall, Spring, and Summer) for all Departments within the Division.

7.11.1.4 Attend designated meetings: Consultation Counsel, Division Chairs, Educational Master Planning Committee (EMP), the Curriculum/Standards meeting (only as necessary) and other planning meeting as requested by the District, but not to exceed ten (10) hours per month. However, the ten (10) hour maximum specifically excludes any meeting associated with the development of class schedules. Should the ten (10) hour maximum be exceeded, the Chairs shall be compensated at the pro-rata rate based on monthly time card submission.

7.11.1.5 Hold Division meetings with the faculty at least once per month to conduct business and to provide communication between the District Administration and faculty.

7.11.1.6 Make recommendations during the first two (2) weeks of the Fall and Spring semesters concerning the addition or cancellation of classes and/or any other change to Department or Division schedules.

7.11.2 In accordance with Article 4.1.2, Division structure and the number of Division Chairs may be modified by the District in consultation with LCFA and the faculty involved. Selection of Division Chairs shall be in accordance with Appendix E. The District currently has four Division Chairs, each serving two-year terms with two Division Chair positions ending each year. If the District selects a three Division Chair structure, each Division Chair shall serve three year-terms with one Division Chair position ending each year. If the District selects a two Division Chair structure, each Division Chair shall serve two-year terms with one Division Chair position ending each year. If the number of Division Chairs is changed, all the new Division Chair positions shall be advertised to the faculty and the selection of the new Division Chairs shall be in accordance with Appendix E. To achieve a staggered ending date for the new Division Chair structure, the initial term length for each Division Chair position shall be randomly assigned as one or two years (two or four Division Chair structure) and one, two, or three years (three Division Chair structure). The initial term length shall be included in the Division Chair position announcement.

7.11.3 Division Chairs shall be provided a monthly stipend calculated at Step 10 for service during any regular academic year. **See Article 9.7 for compensation information.**

7.11.3.1 Should the District request Division Chairs to serve beyond the regular academic year, the Chairs will be granted the opportunity for twenty-two (22) consecutive week days without service requirements.

7.11.3.2 When four (4) Division Chairs are utilized, they shall perform their duties an average of seven and one half (7.50) hours per week.

7.11.3.3 When three (3) Division Chairs are utilized, they shall perform their duties an average of nine (9.0) hours per week.

7.12 Accreditation Chair(s)

7.12.1 The Accreditation Chair may be a unit member or a group of up to three (3) unit members who apply to perform the duties of the accreditation chair. If a group of unit members should apply for this position, they shall indicate how the job duties will be divided among the members and who shall be responsible for the performance of which duties. **See Article 9.7 for compensation information.**

7.12.2 Under the direction of the Superintendent/President or designee, responsibilities of the Accreditation Chair(s) shall include, or be reasonably related to the following:

7.12.2.1 Coordinate the District activities relating to the development of the accreditation self-study, midterm report, and follow-up reports.

7.12.2.2 Provide direction to the committees that are responsible for activities related to accreditation.

7.12.2.3 Develop accreditation activities that need to be accomplished for each academic year.

7.12.2.4 Develop timelines for accreditation activities for each academic year.

7.12.2.5 Monitor District activities and compliance with commission recommendations.

7.12.2.6 Attend all meetings related to the accreditation process, to include: Board of Trustees meetings, subcommittee meetings, meetings of the Academic Senate, CSEA, Management Group, LCFA, ASB, Administration, Consultation Council, and other groups that are formed as needed.

7.12.2.7 Ensure the accreditation self-study, midterm report, and follow-up reports are written and presented to District administration for timely submission to the accreditation commission (ACCJC).

7.12.3 Selection of the Accreditation Chair(s) shall be in accordance with Appendix E.

7.12.4 Should the District require the Chair(s) to serve beyond the regular academic year, the Chair(s) will be granted the opportunity for twenty-two (22) consecutive week days without service requirements.

7.13 Lead Counselor

7.13.1 Under the direction of the appropriate Educational Administrator, the responsibilities of the Lead Counselor shall include, or be reasonably related to the following **(See Article 9.7 for compensation information)**:

7.13.1.1 Provide oversight to the District counseling program; prepare agendas and related materials for weekly counselor meetings.

7.13.1.2 Serve as liaison between the counselors and the appropriate Educational Administrator.

7.13.1.3 Work with Division Chairs and the Office of Instruction on course scheduling issues.

7.13.1.4 Directing the work of classified staff as appropriate to the assignment. Meet with the classified staff's supervising manager at the beginning of a term to discuss the classified staff's job description, daily or weekly scheduling of the classified staff, and mutually agreed expectations of the classified staff. As a result of the meeting, the supervising manager will provide the LCFA unit member with a concise document identifying the classified staff's schedule and job expectations. The LCFA unit member will provide the classified staff's supervising manager with verbal anecdotal job performance information as needed for the purposes of employee evaluation. LCFA unit members will not evaluate classified staff.

7.13.1.5 Directing the work of Student workers as appropriate to the assignment and as agreed to in the request made by the faculty member for a student worker and subsequent approval of that request.

7.13.1.6 Coordinate and schedule the one hundred and ninety-nine (199) day calendars for full-time counselors and any adjunct counselors, as required.

7.13.2 Selection of the Lead Counselor shall be in accordance with Appendix E.

7.14 Director of Nursing

7.14.1 Under the direction of the appropriate Educational Administrator, the responsibilities of the Director of Nursing shall include, or be reasonably related to the following **(See Article 9.7 for compensation information)**:

7.14.1.1 Maintain familiarity with the California Board of Vocational Nursing and Psychiatric Technician Examiners, Nevada State Board of Nursing and Department of Health Services rules and regulations.

7.14.1.2 Coordinate and/or participate in the recruiting, hiring, orienting, and evaluating of Nursing faculty.

7.14.1.3 Conduct ongoing program review and tabulate and organize program review data for the Board of Vocational Nursing.

7.14.1.4 Assist with Staff development for Nursing faculty.

7.14.1.5 Develop agendas and conduct and keep minutes of staff meetings.

7.14.1.6 Schedule staff and clinical facilities for clinical rotations.

7.14.1.7 Provide detailed interim reports including statistics for State Vocational Nursing Program.

7.14.1.8 Direct the counseling, evaluation, and dismissal of students from the program.

7.14.1.9 Attend regularly scheduled regional and state Nursing Director meetings.

7.14.1.10 Update curriculum, instructional plans, and lesson plans to meet state regulations.

7.14.1.11 Maintain applications for the CNA & LVN programs.

7.14.1.12 Complete and submit annual report to the Board of Vocational Nursing.

7.14.1.13 Establish and maintain relationships with appropriate clinical facilities for student clinical experiences.

7.14.1.14 Schedule clinical facilities for student clinical experiences.

7.14.1.15 Process student applications for admission into the LVN and CNA programs.

7.14.1.16 Conduct local annual advisory Vocational Nursing Board meetings.

7.15 Minimum Qualification/Equivalency Liaison

7.15.1 Under the direction of Academic Senate, responsibilities of the MQ/Equivalency Liaison shall include, or be reasonably related to the following **(See Article 9.7 for compensation information)**:

7.15.1.1 Review transcripts of all applicants for full and adjunct faculty position**s** and compare to Board of Governor's adopted minimum qualification for disciplines list.

7.15.1.2 Prepare and sign certification of minimum qualification forms for signature by academic dean and equivalency forms for consideration by subject area faculty, Academic Senate (signature) and subsequently Governing Board (formal action on consent agenda) consistent with Academic Senate adopted procedures.

7.15.1.3 Maintain and annually update Minimum Qualification/ Equivalency Handbook with actions by the Board of Governors, establishing new and revised minimum qualifications and disciplines, as well as local Curriculum Committee/Academic Standard's Committee actions assigning courses to disciplines in addition to any changes to the procedures adopted by the Academic Senate.

7.15.1.4 Work with the Curriculum Committee/Academic Standards Committee and Academic Services support staff to assure data validation so that all courses are appropriately assigned to disciplines adopted by the Board of Governors.

7.16 Flex Development/Flex Activity (FD/FA) Chair

7.16.1 Under the direction of Academic Senate, responsibilities of the FD/FA Chair shall include, or be reasonably related to the following **(See Article 9.7 for compensation information)**:

7.16.1.1 Assist in the development of on-campus professional activities for convocation, flex and other days.

7.16.1.2 Assist in the development of professional development, specifically flex, forms and surveys.

7.16.1.3 Assist in the preparation of the college Professional Development Plan.

7.16.1.4 Assist in the preparation of the year-end Flexible Calendar Report.

7.16.1.5 The District will provide the FD/FA Chair with a schedule for determination of development and flex activities and for other related work.

7.16.1.6 The District will provide the FD/FA Chair with all materials and clerical support necessary to complete the scheduled tasks.

7.16.1.7 The LCFA may change the FTEF load split prior to the beginning of a semester as necessary.

7.17 DSPS Counselor/Coordinator (See Article 9.7 for compensation information)

7.17.1 Provide academic, career, personal and disability management counseling as needed for eligible students with disabilities.

7.17.1.1 Counsel eligible DSPS students and assist them in developing their Student Education Plans (SEPs) and Academic Accommodation Plans (AAPs).

7.17.1.2 Review student documentation, determine student eligibility, and assign appropriate academic accommodations, auxiliary aids, and services to students in accordance with DSPS regulations

7.17.1.3 Meet individually with students to discuss their academic accommodations, learning preferences, and academic needs.

7.17.1.4 Maintain appropriate student files and accurate program, state, and federal records.

7.17.1.5 Responsible for planning, tracking, and reporting on the DSPS budget and expenditures.

7.17.1.6 Serve as an advocate/ liaison between students and faculty when appropriate, as well as on matters related to technology and accessibility for DSPS students.

7.17.1.7 Direct the work of other DSPS staff as needed to ensure proper program reporting and coordination of services.

7.17.1.8 Collaborate with college instructors, counselors, and staff to assist eligible students in pursuit of their educational goals.

7.17.1.9 Participate in professional activities, curriculum development, and campus committees as a general requirement of all faculty.

7.17.1.10 Coordinate the day-to-day functions of DSPS.

7.17.1.11 Coordinate the collection of pertinent data related to the retention, matriculation, and transfer of DSPS students.

7.17.1.12 Coordinate with other campus resources, such as EOPS, CalWORKs, Financial Aid, Learning Center, and Career/Transfer Center.

7.17.1.13 Maintain liaison with other on- and off-campus agencies providing support services to students with disabilities.

7.17.1.14 Perform other related duties that support the overall objective of the position.

7.17.1.15 May require work, coordination, or instruction in a prison environment.

7.18 Full-Time Coach

7.18.1 Under the direction of the appropriate Educational Administrator, the responsibilities of a full-time coach shall include Responsibilities including, but are not limited to:

7.18.1.1 Instruct assigned classes in accordance with the course outline of record

7.18.1.2 Act as head coach for the assigned team

7.18.1.3 Recruit assigned number per sport, listed on job announcement, of student athletes annually. Retain assigned students, per sport listed on job announcement, per year

7.18.1.4 Adhere to all regulations, rules, procedures, and policies for athletic programs as established by the NCAA, the CCCAA, and the Golden Valley Conference

7.18.1.5 Organize, plan, coordinate and evaluate the intercollegiate athletic program

7.18.1.6 Determine student eligibility for athletic program

7.18.1.7 Determine program goals, objectives and related activities

7.18.1.8 Oversee the strength and conditioning program for the sport

both in-season and out-of-season

7.18.1.9 Coordinate the identification and recruitment of eligible individuals by recruiting actively in high schools in the area and contiguous districts. This recruitment process includes: high school visitations, individual contacts with the athlete and parents, and home visits; preparing follow-up correspondence and telephone contact; facilitate District visitation by prospective athletes; and assisting student-athletes by referring them to student employment, financial aid, orientation , counseling, assessment and registration

7.18.1.10 Stay abreast of current trends and information in the field

7.18.1.11 Attend coaching clinics, seminars, trainings, and conferences

7.18.1.12 Maintain membership in and participate in meetings of local, state, and national coaches' associations

7.18.1.13 Supply informational assistance in the preparation of media guides, is available to media for interviews, and is responsible for providing timely game results to local media

7.18.1.14 Attend community events and speaks on behalf of the District as part of fundraising and outreach efforts

7.18.1.15 Maintain standards of professional conduct and ethics appropriate to the position

7.18.1.16 Assist student-athletes in preparation for transfer to four-year colleges by: assisting student-athletes with correspondence to four-year colleges, preparing follow-up correspondence and telephone contact with four-year college coaches, initiating contact with four-year college coaches on behalf of their student-athletes, assisting student-athletes in producing game tapes for four-year colleges, assisting student-athletes with their four-year college visitations, and scheduling four-year college coaches to visit the District to recruit student-athletes

7.18.1.17 Monitor student-athlete scholastic progress in coordination with the Counseling and athletic eligibility staff

7.18.1.18 Teach student-athletes the practical and theoretical strategies and concepts of their respective sport

7.18.1.19 Encourage student-athletes to play as a team with enthusiasm, discipline, ethical behavior, and sportsmanship

7.18.1.20 Provide a safe environment with special respect to the sport and sports injuries

7.18.1.21 Recommend equipment purchase and care

7.18.1.22 Assist the Athletic Director and the Division Dean in the preparation of reports, budgets, and audit information, and other required data

7.18.1.23 Provide dynamic instruction with the ability to engage student interest by using current and effective andragogy

7.18.1.24 Meet faculty responsibilities as outlined in the faculty contract per Articles7.2 through 7.3.4

7.19 Fire Technology Director

7.19.1 Under the direction of the appropriate Educational Administrator, the responsibilities of the Director of Fire Technology shall include, or be reasonably related to the following **(See Article 9.7 for compensation information)**:

7.19.1.1 Plan and schedule a course of study for Fire Science courses and assist the Division Chair in finding/selecting qualified instructors.

7.19.1.2 Plan and schedule Federally and/or California Office of the State Fire Marshall certified courses and assist the Division Chair in finding/selecting qualified instructors.

7.19.1.3 Maintain familiarity with the Federal and/or California Office of the State Fire Marshall training rules and regulations.

7.19.1.4 Coordinate and/or participate in recruiting, hiring, orienting, mentoring, and evaluating Fire Technology faculty.

7.19.1.5 Collect, maintain, and distribute all data required for compliance with Federal and/or State training standards.

7.19.1.6 Update and maintain Federal and/or California Office of the State Fire Marshall course certifications, as needed.

7.19.1.7 Conduct ongoing program review, and collect tabulate and report on data in the Instructional Program Review (IPR) process.

7.19.1.8 Develop and implement departmental goals, objectives, and priorities for the Fire Technology program.

7.19.1.9 Develop, prepare, implement, and monitor Instructional Service Agreements (ISA's) with local agencies.

7.19.1.10 Ensures physical and human resources are in compliance with all applicable Federal, State, local, and college safety requirements.

7.19.1.11 Oversee and be accountable for the purchasing, inventory management/tracking, security, maintenance and operational safety of the tools, equipment, software, supplies, and other capital assets in the Fire Technology program.

7.19.1.12 Attend regularly scheduled regional and state Fire Training Manager's meetings.

7.19.1.13 Establish and maintain relationships with local, county, State, and Federal public entities.

7.19.1.14 Continue and expand strategic public and private sector partnerships appropriate to the Fire Technology program.

7.19.1.15 Participate on a variety of boards and commissions; attend and participate in professional group meetings.

7.19.1.16 Stay abreast of current trends and innovations in the field of fire training and safety.

7.19.1.17 Process new student applications for Fire Technology courses that need instructor approval to attend.

7.19.1.18 Update curriculum, instructional plans, and lesson plans to meet Federal, state and/or outside agency regulations.

7.19.1.19 Conduct local advisory committee meetings for the Fire Technology program.

7.19.1.20 Promote the Fire Technology program through outreach efforts, community involvement, marketing and recruitment activities.

7.19.1.21 Be willing/able to travel and work evenings and/or weekends occasionally.

7.19.1.22 Assist in the coordination of instruction in the correctional environment.

7.19.1.23 Perform other duties as assigned that directly support the overall objective of the Fire Technology program.

7.20 Director of POST and Administration of Justice (See Article 9.7 for compensation information)

7.20.2 Under the direction of the appropriate Educational Administrator, the responsibilities of the Director of POST and Administration of Justice shall include, or be reasonable related to the following:

7.20.2.1 Plan and schedule California Commission on Peace Officer Standards and Training (POST) certified courses and assist the Division Chair in finding/selecting qualified instructors.

7.20.2.2 Plan and schedule a course of study for Administration of Justice courses and assist the Division Chair in finding/selecting qualified instructors.

7.20.2.3 Plan and schedule California Board of State and Community Corrections, Standards and Training for Corrections (STC) courses and assist the Division Chair in finding/selecting qualified instructors.

7.20.2.4 Maintain familiarity with the California Commission on Peace Officer Standards and Training (POST) as well as California Board of State and Community Corrections, Standards and Training for Corrections (STC) rules and regulations.

7.20.2.5 Coordinate and/or participate in recruiting, hiring, orienting, mentoring, and evaluating AJ and POST faculty.

7.20.2.6 Assist in coordinating any scheduled courses common to both POST and NRA programs.

7.20.2.7 Collect, maintain, and distribute all data required for compliance with POST and/or STC training standards.

7.20.2.8 Attend regularly scheduled regional and state POST and/or STC Training Manager's meetings.

7.20.2.9 Establish and maintain relationships with local, county, State, and Federal public entities.

7.20.2.10 Continue and expand strategic public and private sector partnerships appropriate to the POST and/or STC programs.

7.20.2.11 Participate on a variety of boards and commissions; attend and participate in professional group meetings.

7.20.2.12 Stay abreast of current trends and innovations in the field of public safety.

7.20.2.13 Process new student applications for POST and/or STC courses that need instructor approval to attend.

7.20.2.14 Update curriculum, instructional plans, and lesson plans to meet state and outside agency regulations.

7.20.2.15 Conduct local advisory committee meeting for the AJ and POST programs.

7.20.2.16 Promote the AJ and POST programs through outreach efforts, community involvement, marketing and recruitment activities.

7.20.2.17 Be willing/able to travel and work evenings and/or weekends occasionally.

7.20.2.18 Perform other duties as assigned that directly support the overall objective of the program.

7.21 Nurse Assistant Training Program Director (See Article 9.7 for compensation information)

7.21.1 Under the direction of the appropriate Educational Administrator, the responsibilities of the Director of the Nurse Assistant Training Program [NATAP] shall include, or be responsible related to the following **(See Article 9.7 for compensation information)**

7.21.1.1 Ensure that the Nurse Assistant Training Program meets all state and federal requirements and is in compliance with all applicable rules and regulations including but not limited to: Certified Nurse Assistant Regulations California Health and Safety Code Section 1337-1338.5, California Code of Regulations (CCR), Title 22, Division 5, Code of Federal Regulations (CFR) Section (d) 5.

7.21.1.2 Review, update, submit, and maintain all required NATAP documents required by the Department of Health Services [DHS] for the annual program renewal.

7.21.1.3 Ensure that all records regarding the program are kept available for DHS inspection for a period of four years from the date of approval.

7.21.1.4 Develop and maintain appropriate NATAP application process.

7.21.1.5 Ensure, maintain, and/or submit appropriate and secure records proving that all applicants have completed or meets the age, health examination, and criminal record regulatory requirements prior to patient contact.

7.21.1.6 Develop, prepare, implement, monitor, and maintain Clinical Site Agreements and ensure proper renewal.

7.21.1.7 Host site visits and ensure access to all records, clinical sites, instructor evaluations, policy and procedures.

7.21.1.8 Develop corrective action plans based on deficiencies and ensure all corrective actions are implemented.

7.21.1.9 Ensure and maintain evidence of Professional Liability Coverage covering all students and clinical faculty.

7.21.1.10 Ensure appropriate and mandated regulations on clinical supervision, clinical training hours, student to instructor ratios, administration of examinations to assess student progress, and percent score passage rates are met.

7.21.1.11 Monitors instructors appropriately to ensure instructors are compliant with all aspects of NATAP training and the ethical and regulatory compliant processes are working and being followed.

7.21.1.12 Verify lesson plans align with course outlines of records and ensure that core curriculum content includes all topics listed in California Code of Regulations and Code of Federal Regulations.

7.21.1.13 Complete and maintain appropriate attendance and student absenteeism records related to minimum hour's requirements and any make-up work.

7.21.1.14 Ensure that every student has successfully completed all required modules, components, assignments, skills, demonstrations, exams and hours required of the program.

7.21.1.15 Timely notify DHS of any changes of program content, hours, staff, and/or evaluation of student learning for the certification training program.

7.21.1.16 Maintain Lassen Community College Nurse Assistant Training Program Handbook and enforce all rules outlined in the handbook including disciplinary actions for violations.

7.21.1.17 Perform related duties such as assisting in student application for the accreditation examinations, providing remedial assistance to students, assisting with academic problems and working with counseling.

7.21.1.18 Oversees inventory management, security, and operational safety of the tools, equipment, and other capital assets of the program. Ensures resources are in compliance with all applicable Federal, State, local, and college safety requirements.

7.21.1.19 Promote program coordination and advancement in college committee work and in-service events, outreach efforts, community involvement, and marketing activities within local service area. Establish positive working relationships with local schools, educational agencies, public agencies, and local nursing community.

Article 8 – Leaves

8.1 Absences and Conditions Regulating Absences – General Provisions

8.1.1 A unit member may be absent from work during required periods of service, providing the applicable policies and procedures have been properly implemented. Absence for any other reason shall constitute an "unauthorized absence."

8.1.2 Information relative to absences and leaves shall be made a matter of record included in the unit member's personnel file. Violation of such absences and leave provisions shall be considered cause for disciplinary action.

8.1.3 Except when there is an emergency, notification of the unit member's absence shall be reported in advance by the unit member to the Office of the appropriate Educational Administrator. When advance notification is not reasonably possible, the unit member shall submit notice by telephone to the Office of the appropriate Educational Administrator, two (2) hours prior to the start of class of the day of the absence. The reason and the amount of time shall be reported if known. If not known, the unit member shall keep the appropriate Educational Administrator informed. In all cases, an Employee Leave slip shall be completed by the unit member and forwarded to the appropriate Educational Administrator or designee upon the unit member's return to work.

8.1.4 If not completed in advance of the leave, within three (3) working days of termination of the absence, the unit member shall complete the report of absence form stating the reason for absence. Appropriate documentation supporting the reason for the unit member's absence may be required.

8.1.5 A member shall not be allowed to undertake any gainful employment while on leave of absence or sick leave. The member may be required to certify that he/she was not gainfully employed.

8.1.6 A unit member shall receive no compensation for time absent from regularly assigned duties, except as otherwise provided in this Agreement or by order of the Superintendent/President.

8.1.7 Salary deduction for unpaid absences, "extended absence Leave," shall be computed as follows: each day of such absence shall result in the deduction of a fraction of days absent divided by the number of service days for which the unit member is obligated.

When the unit member is absent from a portion of a day's work, the equivalent portion of daily salary shall be deducted from the unit member's monthly check. Absences will be recorded to the nearest half (0.5) hour. The portion will be based on a 7.5 hour workday.

8.1.8 For a paid leave, a unit member who is absent from a portion of a day's work shall have leave deducted from accumulated leave. The portion of leave deducted will be recorded to the nearest half (0.5) hour and will be based on a 7.5 hour workday.

8.2 Sick Leave

8.2.1 A unit member who is employed full-time for the full academic year shall be entitled to ten (10) days leave of absence or illness or injury per year. An employee, who is employed for fewer than five (5) days per week, or for less than a full academic year, will receive the proportional number of days of leave.

8.2.2 Pay for any day of absence covered by this leave shall be the same as the pay which would have been received had the unit member worked during his/her regular assigned hours on the day of leave.

8.2.3 The full amount of the leave granted each year under this Section shall be available on the first day of each academic year and need not be accrued prior to taking such leave.

8.2.4 Unused leave granted under this Section shall be accumulated from year to year.

8.2.5 Unused sick leave accrued in California public elementary schools, secondary schools, or community colleges may be transferred in accordance with Education Code, Section 87782. Official verification of unused sick leave shall be forwarded to the appropriate office where it will be credited to the unit member's sick leave balance.

8.2.6 Absence covered by accumulated sick leave shall be at full pay. When all accrued sick leave has been used and additional absence is necessary, the unit member shall be paid "extended sick Leave" defined as the difference between his/her salary and that paid a temporary employee hired to replace him/her, or the amount that would have been paid had a temporary been hired, or fifty percent (50%) of the employee's contract salary, whichever is greater, until the total absence covers a period of five (5) months.

The five (5) month period begins on the first day of absence. Additional sick leave is not accrued during the five (5) month period. A temporary replacement includes hiring an existing teacher on an overload basis. If no temporary is hired, the pay deducted shall be at the first step of the appropriate lab or lecture rate.

8.2.7 After an absence of five (5) days or more, the unit member may be required to present a medical doctor's certificate verifying a personal illness or injury. After an absence of more than two (2) weeks, the Superintendent/President may require a unit member to present a physician's verification that the member is able to return to work with or without reasonable accommodation. The District may also require examination by another physician at District expense if it questions a unit member's determination of ability to return to work.

8.2.8 After exhausting both accumulated and extended sick leave, a unit member may apply for and shall be granted a leave without pay for recuperation for up to one (1) additional year. Following this unpaid leave, a unit member may request an extension. If the extension is denied, the unit member shall be placed on the thirty-nine (39) month re- employment list.

8.2.9 If the illness or injury exceeds five (5) consecutive days, the District may designate a certified medical specialist to examine the unit member and make all necessary inquiries in order to be fully informed as to the nature and severity of the illness or injury and to report such findings to the Superintendent/President. The District shall bear the cost of investigation/ examination. If the report concludes that the absence is not due to personal illness or injury or that the illness is not sufficiently severe to warrant continued absence, then the Superintendent/President, after such notice to the unit member, may refuse to grant such leave.

8.2.10 Unit members shall be provided an accounting of the balance of their accumulated sick leave at the end of each contract month.

8.3 Use of Sick Leave for Personal Necessity

8.3.1 A unit member may be granted a maximum of six (6) days leave of absence in any school year without loss of pay in cases of personal necessity, upon approval of the appropriate Educational Administrator for their area or designee. One (1) day shall be granted by the District. Any of the additional five (5) days shall be deducted from the member's accumulated sick leave.

8.3.2 Personal necessity includes: emergencies related to the unit member's home in cases of natural disaster or accident; illness or accident to the unit member's immediate family (as defined in Article 8.3.3); appointments for the purpose of conducting personal legal affairs of financial transactions that cannot be conducted outside of working hours; receipt of summons, subpoena, or other judicial order requiring absence from work, excluding jury duty; observance of a major religious holiday of the unit member's faith; or, parental responsibilities that cannot be scheduled outside of working hours.

8.3.3 "Member of immediate family," as used in this Section, means the husband, wife, domestic partner, mother, father, sister/brother, son, daughter, grandparent, grandchild, parent-in-law, foster parent, step parent, step child, foster child, brother-in-law, sister-in-law, or any other person living in the immediate household of the unit member, or established by state law.

8.3.4 This leave specifically shall not be used to extend holiday or break periods and does not include any recreational use nor any use related to present or prospective employment or union activity. Such leave as applied for, used, and/or granted must be on matters which cannot be accomplished other than during the unit member's regular working hours, or deferred to a more convenient date or time to accommodate the regular work schedule.

8.3.5 Advance notification is required before personal necessity leave may be taken except in emergencies, cases of death, serious illness or accident, in which cases the notification shall be as soon as reasonably possible.

8.4 Industrial Accident or Illness Leave

8.4.1 Unit members shall receive sixty (60) days leave with pay in any one (1) Fiscal Year for an industrial accident or illness. An industrial accident or illness is defined as one where the member becomes ill or is injured while he/she is serving the District and the accident or illness is reported to the worker's compensation insurance carrier in accordance with their regulations, and the worker's compensation insurance carrier accepts responsibility for the treatment of the member.

8.42 Industrial accident or illness leave will commence on the first day of absence. Allowable leave shall not be accumulated from year-to-year. When an industrial accident or illness occurs at a time when the full sixty (60) days will overlap into the next fiscal year, the member shall be entitled to only that amount remaining at the end of the fiscal year, in which the injury or illness occurred, for the same illness or injury.

8.4.3 Payment for wages lost on any day shall not, when added to an award granted the unit member under the worker's compensation laws of this state, exceed the normal wage for the day. Industrial accident leave will be reduced by one (1) day for each day of authorized absence regardless of a compensation award made under worker's compensation.

8.4.4 The industrial accident or illness leave of absence is to be used in lieu of accrued sick leave acquired under Section 8.2.1. When industrial accident or illness leave has been exhausted, other sick leave accrued under Section 8.2 will then be used; but if a member is receiving worker's compensation he/she shall use only so much of his/her accumulated or available sick leave, accumulated compensating time off, vacation or other available leave, which, when added to the worker's compensation award, provide for a full day's wage or salary.

8.4.5 During all paid leaves of absence, whether industrial accident leave as provided in this Section, sick leave, vacation, compensated time off, or other available leave provided by law, or the action of the Board, the unit member shall endorse to the District wage loss benefit checks received under the worker's compensation laws of this state. The District, in turn, shall issue the member appropriate warrants for payment of wages or salary and shall deduct normal retirement and other authorized contributions.

8.4.6 The provisions of Section 8.2.7 and 8.2.8 are applicable to absences taken for industrial accident or illness.

8.4.7 If the absence resulted from a psychological or mental illness, the release for return to work must be from a psychiatrist.

8.5 Bereavement Leave

8.5.1 At the time of death of any member of a unit member's immediate family, as defined in Section 8.3.3, the unit member shall be granted, without loss of salary or other benefits, leave of absence not to exceed five (5) working days or seven (7) working days if the unit member must travel more than one hundred and fifty (150) miles, or if the death is of a spouse or child. Such absence will not be deducted from authorized absences or leaves.

8.5.2 Bereavement leave does not accumulate from year to year.

8.6 Jury Duty Leave

A unit member called for jury duty shall receive leave for the days missed. Money received for jury duty, excluding mileage shall be deducted from regular salary.

8.7 Military Leave

Unit members will be granted military leave as required by provisions of the Education Code and Military and Veterans Code.

8.8 Leave without Pay

8.8.1 Applications for leave without pay must be filed with the Superintendent/President at least sixty (60) days prior to the beginning of the leave period. Leave, at the discretion of the Board, may be granted for a maximum of one (1) year to correspond as nearly as possible with the beginning and ending dates of each school semester.

8.8.2 Unit members who have been granted leaves of absence for advanced collegiate study, not a sabbatical leave, will not receive credit for a year's service to the District unless such study is undertaken at the approval of the Governing Board of the District.

8.8.3 Leaves of one-half (0.5) an academic year or less shall not constitute a break in service. A full year unpaid education leave shall be counted for advancement on the salary schedule.

8.8.4 Leaves of absence may be requested for any of the following reasons:

(a) Advanced collegiate study
(b) Travel
(c) Personal reasons

8.8.5 Unit members are not entitled to District-paid benefits during leave under this Section but may continue to receive benefits by paying the full cost of benefits in advance.

8.8.6 Authorization for leave under this Section shall not be deemed precedential for future requests.

8.9 Pregnancy Disability Leave

8.9.1 Unit members shall have the right to utilize sick leave and extended absence leave as provided for in Section 8.2 for absences necessitated by pregnancy, miscarriage, childbirth, and recovery there from.

8.9.2 When a disability necessitated by pregnancy, miscarriage, childbirth, or recovery there from occurs, the unit member shall be responsible for having her physician send another letter to the personnel office stating the disability termination date and that the unit member is able to resume all duties associated with her position. In the event that a requested leave of absence under Section 8.2 begins prior to the beginning date of disability or extends beyond the disability termination date as described by the unit member's physician, such additional period(s) of time shall not be part of the unit member's sick leave or extended sick leave.

8.9.3 Whenever possible, the unit member shall provide the District's personnel office with a written statement, no later than thirty (30) days prior to the date when the unit member wishes her pregnancy disability leave to begin, setting forth the approximate date the leave is to begin and the approximate date the unit member expects to resume her duties. The length of the pregnancy disability leave shall be as determined by the unit member and the unit member's physician, provided, however, that the paid pregnancy disability leave shall not be for a period of time greater than unit member's disability.

8.10 Parental Leave

8.10.1 Qualified unit members may choose to take up to twelve (12) workweeks of parental leave pursuant to Education Code 87780. Sick leave will be applied towards these twelve (12) workweeks of parental leave until all sick leave is exhausted. Thereafter, the unit member may use differential leave for the balance of the period up to twelve (12) workweeks and shall be compensated at no less than fifty (50) percent of his or her regular salary. Parental leave is in addition to pregnancy disability leave and does not run concurrently.

8.10.2 Request for such leave shall be made in writing to the Superintendent/President at least thirty (30) days prior to the date on which the unit member desires the leave to commence when possible.

8.11 Sabbatical Leaves

8.11.1 Unit members should be constantly increasing their knowledge and keeping abreast of developments both in their field and the study of teaching. Sabbatical leaves are among the means by which this may be accomplished. In this light, they help assure that the College will have the kind of personnel that it needs. Conceived so, sabbatical leaves are more than a privilege accorded qualified unit members.

They are an indispensable means of enhancing instructional quality and professional development. All unit members should be entitled to this means of professional growth.

8.11.2 Sabbatical leaves may be granted to unit members within the following four (4) categories:

8.11.2.1 Advanced Academic Study: applicants for a Sabbatical leave under this section shall submit a detailed program of academic study, either graduate or undergraduate (or combination), equal to a full course load.

8.11.2.2 Professional Study Projects: applicants under this section shall submit a detailed statement of the professional study projects to be undertaken. While such studies need not be undertaken under the auspices of a collegiate institution, they must constitute an organized program of full-time study designed to enhance the unit member's performance in his or her area of specialization. Such projects may include research within the area of specialty, research in the area of teaching, or creative projects.

8.11.2.3 Travel: applicants under this section shall submit a detailed statement of the proposed itinerary and its specific relation to the teacher's field. Applicants must remain in travel status for at least three and one-half (3.5) months for each semester of leave granted.

8.11.2.4 Study through Work Experience: applicants under this section shall submit a detailed statement of the work experience project. This program is available chiefly to unit members in vocational subjects who intend to study in schools maintained by a business or industry for craftsperson or technical workers or those who intend to obtain work experience in their vocational field. A specific school or job opportunity must be submitted with the program.

8.11.3 All unit members are eligible for a sabbatical leave after completion of seven (7) consecutive years of full-time service in the District. The year in which the sabbatical leave is taken does not apply toward the next seven (7) year period for eligibility. A full-time leave of absence granted by the District does not interrupt consecutive service but shall not count as one (1) of the seven (7) years.

8.11.4 Sabbatical leaves may be granted for not less than one (1) full semester or more than two (2) consecutive semesters. A one (1) semester sabbatical leave may be granted for either the Fall or Spring semester.

8.11.5 Applications for sabbatical leave shall be submitted on a form provided by the appropriate Educational Administrator. This form must be submitted by November 15 for sabbatical leaves beginning the following Fall semester and by April 15 for leaves beginning the following Spring semester.

8.11.6 A sabbatical leave committee, chaired by the appropriate Educational Administrator and composed of two (2) faculty members appointed by the Academic Senate, and two (2) faculty members appointed by the LCFA, shall evaluate all applications according to the four (4) categories in 8.11.2 and the criterion in 8.11.7.

8.11.7 After verifying the eligibility of all applicants, the Committee will rank all applicants in the following five (5) categories:

(1) Direct benefit to Lassen College
(2) Direct benefit to the individual
(3) Feasibility of the proposal
(4) Seniority at Lassen College
(5) Number of previous sabbatical leaves

8.11.7.1 Criteria for evaluation of the above equal priority categories shall be found on the application form.

8.11.7.2 In addition, the Committee shall interview the candidates to gain further insights into the proposal and then make recommendations to the Superintendent/President for submittal to the Board. The Committee recommendations shall be forwarded to the Superintendent/President by December 1 for Sabbaticals beginning the following Fall semester, and May 1 for Sabbaticals beginning the following Spring semester.

8.11.8 After being notified that their application has been approved by the Board, applicants shall accept or reject the leave in writing within fifteen (15) calendar days.

8.11.9 Sabbatical leaves, once granted and accepted, shall be canceled or modified only by mutual agreement between the College and the unit member involved.

8.11.10 Each unit member on sabbatical leave shall file with the appropriate educational administrator, a written report no later than sixty (60) days after his/her return. The report shall contain data on activities of the unit member, transcripts of all college and university work completed, and an appraisal of the professional value of the experience gained while on leave.

8.11.11 Any unit member on sabbatical leave shall be returned to the assignment held at the time the leave was granted unless another assignment is mutually agreed upon in writing. For purposes of advancement on the salary scale and retirement, the leave shall count as regular teaching service.

8.11.12 Any unit member granted a sabbatical leave, whether for a semester or a year, shall receive seventy-five percent (75%) of the regular salary, and full health benefits the unit member would have received. While on leave, the unit member will be paid at the usual intervals. Special arrangements would normally be made only for those members who are out of the continental limits of the United States.

8.11.13 If the sabbatical program is interrupted because of serious illness or accident, this condition shall not be construed as a failure to fulfill the conditions upon which the leave was granted. This condition shall not affect the amount of compensation to be paid the unit member provided that the Board shall be notified promptly of such illness or accident by registered letter within fifteen (15) days of the time of illness or accident unless prevented by extenuating circumstances.

8.11.14 Granting of a sabbatical leave is conditioned upon the unit member agreeing to the terms of the leave and further agreeing to return to the District for at least two (2) full school years as a certificated employee.

8.11.15 The performance of this agreement by the unit member is to be secured by a corporate surety bond, paid by the District, provided for in principal sum equal to the amount of salary to be paid to the unit member while on leave.

8.11.16 In the case of death of the individual while on leave or before the two (2) year term of service after return is completed, his/her estate shall not be required to fulfill the conditions upon which the leave was granted, but payment of salary by the District shall cease upon such death.

8.12 Mini-Sabbatical Leaves

8.12.1 Mini-sabbaticals are intended to increase the ability of full-time faculty to perform additional duties such as teaching in additional disciplines.

8.12.2 Mini-sabbaticals may be granted to unit members for advanced academic study of either graduate or undergraduate (or combination), equal to not more than a 40% load.

8.12.3 A unit member's load will be reduced by 10% for each three unit upper division or graduate level semester-length course in which they are enrolled. Courses of different lengths and unit values will be prorated.

8.12.4 All cost of instruction fees will be borne by the unit member.

8.12.5 All full-time unit members are eligible for a mini-sabbatical from the date of initial hire.

8.12.6 Mini-sabbaticals may be granted for not more than four (4) consecutive semesters.

8.12.7 Applications for mini-sabbaticals shall be submitted on a form provided by the appropriate Educational Administrator. This form must be submitted by September 15 for sabbatical leaves beginning the following Spring semester and by February 15 for leaves beginning the following Fall semester.

8.12.8 A mini-sabbatical selection committee, chaired by the appropriate Educational Administrator and composed of two (2) faculty members appointed by the Academic Senate, and two (2) faculty members appointed by the LCFA, shall evaluate all applications.

8.12.8.1 The applications will be evaluated according to the benefit of the proposed course of study to the District through increasing the number of faculty services areas held by the faculty member.

8.12.8.2 In addition, the committee shall interview the candidates to gain further insights into the proposal and then make recommendations to the Superintendent/President for submittal to the Board. The committee recommendations shall be forwarded to the Superintendent/President by November 1 for mini-sabbaticals beginning the following Spring semester, and April 1 for min-sabbaticals beginning the following Fall semester.

8.12.9 After being notified that their application has been approved by the Board, applicants shall accept or reject the leave in writing within fifteen (15) calendar days.

8.12.10 Mini-sabbaticals, once granted and accepted, shall be canceled or modified only by mutual agreement between the College and the unit member involved.

8.12.11 Each unit member with a mini-sabbatical shall file with the appropriate Educational Administrator a written progress report no later than thirty (30) days after the end of each semester. The report shall contain data on activities of the unit member and transcripts of all college and university work completed.

8.12.12 Each unit member with a mini-sabbatical shall file with the appropriate Educational Administrator a written report no later than sixty (60) days after the completion of his/her academic course of study. The report shall contain data on activities of the unit member and transcripts of all college and university work completed.

8.12.13 Any unit member granted a mini-sabbatical, shall receive one hundred percent (100%) of the regular salary the unit member would have received if they had been teaching full-time.

8.12.14 If the mini-sabbatical program is interrupted because of serious illness or accident, this condition shall not be construed as a failure to fulfill the conditions upon which the leave was granted. This condition shall not affect the amount of compensation to be paid the unit member provided that the Board shall be notified promptly of such illness or accident by registered letter within fifteen (15) days of the time of illness or accident unless prevented by extenuating circumstances.

8.12.15 Granting of a mini-sabbatical is conditioned upon the unit member agreeing to the terms of the reduced teaching assignment and further agreeing to return to the District for at least two (2) full school years as a certificated employee.

8.12.16 In the case of death of the individual during the mini-sabbatical or before the two (2) year term of service after return is completed, his/her estate shall not be required to fulfill the conditions upon which the leave was granted, but payment of salary by the District shall cease upon such death.

8.12.17 In the case of disability preventing the unit member from returning to work during the mini-sabbatical or before the two (2) year term of service after return is completed; the District shall waive the remaining term of service obligation.

8.12.18 In the case of termination of the employment contract of the unit member by the District during the mini-sabbatical or before the two (2) year term of service after return is completed, the District shall waive the remaining term of service obligation.

8.12.19 Unit members shall be eligible for benefits under the Family Medical Leave Act (FMLA) and the California Family Rights Act (CFRA) in accordance with the applicable laws and regulation. Detailed information is available from the Director of Human Resources.

Article 9 – Salary

9.1 Faculty Salary Schedule-Initial Placement

The salary schedule for full-time and adjunct unit members is set forth in Appendix A.

The initial placement of full-time Academic unit members on the salary schedule is based upon the following criteria:

a. 1 year full-time collegiate teaching experience will equal 1 step placement, up to maximum step allotment.
b. Adjunct collegiate teaching experience, including paid collegiate teaching experience during completion of a masters or doctorate, based on full-time equivalent calculation, will equal full-time step placement.
c. 2 years full-time secondary, industry, or military teaching experience will equal 1 step placement, up to the maximum step allotment.
d. Faculty, with appropriate experience, can be placed up to Step 7 (this shall also apply to CTE unit members). Faculty with a PhD, where teaching was a required component of the PhD program shall receive an initial placement of Step 9.
e. Anyone under Step 7 and/or holding a PhD as of July 1, 2022, will have their experience reevaluated for potential movement on the new pay scale.

The initial placement of full-time non-academic CTE unit members on the salary schedule is based upon the following criteria:

a. With possession of a Master's degree, each year of full-time equivalent relevant professional experience will equal 1 step placement, up to the maximum step allotment.
b. With possession of any bachelor's degree, each 2 years of full-time equivalent relevant professional experience will equal 1 step placement, up to the maximum step allotment.
c. With possession of any associate degree, each 6 years of full-time equivalent relevant professional experience will equal 1 step placement, up to the maximum step allotment

9.1.1 COLA

Effective July 1, 2014, and each fiscal year thereafter, the Faculty Salary Schedule shall be increased based upon the District's funded COLA. If, during any fiscal year, the Districts funded COLA is reduced after adoption of the State's budget for any reason such as mid-year budget cuts, the District will continue to provide the funded COLA to the unit members for that fiscal year.

However, the District will recapture the difference between the funded COLA and any reduction in subsequent fiscal year(s) by reducing the Faculty Salary Schedule.

9.1.2 2022-2023 Compensation
The 2022-2023 Faculty Salary Schedule will have an additional Step added, Step 12, to the pay schedule. There will be a 3% increase to Steps 15, 18 and 21.

9.1.3 2023-2024 Compensation
Compensation for the 2023-2024 year will be negotiated per Article 25.1.1.

9.1.4 2024-2025 Compensation
Compensation for the2024-2025 year will be negotiated per Article 25.1.2

9.1.5 Salary Steps
Faculty are eligible for Step 12 after being on Step 10 for two (2) years. Steps 15 – 21 require three (3) years on the previous step for movement to the next step. See Appendix A. Step 12 is a 3% increase over step 10 of the Faculty Salary Schedule. Step 15 is a 3% increase over step 12 of the Faculty Salary Schedule. Step 18 is a 3% increase over step 15 of the Faculty Salary Schedule. Step 21 is a 3% increase over step 18 of the Faculty Salary Schedule. These steps will not be used in any other contractual calculations such as Pro-Rata or adjunct/overload rates.

9.2 Compensation

Compensation for members of the faculty bargaining unit shall include, but shall not be limited to:

9.2.1 Salary

9.2.2 Step increment/Doctoral Stipend

9.2.3 Pro-Rata compensation

9.2.4 Health and welfare benefits

9.2.5 Additional compensation as related to the implementation of this Agreement.

9.2.6 Overload

9.2.7 Adjunct

9.2.8 Distance Education Reimbursement

9.3 Overload Compensation

Compensation for overloads will be at the hourly rate established by formula and made a part of Appendix A.

9.4 Compensation and Absences

9.4.1 When a unit member whose compensation is based upon the regular salary schedule is absent for reasons which do not justify the use of any of the forms of authorized leave with pay, a fraction of the unit member's annual salary will be deducted. The fraction will be the number of days absent divided by the number of service days for which the unit member is obligated.

9.4.2 When a unit member is absent from a portion of a day's work, the equivalent portion of daily salary shall be deducted from the unit member's monthly check. Absences will be recorded to the nearest half (0.5) hour. The portion will be calculated based on a 7.5 hour workday.

9.5 Pay Periods

Pay periods will be by the calendar month with warrants issued on the last District business day each month.

9.6 Compensation and PE Courses

The District will pay a unit member's registration fees paid to Lassen Community College upon completing a physical education course at Lassen. The unit member must request payment within ninety (90) days of completing the course.

9.7 Stipends

9.7.1 Annual stipend calculated at Step 10 of the Faculty Salary Schedule will be provided for the Division Chairs, Academic Senate President, Accreditation Chair, Curriculum Chair, Flex Development/Flex Activity Chair, Lead Counselor, and Minimum Qualification/Equivalency Liaison.

9.7.1.1 The Academic Senate President shall be provided a monthly stipend of ten percent (10%) calculated at Step 10 of the Faculty Salary Schedule for ten months.

9.7.1.2

a. One Accreditation Chair, monthly stipend of 20% calculated at Step 10 of the Faculty Salary Schedule and 10% reassigned time. The faculty member will have the option of choosing 51 hours at adjunct pay for each Fall and Spring semester in lieu of the 10% release time. Summer hours will be compensated at the hourly pro-rata rate.

b. Two Accreditation Chairs, monthly stipend of 15% calculated at Step 10 of the Faculty Salary Schedule and 10% reassigned time. The faculty member will have the option of choosing 51 hours at adjunct pay for each Fall and Spring semester in lieu of the 10% release time. Summer hours will be compensated at the hourly pro-rata rate.

c. Three Accreditation Chairs, monthly stipend of 10% calculated at Step 10 of the Faculty Salary Schedule and 10% reassigned time. The faculty member will have the option of choosing 51 hours at adjunct pay for each Fall and Spring semester in lieu of the 10% release time. Summer hours will be compensated at the hourly pro-rata rate.

d. Accreditation Liaison Officer, stipend of $2,500.00 paid monthly prorated for 10-months..

9.7.1.3 The Curriculum chair shall be provided a monthly stipend of ten percent (10%) calculated at Step 10 of the Faculty Salary Schedule for ten months.

9.7.1.4 The adjunct Head Coaching stipends shall be as follows:
Tier 1 $25,760.50
Tier 2 $31,014.00
Tier 3 $36,267.50

9.7.1.5 The Division chairs shall be provided monthly stipends of twenty percent (20%) or twenty-two and one-half percent (22.5%), dependent upon the number of chairs calculated at Step 10 of the Faculty Salary Schedule for ten months.

9.7.1.5.1 The District designated four (4) Division Chairs each receiving a twenty percent (20%) stipend calculated at Step 10 of the Salary Schedule for service during the academic year. If the District reduces the number of Division Chairs to three (3), each remaining Chair shall receive a stipend of twenty-two and one-half percent (22.5%) calculated at Step 10 of the Faculty Salary Schedule for service during any regular academic year.

9.7.1.5.2 Division Chairs will have a teaching overload limit per semester of thirty percent (30%). If it is determined the overload restriction must be exceeded the District and LCFA shall meet to discuss the issue and draft an exception MOU on a

case-by-case basis.

9.7.1.6 The Flex Development/Flex Activity Chair shall be compensated at the current pro-rata hourly rate as verified by time card submittal not to exceed 70 hours per year for ten months.

9.7.1.7 The Lead Counselor shall be provided a monthly stipend of twenty percent (20%) calculated at Step 10 of the Faculty Salary Schedule for eleven months.

9.7.1.8 The Minimum Qualification/Equivalency Liaison shall be compensated at the current pro-rata hourly rate as verified by time card submittal not to exceed 150 hours for ten months.

9.7.1.9 Should the District require the Academic Senate President, Accreditation Chair, Curriculum Chair or Division Chairs, to serve beyond the regular academic year (ten months) or Lead Counselor to serve beyond eleven months, the individuals will be compensated at the current pro-rata hourly rate verified by time card submittal. [See Appendix A]

9.7.1.10 The amount of the stipend will be prorated for less than ten months for all positions except the Lead Counselor, which will be prorated for less than eleven months for a full year.

9.7.1.11 The CNA Director shall receive a stipend of three thousand nine hundred dollars ($3,900) per cohort, paid in equal installments for the term of the cohort for performing the duties of the position. The amount of the stipend shall be prorated if a cohort is cancelled mid- term.

9.7.2 The Director of Nursing shall be 10 month tenure track position with 60% Administration of the Nursing Program and a 40% Faculty teaching load. The Director of Nursing may earn an additional annual stipend not to exceed $25,000 per year, paid in ten (10) equal installments for the academic year for performing the duties of the position. The amount of the stipend shall be prorated for less than a full year.

9.7.3 The Director of Fire Technology shall be 10 month tenure track position with 60% Administration of the Fire Technology Program and a 40% Faculty teaching load. The Director of Fire Technology may earn an additional annual stipend not to exceed $25,000 per year, paid in ten (10) equal installments for the academic year for performing the duties of the position. The amount of the stipend shall be prorated for less than a full year.

9.7.4 The Director of Administration of Justice and POST shall be 10 month tenure track position with 60% Administration of Justice/POST Program and a 40% Faculty teaching load. The Director of Administration of Justice/POST may earn an additional annual stipend not to exceed $25,000 per year, paid in ten (10) equal installments for the academic year for performing the duties of the position. The amount of the stipend shall be prorated for less than a full year.

9.7.5 Special assignment compensation may be provided for special assignments (Article 7.6) on a case- by-case basis following successful negotiation between the District, LCFA, and the unit member.

9.7.6 An earned doctorate will receive a $3,000.00 annual compensation, prorated paid monthly for 10-months.

9.7.7 Distance Education Instructors shall receive an $85/semester reimbursement when teaching one or more Internet courses in a semester.

Article 10 – Health and Welfare Benefits

10.1 Premium Cost

For each full-time unit member, to include those designated as full-time temporary unit members, the District shall pay the actual premium costs per month for the health benefits which includes medical/hospital coverage, for dental coverage, for vision coverage, and for life insurance. The health benefits are subject to a "health benefit cap" as follows:

10.1.1 Effective July 1, 2021 the maximum Health Benefit cap is $1,782.47 monthly for a total of $21,389.59 yearly.

10.1.2 Cash-in-lieu – if a benefited unit member's health plan premium cost is less than the health benefit cap, unit member shall receive the difference. However, if a benefited unit member's health plan premium cost exceeds the health benefit cap, unit member shall pay the difference.

10.1.3 Effective July 1, 2008, and each fiscal year thereafter, the health benefit cap shall be increased based upon the District's Funded COLA. (See Appendix B.)

10.1.3.1 If, during any fiscal year, the District's Funded COLA is reduced after adoption of the State's budget for any reason such as mid- year budget cuts, the District will continue to provide the Funded COLA to unit members for that fiscal year. However, the District will recapture the difference between the Funded COLA and any reduction in subsequent fiscal year(s) by reducing the health benefit cap.

10.2 Premium Cost Modifications

Any amount in excess of the District's monthly contribution shall be the employee's obligation and shall be deducted from the Unit member's monthly salary as a payroll deduction. The Internal Revenue Code Section 125 provision, allowing for deductions on a pre-tax basis, will be available to the extent allowable by law.

10.2.1 Unit members working less than one hundred percent (100%) of a full-time load are entitled to premium payments prorated at the same ratio as their work load bears to full-time service, with the balance due insurance carriers to be paid by the unit member by payroll deduction except as identified in Article 18 Reduced Workload Program.

10.2.2 Unit members shall be individually responsible for making payment for such monthly amounts as, when added to the amount paid by the District, will equal the total monthly premium required for coverage. Payments of such monthly amounts shall be made by way of payroll deduction. In the event of a premium increase for the plan coverage herein, or for equivalent coverage under a different plan description, the District is authorized to cover such by way of payroll deduction, in order that eligible unit members' insurance coverage not be jeopardized.

The District shall provide the LCFA, and its unit members, the monthly and yearly benefit cap, as increased by the applied COLA, by July 15th of each year.

Article 11 – Layoffs

11.1 General Provisions

The District will utilize the provisions of Section 87740 and 87743 of the Education Code to lay off unit members for any of the reasons permitted therein. Any dispute over compliance with the requirements of Sections 87740 and 87743 must be resolved through the statutory layoff appeal procedure and not through the contract grievance procedure.

11.2 Reduction of Faculty

In the event the District determines it is necessary to reduce the number of probationary and tenured faculty members, such reductions will be made in accordance with the procedures in these standards. When any faculty member is laid off or reduced:

11.2.1 No temporary (hourly, adjunct) instructors will be retained in the particular kind of service(s) in question. The term "particular kind of service" is that used by the California Education Code in describing reductions in particular teaching subject areas and non-teaching services such as counseling and administration.

11.2.2 No probationary or tenured faculty member shall be assigned overload assignments in a particular kind of service in which an employee has been laid off and wishes to serve, except as the overload is part of a single class needed to make load in the area in question.

11.3 Disciplines, Faculty Service Areas, Minimum Qualifications and Competency

11.3.1 Disciplines are those established by the state.

11.3.2 The state-established disciplines shall constitute faculty service areas in the District.

11.3.3 Minimum Qualifications are those identified in the current Lassen Community College Verification of Faculty to Meet Minimum Qualifications in Discipline of Instruction Resource Handbook. In addition, everyone qualified for services by California credential will be deemed to possess the minimum qualifications in every discipline or service covered by the credential until expiration of that credential.

11.3.4 For purposes of Education Code Section 87743, a faculty member will be considered to have demonstrated competency to teach or serve in any discipline in which he or she meets minimum qualifications or the equivalency.

11.3.5 For purposes of employment, assignment or the exercise of bumping rights, a faculty member must meet the state minimum qualifications or the equivalency for the discipline that covers the course(s) or service(s) in question.

11.3.6 The District may assign a faculty member to courses or services within any discipline for which the faculty member meets minimum qualifications.

11.3.7 Meeting minimum qualifications in a particular discipline does not guarantee the employee assignment in that discipline if there are other disciplines in which the faculty member is qualified to serve.

11.3.8 In determining possible bumping rights to faculty members whose services have been reduced or discontinued, the District will consider verifiable documentation received by February 15.

11.3.9 For regular faculty members who are employed as of June 30, the District shall provide each faculty member with a list of faculty service areas in which he/she is qualified by November 30.

11.3.10 An employee may petition for recognition of competence in an FSA by filing a petition for such recognition with the District. It shall be the responsibility of the employee to provide the District with all non-Lassen records necessary to substantiate the claim of competence.

11.3.11 The District shall provide each regular faculty employee a list of those faculty service areas for which he/she possesses competence as determined by the employees' records on file with the District within sixty (60) days of hire.

11.4 Effects of Layoff

The District shall meet and confer with the LCFA upon request with respect to the nature and impact of anticipated faculty layoffs at least thirty (30) days prior to issuing final layoff notices. For the purpose of this sub-section, meet and confer shall be defined to mean that the District or such representatives as it may designate, and the Union and its representatives shall have the mutual obligation to freely exchange information, opinions and proposals prior to such time as the District decides to act. Layoffs and their effects shall not be subject to further meeting and conferring, or negotiations, but shall be governed by the provisions of this Article. With respect to any aspect of layoffs or their effects not addressed in this Article, the District reserves the right to act in accordance with any applicable provisions of law.

11.5 Extension of Health Benefits (COBRA)

The District will advise employees of the availability of continuation of health and welfare benefits under COBRA (Continuation Omnibus Reconciliation Act) law.

Article 12 – Grievance Procedure

12.1 Purpose

The purpose of this Article is to provide for the resolution of grievances and to secure solutions to problems which may arise under this Agreement.

12.2 Definitions

12.2.1 Grievance – An allegation by one or more unit members or the LCFA that there has been a violation, misinterpretation, or misapplication of specific provisions of the contract.

12.2.2 Grievant – The unit member, unit members or the LCFA filing the grievance.

12.2.3 Workday –For the purpose of a grievance, a "workday" shall be defined as any day unit members are required to perform their duties.

12.2.4 Party – The grievant or the employer.

12.2.5 Representative – The person chosen or authorized by the LCFA to represent the grievant.

12.3 Regulations

12.3.1 All documents, communications, and records dealing with the processing of the grievance shall be filed separately from the personnel files of the participants.

12.3.2 No reprisals of any kind shall be taken by the employer against a grievant or other participant who assisted the grievant by reason of such participation in the grievance procedure.

12.3.3 Nothing contained in this Article shall be construed to deny any unit member of his/her right to present grievances to the employer without the intervention of the LCFA.

Such a grievance shall not be adjusted in any way inconsistent with the terms of this written agreement, and the employer shall not agree to a resolution of the grievance until the LCFA has received a copy of the grievance and the proposed resolution, and has been given a ten (10) working day opportunity to file a response.

12.3.4 The grievant may be represented by the Union representative at all meetings and hearings including the informal level.

12.3.5 Each party involved in a grievance shall act quickly so that the grievance may be resolved quickly. However, time limits as specified may be extended by mutual agreement of the parties.

12.3.6 The grievant shall send copies of all grievance forms filed with District representatives to LCFA. A copy of all grievance responses prepared by District representatives shall also be sent to LCFA.

12.3.7 A unit member may present a grievance while on duty and a Union representative will be granted reasonable release time to interview, investigate, process, and appear at grievances or hearings.

12.4 Procedure

12.4.1 Informal Level: within twenty (20) work days after the event that was the basis for the grievance, or within twenty (20) work days of the time when the grievant should have known of the event that gave rise to the grievance, the grievant shall discuss the matter with the appropriate Educational Administrator. The Grievant may be accompanied by a representative of the LCFA. The objective of this discussion is to resolve the matter informally. In the event that the matter is not resolved informally, the following procedure shall be implemented:

12.4.2 Formal Level One: if the matter is not resolved at the informal level, the grievant within five (5) work days of the discussion with the appropriate Educational Administrator shall submit a written statement of the grievance to the appropriate Educational Administrator. The statement shall include a clear, concise statement of the grievance, the specific section of the contract alleged to have been violated, the circumstances involved, the date of the informal conference, the specific remedy sought, and the date of the alleged act or omission. The appropriate Educational Administrator will confer with the grievant within five (5) work days after receiving the complaint in an effort to resolve the problem. An LCFA representative may be present at this conference or if the grievant prefers to represent herself/himself, a copy of the grievance will be sent to the LCFA.

12.4.2.1 Within five (5) work days after the conference, the appropriate Educational Administrator will present her/his decision in writing, together with supporting reasons to the LCFA and a copy to the grievant. If the appropriate Educational Administrator does not respond within the timelines, the grievant may appeal the grievance to the next step. The timelines may be extended by mutual agreement.

However, failure to timely appeal a grievance at any level shall constitute an acceptance of the District's last response.

12.4.3 Formal Level Two: if the grievant is not satisfied with the disposition of the grievance at Formal Level One, or if no written decision has been rendered within the timelines, the grievant may appeal the decision to the Superintendent/ President within five (5) work days. Within five (5) work days after the appeal, the Superintendent/President will confer with the grievant in an effort to resolve the problem. An LCFA representative may be present at this conference. Within five (5) work days after the conference, the Superintendent/President will present her/his decision in writing, together with supporting reasons to the LCFA and a copy to the grievant and appropriate Educational Administrator. If the Superintendent/President does not respond within the timelines, the grievant may appeal the grievance to the next step. The timelines may be extended by mutual agreement.

12.4.4 Formal Level Three - Mediation: if the grievant is not satisfied with the disposition of the grievance at Formal Level Two, the grievant may within ten (10) working days refer the grievance to mediation for resolution. If this level is invoked, the California State Mediation and Conciliation Services shall be requested to provide a mediator, and thereafter the mediation process shall proceed under the auspices of the State Agency (CSMCS).

12.4.5 Formal Level Four - Arbitration: if the grievant is not satisfied with the disposition of the grievance at Formal Level Three, the LCFA within fifteen (15) work days of the decision at Formal Level Three may request a hearing before an arbitrator.

12.4.5.1 Upon receiving a request for arbitration, the President shall request a list of seven (7) arbitrators from the California Mediation and Conciliation Service. As soon as possible after receiving the list of names from the Service, representatives of the District and the LCFA shall alternately strike a name until one name remains. The person named shall serve as arbitrator.

12.4.5.2 The arbitrator shall conduct a hearing at which both parties may present witnesses and evidence. It shall be the function of the arbitrator, and he/she is empowered except as his/her powers are herein limited, after investigation and hearings, to make a proposed decision to the Board of Trustees in cases of alleged violation of the specific articles and sections of this Agreement.

The arbitrator shall render a decision on the issue(s) submitted.

12.4.5.3 After a hearing, and after both parties have had an opportunity to make oral and written arguments, the arbitrator shall submit in writing to the parties his/her decision. The decision of the arbitrator shall be binding on both parties.

12.4.5.4 Each party shall bear the cost of preparing and presenting its own case in arbitration. All fees and expenses of the arbitrator and the arbitration process shall be shared equally by the parties. The grievant, the grievant's representative and the grievant's witnesses shall be provided release time at no loss of pay for participation in the grievance process per government code 3543.1(c)

Article 13 – Maintenance of Operations

13.1 It is recognized that the need for continued and uninterrupted operation of the District is of paramount importance and that there should be no interference with such operations.

13.2 LCFA and the Board agree that any differences between them shall be settled by peaceful means, as provided for in this Agreement. During the term of this agreement, LCFA, in consideration of the terms and conditions of this agreement, will not engage in, instigate, or condone any strike, work stoppage, slow down, sick out or other concerted refusal by unit members to perform work duties as required by this Agreement. LCFA will undertake to exert its best efforts to discourage any such acts by unit members.

13.3 During the term of this Agreement, the Board, in consideration of the terms and conditions of this agreement, will not authorize or permit any lockout of members of the unit.

13.4 Nothing contained in the Agreement shall be construed to restrict or limit the District in its right to seek and obtain such judicial relief as it may be entitled to have under law for any violation of this or any other Article; and to take such action as it deems necessary to discipline and/or discharge any member for violation of this Article.

13.5 Members shall not be entitled to any wages or benefits whatsoever, including but not limited to, life insurance, health insurance, vacations, wages, or any other compensation while engaged in any strike, concerted failure to report for duty, or other willful absence from duties of employment.

Article 14 – Past Practices

It is understood and agreed that the specific provisions contained in this Agreement shall prevail over District practices and procedures and over state laws to the extent permitted by state law, and that in the absence of specific provisions of this Agreement, such practices and procedures which are outside the scope of mandatory bargaining are discretionary with the District.

Article 15 – Severability

If any provision of this Agreement or any application of this Agreement to any employee or group of employees is held invalid by operation of law or by a court or other tribunal of competent jurisdiction, such provision shall be inoperative, but all other provisions shall not be affected thereby and shall continue in full force and effect.

Article 16 – Completion of Negotiations

16.1 The Agreement

This Agreement shall constitute the full and complete commitment between both parties. This Agreement may be altered, changed, added to, deleted from, or modified only through the voluntary mutual consent of the parties in a written and signed amendment to this Agreement.

16.1.1 Memorandum of Understanding (MOU)
This agreement shall include any mutually agreed upon MOU's. (signed by both parties)

16.1.2 Approved MOU's shall be attached to all copies of this agreement.

16.2 Bargaining Restrictions

During the term of this Agreement, the Board and LCFA expressly waive and relinquish the right to bargain collectively on any matter:

16.2.1 Whether or not specifically referred to or covered in this Agreement;

16.2.2 Even though not within the knowledge of contemplation of either party at the time of negotiations;

16.2.3 Even though during negotiations the matters were proposed and later withdrawn;

16.2.4 This Article is intended to be a clear and unmistakable waiver of the right of either party to force the other to negotiate during the term of this Agreement on subjects covered or not covered by the Agreement. Either party may rely on this Article as a shield against demands to bargain by the other.

16.2.5 The Article does not preclude bargaining collectively for subsequent, new collective bargaining agreements or re-openers during the term of this Agreement.

Article 17 – Resignations

17.1 Letter of Resignation

Any unit member who desires to resign from employment with the District shall submit a letter of resignation to the Superintendent/President. The Superintendent/President is authorized to accept any such letter of resignation on behalf of the Board.

17.2 Resignation Timeline

Written resignations shall be deemed accepted by the Board and shall be binding on the date received by the Superintendent/President. The last day of work for resigning unit member shall be as specified in the employee's resignation or, if not specified, on the date the resignation is received. In no event shall the last day of work for a resigning unit member be later than the close of the school year during which the resignation is received.

Article 18 – Reduced Work Load Program

18.1 Eligibility

Unit members who meet the following criteria may request to participate in a reduced workload program:

(1) Have been employed by the District as a faculty member for at least ten (10) years, all of which were full-time employment as defined by STRS.

(2) Have five (5) consecutive, full-time years without a break in service immediately preceding the reduced workload request.

(3) Have reached the age of fifty-five (55) by the year work reduction begins.

(4) Must submit a written request to the appropriate Educational Administrator no later than January 30 for the following academic year beginning in August.

18.2 Specifications

18.2.1 Minimum reduced workload employment must be the equivalent of at least half the number of days of service required by the member's contract of employment during the last year served in a full-time, certified position.

18.2.2 The salary paid must be pro-rata share of the salary that would have been earned had the member not elected to enter the Reduced Workload Program. (The salary must be at least half the salary the member would have earned on a full-time basis.)

18.2.3 The District must contribute to STRS an amount based upon the salary that would have been paid had the member been employed full-time, at the Reduced Workload Contribution Rate specified by the Teachers' Retirement Board.

18.2.4 The unit member must contribute the CalSTRS prevailing rate of the salary which would have been paid had the member been employed full-time.

18.2.5 The agreement to participate in the program can be revoked only with mutual consent of both the participant and the District.

18.2.6 Participants will receive the same health and welfare benefits to which they would have been entitled if employed full-time.

18.2.7 Reduced Workload Agreements may be no less than one (1) year in duration nor longer than three (3) years in duration.

18.2.8 Unit members participating in the program are not eligible for sabbatical leave.

18.2.9 The District's decision to grant or deny a request will be based on availability of funds, others in the program, need for services in the faculty member's discipline, and availability of replacement faculty.

18.2.10 Unit members participating in the Reduced Work Load Program shall not also be entitled to work overloads and receive overload pay. If a unit member participating in the Program works a class which would be an overload, the Reduced Work Load Program shall be modified to include that class as part of their load and a new Reduced Work Load Program shall be implemented.

18.2.11 The District shall notify the LCFA of any unit member approved for the Reduced Work Load Program and the details of the approved Program within 5 days of that approval and prior to the implementation of the Reduced Work Load Program.

Article 19 – Calendar

19.1 Committee Membership

The Academic Calendar Committee shall consist of two faculty members designated by the LCFA, two representatives designated by the Superintendent/President (or designee), and one ex-officio representative designated by the Academic Senate.

19.2 Committee Meetings

The committee shall be convened annually by the Superintendent/President (or designee) no later than September 30th to negotiate the calendar for the following year. Upon mutual agreement, either a one-year or two-year Academic Calendar may be negotiated within the scope of this article.

19.3 Calendar Timeline

The negotiated, academic calendar will be forwarded to the Superintendent/President no later than November 1st.

19.4 Calendar Changes

If the District wishes to modify the academic calendar, the Superintendent/President (or designee) will reconvene the academic calendar committee no later than November 30th, or as required.

Article 20 – Safety Conditions of Employment

20.1 Unit members shall not be required to work under unsafe or hazardous conditions or to perform tasks which endanger their health, safety, or well-being.

20.2 The District and unit members shall comply with the provisions of the California Occupational Safety and Health Act (Cal/OSHA) and compliance or noncompliance with its provisions shall be determined exclusively in accordance with investigatory and adjudicatory procedures provided for in Cal/OSHA.

Article 21 – Academic Freedom

21.1 Policy

It shall be the policy of the District and the LCFA to encourage full freedom for faculty to teach, research, and pursue knowledge as set forth in this Article and subject to the applicable provision of law.

21.2 Application

In the exercise of this freedom, unit members may, as provided in the United States and California constitutions and other applicable laws, discuss their own subject or areas of competence in the classroom, as well as any other relevant matters, including controversial matters, as long as they distinguish between personal opinions and factual information.

21.3 Harassment

Unit members shall be free from unlawful harassment or from unlawful interference or restrictions based on political views.

21.4 District Restraint

The District shall not interfere with a unit member's freedom of speech or use of materials in any teaching assignment, except as allowed by law.

21.5 Declaration of Purpose

This Article is intended to declare the District's and the LCFA's intent to allow those activities protected by constitutional freedom of speech and other forms of academic freedom protected by the laws of the State of California and the laws of the United States.

21.6 Specifications

Unit members shall be free from unnecessary, spiteful, or negative criticism or complaints by managers, and/or other persons. Unit members should not be subjected to harassment, abusive language, upbraiding, insults or interference by any person in the performance of their duties.

21.7 Intellectual Property Rights

Intellectual property rights for faculty are delineated in Board Policy 3715 (approved by the Senate 02/14/2017 and approved by the Board 04/11/2017) and Administrative Procedure 3715 (approved by the Senate 02/14/2017 and accepted by Consultation 02/22/2017). The BP and AP are herein included in the contract as Appendix H. If the Intellectual Property Rights BP 3715 or AP 3715 are changed after inclusion in the LCFA contract, faculty Intellectual Property Rights provisions delineated in the BP and AP included in Appendix H remain in force until such time that any proposed revisions to either the BP or AP are successfully negotiated with the LCFA. The negotiated revisions will then replace the previous elements in the contract.

Article 22 – General Provisions

22.1 Complete Understanding

The terms and conditions set forth in this Agreement represent the full and complete understanding between the parties hereto. The terms and conditions may be altered, changed, added to, deleted from or modified only through the voluntary, mutual consent of the parties in a written amendment executed according to the provisions of this Agreement. The parties agree that during the negotiations which culminated in this Agreement, each party enjoyed and exercised without restraint, coercion, intimidation or other limitation, the right and opportunity to make demands and proposals or counter proposals with respect to any matter not reserved by policy or law from compromise through negotiations and that the understandings and agreements arrived at after the exercise of that right and opportunity are set forth herein.

22.2 Individual Contracts

Any individual contract between the Board and an individual member shall be subject to and consistent with the terms and conditions of this Agreement. If an individual contract contains any language inconsistent with this Agreement, this Agreement, during its duration, shall be controlling.

22.3 No Reprisals

The parties mutually agree to refrain from reprisals against other employees or peers regarding the administration of this Agreement, or any grievance filed pursuant to this Agreement.

22.4 Agreement Form

There shall be two (2) signed copies of the final Agreement for record keeping purposes. One (1) shall be retained by the District and one (1) by the LCFA.

Article 23 – Non-Discrimination

23.1 Non-Discrimination

The District agrees not to discriminate against any unit member on the basis of race, color, creed, national origin, religion, sex, age, sexual orientation, political activities and affiliations, marital status or disability as defined by the Americans with Disabilities Act (ADA). The District agrees to comply with all federal and state laws regarding non-discrimination.

23.2 ADA Application

Notwithstanding any other provision in the Agreement, the decision to make or refuse any reasonable accommodation or take any other action to fulfill legal obligations imposed by the ADA shall be made by the Chief Human Resources Officer. Any decision regarding the implementation of an accommodation shall comply with this Agreement unless the District and the union mutually agree to waive a specific provision on a non- precedent setting basis.

Article 24 – Adjunct Faculty

24.1 Assignment

24.1.1 Assignment of adjunct faculty will be made by the District. Except as delineated in this Agreement adjunct faculty members have no rights other than those provided in the Education Code.

24.1.2 All adjunct faculty assignments shall be less than sixty-seven (67%) of an annual full-time equivalent faculty (FTEF) assignment.

24.1.3 All adjunct faculty may substitute on a day-to-day basis in classroom assignments without any change in their employment status (i.e., day-to-day substitute assignments will not increase the part time faculty FTEF). Day-to-day substitution means substitute assignments of one or more days, consecutive or otherwise.

24.1.4 Adjunct faculty will be compensated in accordance with the Faculty Salary Schedule in Appendix A.

24.1.5 Adjunct faculty who accept assignments outside of his/her instructional contract (e.g., hiring committees) shall be compensated in accordance with the Faculty Salary Schedule in Appendix A.

24.1.6 When requested by the District to prepare and/or to submit course materials (e.g., course syllabus) for projected course teaching assignment[s], adjunct faculty will be compensated for five (5) hours for each course, but not each section of each course. This compensation is separate from any and all course teaching contracts.

24.2 Seniority

24.2.1 Seniority shall be the cumulative total of semesters that an adjunct faculty has completed a teaching contract for at least one course, regardless of unit value, modality or duration, within a recognized discipline (Faculty Service Area – FSA). The District shall compile and maintain seniority values (Adjunct Seniority List) on a semester basis. The Adjunct Seniority List shall be available to Division Chairs for assignment and scheduling purposes.

24.2.2 Adjunct faculty seniority does not guarantee a right to employment; however, seniority does establish a reasonable expectation of continued employment for adjunct faculty if the class schedule has available classes for the adjunct to teach within their FSA.

24.2.2.1 Section 24.4 – Evaluation contains language that addresses "Needs Improvement" and "Unsatisfactory" Evaluations.

24.2.2.2 Adjunct faculty teaching the next semester after receiving a "Needs Improvement" evaluation shall not receive credit towards seniority. Credit towards seniority will be added to the cumulative total for the next semester taught after receipt of a "Satisfactory" or better evaluation.

24.2.3 All adjunct faculty shall be assigned seniority within each applicable discipline. Adjunct faculty may have seniority in multiple disciplines, and those seniority values may be different from one another.

24.2.4 Seniority, at any value, does not give adjunct faculty members rights over that of full-time faculty members. Retired District faculty, who return to the District as adjunct faculty, shall start with no adjunct seniority and shall not supersede, take precedence over, or supplant adjunct faculty with seniority in the same discipline.

24.2.5 Adjunct faculty assignments shall be determined by current seniority. Assignments may vary because of adjunct faculty courses or modality preference or due to District adjunct load restrictions (67% FT load/semester).

24.2.5.1 Adjunct faculty who decline to teach multiple classes or a single class in a semester do not lose seniority.

24.2.5.2 Adjunct faculty who decline to teach a single class in a particular semester may experience a change in relative position in seniority.

24.2.6 Coaches, who are adjunct faculty by contract definition, shall not be granted seniority in either Coaching or Physical Education as coaches are hired and retained by other District processes for individual sports. Coaches, who may be assigned courses in another discipline shall earn seniority in that discipline.

24.3 Office Hours for Adjunct Instructors

24.3.1 Adjunct instructors are not required to provide office hours to students as part of their assignment. However, should an adjunct instructor who teaches forty percent (40%) of a full load elect to provide office hours, they may receive compensation for such time to the extent the District receives funds from the State of California for adjunct faculty office hours.

24.3.2 Compensation will be paid for one (1) hour per week for each three (3) - unit class (or equivalent). The rate of pay for an adjunct instructor providing office hours will be the instructor's normal hourly rate. To receive compensation, an adjunct instructor must complete an "Application for Adjunct Instructor Office Hours" and submit the application to the Office of Instructional Services no later than thirty (30) days after the first day of each semester class.

24.3.3 Office hours will be approved on a first-come, first-served basis. Part- time faculty members will be paid for approved office hours at the time the money is received from the State for adjunct office hours up to the total funds received from the State for that semester.

24.3.4 It is the responsibility of each adjunct faculty member to identify the time and location for office hours.

24.3.5 If no office hours are approved and/or provided, no money will be paid to the adjunct faculty member; if no money is received from the State of California for adjunct office hours, the adjunct faculty member will receive no compensation.

24.4 Evaluation

24.4.1 Adjunct faculty must be evaluated during the first three semesters of the unit member's initial employment. Thereafter, adjunct faculty will be evaluated at least every third (3rd) year of employment. The appropriate Educational Administrator, or designee, will conduct all evaluations of adjunct faculty.

24.4.2 Summer Session will be considered a "semester" for adjunct faculty evaluation purposes in this Agreement for adjunct faculty teaching only during the Summer.

24.4.3 Adjunct faculty shall be evaluated using the appropriate Evaluation Form B or D (See Appendix F). Adjunct faculty evaluated as "unsatisfactory" shall have the recommendation of "Removal from the adjunct faculty pool" selected. Adjunct faculty evaluated as "Needs Improvement" shall have the recommendation of "Continuation in adjunct faculty pool" or "Removal from the adjunct faculty pool" selected. If "Continuation in adjunct faculty pool" is selected, specific improvement recommendations to become Satisfactory must be included in the recommendation section of Form B or D.

24.4.4 Adjunct faculty evaluated as "Needs Improvement" shall be evaluated the following semester.

24.4.5 Adjunct faculty teaching only during Summer Sessions shall be evaluated at least every other Summer Session after their initial three semester evaluation period.

24.4.6 Adjunct faculty shall be compensated for their pre- and post- evaluation preparation and meetings at their hourly rate. Compensation shall be one (1) hour for preparation and one (1) hour for each meeting.

Article 25 – Duration and Reopeners

25.1 This Agreement shall be effective on the date of ratification by the parties and shall continue in full force and effect through June 30, 2025. There shall be no reopener provisions to this agreement except by mutual consent by the parties.

25.1.1 Negotiations for Article 9 (Salary) and Article 10 (Health and Welfare Benefits) for the 2022-2023 academic year will occur with mutual sunshining of proposals to the board in September, a 30 day comment period, and commencement of negotiations after the board meeting in October 2022.

25.1.2 Negotiations for Article 9 (Salary) and Article 10 (Health and Welfare Benefits) and up to two (2) other articles for each party for the 2023-2024 academic year will occur with mutual sunshining of proposals to the board in September 2023 a 30 day comment period, and commencement of negotiations after the board meeting in October 2023.

25.1.3 Negotiations for Article 9 (Salary) and Article 10 (Health and Welfare Benefits) and up to two (2) other articles for each party for the 2024-2025 academic year will occur with mutual sunshining of proposals to the board in September 2024, a 30-day comment period, and commencement of negotiations after the board meeting in October 2024.

25.2 At the first regular Board meeting in February preceding the expiration of this Agreement, the District and the LCFA shall mutually present to the Board their initial proposals for a successor agreement. After a 30 day comment period, negotiations will commence no later than fifteen (15) District business days after the regular March Board meeting.

25.3 The provisions of this Agreement shall remain in effect pending completion of negotiations on a successor agreement.

IN WITNESS THEREOF, the Lassen Community College District has approved this Agreement and has caused it to be signed by the President of the Board and the Superintendent/President of the District and LCFA has approved this Agreement and caused it to be signed by its officers.

FOR THE GOVERNING BOARD:

Board President

Dated:

Superintendent/President

Dated: 26 May 2022

FOR THE LCFA:

LCFA President

Dated: May 16, 2022

Chief Negotiator

Dated: May 16, 2022

Appendix A

Proposed Salary Scheduled for LCFA contract 2022-2025

STEPS	10 month	11month	
1	63748.47	71672.01	No increase for steps 1-10
2	66794.50	75096.64	Added additional step 12
3	69991.91	78691.47	
4	73349.20	82466.05	
5	76873.62	86428.54	
6	80573.66	90588.47	
7	84459.01	94956.74	
8	88534.50	99538.79	
9	92821.94	104359.1	
10	97277.74	109368.8	
12	100196.07	112549.86	3% increase over step 10
15	103201.95	115929.36	3% increase over step 12
18	106298.01	119510.24	3% increase over step 15
21	109486.95	123095.55	3% increase over step 18

Faculty Salary Schedule

STEPS	COLA Increase % 0% SALARY 2016/2017	COLA/New OVL Increase 1.56% SALARY 2017/2018	Retro Rate Increase 3.00% SALARY 2017/2018	COLA Increase Pending SALARY 2018/2019
1	$54,687.00	$55,540.00	$57,206.61	$57,206.61
2	$57,300.00	$58,194.00	$59,940.06	$59,940.06
3	$60,043.00	$60,980.00	$62,809.35	$62,809.35
4	$62,923.00	$63,905.00	$65,822.10	$65,822.10
5	$65,947.00	$66,976.00	$68,984.86	$68,984.86
6	$69,121.00	$70,199.00	$72,305.20	$72,305.20
7	$72,454.00	$73,584.00	$75,791.83	$75,791.83
8	$75,950.00	$77,135.00	$79,449.09	$79,449.09
9	$79,628.00	$80,870.00	$83,296.56	$83,296.56
10	$83,451.00	$84,753.00	$87,295.10	$87,295.10
15	$85,454.00	$86,787.00	$89,390.18	$89,390.18
18	$87,504.00	$88,869.00	$91,535.54	$91,535.54
21	$89,605.00	$91,002.00	$93,732.40	$93,732.40
Adjunct and Overload rate HOURLY	$38.72	$46.89	$48.30	$48.30
Pro-rata compensation rate PRO-RATA	$62.86	$63.84	$65.76	$65.76

Hourly pro-rata compensation rate will be based on step 10
Adjunct and overload rate will be calculated on step 8

The hourly rate shall be applied to full-time faculty overload, adjunct faculty load, adjunct additional assignments, full-time and adjunct faculty summer load and any intercession load.

Pro-rata rate shall be applied for Chair Compensation when required by contract provisions. The hourly pro-rata compensation formula:

Pro-Rata Hourly Schedule

Step 10 Divided by 177 days per academic year	**$478.83**	**$493.19**	**493.19**
Divided by 7.5 hours per day	**$63.84**	**$65.76**	**$65.76**

Adjunct and Overload Hourly Schedule (For the 22/23 Adjunct pay will be increased to Step 9) then for 24/25 Adjunct pay will be calculated at Step 10)

Step 9 Divided by 2 semesters	**$38,568.00**	**$39,724.55**	**$39,724.55**
Divided by 5 courses	**$7,713.50**	**$7,944.91**	**$7,944.91**
Times 31%	**$2,391.19**	**$2,462.92**	**$2,462.92**
Divided by 51 Hours	**$46.89**	**$48.30**	**$48.30**
Adjunct and Overload Hourly Rate	**$46.89**	**$48.30**	**$48.30**

Pro-Rata Hourly Schedule

Step 10 Divided by 177 days per academic year	**$549.59**
Divided by 7.5 hours per day	**$73.28**

Adjunct and Overload Hourly Schedule
(For the 22/23 Adjunct pay will be increased to Step 9)
(For 24/25 Adjunct pay will be calculated at Step 10)

	2022/2023	2024/2025
Divided by 2 semesters	**$46,410.97**	**$48,638.87**
Divided by 5 courses	**$9,282.19**	**$9,727.77**
Times 31%	**$2,877.48**	**$3,015.61**
Divided by 51 Hours	**$56.42**	**$59.13**
Adjunct and Overload Hourly Rate	**$56.42**	**$59.13**

Appendix B
Definitions*

"Adjunct" faculty member designates a temporary employee with a teaching or non-teaching load paid according to the District's adjunct and ~~full-time~~ overload hourly rate found on Faculty Salary Schedule in Appendix A.

"Agreement" means the collective bargaining agreement between the Lassen Community College District and the Lassen College Faculty Association.

"Board" means the Board of Trustees of the Lassen Community College District.

"Class" means each offering of a Lassen College course in a given semester.

"Course" means any portion of the regular Lassen Community College District instructional program, which is listed and described in the College catalog, or for which there is a District-approved course of study.

"Consultation" as used in this Agreement means participation in identifying and analyzing alternative solutions to problems for the purpose of influencing decision- making. Consultation shall take place within 5 days of receipt of written notice by either party. Time limits may be extended by mutual agreement of the parties.

"Correspondence Instruction" is education, typically self-paced, provided by mail or electronic transmission, including evaluation, to students who are separated from the instructor; where interaction between the instructor and the student is limited, is not regular and is primarily initiated by the student.

"Counselor" means a faculty member possessing a valid counseling credential who is assigned to student counseling and guidance duties for at least half of his/her load as defined in Article 7.

"Day" except as specifically defined elsewhere in the Agreement (i.e., Article 12.2.3) the term "day" shall mean the ordinary dictionary definition of the period of the earth's rotation on its axis ordinarily divided into twenty-four (24) hours. "District Business Day" means any day the district is officially open for business.

"Distance Education Instruction" means formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which supports regular interaction between the students and instructor, may incorporate internet; one-way or two-way transmissions through open broadcast, closed circuit, cable, broadband lines, fiber optics, satellite, or wireless communication devices; audio conferencing; or video cassettes, DVDs, and CD-ROMSs, in conjunction with any of the other technologies.

"District" means the Board of Trustees and the Superintendent/President or his/her designee.

"Emergency" as used in this Agreement means an unexpected happening, or an unforeseen occurrence or condition, or sudden or unexpected occasion for action.

"Emeritus Faculty" are defined by board policy #7220 as of November 13, 2012.

"Full-time Faculty Member" designates an employee with a standard full-time teaching or non-teaching load as defined in Article 7 of this Agreement, an employee eligible for tenure, and an employee paid according to the Full-time Faculty Salary Schedule in Appendix A. "Unit Member" is a synonym for "Faculty Member."

"Full-time Equivalent (FTE)" means any duties or combination of duties performed by a faculty member, which equal a standard full-time teaching load as defined in Article 7 of this Agreement.

"Full-time Equivalent Faculty (FTEF)" is a unit that indicates the workload of a Faculty member in a way that makes workloads comparable across various contexts.

"Funded COLA" means the actual amount of COLA that is funded by the State Budget Act as of the end of any given fiscal year.

"Hybrid Delivery" means a course in which, any portion of the traditional face-to-face delivery of instruction is replaced by online delivery of instruction, including assessment.

"Intellectual Property Rights" see Appendix H for the Intellectual Property Rights definition.

"Live Interactive Television Delivery" means a televised method of instruction, which requires at least one-way video and two-way audio in-class instruction.

"Online Delivery" means a course in which, instructor and student interact and deliver/receive instructional materials online via email or course delivery software.

"President" means the chief administrative officer of the Lassen Community College district. Also referred to as the "Superintendent/President."

"Regular Academic Year" means the period of time from the beginning of the Fall semester to the end of the Spring semester.

"Regular Assignment" means a faculty member's standard teaching or non-teaching load as defined in Article 7 of this Agreement.

"Reassigned Time" identifies a complete or partial change of a faculty member's regular assignment to an alternate assignment according to this agreement.

"School Year" or **"Fiscal Year"** refers to the yearly period from July 1 to June 30.

"Stipends" are a fixed amount of compensation.

"Traditional Classroom Instruction" means a course in which the Instructor and student meet face-to-face in a classroom setting. Class format may include lecture, laboratory, discussions or small group work.

"Unit" as used herein means the bargaining unit under this Agreement.

"Web-enhanced Course" means a course in which 0% of the face-to-face instruction is replaced by online instruction; syllabus, chat, email and other supporting materials may be delivered online; online research may be required.

"Work day" means any day on which members of the unit are scheduled to work.

*****Other definitions applicable to a specific article are included in the appropriate article.

Appendix C
Tenure Standards

A. Tenure Standards for Lassen College

The period during which probationary unit members of Lassen College are reviewed for tenure is understood best as a continuation of the search and selection process. In fact, we regard the tenure recommendation made to the Superintendent/President and the Board of Trustees as even more important than the initial decision to hire. The tenure review by unit members and appropriate Educational Administrators must be a careful and thorough process, since it is one, which will result in a decision crucial to the unit member's professional future and to the future quality of our college's academic programs. Consequently, it should be expected that tenure decisions generally will be made at the end of the fourth probationary year.

B. Suggested Standards for Tenure (at the end of four (4) years):

1. The candidate will have achieved competent performance in classroom teaching and/or in the development, coordination, and implementation of student services activities and in carrying out other responsibilities specified in the appropriate position announcement.

2. The candidate will have demonstrated respect for student rights and consistent attempts to meet student needs.

3. The candidate will have demonstrated respect for colleagues, for the commonly agreed upon ethics of the teaching profession, and for the traditional concepts of academic freedom.

4. The candidate will have demonstrated sensitivity to the issues of cultural diversity.

5. The candidate will have demonstrated continued currency in his/her discipline or non-classroom area of assignment, plus either clear promise or evidence of professional growth.

6. Evidence of competence, respect for student rights, respect for colleagues and the ethics of the teaching profession, sensitivity to the issues of cultural diversity, currency, and promise or realization of professional growth shall be drawn from a careful analysis of peer evaluations and student evaluations over a period of time, and from a critical reading of materials submitted by the candidate. Recommendations regarding tenure shall be based upon this evidence alone.

7. The effective recommendation regarding the candidate's performance shall be made by his/her Evaluation Committee.

C. Suggested Standards for Early Tenure (at the end of two (2) years).

The candidate will have demonstrated performance which clearly exceeds standards in the areas described in "B" above. The effective recommendation regarding the candidate's performance shall be made by his/her Evaluation Committee.

D. Suggested Standards for Early Tenure (at the end of one (1) year).

The candidate will have demonstrated exceptional performance in the areas described in "B" above. The effective recommendation regarding the candidate's performance shall be made by his/her Evaluation Committee.

E. Additional Requirements for the Granting of Early Tenure

In addition to the performance requirements specified in "C" and "D" above, the candidate's Evaluation Committee must offer clear and compelling reasons for the granting of early tenure (either one (1) year or two (2) year). Such reasons might include but are not limited to:

1. Prior to LCCD appointment, the candidate achieved tenure at another accredited institution of higher learning with, of course, a record of excellent evaluations from peers, administrators, students, and, when appropriate, staff from that institution.

2. The retention of the candidate is critical for the success of a particular program; and, the granting of early tenure is the only way that a particularly critical member can be retained.

Appendix D
Regular Load Calculation Guidelines

Lecture (ALL INSTRUCTORS) – no change in calculations
15 hours of lecture x 17 weeks in a semester x 2 semesters = 510 lecture contact hours = 1.0 FTEF (100% of a yearly full-time workload).
3 hours per week of lecture x 17 weeks in one semester = 51 lecture hours = 0.1 FTEF (10% of a yearly full-time workload)
Instructors typically work 0.5 FTEF (50% of a yearly full time workload) in each of the two semesters.
Therefore, five 3-hour-per week lecture classes for one semester = 0.5 FTEF (50% of a yearly full time workload).
To calculate the FTEF (workload percentage) for a given number of hours, the multiplier is 0.00196 (510 lecture contact hours divided by 100% to get the workload percentage for 1 hour of lecture).
For example, 34 lecture hours x 0.00196 = 0.0667 FTEF (6.67% of a yearly full time workload)

Lab hours (ADJUNCT FACULTY) - no change in calculations
20 hours of lab x 17 weeks in a semester x 2 semesters = 680 lab contact hours = 1.0 FTEF (100% of a yearly full time workload)
To calculate the FTEF (workload percentage) for a given number of hours, the multiplier is 0.00147 (680 lab hours divided by 100% to get the workload percentage for 1 hour of lab.)
Therefore, 51 lab hours x 0.00147 = 0.075 FTEF (7.50% of a yearly full time workload)

2021-2022 Lab hours (FULL-TIME FACULTY)
20 hours of lab x 17 weeks in a semester x 2 semesters = 680 lab contact hours = 1.0 FTEF (100% of a yearly full time workload)
To calculate the FTEF (workload percentage) for a given number of hours, the multiplier is 0.00147 (680 lab hours divided by 100% to get the workload percentage for 1 hour of lab.)
Therefore, 51 lab hours x 0.00147 = 0.075 FTEF (7.50% of a yearly full time workload)

2022-2024, Changes to Lab Calculations (FULL-TIME FACULTY) **No Change in Lecture Calculation.**
18 hours of lab x 17 weeks in a semester x 2 semesters = 612 lab contact hours = 1.0 FTEF (100% of a yearly full time workload)
To calculate the FTEF (workload percentage) for a given number of hours, the multiplier is 0.00163 (612 lab hours divided by 100% to get the workload percentage for 1 hour of lab.)
Therefore, 51 lab hours x 0.00163 = 0.0832 FTEF (8.32% of a yearly full time workload)

2024 and beyond, Changes to Lab Calculations (FULL-TIME FACULTY) **No Change in Lecture Calculation.**
17 hours of lab x 17 weeks in a semester x 2 semesters = 578 lab contact hours = 1.0 FTEF (100% of a yearly full time load).
To calculate the FTEF (workload percentage) for a given number of hours, the multiplier is 0.00173 (578 lab hours divided by 100% to get the workload percentage for 1 hour of lab).
Therefore, 51 lab hours x 00173 = 0.883 FTEF (8.83% of a full time workload)

For classes with both lecture and lab components, FTEF for lecture and lab are calculated separately, then added together for the total FTEF for the class.

Example: BIOL-1 is 51 hours Lecture, 51 hours Lab per the Course Outline of Record.

51 hours lecture x .00196 = 0.10 FTEF (10% of a yearly full time workload)
51 hours lab in 2022/2023 x 0.00163 = 0.0832 FTEF (8.32% of a yearly full time workload)
Total for the class in 2022/2023 = 0.1832 FTEF (18.32% of a yearly full time workload)

Overload Calculation Guidelines (FULL-TIME FACULTY)

Any amount over 1.0 FTEF (100% of a full-time workload) is considered overload. Overloads are paid at the hourly overload rate. Lecture FTEF count first when figuring the full-time equivalent faculty load. Because they carry different weights for FTEF load, lecture FTEF and laboratory FTEF do not have the same value when figuring overloads. For example, 0.10 FTEF (10%) lecture = 51 hours but 0.10 FTEF (10%) lab = 61.35 hours in 2022/2023.

1. An instructor is teaching six 3-hour-per-week lecture classes in each of the two semesters.
   The overall workload is 1.2 FTEF (120%) lecture.
   The first five classes (15 hours per week) = 510 lecture contact hours = 1.0 FTEF regular load.
   The sixth class (3 hours per week) = 102 lecture contact hours = 0.20 FTEF lecture load.
   The instructor is paid 102 hours at the hourly overload rate.
   0.20 lecture FTEF divided by the lecture workload multiplier 0.00196 = 102 hours.

2. An instructor is teaching three lecture/lab classes for each of two semesters. Each class is 51 hours lecture and 51 hours lab.
   The overall workload is 1.099 FTEF (109.92%) lecture and lab.
   The total lecture workload is 0.6 FTEF (60%).
   The total lab workload is .0499 FTEF (49.92%)
   Since lecture FTEF count first when figuring full-time equivalent faculty load,
   0.6 FTEF (60%) lecture and 0.4 FTEF (40%) lab make up the 1.0 FTEF regular load.
   The remaining 0.099 FTEF (9.92%) lab is counted as overload.
   This means for one class, the lecture portion of the class is part of regular load and the lab portion of the same class is counted as overload.
   0.099 lab FTEF divided by the 2023-2024 lab multiplier 0.00163 = 60.74 hours.

Appendix E
Selection Processes

Division Chairs

1. All full-time unit members are eligible for the position of Division Chair. Unit members are eligible for a Chair position in any Division regardless of teaching or non-teaching assignment to a designated Division.

2. For the position(s) of Division Chair, the District shall e-mail the position announcement to each full-time unit member during the regular academic year five (5) working days prior to the closing date established by the Selection Committee. Outside the regular academic year, the District shall notify each full-time unit member fifteen (15) working days prior to the closing date established by the Selection Committee.

3. Unit members shall apply by submitting a letter of interest to the Director of Human Resources no later than end of business on the day the search period closes. The District may re-open the search period if warranted.

4. The Selection Committee shall consist of the appropriate Educational Administrator or his/her designee, and two active members of the LCFA, appointed by the LCFA President in consultation with the Senate President.

5. The Committee shall review all letters of interest, make the selection(s), and forward their selection(s) to the President/Superintendent.

6. In the event the recommendation of the committee is not in concert with the Superintendent/President, he/she shall meet with the evaluation committee to discuss his/her concerns. Absent final agreement, the decision of the Superintendent/President shall prevail.

7. Nothing in this section will abrogate the District's right of assignment.

Accreditation Chair

1. All full-time unit members are eligible for the position of Chair.

2. For the position of Accreditation Chair, the District shall e-mail the position announcement to each full-time unit member during the regular academic year five (5) working days prior to the closing date established by the Selection Committee. Outside the regular academic year, the District shall notify each full-time unit member fifteen (15) working days prior to the closing date established by the Selection Committee.

3. Unit members may apply individually or as a group of up to three (3) full-time unit members. Unit members shall apply by submitting a letter of interest to the Director of Human Resources no later than end of business on the day the search period closes. A

group applying for the position shall include in their application the division of the required duties among the group members. The District may re-open the search period if warranted.

4. The Accreditation Liaison Officer position will be open to those who apply for any Accreditation Chair position.

5. The Selection Committee shall consist of the appropriate Educational Administrator or his/her designee, and one member of the LCFA, appointed by the LCFA President.

6. The Committee shall review all letters of interest, make the selection(s), and forward their selection(s) to the President/Superintendent.

7. In the event the recommendation of the committee is not in concert with the Superintendent/President, he/she shall meet with the evaluation committee to discuss his/her concerns. Absent final agreement, the decision of the Superintendent/President shall prevail.

8. Nothing in this section will abrogate the District's right of assignment.

Lead Counselor

1. Only full-time unit members assigned as Counselors (any percentage) are eligible for the position of Lead Counselor

2. For the position of Lead Counselor, the District shall e-mail the position announcement to each eligible full-time unit member during the regular academic year five (5) working days prior to the closing date established by the Selection Committee. Outside the regular academic year, the District shall notify each full- time unit member fifteen (15) working days prior to the closing date established by the Selection Committee.

3. Unit members shall apply by submitting a letter of interest to the Director of Human Resources no later than end of business on the day the search period closes. The District may re-open the search period if warranted.

4. The Selection Committee shall consist of the appropriate Educational Administrator or his/her designee, and one member of the LCFA, appointed by the LCFA President.

5. The Committee shall review all letters of interest, make the selection(s), and forward their selection(s) to the President/Superintendent.

6. In the event the recommendation of the committee is not in concert with the Superintendent/President, he/she shall meet with the evaluation committee to discuss his/her concerns. Absent final agreement, the decision of the Superintendent/President shall prevail.

7.. Nothing in this section will abrogate the District's right of assignment.

Faculty Transfers

1. The District shall advertise the open position to each current unit member during the regular academic year for a minimum of five (5) working days prior to a formal job posting. Outside the regular academic year, the District shall advertise the open position to each current unit member ten (10) working days prior to a formal job posting.

2. A selection committee shall be convened after the notification period.

3. Unit members shall apply by submitting a letter of interest and any pertinent information and documentation, to the Director of Human Resources no later than end of business on the day the search period closes.

4. The Selection Committee shall consist of the appropriate Educational Administrator or his/her designee, the HR Director or EEO Officer, the Division Chair over the open position, one unit member knowledgeable in the position FSA, and one unit member not in the position FSA, both appointed jointly by the LCFA President and Senate President.

5. The Committee shall review all letters of interest, interview as necessary and attempt to reach consensus on the selection of an applicant. Absent agreement the procedure shall revert to the regular hiring procedure.

6. In the event the recommendation of the committee is not in concert with the Superintendent/President, he/she shall meet with the evaluation committee to discuss his/her concerns. Absent final agreement, the decision of the Superintendent/President shall prevail.

7. If the applicant(s) are rejected, the District shall post the job externally according to Title V requirements.

Curriculum Chair

1. The Curriculum Committee is a sub-committee of the Academic Senate.

2. The Academic Senate is solely responsible for unit member assignment to the Committee and selection of the Committee Chair.

Appendix F
Faculty Evaluation Forms

The "A" series designation shall be used for full-time instructional faculty evaluation forms:

Form #	Form Title
A	Full-Time Instructional Faculty Evaluation Certification of Completion/Recommendation
A-1	Full-Time Instructional Faculty Self-Evaluation including Professional Responsibilities
A-2	Full-Time Instructional Faculty Materials Review
A-3	Full-Time Instructional Faculty Classroom Visitation
A-3.1	Full-Time Instructional/Coaching Faculty Classroom Visitation and Coaching Evaluation
A-3C	Full-Time Instructional Faculty Correspondence Packet Review
A-3N	Full-Time Instructional Faculty Online Site Visit
A-4	Full-Time Instructional Faculty Student Survey – Classroom
A-4C	Full-Time Instructional Faculty Student Survey – Correspondence
A-4N	Full-Time Instructional Faculty Student Survey – Online

The "B" series designation shall be used for adjunct instructional faculty evaluation forms:

Form #	Form Title
B	Adjunct Instructional Faculty Evaluation Certification of Completion/ Recommendation
B-1	Adjunct Instructional Faculty Self-Evaluation including Professional Responsibilities
B-2	Adjunct Instructional Faculty Materials Review
B-3	Adjunct Instructional Faculty Classroom Visitation
B-3C	Adjunct Instructional Faculty Correspondence Packet Review
B-3N	Adjunct Instructional Faculty Online Site Visit
B-4	Adjunct Instructional Faculty Student Survey – Classroom
B-4C	Adjunct Instructional Faculty Student Survey – Correspondence
B-4N	Adjunct Instructional Faculty Student Survey – Online

The "C" series designation shall be used for full-time non-instructional faculty evaluation forms:

Form #	Form Title
C	Full-Time Non-instructional Faculty Evaluation Certification of Completion/Recommendation
C-1	Full-Time Non-instructional Faculty Self-Evaluation including Professional Responsibilities
C-2	Full-Time Non-instructional Faculty Evaluation
C-4	Full-Time Non-instructional Faculty Student Survey
C-4.1	Full-Time Instructional Designer Faculty Survey

The "D" series designation shall be used for adjunct non-instructional faculty evaluation forms:

Form #	Form Title
D	Adjunct Non-instructional Faculty Evaluation Certification of Completion/Recommendation
D-1	Adjunct Non-instructional Faculty Self-Evaluation including Professional Responsibilities
D-2	Adjunct Non-instructional Faculty Evaluation
D-4	Adjunct Non-instructional Faculty Student Survey

Each form in each series shall bear the approval date at the bottom of each page of each form.

Form A Full-Time Faculty Certificate of Completion/Recommendation

LASSEN COMMUNITY COLLEGE

Full - Time Faculty Evaluation
Certification of Completion/Recommendation

Faculty Member: _____

CHECKLIST OF ACTIVITIES:	**DATE COMPLETED:**
Notice sent to faculty by 3rd week of semester	_____
Pre-evaluation conference 5th /10th week of semester	_____
Review of Class materials/Self-evaluation	_____
Classroom visits 5th /12th week of semester	_____
Student Evaluation Summary	_____
Post-evaluation conference prior to finals week	_____

Final Evaluation:
☐ **Superior** ☐ **More than Satisfactory** ☐ **Satisfactory** ☐ **Needs Improvement** ☐ **Unsatisfactory**
Recommendation for non-tenured probationary faculty (Based on Article 6.11, Sections 6.11.1 through 6.11.4 and Article 6.12):
☐ **Award 2nd Contract** ☐ **Award 3rd Contract** ☐ **Continue Contract** ☐ **Grant Tenure** ☐**Termination**

_____

_____

Attach additional sheet[s] as necessary. Each sheet shall bear the same four signatures as this cover sheet.
SIGNATURES:

_____

Administrator **Date**

_____

Peer Evaluator **Date**

_____

Peer Evaluator **Date**

_____

Faculty Member* **Date**

*Faculty signature indicates participation in, not necessarily concurrence with, this evaluation. The faculty has the option to comment regarding any portions of the evaluation report.

Approved LCFA/LCCD 2/8/2013

Form A-1 Full-Time Faculty Self-Evaluation including Professional Responsibilities

LASSEN COMMUNITY COLLEGE

FULL-TIME INSTRUCTIONAL FACULTY
SELF-EVALUATION including PROFESSIONAL RESPONSIBILITIES

1. Class Organization:

Discuss your typical coursework organization. Comments may include, but are not limited to, lecture style, preferred type of class (lecture, laboratory or one-on-one), descriptions of kinds of assignments and tests you use, type of grader (hard or easy), techniques and strategies attempted that worked well or failed, major strengths or weaknesses as an instructor.

2. Effects on Students:

Describe the affects you believe your instruction has on students. Comments may include but are not limited to, kind of students who respond well or poorly to your efforts and special efforts made to assist the more difficult to reach students.

3. Planned efforts/objectives for improving professional competence in teaching:

Comments may include, but are not limited, to such areas as: classes taken, conferences, workshops, seminars, professional training, any professional reading or informal learning experiences such as concerts, exhibits, performance and site visits.

4. College District Activities:

Comments will include all items listed below, but are not limited to,: college committees on which you now serve or have recently served (include how often they met, offices held, and accomplishments of the committee), reassigned time responsibilities, division chair or Academic Senate responsibilities, fulfillment of flex and graduation commitments, peer evaluations performed, your participation in and completion of program review, participation in student learning outcome assessments, meeting all required deadlines for SLO's, grade submissions, record keeping (such as census submission), Canvas shells, and timely submission of office hours to Academic Services.

5. Contribution to the Profession:

Comments may include but are not limited to the following: publications, special assignment(s), performances given, exhibits presented, conferences attended, professional positions, honors earned, educational material developed, or educational methods improved.

6. Future Professional Objectives:

List any other plan you have for future development as a professional

7. **Provide a written evaluation/assessment** or the level/degree to which you successfully completed the planned efforts/objectives stated in the previous evaluation process (if applicable).

Approved LCFA/LCCD 2/8/2013

Form A-2 Full-Time Instructional Faculty Materials Review

LASSEN COMMUNITY COLLEGE

FULL-TIME INSTRUCTIONAL FACULTY MATERIALS REVIEW

NAME OF COURSE: _____ **COURSE NUMBER:** _____

INSTRUCTOR: _____

1. **SYLLABUS COMPARED TO COURSE OUTLINE (course description, text, student learning outcomes, methods of evaluation)**
   Comments:
   _____
   _____

2. **EXAMS/QUIZZES (inclusion of final exam for lecture courses, appropriate level of required writing in transfer level courses)**
   Comments:
   _____
   _____

3. **MATERIALS (Handouts, technology use in class, correspondence packet review etc), if available**
   Comments: _____
   _____
   _____

4. **SELF-EVALUATION including PROFESSIONAL RESPONSIBILITIES (Discuss professional responsibilities beyond classroom instruction, i.e. student learning outcome assessments, committee participation, program review participation, etc.)**
   _____

5. **COMMENDATIONS AND RECOMMENDATIONS:**
   _____

Form A-2 Full-Time Instructional Faculty Materials Review

6. EVALUATOR'S OVERALL RECOMMENDATION:

_____

_____

_____

EVALUATOR'S SIGNATURE: _____

This form may be completed in electronic format and the resultant hard copy submitted for inclusion with the other evaluation materials.

Approved LCFA/LCCD 2/8/2013

Form A-3 Full -Time Instructional Faculty Classroom Visitation

LASSEN COMMUNITY COLLEGE

FULL -TIME INSTRUCTIONAL FACULTY
CLASSROOM VISITATION
(*NOT for correspondence or online evaluations)*

Faculty Member: _____ **Semester/Year:** _____

Discipline: _____ **Date of Visitation:** _____

Course: _____ **Contract Status:** _____

Number of student enrolled: _____ **Number of students in attendance:** _____

5 =Superior 4 =More than Satisfactory 3 = Satisfactory 2 =Needs Improvement 1 =Unsatisfactory
N/A =Not Applicable to this faculty member.

1. The faculty member appeared knowledgeable in his/her subject area.	5☐ 4☐ 3☐ 2☐ 1☐ N/A ☐
2. The faculty member was enthusiastic about his/her subject.	5☐ 4☐ 3☐ 2☐ 1☐ N/A ☐
3. The faculty member was able to explain and clarify difficult aspects of the subject.	5☐ 4☐ 3☐ 2☐ 1☐ N/A ☐
4. The faculty member was organized and well prepared.	5☐ 4☐ 3☐ 2☐ 1☐ N/A ☐
5. The faculty member used appropriate and effective methods.	5☐ 4☐ 3☐ 2☐ 1☐ N/A ☐
6. The faculty member stimulated student participation in discussions when appropriate.	5☐ 4☐ 3☐ 2☐ 1☐ N/A ☐
7. The faculty member was respectful of student's opinions.	5☐ 4☐ 3☐ 2☐ 1☐ N/A ☐
8. Overall assessment of workstation visitation.	5☐ 4☐ 3☐ 2☐ 1☐ N/A ☐

Written comments must be provided:

_____

_____

EVALUATOR'S SIGNATURE: _____

This form may be completed in electronic format and the resultant hard copy submitted for inclusion with the other evaluation materials.

Form A-3.1 Full -Time Instructional/Coaching Faculty Classroom Visitation and Coaching Evaluation

LASSEN COMMUNITY COLLEGE

FULL -TIME INSTRUCTIONAL/COACHING FACULTY
CLASSROOM VISITATION AND COACHING EVALUATION
(*NOT for correspondence or online evaluations)*

Faculty Member: _____ **Semester/Year:** _____

Discipline: _____ **Date of Visitation:** _____

Course: _____ **Contract Status:** _____

Number of student enrolled: _____ **Number of students in attendance:** _____

5 =Superior 4 =More than Satisfactory 3 = Satisfactory 2 =Needs Improvement 1 =Unsatisfactory
N/A =Not Applicable to this faculty member.

1. The faculty member appeared knowledgeable in his/her subject area. 5☐ 4☐ 3☐ 2☐ 1☐ N/A ☐

2. The faculty member was enthusiastic about his/her subject. 5☐ 4☐ 3☐ 2☐ 1☐ N/A ☐

3. The faculty member was able to explain and clarify difficult aspects of the subject. 5☐ 4☐ 3☐ 2☐ 1☐ N/A ☐

4. The faculty member was organized and well prepared. 5☐ 4☐ 3☐ 2☐ 1☐ N/A ☐

5. The faculty member used appropriate and effective methods. 5☐ 4☐ 3☐ 2☐ 1☐ N/A ☐

6. The faculty member stimulated student participation in discussions when appropriate. 5☐ 4☐ 3☐ 2☐ 1☐ N/A ☐

7. The faculty member was respectful of student's opinions. 5☐ 4☐ 3☐ 2☐ 1☐ N/A ☐

8. Overall assessment of workstation visitation. 5☐ 4☐ 3☐ 2☐ 1☐ N/A ☐

Written comments must be provided:

_____

_____

TO BE COMPLETED BY ATHLETIC DIRECTOR:

1) Maintains and recruits student-athletes, sufficient to field a competitive team, matching the numbers in job description. 5☐ 4☐ 3☐ 2☐ 1☐ N/A ☐
2) Arranges a full non-traditional schedule and a full and competitive regular season schedule. 5☐ 4☐ 3☐ 2☐ 1☐ N/A ☐
3) Takes an active role in matters of eligibility, transfer and the communication of team, conference and state rules. 5☐ 4☐ 3☐ 2☐ 1☐ N/A ☐
4) Maintains current knowledge of the field, including District and CCCAA requirements as well as safety standards. 5☐ 4☐ 3☐ 2☐ 1☐ N/A ☐
5) Demonstrates evidence of participation in professional growth. 5☐ 4☐ 3☐ 2☐ 1☐ N/A ☐

EVALUATOR'S SIGNATURE: _____
This form may be completed in electronic format and the resultant hard copy submitted for inclusion with the other evaluation materials.

Form A-3C Full-Time Instructional Faculty Correspondence Packet Review

LASSEN COMMUNITY COLLEGE

FULL-TIME INSTRUCTIONAL FACULTY
CORRESPONDENCE PACKET REVIEW

Faculty Member: _____ **Semester/Year:** _____

Course Number/Title: _____

Date of Packet Review: _____

Syllabus:

* 1. ☐ **YES** ☐ **NO** Course Number and Title (example-ENGL 1 – College Composition)

* 2. ☐ **YES** ☐ **NO** Course Description

* 3a. ☐ **YES** ☐ **NO** **Community Students**: Instructor's Name and Contact Information including office hours and email address.

* 3b. ☐ **YES** ☐ **NO** **Incarcerated Students**: Correspondence Office Contact Information: Correspondence Office, P.O. Box 3000, Susanville, CA 96130 – *no instructor email or phone and instructions include:*
  - *"Instructor last name and course number placed in upper left corner of envelope*
  - *Student's name, Correctional Institution, incarcerated number and housing unit placed in upper right corner of envelope*

* 4. ☐ **YES** ☐ **NO** Grading Requirements (Method of Evaluation – Grading Criteria/Scale)

* 5. ☐ **YES** ☐ **NO** Course Student Learning Outcomes

* 6. ☐ **YES** ☐ **NO** Minimum of six (6) opportunities for questions, responses, progress reports, feedback between instructor and student

7. ☐ **YES** ☐ **NO** Request proctored exams or other specific means to match students with their work

* 8. ☐ **YES** ☐ **NO** Course Syllabus matches Course Outline approved by the Curriculum Committee

*9. ☐ **YES** ☐ **NO** Course Timeline/Calendar including a timeline of all readings, assignments and due dates

*10. ☐ **YES** ☐ **NO** Key dates: Specific Last Day to Add/Drop

*11. ☐ **YES** ☐ **NO** Current Semester/Year

*12. ☐ **YES** ☐ **NO** Textbook Requirements (including ISBN and Edition)

Course Content:

*13. ☐ **YES** ☐**NO** Lecture Notes

*14. ☐ **YES** ☐ **NO** Feedback sheets – Q and A feedback

*15. ☐ **YES** ☐ **NO** Appropriate replacement of in-class assignments/exercises

*16. ☐ **YES** ☐ **NO** Appropriate number and rigor of exams and other methods of evaluation

*17. ☐ **YES** ☐ **NO** Course is the equivalent of the face-to-face, on-campus course (e.g., for 3 unit class –packet replaced 51 hours of classroom time and 102 hours of outside time with an equal amount of time and work)

Commendations:

Recommendations:

Overall Recommendation:

Evaluated by: _____ Date: ____

***Required**
References: Faculty Handbook (Approved by Academic Senate June 6, 2012) and Correspondence Handbook (Approved by Academic Senate June 6, 2012)

Form A-3N Full-Time Instructional Faculty Online Site Visit

LASSEN COMMUNITY COLLEGE

FULL-TIME INSTRUCTIONAL FACULTY
ONLINE SITE VISIT

Faculty Member: _____ **Semester/Year:** _____

Course Number/Title: _____

Date of Online Visit: _____

Syllabus:

1. ☐ **YES** ☐ **NO** Course Number and Title (example-ENGL 1 – College Composition)
2. ☐ **YES** ☐ **NO** Course Description
3. ☐ **YES** ☐ **NO** Instructor's Name and Contact Information including office hours and email address.
4. ☐ **YES** ☐ **NO** Grading Requirements (Method of Evaluation – Grading Criteria/Scale)
5. ☐ **YES** ☐ **NO** Course Student Learning Outcomes
6. ☐ **YES** ☐ **NO** Instructors plan for classroom response time and feedback for emails and assignments is clearly explained.
7. ☐ **YES** ☐ **NO** Etiquette expectations for online discussions, email, and other forms of communication are stated clearly.
8. ☐ **YES** ☐ **NO** Course Syllabus matches approved Course Outline of Record
9. ☐ **YES** ☐ **NO** Course Timeline/Calendar including a timeline of all readings, assignments and due dates
10. ☐ **YES** ☐ **NO** Key dates: Specific Last Day to Add/Drop
11. ☐ **YES** ☐ **NO** Current Semester/Year
12. ☐ **YES** ☐ **NO** Textbook Requirements (including ISBN and Edition)

Course Content:

13. ☐ **YES** ☐**NO** Lecture Material
14. ☐ **YES** ☐ **NO** Class is arranged in weekly sections
15. ☐ **YES** ☐ **NO** Appropriate replacement of in-class assignments/exercises with clear instructions on how to use each icon.
16. ☐ **YES** ☐ **NO** Appropriate number and rigor of exams and other methods of evaluation

17. ☐ **YES** ☐ **NO** Course is the equivalent of the face-to-face, on-campus course (e.g., for 3 unit class online curriculum replaced 51 hours of classroom time and 102 hours of outside time with an equal amount of time and work)

18. ☐ **YES** ☐ **NO** Introduction Forum where students introduce themselves

19. ☐ **YES** ☐ **NO** Forums where students can interact throughout the semester

Commendations:

Recommendations:

Overall Recommendation:

Evaluated by: _____ Date: ____

References: Faculty Handbook (Approved by Academic Senate June 6, 2012) and Handbook for Online Instructors (Approved by Academic Senate September 25, 2012)

Form A-4 Full-Time Instructional Faculty Student Survey-Classroom

LASSEN COMMUNITY COLLEGE

FULL-TIME INSTRUCTIONAL FACULTY
STUDENT SURVEY-CLASSROOM

TO THE STUDENT:
You are being asked to complete a brief evaluation of the instructor listed below. Please spend a few minutes filling out the form and return it to the person who gave it to you.

NAME OF COURSE: _____ **COURSE NUMBER:** _____

DATE OF CLASS EVALUATION: _____ **INSTRUCTOR:** _____

PLEASE CHECK ONE BOX ONLY FOR EACH QUESTION

Rate each item on the following scale:

5 =Superior	**2 =Needs Improvement**
4 =More than Satisfactory	**1 =Unsatisfactory**
3 = Satisfactory	**N/A =Not Applicable**

Clearly explained course requirements	5☐ 4☐ 3☐ 2☐ 1☐
Clearly explained how you earn your grade	5☐ 4☐ 3☐ 2☐ 1☐
Seems knowledgeable in the subject	5☐ 4☐ 3☐ 2☐ 1☐
Is well prepared for class	5☐ 4☐ 3☐ 2☐ 1☐
Is punctual in meeting and dismissing class	5☐ 4☐ 3☐ 2☐ 1☐
Presents lessons in a clear and organized manner	5☐ 4☐ 3☐ 2☐ 1☐
Displays enthusiasm in teaching the course	5☐ 4☐ 3☐ 2☐ 1☐
Motivates interest in the subject area	5☐ 4☐ 3☐ 2☐ 1☐
Encourages students to participate in class	5☐ 4☐ 3☐ 2☐ 1☐
Accepts different points of view	5☐ 4☐ 3☐ 2☐ 1☐
Gives tests that relate to the materials presented and assigned	5☐ 4☐ 3☐ 2☐ 1☐
Returns tests, assignments and written work promptly	5☐ 4☐ 3☐ 2☐ 1☐
Gives helpful feedback on assignments and written work	5☐ 4☐ 3☐ 2☐ 1☐
Is willing to assist individual students	5☐ 4☐ 3☐ 2☐ 1☐
Is flexible and willing to change explanations when students are having difficulty	5☐ 4☐ 3☐ 2☐ 1☐
Uses required textbook(s)	Yes ☐ No ☐

Does the instructor provide beneficial supplemental materials?	Yes ☐	No ☐	
Does the instructor make clear where you can seek help?	Yes ☐	No ☐	
Is this instructor meeting your learning needs?	Yes ☐	No ☐	
Would you take another class from this instructor?	Yes ☐	No ☐	
Are the instructor's tests fair?	Yes ☐	No ☐	
Are the instructor's standards	Too High ☐	OK ☐	Too Low ☐
Does the instructor relate well to students?	All ☐	Most ☐	Few ☐

Additional Written Comments:

_____
_____
_____

Please describe what you think this instructor does well that helps you learn:

_____
_____
_____

Please provide suggestions that this instructor could implement to help you learn better:

_____
_____
_____

A Word About You

I expect to receive the following in this class A ☐ B ☐ C ☐ D ☐ F ☐

So far this semester I have missed:

No meetings of this class	☐	Two to five meetings of this class	☐
One class meeting	☐	More than five class meetings	☐

I ask the instructor for help:

More than once per class meeting	☐	Once a week	☐
Once a class meeting	☐	Occasionally	☐
		Never	☐

Approved LCFA/LCCD 2/8/2013

Form A-4C Full-Time Instructional Faculty Student Survey-Correspondence

LASSEN COMMUNITY COLLEGE

FULL-TIME INSTRUCTIONAL FACULTY
STUDENT SURVEY- CORRESPONDENCE

TO THE STUDENT:

You are being asked to complete a brief evaluation of the instructor and class listed below. Please spend a few minutes filling out the form. We would especially appreciate the addition of appropriate comments to help us to assist you and provide you with the best education possible. Please return form directly to

Lassen Community College
Attention: Office of Instruction
P.O. Box 3000
Susanville, CA 96130

NAME OF COURSE: _____ **COURSE NUMBER:** _____

DATE: _____ **INSTRUCTOR:** _____

PLEASE CHECK ONE BOX ONLY FOR EACH QUESTION

Rate each item on the following scale:

5 =Superior	**2 =Needs Improvement**
4 =More than Satisfactory	**1 =Unsatisfactory**
3 = Satisfactory	**N/A =Not Applicable**

Instructor:

Does the instructor seem knowledgeable in the subject?	5☐ 4☐ 3☐ 2☐ 1☐ N/A☐
Does the instructor clearly explain the course requirements?	5☐ 4☐ 3☐ 2☐ 1☐ N/A☐
Does the instructor clearly explain how you earn your grade?	5☐ 4☐ 3☐ 2☐ 1☐ N/A☐
Does the instructor explain assignment and test expectations?	5☐ 4☐ 3☐ 2☐ 1☐ N/A☐
Does the instructor respond to your questions?	Yes ☐ No ☐
Is the response to your questions timely?	5☐ 4☐ 3☐ 2☐ 1☐ N/A☐
Does the instructor answer your questions in sufficient detail?	5☐ 4☐ 3☐ 2☐ 1☐ N/A☐
Are your tests and/or homework returned promptly?	5☐ 4☐ 3☐ 2☐ 1☐ N/A☐
Does the instructor material adequately supplement the text?	5☐ 4☐ 3☐ 2☐ 1☐ N/A☐
Are the instructor's tests fair?	Yes ☐ No ☐
Does the correspondence packet adequately replace classroom instruction?	Yes ☐ No ☐
Would you take another class from this instructor?	Yes ☐ No ☐

How often do receive communications from the instructor?

At least once every week	☐	Rarely	☐
Once a month	☐	Not at all	☐
Every other month	☐		

Are the instructor's standards Too High ☐ OK ☐ Too Low ☐

Approved LCFA/LCCD 2/8/2013

Form A-4C Full-Time Instructional Faculty Student Survey-Correspondence

Written Comments About the Instructor:

_____
_____
_____

Please describe what you think this instructor does well that helps you learn:

_____
_____
_____

Please provide suggestions that this instructor could implement to help you learn better:

_____
_____
_____

Correspondence Delivery:

Did you receive your correspondence packet in a timely manner?	Yes ☐ No ☐
Did you receive other communications in a timely manner?	Yes ☐ No ☐
Is it clear how to communicate with your instructor?	Yes ☐ No ☐
Would you take another correspondence class?	Yes ☐ No ☐

Written Comments About Correspondence Delivery Method:

_____
_____
_____

A Word About You

I expect to receive the following in this class A ☐ B ☐ C ☐ D ☐ F ☐

I send questions to the instructor:

At least once every week	☐	Every other month	☐
Once a month	☐	Occasionally	☐
		Never	☐

Approved LCFA/LCCD 2/8/2013

Form A-4N Full-Time Instructional Faculty Student Survey – Online

LASSEN COMMUNITY COLLEGE

FULL-TIME INSTRUCTIONAL FACULTY
STUDENT SURVEY - ONLINE

TO THE STUDENT:

You are being asked to complete a brief evaluation of the instructor and class listed below. Please spend a few minutes filling out the form. We would especially appreciate the addition of appropriate comments to help us to assist you and provide you with the best education possible. Please return e-mailed form directly to LCCAcademicservices@lassencollege.edu and NOT your instructor.

NAME OF COURSE: _____ **COURSE NUMBER:** _____

DATE: _____ **INSTRUCTOR:** _____

PLEASE CHECK ONE BOX ONLY FOR EACH QUESTION

Rate each item on the following scale:

5 =Superior	**2 =Needs Improvement**
4 =More than Satisfactory	**1 =Unsatisfactory**
3 = Satisfactory	**N/A =Not Applicable**

Instructor:

Does the instructor seem knowledgeable in the subject?	5☐ 4☐ 3☐ 2☐ 1☐ N/A☐
Does the instructor clearly explain the course requirements?	5☐ 4☐ 3☐ 2☐ 1☐ N/A☐
Does the instructor clearly explain how you earn your grade?	5☐ 4☐ 3☐ 2☐ 1☐ N/A☐
Does the instructor explain assignment and test expectations?	5☐ 4☐ 3☐ 2☐ 1☐ N/A☐
Does the instructor respond to your questions?	Yes ☐ No ☐
Is the response to your questions timely?	5☐ 4☐ 3☐ 2☐ 1☐ N/A☐
Does the instructor answer your questions in sufficient detail?	5☐ 4☐ 3☐ 2☐ 1☐ N/A☐
Are your tests and/or homework evaluated promptly?	5☐ 4☐ 3☐ 2☐ 1☐ N/A☐
Does the instructor material adequately supplement the text?	5☐ 4☐ 3☐ 2☐ 1☐ N/A☐
Does the instructor allow sufficient time to complete assignments and tests?	Yes ☐ No ☐
Are the instructor's tests fair?	Yes ☐ No ☐
Does the online experience adequately replace classroom instruction?	Yes ☐ No ☐
Would you take another class from this instructor?	Yes ☐ No ☐
Are the instructor's standards	Too High ☐ OK ☐ Too Low ☐

Written Comments About the Instructor:

_____
_____
_____

Please describe what you think this instructor does well that helps you learn:

_____
_____
_____

Form A-4N Full-Time Instructional Faculty Student Survey – Online

Please provide suggestions that this instructor could implement to help you learn better:

_____
_____
_____

Online Delivery:

Were you able to access your online course in a timely manner?	Yes ☐ No ☐
Did you receive communications in a timely manner?	Yes ☐ No ☐
Are the instructions to navigate this online course clear?	Yes ☐ No ☐
Would you take another online class?	Yes ☐ No ☐

Written Comments About Online Delivery Method:

_____
_____
_____

A Word About You

I expect to receive the following in this class A ☐ B ☐ C ☐ D ☐ F ☐

I am online:

More than four time a week	☐	Four time a week	☐
Less than four times a week	☐	Rarely	☐

Approved LCFA/LCCD 2/8/2013

Form B Adjunct Instructional Faculty Evaluation Certificate of Completion/Recommendation

LASSEN COMMUNITY COLLEGE

Adjunct Instructional Faculty Evaluation
Certification of Completion/Recommendation

Faculty Member: _____

CHECKLIST OF ACTIVITIES:	**DATE COMPLETED:**
Notice sent to faculty by 3rd week of semester	_____
Pre-evaluation conference 5th /10th week of semester	_____
Review of Class materials/Self-evaluation	_____
Classroom visits 5th /12th week of semester	_____
Student Evaluation Summary	_____
Post-evaluation conference prior to finals week	_____

Final Evaluation:

☐ **Superior** ☐ **More than Satisfactory** ☐ **Satisfactory** ☐ **Needs Improvement** ☐ **Unsatisfactory**

Recommendation:

☐ **Continuation in adjunct faculty pool** ☐ **Removal from adjunct faculty pool**

_____

_____

_____

_____

SIGNATURES:

_____ _____
ADMINISTRATOR **DATE**

_____ _____
FACULTY MEMBER* **DATE**

*Faculty signature indicates participation in, not necessarily concurrence with, this evaluation. The faculty has the option to comment regarding any portions of the evaluation report.

Approved LCFA/LCCD 2/8/2013

Form B-1 Adjunct Instructional Faculty Self-Evaluation including Professional Responsibilities

LASSEN COMMUNITY COLLEGE

ADJUNCT INSTRUCTIONAL FACULTY
SELF-EVALUATION including PROFESSIONAL RESPONSIBILITES

1. **Class Organization:**

   Discuss your typical coursework organization. Comments may include, but are not limited to, lecture style, preferred type of class (lecture, laboratory or one-on-one), descriptions of kinds of assignments and tests you use, type of grader (hard or easy), techniques and strategies attempted that worked well or failed, major strengths or weaknesses as an instructor.

2. **Effects on Students:**

   Describe the effect you believe your instruction has on students. Comments may include but are not limited to, kind of students who respond well or poorly to your efforts and special efforts made to assist the more difficult to reach students.

3. **College District Activities:**

   Comments to include, but not limited to participation in student learning outcome assessments, meeting all required deadlines for SLO's, grade submissions, record keeping (such as census submission), and Canvas shell.

4. **Provide a written evaluation/assessment** or the level/degree to which you successfully addressed the recommendations stated in your previous evaluation (if applicable).

5. **Other Related Information:**

   List any other information you wish to include in your evaluation. Comments may include but are not limited to the following: classes taken, conferences, workshops, seminars, professional training, any professional readings or informal learning experiences such as concerts, exhibits performance and site visits, college committees on which you now serve or have recently served (include how often they met, offices held, and accomplishments of the committee), publications, special assignment(s), performances given, exhibits presented, conferences attended, professional positions, honors earned, educational material developed, or educational methods improved, or plans you have for future development as a professional.

Approved LCFA/LCCD 2/8/2013

Form B-2 Adjunct Instructional Faculty Materials Review

LASSEN COMMUNITY COLLEGE

ADJUNCT INSTRUCTIONAL FACULTY MATERIALS REVIEW

NAME OF COURSE: _____ **COURSE NUMBER:** _____

INSTRUCTOR: _____

1. SYLLABUS COMPARED TO COURSE OUTLINE (course description, text, student learning outcomes, methods of evaluation)

Comments:

_____

_____

2. EXAMS/QUIZZES (inclusion of final exam for lecture courses, appropriate level of required writing in transfer level courses)

Comments:

_____

_____

3. MATERIALS (Handouts, technology use in class, correspondence packet review, etc), if available

Comments:

_____

_____

_____

4. SELF-EVALUATION including PROFESSIONAL RESPONSIBILITIES (Discuss professional responsibilities beyond classroom instruction i.e. student learning outcome assessments, etc.)

_____

_____

_____

Approved LCFA/LCCD 2/8/2013

Form B-2 Adjunct Instructional Faculty Materials Review

5. **COMMENDATIONS AND RECOMMENDATIONS:**

_____

_____

---

6. **EVALUATOR'S OVERALL RECOMMENDATION:**

_____

_____

_____

EVALUATOR'S SIGNATURE: _____

This form may be completed in electronic format and the resultant hard copy submitted for inclusion with the other evaluation materials.

Form B-3 Adjunct Instructional Faculty Classroom Visitation

LASSEN COMMUNITY COLLEGE

ADJUNCT INSTRUCTIONAL FACULTY
CLASSROOM VISITATION
(NOT for correspondence or online evaluations)

Faculty Member: _____ **Semester/Year:** _____

Discipline: _____ **Date of Visitation:** _____

Course: _____

Number of student enrolled: _____ **Number of students in attendance:** _____

Rate each item on the following scale:

5 =Superior 4 =More than Satisfactory 3 = Satisfactory 2 =Needs Improvement 1 =Unsatisfactory N/A =Not Applicable to this faculty member.

1. The faculty member appeared knowledgeable in his/her subject area.	5☐ 4☐ 3☐ 2☐ 1☐ N/A ☐
2. The faculty member was enthusiastic about his/her subject.	5☐ 4☐ 3☐ 2☐ 1☐ N/A ☐
3. The faculty member was able to explain and clarify difficult aspects of the subject.	5☐ 4☐ 3☐ 2☐ 1☐ N/A ☐
4. The faculty member was organized and well prepared.	5☐ 4☐ 3☐ 2☐ 1☐ N/A ☐
5. The faculty member used appropriate and effective methods.	5☐ 4☐ 3☐ 2☐ 1☐ N/A ☐
6. The faculty member stimulated student participation in discussions when appropriate.	5☐ 4☐ 3☐ 2☐ 1☐ N/A ☐
7. The faculty member was respectful of student's opinions.	5☐ 4☐ 3☐ 2☐ 1☐ N/A ☐
8. Overall assessment of workstation visitation.	5☐ 4☐ 3☐ 2☐ 1☐ N/A ☐

Written comments must be provided:

_____

_____

_____

EVALUATOR'S SIGNATURE: _____

This form may be completed in electronic format and the resultant hard copy submitted for inclusion with the other evaluation materials.

Approved LCFA/LCCD 2/8/2013

Form B-3C Adjunct Instructional Faculty Correspondence Packet Review

LASSEN COMMUNITY COLLEGE

ADJUNCT INSTRUCTIONAL FACULTY
CORRESPONDENCE PACKET REVIEW

Faculty Member: _____ **Semester/Year:** _____

Course Number/Title: _____

Date of Packet Review: _____

Syllabus:

* 1. ☐ **YES** ☐ **NO** Course Number and Title (example-ENGL 1 – College Composition)

* 2. ☐ **YES** ☐ **NO** Course Description

* 3a. ☐ **YES** ☐ **NO** **Community Students**: Instructor's Name and Contact Information including email address.

* 3b. ☐ **YES** ☐ **NO** **Incarcerated Students**: Correspondence Office Contact Information: Correspondence Office, P.O. Box 3000, Susanville, CA 96130 – *no instructor email or phone and instructions include:*

- *"Instructor last name and course number placed in upper left corner of envelope*
- *Student's name, Correctional Institution, incarcerated number and housing unit placed in upper right corner of envelope*

* 4. ☐ **YES** ☐ **NO** Grading Requirements (Method of Evaluation – Grading Criteria/Scale)

* 5. ☐ **YES** ☐ **NO** Course Student Learning Outcomes

* 6. ☐ **YES** ☐ **NO** Minimum of six (6) opportunities for questions, responses, progress reports, feedback between instructor and student

7. ☐ **YES** ☐ **NO** Request proctored exams or other specific means to match students with their work

* 8. ☐ **YES** ☐ **NO** Course Syllabus matches Course Outline approved by the Curriculum Committee

* 9. ☐ **YES** ☐ **NO** Course Timeline/Calendar including a timeline of all readings, assignments and due dates

*10. ☐ **YES** ☐ **NO** Key dates: Specific Last Day to Add/Drop

*11. ☐ **YES** ☐ **NO** Current Semester/Year

*12. ☐ **YES** ☐ **NO** Textbook Requirements (including ISBN and Edition)

Course Content:

*13. ☐ **YES** ☐ **NO** Lecture Notes

*14. ☐ **YES** ☐ **NO** Feedback sheets – Q and A feedback

Approved LCFA/LCCD 2/8/2013

Form B-3C Adjunct Instructional Faculty Correspondence Packet Review

*15.	☐ **YES** ☐ **NO**	Appropriate replacement of in-class assignments/exercises
*16.	☐ **YES** ☐ **NO**	Appropriate number and rigor of exams and other methods of evaluation
*17.	☐ **YES** ☐ **NO**	Course is the equivalent of the face-to-face, on-campus course (e.g., for 3 unit class –packet replaced 51 hours of classroom time and 102 hours of outside time with an equal amount of time and work)

Commendations:

Recommendations:

Overall Recommendation:

Evaluated by: _____ Date: ____

***Required**
References: Faculty Handbook (Approved by Academic Senate June 6, 2012) and Correspondence Handbook (Approved by Academic Senate June 6, 2012)

Form B-3N Adjunct Instructional Faculty Online Site Visit

LASSEN COMMUNITY COLLEGE

ADJUNCT INSTRUCTIONAL FACULTY
ONLINE SITE VISIT

Faculty Member: _____ **Semester/Year:** _____

Course Number/Title: _____

Date of Online Visit: _____

Syllabus:

1. ☐ **YES** ☐ **NO** Course Number and Title (example-ENGL 1 – College Composition)
2. ☐ **YES** ☐ **NO** Course Description
3. ☐ **YES** ☐ **NO** Instructor's Name and Contact Information including office hours and email address.
4. ☐ **YES** ☐ **NO** Grading Requirements (Method of Evaluation – Grading Criteria/Scale)
5. ☐ **YES** ☐ **NO** Course Student Learning Outcomes
6. ☐ **YES** ☐ **NO** Instructors plan for classroom response time and feedback for emails and assignments is clearly explained.
7. ☐ **YES** ☐ **NO** Etiquette expectations for online discussions, email, and other forms of communication are stated clearly.
8. ☐ **YES** ☐ **NO** Course Syllabus matches approved Course Outline of Record
9. ☐ **YES** ☐ **NO** Course Timeline/Calendar including a timeline of all readings, assignments and due dates
10. ☐ **YES** ☐ **NO** Key dates: Specific Last Day to Add/Drop
11. ☐ **YES** ☐ **NO** Current Semester/Year
12. ☐ **YES** ☐ **NO** Textbook Requirements (including ISBN and Edition)

Course Content:

13. ☐ **YES** ☐**NO** Lecture Material
14. ☐ **YES** ☐ **NO** Class is arranged in weekly sections
15. ☐ **YES** ☐ **NO** Appropriate replacement of in-class assignments/exercises with clear instructions on how to use each icon.
16. ☐ **YES** ☐ **NO** Appropriate number and rigor of exams and other methods of evaluation
17. ☐ **YES** ☐ **NO** Course is the equivalent of the face-to-face, on-campus course (e.g., for 3 unit class online curriculum replaced 51 hours of classroom time and 102 hours of outside time with an equal amount of time and work)

18. ☐ **YES** ☐ **NO** Introduction Forum where students introduce themselves

19. ☐ **YES** ☐ **NO** Forums where students can interact throughout the semester

Commendations:

Recommendations:

Overall Recommendation:

Evaluated by: _____ Date: ____

References: Faculty Handbook (Approved by Academic Senate June 6, 2012) and Handbook for Online Instructors (Approved by Academic Senate September 25, 2012)

Form B-4 Adjunct Instructional Faculty Student Survey-Classroom

LASSEN COMMUNITY COLLEGE

ADJUNCT INSTRUCTIONAL FACULTY
STUDENT SURVEY-CLASSROOM

TO THE STUDENT:
You are being asked to complete a brief evaluation of the instructor listed below. Please spend a few minutes filling out the form and return it to the person who gave it to you.

NAME OF COURSE: _____ **COURSE NUMBER:** _____

DATE OF CLASS EVALUATION: _____ **INSTRUCTOR:** _____

PLEASE CHECK ONE BOX ONLY FOR EACH QUESTION

Rate each item on the following scale:

5 =Superior	**2 =Needs Improvement**
4 =More than Satisfactory	**1 =Unsatisfactory**
3 = Satisfactory	**N/A =Not Applicable**

Clearly explained course requirements	5☐ 4☐ 3☐ 2☐ 1☐
Clearly explained how you earn your grade	5☐ 4☐ 3☐ 2☐ 1☐
Seems knowledgeable in the subject	5☐ 4☐ 3☐ 2☐ 1☐
Is well prepared for class	5☐ 4☐ 3☐ 2☐ 1☐
Is punctual in meeting and dismissing class	5☐ 4☐ 3☐ 2☐ 1☐
Presents lessons in a clear and organized manner	5☐ 4☐ 3☐ 2☐ 1☐
Displays enthusiasm in teaching the course	5☐ 4☐ 3☐ 2☐ 1☐
Motivates interest in the subject area	5☐ 4☐ 3☐ 2☐ 1☐
Encourages students to participate in class	5☐ 4☐ 3☐ 2☐ 1☐
Accepts different points of view	5☐ 4☐ 3☐ 2☐ 1☐
Gives tests that relate to the materials presented and assigned	5☐ 4☐ 3☐ 2☐ 1☐
Returns tests, assignments and written work promptly	5☐ 4☐ 3☐ 2☐ 1☐
Gives helpful feedback on assignments and written work	5☐ 4☐ 3☐ 2☐ 1☐
Is willing to assist individual students	5☐ 4☐ 3☐ 2☐ 1☐
Is flexible and willing to change explanations when students are having difficulty	5☐ 4☐ 3☐ 2☐ 1☐
Uses required textbook(s)	Yes ☐No ☐
Does the instructor provide beneficial supplemental materials?	Yes ☐No ☐
Does the instructor make clear where you can seek help?	Yes ☐No ☐

Approved LCFA/LCCD 2/8/2013

Form B-4 Adjunct Instructional Faculty Student Survey-Classroom

Is this instructor meeting your learning needs? Yes ☐ No ☐
Would you take another class from this instructor? Yes ☐ No ☐
Are the instructor's tests fair? Yes ☐ No ☐

Are the instructor's standards Too High ☐ OK ☐ Too Low ☐

Does the instructor relate well to students? All ☐ Most ☐ Few ☐

Additional Written Comments:

_____
_____
_____

Please describe what you think this instructor does well that helps you learn:

_____
_____
_____

Please provide suggestions that this instructor could implement to help you learn better:

_____
_____
_____

A Word About You

I expect to receive the following in this class A ☐ B ☐ C ☐ D ☐ F ☐

So far this semester I have missed:

No meetings of this class ☐
One class meeting ☐
Two to five meetings of this class ☐
More than five class meetings ☐

I send questions to the instructor:

At least once every week ☐
Once a month ☐
Every other month ☐
Occasionally ☐
Never ☐

Approved LCFA/LCCD 2/8/2013

Form B-4C Adjunct Instructional Faculty Student Survey-Correspondence

LASSEN COMMUNITY COLLEGE

ADJUNCT INSTRUCTIONAL FACULTY
STUDENT SURVEY- CORRESPONDENCE

TO THE STUDENT:

You are being asked to complete a brief evaluation of the instructor and class listed below. Please spend a few minutes filling out the form. We would especially appreciate the addition of appropriate comments to help us to assist you and provide you with the best education possible. Please return form directly to

Lassen Community College
Attention: Office of Instruction
P.O. Box 3000
Susanville, CA 96130

NAME OF COURSE: _____ **COURSE NUMBER:** _____

DATE: _____ **INSTRUCTOR:** _____

PLEASE CHECK ONE BOX ONLY FOR EACH QUESTION

Rate each item on the following scale:

5 =Superior	**2 =Needs Improvement**
4 =More than Satisfactory	**1 =Unsatisfactory**
3 = Satisfactory	**N/A =Not Applicable**

Instructor:

Does the instructor seem knowledgeable in the subject?	5☐ 4☐ 3☐ 2☐ 1☐ N/A☐
Does the instructor clearly explain the course requirements?	5☐ 4☐ 3☐ 2☐ 1☐ N/A☐
Does the instructor clearly explain how you earn your grade?	5☐ 4☐ 3☐ 2☐ 1☐ N/A☐
Does the instructor explain assignment and test expectations?	5☐ 4☐ 3☐ 2☐ 1☐ N/A☐
Does the instructor respond to your questions?	Yes ☐ No ☐
Is the response to your questions timely?	5☐ 4☐ 3☐ 2☐ 1☐ N/A☐
Does the instructor answer your questions in sufficient detail?	5☐ 4☐ 3☐ 2☐ 1☐ N/A☐
Are your tests and/or homework returned promptly?	5☐ 4☐ 3☐ 2☐ 1☐ N/A☐
Does the instructor material adequately supplement the text?	5☐ 4☐ 3☐ 2☐ 1☐ N/A☐
Are the instructor's tests fair?	Yes ☐ No ☐
Does the correspondence packet adequately replace classroom instruction?	Yes ☐ No ☐
Would you take another class from this instructor?	Yes ☐ No ☐

How often do receive communications from the instructor?

At least once every week	☐	Rarely	☐
Once a month	☐	Not at all	☐
Every other month	☐		

Are the instructor's standards Too High ☐ OK ☐ Too Low ☐

Approved LCFA/LCCD 2/8/2013

Form B-4C Adjunct Instructional Faculty Student Survey-Correspondence

Written Comments About the Instructor:

_____
_____
_____

Please describe what you think this instructor does well that helps you learn:

_____
_____
_____

Please provide suggestions that this instructor could implement to help you learn better:

_____
_____
_____

Correspondence Delivery:

Did you receive your correspondence packet in a timely manner?	Yes ☐ No ☐
Did you receive other communications in a timely manner?	Yes ☐ No ☐
Is it clear how to communicate with your instructor?	Yes ☐ No ☐
Would you take another correspondence class?	Yes ☐ No ☐

Written Comments About Correspondence Delivery Method:

_____
_____
_____

A Word About You

I expect to receive the following in this class A ☐ B ☐ C ☐ D ☐ F ☐

I send questions to the instructor:

At least once every week	☐	Every other month	☐
Once a month	☐	Occasionally	☐
		Never	☐

Approved LCFA/LCCD 2/8/2013

Form B-4N Adjunct Instructional Faculty Student Survey - Online

LASSEN COMMUNITY COLLEGE

ADJUNCT INSTRUCTIONAL FACULTY
STUDENT SURVEY - ONLINE

TO THE STUDENT:

You are being asked to complete a brief evaluation of the instructor and class listed below. Please spend a few minutes filling out the form. We would especially appreciate the addition of appropriate comments to help us to assist you and provide you with the best education possible. Please return e-mailed form directly to LCCAcademicservices@lassencollege.edu and NOT your instructor.

NAME OF COURSE: _____ **COURSE NUMBER:** _____

DATE: _____ **INSTRUCTOR:** _____

PLEASE CHECK ONE BOX ONLY FOR EACH QUESTION

Rate each item on the following scale:

5 =Superior	**2 =Needs Improvement**
4 =More than Satisfactory	**1 =Unsatisfactory**
3 = Satisfactory	**N/A =Not Applicable**

Instructor:

Does the instructor seem knowledgeable in the subject?	5☐ 4☐ 3☐ 2☐ 1☐ N/A☐
Does the instructor clearly explain the course requirements?	5☐ 4☐ 3☐ 2☐ 1☐ N/A☐
Does the instructor clearly explain how you earn your grade?	5☐ 4☐ 3☐ 2☐ 1☐ N/A☐
Does the instructor explain assignment and test expectations?	5☐ 4☐ 3☐ 2☐ 1☐ N/A☐
Does the instructor respond to your questions?	Yes ☐ No ☐
Is the response to your questions timely?	5☐ 4☐ 3☐ 2☐ 1☐ N/A☐
Does the instructor answer your questions in sufficient detail?	5☐ 4☐ 3☐ 2☐ 1☐ N/A☐
Are your tests and/or homework evaluated promptly?	5☐ 4☐ 3☐ 2☐ 1☐ N/A☐
Does the instructor material adequately supplement the text?	5☐ 4☐ 3☐ 2☐ 1☐ N/A☐
Does the instructor allow sufficient time to complete assignments and tests?	Yes ☐ No ☐
Are the instructor's tests fair?	Yes ☐ No ☐
Does the online experience adequately replace classroom instruction?	Yes ☐ No ☐
Would you take another class from this instructor?	Yes ☐ No ☐
Are the instructor's standards	Too High ☐ OK ☐ Too Low ☐

Written comments about the Instructor:

_____
_____
_____

Please describe what you think this instructor does well that helps you learn:

_____
_____
_____

Approved LCFA/LCCD 2/12/2013

Form B-4N Adjunct Instructional Faculty Student Survey - Online

Please provide suggestions that this instructor could implement to help you learn better:

_____
_____
_____

Online Delivery:

Were you able to access your online course in a timely manner?	Yes ☐ No ☐
Did you receive communications in a timely manner?	Yes ☐ No ☐
Are the instructions to navigate this online course clear?	Yes ☐ No ☐
Would you take another online class?	Yes ☐ No ☐

Written Comments About Online Delivery Method:

_____
_____
_____

A Word About You

I expect to receive the following in this class A ☐ B ☐ C ☐ D ☐ F ☐

I am online:

More than four time a week	☐	Four time a week	☐
Less than four times a week	☐	Rarely	☐

Approved LCFA/LCCD 2/8/2013

Form C Full-Time Non-Instructional Faculty Evaluation Certificate of Completion/Recommendation

LASSEN COMMUNITY COLLEGE

Full-Time Non-instructional Faculty Evaluation
Certification of Completion/Recommendation

Faculty Member: _____

Faculty Member Assignment or Designation: _____

CHECKLIST OF ACTIVITIES:	**DATE COMPLETED:**
Notice sent to faculty by 3rd week of semester	_____
Pre-evaluation conference 5th/10th week of semester	_____
Review of Self-Evaluation/Interview	_____
Student Evaluation Summary	_____
Post-evaluation conference prior the end of the semester	_____

Final Evaluation:

☐ **Superior** ☐ **More than satisfactory** ☐ **Satisfactory** ☐ **Needs Improvement** ☐ **Unsatisfactory**

Recommendation for non-tenured probationary faculty (Based on Article 6.11, Sections 6.11.1 through 6.11.4 and Article 6.12):

☐ **Award 2nd Contract** ☐ **Award 3rd Contract** ☐ **Continue Contract** ☐ **Grant Tenure** ☐ **Termination**

_____

_____

Attach additional sheet[s] as necessary. Each sheet shall bear the same four signatures as this cover sheet.

SIGNATURES:

_____ _____
ADMINISTRATOR **DATE**

_____ _____
PEER EVALUATOR **DATE**

_____ _____
PEER EVALUATOR **DATE**

_____ _____
FACULTY MEMBER* **DATE**

* Faculty signature indicates participation in, not necessarily concurrence with, this evaluation. The faculty has the option to comment regarding any portions of the evaluation report.

Approved LCFA/LCCD 2/8/2013

Form C-1 Full-Time Non-Instructional Faculty Self-Evaluation including Professional Responsibilities

LASSEN COMMUNITY COLLEGE

FULL-TIME NON-INSTRUCTIONAL FACULTY
SELF-EVALUATION including PROFESSIONAL RESPONSIBILITIES

1. **Organization:**

   Discuss the major objectives of your position for the academic year. Include major elements of your job description and objectives for full-filling them.

2. **Effects on Students:**

   Describe the effects you believe your position (counseling, Director of Academic Resources, etc) has on students. Comments may include but are not limited to, kind of students who respond well or poorly to your efforts and special efforts made to assist the more difficult to reach students.

3. **Planned efforts/objectives for improving professional competence**

   Comments may include, but are not limited, to such areas as: classes taken, conferences, workshops, seminars, professional training, any professional readings or informal learning experiences such as concerts, exhibits performance and site visits.

4. **College District Activities:**

   Comments will include, all items listed below, but are not limited to,: college committees on which you now serve or have recently served (include how often they met, offices held, and accomplishments of the committee), reassigned time responsibilities, division chair or academic senate responsibilities, fulfillment of flex and graduation commitments, peer evaluations performed, participation in and completion of program review and participation in administrative unit outcome assessments.

5. **Contribution to the Profession:**

   Comments may include but are not limited to the following: publications, special assignment(s), performances given, exhibits presented, conferences attended, professional positions, honors earned, educational material developed, or educational methods improved.

6. **Future Professional Objectives:**

   List any other plan you have for future development as a professional

7. **Provide a written evaluation/assessment** or the level/degree to which you successfully completed the planned efforts/objectives stated in the previous evaluation process (if applicable).

Form C-2 Full-Time Non-Instructional Faculty Evaluation

LASSEN COMMUNITY COLLEGE

FULL-TIME NON-INSTRUCTIONAL FACULTY EVALUATION

Faculty Member: _____ **Date:** _____

Faculty Member Assignment or Designation: _____

1. **SELF-EVALUATION including PROFESSIONAL RESPONSIBILITIES (Discuss professional responsibilities i.e. student learning outcome assessment, committee participation, program review participation, etc.)**

   _____

   _____

2. **FACULTY MEMBER INTERVIEW (to be conducted in faculty member's work space):**

   _____

   _____

3. **COMMENDATIONS AND RECOMMENDATIONS:**

   _____

   _____

4. **EVALUATOR'S OVERALL RECOMMENDATION:**

   _____

   _____

   _____

EVALUATOR'S SIGNATURE: _____

This form may be completed in electronic format and the resultant hard copy submitted for inclusion with the other evaluation materials.

Approved LCFA/LCCD 2/8/2013

Form C-4 Full-Time Non-Instructional Faculty Student Survey

LASSEN COMMUNITY COLLEGE

FULL-TIME NON-INSTRUCTIONAL FACULTY
STUDENT SURVEY

TO THE STUDENT:
You are being asked to complete a brief evaluation of the Counselor, Director of Academic Resources, Work Experience Coordinator or Special Coordinator listed below. Please spend a few minutes filling out the Survey and return it to the person noted below. The faculty member will not see your survey; the results of all student surveys will be compiled by an administrative assistant; those results will be given to the faculty member by the appropriate Educational Administrator.

FACULTY MEMBER: _____

Faculty member Assignment or Designation: _____

RETURN THE COMPLETED SURVEY TO: _____

PLEASE CHECK ONE BOX ONLY FOR EACH QUESTION

Rate each item on the following scale:

5 =Superior
4 =More than Satisfactory
3 = Satisfactory
2 =Needs Improvement
1 =Unsatisfactory

FOR COUNSELING FACULTY ONLY:

Identify the type of service you sought from this counselor:
☐ Academic ☐ Personal ☐ Career ☐ Vocational ☐ Other Counseling

Were you able to access a counselor in a reasonable period of time?	5☐ 4☐ 3☐ 2☐ 1☐
The counselor explained the course options available for my needs.	5☐ 4☐ 3☐ 2☐ 1☐
The counselor prepared or revised my education plan .	5☐ 4☐ 3☐ 2☐ 1☐
The counselor satisfactorily answered my question[s].	5☐ 4☐ 3☐ 2☐ 1☐

FOR ALL FACULTY (Including Counselors):

The faculty member made a sincere effort to answer your questions or to meet your stated needs.	5☐ 4☐ 3☐ 2☐ 1☐
The faculty member was courteous.	5☐ 4☐ 3☐ 2☐ 1☐
The faculty member displayed enthusiasm for me and my plans.	5☐ 4☐ 3☐ 2☐ 1☐
Would you return for further assistance from this faculty member?	5☐ 4☐ 3☐ 2☐ 1☐

Approved LCFA/LCCD 2/8/2013

Form C-4 Full-Time Non-Instructional Faculty Student Survey

Please provide any additional comments you deem appropriate that were not addressed by the above questions or statements:

_____

_____

_____

Your faculty member would like to know if there is something you believe he/she has done especially well in the delivery of services to you:

_____

_____

Your faculty member would also like to know what specific thing you believe might be done to improve his/her delivery of services to you:

_____

_____

Form C-4.1 Full-Time Instructional Designer Faculty Survey

LASSEN COMMUNITY COLLEGE

FULL-TIME INSTRUCTIONAL DESIGNER FACULTY
SURVEY

TO FACULTY:
You are being asked to complete a brief evaluation of the Instructional Designer listed below. Please spend a few minutes filling out the Survey and return it to the person noted below. The faculty member will not see your survey; the results of all surveys will be compiled by an administrative assistant; those results will be given to the faculty member by the appropriate Educational Administrator.

FACULTY MEMBER: _____

Faculty member Assignment or Designation: _____

RETURN THE COMPLETED SURVEY TO: _____

PLEASE CHECK ONE BOX ONLY FOR EACH QUESTION

Rate each item on the following scale:

5 =Superior
4 =More than Satisfactory
3 = Satisfactory
2 =Needs Improvement
1 =Unsatisfactory

FOR INSTRUCTIONAL DESIGNER:

The faculty member made a sincere effort to answer your questions or to meet your stated needs.	5☐ 4☐ 3☐ 2☐ 1☐
The faculty member was able to help you in a timely manner.	5☐ 4☐ 3☐ 2☐ 1☐
The faculty member displayed knowledge in the field of Instructional Design.	5☐ 4☐ 3☐ 2☐ 1☐
Would you return for further assistance from this faculty member?	5☐ 4☐ 3☐ 2☐ 1☐
Rate your opinion of the effectiveness of the impact on student learning.	5☐ 4☐ 3☐ 2☐ 1☐

Approved LCFA/LCCD

Form C-4.1 Full-Time Instructional Designer Faculty Survey

Please provide any additional comments you deem appropriate that were not addressed by the above questions or statements:

_____

_____

_____

Your Instructional Designer would like to know if there is something you believe he/she has done especially well in the delivery of services to you:

_____

_____

Your Instructional Designer would also like to know what specific thing you believe might be done to improve his/her delivery of services to you:

_____

_____

Form D Adjunct Non-instructional Faculty Evaluation Certificate of Completion/Recommendation

LASSEN COMMUNITY COLLEGE

Adjunct Non-Instructional Faculty Evaluation
Certification of Completion/Recommendation

Faculty Member: _____

Faculty Member Assignment or Designation: _____

CHECKLIST OF ACTIVITIES:	**DATE COMPLETED:**
Notice sent to faculty by 3rd week of semester	_____
Pre-evaluation conference 5th/10th week of semester	_____
Review of Self-Evaluation/Interview	_____
Student Evaluation Summary	_____
Post-evaluation conference prior the end of the semester	_____

Final Evaluation:

☐ **Superior** ☐ **More than Satisfactory** ☐ **Satisfactory** ☐ **Needs Improvement** ☐ **Unsatisfactory**

Recommendation:

☐ **Continuation in adjunct faculty pool** ☐ **Removal from adjunct faculty pool**

_____

_____

_____

_____

SIGNATURES:

_____ _____
ADMINISTRATOR **DATE**

_____ _____
FACULTY MEMBER* **DATE**

*Faculty signature indicates participation in, not necessarily concurrence with, this evaluation. The faculty has the option to comment regarding any portions of the evaluation report.

Form D-1 Adjunct Non-Instructional Faculty Self-Evaluation including Professional Responsibilities

LASSEN COMMUNITY COLLEGE

ADJUNCT NON-INSTRUCTIONAL FACULTY
SELF-EVALUATION including PROFESSIONAL RESPONSIBILITIES

1. **Organization:**

   Discuss the major objectives of your position for the academic year. Include major elements of your job description and objectives for full-filling them.

2. **Effects on Students:**

   Describe the effect you believe your position (counseling, Director of Academic Resources, etc.) has on students. Comments may include but are not limited to, kind of students who respond well or poorly to your efforts and special efforts made to assist the more difficult to reach students.

3. **College District Activities:**

   Comments to include, but are not limited to participation in student learning outcome assessments.

4. **Provide a written evaluation/assessment** or the level/degree to which you successfully addressed the recommendations stated in your previous evaluation (if applicable).

5. **Other Related Information:**

   List any other information you wish to include in your evaluation. Comments may include but are not limited to the following: classes taken, conferences, workshops, seminars, professional training, any professional readings or informal learning experiences such as concerts, exhibits, performance and site visits, college committees on which you now serve or have recently served (include how often they met, offices held, and accomplishments of the committee), publications, special assignment(s), performances given, exhibits presented, conferences attended, professional positions, honors earned, educational material developed, or educational methods improved, or plans you have for future development as a professional.

Approved LCFA/LCCD 2/8/2013

Form D-2 Adjunct Non-Instructional Faculty Evaluation

LASSEN COMMUNITY COLLEGE

ADJUNCT NON-INSTRUCTIONAL FACULTY EVALUATION

Faculty Member: _____ **Date:** _____

Faculty Member Assignment or Designation: _____

1. **SELF-EVALUATION including PROFESSIONAL RESPONSIBILITIES (Discuss professional responsibilities i.e. student learning outcome assessment, etc.)**

   _____

   _____

2. **FACULTY MEMBER INTERVIEW (to be conducted in faculty member's work space):**

   _____

   _____

3. **COMMENDATIONS AND RECOMMENDATIONS:**

   _____

   _____

4. **EVALUATOR'S OVERALL RECOMMENDATION:**

   _____

   _____

EVALUATOR'S SIGNATURE: _____

This form may be completed in electronic format and the resultant hard copy submitted for inclusion with the other evaluation materials.

Approved LCFA/LCCD 2/8/2013

Form D-4 Adjunct Non-Instructional Faculty Student Survey

LASSEN COMMUNITY COLLEGE

ADJUNCT NON-INSTRUCTIONAL FACULTY
STUDENT SURVEY

TO THE STUDENT:
You are being asked to complete a brief evaluation of the Counselor, Director of Academic Resources, Work Experience Coordinator or Special Coordinator listed below. Please spend a few minutes filling out the Survey and return it to the person noted below. The faculty member will not see your survey; the results of all student surveys will be compiled by an administrative assistant; those results will be give to the faculty member by the appropriate Educational Administrator.

FACULTY MEMBER: _____

Faculty member Assignment or Designation: _____

RETURN THE COMPLETED SURVEY TO: _____

PLEASE CHECK ONE BOX ONLY FOR EACH QUESTION

Rate each item on the following scale:

5 =Superior
4 =More than Satisfactory
3 = Satisfactory
2 =Needs Improvement
1 =Unsatisfactory

FOR COUNSELING FACULTY ONLY:

Identify the type of service you sought from this counselor:
☐ Academic ☐ Personal ☐ Career ☐ Vocational ☐ Other Counseling

Were you able to access a counselor in a reasonable period of time?	5☐ 4☐ 3☐ 2☐ 1☐
The counselor explained the course options available for my needs.	5☐ 4☐ 3☐ 2☐ 1☐
The counselor prepared or revised my education plan.	5☐ 4☐ 3☐ 2☐ 1☐
The counselor satisfactorily answered my question[s].	5☐ 4☐ 3☐ 2☐ 1☐

FOR ALL FACULTY (Including Counselors):

The faculty member made a sincere effort to answer your questions or to meet your stated needs.	5☐ 4☐ 3☐ 2☐ 1☐
The faculty member was courteous.	5☐ 4☐ 3☐ 2☐ 1☐
The faculty member displayed enthusiasm for me and my plans.	5☐ 4☐ 3☐ 2☐ 1☐
Would you return for further assistance from this faculty member?	5☐ 4☐ 3☐ 2☐ 1☐

Form D-4 Adjunct Non-Instructional Faculty Student Survey

Please provide any additional comments you deem appropriate that were not addressed by the above questions or statements:

_____

_____

_____

Your faculty member would like to know if there is something you believe he/she has done especially well in the delivery of services to you:

_____

_____

Your faculty member would also like to know what specific thing you believe might be done to improve his/her delivery of services to you:

_____

_____

Appendix G
Miscellaneous Forms

Appendix G contains the Additional Assignment forms (AA-1), Accreditation Chair survey form (AC-1), Division Chair survey form (DC-1), Lead Counselor survey form (LC-1), and other miscellaneous forms.

Form AA-1 Additional Assignment Evaluation Form

LASSEN COMMUNITY COLLEGE

ADDITIONAL ASSIGNMENT EVALUATION
Certification of Completion & Recommendation

Faculty Member: _____

Additional Assignment: _____

CHECKLIST OF ACTIVITIES:	**DATE COMPLETED:** (Deadline April 30)
Surveys requests sent	_____
Surveys returned and summarized	_____
Evaluation meeting	_____

Final Evaluation:
☐ **Superior** ☐ **More than Satisfactory** ☐ **Satisfactory** ☐ **Needs Improvement** ☐ **Unsatisfactory**

_____

_____

_____

_____

Attach additional sheet[s] as necessary. Each sheet shall bear the same four signatures as this cover sheet.
SIGNATURES:

_____

Administrator **Date**

_____

Peer Evaluator **Date**

_____

Peer Evaluator **Date**

_____

Faculty Member* **Date**

*Faculty signature indicates participation in, not necessarily concurrence with, this evaluation. The faculty has the option to comment regarding any portions of the evaluation report.

Form AC-1 Accreditation Chair Survey (electronic delivery)

LASSEN COMMUNITY COLLEGE

ACCREDITATION CHAIR EVALUATION SURVEY

TO: Consultation Council/Accreditation Steering Committee Members

You are being asked to complete this brief evaluation of the Accreditation Chair. Please spend a few minutes filling out the survey.

ACCREDITATION CHAIR: _____

PLEASE CHECK ONE BOX ONLY FOR EACH QUESTION

Rate each item on the following scale:

5 =Superior	**2 =Needs Improvement**
4 =More than Satisfactory	**1 =Unsatisfactory**
3 = Satisfactory	**N/A =Not Applicable**

Coordinated District activities related to the development of the accreditation self-study, midterm report, and follow-up reports? 5☐ 4☐ 3☐ 2☐ 1☐

Provided direction to the committees responsible for activities related to accreditation? 5☐ 4☐ 3☐ 2☐ 1☐

Developed accreditation activities that need to be accomplished for the academic year? 5☐ 4☐ 3☐ 2☐ 1☐

Developed timelines for accreditation activities for the academic year? 5☐ 4☐ 3☐ 2☐ 1☐

Monitored District activities and compliance with commission recommendations? 5☐ 4☐ 3☐ 2☐ 1☐

Attended all meetings related to the accreditation process (Board of Trustee meetings, Academic Senate, CSEA, LCFA, Management Group, ASB, Administration, Consultation Council, etc.) 5☐ 4☐ 3☐ 2☐ 1☐

What is your overall rating of the Accreditation Chair 5☐ 4☐ 3☐ 2☐ 1☐

Additional Written Comments:

Please describe what you think the Accreditation Chair did well this year:

_____

_____

_____

Please provide suggestions that the Accreditation Chair could do better:

_____

_____

Form DC-1 Division Chair Survey (electronic delivery)

LASSEN COMMUNITY COLLEGE

DIVISION CHAIR EVALUATION SURVEY

TO: All Faculty
You are being asked to complete this brief evaluation of your Division Chair. Please spend a few minutes filling out the survey.

NAME OF DIVISION: _____

DIVISION CHAIR: _____

PLEASE CHECK ONE BOX ONLY FOR EACH QUESTION

Rate each item on the following scale:

5 =Superior	**2 =Needs Improvement**
4 =More than Satisfactory	**1 =Unsatisfactory**
3 = Satisfactory	**N/A =Not Applicable**

Appropriately schedule your classes?	5☐ 4☐ 3☐ 2☐ 1☐
Appropriately schedule the Division classes?	5☐ 4☐ 3☐ 2☐ 1☐
Hold Division meetings once a month?	5☐ 4☐ 3☐ 2☐ 1☐
Communicate Administration's plans to you adequately?	5☐ 4☐ 3☐ 2☐ 1☐
Communicate your needs to the Administration adequately?	5☐ 4☐ 3☐ 2☐ 1☐
Please provide your overall rating of your Division Chair	5☐ 4☐ 3☐ 2☐ 1☐

Additional Written Comments:

Please describe what you think this Division Chair did well this year:

_____

_____

_____

Please provide suggestions that this Division Chair could do better:

_____

_____

Form LC-1 Lead Counselor Survey (electronic delivery)

LASSEN COMMUNITY COLLEGE

LEAD COUNSELOR EVALUATION SURVEY

TO: Counseling Faculty and Staff, Division Chairs, Office of Instruction personnel
You are being asked to complete this brief evaluation of your Lead Counselor. Please spend a few minutes filling out the survey.

LEAD COUNSELOR: _____

PLEASE CHECK ONE BOX ONLY FOR EACH QUESTION

Rate each item on the following scale:

5 =Superior	**2 =Needs Improvement**
4 =More than Satisfactory	**1 =Unsatisfactory**
3 = Satisfactory	**N/A =Not Applicable**

Provided oversight to the District counseling program by preparing agendas and related materials for weekly counselor meetings? *5*☐ 4☐ 3☐ 2☐ 1☐

Served as the liaison between the counselors and the appropriate Educational Administrator? *5*☐ 4☐ 3☐ 2☐ 1☐

Worked with the Division Chairs and the Office of Instruction on course scheduling issues? *5*☐ 4☐ 3☐ 2☐ 1☐

Supervised the classified staff and student workers as appropriate to the assignment? *5*☐ 4☐ 3☐ 2☐ 1☐

Coordinated and scheduled the full time and adjunct counselor schedules appropriately? *5*☐ 4☐ 3☐ 2☐ 1☐

Additional Written Comments:

Please describe what you think the Lead Counselor did well this year:

_____

_____

_____

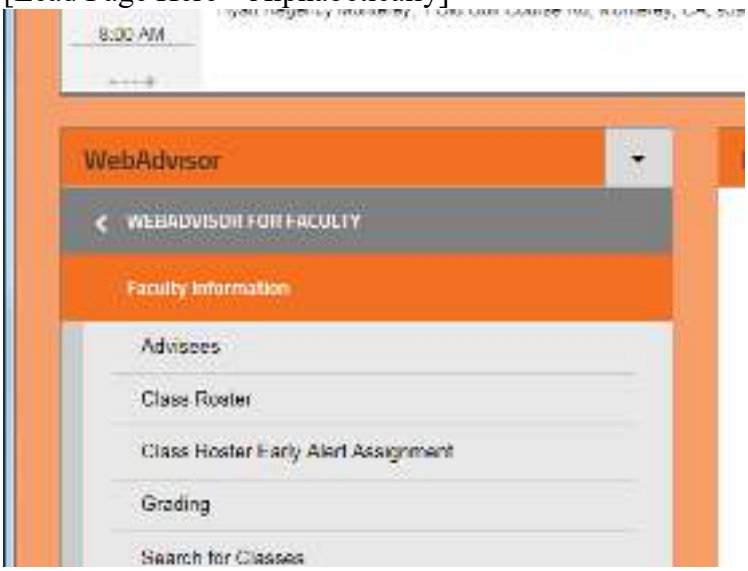
Please provide suggestions that the Lead Counselor could do better:

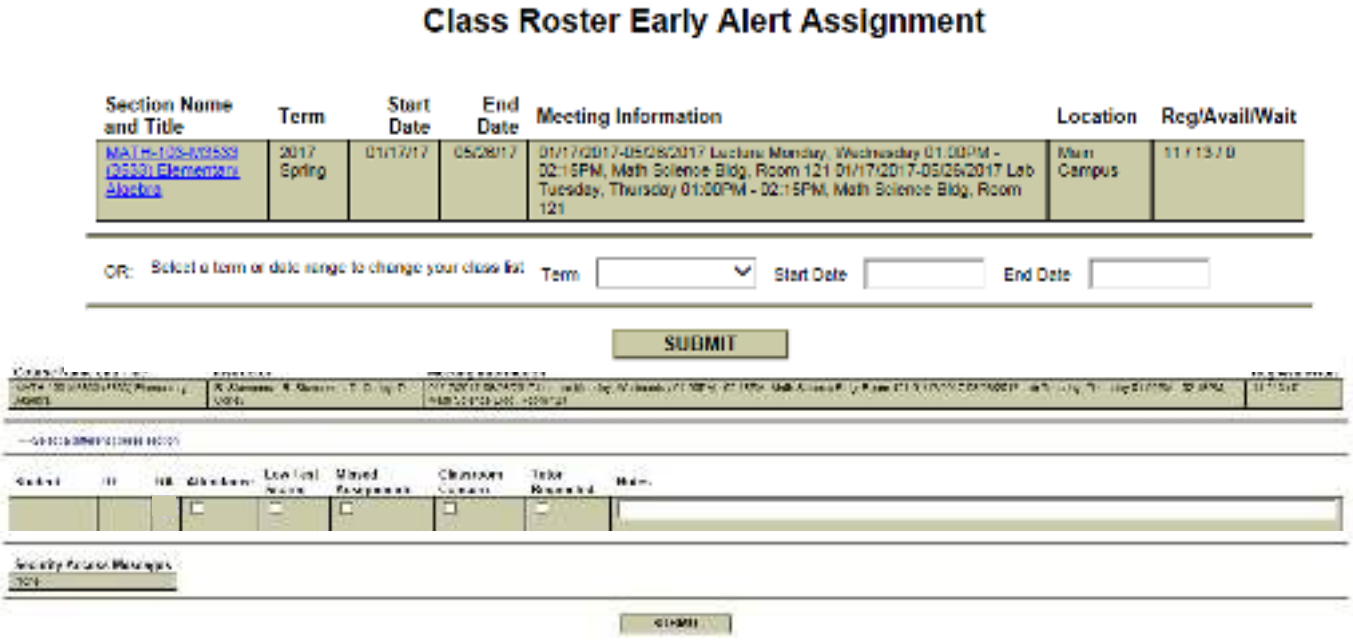
_____

_____

_____

[Lead Page Here – Alphabetically]





Early Alert Counseling Form (To be included after completion)

Appendix H
Intellectual Property Rights

Lassen Community College District Policy **CCLC No. 3715**

General Institution

BP 3715 INTELLECTUAL PROPERTY

References:

17 U.S. Code Sections 101 et seq.;
35 U.S. Code Sections 101 et seq.;
37 Code of Federal Regulations (C.F.R.) Sections 1.1 et seq.;
Education Code Section 32360;
Education Code Section 32361;
Education Code Section 72207;
Education Code Section 81459.

The Governing Board recognizes that employees of the District may, in carrying out their professional responsibilities, develop intellectual property for use in the educational program. Under applicable law, the Lassen Community College District owns intellectual property created by employees within the scope of employment except as otherwise specified in the District's Board Approved Administrative Procedure No. 3715.

The Superintendent/President shall administer Administrative Procedure No. 3715 to fulfill this Board Policy.

AP 3715 INTELLECTUAL PROPERTY

References:
17 U.S. Code Sections 101 et seq.;
35 U.S. Code Sections 101 et seq.;
37 Code of Federal Regulations (C.F.R.) 1.1 et seq.;
Education Code Section 32360;
Education Code Section 32361;
Education Code Section 72207;
Education Code Section 81459.

The intellectual property procedure shall be interpreted consistent with other District policies, including, but not limited to, the District's policy on academic freedom and federal and state statutes and regulations. This procedure shall also be interpreted consistent with all collective bargaining agreements.

Definitions

For the purposes of this procedure, the following definitions apply to the following words or phrases:

"Administrative Activity" means the execution of the District's management or administrative functions such as preparing budgets, policies, contracts, personnel management, printing course materials and catalogues, maintenance of computer data, long range planning, and keeping inventories of equipment. Teaching and academic endeavors are not administrative activities.

"Course Materials" means materials prepared for use in teaching, fixed or unfixed, in any form, including, but not limited to, digital, print, audio, visual, or any combination thereof. Course materials include, but are not limited to, lectures, lecture notes, and materials, syllabi, study guides, bibliographies, visual aids, images, diagrams, multimedia presentations, web-ready content, and educational software.

"Course Syllabus" means a document that includes information about the outline, standards for student evaluation, and additional information which reflects the academic work of the faculty member.

"Creator" means an individual who alone or as part of a group of other creators, invent, author, discover, or otherwise create intellectual property.

"Digital Encoded Work" means a work (on a bit-sequence) that can be stored on computer-readable media, manipulated by computers, and transmitted through data networks.

"District Resources" means all tangible resources including buildings, equipment, facilities, computers, software, personnel, and funding.

"Employee" means an individual employed by the District, and shall include full-time and adjunct faculty, classified staff, student employees, appointed personnel, persons with "no salary" appointments, and academic professionals, who develop intellectual property using District resources, unless there is an agreement providing otherwise.

"Intellectual Property" means works, products, processes, tangible research property, copyrightable subject matter, works of art, trade secrets, know how, inventions and other creations the ownership which are recognized and protected from unauthorized exploitation by law. Examples of intellectual property include scholarly, artistic, and instructional materials.

"Student" means an individual who was or is enrolled in a class or program at the District at the time the intellectual property was created.

"Student Employee" means a student who is paid by the District, and may include students participating in a work study program or who receive stipends while they are acting within the scope of their employment at the District at the time the intellectual property was created.

"Substantial Use of District Resources" means financial or technical support over and above the cost of the individual faculty's normal compensation (regular and/or overload), and/or over and above the Ordinary Support provided to similarly situated faculty members by the District.

"Ordinary Support" means reasonable use of the following resources generally made available to similarly situated faculty members: common areas or assigned office space, office computer, local phone use, library use, technical support, and software packages generally made available to the community at large and/or to the faculty member for specific use in the normal course of their employment, and office supplies required for specific use in the normal course of faculty members' employment.

"Work" means an "original work of authorship fixed in a tangible medium" as used in the Copyright Act.

Ownership of Intellectual Property

The ownership rights to a creation at the District shall be determined generally as set forth below, unless ownership is modified by an agreement. (*See* Form A: Work Made For Hire Agreement and Form B: Contract under which Employee Keeps Copyright of the Work and Gives District a License to Use/Exploit Work).

Faculty Intellectual Property Rights – A faculty member who is the creator of an academic work in his/her field of expertise owns the copyright in that work when the academic works are created without Substantial Use of District Resources. Academic works include textbooks, lecture notes or presentations, correspondence course packets, on-line course content shells, media programs, audio and video materials, syllabi and other course materials, literary works, artistic works, musical works, architectural works and software produced with no more than Ordinary Support. Academic works described in this paragraph are owned by the faculty member even though such works may have been developed within the faculty member's scope of employment or modified by the District to meet academic adjustment needs of students as determined by the District to be reasonably required by law and/or District Policy.

Employee Intellectual Property Rights – Intellectual property unrelated to an individual's employment responsibilities at the District that is developed on an individual's own time without the District's support or use of District resources is the exclusive property of the creator and the District has no interest in any such property and holds no claim to any profits resulting from such intellectual property.

District Intellectual Property Rights – The District owns all other intellectual property, including but not limited to patentable inventions, such as computer software, created by its employees under the following circumstances:

1. If intellectual property is created through the District's administrative activities by an employee working within his/her scope of employment; or
2. If intellectual property is created by an employee executing a duty or specific assignment designated by the District; or
3. If intellectual property is created through the Substantial Use of District Resources; or
4. If intellectual property is commissioned by the District pursuant to a signed contract; or
5. If intellectual property is produced within one of the nine categories of works considered works for hire under copyright law pursuant to a written contract, or
6. If intellectual property is produced from research specifically supported by state or federal funds or third party sponsorship.

Where circumstances give rise to District intellectual property rights, as described above, the creator of the potential intellectual property will promptly disclose the intellectual property to the District. The District and the creator may enter into a written agreement whereby the creator executes documents assigning intellectual property rights to the District.

The Superintendent/President may waive the District's interests in its intellectual property by executing a written waiver.

Student Intellectual Property Rights – District students who created a work are owners of and have intellectual property rights in that work. District students own the intellectual property rights in the following works created while they are students at the District:

1. Intellectual property created to meet course requirements using college or District resources, and
2. Intellectual property created using resources available to the public.

Intellectual property works created by students while acting as District employees shall be governed under provisions for employees.

Modification of Ownership Rights

The general provisions for ownership of intellectual property rights set forth in Section II may be modified by the parties as follows:

Sabbatical Works – Generally, intellectual property created by District employees during a sabbatical is defined as an academic work. However, where a work to be created as part of an approved sabbatical plan requires resources beyond those normally provided to other employees during a sabbatical (substantial use District resources), the parties may enter into an written agreement to define the District and employee's intellectual property rights in the sabbatical work.

Assignment of Rights – When the conditions outlined in the sections on employee intellectual property rights or student intellectual property are met, ownership will reside with the employee or student responsible for creating the intellectual property. In these circumstances, the creator may pursue intellectual property protection, marketing, and licensing activities without involving the District. If such a decision is made, the creator is entitled to all revenues received.

Any person may agree to assign some or all of his/her intellectual property rights to the District. In the event the creator offers to share or assign intellectual property rights in the creation to the District, the District may support and finance application for intellectual property protection (trademark, patent, or copyright) or it may enter into an agreement for other exploitation of the work, including management, development and commercialization of the property under terms and conditions as may be agreeable to the parties.

After evaluating the creator's offer, the District may or may not decide to become involved in a joint investment agreement. A negative response from the District will be communicated in writing to the creator. An affirmative response from the District will be summarized as an offer to enter into a written contract. If the creator accepts the District's proposed contract, any revenues received from commercialization of the intellectual property will be distributed as defined in the contract.

Sponsorship Agreements – A sponsored work is a work first produced by or through the District in the performance of a written agreement between the District and a sponsor. Sponsored works generally include interim and final technical reports, software, and other works first created in the performance of a sponsored agreement. Sponsored works do not include journal articles, lectures,

books or other copyrighted works created through independent academic effort and based on the findings of the sponsored project, unless the sponsored agreement states otherwise. Ownership of copyrights to sponsored works shall be with the District unless the sponsored agreement states otherwise. Where a sponsorship agreement does not define ownership of the intellectual property, ownership shall be determined under applicable law. Any sponsorship agreement that provides for ownership of the work by one other than the District generally shall provide the District with a nonexclusive, world-wide license to use and reproduce the copyrighted work for education and research purposes.

Collaboration/Partnership Agreements – The District may participate in projects with persons/organizations that result in the creation of intellectual property. Ownership rights of such intellectual property will be defined by the collaboration/partnership agreement, or shall be determined under applicable law.

Special Commissions – Intellectual property rights to a work specially ordered or commissioned by the District from a faculty member, professional staff member, other District employee, or other individual or entity, and identified by the District, as a specially commissioned work at the time the work was commissioned, shall belong to the District. The District and the employee shall enter into a written agreement for creation of the specially commissioned work.

Encoded Works/Software for Administrative Activities – The District may hire an individual or entity to develop software or other encoded works, to be used in the District's administrative activities. The District shall maintain ownership of the intellectual property rights in such encoded works. Similarly, the District shall have ownership of the intellectual property rights in encoded works created by an employee, even where the work was created out of the employee's own initiative, if the work is related to the employee's job responsibilities. For example, if an employee in the student records office creates a software program, on his/her own initiative, that will organize student records, such work is related to the employee's job duties and will belong to the District. Where an employee creates a program that does not relate to his/her job duties, and that program was created on the employee's own time and without District resources, the work belongs to the employee.

Collective Bargaining Agreement – In the event the provisions of these procedures and the provisions of any operative collective bargaining agreement conflict, the collective bargaining agreement shall take precedence.

Work Acquired by Assignment or Will – The District may acquire copyrights by assignment or will pursuant to the terms of a written agreement or testament. The terms of such agreements should be consistent with District policies and these procedures.

Materials Implicating Third Party Rights

District employees and students must comply with District policies and state and federal laws, including copyright and privacy laws, in creating works. District employees and students must obtain all required licenses, consents, and releases necessary to avoid infringing the rights of third parties. District employees and students with questions or concerns regarding third party rights should direct all inquiries to the Chief Instructional Officer.

Intellectual Property Coordinator

The Chief Instructional Officer shall be the District's Intellectual Property Coordinator. The coordinator shall administer this procedure and will implement the District's Intellectual Property Policy. The Intellectual Property Coordinator will also monitor the development and use of the District's Intellectual Property. Any questions relating to the applicability of the District Intellectual Property or this procedure may be directed and answered by the Intellectual Property Coordinator.

Preservation of Intellectual Property Right

Protection of Rights – The District shall undertake such efforts, as it deems necessary to preserve its rights in original works for which the District is the owner of intellectual property rights. The District may apply for a patent, for trademark registration, for copyright registration, or for other protection available by law on any new work in which it maintains intellectual property rights.

Payment of Costs – The District may pay some or all costs required for obtaining a patent, trademark, copyright, or other classification on original works for which it exclusively owns intellectual property rights.

Commercialization of Intellectual Property

Right of Commercialization – The District may commercialize its Intellectual Property using its resources or it may enter into agreements with others to commercialize the work as authorized by law.

Distribution of Proceeds – An employee who creates a work and retains an intellectual property interest in such work in which the District maintains intellectual property rights is entitled to share in royalties, licenses, and any other payments from commercialization of the work in accordance with applicable agreements and applicable laws. All expenses incurred by the District in protecting and promoting the work including costs incurred in seeking patent or copyright protection and reasonable costs of marketing the work, shall be deducted and reimbursed to the District before the creator is entitled to share in the proceeds.

Intellectual Property Account – The District shall deposit all net proceeds from commercialization of intellectual property in its own general intellectual property account. The Chief Instructional Officer may use the account to reimburse expenses related to creating or preserving the District's intellectual property rights or for any other purpose authorized by law and District policy including the development of intellectual property.

Notification

The Intellectual Property Coordinator shall provide a copy of these Intellectual Property Procedures to persons upon request. The District shall arrange training on a periodic basis for faculty, staff and/or other persons who are covered by this Intellectual Property Procedure.

Form A: Work Made For Hire Agreement

Course Materials

This agreement made the [date] day of [month], 20[year], by and between [name of Creator] ("Creator," and if there is more than one Creator then all of them collectively) and the District.

The Creator and the District agree as follows:

1. **Title and Copyright Assignment**

a. Creator and District intend this to be a contract for services and each considers the products and results of the services to be rendered by Creator hereunder (the "Work") to be a work made for hire. Creator acknowledges and agrees that the Work (and all rights therein, including, without limitation, copyright) belongs to and shall be the sole and exclusive property of District.

b. If for any reason the Work would not be considered a work made for hire under applicable law, Creator does hereby sell, assign, and transfer to District, its successors and assigns, the entire right, title and interest in and to the copyright in the Work and any registrations and copyright applications relating thereto and any renewals and extensions thereof, and in and to all works based upon, derived from, or incorporating the Work, and in an to all income, royalties, damages, claims and payments now or hereafter due or payable with respect thereto, and in and to all causes of action, either in law or in equity for past, present, or future infringement based on the copyrights, and in and to all rights corresponding to the foregoing throughout the world.

c. If the Work is one to which the provisions of 17 U.S. Code Section 106A apply, the Creator hereby waives and appoints District to assert on the Creator's behalf the Creator's moral rights or any equivalent rights regarding the form or extent of any alteration to the Work (including, without limitation, removal or destruction) or the making of any derivative works based on the Work, including, without limitation, photographs, drawings or other visual reproductions or the Work, in any medium, for District purposes.

d. Creator agrees to execute all papers and to perform such other proper acts as District may deem necessary to secure for District or its designee the rights herein assigned.

2. **Delivery of the Work**

a. The Creator will deliver to the District on or before [date] the completed Work (with all illustrations, charts, graphs, and other material, including syllabi, handouts, reference lists, etc., in the medium mutually agreed upon for the Work) in form and content satisfactory to the District.
b. If the Creator fails to deliver the Work on time, the District will have the right to terminate this agreement and to recover from the Creator any sums advanced in connection with the Work. Upon such termination, the Creator may not have the Work published elsewhere until such advances have been repaid.

3. **Quoted Material**

With the exception of short excerpts from others' works, which constitute fair use, the Work will contain no material from other copyrighted works without a written consent of the copyright holder. The Creator will obtain such consents at his/her own expense after consultation with the District and will file them with the District at the time the Work is delivered. Any obligations associated with permissions will be the responsibility of the Creator.

4. **Creator's Warranty**

The Creator warrants that he/she is the sole owner of the Work and has full power and authority to make this agreement; that the Work does not infringe any copyright, violate any property rights, or contain any scandalous, libelous, or unlawful matter. The Creator will defend, indemnify, and hold harmless the District and/or its licensees against all claims, suits, costs, damages, and expenses that the District and/or its licensees may sustain by reason of any scandalous, libelous, or unlawful matter contained or alleged to be contained in the Work or any infringement or violation by the Work of any copyright or property right; and until such claim or suit has been settled or withdrawn, the District may withhold any sums due the Creator under this agreement.

5. **Consideration**

In consideration for delivery of the Work in accordance with the provisions of this Agreement, District shall pay Creator [amount].

6. **Revisions**

Note: *Choose one paragraph*

The Creator shall retain the right to revise the Work at one year intervals during the term of this agreement in accordance with academic standards. The Creator further agrees to update the Work within 90-days upon the receipt of a written request from the District. The provisions of this agreement shall apply to each revision of the Work by the Creator as though that revision were the Work being published for the first time under this agreement. In the event that the Creator is unable or unwilling to provide a revision within 90 days after the District has requested it, or should the Creator be deceased, the District may have the revision made and charge the cost against sums due the Creator under Section 5 above, if any, and may display, in the revised Work and in advertising, the name of the person or persons who perform the revision.

Or

This paragraph has been deleted because the Creator's contribution is not a work expressing academic expertise requiring periodic review and revision.

7. **Term and Termination**

a. This agreement shall remain in effect for three years unless terminated earlier in accordance with this Section 7.

b. In the event that either party shall be in default of its material obligations under this agreement and shall fail to remedy such default within 60-days after receipt of written notice thereof, this agreement shall terminate upon expiration of the 60-day period.

c. Upon the expiration of the term of this agreement, the parties may agree to renew this agreement for an additional three-year term, upon the same terms and conditions as set forth herein.

8. **Options/Contracts with Third Parties**

Nothing contained in Section 7 shall affect any license or other grant of rights, options, or agreements made with third parties prior to the termination date or the rights of the District in the income resulting from such agreements.

9. **Amendments**

The written provisions contained in this agreement constitute the sole and entire agreement made between the Creator and the District concerning this Work, and any amendments to this agreement shall not be valid unless made in writing and signed by both parties.

10. **Construction, Binding Effect, and Assignment**

This agreement shall be construed and interpreted according to the laws of the State of California and shall be binding upon the parties hereto, their heirs, successors, assigns, and personal representatives; and references to the Creator and to the District shall include their heirs, successors, assigns, and personal representatives.

IN WITNESS WHEREOF, the parties have duly executed this agreement as of the date first written above.

_____ _____

Creator Date

_____ _____

Chief Instructional Officer Date

Form B: Contract under which Employee Keeps Copyright of the Work and Gives District a License to Use/Exploit Work

Course Materials

This Agreement made the [date] day of [month], 20[year], by and between [name of Creator] ("Creator," and if there is more than one Creator then all of them collectively) and the District.

Recitals

The Creator will be the sole contributor of copyrightable expression to the educational course materials anticipated to result from this project. The District will be contributing significant kinds and/or amounts of District resources. The Parties recognize that under law, the District is obligated to obtain appropriate consideration for the transfer of state resources. In furtherance of their mutual objectives, the Parties agree to allocate certain of their rights and responsibilities as set forth in this agreement.

The Creator and the District agree as follows:

1. **Rights Granted**

Nonprofit Educational Uses – The Creator hereby grants to the District for the full term of this agreement the non-exclusive right to copy, distribute, display, perform, transmit, and publish for nonprofit educational purposes the educational course materials entitled: [name of work] (hereinafter called "Work").

2. **Delivery of the Work**

a. The Creator will prepare and deliver to the District on or before [date] the completed Work (with all illustrations, charts, graphs, and other material, including syllabi, handouts, reference lists, etc., in the medium mutually agreed upon for the Work) in form and content satisfactory to the District.

b. If the Creator fails to deliver the Work on time, the District will have the right to terminate this agreement and to recover from the Creator any sums or other resources advanced in connection with the Work. Upon such termination, the Creator may not have the Work published elsewhere until such advances have been repaid.

3. **Quoted Material**

With the exception of short excerpts from others' works, which constitute fair use, the Work will contain no material from other copyrighted works without a written consent of the copyright holder.

The Creator will obtain such consents at his/her own expense after consultation with the District and will file them with the District at the time the Work is delivered. Any obligations associated with permissions will be the responsibility of the Creator.

4. **Publication of the Work**

The Work shall be distributed, transmitted or published by the District/Creator as soon as circumstances permit after receipt, at its own expense, in such manner as the District/Creator shall deem appropriate.

5. **Copyright Registration**

The Creator authorizes the District to register copyright in the Work in the Creator's name in the United States and elsewhere as the District may elect.

6. **Creator's Warranty**

a. The Creator warrants that he/she is the sole owner of the Work and has full power and authority to make this agreement; that he or she has made a good faith effort to follow the District's Intellectual Property Policy and Procedures and that the Work does not infringe any copyright, violate any property rights, or contain any scandalous, libelous, or unlawful matter.

b. To the extent that an act of the Creator that results in a claim of copyright infringement was authorized by the District's Intellectual Property Policy and Procedures, in accordance with that Policy and to the extent authorized by the Constitution and laws of the State of California, the District, will defend, indemnify and hold harmless the Creator against all claims, suits, costs, damages and expenses that the Creator may sustain by reason of such infringement or violation by the Work of any copyright.

c. In all other cases, the Creator will defend, indemnify, and hold harmless the District and/or its licensees against all claims, suits, costs, damages, and expenses that the District and/or its licensees may sustain by reason of any scandalous, libelous, or unlawful matter contained or alleged to be contained in the Work or any infringement or violation by the Work of any copyright or property right; and until such claim or suit has been settled or withdrawn, the District may withhold any sums due the Creator under this agreement.

7. **Consideration**

a. District will contribute the following resources to the creation of the Work:

[List: Materials, Hardware, Software, Technical Assistance, Other Assistance, Videotaping, Programming, Teaching Load Credit, or Funding.]

The parties shall share in any revenues from the commercialization of the Work as follows: District will first recover its resource contribution in the amount of $___, then the Parties shall share profits proportionally (District: ___% Creator: ____%) to the retained interest of each party.

8. **Subsidiary Rights**

Nonprofit Educational Uses – The District has been granted a limited right to use the Work for nonprofit educational purposes only and therefore does not need subsidiary rights and all such rights are retained by the Creator.

9. **Revisions**

The Creator shall retain the right to revise the Work at one year intervals during the term of this agreement in accordance with academic standards. The Creator further agrees to update the Work within 90-days upon the receipt of a written request from the District. The provisions of this agreement shall apply to each revision of the Work by the Creator as though that revision were the Work being published for the first time under this agreement. In the event that the Creator is unable or unwilling to provide a revision within 90-days after the District has requested it, or should the Creator be deceased, the District may have the revision made and charge the cost against the Creator's royalties and may display, in the revised Work and in advertising, the name of the person or persons who perform the revision.

10. **Term and Termination**

a. This Agreement shall remain in effect for three year(s) unless terminated earlier in accordance with this Section 10. Upon expiration of the term and any renewal term(s) agreed upon pursuant to Section 10(c), or upon earlier termination in accordance with Section 10(b), the rights granted in the Work shall revert to the Creator, subject to retention by the District of the non-exclusive, perpetual right and license to use the Work for internal nonprofit educational purposes and to use the structure and organization of the Work as a guide for the creation of a new course.

b. In the event that either Party shall be in default of its material obligations under this Agreement and shall fail to remedy such default within 60-days after receipt of written notice thereof, this Agreement shall terminate upon expiration of the 60-day period.

c. Upon the expiration of the term of this Agreement, the parties may agree to renew this Agreement for an additional three-year term, upon the same terms and conditions as set forth herein.

11. **Options/Contracts with Third Parties**

Nothing contained in Section 10 shall affect any license or other grant of rights, options, or agreements made with third parties prior to the termination date or the rights of the District in the income resulting from such agreements.

12. **Amendments**

The written provisions contained in this agreement constitute the sole and entire agreement made between the Creator and the District concerning this Work, and any amendments to this agreement shall not be valid unless made in writing and signed by both parties.

13. **Construction, Binding Effect, and Assignment**

This agreement shall be construed and interpreted according to the laws of the State of California and shall be binding upon the parties hereto, their heirs, successors, assigns, and personal representatives; and references to the Creator and to the District shall include their heirs, successors, assigns, and personal representatives.

IN WITNESS WHEREOF, the parties have duly executed this agreement as of the date first written above.

_____ _____

Creator Date

_____ _____

Chief Instructional Officer Date

Office of Primary Responsibility: Chief Instructional Officer

Guided Pathways Taskforce Meeting Minutes
Thursday April 6, 2023- 10:00 a.m.

1. Meeting Opening
1.01 Roll Call Brady Reed, Annika Peacock, Becky Jordan, Heather DelCarlo, Janet Mariononi, Jenn Jenson, Monteil Ackley, Shannon Hogan, Tiffany Stone, Rebecca Crites, T rogers, Tim Morehouse, Violet Hurd, Emily Purificacao
1.02 Approval of Agenda
1.03 Approval of Minutes

2. Action

3. Discussion
3.01 Update from Guided Pathways Project Lead (Brady) Want to go over the Work Plan and how it is broken out and break in up in terms of how it will be broken up within the workgroups to get the information. In the past the Scale of Adoption report and broken up into the different work groups and familiar with that, so we will continue with the same process.

There are 10 main sections, and the first 5 sections are around the 5-success metrics from the equity plan, we have the Successful Enrollment, Persistence: First Primary Term to Secondary Term, Completed: Transfer-Level Math & English, and Completion. Goes from pages 4 to 19. Where we are what progress, we are making and how we are integrating with these other plans and initiatives. We will work assign 2 section per work group.

Successful Enrollment-Do together Taskforce next meeting

Persistence: First Primary Term to Secondary term- Retention work group

Completed: Transfer-Level Math & English- Career Pathways work group

Transfer- Communication work group

Completion- Student equity work group

Student Equity and Achievement (SEA) program-Student Equity Work group

Associate degree for Transfer (ADT) integration-Communication Work group

Zero Cost Textbook (ZTC)- Career Pathways

California Adult Education Program (CAEP) Integration Retention Work group (Meet with Carroll Growdon support adult education integrating with initiatives)

Strong Workforce Program- Taskforce Workforce

June 1st is when this is due, but we will have some kind of deadline mid-May so the information can get to me so we can put into Nova.

3.02 Update from Guided Pathways Regional Coordinator (Tim Morehouse) 10 of those areas that you just divvied up Lassen College has done the work. The first 5 of vision for success goals are the key performance indicators that the Chancellor's office is focusing on for the next couple of years. Vision for success goals mission accomplished. The Board of Governors will be working with our new Chancellor Dr. Christian to set those new goals

around the same focus. Keep that in mind. I would focus on your equity plan and how you are implementing of your equity plan. My encouragement for you is I would focus on the getting it done rather than the getting it perfect. The equity plan is going to be much more the thing.
Brady- the integration with that with like at ADT's?

Tim- you have already been you've already been doing associate degree to transfer. This is just a place to re acknowledge that you're doing it and seeing where it's done at the campus. The functionality of this team demonstrates that you have every sector of the campus that it's really about all the work that you're doing is guided pathways. This is just acknowledging that by putting it on the same plan. So oftentimes we'll look at initiatives like 0 cost textbooks as a thing into it itself. it's about how are we restructuring the system to make it easier on students to complete. The largest barrier identified by students is finances. One of those big costs is books. The 0 cost textbooks and online educational resources are clearly within the guided pathways framework. This is just bringing them all, in which, under the original legislation, 5 and a half 6 years ago, the 0 cost textbooks was enumerated in that legislation. It's just continuing more of the terms of priorities. There's a dual enrollment conference going on in Bakersfield the beginning of May. That's going to kind of be kicking off that initiative. Also. looking at work-based learning specifically about industries that will support our mitigation of climate change. The AC705 English and math, but also for English language learners that was in the original legislation. The change in terms of students that were excluded from those classes based on testing, and they would come in at 2 or 3 levels below level for math and English. Making sure we are improving those outcomes for students within those courses and refining a lot of the work that we've done. Those are kind of the 3 major pushes from the Chancellor that we can be looking towards.

4. Information
4.01 Report out from Retention/Engagement Work group (Jennifer Tupper) Absent
Janet-Retention is meeting the 2nd and 4th Tuesdays at 10 am (Chat)
4.02 Report out from Communications Work group (Tara Bias) Absent

4.03 Report from Career Pathways Work group (Alison Somerville) Absent

4.04 Report out from Equity Plan Work group (Brady Reed) We have been meeting the last Friday of the month and continue to do that till the end of April. We may need to add another meeting to work on the GP report so keep an eye out for another meeting.
Brady-Communication and Career Pathways meet on Friday's one is at 9am and the other is 11am

4.05 Report from GP Student Leaders (Brady Reed)

5. Closing Items Brady-Diversity Showcase is going to be on April 21th, Friday afternoon from 4pm to 7pm were have a student panel as well as some great speakers lined up. Ideas to celebrate diversity. We have a lot of different representatives' groups on our campus and Susanville community. Award winning author who will be speaking Erica Al Faro. Please RSVP as soon as you can for that.
May 3rd will be Asian Islander Day; we will be having authentic cultural food and a dance performance.
May is also Mental Health awareness month, Becky Jordan will be having an event May 16th we have not yet advertised that, it is called Chalk it Up.
5.01 Future Agenda Items
5.02 Next Meeting April 20th at 10 am

LASSEN COMMUNITY COLLEGE

STUDENT SERVICES MASTER PLAN

2022-2027

Approved by Student Services Master Planning Committee – 04/03/23

Approved by Consultation Council –

Section IV – Five Master Plans

1. Student Services Master Plan and Student Services Staffing Plan

I. INTRODUCTION

The Student Services Master Plan highlights the services needed to maximize the student experience through a variety of key student support services. The Educational Master Plan initiatives in professional development, capacity building, program development, outreach implementation and capital development have essential ties and implications for the Student Services Master Plan. The responsibility for the development of the Student Services Master Plan is reviewed by the Student Services Planning Committee. The plan is then forwarded to Consultation Council for inclusion in the Comprehensive Institutional Master Plan.

Student Services Vision: Lassen Community College will provide comprehensive services leading students towards academic and career success.

Key Components for Student Support Services

- Student Success and Support
  - Registration Support Services
  - Academic Advising
  - Orientation
  - Education Plan
  - Early Warning and Retention Alert Systems
- Counseling and Guidance
- Work-Study, CalWORKs and Work Experience Referral
- Academic Support Services/Supplemental Instruction/Tutoring
- Articulation
- Transfer Readiness
  - Transcript Evaluations
  - Transfer Activities and Events
- Programs for Targeted Populations
  - Disability Programs and Services for Students
  - CalWORKs
  - Extended Opportunities Programs and Services/CARE
  - TRiO Student Support Services
  - Veterans
  - Student Equity and Achievement Program
  - Incarcerated Students
- Admissions and Records
  - Admissions
  - Records and Attendance Accounting
- Financial Aid

- Aid and FAFSA processing
- Loan Processing
- VA Benefits
- Federal Work Study Processing
- Scholarship Processing
- Financial Aid Outreach

• Student Affairs, Leadership and Governance
- Associated Student Body
- Club Leadership
- Student Leadership Development
- Student life and Activities
- Student Ambassadors

• Residential Services
• Student Recognition Programming
- Annual Student Achievement Awards
- Honors Lists (Deans, VP, Presidents)

• Outreach Services
- College and Career Fairs
- Pre K-12 School Relations
- Advertising for registration
- Reg-To-Go program Coordination
- Discover Lassen College

• Probation and Academic Disqualification Advising Services

- Student Resource Center
  - Student Resource and Basic Needs Director
- Mental Health Services
  - Mental Health Coordinator
  - Behavioral Intervention Team

II. STUDENT SERVICES PLANNING COMMITTEE

The Student Services Planning Committee is comprised of employees from a variety of different areas and disciplines on campus. The committee consists of two administrators, four faculty members, two classified, three confidential/management, and one student. The chief role of the committee is the discussion of the Student Services Master Plan and making recommendations to address the needs of LCC Student Services operations. This committee also monitors and supports the Student Equity & Achievement Plan through the lens of the Student Services Master Plan.

The Student Services Planning Committee uses the mission statement, strategic goals of LCC, and the non-instructional program reviews to guide and direct the creation of the Student Services Master Plan each year.

The Student Services Master Plan is composed of the five annual action plans that start in academic year 2022-2023 and ends in academic year 2026-2027. Each year the Student Services Master Plan is reevaluated, updated. The plan is presented to Consultation Council for approval.

STUDENT SERVICES PLANNING COMMITTEE MEMBERSHIP:

The following individuals served as members of the Student Services Master Planning Committee during academic year 2022-2023:

- Colleen Baker – Administration
- Roxanna Haynes - Administration
- Heather DelCarlo – Classified
- Tara Harkema – Classified
- Janet Marinoni – Faculty
- Colby Chavez – Faculty
- Richard Swanson - Faculty
- Celeste Wiser – Faculty
- Jennifer Tupper – Management
- Annika Peacock – Management
- Bridget Gowin – Management
- Student representative as assigned

2022-2027 Long Range Student Services Master Plan

District Strategic Initiatives

1. Increase and retain enrollment
   a. Grow the nursing program
   b. Expand athletic programs
   c. Increase enrollment in current programs
   d. Explore other opportunities

2. Improve and expand student housing

3. Continue to meet accreditation standards.

Strategic Goals:

1. **Institutional Effectiveness:** Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support an inclusive learning environment, while ensuring responsible stewardship of public trust and resources.
2. **Learning Opportunities:** Provide an array of rigorous academic programs delivered via a variety of modalities that promote student equity and learning while meeting the needs of the local and global community.
3. **Resource Management:** Manage human, physical, technological and financial resources to sustain fiscal stability and effectively support the learning environment.
4. **Student Success:** Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student 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.

SSMP Long Range Plans

1. **SSMP Long-Range Plan #1 – Deliver improved Student Services by implementing innovative technology and maximizing use of existing systems and applications**

Strategic Initiatives 1, Strategic Goals 4, and Objectives 4.1

2022-23

Strategy Description: *Implement a new student portal and smartphone app to improve communication channels and accessibility to services for students ~ completed*. Redirect student services technology platform to ConexED. This platform offers more efficient tools to better track student support and progress offering students a more accessible, streamlined, and intuitive educational experience.
Expected Outcome: Improved data collection enabling a more targeted response towards retention and persistence. AUOs were updated in Spring 2022 – data was collected in Fall 2022. AUOs were aligned to the individual program goals and required reports.
Responsible Party(s): Vice President Student Services, Dean of Student Services, and Dean of Student Equity and Special Programs
Performance Measures: Increased retention and persistence rates.

2023-24

Strategy Description: Collect data from improved program utilization, evaluate results, and implement targeted responses to equity and achievement gaps.
Expected Outcome: Improved student experience and decreased completion to degree time.
Responsible Party(s): Vice President Student Services / VP or Dean of Instruction, Dean of Student Services, and Dean of Student Equity and Special Programs
Performance Measures: Improved completion rates and fewer units accumulated.

2024-25

Strategy Description: Assess the accomplishments and effectiveness of the goals defined in the Equity Plan. Continue to collect data from increased program utilization, evaluate results, and implement targeted responses to equity and achievement gaps.
Expected Outcome: Improved student experience and decreased completion to degree time.
Responsible Party(s): Vice President Student Services / VP or Dean of Instruction, Dean of Student Services, and Dean of Student Equity and Special Programs
Performance Measures: Improved completion rates and fewer units accumulated.

2025-26

Strategy Description: Assess the accomplishments and effectiveness of the goals

defined in the Equity Plan. Continue to collect data from increased program utilization, evaluate results, and implement targeted responses to equity and achievement gaps.
Expected Outcome: Create a new Student Equity Plan
Responsible Party(s): Vice President Student Services / VP or Dean of Instruction, Dean of Student Services, and Dean of Student Equity and Special Programs
Performance Measures: Improved completion rates and fewer units accumulated

2. **SSMP Long-Range Plan #2 – Improve student success and retention through the offering of a comprehensive student resource center, mental health services, Career Development and transfer, and additional support programs**

Strategic Initiative:1, Strategic Goal: 4, Objective 4.1

2022-23
Strategy Description: *Develop designated space for Student Resource Center and hire personnel ~ completed.* Implement dedicated space and hire Behavioral Health Manager to address mental health crisis among student population Done!. Additionally, expand services and activities in Career Transfer Center (in progress!).
Expected Outcome: Reduced basic needs insecurity for students and increased participation in Career pathways.
Responsible Party(s): Vice President Student Services, Dean of Student Services, and Dean of Student Equity and Special Programs
Performance Measures: Review data collected on students receiving services through SRC, mental wellness services, and Career and Transfer Center and determine areas of greatest need.

2023-24
Strategy Description: Continue to develop Student Resource Center programming and community partnerships. Continue offering workshops and trainings for staff on mental health awareness. Continue to expand services and activities in Career Transfer Center.
Expected Outcome: Reduced basic needs insecurity for students and increased participation in Career pathways.
Responsible Party(s): Vice President Student Services, Dean of Student Services, and Dean of Student Equity and Special Programs
Performance Measures: Review data collected on students receiving services through ~~BNC~~ these programs and determine areas of greatest need

2024-25
Strategy Description: Determine any equity gaps in these areas and target students missing out. Continue to develop Student Resource Center programming and community partnerships. Fully implement Career Pathways throughout campus programming.
Expected Outcome: Reduced basic needs insecurity for students and increased

participation in Career pathways.
Responsible Party(s): Vice President Student Services, Dean of Student Services, and Dean of Student Equity and Special Programs
Performance Measures: Review data collected on students receiving services through these programs and determine areas of greatest need

2025-26
Strategy Description: Determine any equity gaps in these areas and target students missing out. Implement new programs / spaces / clubs such as for formerly incarcerated students and foster youth.
Expected Outcome: Reduced basic needs insecurity for students and increased participation in Career pathways.
Responsible Party(s): Vice President Student Services, Dean of Student Services, and Dean of Student Equity and Special Programs
Performance Measures: Review data collected on students receiving services through ~~BNC~~ these programs and determine areas of greatest need

3. **SSMP Long-Range Plan #3 – Increase enrollment through early outreach and recruitment, robust onboarding, and continuous engagement efforts, especially for underrepresented student populations.**

Strategic Initiative:1, Strategic Goal: 4, Objective 4.1, 4.3

2022-23
Strategy Description: In early outreach, target student populations, with increased K- 12 opportunities, such as Discover Lassen and College Day. Additionally, implement goals of the Student Equity Plan to increase access and success of target populations.
Expected Outcome: Increased enrollment, specifically in the DI groups
Responsible Party(s): Vice President Student Services, Dean of Student Services, and Dean of Student Equity and Special Programs
Performance Measures: Outreach data detailing conversion to students and increased DI population data evaluation.

2023-24
Strategy Description: Continue to develop early outreach activities, target student populations, with increased K-12 opportunities, such as Discover Lassen and College Day. Additionally, implement goals of the Student Equity Plan to increase access and success of target populations. Western Undergraduate Exchange (WUE). Begin targeting advertising to DEIA groups with new vocational programs (Dental, Vet Tech, RN, AJ, FS, etc.)
Expected Outcome: Increased enrollment, specifically in the DI groups
Responsible Party(s): Vice President Student Services, Dean of Student Services, and Dean of Student Equity and Special Programs

Performance Measures: Outreach data detailing conversion to students and increased DI population data evaluation.

2024-25
Strategy Description: Continue to develop early outreach activities, target student populations, with increased K-12 opportunities, such as Discover Lassen and College Day. Additionally, implement goals of the Student Equity Plan to increase access and success of target populations. WUE. Begin targeting advertising to DEIA groups with new vocational programs (Dental, Vet Tech, RN, AJ, FS, etc.)
Expected Outcome: Increased enrollment, specifically in the DI groups
Responsible Party(s): Vice President Student Services, Dean of Student Services, and Dean of Student Equity and Special Programs
Performance Measures: Outreach data detailing conversion to students and increased DI population data evaluation.

2025-26
Strategy Description: Continue to develop early outreach activities, target student populations, with increased K-12 opportunities, such as Discover Lassen and College Day. Additionally, implement goals of the Student Equity Plan to increase access and success of target populations. WUE. Begin targeting advertising to DEIA groups with new vocational programs (Dental, Vet Tech, RN, AJ, FS, etc.)
Expected Outcome: Increased enrollment, specifically in the DI groups
Responsible Party(s): Vice President Student Services, Dean of Student Services, and Dean of Student Equity and Special Programs
Performance Measures: Outreach data detailing conversion to students and increased DI population data evaluation.

4. **SSMP Long-Range Plan #4 – Improve equitable outcomes and close equity gaps for LCC's disproportionately impacted groups through increased engagement and retention efforts.**

Strategic Initiative:1, Strategic Goal: 4, 2, Objective 4.3

2022-23
Strategy Description: Implement cultural events, workshops, curriculum audits, and ongoing professional development for staff and faculty in the area of DEIA. Increase early interventions and support services to minimize student barriers.
Expected Outcome: Increased completions for DI groups.
Responsible Party(s): Vice President Student Services, Dean of Student Services, and Dean of Student Equity and Special Programs
Performance Measures: Evaluate completion data and target information for Vision for Success metrics.

2023-24
Strategy Description: Continue to implement cultural events, workshops, and ongoing professional development for staff and faculty in the area of DEIA. Increase early

interventions and support services to minimize student barriers (housing security, childcare, food insecurities, mental health, academic support, technology support, textbook lending / ZTC, academic counseling, transportation, etc.). Explore OEI and universal design options to improve inclusive classroom practices. Relocate categorical programs (EOP&S, CalWorks, TRiO TRACS) to Vocational Technical Building to address student access to services.
Expected Outcome: Increased services and support for DI groups resulting in increased completion rates.
Responsible Party(s): Vice President Student Services, Dean of Student Services, and Dean of Student Equity and Special Programs, Dean of Instruction
Performance Measures: Evaluate completion data and target information for Vision for Success metrics.

2024-25
Strategy Description: Implement cultural events, workshops, curriculum audits, and ongoing professional development for staff and faculty in the area of DEIA. Increase early interventions and support services to minimize student barriers (housing security, childcare, food insecurities, mental health, academic support, technology support, textbook lending / ZTC, academic counseling, transportation, etc.).
Expected Outcome: Increased completions for DI groups.
Responsible Party(s): Vice President Student Services, Dean of Student Services, and Dean of Student Equity and Special Programs, Dean of Instruction
Performance Measures: Evaluate completion data and target information for Vision for Success metrics.

2025-26
Strategy Description: Implement cultural events, workshops, curriculum audits, and ongoing professional development for staff and faculty in the area of DEIA. Increase early interventions and support services to minimize student barriers (housing security, childcare, food insecurities, mental health, academic support, technology support, textbook lending / ZTC, academic counseling, transportation, etc.).
Expected Outcome: Increased completions for DI groups.
Responsible Party(s): Vice President Student Services, Dean of Student Services, and Dean of Student Equity and Special Programs, Dean of Instruction
Performance Measures: Evaluate completion data and target information for Vision for Success metrics.

5. **SSMP Long-Range Plan #5 – Build on services offered in the Career Transfer Center to support pathways meeting workforce needs and transfer activities that align students with bachelor degree completion.**

Strategic Initiative:1, Strategic Goal: 2, Objective 2.4

2022-23
Strategy Description: Partner with CTE programs and local workforce development agencies to develop services offered in the Career Transfer Center, build back

relationships with Alliance For Workforce Development (post COVID) and support pathways that meet workforce needs. Schedule multiple college visits throughout the school year and return to Discover Lassen activity. Promote the LCC Career Online Platform to connect LCC students with employers
Expected Outcome: Successful completions of degrees and certificates in CTE areas as well as increased transfer and job placement rates.
Responsible Party(s): Vice President Student Services, Dean of Student Services, and Dean of Student Equity and Special Programs
Performance Measures: Review data collected through ConexED, CTE Employment Outcomes Survey (CTEOS), and transfer data.

2023-24
Strategy Description: Continue to develop partnerships with CTE programs and expand to regional workforce development agencies to advance services offered in the Career Transfer Center, maintain relationship with AFWD and support pathways that meet workforce needs. Schedule multiple college visits throughout the school year and prepare for 2024-2025 Discover Lassen activity. Expand and promote the LCC Career Online Platform to connect LCC students with employers
Expected Outcome: Successful completions of degrees and certificates in CTE areas as well as increased transfer and job placement rates.
Responsible Party(s): Vice President Student Services, Dean of Student Services, and Dean of Student Equity and Special Programs
Performance Measures: Review data collected through ConexED, CTE Employment Outcomes Survey (CTEOS), and transfer data.

2024-25
Strategy Description: Continue to develop partnerships with CTE programs and maintain both local and regional workforce development agency relationships to advance services offered in the Career Transfer Center, maintain relationship with AFWD and support pathways that meet workforce needs. Schedule multiple college visits throughout the school year and deliver Discover Lassen activity to community. Expand and promote the LCC Career Online Platform to connect LCC students with employers
Expected Outcome: Successful completions of degrees and certificates in CTE areas as well as increased transfer and job placement rates.
Responsible Party(s): Vice President Student Services, Dean of Student Services, and Dean of Student Equity and Special Programs
Performance Measures: Review data collected through ConexED, CTE Employment Outcomes Survey (CTEOS), and transfer data.

2025-26
Strategy Description: Continue to develop partnerships with CTE programs and maintain both local and regional workforce development agency relationships to advance services offered in the Career Transfer Center, maintain relationship with AFWD and support pathways that meet workforce needs. Schedule multiple college

visits throughout the school year and deliver Discover Lassen activity to community. Expand and promote the LCC Career Online Platform to connect LCC students with employers
Expected Outcome: Successful completions of degrees and certificates in CTE areas as well as increased transfer and job placement rates.
Responsible Party(s): Vice President Student Services, Dean of Student Services, and Dean of Student Equity and Special Programs
Performance Measures: Review data collected through ConexED, CTE Employment Outcomes Survey (CTEOS), and transfer data.

6. **SSMP Long-Range Plan #6 – Pursue partnerships with UC Merced and Cal Poly Humboldt to advance opportunities for transfer for Lassen Community College students.**

Strategic Initiative:1, Strategic Goal: 4, 2, Objective 4.3

2022-23
Strategy Description: Meet with stakeholders at both campuses to continue early conversations on transfer opportunities and pathways.
Expected Outcome: Signed MOU's solidifying partnership to grow enrollment on each of our campuses through transfer opportunities
Responsible Party(s): Vice President Student Services, Dean of Student Services, and Dean of Student Equity and Special Programs,
Performance Measures: Signed MOU and strategic plan to launch partnerships.

2023-24
Strategy Description: Identify clear pathways for students to simplify process of degree attainment at either four-year institution.
Expected Outcome: Articulation agreements for multiple degrees and opportunities for completion. *The articulation is in place for the following degrees (Social Work, Nursing- Humboldt and Psy, Soc, and ANTH for UC Merced).*
Responsible Party(s): Vice President Student Services, Dean of Student Services, Dean of Student Equity and Special Programs, Articulation Officer, Director of Nursing & Allied Health, and Career and Transfer Coordinator and Director
Performance Measures: Evaluation of transfer data.

2024-25
Strategy Description: Improve and promote transfer opportunities for students interested in either UC Merced or Humboldt after year 1 and year 2 evaluation of process.
Expected Outcome: further increase in transfer rates.
Responsible Party(s): Vice President Student Services, Dean of Student Services, and Dean of Student Equity and Special Programs, Director of Nursing & Allied Health, Articulation Officer, and Career and Transfer Coordinator and Director
Performance Measures: Evaluation of transfer data

Consultation Council 3:00 pm via Zoom (Monday, April 10, 2023)
Generated by Michell Williams on Monday, April 10, 2023
Dana Armeson, Michell Williams, Julie Johnston, Carl Oberriter, Allison Lonergan, Tom Downing, Yuting Lin, Roxanna Haynes, Michael Blaschak, Susie Rentfrow, Codi Mortell, Tara Bias, Angelina Chamblee, Chad Lewis, Carie Camacho, Lisa Gardiner, Alison Somerville, Adam Runyan, Jennifer Tupper, Colleen Baker, Brady Reed, Kristin Gilman, Heather DelCarlo, Bridget Gowin, Kristina Divine.

1. Meeting Opening
Action: 1.02 Approval of Agenda
Approved by consensus

Minutes, Action: 1.03 Approval of Minutes 3/13/2023
The NIPRs that were included in these minutes did not make it to the Board agenda but they will be sent for approval in the May Board meeting.

Approved by consensus.

Minutes, Action: 1.04 Approval of Minutes 3/27/2023
Approved by consensus

2. Governance
Action, Governance: 2.01 Approval of SSMP- Roxanna Haynes
Roxanna- made some updates to data collection platforms and made some clarifications on updated behavioral health strategies. Articulation agreement changes were also updated.

Approved by consensus

3. Consultation
4. Guided Pathways
Information, Discussion, Consultation: 4.01 Guided Pathways update-Brady Reed
Brady- working on the guided pathways workplan that is due June 1st. We are reporting out on other areas such as the student equity plan and other initiatives such as ZTC and SWP. Members may be reaching out for additional information.

5. Accreditation
Information, Discussion, Consultation: 5.01 Accreditation Update- Tri-Chairs
Chad- nothing new to report on. The accreditation group meets later this week and we should have an update at the next meeting.

6. Other-Information/Communication
Information: 6.01 Superintendent/President Update -- Carie Camacho
Carie- We have been discussing that on P1 there was an unexpected overage at the same time we are told we can't refinish the gym floor anymore due to the age. We are working on a budget amendment due to the P1 coming in higher and putting an investment back into the facilities to replace the gym floor. We have been discussing this at numerous meetings. You will see an edit to the board agenda which moves the item to a budget update to allow for more discussion on the item. We want this to be very transparent on the budget update. No questions or comments.

Information: 6.02 Good of the Order- Additional Information updates
Roxanna- update on WUE, we have received the memo we were waiting for. Lots of work happening in the background to recognize the students that may qualify for a WUE tuition rate. We are working on our marketing and have to get approval through WICHE before releasing. We are also working on the website page to include all the information. At the next consultation council there will be a BP and AP related to the WUE that will

recognize the WUE as different tuition rates than regular out of state residents. There will be an application for students to fill out to qualify for WUE.

Carie- we have already adjusted our tuition rate in anticipation of the WUE. The Board has already seen the MOU that I will sign and they have approved the MOU. Most of the background work has already been approved so we are ready to offer the tuition rate starting Fall 2023.

Roxanna- we will notify campus once this is all live in case anyone is receiving questions. The first consultation council meeting in May the budget committee will be bringing the prioritization list forward to consultation council. There is still some fine tuning but there has been some great conversations and we are excited to bring forward the list.

Carie- The P1 is based on last year's calculations and actuals based on fall. It is still part of our budget process so it would not be included in an NIPR. We are taking the budget addendum to all committees and the Board for transparency. We are not skipping a process or doing something different we are just adding more transparency to our process. We were close to being forced to hold our home games at Feather River due to the condition of our gym floor and this money will save us from having to do that. Prior to this year, it would typically go into the reserve or people would be told to stop spending. Discussion was had on adding some language to the Budget Handbook and ensuring we are following our budget process. This process is adding more transparency to the campus process. We are also working on a capital projects budget item that we can use to complete facilities projects in the future. Carie will meet with the accreditation chairs to ensure everyone is comfortable with the process.

Roxanna- similarly we found some items that went through the budget committee needs to be addressed through the budget handbook and some revisions made to the process.

Carie- In order for us to keep the WUE we need to comply with ACCJC as well as an institution we want to make sure that we are following the best practices. These conversation are so important to ensure that we are all aligning our processes to ACCJC.

Roxanna- reminder about the diversity 4-7 Friday the 21st. Open to community, staff, students, and faculty. There will be food offered and great guest speakers. Please RSVP using the QR code that was sent out today.

Information: 6.03 Planning and Resource Allocation Calendar
Our master plans are slowly coming in. The CIMP will hopefully be done by the new researcher.

7. Meeting Closing
Information: 7.01 Future Meetings
Adjourn 3:34pm.

Regular Meeting of the Board of Trustees - 5:30 p.m. (Tuesday, August 8, 2023)
Generated by Julie Johnston on Tuesday, August 8, 2023

Members present
Kim Dieter, Louis Hamilton, Buck Parks, Sophia Wages, Sandra Jonas, David Trussell, Robin Hanson

Members absent
Student Trustee Jasmine Gisselberg

Meeting called to order at 5:30 PM

1. Meeting Opening

Procedural: 1.01 Call to Order and Roll Call

Action, Procedural: 1.02 Agenda Approval
Motion by David Trussell, second by Sophia Wages
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages
Noes: None
Absent: Student Trustee Jasmine Gisselberg

Procedural: 1.03 Pledge of Allegiance to the Flag
The Pledge of Allegiance to the Flag was led by Trustee Sandra Jonas.

2. Public Comments

Information, Procedural: 2.01 Call for Requests from the Audience to Speak to any Item on the Agenda
None

Information, Procedural: 2.02 Public Comments on Items Not on the Agenda
None

3. Consent Agenda-Any items removed will be considered after the motion to approve the Consent Agenda

Information: 3.01 Public Comments on Consent Agenda Items
None

Action (Consent), Minutes: 3.02 Approval of Minutes of July 11, 2023 Regular Meeting

Action (Consent), Minutes: 3.03 Approval of Minutes of July 25, 2023 Workshop Meeting

Action (Consent): 3.04 Approval of Personnel Consent Agenda

Information: 7.32 BP 7600 District Policy Department / Campus Security (No Action Required)

Information: 7.33 BP 7700 Whistleblower Protection (No Action Required)

Information: 7.34 BP 7800 Institutional Reassignment / Transfers (No Action Required)
President Buck Parks advised that a lot of these are updates from CCLC. We will look at them again next month and look for approval at that time.

8. Administration

Action: 8.01 Approval of Revisions to Strategic Plan (Mission, Vision, Strategic Goals, ISLO's and College Values)
Interim Superintendent/President Carie Camacho stated that tonight we are asking for the Board to approve the revised Strategic Plan which was reviewed during the Planning Retreat a couple of weeks ago. The proposed revisions have been vetted through all the groups on campus, including Cabinet, Curriculum, Senate and Consultation Council. The proposed revisions will add the word "Community" in the first sentence under "Vision" and ISLO #5 on Cultural Awareness.

Motion by Sophia Wages, second by David Trussell
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages
Noes: None
Absent: Student Trustee Jasmine Gisselberg

Action: 8.02 Acceptance of Non-Instructional Program Review (NIPR) for Resource Development/Competitive Grants (Foundation)
Interim Superintendent/President Carie Camacho stated that we are asking for acceptance on the NIPR for Resource Development. It was not done with the previous Director. Julie stepped in and did a lot of the work on that along with Colleen who worked with everyone doing NIPR's to help facilitate their completion.

Motion by Louis Hamilton, second by Sandra Jonas
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages
Noes: None
Absent: Student Trustee Jasmine Gisselberg

Action: 8.03 Approval of PPL Contract for VP of Administrative Services Search
Interim Superintendent/President Carie Camacho reported that we are now at a point where we need to go through a search firm. We have been through two searches and four declines. PPL is a well known search firm with a good track record. If we cannot get the position filled through them, we have a problem. They are very good guys to work with, and know people throughout the state. Mrs. Camacho stated she is asking for the Board's approval to contract with them. It is a flat fee of $28,000 and up to $3,000 in travel. Filling the VP of Administrative Services position is vital.

Motion by Robin Hanson, second by Sophia Wages
Final Resolution: Motion carries.
Ayes: Kim Dieter, Louis Hamilton, Robin Hanson, Sandra Jonas, Buck Parks, David Trussell, Sophia Wages
Noes: None
Absent: Student Trustee Jasmine Gisselberg

Action: 8.04 Authorize Sale of Surplus Items from Lassen Community College
Interim Superintendent/President Carie Camacho advised that they are looking for approval for the property in the surplus sale. This has been a ginormous undertaking from our maintenance people and there are not been a surplus sale on campus since Dr. Houston was here. The Cogen was used as a storage facility but it has been cleaned out. This will be the first round and then another round will happen a bit later. After we get everything cleaned out and

LASSEN COMMUNITY COLLEGE

2020 Self Evaluation Report

of Educational Quality and Institutional Effectiveness

Support for Reaffirmation of Accreditation

Institutional Self-Evaluation Report

In Support of an Application for

Reaffirmation of Accreditation

Submitted by:

Lassen Community College
478-200 Highway 139
PO Box 3000
Susanville, CA 96130

to

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

January 2020

Certification

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

From: Dr. Trevor Albertson
Lassen Community College
478-200 Highway 139
Susanville, CA 96130

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

Dr. Trevor Albertson, Acting Chief Executive Officer — Date 14 Jan 20

Ms. Sophia Wages, Governing Board President — Date 1/14/20

Mr. Adam Runyan, Academic Senate President — Date 1/14/20

Ms. Terry Bartley, Management/Confidential President — Date 1-14-2020

Ms. Carol Montgomery, Classified President — Date 1-15-2020

Ms. Eileen Richmond, Associated Student Body President — Date 1-14-2020

Dr. Randall S. Joslin, Accreditation Liaison Officer — Date 1-14-2020

NOTE: Suggested total ISER page limit is 250 pages.

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A. Introduction

College History

Lassen Community College (LCC) has a long history of serving the communities of Lassen, Modoc, and Plumas counties through preparation for transfer to four-year colleges, lifelong learning, basic skills, general education, and career technical education. LCC affords students significant learning opportunities through devoted teaching, excellent support services, and an environment that is responsive to students' changing needs and circumstances.

LCC was founded in 1925, when the Junior College Department of the Lassen Union High School District was established and began conducting classes on the Lassen High School campus. As time progressed, a separate facility was opened in 1941 across from the high school. The modern era of LCC began in 1965 with the establishment of the LCC District and the separation from the high school district. A separate Board of Trustees was elected and planning began for a new campus. That campus, located just north of Susanville on Highway 139, today consists of 165 acres and 39 buildings. It began operations in September 1971. In addition to the main campus, face-to-face classes offered at High Desert State Prison and the California Correctional Center and correspondence courses offered to incarcerated students at forty-six (46) off-campus locations. Intercollegiate athletic classes schedule some practices and competitions at several off-campus fields (Riverside Park, Memorial Park, and Meadow View School).

Since the peak of LCC's headcount in 2010-2011, there has been a decrease in annual headcount. This decrease in headcount is directly related to severe budget cuts and workload reductions across the state and is not indicative of a lack of community need for education. As California continues to restore community colleges, LCC will be looking to continue to grow and meet community and distance education students' need for education.

LCC is dedicated to raising performance in all areas with a goal of continuously improving the success of our students. The efforts of faculty, classified staff, management/confidential staff, and administration have all continued to increase persistence and success of students enrolled at LCC.

Student Enrollment Data

After reaching a peak in the 2010-11 academic year of 2,038 FTES, the LCC student population has, over the period of analysis for accreditation, decreased overall to finish the 2018-19 academic year at 1,661 FTES (see Figure 1).

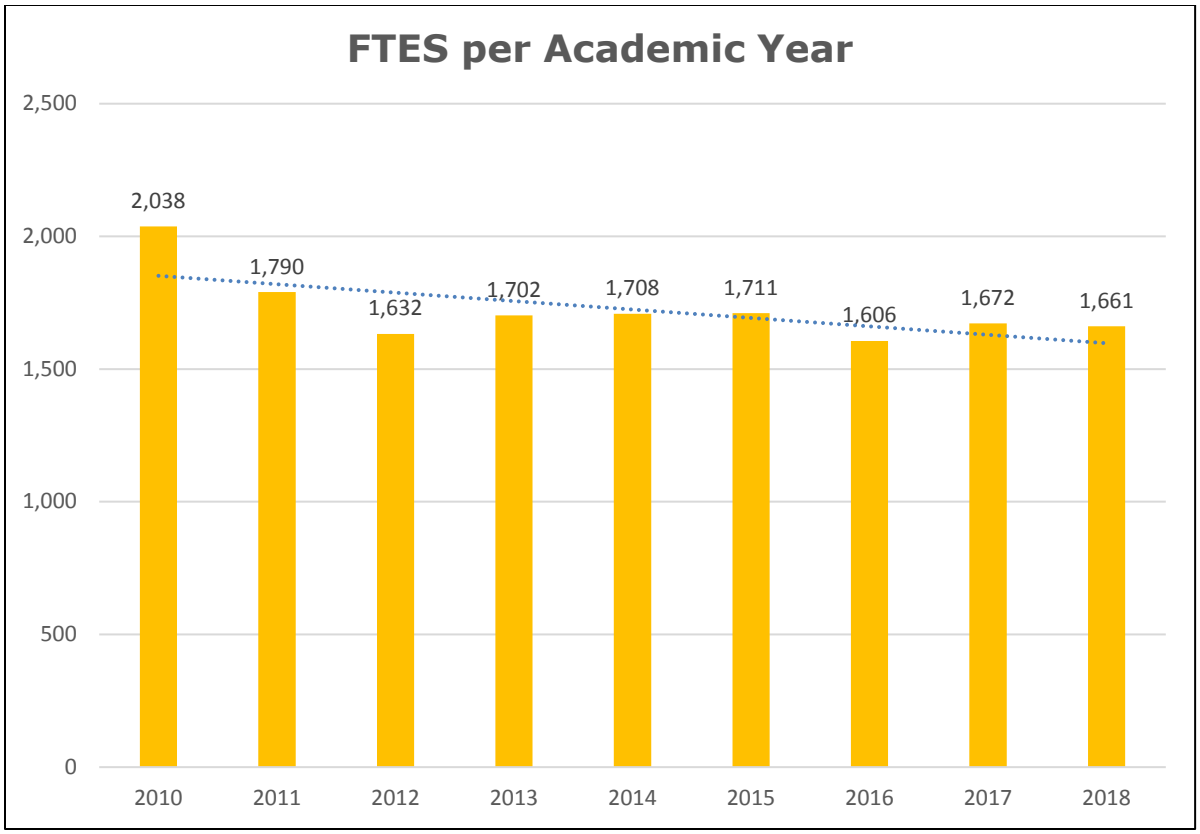


Figure 1: FTES per Academic Year, 2010 - 2018

Resident FTES have fluctuated somewhat year-to-year, achieving a 1.1% increase over the six year period of analysis for this study. Non-resident FTES have declined by over 37%, accounting for the overall decline of 2.49% in overall FTES. In 2011, fiscal cuts necessitated by the country's recession forced the state of Nevada to end their decades-long Good Neighbor Policy (GNP). This ultimately had a negative impact on LCC's FTES count, with the last GNP FTES counted in 2014 (see Table 1).

Overall, enrollments have decreased by over 7.5%, student headcount has decreased by just over 3%, and the number of enrollments per student decreased by 4.34%. The number of sections offered increased by nearly 1%, the number of Sections per Student increased by 3.87%, and the number of Sections per FTES increased by 3.33%. Another measure of student engagement is how many students per FTES, which has held steady (-0.56%) over the study period, and yet enrollments per FTES have decreased by nearly 5%. From this it is clear that we are, by and large, maintaining our level of students, but that the students are not taking as many classes as they used to (see Table 1). This is due significantly to the proportional increase of incarcerated students within the LCC student population.

With the decrease in both FTES and enrollments, the college has over the last year undertaken efforts to improve the efficiency and effectiveness of instruction by more appropriately matching section offerings to enrollment demands, increasing the number of students with education plans, and implementation of Guided Pathways initiatives (MyPath, Starfish, etc.). These and other efforts currently underway will in turn improve our ratio of enrollments per student and correspondingly improve completion rates.

Table 1: Enrollment Data for Academic Years 2013 - 2018							
	AY2013	AY2014	AY2015	AY2016	AY2017	AY2018	Δ Across All 6 Academic Years:
Resident FTES	1,493	1,564	1,515	1,436	1,512	1,510	1.10%
Non Resident FTES	207	142	195	170	161	151	-37.10%
Good Neighbor FTES	2	1	-	-	-	-	
Total FTES	**1,702**	**1,708**	**1,711**	**1,606**	**1,672**	**1,661**	-2.49%
Total FTES YOY change	-	0.3%	0.2%	-6.1%	4.1%	-0.7%	
Sections	**865**	**856**	**849**	**892**	**921**	**873**	0.92%
Sections per FTES	0.508	0.501	0.496	0.556	0.551	0.526	3.33%
SpF YOY Change	-	-1.37%	-1.01%	10.67%	-0.87%	-4.78%	
Headcount	**5,138**	**5,135**	**4,801**	**4,255**	**4,594**	**4,985**	-3.07%
Sections per Student	0.168	0.167	0.177	0.210	0.200	0.175	3.87%
SpS YOY Change	-	-0.99%	5.73%	15.65%	-4.57%	-14.48%	
Enrollment	**16,257**	**16,184**	**16,172**	**15,149**	**15,455**	**15,117**	-7.54%
Enrollments per Student (EpS)	3.16	3.15	3.37	3.56	3.36	3.03	-4.34%
EpS YOY Change	-	-0.39%	6.44%	5.39%	-5.83%	-10.94%	
Headcount per FTES (HpF)	3.02	3.01	2.81	2.65	2.75	3.00	-0.56%
HpF YOY Change	-	-0.37%	-7.16%	-5.90%	3.54%	8.47%	
Enrollments per FTES (EpF)	9.55	9.48	9.45	9.43	9.24	9.10	-4.92%
EpF YOY Change	-	-0.76%	-0.26%	-0.19%	-2.08%	-1.54%	

Data retrieved from LCC Data Warehouse

Labor Market Data

In 2017, Lassen Community College (LCC) engaged the Center for Economic Development (CED) at Chico State University to conduct two studies. As part of these studies, labor market projections were researched for a variety of industry segments across a wide region around the campus, based on where many LCC graduates relocated to after graduation. The survey area for this study included counties throughout northern California and southern Oregon, as well as the Reno metropolitan area.

The tables below provide 10-year (2014-2024) employment projection data from the California, Nevada, and Oregon State Employment Departments for all major Metropolitan Statistical Areas (MSA) and counties in the area surveyed in these CED studies. Table 2 provides employment projections for all industries, while Tables 3 through 6 provide projections for industry areas that would be directly served by many of Lassen College's degree and certificate programs: Educational Services, Healthcare, and Social Assistance; Manufacturing; Professional and Business Services; and Trade, Transportation, and Utilities.

The Reno-Sparks MSA has the largest projected growth in total employment of any region within the study area, with a 2.9 percent average annual increase in total employment projected through 2024. The smallest overall employment growth is projected to occur in Southern Oregon counties, with just under 1 percent aggregate annual growth projected. Notably, while manufacturing employment is projected to have only marginal gains and even some losses in other regions, manufacturing employment in the Reno-Sparks region is projected to increase by almost 8 percent per year through 2024. This suggests that Lassen College graduates of manufacturing-related certification programs will have a significant area of potential employment relatively close to the Lassen College campus in Susanville.

	Employment 2014	Employment 2021	Change	Percent Change	Average Annual Percent Change
California					
Redding MSA	67,400	77,300	9,900	14.7%	1.6%
Chico MSA	84,800	97,900	13,100	15.4%	1.5%
Yuba City MSA	47,800	55,400	7,600	15.9%	1.6%
North Valley*	37,590	43,010	5,420	14.4%	1.4%
North Mountains**	71,690	82,510	10,820	15.1%	1.5%
Nevada					
Reno-Sparks MSA	213,000	275,138	62,138	29.2%	2.9%
Oregon					
Rogue Valley***	111,570	121,260	9,690	8.7%	0.9%
South Central****	26,600	28,360	1,760	6.6%	0.7%

Table 2: 2014 – 2024 Employment Projections for All Industries within CED Study Regions *(Source: California Employment Development Department; Oregon Employment Department; Nevada Department of Employment, Training, and Rehabilitation)*

* Includes Colusa, Glenn, and Tehama Counties
** Includes Lassen, Modoc, Nevada, Plumas, Sierra, Siskiyou, and Trinity Counties
*** Includes Josephine and Jackson Counties
**** Includes Lake and Klamath Counties

Besides the Reno-Sparks region, the Redding MSA and Josephine and Jackson Counties, OR, are projected to have modest gains in manufacturing employment. California regions generally seem to have the most sluggish projected growth in this industry area, and the North Mountains region (which includes Lassen County) is actually projected to have a very slight decrease in future employment.

While the Reno-Sparks MSA was similarly dominant in projected employment growth for Education, Healthcare, and Social Services-related businesses, all California regions are also projected to have relatively strong growth in industry employment. The most notable projected increases in the North Mountains region (which includes Lassen County), with 28 percent, and the Yuba City MSA with 24 percent. While projected increases were smaller in Southern Oregon, they are nonetheless quite robust when compared to other industry areas in Tables 2 through 4.

	Employment 2014	Employment 2024	Change	Percent Change	Average Annual Percent Change
California					
Redding MSA	14,100	16,900	2,800	19.9%	2.0%
Chico MSA	17,800	21,700	3,900	21.9%	2.2%
Yuba City MSA	7,100	8,800	1,700	23.9%	2.4%
North Valley*	4,510	5,410	900	20.0%	2.1%
North Mountains**	9,270	11,830	2,560	27.6%	2.8%
Nevada					
Reno-Sparks MSA	38,685	51,375	12,690	32.8%	3.3%
Oregon					
Rogue Valley***	18,410	21,170	2,760	15.0%	1.5%
South Central****	3,390	3,910	520	15.3%	1.5%

Table 3: 2014 – 2024 Employment Projections for Educational Services, Healthcare, and Social Assistance-related Businesses within Study Regions *(Source: California Employment Development Department; Oregon Employment Department; Nevada Department of Employment, Training, and Rehabilitation)*

* Includes Colusa, Glenn, and Tehama Counties
** Includes Lassen, Modoc, Nevada, Plumas, Sierra, Siskiyou, and Trinity Counties
*** Includes Josephine and Jackson Counties
**** Includes Lake and Klamath Counties

	Employment 2014	Employment 2024	Change	Percent Change	Average Annual Percent Change
California					
Redding MSA	2,300	2,600	300	13.0%	1.3%
Chico MSA	4,000	4,200	200	5.0%	0.5%
Yuba City MSA	2,100	2,300	200	9.5%	0.9%
North Valley*	3,660	3,970	310	8.5%	0.8%
North Mountains**	2,750	2,740	(20)	-0.7%	-0.1%
Nevada					
Reno-Sparks MSA	12,669	22,447	9,778	77.2%	7.7%
Oregon					
Rogue Valley***	10,090	11,170	1,080	10.7%	1.1%
South Central****	2,090	2,130	40	1.9%	0.2%

Table 4: 2014 – 2024 Employment Projections for Manufacturing-related Businesses within Study Regions *(Source: California Employment Development Department; Oregon Employment Department; Nevada Department of Employment, Training, and Rehabilitation)*

* Includes Colusa, Glenn, and Tehama Counties
** Includes Lassen, Modoc, Nevada, Plumas, Sierra, Siskiyou, and Trinity Counties
*** Includes Josephine and Jackson Counties
**** Includes Lake and Klamath Counties

The North Valley and North Mountain regions of California are projected to have some of the largest increases in Professional and Business Service-related employment (besides the Reno-Sparks MSA), and relatively robust gains are projected in this industry area for much of Northeast California and Northwest Nevada. Smaller gains are projected for Oregon study regions.

	Employment 2014	Employment 2024	Change	Percent Change	Average Annual Percent Change
California					
Redding MSA	6,000	6,800	800	13.3%	1.3%
Chico MSA	5,600	6,700	1,100	19.6%	1.9%
Yuba City MSA	3,000	3,500	500	16.7%	1.7%
North Valley*	1,050	1,370	320	30.5%	3.0%
North Mountains**	3,440	4,430	990	28.8%	2.8%
Nevada					
Reno-Sparks MSA	27,039	35,674	8,635	31.9%	3.2%
Oregon					
Rogue Valley***	8,780	9,800	1,020	11.6%	1.2%
South Central****	2,160	2,320	160	7.4%	0.7%

Table 5: 2014 – 2024 Employment Projections for Professional and Business Service-related Businesses within Study Regions *(Source: California Employment Development Department; Oregon Employment Department; Nevada Department of Employment, Training, and Rehabilitation)*

* Includes Colusa, Glenn, and Tehama Counties
** Includes Lassen, Modoc, Nevada, Plumas, Sierra, Siskiyou, and Trinity Counties
*** Includes Josephine and Jackson Counties
**** Includes Lake and Klamath Counties

	Employment 2014	Employment 2024	Change	Percent Change	Average Annual Percent Change
California					
Redding MSA	12,200	13,500	1,300	10.7%	1.1%
Chico MSA	13,300	14,800	1,500	11.3%	1.1%
Yuba City MSA	8,300	9,200	900	10.8%	1.1%
North Valley*	6,390	7,540	1,150	18.0%	1.8%
North Mountains**	9,420	10,430	1,010	10.7%	1.1%
Nevada					
Reno-Sparks MSA	45,709	56,884	11,175	24.4%	2.4%
Oregon					
Rogue Valley***	22,940	24,420	1,480	6.5%	0.6%
South Central****	4,610	4,730	120	2.6%	0.3%

Table 6: 2014 – 2024 Employment Projections for Trade, Transportation, and Utility-related Businesses within Study Regions *(Source: California Employment Development Department; Oregon Employment Department; Nevada Department of Employment, Training, and Rehabilitation)*

* Includes Colusa, Glenn, and Tehama Counties

** Includes Lassen, Modoc, Nevada, Plumas, Sierra, Siskiyou, and Trinity Counties

*** Includes Josephine and Jackson Counties

**** Includes Lake and Klamath Counties

Demographic Data

The Lassen Community College (LCC) District is a single college district. Figure 2 provides a graphical representation of the service area where the LCC campus is located at the northeast region of California on the border of Nevada.

Figure 2: Service Area

The U.S. Census Bureau 2018 population estimate shows a decrease of 11.73 percent (4,093) in the district population since 2010. A comparison of demographics based on gender showed a ratio of nearly 2 males to every female in the district population, due to more than 27.5% of the district population being incarcerated in the one federal and two state prisons in the service area.

Socio-economic Data

The ethnicity representation of the District service area population is primarily composed of white non-Hispanic, followed by Hispanic and African American residents. Over 72 percent of residents in the total service area population fall between the ages of 18 to 65. In terms of highest educational attainment for this group, 82.3 percent had a high school diploma or higher, 12.4 percent a bachelor's degree or higher. Within the District service area, there are 398 employer establishments, the median income is 6.2 percent below the national average at $54,083. Veterans comprise 8.9 percent of the area population, and while 82.4 percent of district households have a computer, only 72.9 percent have a broadband internet subscription.

Sites

That main campus, located just north of Susanville on Highway 139, consists of 165 acres and 39 buildings. The facilities include administration building, board room, student union, student dorm, creative arts building, humanities building housing the library and learning center, science building, the gymnasium with locker rooms and adjacent athletics fields, agriculture facility, and other career and technical education buildings. Instruction is provided through face-to-face, hybrid and online modalities of delivery from the main campus. In addition to the main campus, a variety of degrees and certificates are offered via face-to-face instruction at the two local state prisons (High Desert and the California Correctional Center). Courses are delivered via correspondence instruction to incarcerated students at forty-six (46) different locations.

Specialized or Programmatic Accreditation

The Licensed Vocational Nursing Program was originally accredited by the "California Board of Vocational Nursing and Psychiatric Technician's" (BVNPT) in the mid 1970's. The program has remained accredited to date even with the long break and the program restructuring. Current program approval with new curriculum was granted in 2016 and has been renewed annually to date.

B. Presentation of Student Achievement Data and Institution-set Standards

During the 2013-2014 academic year, the college established five institutional set standards: completion, fall-to-fall retention, degrees awarded, certificates awarded, and four-year transfer. At the same time, the college established institutional set standards for job placement in vocational programs, and institutional set standard for license exam in nursing. (EV1, EV2, EV3). The standards were developed by the Institutional Effectiveness Committee and Institutional Researcher based on multiple assessments of longitudinal data conducted on each of the related factors.

Course Completion Rate:
Data gathered from the Ellucian Colleague database from three fall terms was aggregated to determine the institutional set standard of 70% of course completion.

Certificates Awarded:
Data gathered from the Ellucian Colleague database for three academic years was used to establish the institutional standard of 163 certificates per year.

Degrees Awarded:
Data gathered from the Ellucian Colleague database for three academic years was averaged to establish the institutional standard of 144 degrees per year.

Four-Tear-Transfer:
The Chancellor's Office transfer pathways tool to report transfers to California state schools by fiscal year for three academic years was used to establish the institutional standard of 31 four-year transfers per year.

College-Wide Student Acheivement									
Data Element	**Definition of the measure**	**Institution Set Standard**	**Stretch Goal**	**FY17/18**	**FY16/17**	**FY15/16**	**FY14/15**	**FY13/14**	**Multi-Year Average**
Course Completion Rate	Completion is the number of students who receive a successful grade over the number of students who are enrolled in the course.	70%	85%	71%	75%	72%	72%	69%	72%
Institution-identified data element - Certificates	Certificates awarded is the number of student who received a certificate in the academic year.	163	250	104	150	121	95	111	116.20
Institution-identified data element - Associate Degree	Degrees awarded is the number of students who received a degree in the academic year.	144	350	215	256	239	241	196	229.40
Institution-identified data element - Transfer	Four-Year Transfer is the number of students that transfer to a 4-year institution in the academic year.	31	100	48	64	47	91	96	69.20
Data Source: ACCJC Annual Reports									

Table 7: College-Wide Student Achievement

The college has performed consistently better than the standard in course completion, associate degrees awarded and transfer to four-year institutions. The number of certificates awarded has been consistently below the established standard.

The institutional set standards for career technical education student achievement were developed based on the CTE Perkins IV core indicators (Core 4 – Employment) data. The standard was based on the recommendation of the 2013-14 Perkins Performance Trend Report. Job placement standard for each program was established at 71%.

Career Technical Education Student Achievement							
Data Element	**Definition of the measure**	**Institution Set Standard**	**2016**	**2015**	**2014**	**2013**	**Multi-Year Average**
Job Placement Rate	Administration of Justice	71%	69.6%	86.7%	73.3%		77%
	Agriculture	71%	0.0%	0.0%	70.0%		23%
	Automotive Technology	71%	0.0%	0.0%	83.3%	66.7%	38%
	Business & Management	71%	69.2%	0.0%	69.2%	50.0%	47%
	Fire Science	71%	0.0%	64.3%	69.2%	68.8%	51%
	Gunsmithing	71%	50.0%	43.5%	76.5%	31.6%	50%
	Welding	71%	0.0%	0.0%	57.1%	66.7%	31%
Data Source: ACCJC Annual Reports							

Table 8: CTE Student Achievement – Job Placement Rate

The institutional set standard for career technical education licensure exams was based on the average of the three-year trend of licensure exams for the Licensed Vocational program set at 85%.

Career Technical Education Student Achievement								
Data Element	**Definition of the measure**	**Institution Set Standard**	**2018**	**2017**	**2016**	**2015**	**2014**	**Multi-Year Average**
Licensure ExamPassage Rate	Vocational Nursing	85%	87.0%	0.0%	0.0%	0.0%	78.0%	33%
Data Source: Board of Vocational Nursing and Psychiatric Technicians								

Table 9: CTE Student Achievement – Licensure Exam Pass Rate

The vocational nursing program was suspended for several years due to the lack of a director. A director was hired and the nursing program re-instated in Fall 2017 accounting for the data provided.

Successful Course Completion Rates by Ethnicity for Years 2014 through 2018

Success Rates by Ethnicity					
Ethnicity	**2014**	**2015**	**2016**	**2017**	**2018**
Unknown/Non-Respondent	78.6%	83.7%	80.8%	84.2%	86.3%
White	77.3%	76.6%	78.7%	79.5%	79.6%
Hispanic	67.6%	69.0%	68.7%	72.7%	74.2%
Pacific Islander	67.0%	69.4%	68.7%	67.7%	61.7%
American Indian/Alaskan	58.8%	65.8%	70.1%	73.5%	62.3%
Black or African American	60.0%	61.7%	60.3%	67.1%	63.5%
Asian	74.9%	78.8%	76.3%	78.0%	76.3%
Two or More Races	72.5%	78.3%	77.6%	68.2%	69.8%
Data Source: LCC Data Warehouse					

Table 10: Student Success Rates by Ethnicity

The success by ethnicity is impacted by the high numbers of incarcerated students within certain ethnic groups.

All Student Types

Figure 3 below shows the success rates for all students and instructional modalities for academic years 2014 through 2019 (Fall Semester). It is notable that success rates for all modalities have trended upwards across the analysis time frame.

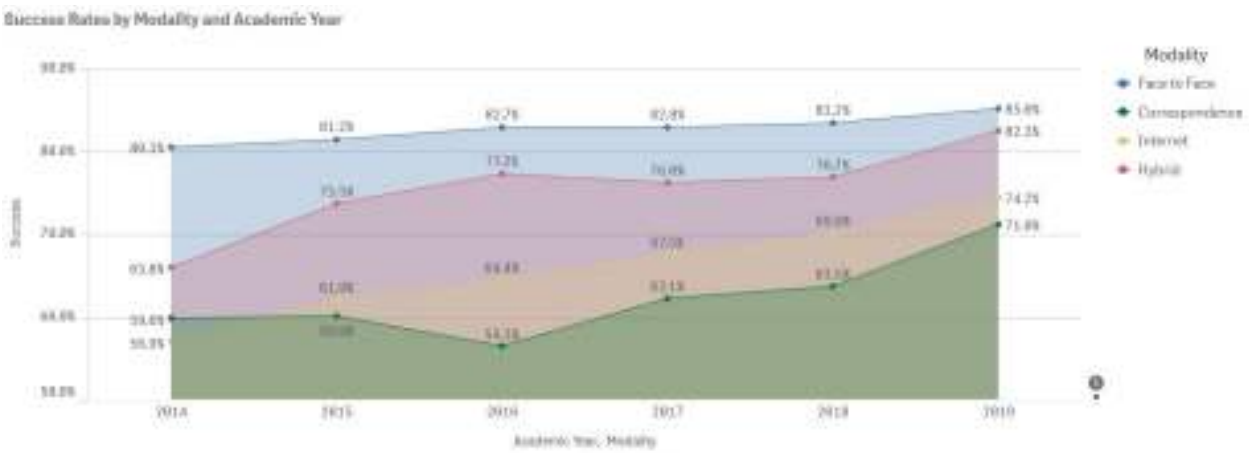


Figure 3: Success Rates for All Students and Instructional Modalities, 2014 - 2019

Incarcerated Students

Incarcerated students are provided face-to-face instruction at the two local prisons (High Desert State Prison and California Correctional Center). Correspondence instruction is limited to incarcerated students. Incarcerated students experience many challenges contributing to their difficulty in completing and being successful in the coursework. Figure 4 below represents all instruction provided to incarcerated students for academic years 2014 through 2019 (Fall semester). "Hybrid" courses were only conducted for incarcerated students for academic years 2016 and 2017 and were discontinued after this time. Success rates for both "Face to Face" and "Correspondence" have trended upwards across the analysis time frame.

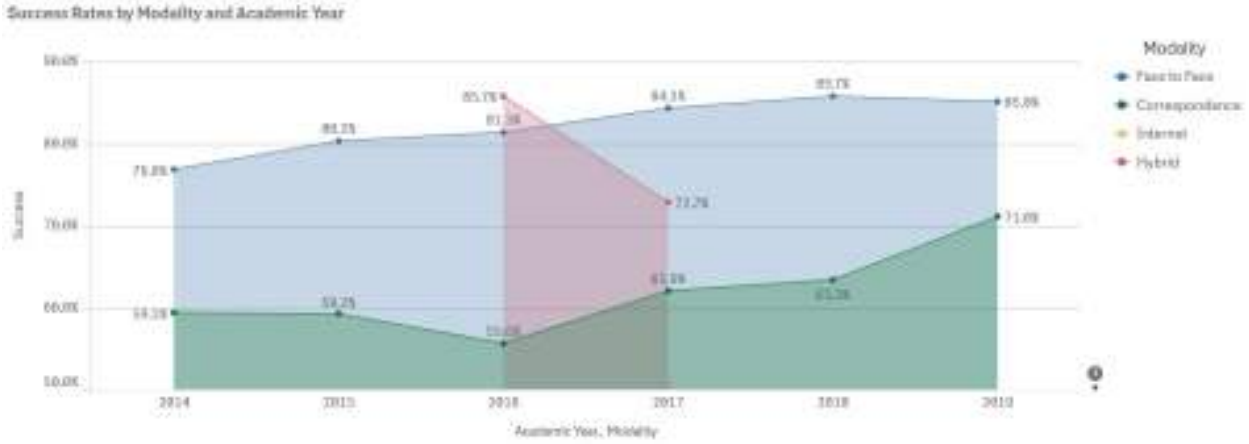


Figure 4: Success Rates for Incarcerated Students for All Instructional Modalities, 2014 - 2019

REG & C12 Student Types

Figure 5 below represents success rates for “Regular” and “Dual/Concurrent Enrollment” (all non-incarcerated) students for academic years 2014 through 2019 (Fall semester). Correspondence courses for these students were discontinued after the 2018 academic year. Overall, success rates for all modalities have continually trended upwards across this period of analysis.

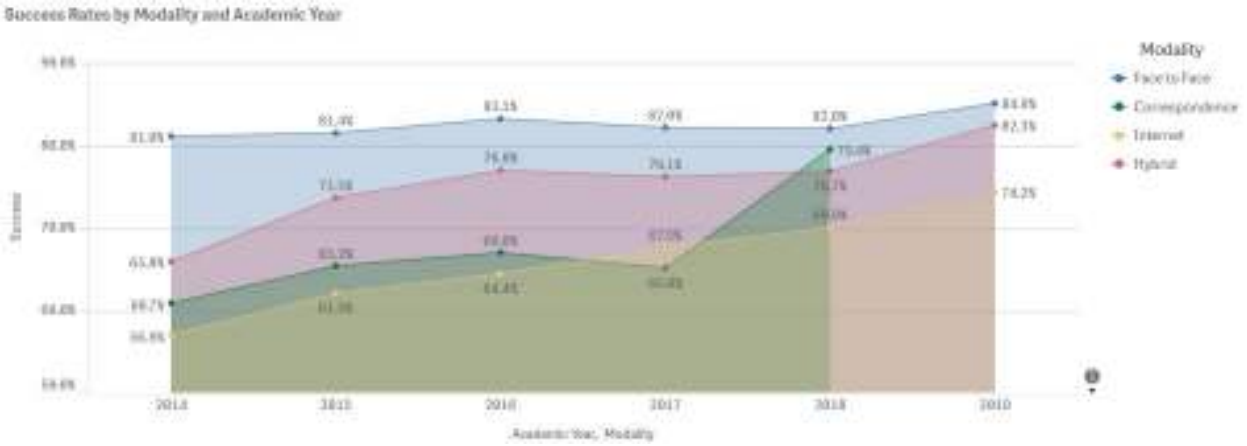


Figure 5: Success Rates for "Regular" and "Dual/Concurrent Enrollment" Students for All Instructional Modalities, 2014 - 2019

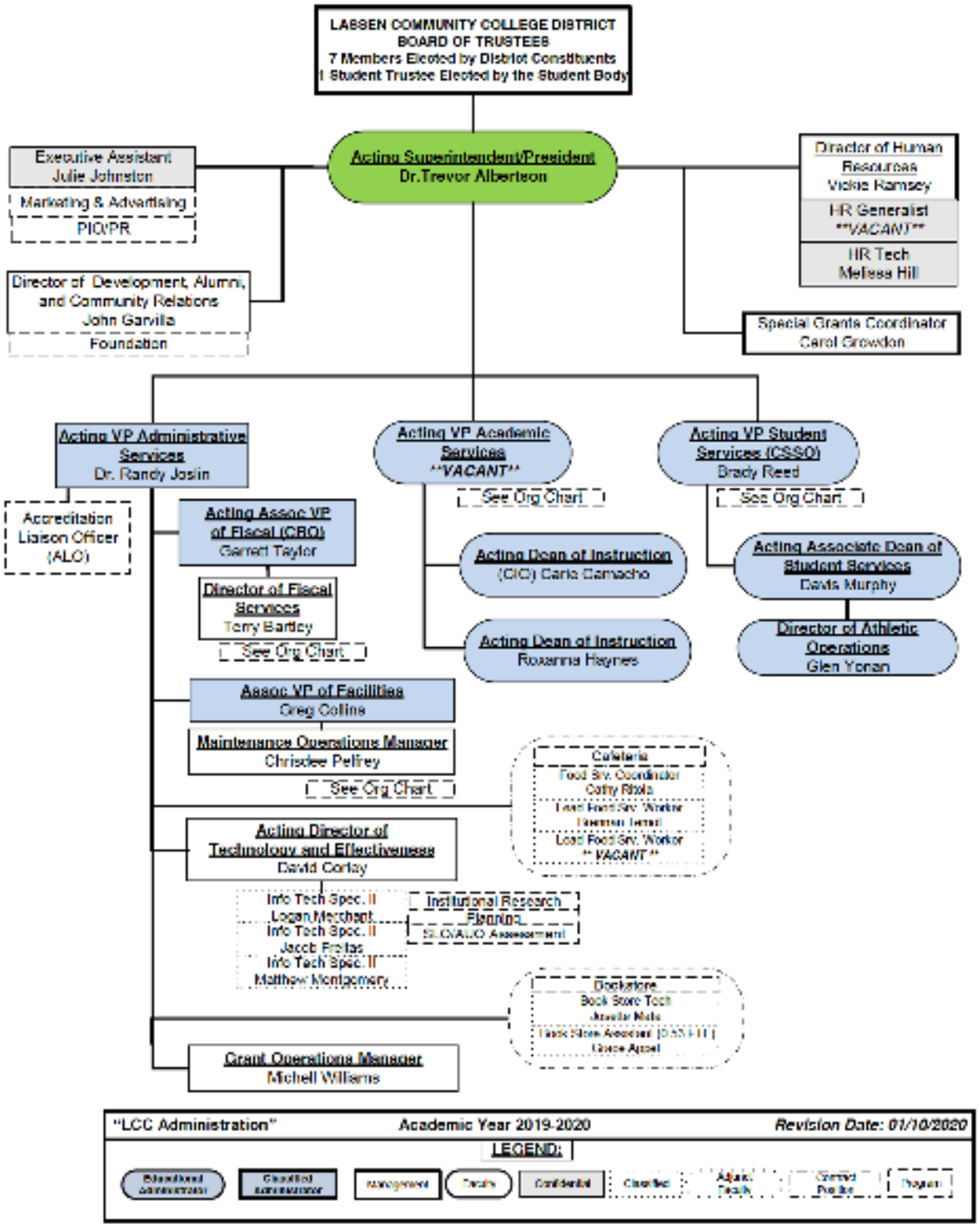
C. Organization of the Self-Evaluation Process

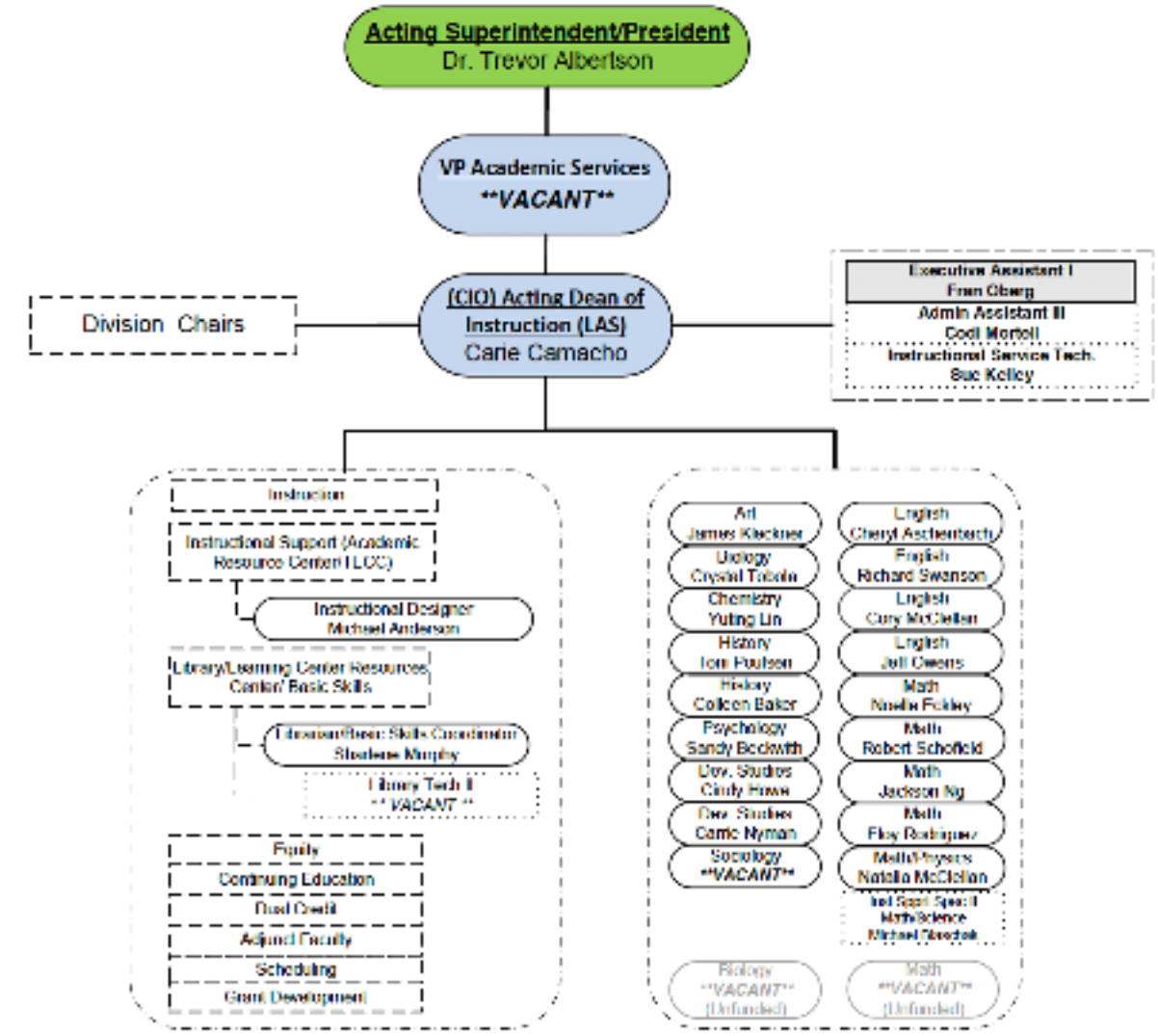
For several years, the college has been consolidating committees as a means of improving institutional effectiveness. A decade ago, the institution decided to consolidate the functions of monitoring alignment of institutional performance with accreditation standards and oversight for the development of the accreditation self-evaluation with the functions of Consultation Council/Strategic Planning Committee, the primary governance and planning standing committee. The action was seen as a further step towards integrating accreditation activities into the ongoing operations of the campus. The Consultation Council/Strategic Planning Committee consists of representatives, including elected leaders, from all constituent groups. Specifically, Consultation Council/Strategic Planning Committee includes all administrators, four faculty division chairs, the academic senate president, faculty accreditation liaison officer, three manager representatives (president, human resource director, director of institutional effectiveness), three classified representatives (president plus two additional appointees), and the associated student body president (plus additional students as available).

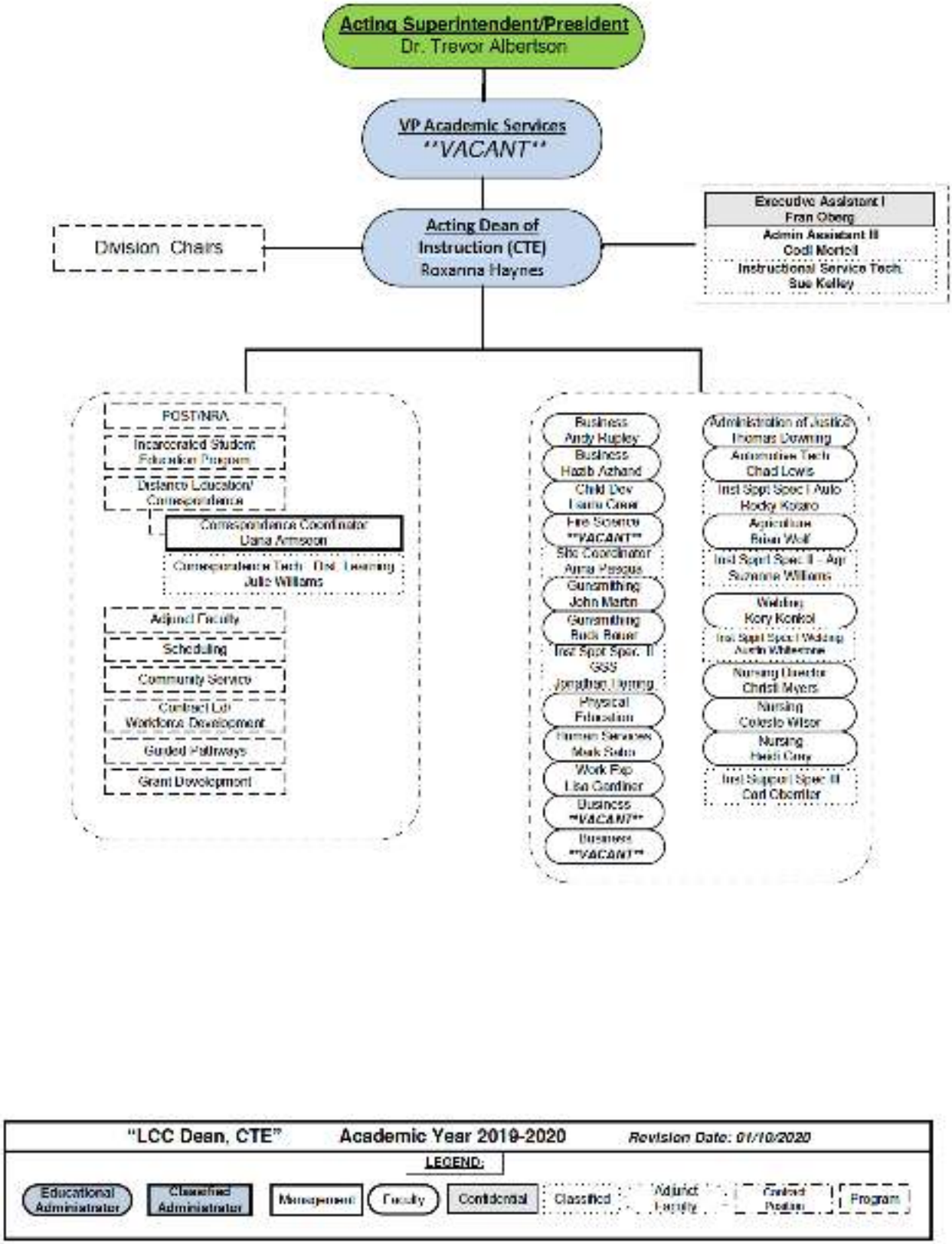
The staff and student accreditation surveys were administered and tabulated during October 2019 (EV4, EV5). A campus team attended the ACCJC Self-Evaluation Workshop in April 30-May 3, 2019. The person holding the position of Accreditation Liaison Officer has changed four times in the last year consistent with changes in administration. The Accreditation Co-Chairs, faculty positions, oversaw the process during 2017-2018. A single faculty accreditation chair was identified for 2018-2019. This faculty member departed the institution for a one-year leave of absence in July 2019. The faculty accreditation chair subsequently appointed resigned in September 2019 and was not replaced. Administration, management, and classified employees rallied to complete the task. From October 2019 through January 2020 meetings and writing sessions continued to be conducted utilizing participants from across the campus.

The Consultation Council/Strategic Planning Committee adopted the final Self-Evaluation document on January 13, 2020. The Academic Senate and the Governing Board adopted it on January 14, 2020.

D. Organizational Information




Acting Superintendent/President
Dr. Trevor Albertson
VP Academic Services
VACANT
(CIO) Acting Dean of Instruction (LAS)
Carie Camacho
Division Chairs
Executive Assistant I
Fran Oberg
Admin Assistant II
Codi Mortoll
Instructional Service Tech.
Sue Kelley
Instruction
Instructional Support (Academic Resource Center / LCC)
Instructional Designer
Michael Anderson
Library/Learning Center Resources
Center/ Basic Skills
Library Tech II
** VACANT **
Equity
Continuing Education
Dual Credit
Adjunct Faculty
Scheduling
Grant Development
Art
James Kleckner
Biology
Crystal Tobola
Chemistry
Yuting Lin
History
Ian Poulsen
History
Colleen Baker
Psychology
Sandy Bodwith
Dev. Studies
Cindy Howe
Dev. Studies
Carrie Nyman
Sociology
VACANT
English
Cheryl Aschenbach
English
Richard Swanson
English
Cary McClellan
English
Jeff Owens
Math
Noelle Pixley
Math
Robert Schofield
Math
Jackson Ng
Math
Eloy Rodriguez
Math/Physics
Natalia McClellan
Biology
VACANT
(Unfunded)
Math
VACANT
(Unfunded)
"LCC Dean, LAS"
Academic Year 2019-2020
Revision Date: 01/10/2020
LEGEND:
Educational Administrator
Classified Administrator
Management
Faculty
Confidential
Classified
Adjunct Faculty
Contract Position
Program


Acting Superintendent/President
Dr. Trevor Albertson
VP Academic Services
VACANT
Acting Dean of Instruction (CTE)
Roxanna Haynes
Division Chairs
Executive Assistant I
Fran Oberg
Admin Assistant III
Codi Mortell
Instructional Service Tech.
Sue Kelley
POST/NRA
Incarcerated Student Education Program
Distance Education/ Correspondence
Correspondence Coordinator
Dana Armsson
Correspondence Tech - Dist. Learning
Julie Williams
Adjunct Faculty
Scheduling
Community Service
Contract Ed/ Workforce Development
Guided Pathways
Grant Development
Business
Andy Rupley
Business
Hazib Azhand
Child Dev
Laura Creer
Fire Science
VACANT
Site Coordinator
Anna Pasqua
Gunsmithing
John Martin
Gunsmithing
Buck Bauer
Inst Sppt Spec. II
GSS
Jonathan Dyring
Physical Education
Human Services
Mark Sabo
Work Exp
Lisa Gardiner
Business
VACANT
Business
VACANT
Administration of Justice
Thomas Downing
Automotive Tech
Chad Lewis
Inst Sppt Spec I Auto
Rocky Kotaro
Agriculture
Brian Wolf
Inst Sppt Spec II - Agr
Suzanne Williams
Welding
Kory Konkol
Inst Sppt Spec I Welding
Austin Whitestone
Nursing Director
Christi Myers
Nursing
Celeste Wilson
Nursing
Heidi Cory
Inst Support Spec III
Carl Oberitter
"LCC Dean, CTE"
Academic Year 2019-2020
Revision Date: 01/10/2020
LEGEND:
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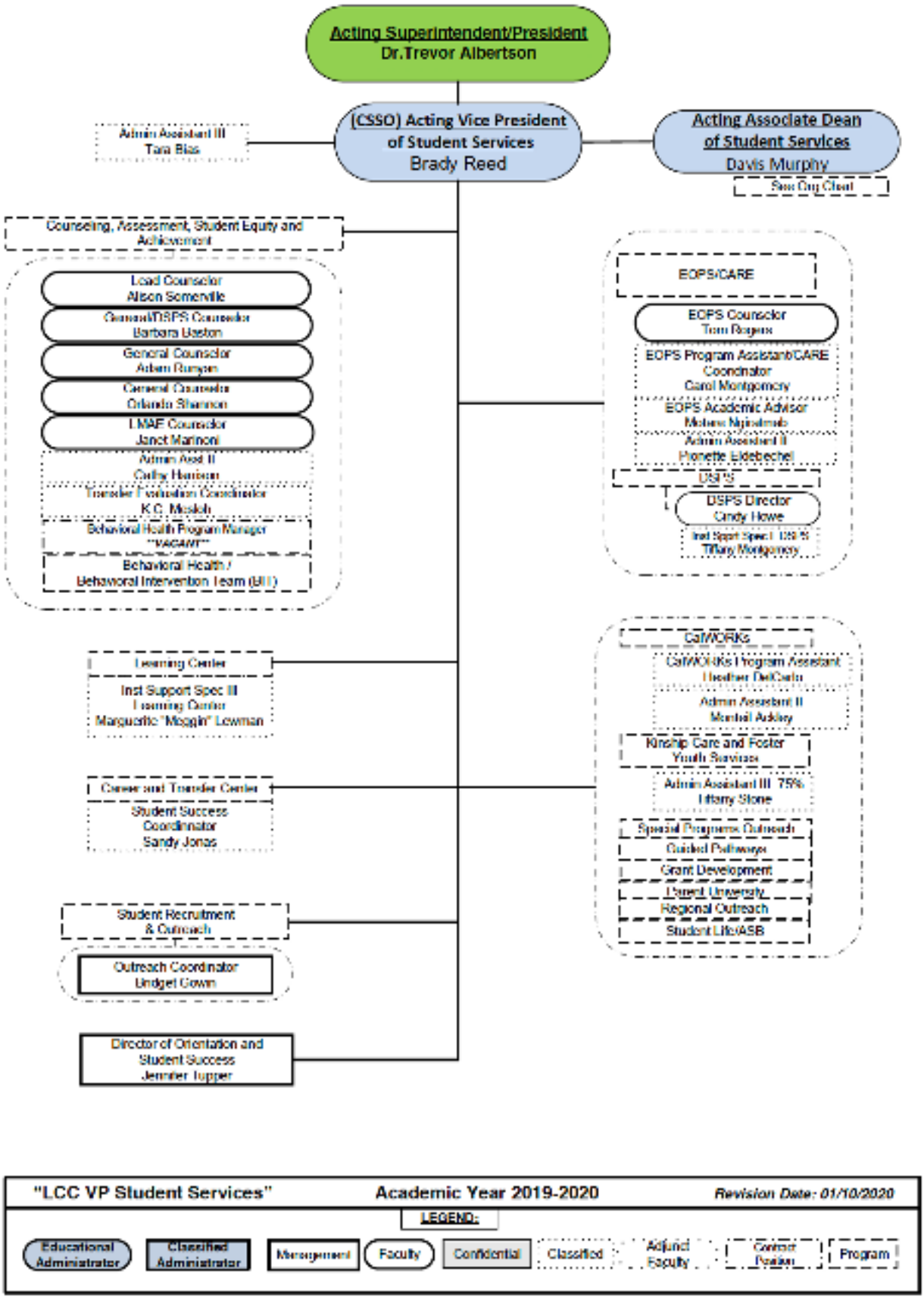
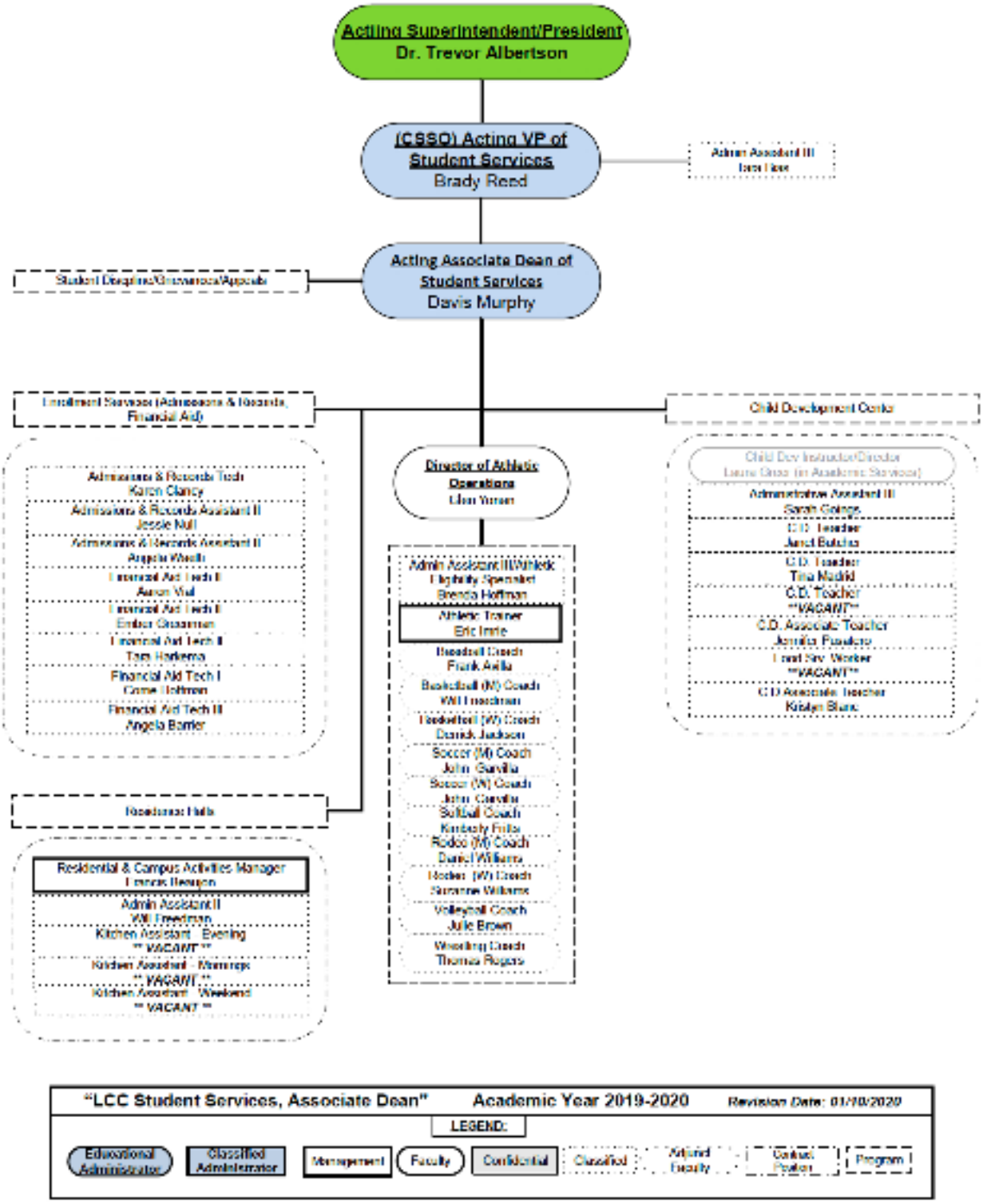
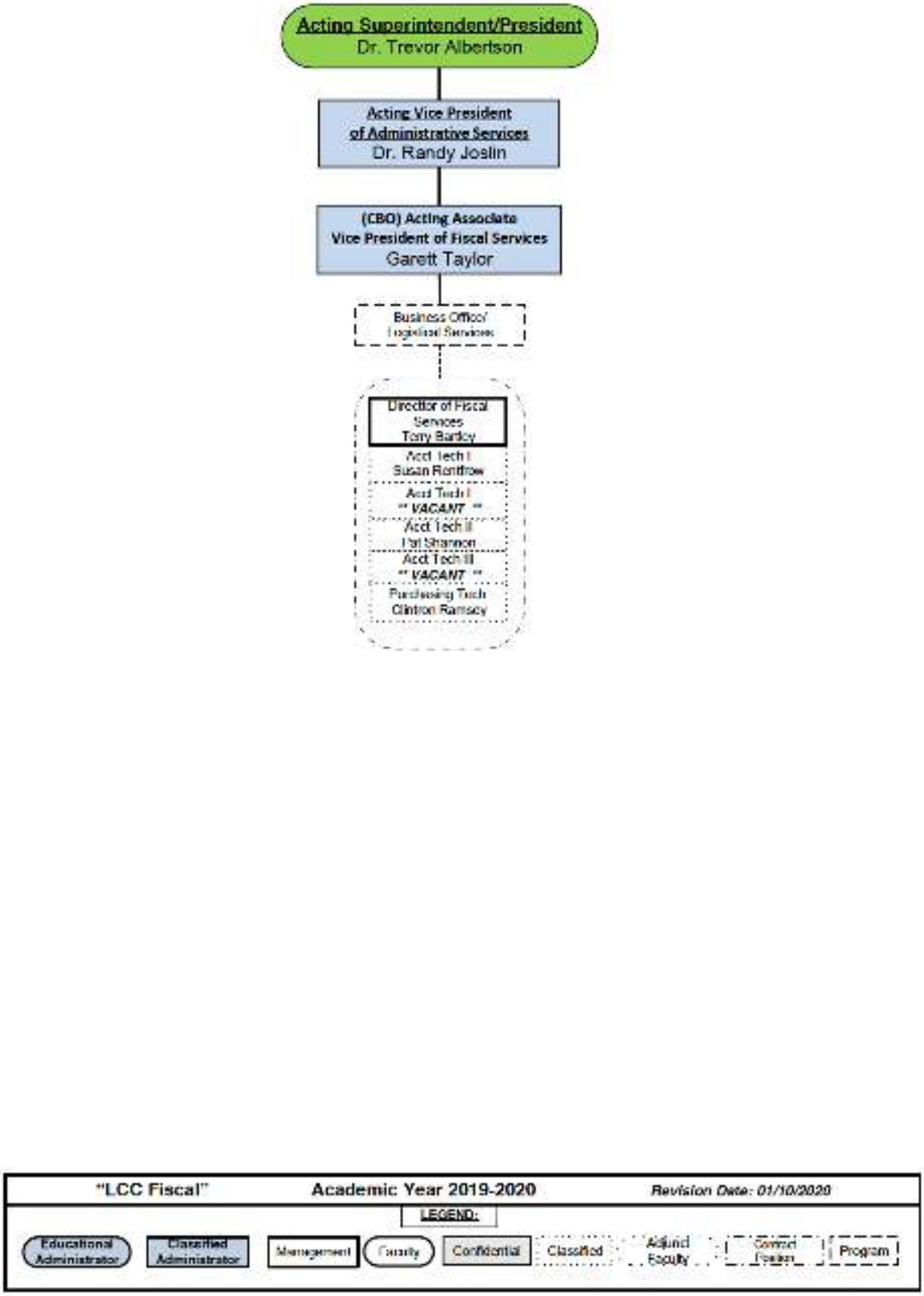
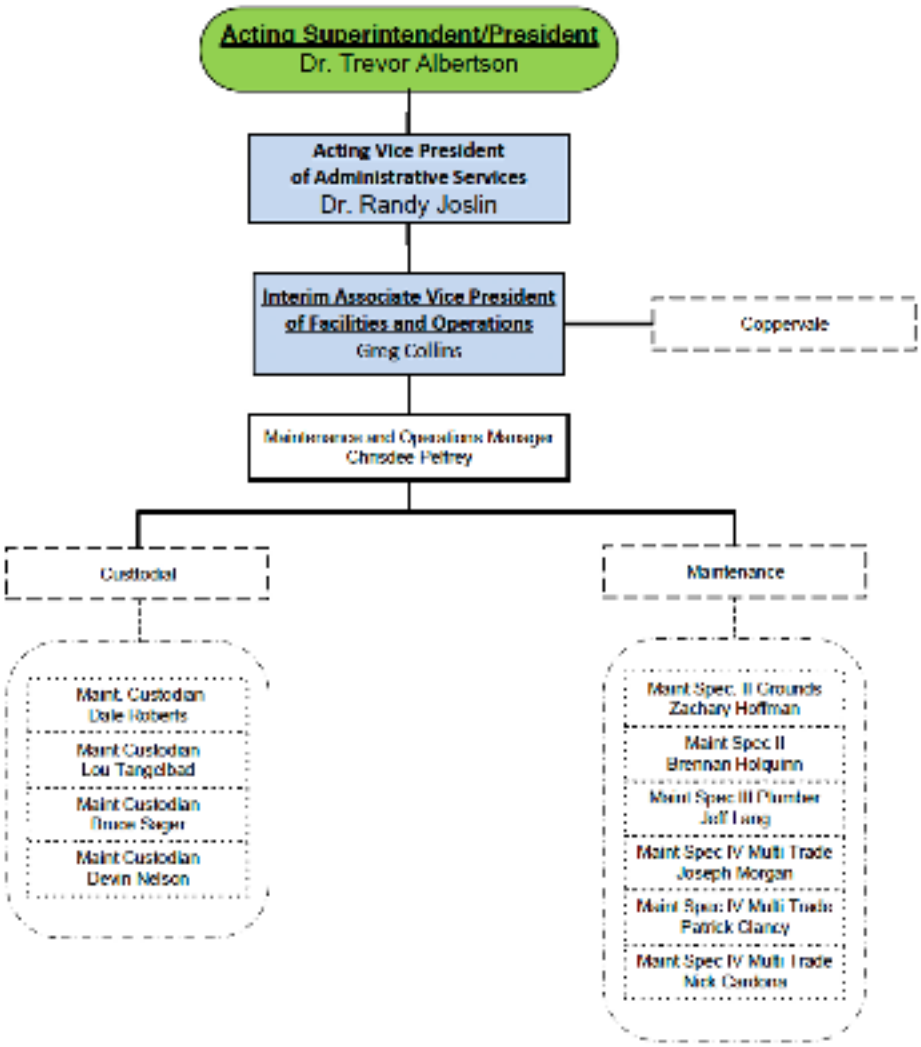
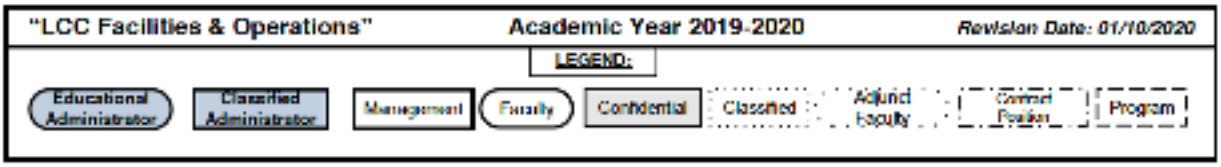
Classified Administrator
Management
Faculty
Confidential
Classified
Adjunct Faculty
Contract Position
Program


Acting Superintendent/President
Dr.Trevor Albertson
(CSSO) Acting Vice President of Student Services
Brady Reed
Admin Assistant III
Tara Bias
Acting Associate Dean of Student Services
Davis Murphy
See Org Chart
Counseling, Assessment, Student Equity and Achievement
Lead Counselor
Alison Somerville
General/DSPS Counselor
Barbara Baston
General Counselor
Adam Runyan
General Counselor
Orlando Shannon
LMAE Counselor
Janet Marinoni
Admin Asst II
Cathy Harrison
Transfer Evaluation Coordinator
K.C. Mesloh
Behavioral Health Program Manager
"VACANT"
Behavioral Health / Behavioral Intervention Team (BIT)
EOPS/CARE
EOPS Counselor
Tom Rogers
EOPS Program Assistant/CARE Coordinator
Carol Montgomery
EOPS Academic Advisor
Melana Nigiratmeb
Admin Assistant II
Pionette Eldebechel
DSPS
DSPS Director
Cindy Howe
Inst Sppt Spec I DSPS
Tiffany Montgomery
Learning Center
Inst Support Spec III
Learning Center
Marguerite "Meggin" Lewman
CalWORKs
CalWORKs Program Assistant
Heather DelCarlo
Admin Assistant II
Montell Ackley
Kinship Care and Foster Youth Services
Admin Assistant III 75%
Tiffany Stone
Career and Transfer Center
Student Success Coordinnator
Sandy Jonas
Special Programs Outreach
Guided Pathways
Grant Development
Parent University
Regional Outreach
Student Life/ASB
Student Recruitment & Outreach
Outreach Coordinator
Bridget Gowin
Director of Orientation and Student Success
Jennifer Tupper
"LCC VP Student Services"
Academic Year 2019-2020
Revision Date: 01/10/2020
LEGEND:
Educational Administrator
Classified Administrator
Management
Faculty
Confidential
Classified
Adjunct Faculty
Contract Position
Program


Acting Superintendent/President
Dr. Trevor Albertson
(CSSO) Acting VP of Student Services
Brady Reed
Acting Associate Dean of Student Services
Davis Murphy
Student Discipline/Grievances/Appeals
Enrollment Services (Admissions & Records, Financial Aid)
Child Development Center
Director of Athletic Operations
Admissions & Records Tech
Karen Clancy
Admissions & Records Assistant II
Jessie Null
Admissions & Records Assistant II
Angela Weeth
Financial Aid Tech II
Aaron Vial
Financial Aid Tech II
Ember Grassman
Financial Aid Tech II
Tara Harkema
Financial Aid Tech I
Corne Hoffman
Financial Aid Tech III
Angela Barrier
Admin Assistant III/Athletic Eligibility Specialist
Brenda Hoffman
Athletic Trainer
Eric Imrie
Baseball Coach
Frank Avila
Basketball (M) Coach
Will Freedman
Basketball (W) Coach
Derrick Jackson
Soccer (M) Coach
John Garvilla
Soccer (W) Coach
John Garvilla
Softball Coach
Kimberly Fritts
Rodeo (M) Coach
Daniel Williams
Rodeo (W) Coach
Suzanne Williams
Volleyball Coach
Julie Brown
Wrestling Coach
Thomas Rogers
Child Dev Instructor/Director
Laura Gross (in Academic Services)
Administrative Assistant III
Sarah Goings
C.D. Teacher
Janet Butcher
C.D. Teacher
Tina Madrid
C.D. Teacher
VACANT
C.D. Associate Teacher
Jennifer Pasalero
Lead Srv. Worker
VACANT
C.D. Associate Teacher
Kristyn Blanc
Residence Halls
Residential & Campus Activities Manager
Francis Beaujon
Admin Assistant II
Will Freedman
Kitchen Assistant - Evening
** VACANT **
Kitchen Assistant - Mornings
** VACANT **
Kitchen Assistant - Weekend
** VACANT **
"LCC Student Services, Associate Dean"
Academic Year 2019-2020
Revision Date: 01/10/2020
LEGEND:
Educational Administrator
Classified Administrator
Management
Faculty
Confidential
Classified
Adjunct Faculty
Contract Position
Program


Acting Superintendent/President
Dr. Trevor Albertson
Acting Vice President
of Administrative Services
Dr. Randy Joslin
(CBO) Acting Associate
Vice President of Fiscal Services
Garett Taylor
Business Office/
Director of Fiscal
Services
Tony Bardey
Acct Tech I
Susan Rentfrow
Acct Tech I
** VACANT **
Acct Tech II
Pat Shannon
Acct Tech III
** VACANT **
Purchasing Tech
Clinton Ramsey
"LCC Fiscal"
Academic Year 2019-2020
Revision Date: 01/10/2020
LEGEND:
Educational Administrator
Classified Administrator
Management
Faculty
Confidential
Classified
Adjunct Faculty
Contract Position
Program


Acting Superintendent/President
Dr. Trevor Albertson
Acting Vice President
of Administrative Services
Dr. Randy Joslin
Interim Associate Vice President
of Facilities and Operations
Greg Collins
Coppervale
Maintenance and Operations Manager
Chrisdee Pettrey
Custodial
Maint. Custodian
Dale Roberts
Maint Custodian
Lou Tangelbad
Maint Custodian
Devin Nelson
Maintenance
Maint Spec. II Grounds
Zachary Hoffman
Maint Spec II
Brennan Holquinn
Maint Spec III Painter
Joff Long
Maint Spec IV Multi Trade
Joseph Morgan
Maint Spec IV Multi Trade
Patrick Clancy
Maint Spec IV Multi Trade
Nick Gardens


"LCC Facilities & Operations"
Academic Year 2019-2020
Revision Date: 01/10/2020
LEGEND:
Educational Administrator
Classified Administrator
Management
Faculty
Confidential
Classified
Adjunct Faculty
Contract Position
Program

E. Certification of Continued Institutional Compliance with Commission Policies

Eligibility Requirement 1: Authority
The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Lassen Community College (LCC) is a publicly funded, two-year community college offering educational programs in accordance with the requirements of the California State Education Code and the Board of Governors of the California Community Colleges. The Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), 10 Commercial Boulevard, Novato, California 94949, (415) 506-0234, an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education accredits the College (EV6).

Eligibility Requirement 2: Operational Status
The institution is operational, with students actively pursuing its degree programs.

LCC is "operational, with students actively pursuing its degree programs." The total enrollment at the College for 2018 was 15,117, for 2017 was 15,455, and for 2016 was 15,149. In 2018-2019, two hundred and ninety-nine (299) associate degrees were awarded. The College operates year-round with two primary academic terms and two summer sessions (EV7). The College is a vital part of the Susanville greater community.

Eligibility Requirement 3: Degrees
A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

The College offers forty (40) associate degrees including Associate degrees for Transfer, Associate in Arts and Associate in Science degrees all intended to be completed in two years. In addition, the college offers a variety of Certificates of Achievement and Accomplishment as identified on pages 31-83 of the college catalog (EV8). A substantial number of students receive degrees or certificates. In 2018-2019, LCC awarded one hundred and ninety-eight (198) Associate in Arts degrees, thirty-four (34) Associate of Arts degree for transfer, thirty-three (33) Associate in Science degrees, thirty-four (34) Associate of Science degrees for transfer, and one hundred fifty-two (152) Certificates of Achievement.

Eligibility Requirement 4: Chief Executive Officer
The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer

may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The Governing Board took action at a special meeting on December 17, 2019 to hire the current acting Superintendent/President, effective that date (EV9). The President's full-time responsibility is to the institution (EV10). The Chief Executive Officer's primary charge from the Governing Board is to operate the College in accordance with Board policies, to effectively manage the College, and to develop the long-range planning that keeps the College viable and well managed. The Governing Board is committed to following board policies and acknowledges the authority and responsibility of the Chief Executive Officer. The College Superintendent/President does not serve as the chair of the Governing Board but attends and participates in all board meetings as a college representative. The Superintendent/President holds the necessary credentials to serve as an administrator and Chief Executive Officer at a California Community College.

Eligibility Requirement 5: Financial Accountability
The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

The District's financial funds and processes are audited annually. An external, independent certified public accounting firm with the following objectives conducts these financial and compliance audits:

- To determine the fairness of presentation of the District's financial statements in accordance with accounting principles generally accepted in the United States.
- To evaluate the adequacy of the systems and provisions affecting compliance with applicable federal and California laws and regulations, with which noncompliance would have a material effect on the District's financial statements and allowability of program expenditures for federal and California financial assistance programs.
- To evaluate the adequacy of the internal control structure sufficient to meet the requirements of auditing standards generally accepted in the United States for the purpose of formulating an opinion on the basic financial statements taken as a whole and sufficient to ensure compliance with federal and state regulations.
- To determine whether financial and financially related reports to state and federal agencies are presented fairly, and
- To recommend appropriate actions to correct any noted areas where internal control compliance with applicable federal and state regulations could be improved.

All annual audits are certified and any noted exceptions explained. In addition, LCC conducts its own fiscal analysis and monitors the financial funds. As of June 30, 2019, the District maintains a minimum of unaudited, unrestricted reserves of 7 percent.

F. Certification of Continued Institutional Compliance with Commission Policies

Lassen Community College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment
Regulation citation: 602.23(b).

The announcement of the upcoming team visit, along with the opportunity to provide third-party comments was included in the local newspaper, Lassen County Times on December 24, 2019 and added to the Susanville Stuff website, on December 17, 2019. The announcement is to run once a week in the newspaper for six weeks. (EV11, EV12). The announcement was added to the main accreditation page of the college website on December 12, 2019, and this was communicated to the campus community via email on the same day (EV12a). It is the college's intention to work to resolve any concerns derived from third-party comments submitted.

Standards and Performance with Respect to Student Achievement
Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

During the 2013-2014 academic year, the college established standards of student achievement with the adoption of five institutional set standards: completion, fall-to-fall retention, degrees awarded, certificates awarded, and four-year transfer. At the same time, the college established institutional set standards for job placement in vocational programs, and institutional set standard for license exam in nursing. (EV1, EV2, EV3). College performance is compared to institutional standards annually and reported the ACCJC in the annual report (EV13, EV14, EV15). During the development of student learning outcomes, target measures as one component of student learning outcome mapping were established for each course level outcome. (EV16, EV17, EV18). The program review process includes the opportunity for analysis of student learning outcomes relative to established student learning outcome target measures.

Credits, Program Length, and Tuition
Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

LCC awards credit to students based upon their successful completion of courses. The measurement of successful completion of the course is based directly on the achievement of a course's objectives and SLOs. The College awards appropriate course credit based on the Carnegie unit. A lecture class requires the equivalent of one academic hour (50 minutes) of instruction plus two hours of out-of-class work per week for each semester unit conferred. Laboratory classes require three academic hours (150 minutes) per week for each semester unit

conferred. (EV19) Pages 31-87 of the College Catalog provides the minimum number of credits required for each degree. (EV8) Fee information is provided in the College Catalog on pages 11-12 and 28-29. (EV8)

Transfer Policies
Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

Administrative procedure 4100 contains a definition of "college work", which clarifies the criteria for awarding the transfer of credit. (EV20) The information is provided to the public in the college catalog on pages 29-31. (EV8) The college makes an effort to articulate courses with other institutions through the Common Course Numbering system (C-ID). This facilitates the transfer of credit for students enrolling at the college and students transferring.

Distance Education and Correspondence Education
Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

The development, implementation, and evaluation of courses and programs occur utilizing the same institutionally developed processes regardless of the modality of delivery. All new courses, certificates and degrees are reviewed and ultimately adopted by the Curriculum/Academic Standards Committee, a subcommittee of the Academic Senate, comprised primarily of faculty. (EV21) The Academic Senate forwards recommendations for new courses and programs to the Governing Board for adoption. Existing courses, certificates and degrees are reviewed and updated as part of the ongoing program review process. The Academic Senate provided additional information on the delivery of instruction by developing and adopting three separate faculty handbooks: *Faculty Handbook, Handbook for Correspondence Instructors and Handbook for Online Instructors.* (EV22, EV23, EV24) At a minimum, faculty members teaching in the online environment are required to attend or have attended workshops leading to certification in online instruction.

The college received approval to offer several degrees more than 50% correspondence and a variety of degrees and certificates more than 50% online. (EV25, EV26)

Further control of the delivery of instruction through each of the modalities occurs during faculty evaluations. All full-time and adjunct faculty members are evaluated for all modalities in which they deliver instruction at the time of their evaluation as specified in Article 6 of the LCFA Collective Bargaining Agreement. (EV27)

Each student, upon admission to the College, is assigned a unique student ID, which is used for registration and tracking student records. This ID is also the student's distinctive user-ID for online and correspondence delivery. Unique passwords are assigned and employed as a means of assuring academic integrity of online courses.

Student Complaints
Regulation citations: 602.16(a)(1)(ix); 668.43.

Administrative procedure 5530 – Student rights and Grievances clearly articulates the scope, definitions and procedures to be followed in the addressing of student complaints. (EV28) The procedures for student grievance and appeals is provided to the public in the college catalog on

pages 20-21 (EV8).

Institutional Disclosure and Advertising and Recruitment Materials
Regulation citations: 602.16(a)(1))(vii); 668.6.

Lassen Community College provides accurate and current information to the public through the college catalog and website.

- The official name, address, telephone number and website of the College are published on the back cover of the *College Catalog*.
- The College's mission statement, vision statement, College values, strategic goals and institutional SLOs are found as parts of the Strategic Plan on page 2 of the *College Catalog*, on the website and posted around campus.
- Basic information on program requirements is printed in the *College Catalog* (pages 31-87).
- The rules and regulations governing student conduct are published in the *College Catalog* (page 19-22).
- Fee and expense information is printed in the *College Catalog* (pages 11-12 and 28-29) and on the College's website.
- Financial aid information is printed in the *College Catalog* (pages 9 and 27-29) and on the College's website.
- Refund information is printed in the *College Catalog* (page 11-12) and on the College's website.
- Policies regarding credit transfers are listed on page 17-18 of the *College Catalog*.
- The College's non-discrimination and sexual harassment statements are published in the *College Catalog* (page 3 and 22) and on the College's website.
- The requirements for earning a degree or certificate are printed in the *College Catalog* (pages 33-34).
- The *College Catalog* lists all full-time faculty and administrators along with their degrees and conferring institutions (pages 141-143).
- The Board of Trustee members are listed on page 141 and published on the College website.
- The College's Accreditation status is listed on page 5 of the catalog and published on the College website.

The Outreach Coordinator is charged with primary responsibility for student recruitment. This individual works closely with faculty, coaches, admissions and records staff, financial aid staff, the institutional researcher, and counseling staff to assure that appropriate policies and procedures are followed. The Outreach Coordinator's role is to be the human side of information for and about LCC. As students express an interest in the College, the Outreach Coordinator ensures that consistent accurate information is provided.

Title IV Compliance
Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

Board Policy and Administrative Procedure 5130 -Financial Aid establish policy and procedure to comply with applicable federal regulations in order to ensure LCC students' eligibility for financial aid. The policy also covers financial assistance that is provided outside of Title IV entitlements and includes local grants and scholarships (EV29, EV30).

LCC has a low loan participation rate. The last official three-year cohort default rate calculated for 2016 was 22 percent. The official three-year cohort default rate calculated for 2015 was 20 percent, while the rates for 2014 and 2013 were each 22 percent.

Evidence List

Intro_EV1_Institutional-Set-Standards
Intro_EV2_Inst Set Stds_Job Placement
Intro_EV3_Inst Set Stds_License Exams
Intro_EV4_2019 Accrediation Self-Study Survey_Staff and Faculty_Fall 2019_All Data
Intro_EV5_2019 Accrediation Self-Study Suyrvey_Students_Fall 2019_ All Data
Intro_EV6_ACCJC July 2014 Ltr_Reaffirm Accreditation
Intro_EV7_Schedule_of_Classes
Intro_EV8_2019-2020_Catalog
Intro_EV9_BOT_Special_12-17-2019
Intro_EV10_President Letter
Intro_EV11_Newspaper article Third Party Comments about Accreditation
Intro_EV12_Susanville Stuff Third Party comments
Intro_EV12a_LCC Email - ACCJC Third Party Comments
Intro_EV13_2019 ACCJC Annual Report
Intro_EV14_2018 ACCJC Annual Report
Intro_EV15_2017 ACCJC Annual Report
Intro_EV16_SLO Map_ANTH
Intro_EV17_SLO Map_ENGL
Intro_EV18_SLO Map_BUS
Intro_EV19_BP 4024
Intro_EV20_AP 4100 Grad Reqs
Intro_EV21_Curric and Acad Stds Com Handbook
Intro_EV22_2016-2017 Faculty Handbook
Intro_EV23_2014 Correspondence Handbook
Intro_EV24_2018 Online Faculty Handbook
Intro_EV25_ACCJC-Substantive-Change-Letter-January-2013
Intro_EV26_ACCJC-Substantive-Change-Letter-June-2007
Intro_EV27_2017-2020_LCFA_CBA
Intro_EV28_AP 5530 Student Rights and Grievances
Intro_EV29_BP 5130 Financial Aid
Intro_EV30_AP 5130 Financial Aid

LASSEN COMMUNITY COLLEGE

Standard I

Institutional Mission and Effectiveness

Self Evaluation Report of Educational Quality and Institutional Effectiveness

Standard I
Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

Self-Evaluation Team Members

Monteil Ackley
Classified, AAII-CalWORKS

Hasib Azhand
Faculty, Business

Barb Baston
Faculty, Counseling

Buck Bauer
Faculty, Gunsmithing

Francis Beaujon
Manager, Residential/Campus Activities

Sandy Beckwith
Faculty, Psychology

Kristyn Blanc
Classified, CDC Assistant

Karen Clancy
Classified, A&R Technician

Pionette Elderbechel
Classified, AA II-EOP&S

Will Freedman
Adjunct Faculty, Coach

Lisa Gardiner, Co-Chair
Faculty, Work Experience

Ember Greenman
Classified, Financial Aid Tech II

Carol Growdon
Manager, Coordinator Special Grants

Brennan Holquinn
Classified, Maintenance Spec II

James Kleckner
Faculty, Art

Yuting Lin
Faculty, Chemistry

Matt Montgomery
Classified, IT Specialist II

Karissa Morehouse, Co-Chair
Administrator, Dean Instructional Serv.

Codi Mortell
Classified, AA III, Academics

Patsy Murdock
Classified, Maintenance/Custodial

Chrisdee Pelfrey
Manager, Custodial/Security

Toni Poulsen
Faculty, History & Health

Clinton Ramsey
Classified, Purchasing Technician

Tom Rogers
Faculty, EOP&S Counseling

Michell Williams
Manager, Grant Operations

Suzanne Williams
Adjunct Faculty, Coach

Austin Whitestone
Classified, ISS I-Welding

Glen Yonan
Administrator, Dir. Athletic Operations

G. Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

1. *The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)*

Evidence of Meeting the Standard

The Lassen Community College mission statement, last reaffirmed by the Governing Board as part of the Strategic Plan on October 8th, 2019 in accordance with Board Policy 1200, clearly indicates the College's purpose as an educational institution:

> *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 diverse students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.*

Lassen Community College offers 77 degree and certificate programs and a variety of services in alignment with the mission statement commitment to provide "outstanding programs." The College provides both transfer and CTE/workforce development degree and certificate opportunities to meet varied student needs (EV1). In addition, the College offers basic skills courses in English, reading, mathematics, and noncredit college and career preparation to students who need additional preparation before attempting college-level courses (EV2). Instruction is provided on campus and online to increase access for students in outreach areas, and correspondence and live instruction is provided to incarcerated students. Through the program review processes, curriculum review processes and student learning outcome assessments, the College assures that its programs and services align with its mission

(EV3, EV4). Lassen Community College's mission statement is clearly defined, adopted and published by the District Governing Board (EV5). The current mission statement was revised through the participatory governance process and initially adopted by the Governing Board on September 13, 2011. It is reviewed annually with District values, strategic goals, and institutional

student learning outcomes as the Lassen Community College District Strategic Plan (EV6, EV7). The mission appears online and in all significant college publications (EV8, EV9).

Analysis and Evaluation

The College meets the standard and eligibility requirement. The Lassen Community College mission clearly articulates the institution's broad educational purpose as well as its intended student population and the types of degrees and other credentials it offers. Further, its commitment to student learning and student achievement is communicated by "its effort to build intellectual growth, human perspective and economic potential" contained in the College Mission Statement.

2. *The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.*

Evidence of Meeting the Standard

The LCC Mission Statement is reviewed annually by the college's Consultation Council made up of all constituency groups, as well as by the Governing Board. (EV1) External and internal data is used by Lassen College to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities. Examples of external data sources include the Student Success Scorecard (EV2), results from the Student Voice Project (EV3) and the Strategic Planning and Guided Pathways Implementation Retreat (EV4) facilitated by EDOPTICS as well as equity data provided by the Chancellor's office. The Student Voice Project was conducted in Spring 2018 and consisted of six student focus group interviews that provided student feedback on their experiences, perspectives, and needs. Internal data sources include student success, retention, awards, enrollment, and SLO achievement data provided by the Office of Institutional Effectiveness. Data analysis occurs in program reviews, and in planning. Equity data has been used to develop the Equity Plan (EV5) and to update our Strategic Goals. Further data sources include student evaluations of programs and instructors, Accreditation Surveys (EV6) and Planning Evaluations. (EV7, EV8, EV9) Also, as a measure of progress in fulfilling its mission, LCC has established Institutional Student Learning Outcomes. (EV10)

Analysis and Evaluation

The College meets the standard. For example, data from The Student Voice Project shed light on the effectiveness of meeting our mission and prompted some immediate changes. Signage and wayfinding were areas that the students identified for improvement. With their help on the Guided Pathways committee, wayfinding was improved in 2019-20 with colorful flags and maps strategically placed on campus to help orient new students. Activities for students beyond the focus of Athletics was also identified. Events such as Week of Welcome (WOW), campus meet-ups, and an established area called Basecamp to collectively house all student support programs were implemented. Expanding cultural events and activity offerings to enhance student life were offered as well.

The Strategic Plan was updated (EV11) to include the language of "inclusive learning environment" as well as "to promote student equity and learning" as a response from the students and the student equity data provided by the Chancellors Office.

Following a facilitated strategic planning and Guided Pathways implementation retreat by EDOPTICS in August 2018 the results from the Student Voice Project were disseminated. Also a list of priorities and action items were compiled to help inform institutional priorities that would affect the overall mission and better meet the educational needs of our students.

The Educational Master Plan created by the Academic Planning Committee is intended to be the driving force for all other master plans. Once the EMP is created, the other planning committees of the college such as the Student Services Master Planning Committee and the Facilities Master Planning Committee align their goals and plans with the EMP. Data and analysis from program reviews are at the center of discussion, and are used to inform the creation of each plan. These plans are then compiled into the Comprehensive Institutional Master Plan (EV12) which outlines objectives and actions needed for meeting the strategic goals and mission of the College.

Institutional Student Learning Outcomes have also been established, although the college could benefit from having a set cycle and process established for more consistent reviewing of these institutional SLO's.

3. *The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.*

Evidence of Meeting the Standard

Lassen College's programs and services are aligned with its mission. The Instructional and Non-Instructional Program Review processes ensure programs and services maintain focus on the institutional mission. Section One of both the Instructional and Non-Instructional Review Template documents require discussion as to how the program or service in review aligns to the Strategic Plan, specifically the mission (EV1, EV2).

The Strategic Plan, which includes the mission, vision, values, and strategic goals, is annually approved by the Governing Board and informs the planning and resource allocation process (EV3). The Planning and Budget Development Handbook delineates processes for institutional decision-making, planning, and resource allocation (EV4). Master plans (Educational Master Plan, Student Services Master Plan, Institutional Effectiveness Master Plan, Institutional Technology Master Plan, Facilities Master Plan, Human Resources Master Plan and Professional Development Master Plan) forming sections within the Comprehensive Institutional Master Plan, are updated utilizing program review recommendations. Consultation Council reviews the objectives and strategies proposed by individual planning groups. Recommendations concerning objectives and strategies are returned to the individual planning committees. The revised Comprehensive Institutional Master Plan integrating master plans from the various committees is adopted and guides the budget prioritization process (EV4a, EV4c). The budget prioritization

criteria listed in the Budget Development Handbook identify alignment with the Strategic Plan and Achieving Strategic Goals as a primary focus (EV4b).

During fall 2019 the district distributed an anonymous Accreditation Self-Study Survey to employees (EV5). Survey results indicate a need for improvement in the application of the mission in planning and decision making in addition to improvement in aligning institutional planning with budget development.

- 41% of employees agree that the mission statement is applied during planning and decision making,
- 37% of respondents agreed that the planning process being used works and produces appropriate institutional plans
- 40% agreed that the institutional planning process is tied to the budget development process

Planning process evaluations for academic years 2017-2018 and 2018-2019, conducted by planning committees and constituency groups provide narrative assessments of planning, and suggestions for improvement (EV6, EV7, EV8). Common areas of concern voiced in evaluations relate to under-utilization of IPRs and NIPRs in the established planning process, and inconsistencies with budget prioritizations. Suggestions cited for improvements include; training on IPR and NIPR development, further training on governance and planning processes, consistency in the chief instructional officer position, administrative assistance support to the planning process, increase and improvement of communication, training of committee chairs and elimination of redundancy. A number of activities have occurred to address identified areas of concern:

- All budget requests are listed in the Budget Prioritization List (EV9)
- The Budget Prioritization list, with status comments, is located in the portal for all employees to view (EV10)
- Fall 2016 Convocation included a presentation on the planning and budget process (EV10a)
- Fall 2018 LCC hosted a Participatory Governance Presentation provided by the Community College League of California and the Academic Senate for California Community Colleges (EV10b)
- Fall 2019 Convocation included a presentation on IPRs and NIPRs (EV11, EV12).

Analysis and Evaluation

The College meets the standard, but improvement is needed in the areas of training, timeliness, communication, and follow through with planning processes. Processes are established for Lassen Community College mission to guide institutional decision-making, planning, and resource allocation. These processes are communicated in the Planning and Budget Development handbook. This process is designed such that the mission informs institutional goals for student

learning and achievement. The college struggles to consistently follow established processes when there is inconsistency in key leadership roles.

4. *The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)*

Evidence of Meeting the Standard

The mission statement is annually reviewed by Consultation Council (EV1, EV2) and recommendations for revisions to any part of the Lassen Community College Strategic Plan are made to the President/Superintendent in preparation for the Governing Board Planning Retreat, held annually in July (EV3, EV4). The Board then reaffirms or revises and approves the LCC Strategic Plan, which includes the mission, vision, values, strategic goals, and institutional student learning outcomes. The mission and Strategic Plan were last approved by the Governing Board on October 8, 2019.

The mission statement and Strategic Plan are available online and in significant College publications, including the Catalog (EV5). Prior to adoption of BoardDocs for communication and maintenance of all governance committee agendas and minutes, the mission statement was on agendas for key committees, including, Cabinet, and Curriculum/Academic Standards Committee (EV6, EV7).

Analysis and Evaluation

The College meets the standard. The mission statement is annually reviewed by the Governing Board as part of the Strategic Plan. The mission statement and Strategic Plan are widely published.

Conclusions on Standard I.A. Mission

The mission statement for LCC is not just words on paper nor is it an item that is just checked off periodically. It is reviewed annually with substantial consideration along with the strategic goals. The college relies on external and internal data to determine the effectiveness of accomplishing our mission and priorities. The college could improve in this area by enhancing dialogue surrounding our planning process and institutional student learning outcomes, but remain dedicated to accomplishing the mission and goals that we have outlined. We review this process annually and have made minor but important changes over the years that better define our purpose and how to carry it out. Our focus has been and continues to be on how to provide the best education for our students.

Improvement Plan(s)

Change or Improvement	Standards	Responsible Parties	Timeline	Anticipated Outcome

Enhance dialogue surrounding Planning processes and Institutional SLO's.	1.A.3	Cabinet, Consultation Council, Planning Committees, Academic Senate and it's subcommittee's		Greater efficiency and follow through with Integrated Planning
Improve training on IPR data analysis	1.A.3	Institutional Researcher		More thorough and timely IPR/NIPR submission and utilization in Integrated Planning Process
Explore feasibility of providing Administrative Support to Planning/ Governance/ Accreditation (See Institutional Effectiveness Master Plan 2016-2021)	I.A.3	Institutional Effectiveness Committee (Master Plan) CEO ALO		Improved communication, tracking of tasks, and organization of planning documents
Improved Committee Chair Training: BoardDocs Meeting Facilitation Committee Charges Shared Governance – context of your committee	I.A.3	Consultation Council Flex training Academic Senate		Improved communication
Improve stability in staffing of key administrative positions	I.A.3	CEO	On going	Stability and longevity in staffing of key administrative positions

Evidence List

I.A.1_EV1_LCC Catalog Degrees

I.A.1_EV2_ LCC Catalog-Noncredit
I.A.1_EV3_Curriculum Handbook
I.A.1_EV4_New Program example
I.A.1_EV5_BP1200, Mission
I.A.1_EV6_BOT Minutes 9-11-18, Action 7.02
I.A.1_EV7_BOT Minutes 10-8-19 Item 7
I.A.1_EV8_LCC Catalog-p2
I.A.1_EV9_LCC website Mission p2

I.A.2_EV1_CC Minutes 09-09-2019
I.A.2_EV2_2018 Student Success Scorecard
I.A.2_EV3_LCC_Student_Voice_Analysis_Spring_2018
I.A.2_EV4_LCC EdOptics 2018-Retreat-Report
I.A.2_EV5_Student Equity and Achievement Plan 2019
I.A.2_EV6_ 2019 Accreditation Self-Study Survey
I.A.2_EV7_ 2017-2018 Planning Evaluation Results
I.A.2_EV8_ 2018-2019 Planning Evaluation
I.A.2_EV9_2018-2019 Planning Process Survey
I.A.2_EV10_2019 Curriculum Handbook
I.A.2_EV11_2020 - 2025 Strategic Plan
I.A.2_EV12_2019-2024 LCC CIMP

I.A.3_EV1_IPR Template Sec 1.I.a
I.A.3_EV2_NIPR Template Sec 1.I.a
I.A.3_EV3_BOT Meeting 9-11-18, Action 7-02
I.A.3_EV4_Planning Budget Dev Handbook
I.A.3_EV4a_Planning Process 2019-2024 CIMP
I.A.3_EV4b_ Budget Development Handbook ApxC
I.A.3_EV4c_Planning Cycle CIMP and Budget
I.A.3_EV5_2019 Accrediation Self-Study Survey
I.A.3_EV6_2017-2018 Planning Evaluation Results
I.A.3_EV7_2018-2019 Planning Evaluation
I.A.3_EV8_2018-2019 Planning Process Survey
I.A.3_EV9_Portal-Master Planning Home
I.A.3_EV10_Budget Prioritization 2017-18
I.A.3_EV10a_Convocation Agenda Fall 2016
I.A.3_EV10b_FAll 2018 Participatory Governance Pres
I.A.3_EV11_Convocation Agenda 2019
I.A.3_EV12_IPR and SLOs Presentation

I.A.4_EV1_CC Agenda 9-9-19
I.A.4_EV2_CC Agenda-6-26-18 item 2
I.A.4_EV3_BOT Workshop 7-23-19 topic 1
I.A.4_EV4_BOT Workshop 7-24-18 topic 1
I.A.4_EV5_LCC 2019-2020 Catalog p. 2
I.A.4_EV6-Cabinet Agenda Mission, p.2

I.A.4_EV7_Curriulum Agenda Strategic Plan, Mission

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

1. *The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.*

Evidence of Meeting the Standard

As the campus governance and planning committee, Consultation Council/Strategic Planning Committee, is the location for all institutional dialogue. (EV1) Each agenda is divided into sections for discussions about governance, planning, and accreditation. (EV2) In addition to the agenda being set by co-chairs, any constituent group representative can make announcements and request items be formally placed on future agendas for discussion by the body. This group is responsible for oversight of institutional processes including integrated planning and budget allocation recommendations. This group reviews and forwards all recommendations for the development of new or revised board policies to the Governing Board and adopts all finalized administrative procedures. The group meets weekly or bi-monthly depending on workload. Consultation Council/Strategic Planning receives all program review documents and reviews all master planning documents. The group also reviews data relative to planning, including data for the master plans, Student Equity Plans (now Student Equity and Achievement Plans), institution set standards, local vision goals, and more. (EV3)

Each May, Consultation Council/Strategic Planning Committee conducts an evaluation of the institutional governance and the planning and budget development processes. Surveys are distributed to governance constituent groups, planning committees, and individuals. (EV4) Results are reviewed by Consultation Council/Strategic Planning and recommendations are made to the Academic Senate and a joint Academic Senate/Consultation Council workgroup whose only task is to make revisions to the planning and development processes based on any recommendations found to have merit. Following Academic Senate and Consultation Council approval, the revised governance structure and planning and budget development processes are utilized during the subsequent academic year (EV5, EV6).

Further dialog focused specifically on student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement occur during regular planning and operational meetings. Planning meetings include meetings of the Academic Planning Committee, Student Services Planning Committee, Institutional Technology Planning Committee, Facilities Planning Committee, Human Resources Planning Committee, and Institutional Effectiveness Planning Committee (EV7a, EV7b, EV7c, EV7d, EV7e, EV7f, EV7g). Regular operational meetings include student services management and staff meetings, division chair meetings, academic division and faculty meetings, career technical education advisory committee meetings, and Guided Pathways workgroup meetings. Faculty

Division Meetings provide opportunity for faculty groups to dialog regarding student learning outcome assessments and instructional improvement (EV8a, EV8b, EV8c).

An additional time that faculty come together to discuss instructional improvement is monthly Faculty Community of Practice Meetings (EV8d, EV8e) Elements of the Guided Pathways Taskforce also include planning elements based on review of available data relative to student learning and equity. (EV7a, EV9, EV16, EV17, EV18)

Convocation, held bi-annually, is also an opportunity for the entire campus to come together to participate in activities directed toward improvement of student learning and institutional effectiveness. Convocations provide opportunities for interaction and dialog between employees and allows for broader consideration of information and perspectives (EV10, EV11, EV12). Intermittent opportunities for productive dialog also arise through student town hall meetings. (EV13, EV14, EV15)

Analysis and Evaluation

The College meets the standard. The College has established and consistently utilizes a variety of meetings and venues to engage in on-going dialog about the improvement of student learning and institutional processes. All constituent groups are represented in most venues, particularly governance and planning committees. The Associated Student Body has resumed an active participatory role in governance and planning with student representatives attending consultation council and other standing committees where schedules permit.

2. *The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)*

Evidence of Meeting the Standard

Student learning outcomes (SLOs) are defined for all courses, programs, general education, and the institution. Course SLOs are included on each course outline of record and instructors' syllabi. (EV1, EV1a, EV2) Program SLO's are listed in the catalog for each certificate and degree. (EV3, EV4) General Education SLO's are listed in the catalog as well. (EV5) Institutional SLOs are part of the Strategic Plan (EV4a). At least one SLO in each course section offered is assessed each semester, including summer session, per the bargaining contract between the institution and Lassen College Faculty Association. (EV6) Program, general education, and institutional SLOs are assessed through the linkages with course SLOs. Student Learning Outcomes are assessed through the Instructional Program Review process as identified in the Instructional Review Handbook (EV7). One example of Student Learning Outcome assessment can be found in the 2018 AJ IPR (EV9).

Administrative Unit Outcomes (AUOs) are defined for learning support service as well as administrative offices (EV11). Academic Services have defined an AUO for their department that is included in their NIPR (EV12). AUOs can be viewed from the Administrative Unit Outcomes webpage (EV10). Non-instructional Program Reviews discuss AUO assessment in

section I (EV11). An example of AUO assessment can be found in the 2018-2019 Assessment, Counseling, Student Equity and Achievement, and Transfer NIPR Annual Update (EV8).

Analysis and Evaluation

The College meets the standard and eligibility requirement. The institution defines and regularly assesses student learning outcomes and administrative unit outcomes for all instructional programs and student and learning support services.

3. *The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)*

Evidence of Meeting the Standard

The College is tracking specific elements of student achievement and has identified expected measures of performance within each element. These elements are identified on the Chancellor's Office Student Success Scorecard, in the Student Equity and Achievement Plan, in the institutional set standards reported to ACCJC annually, and were formerly in the IEPI set standards (EV1, EV2, EV3, EV4, EV5, EV6, EV7, EV8).

Academic achievement standards are established through dialog in multiple venues and at Consultation Council and master planning committees. An example is the Integrated Plan (SSSP, Equity and BSI) which is now the Student Equity and Achievement Plan and standards set and updated since spring 2017, which were first developed based on a review of past data and a determination to increase targets to meet or exceed the state average for stated metrics. These discussions and dialog occurred with members of the Institutional Effectiveness Planning Committee, Academic Senate, Cabinet, and Consultation Council, consistent with past practice.

Student achievement elements being tracked with the institution are reflected upon by department faculty, particularly in math and English. These conversations were critical in both the planning for and implementation of curricular changes and design of support options for students in response to AB705. This changed how students were placed into math and English effective Fall 2019 and mandated that all students complete college level math and English within one year of first enrollment in math and English respectively (EV9, EV10). Student achievement data has also been reviewed and discussed by the Guided Pathways Task Force and by attendees at Guided Pathways retreats and by the Student Equity Plan development team (EV11, EV12, EV13). Academic Planning Committee and division chairs also review student achievement data during planning and operational dialogs (EV14, EV15).

The College publishes institutional set standards and student achievement data in multiple places accessible to campus personnel, students, and the public. These places include the Student achievement data listed in past versions of the LCC Fact Book (EV16, EV17) and also available on the Student Success Scorecard, linked on the front page of the Lassen College website (EV18).

Analysis and Evaluation

The College meets the standard and eligibility requirement. Institutional set standards are developed for elements of student achievement, and these measures of student achievement are tracked, evaluated, and discussed in an effort to continually improve student performance. All standards as well as actual achievement data is published publicly on the College website and a link is provided on the front page of the College website to the Chancellor's Office Student Success Scorecard.

4. *The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.*

Evidence of Meeting the Standard

Assessment data and student achievement data are reviewed and analyzed within instructional program reviews, influencing recommendations made to support student learning and student achievement within each instructional and non-instructional program (EV1, EV2). One main component of instructional program reviews is student learning outcomes and the evaluation of the data. Starting with the program reviews, institutional processes are organized to support student learning and student achievement. Program review recommendations are presented for consideration in each of the relative master plans, including the Educational Master Plan around which all other master plans are developed (EV3, EV4, EV5). The sequence of master plan development and approval of drafts begins with the approval of the Educational Master Plan so that all other plans can incorporate goals, strategies, and fund enhancement requests to support those expressed in the Educational Master Plan. The master plans include budget prioritization, which integrates planning with budget development.

Analysis and Evaluation

The College meets the standard. Faculty regularly submit student learning outcome (SLO) assessment results at the completion of every semester, so a robust repository of assessment results exists. However, the process of distributing assessment results from the Office of Institutional Effectiveness to faculty for consideration with program reviews has been inconsistent, leaving discussion and analysis of student learning outcome assessment results lacking in some program reviews.

The College previously used WEAVE online to capture SLOs, SLO assessment results, and produce reports linking course assessments to program and institutional SLOs. Dialog in department and division meetings and at Consultation Council then utilized the reports generated from WEAVE. In 2014-2015, SLOs were collected via online form or document submission and results were housed in the Office of Institutional Effectiveness and Research. Subsequent to the change in collection of assessment results, it has been more difficult for campus personnel to get access to assessment results, particularly linked aggregations, making dialog around SLO assessment more difficult. Program review, however, is one place where ongoing dialog about SLO assessment results still occurs, as both the instructional and non-instructional program

reviews require a summary and analysis of SLO assessment results specific to the program (EV6).

Institutional Effectiveness

5. *The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.*

Evidence of Meeting the Standard

The Institution assesses accomplishment of its mission through program review which includes evaluation of goals and objectives, student learning outcomes, and student achievement. The Instructional and Non-Instructional Program Review (IPR and NIPR) processes ensure programs and services maintain focus on the institutional mission. The IPR and NIPR Handbooks (EV1, EV2) outline the institutional process for reviewing and collecting program goals, SLO's, AUO's, and student achievement. The first section of both the Instructional and Non-Instructional Review templates require discussion as to how the program or service in review aligns to the Strategic Plan, specifically the Mission. (EV3, EV4) Program review documents provide evaluation of goals and objectives, student learning outcomes, and student achievement.

Faculty report learning outcomes for classes by mode of delivery (in person, online and correspondence). The office of Institutional Effectiveness in partnership with the program reviewers disaggregate data for program review. Data for analysis is provided for program reviews. (EV5) Faculty implement plans to improve student performance on outcomes that are substandard and report these in their instructional program reviews. (EV6) Likewise, non-instructional program reviews also report needed improvements in outcomes along with action plans.

Analysis and Evaluation

The College meets this standard. Institutional Effectiveness has worked diligently with faculty to provide pertinent data that is disaggregated for analysis by program type and mode of delivery. Assistance is provided to aid in completion of program review documents via faculty mentoring provided through the Academic Senate. Improvement is needed in timely completion of program reviews and in the follow-up reporting of SLO improvement plans.

6. *The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.*

Evidence of Meeting the Standard

The Office of Institutional Effectiveness provides disaggregated data for faculty and staff in order to complete their program reviews. This data is disaggregated by subpopulations such as gender and ethnicity so that potential performance gaps can be identified. (EV1) Performance gaps and strategies to address them are then discussed within IPR's, and plans are made to mitigate those gaps. Other performance gaps are identified and articulated through required plans and reports by the Chancellor's office such as the EOPS Program Plan and the Student Equity Plan. (EV2)

Analysis and Evaluation

The College meets this standard for data relating to student achievement. Improvement is needed though in compiling and disseminating fully disaggregated data for student learning outcomes (SLO's). Data can be provided for programs by subpopulations but this has been more recently provided and was not disaggregated for many of the prior program reviews. Although not college-wide, the categorical programs have analyzed data based on their subpopulations and have continually evaluated their strategies to determine effectiveness and best practices as evidenced in their program reports to the Chancellor's Office (EV3). Efforts are continuously made to encourage students to utilize support services that are offered by LCC such as EOP&S, CARE, CalWORKS, DSPS, and the Academic Resource Center, in order to mitigate any gaps in student achievement.

Although analysis of subgroups is now available, improvement is needed in how it is utilized college-wide. In order to better meet this standard, the college also needs to provide training on use and analysis of disaggregated data for more wide-spread use in program review. The institutional researcher did provide training on program review and program review data during the Fall 2019 flex training (EV4), Fall 2019 Convocation (EV5), and Spring 2020 Flex Training (EV6, EV7) but further training is needed.

7. *The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.*

Evidence of Meeting the Standard

The institution transferred from its Policy Manual to the Community College League's Policy and Procedure Service in 2009 breaking apart its existing policies and transferring portions into operating procedure as well as mandatory or legally suggested language. Board policies are reviewed by a three member subcommittee of the Board of Trustees (EV1) that may be adopted, revised or amended at any regular board meeting by a majority vote (EV2). Review of various policies and procedures are completed throughout various areas of the institution on an as needed basis by designated areas: Board of Trustees, General Institution, Academic Affairs, Student Services, Business and Fiscal, and Human Resources. Suggested or legally required updates are received from the Community College League on a quarterly basis and this information is disseminated to key contacts for each respective area to determine needed language updates: Chapter 2 updates are processed by the Board of Trustees; Chapter 3 by President/Executive Staff; Chapter 4 by Academic Services/Academic Senate; Chapter 5 by Student

Services, Chapter 6 by the Chief Business Officer; and Chapter 7 updates are processed by the Human Resource Director.

Consultation Council oversees an annual evaluation of planning and governance processes each spring. (EV2a) This evaluation process provides a mechanism for implementing revisions and improvements to planning by routinely updating the Institutional Planning and Budget Development Handbook with recommendations from the evaluation process. (EV2b)

Analysis and Evaluation

The College meets the standard. Review of policies and procedures covering all areas of campus is completed throughout the year by the designated areas such as the Board of Trustees (EV3, EV4, EV5, EV6), Academic Senate (EV7, EV8, EV9), and Consultation Council (EV10). Once policies and procedures have been reviewed or modified, they are reviewed by Academic Senate when applicable and forwarded on to Consultation Council/Strategic Planning for review. Once approved by Consultation Council, operating procedures are updated in the Policy section of BoardDocs where Lassen College's Policies and Procedures are housed. Board Policies once approved by Consultation Council are forwarded to the Governing Board's three-person Policy Committee for review, comment and approval. The final process consists of review by the Governing Board for a first reading and then at the following months' Governing Board meeting for a second reading and approval. Upon approval by the Governing Board, the updated Board Policy is updated in the Policies tab within BoardDocs.

8. *The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.*

Evidence of Meeting the Standard

The institution conducts a wide variety of assessment and evaluation activities including; Accreditation Survey of staff and students (EV1, EV2), EdOptics Assessment (EV3), end-of-year Process Review Survey regarding shared governance by constituent group (EV4), Accreditation Reports (EV5, EV6) Program Reviews, Lassen College Local Vision Goals (EV7), and Student Equity and Achievement (SEA) Report. (EV8)

The results of these activities are communicated to the campus community through Consultation Council and other participatory governance committees. Membership on committees includes representation from all campus constituency groups including administration, faculty, management, staff, and students when available. The engagement of all campus groups helps ensure a broad dissemination of information. Assessments are also reported and published in program review documents and in the governing board packets. The Institutional Effectiveness portal contains approved NIPR's and IPR's for employee review. In November 2018, the campus implemented BoardDocs to electronically organize meeting agendas, attachments and minutes in one place for all interested parties. By the end of 2019, all shared governance and campus committees were utilizing BoardDocs for this purpose (EV9). These efforts provide a shared understanding of institutional strengths and weaknesses and aid in the setting of appropriate priorities in the Comprehensive Institutional Master Plan (CIMP) (EV10).

Analysis and Evaluation

The College meets the standard. The College is engaged in assessment and evaluation activities in a varied number of areas including program review, shared governance, accreditation and categorical initiatives. Appropriate priorities are then compiled based on these activities in the Comprehensive Institutional Master Plan (CIMP). While these actions provide momentum in the process of continual evaluation and improvement, the college could improve in disseminating this information in an organized, broad based manner that is easily accessible.

9. *The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)*

Evidence of Meeting the Standard

The College engages in continuous, broad based, systematic evaluation and planning through its Integrated Planning process. This process, integrates program review, planning and resource allocation into a comprehensive process with outcomes documented in master plans. The planning process begins with program reviews. Program reviews are to be completed by all departments, both instructional and non-instruction. Program reviews are used by departments to plan for the needs of their department and include an evaluation of either Student Learning Outcomes or Administrative Unit Outcomes where appropriate.

Information from completed program reviews are then included in the master planning process by the appropriate information being incorporated into the appropriate master plan. The current master plans are: Educational Master Plan, Institutional Effectiveness Master Plan, Student Services Master Plan, Institutional Technology Master Plan, Facilities Master Plan, and Human Resources Master Plan. The master plans are intended to be completed in the order they are specified because information from one will often need to be included in another. Once all these master plans are completed, they are compiled into the Comprehensive Institutional Master Plan (CIMP). Information that is included in the individual master plans and the CIMP are tied back to the strategic goals that are identified in the Strategic Plan. (EV1, EV2) The CIMP and the individual master plans address short and long-range needs for educational programs and services for human, physical, technology and financial resources.

Part of this planning process is the budget prioritization process or resource allocation. Budget requests and/or personnel requests from program reviews are included in the appropriate master plan. The planning committees then establish a prioritized list of budget items to include in the master plans. Once all the individual master plans are completed the master planning committee chairs meet to review the budget priorities and then prioritizes the budget request from all the master plans. Finally, all of the budget requests with the prioritization information is then presented to Consultation Council for Consultation Council to establish the final prioritized budget requests. Not all items are prioritized. Consultation Council will prioritize a reasonable

amount of budget requests based on how those requests were prioritized within the master plans (EV3).

Analysis and Evaluation

The College meets this standard. LCC has a comprehensive and systematic process for evaluating, planning, and allocating resources that addresses the short and long-range needs of the institution. The process culminates in a Comprehensive Institutional Master Plan that captures all of the planning and resources needed to improve institutional effectiveness and accomplish the mission of the college.

Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness

Overall, the college meets this standard. LCC has a strong integrated planning process that is appropriately linked to resource allocation and the best interest of students. There are however areas of improvement that are identified in the improvement plan matrix for this standard.

Improvement Plan(s)

Change or Improvement	Standards	Responsible Parties	Timeline	Anticipated Outcome
Enhance timely delivery of required IPR data to faculty with training on analysis of data	I.B.4, I.B.6	Institutional Researcher		Improved and timely completion of program reviews, including robust assessment of SLO's
Archive institutional assessments and evaluation results on website or in one location	I.B.8	Institutional Researcher		Outcomes of Institutional assessments and evaluations readily accessible for utilization in understanding strengths and weaknesses and setting appropriate priorities
Explore feasibility of	I.B.9, I.A.3	Institutional Effectiveness		Improved communication,

providing Administrative Support to Planning/ Governance/ Accreditation (See Institutional Effectiveness Master Plan 2016-2021)		Committee (Master Plan) CEO ALO		tracking of tasks, and organization of planning documents
Explore and create a better mechanism for following up on improvement plans for substandard SLO's.	I.B.5	Institutional Effectiveness Committee in conjunction with the Academic Senate		Improved tracking and closing the loop on SLO improvement plans to determine effectiveness and success.
Improve timeliness of program review submission	I.B.5	Academic Senate, Institutional Researcher		All program reviews submitted per prescribed schedule

Evidence List

I.B.1_EV1_CC Charge
I.B.1_EV2_CC Agenda 9-23-19
I.B.1_EV3_CC Agenda 3-25-19
I.B.1_EV4_Planning Process Survey2019
I.B.1_EV5_CC Minutes 5-16-18
I.B.1_EV6_AS Minutes 9-25-18
I.B.1_EV7a_Intergrated plan minutes 03-14-18
I.B.1_EV7b_Academic Planning Minutes
I.B.1_EV7c_SSMP Meeting 2-13-19
I.B.1_EV7d_2018-02-23 ITPC Meeting Minutes
I.B.1_EV7e_FMP Meeting Minutes
I.B.1_EV7f_2016-11-09 HRPC meeting Minutes
I.B.1_EV7g_2018-12-06 IEMP Meeting Minutes
I.B.1_EV8a_Division Meeting 1-1-22-14
I.B.1_EV8b_Division Meeting 2-26-14
I.B.1_EV8c_Division Meeting Agenda 10-25-16
I.B.1_EV8d_2019 Community of Practice
I.B.1_EV8e_Community of Practice 10-18-19

I.B.1_EV9_Draft Integrated Plan
I.B.1_EV10_Convo Agenda Fall 2017
I.B.1_EV11_Convo-Agenda 2-4-19
I.B.1_EV12_Convo Agenda 9-10-2019
I.B.1_EV13_Town hall meeting results 2014
I.B.1_EV14_Town Hall Meeting Results 2016
I.B.1_EV15_Town Hall Meeting minutes 10-24-19
I.B.1_EV16_GP Improvement plan 4-2019
I.B.1_EV17_SS Master Plan 2018-2023
I.B.1_EV18_GP Minutes 09-04-19

I.B.2_EV1_ENGL1 Syllabus w SLO's p.2
I.B.2_EV1a_ENGL1 outline-SLO sec III
I.B.2_EV2_Syllabus Check List
I.B.2_EV3_Allied Health General SLOs
I.B.2_EV4_Certificate General SLOs
I.B.2_EV4a_Strategic Plan
I.B.2_EV5_General Education SLOs
I.B.2_EV6_LCFA Contract SLO
I.B.2_EV7_IPR HB- Section II.B-SLO
I.B.2_EV8_CSEAT 2018-2019 NIPR-AUO
I.B.2_EV9_2018 AJ IPR
I.B.2_EV10_AUOs
I.B.2_EV11_NIPR HB-Section I-AUO
I.B.2_EV12_sample AUO-Academic Services

I.B.3_EV1_Scorecard
I.B.3_EV2_Institutional-Set-Standards
I.B.3_EV3_2019 ACCJC Annual Report
I.B.3_EV4_2018 ACCJC Annual Report
I.B.3_EV5_2017 ACCJC Annual Report
I.B.3_EV6_2016 ACCJC Annual Report
I.B.3_EV7_2015 ACCJC Annual Report
I.B.3_EV8_2014 ACCJC Annual Report
I.B.3_EV9_AB705 Meeting Minutes
I.B.3_EV10_AB705 Math Pathways
I.B.3_EV11_GP Minutes 03-19-19
I.B.3_EV12_GP Conf 4-8-19
I.B.3_EV13_Student Equity and Achievement 2019
I.B.3_EV14_EMP Meeting Minutes
I.B.3_EV15_EMP Meeting Minutes
I.B.3_EV16_2016 Fact Book
I.B.3_EV17_2017 Fact Book
I.B.3_EV18_SS Website scorecard link

I.B.4_EV1_IPR Template

I.B.4_EV2_NIPR Template
I.B.4_EV3_2017-2018-Planning Hbk
I.B.4_EV4_2018-19 IPR Handbook
I.B.4_EV5_2015 NIPR Handbook
I.B.4_EV6_2018 AJ IPR, SLOs pg 10-12

I.B.5_EV1_2018-19 IPR Handbook
I.B.5_EV2_2015 NIPR Handbook
I.B.5_EV3_IPR Template
I.B.5_EV4_NIPR Template
I.B.5_EV5_2018 Natural Science IPR
I.B.5_EV6_Example IPR DATA_2019

I.B.6_EV1_ Example IPR DATA 2019
I.B.6_EV2_LCC Student_Equity_Plan
I.B.6_EV3_LCC_2018_19_SEA_Report
I.B.6_EV4_IE_Flex Aug 2019
I.B.6_EV5_IPR - SLOs Presentation 2019
I.B.6_EV6_IPS - SLOs Presentation 2020
I.B.6_EV7_Flex Agenda Spring 2020

I.B.7_EV1_BP2410
I.B.7_EV2_AP2410
I.B.7_EV2a_Participatory Gov Handbook
I.B.7_EV2b_2019-2020 Planning Handbook
I.B.7_EV3_BOT 5-14-19 Item 5
I.B.7_EV4_ BOT 2-13-18 item 6
I.B.7_EV5_BOT 3-13-18 item 6
I.B.7_EV6_BOT Policy Meeting 1-9-18 item 5
I.B.7_EV7_ AS Meeting 4-9-19 items 3, 4
I.B.7_EV8_AS Meeting 9-25-18 items 2-4
I.B.7_EV9_AS Meeting 8-28-18 items 4-6
I.B.7_EV10_CC Agenda 6-10-19 item 2

I.B.8_EV1_2019 Accrediation Survey
I.B.8_EV2_2019 Accrediation Survey_Students
I.B.8_EV3_Edoptics survey report
I.B.8_EV4_2017-2018 EvaluationSurveyResults-All
I.B.8_EV5_2019 ACCJC Annual Report
I.B.8_EV6_LCC Midterm_Report-2017
I.B.8_EV7_LCC Local Vision Goals
I.B.8_EV8_LCC_2018_19_SEA_Annual_Report
I.B.8_EV9_Board Doc Committees Screen shot
I.B.8_EV10_2019-2024 LCC CIMP

I.B.9_EV1_Integrated Planning chart

I.B.9_EV2_2017-2018-Planning Handbook
I.B.9_EV3_Budget Prioritization 2018-19

C. Institutional Integrity

1. *The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)*

Evidence of Meeting the Standard

The clarity, accuracy, and integrity of information related to the mission statement, learning outcomes, educational programs, and student support services is assured through the use of governance committees and processes. Consultation Council reviews the mission statement and makes recommendations to the governing board. (EV1) Personnel ensure that campus publications, including the website, catalog, and informational materials, are updated following board approval of revisions to the Mission statement.

Revisions to student learning outcomes are made by the Curriculum/Academic Standards committee with all records being maintained by the curriculum technician in the Office of Academic Services. (EV2) The curriculum technician updates SLOs (student learning outcomes) on the website following any revisions. Staff in the Office of Academic Services reviews syllabi submitted by instructors at the beginning of each semester to ensure that information, including course descriptions and student learning outcomes, is consistent with information on the approved course outline of record. Review of course syllabi also occurs as part of the faculty evaluation process through faculty materials review. (EV3)

Like SLOs, all records of educational program approval is maintained in the Office of Academic Services. College catalogs available both online and in print are updated annually to reflect curriculum changes. (EV4) Promotional materials for educational programs are reviewed for accuracy and effectiveness as part of program reviews, completed every two years for career technical education programs and every four years for all other instructional programs. (EV5, EV6)

Accreditation information is available to the public on the college website. (EV8) This information includes a record of all reports submitted to the Commission, all letters received, and the current accreditation status of the institution. Current accreditation status is also found in the college catalog (EV7) and listed on the ACCJC website (EV9).

Analysis and Evaluation

The College meets the standard and eligibility requirement. The clarity, accuracy, and integrity of information provided to students, personnel, and all persons or organizations related to its

Mission statement, learning outcomes, educational programs, and student support services is assured through established verification processes. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.

2. *The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements". (ER 20*)

Evidence of Meeting the Standard

The LCC Catalog is reviewed and published annually by the Academic Services Office. It is available online through the College website, as well as in print form by request to the Academic Services Office (EV1, EV2, EV3, EV4). It contains precise, accurate and current information on all facts, requirements, policies and procedures. In addition, it details all programs and services, provides a current academic year calendar, contains course descriptions for all courses, and lists all faculty, staff, administration and the board of trustees. It is a comprehensive resource of College information.

CATALOG REQUIREMENTS			
1. General Information:	***Page(s)***		
	2017-2018	*2018-2019*	*2019-2020*
Official Name	Every page (footer)	Every page (footer)	Every page (footer)
Address(es)	inside back cover	inside back cover	inside back cover
Telephone Number(s)	inside back cover	inside back cover	Inside back cover
Website Address of the Institution	every page (footer)	every page (footer)	every page (footer)
Educational Mission	2, 4	2, 4	2, 4
Representation of Accredited status with ACCJC	5	5	5
Representation of Accredited status with programmatic accreditors (if any)	N/A	N/A	N/A
Course , Program, and Degree Offerings	32-36	32-36	31-35
Student Learning Outcomes for Programs and Degrees	37-91	37-88	36-86
Academic Calendar	Inside front cover	Inside front cover	Inside front cover
Academic Program Length	37-91	37-88	36-86
Academic Freedom Statement	15	15	15
Available Student Financial Aid	9, 27, 28, 29	9, 27, 28, 29	9, 27, 28, 29
Available Learning Resources	15, 23, 24, 25	15, 23, 24, 25	14, 23, 24, 25
Names and Degrees of Administrators and Faculty	146-148	140-142	141-143
Names and Governing Board Members	146	140	141
2. Requirements:	**Page(s):**		
	2017-2018	*2018-2019*	*2019-2020*
Admissions	7, 11, 12, 23	7, 11, 12, 23	7, 11, 12, 22

Student Tuition, Fees, and Other Financial Obligations	11, 12, 14, 17, 28	11, 12, 13, 28	10, 11, 12, 27
Degree	32, 33	32, 33	31, 33
Certificates	32, 33, 34, 35	32, 33, 34, 35	31, 32, 33, 34
Graduation	18, 33	18, 33	17, 32
Transfer	7, 8, 24, 34	7, 8, 26, 34	7, 8, 25, 33
3. Major Policies & Procedures Affecting Students:	**Page(s):**		
	2017-2018	*2018-2019*	*2019-2020*
Academic Regulations (Policies), including Academic Honesty (Students Rights, Freedoms & Responsibilities)	15, 20	15-19, 20	14-20
Nondiscrimination	3	3	3
Acceptance and Transfer Credits	7, 8, 10, 11, 34, 35	7, 8, 11, 34, 35	7, 8, 10, 11, 33, 34
Transcripts	8, 12	8, 12	8, 11, 12
Grievance and Complaint Procedures	21	21	20-21
Sexual Harassment	22	22	22
Refund and Fees	11, 12, 13, 14, 18	12, 13, 14, 18	10, 11, 12, 13,17
4. Locations or Publications Where Other Policies May Be Found:	**Page(s):**		
	2017-2018	*2018-2019*	*2019-2020*
College Website (LCC.com), BoardDocs (Chapters 4, 5 & 6)	X	X	X

Analysis and Evaluation

The College meets the standard. Annual review and updates ensure that information contained in the catalog is current. The *LCC Catalog* provides thorough and up to date information on college programs, student services, and policies affecting students. It serves as the primary source of information about the College for current and prospective students and is widely available.

3. *The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)*

Evidence of Meeting the Standard

Lassen College disseminates information regarding student learning outcomes and student achievement. Student Success Scorecard data is available through the College's homepage. (EV1) This information, (as well as Vision for Success Goals) is presented to the Board of Trustees annually. (EV2, EV3) Incorporation of Vision for Success Goals has also been discussed with Consultation Council and Academic Senate. (EV3a) CTE Program specific success, such as licensure pass rates, are accessible from program pages. (EV4) Student Learning Outcomes are identified in course outlines of record, and Program Learning Outcomes are discussed in Instructional Program Reviews (IPRs) where they are linked to the College Mission and Strategic Goals.

Student Learning Outcome (SLO) and Administrative Unit Outcome (AUO) Mapping is available on the SLO web page (EV5) which is linked to the Institutional Effectiveness webpage found in the College portal (EV6). SLO mapping links course SLOs to Institutional and General Education SLOs (EV7). AUO mapping links department AUOs to Institutional Student Learning Outcomes and Strategic Goals.

IPRs serve as a primary vehicle for the presentation of comprehensive student learning outcomes, retention, success, and award data. Instructional Program Reviews are scheduled every 4 years for Transfer-only Special Academic programs, and every 2 years for Career/Technical Programs. (EV8) Timeline and procedures for IPR development are outlined in the IPR Handbook. (EV9)
The President's Office monitors the program review process and is tasked with assuring completion of program reviews according to their scheduled rotation. (EV10) Required IPR data, and the process by which it is to be collected and disseminated, is identified in the IPR Handbook. (EV11) Completed IPRs are presented to Academic Senate, where upon review they are forwarded to Consultation Council where they are reviewed and presented to the Board of Trustees. (EV12, EV13, EV14) Non-Instructional Program Reviews are reviewed at Cabinet, then submitted to Consultation Council and forwarded to the Board of Trustees. (EV14a)

Recommendations from approved program reviews become part of the institutional planning process. Board of Trustees approved Instructional Program Reviews, Non-Instructional Program Reviews and annual updates are found on the Institutional Effectiveness page in the College Portal (EV15). Historic, and scheduled program reviews are linked from the Planning webpage on the College website (EV16). The College is moving toward the use of Infomagnus with the intention that it will increase the accessibility and analysis of all data related to Instructional Program Reviews and Equity (EV17).

Analysis and Evaluation

The College meets the standard. The college has established procedures for the documentation and assessment of student learning and evaluation of student achievement. Information available includes Student Success Scorecard and licensure pass rates. Instructional Program Reviews serve as a primary vehicle to disseminate comprehensive student learning and achievement data. IPRs are reviewed by Academic Senate, and Consultation Council where dialogue occurs regarding student learning and achievement. After review, IPRs are approved by the Board of Trustees. Instructional Program Reviews are not consistently completed in adherence to established timelines. Numerous Instructional and Non-Instructional Program Reviews are out of date. With multiple changes in the Chief Instructional Officer and Director of Institutional Effectiveness positions since the last institutional self-evaluation, the college has struggled to maintain the IPR and NIPR schedules and adequately orient faculty, many of whom are new to the IPR/NIPR process. IPR data is inconsistently available to faculty completing IPRs. It is intended that Infomagnus address data shortfalls currently experienced.

4. *The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.*

Evidence of Meeting the Standard

The *College Catalog,* available online and in print, provides program descriptions that detail certificates and degrees in terms of their purpose, content and expected learning outcomes. Each program description includes career options, program highlights, and available degrees and certificates. (EV1) Corresponding program learning outcomes are identified along with a listing of required courses. Transfer requirements are listed for Associate Degree for Transfer programs. For programs where specific admission requirements exist, prerequisites are listed in program description. (EV2, EV3)

Course outlines of record, available on the College website, contain student learning outcomes which are a required element of course syllabi listed in the Syllabus Checklists for all modes of instruction including classroom, online, and correspondence. (EV4, EV5, EV6) Course syllabi are submitted to the Academic Services Office each term and reviewed to ensure inclusion of required elements.

Analysis and Evaluation

The College meets the standard. The *College Catalog* clearly describes its certificates and degrees, including expected program learning outcomes and program specific admissions requirements. This information is updated annually with each catalog publication.

5. *The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.*

Evidence of Meeting the Standard

BP and AP 2410 dictate College processes for review of policy and procedure. (EV1, EV2) All Governing Board policies are reviewed on a continual basis by the Board Policy Subcommittee. (EV3) The College subscribes to the Community College League of California's policies and procedures service to maintain currency on legislative changes necessitating policy or procedure revision, and to be informed of best practices. Once a new or revised policy or procedure is approved, it is uploaded to the BoardDocs public website. This process is managed by the Office of the Superintendent/President.

Policies and procedures that are printed in the *College Catalog* are reviewed annually in preparation for the publication of the new catalog. (EV4) The review committee consists of division chairs, administrators, and other key personnel. Instructors review promotional materials as part of their I.P.R process, every 4 years for transfer programs and every two years for CTE programs. (EV5)

Analysis and Evaluation

The College meets this standard. As dictated by BP and AP, policies and procedures are scheduled for regular review and update. Once approved, they are posted publically on the

BoardDocs public website. The *College Catalog* is reviewed for currency before its annual publication, and instructors review promotional materials as part of their I.P.R process.

6. *The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.*

Evidence of Meeting the Standard

The College Catalog provides students, and prospective students information regarding the estimated cost of attendance at Lassen College including tuition and fees, books and supplies, food, housing, transportation and personal expenses. (EV1) Program web pages for CTE programs with gainful employment data show program specific information regarding total costs for books and supplies, and tuition and fees, as well as time to completion which can impact cost of attendance. (EV2, EV3) Course descriptions linked to the online class schedule list the fees of texts and materials related to each course. (EV4) The Housing Application, available on the College website, shows fees for the Residence Hall. (EV5) Fees for international students are discussed in the International Student Application which is also available online. (EV6)

Analysis and Evaluation

The College meets this standard. The *College Catalog,* program pages, and course schedule available on the college website provide comprehensive information for current and prospective students regarding tuition, fees, textbooks and materials. Estimated costs for food, housing, transportation and personal expenses are charted in the estimated cost of attendance listed in the *Catalog*, whereas specific Residence Hall fees are detailed in the Housing Application and fees for international students are listed in the International Student Application. Together, these resources provide the necessary information for students to determine the total cost of attending Lassen College.

7. *In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)*

Evidence of Meeting the Standard

The College has a Board Policy addressing Academic Freedom. (EV1) This policy is available through Board and listed in the College Catalog. (EV2) The policy demonstrates the Governing Board's recognition of the importance of Academic Freedom in academic pursuits and its commitment to supporting the tenants of such, including the need for faculty to be, "free to think and express ideas, free to select and employ materials and methods of instruction, free from undue pressures of authority, and free to act within the teachers' professional group". These rights are contractually recognized in Article 21 of the collective bargaining agreement between the district and Lassen College Faculty Association. (EV3)

Analysis and Evaluation

The College meets the standard. LCC has established Academic Freedom Board Policy which is available through BoardDocs as well as the College Catalog.

8. *The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.*

Evidence of Meeting the Standard

Lassen College publishes clear policies and procedures that promote honesty, responsibility and academic integrity. The Board of Trustees, administration, faculty, management, classified staff and ASB officers have adopted codes of ethics that define the guiding principles each respective constituency group supports. (EV1, EV2, EV3, EV4, EV5, EV6) These codes of ethics are found on the governance page of the college website. (EV7) The Board of Trustees incorporates their code of ethics with their standards of practice listed in BP 2715. (EV8) Conflicts of interest for members of the Board of Trustees are defined, and appropriate actions to be taken in such circumstances are identified, in BP 2710. (EV9) Ethical infractions impacting employment status are identified in AP 7360 which addresses employee discipline and dismissal. (EV10)

Student rules of conduct and disciplinary procedures are outlined in the catalog. (EV11) This information is shared with new students as a component of orientation. Academic honesty, and consequences for dishonesty, are addressed in the LCC honor code. (EV12) Some faculty include the honor code with their course syllabus. The Faculty Handbook provides faculty with guidance as to the application of tenants of the honor code. (EV13)

Analysis and Evaluation

The College meets the standard. The College has established codes of ethics for all constituency groups that promote honesty, responsibility and academic integrity. Policies are in place to that address the consequences of violations pertaining to student behavior, employee performance and acts of academic dishonesty.

9. *Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.*

Evidence of Meeting the Standard

Board Policy 4030: Academic Freedom provides the framework for faculty to distinguish between personal conviction and professionally accepted views in a discipline. (EV1) This policy balances the right of faculty to express personal opinions while adhering to high standards of critical inquiry and analysis. The policy states that "such freedom should be judiciously and prudently to the end that it promotes the free exercise of intelligence and student learning."

Further guidance on this practice is identified for faculty in the Faculty Handbook. (EV2, EV3) This standard must be adhered to and exercised within the law and the basic ethical responsibilities of the teaching profession. (EV4) Article 21 of the Lassen College Faculty Association Collective Bargaining Agreement contractually outlines the protections and responsibilities of faculty with regard to academic freedom. (EV5) The Faculty Code of Ethics supports the faculty's responsibly to practice intellectual honesty. (EV5a) Faculty are supported in this endeavor by periodic evaluations in which both students and peer faculty members are given the opportunity to comment on the instructor. (EV6, EV7, EV8)

Analysis and Evaluation

The College meets the standard. Board policy, ethics, handbook guidelines and contractual obligation, provide clear guidelines for faculty to follow in distinguishing between personal conviction and professionally accepted views. Evaluation practices provide opportunity for peer review and student input as to views, opinions, content and data shared by instructors as part of their course content. Any concerns that arise in the faculty evaluation process can be addressed as opportunities for growth and further professional development.

10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

Lassen College requires staff, faculty, administrators and students to conform to specific codes of conduct only in limited circumstances. Athletic coaches must conform to conduct requirements established by the Golden Valley Conference. (EV1) To accomplish this, the Coaches Code of Ethics is discussed annually, usually in July, at the coaches' in-service training. Lassen College employees who enter a California Department of Corrections facility, are required to read and acknowledge their understanding of regulations pertaining to conduct and association with prison inmates. (EV2) Gunsmithing program faculty, instructional assistants and program visitors' conduct is regulated by AP 3530 with regard to how weapons are handled on campus. (EV3) These procedures are discussed and distributed during the Gunsmithing program orientation. Copies of AP 3530 are also available in the Gunsmithing Office. The Licensed Vocational Nursing program details the behavioral expectations of nursing students in their Student Handbook which is distributed and discussed in the Nursing Student Orientation. (EV4)

Analysis and Evaluation

The College meets the standard. Where staff, faculty, administrators or students are required to conform to specific codes of conduct, these individuals are notified in writing of the respective requirements that they must adhere to.

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

The institution does not operate in foreign locations.

Analysis and Evaluation

The institution does not operate in foreign locations; this standard does not apply.

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

Board Policy 3200 and Administrative Procedure 3200 affirm the district's commitment to meeting accreditation eligibility requirements and accreditation standards (EV1, EV2). The college maintains accreditation communications between the district and the Commission on its accreditation webpage (EV3). Here, on this publicly viewable site, the College's current accreditation status is listed as well as annual reports, self-evaluations, midterm reports, follow up reports, substantive change proposal actions, team reports and action letters. This is a comprehensive collection of accreditation documents listing back to 2008. This history of interaction demonstrates the District's timely response when directed to act by the Commission.

Analysis and Evaluation

The College meets the standard but improvement is needed. LCC consistently responds to Commission directives in a timely manner. The accreditation webpage provides current accreditation status, as well as serving as a historical repository of accreditation documents available to the public.

Issues relating to the timely submission of Substantive Change Reports (SCR's) have surfaced, largely attributable to a lack of stability in the staffing of educational administrator positions within the Office of Instruction—the office has had nine different Chief Instructional Officers (CIO) in the last eight years, along with a consistent failure to staff subordinate educational administrator positions within that same office. Consequently, improvement is needed in (1) the timely submission of substantive change reports (we currently have five new Associate Degrees for Transfer and the closure of the Public Safety Training Center for which no SCR has been submitted), and (2) in bringing stability and longevity to the staffing of administrator positions within the Office of Instruction. These improvement needs are reflected in the improvement plan matrix for this standard.

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

Lassen College maintains positive relationships with external agencies. A consistent message regarding accreditation status is reported both through the college website and the College Catalog to students and the public. (EV1, EV2) Communications with ACCJC are posted on the College website. (EV3) In addition to accreditation through ACCJC, the College maintains program accreditation and/or course authorization or certification through the following entities:

Board of Vocational Nursing and Psychiatric Technicians (EV4)
California Department of Public Health (EV5)
Northern California EMS, Inc. (EV6)
NRA (EV7)
POST (EV8)
ASE Education Foundation (EV9, EV9a)
National Wildfire Coordinating Group (EV10)
California State Fire Marshal (EV11)

Analysis and Evaluation

The College meets the standard. LCC consistently and accurately communicates its accreditation status to the public through the College website and College Catalog. Furthermore, the College maintains positive relationships with external agencies whereby it complies with regulations and statutes in accordance with offering specialized training programs to students.

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

Lassen College is part of the California Community College system. As a public institution it does not generate financial returns for investors, contribute to a related parent organization or support external interests. Through its Integrated Planning Process the College ensures its commitment to high quality education, student achievement and student learning. The planning and budget development process begin with instructional and non-instructional program reviews. (EV1) Instructional Program review gives priority to educational considerations over cost considerations without ignoring cost considerations. (EV2) Recommendations from program reviews become part of the Comprehensive Institutional Master Plan which guides the budget prioritization process detailed in the Planning and Budget Development Handbook. (EV3) Budget guidelines and priorities stated within the Planning and Budget Development Handbook

focus budget development towards alignment with the Strategic Plan and accomplishment of Strategic Goals. (EV4)

Analysis and Evaluation

The College meets the Standard. The Strategic Plan which is built upon the values of honesty, integrity, student focus, educational excellence and student success, serves as the cornerstone of planning and budget development.

Conclusions on Standard I.C. Institutional Integrity

Overall, Lassen Community College meets this standard. There are however certain areas identified for improvement, all of which are reflected in the Improvement Plan(s) matrix below.

Improvement Plan(s)

Change or Improvement	Standards	Responsible Parties/Committees	Timeline	Anticipated Outcome
Consistently offer IPR Orientations	I.C.3	Chief Instructional Officer Academic Senate Institutional Researcher		More thorough data analysis in IPR, timely IPR submission and integration into planning processes
Timely delivery of required IPR data to faculty	I.C.3	Institutional Researcher		
Consistently post approved IPRs and NIPRs in one location online that is accessible to the public	I.C.3	Institutional Researcher		IPRs and NIPRs available to campus constituencies and the public
Substantial Change indicators need to be embedded into planning process to flag ALO	I.C.12	Curriculum Committee (embed in Curriculum process – Handbook Revision / Proposal forms/packets), CIO, ALO – Completes		Substantive Changes needed for curriculum completed in a timely manner

		subchange inquiry form: https://accjc.org/forms/substantive-change-inquiry-form/, Division Chairs, Consultation Council		
Staff educational administrator positions within the Office of Instruction in a manner that brings long-needed stability and longevity to those positions.	I.C.12	CEO	Ongoing	Stable and long-term staffing in the administrator positions of the Office of Instruction

Evidence List

I.C.1_EV1_CC Agenda-6-26-18 item 2
I.C.1_EV2-CC Agenda 9-3-19 SLO
I.C.1_EV3_Faculty Materials Review
I.C.1_EV4_College Catalogs online
I.C.1_EV5_IPR Template Sec 1-I-d
I.C.1_EV6_IPR Handbook
I.C.1_EV7_2019-2020 LCC Catalog
I.C.1_EV8_LCC website-Accreditation
I.C.1_EV9_LCC status ACCJC website

I.C.2_EV1_College Catalogs on website
I.C.2_EV2_ LCC 2019 - 2020 Catalog
I.C.2_EV3_LCC 2018 - 2019 Catalog
I.C.2_EV4_LCC 2017 - 2018 Catalog

I.C.3_EV1_2018 Student Scorecard
I.C.3_EV2_BOT Minutes 5-14-19
I.C.3_EV3_BOT Minutes 4-10-18
I.C.3_EV3a_CC Agenda 5-13-18
I.C.3_EV4_LVN Pass Rate_1-1-18_6-30-18
I.C.3_EV5_SLO Web Page
I.C.3_EV6_SLO Mapping-ENGL 1
I.C.3_EV7_AUO-Academic Services
I.C.3_EV8_IPR Handbook - IPR Cycles
I.C.3_EV9_ IPR Handbook-Timeline
I.C.3_EV10_2019-2020 Planning Handbook-p.3

I.C.3_EV11_IPR Handbook p5
I.C.3_EV12_AS Agenda 10-8-19
I.C.3_EV13_CC Agenda-IPR info
I.C.3_EV14_BOT Agenda 4-9-19
I.C.3_EV14a_ NIPR Handbook p2
I.C.3_EV15_LCC Portal-IE-IPRs - NIPRs
I.C.3_EV16_ LCC Website-Planning-IPRs
I.C.3_EV17_IE website p3

I.C.4_EV1_LCC 19-20 Catalog AJ
I.C.4_EV2_LCC 19-20 Catalog-Nursing
I.C.4_EV3_ LCC 19-20 Catalog-Gunsmithing
I.C.4_EV4_Syllabus Check List-Classroom
I.C.4_EV5_Syllabus Check List-Online
I.C.4_EV6_Syllabus Check List-Correspondence

I.C.5_EV1_BP2410
I.C.5_EV2_AP2410
I.C.5_EV3_BOT 5-14-19 Item 5
I.C.5_EV4_ Catalog Review Request
I.C.5_EV5_IPR Handbook p. 15

I.C.6_EV 1_LCC 19-20 Catalog p.27-28
I.C.6_EV 2_AJ, Gainful Employment Disclosure
I.C.6_EV 3_Gunsmithing Gainful Employment Disclosure
I.C.6_EV 4_course description
I.C.6_EV 5_Residence Hall fees
I.C.6_EV 6_International Student Application-fees

I.C.7_EV1_BP 4030
I.C.7_EV2_LCC 19-20 Catalog
I.C.7_EV3_17-20 LCFA CBA

I.C.8_EV1_BOT COE
I.C.8_EV2_COE Admin
I.C.8_EV3_COE Faculty
I.C.8_EV4_COE Management
I.C.8_EV5_COE Classified
I.C.8_EV6_COE ASB
I.C.8_EV7_LCC webpage COE
I.C.8_EV8_BP 2715 COE
I.C.8_EV9_BP 2710
I.C.8_EV10_AP 7360
I.C.8_EV11_LCC 19-20 Catalog
I.C.8_EV12_LCC Honor Code
I.C.8_EV13_Faculty Handbook

I.C.9_EV1_BP 4030
I.C.9_EV2_Faculty Hdbk- Academic Freedom
I.C.9_EV3_Faculty Hdbk-Academic Freedom and Ed Responsibility
I.C.9_EV4_BP 2410
I.C.9_EV5_LCFA CBA p65
I.C.9_EV6_BP 7150
I.C.9_EV7_LCFA CBA-Student Surveys
I.C.9_EV8_ LCFA CBA - Faculty Visit forms

I.C.10_EV1_Coaches COE
I.C.10_EV2_CA Prison Conduct
I.C.10_EV3_ AP 3530
I.C.10_EV4_ LVN Student Handbook

I.C.12_EV1_BP 3200
I.C.12_EV2_AP 3200
I.C.12_EV3_Accreditation Overview

I.C.13_EV1_LCC website
I.C.13_EV2_19-20 LCC Catalog
I.C.13_EV3_LCC website-Accreditation Overview
I.C.13_EV4_BVNPT p13
I.C.13_EV5_Medical Assisting
I.C.13_EV6_N CA EMS_approval
I.C.13_EV7_NRA
I.C.13_EV8_LCC POST p3-4
I.C.13_EV9_LCC-AT-Subaru U
I.C.13_EV9a_Auto ASE Ed approval p2
I.C.13_EV10_Course Outline FS70B
I.C.13_EV11_Course Outline FS57

I.C.14_EV1_19-20 Planning Handbook process
I.C.14_EV2_LCC IPR Handbook
I.C.14_EV3_19-20 CIMP
I.C.14_EV4_ 19-20 Planning Handbook-Budget

LASSEN COMMUNITY COLLEGE

Standard II

Student Learning Programs and Services

Self Evaluation Report of Educational Quality and Institutional Effectiveness

Standard II
Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

Self-Evaluation Team Members

Dr. Trevor Albertson, Co-Chair
Administrator, Dean Instructional Serv.

Dana Armeson
Manager, Correspondence Tech.

Colleen Baker
Faculty, History

Angela Barrier
Classified, Financial Aid Tech III

Carie Camacho
Faculty, Sociology

Heather Del Carlo
Classified, Prog. Assist. CalWORKS

Cathy Harrison
Classified, AAII, Counseling

Sandy Jonas
Classified, Assessment Tech

Randy Joslin
Manager, Dir. Institutional Effectiveness

Sue Kelley
Classified, Inst. Support Tech

Kory Konkol
Faculty, Welding Technology

Amy Langslet
Manager, Coord. Inmate Pilot Program

Cory McClellan
Faculty, English

Natalia McClellan
Faculty, Mathematics

Janet Marinoni
Faculty, Counselor AEBG

Jo Mata,
Classified, Bookstore Operations Tech

KC Mesloh
Classified, Transfer Spec. Assist.

Shar Murphy
Faculty, Dir. Academic \ Resource Cntr

Christi Myers
Faculty, Dir. Nursing/ Nurse Instr.

Motare Ngiratmab
Classified, Academic Advisor/ Spec Prog.

Fran Oberg
Confidential, Executive Assist. I-Academics

Fran Oberg
Confidential, Executive Assist. I-Academics

Carl Oberriter
Classified, ISS III - Business

Jeff Owens
Faculty, English

Anna Pasqua
Classified, Inst. Site Admin Coord.

Jennifer Pusatero
Classified, CD Associate Teacher

Laura Rotlisberger
Faculty, English

Adam Runyan
Faculty, Counseling

Andy Rupley
Faculty, Business

Alison Somerville, Co-Chair
Faculty, Counseling

Crystal Tobola
Faculty, Biology

Aaron Vial
Classified, Financial Aid Tech II

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

1. *All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)*

Evidence of Meeting the Standard

The College is committed to providing high quality instructional programs through a continuous cycle of review and assessment that meets its commitment to fulfill its mission. Appropriateness to higher education and culmination of student attainment of identified student learning outcomes and achievement of degrees, certificates, employment, or transfer is ensured by multiple methods: regular curriculum development and review, program review, advisory committee input, and student learning outcome assessment.

As a comprehensive community college, LCC offers quality instruction in basic skills, career technical, and transfer education. With the implementation of AB 705, Lassen College removed all basic skills classes other than one level below transfer and added a one unit support course at the transfer level. Course selection in degree applicable courses can lead to useful certificates, associate degrees and transfer opportunities.

During the Instructional Program Review (IPR) process the relationship between the program and the Strategic Plan, specifically the mission of the College, is analyzed. (EV1, EV2) Significant data is provided to program staff for consideration during the production of their IPR. (EV3) The IPR process provides for the analysis and comparison of student learning outcome assessment results from various levels: institutional, degree/certificate and course. The analysis combined with the results of the student surveys provides the opportunity for determining the effectiveness of the program at meeting student needs. The process further provides for the linkage between student learning outcome assessments and planning and budget allocation.

All proposed new courses require documentation of the relationship of the new course to the LCC mission. The documentation is provided on the "Justification of New Course Form." The

complete new course development process is found in the Curriculum/Academic Standards Committee Handbook. (EV4) Each course is separately reviewed and approved by the Curriculum/Academic Standards Committee and subsequently the Academic Senate and Governing Board for each mode of delivery (i.e. traditional, online, hybrid, or correspondence delivery). (EV5, EV6, EV7, EV8, EV9) Various sections of the same course are all taught to the same course outline of record. The course outline of record includes the approved SLOs for the course. As part of the faculty evaluation process for both full-time and adjunct faculty on and off-campus, the individual class syllabi are compared to the course outline of record to affirm course consistency. Faculty are also evaluated for each modality being taught. (EV10)

Career Technical Education (CTE) programs have advisory committees, which meet regularly to make recommendations on revising and updating program courses, certificates and degrees. In 2019, the district was awarded a CVC-OEI Grant to allow expansion of our online certificate offerings in CTE. Although not required, the grant allows us the opportunity to utilize the OEI rubric for our online courses that will be developed under the grant. Most CTE program advisory committees meet twice each academic year to review currency and student achievement data and to make recommendations for program improvements. (EV11)

AP4105 requires that distance education courses are approved utilizing the same criteria required for all other courses. This criteria includes both quality standards and instructor contact specifications. (EV12) In addition to AP4105, which is available through BoardDocs, these expectations are communicated through the Curriculum Handbook and Faculty Handbook. (EV13, EV14)

The Handbook for Online Instructors details district expectations for regular and effective contact including student-to-student interaction, instructor-to-student (group) interaction, and instructor-to-student (individual) interaction. (EV15) Lassen College currently utilizes Canvas as its learning management system. Canvas provides student-to-student interaction opportunities and student(s) and instructor interaction opportunities through emails, discussions and announcements. Students access their courses in Canvas through their student portal which requires a student login and password.

The Distance Education Committee is in the process of reviewing and updating the Handbook for Online Instructors to forward to the Academic Senate for approval. Distance Education Committee and Senate discussion regarding Handbook revision have included the recommendation of incorporating the CVC-OEI Course Design Rubric in the Handbook detailing best practices beyond the current Handbook language. (EV16, EV17) Currently Distance Education Committee members are in the process of completing Peer Online Course Review (POCR) training to build robust course review practices with the intention of providing online instructors with feedback on course improvement to build their courses to meet standards stated in the Online Instructor Handbook. Over-time, as local course review identifies courses that appear aligned with CVC-OEI standards, opportunities will be explored for submission for consideration as CVC-OEI courses. Campus trainings are offered to support online instruction, which include content related to communication in an online format and substantive interaction. (EV18, EV19, EV20) Faculty Community of Practice monthly meetings periodically cover related topics in a formal manner, but are also designed to allow for free and open discussion amongst colleagues to discuss instructional issues. (EV21) Contact expectations for

correspondence instruction are outlined in the Handbook for Correspondence Instructors. (EV22) Faculty Orientations held at the beginning of Fall terms provide opportunity for administration to communicate instructional expectations to faculty. (EV23, EV24, EV25)

Analysis and Evaluation

The College meets the standard and the eligibility requirements. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission. Further, instructional programs are appropriate to higher education and culminate in student attainment of identified student learning outcomes and achievement of degrees, certificates, employment, or transfer.

Appropriateness of instructional programs to the mission and to higher education is reviewed through the curriculum development process as well as through program review and advisory committees. During the curriculum development process, consideration of consistency to the Lassen Community College mission is required. Further, appropriateness to higher education is demonstrated through articulation agreements for transfer-related programs or demonstrated need for employment for career technical education programs.

Student learning outcomes have been identified for all instructional programs and are assessed regularly through linkages to course level student learning outcomes. A review and analysis of student achievement of degrees, certificates, employment, or transfer is completed within each instructional program review.

2. ***(Applicable to institutions with comprehensive reviews scheduled through Fall 2019.[1])*** *Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.*

   (Applicable to institutions with comprehensive reviews scheduled after Fall 2019.) *Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.*

Evidence of Meeting the Standard

At Lassen College, all academic programs conduct Instructional Program Reviews (IPR). For academic instructional programs, these reviews occur every four years. For programs in Career

[1] The Commission acted to modify the Standard during its January 2018 Board of Directors meeting.

Technical Education (CTE), these reviews occur every two years. These processes are driven by the IPR handbook, which is a product of the Academic Senate. (EV1) As a result, these reports are faculty driven—though the initial requirement for these reports is the result of accrediting body requirements.

Additionally, each faculty member's delivery of curriculum is evaluated on a regular basis. For new, full-time tenure track faculty members, evaluations are conducted on an annual basis. For tenured faculty, reviews are conducted every three years, and the same holds true for adjunct faculty. Full time temporary faculty evaluations are conducted every year and then each third year thereafter. This last category of faculty, however, are extremely rare at Lassen College. Adjunct faculty are evaluated within the first three semesters after initial employment and then every third semester of employment. (EV2) Taken on the whole, this approach forms a very robust evaluative program for each of the teaching populations at Lassen College. One weakness of this process, however, is that is can become burdensome on those individuals charged with conducting the reviews. The frequency of reviews, combined with the relatively small size of the college—and hence the small pool of available reviewers—means that the same individuals are constantly engaged in the process. On the other side of the equation, however, the vigorous nature of the evaluation program ensures excellent instruction is being offered to students at Lassen College.

Finally, CTE programs are guided by Advisory Committees comprised of local industry leaders and experts in the field. The committees serve to provide strategic level guidance on the development, progression, and shaping of CTE programs. At the same time, the committees offer a connection for future employment of students in their chosen field. (EV3, EV4, EV5)

Analysis and Evaluation

In all, Lassen College's academic and CTE programs are evaluated and guided by strong and useful processes that ensure high quality curriculum. The IPR process provides faculty an opportunity to voice their successes, concerns, and needs. As a result, this process also serves as an avenue for informing the administration of these matters and involving all parties in possible resolutions.

This does not mean, however, that the execution of this process by Lassen College is perfect. One of the major faults of this process has been the lack of timeliness in the completion of IPRs. A number of the reports are one or more years behind. The instability in the Office of Instruction has impeded the consistent/regular communication and dedication to completion of these reviews in a timely fashion.

Taken on the whole, however, the process by which the college abides does provide a good conduit for evaluation and improvement. Both faculty and programs have a regular process for review, and continual oversight by administrators and faculty ensure strong curricular outcomes and instructional delivery. As a result, Lassen College presents to its students and members of the campus community a legitimate and meaningful educational program that contribute to the overall wellness of the service area and all of those accessing the services of the campus.

3. *The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.*

Evidence of Meeting the Standard

The most direct evidence of a meaningful process of identification and assessment of learning outcomes for instructional programs at Lassen College is via the evaluation of the Student Learning Outcomes (SLOs). This process is outlined in the Faculty Handbook. (EV1)

Analysis and Evaluation

Lassen College meets this standard. LCC's internal review process for SLOs remains a meaningful one that is undergirded by a format that ensures accuracy and pertinence. Each course has its own SLO's which are developed by faculty who teach that course. (EV2, EV3, EV3b) The SLO, included in the outline, are reviewed and approved by the Curriculum Committee and noted in the syllabus per AP 4023. (EV4) Each instructor, excluding those who teach for our incarcerated programs, have been given a Canvas shell to post their syllabus, including the SLOs. At the beginning of each semester the instructor decides which SLO they are going to access. At the conclusion of the course, the instructor completes the SLO Form. (EV5) At the end of the semester the completed form is sent to the Curriculum Specialist to load the information into a spreadsheet. (EV6) Additionally, the Office of Institutional Research and Effectiveness provides oversight of the process, evaluates data provided by the Office of Instruction, and coordinates the means by which such data is employed in Institutional Program Reviews.

In terms of the connection between Learning Outcomes and course outlines, the Office of Instruction ensures that course outlines include SLOs. These course outlines are approved by Curriculum Committee (a faculty senate committee) and this ensures a consultative process. As a result, the end product for guiding a particular course is well balanced and faculty driven.

In an aggregate sense, the effort on the part of Lassen College to assess learning outcomes for its modalities of instruction is strong. The college's collection, review, and analysis process—and individual processes—are responsibly constructed and provide that the larger goal of ensuring vitality and rigor in the curriculum are met.

4. *If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.*

Evidence of Meeting the Standard

Lassen College is aware that part of the mission is to serve students who need to strengthen their basic skills as referenced in our Strategic Plan. (EV1) Lassen College offers pre-collegiate level

coursework mentioned in the course catalog in the areas of English, math, and any courses numbered 100-109. (EV2) With the implementation of AB 705, LCC decided to inactivate some basic skills courses (i.e. Math 101 Basic Math, Math 102 Pre-algebra, and Math 103 Elementary Algebra) and added a one unit co-requisite course based on the statewide default placement recommendations (EV3, EV4) to support student success at the transfer level in English and math. Previous catalogs (EV5) provided a placement ladder and with course sequencing for English and math. After AB 705 implementation and removal of many of the basic skills courses, LCC provided steps and the use of multiple measure to determine placement. Lassen College is currently exploring in our Guided Pathways workgroups ways to make this information more clearly defined for students.

In 2015, LCC created a non-credit high school equivalency certificate consisting of basic skills courses to prepare students to pass the HiSet (High School Equivalency) exam which then allows the student to receive financial aid, if eligible, and move into credit courses/programs. (EV6, EV7) LCC's automotive program has created a similar certificate with the same intention. Lassen College has dedicated one full time counselor to work specifically with non-credit students. The intention is to provide guided support as a student navigates services and transitions from non-credit to credit courses/program seamlessly. Student Services provide a variety of services to support any student discussed in Standard IIB.

Analysis and Evaluation

Lassen College meets this standard by distinguishing the pre-collegiate curriculum from college level curriculum. LCC also supports student learning transitioning from basic skills to college level curriculum courses and programs. A variety of statewide initiatives such as Guided Pathways, Student Success Support Program, Equity, and Non-Credit/Adult Education programs and services are flourishing at Lassen College. However, with the implementation of different strategies relating to these initiatives, LCC needs to take steps to determine our effectiveness and make adjustments as necessary in these ongoing implementation efforts.

5. *The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)*

Evidence of Meeting the Standard

Degrees and programs follow practices common to American higher education for breadth, depth, rigor, course sequencing, time to completion, and synthesis of higher learning. All degree programs also have a general education component designed to ensure students develop a breadth of knowledge to support intellectual growth. Specifically, the manner in which Programs, Courses, and Curriculum are developed is laid forth in Board Policy 4020 and Administrative Policy 4020. (EV1, EV2) Degree requirements are identified in LCC's Catalog. (EV4) Finally, faculty must meet accepted standards of academic preparation. This process is contained in the Minimum Qualifications Handbook (EV3).

Analysis and Evaluation

Lassen College meets this standard. In a broad sense, Lassen College is typical of most American institutions of higher learning: it offers an education grounded in excellent instruction, based upon fact and analysis that have been vetted by verified and reliable sources. In other words, Lassen College provides its students with an education that meets expected standards. Moreover, Lassen College employs faculty that are thoroughly qualified to teach in their respective fields. This is not, however, an absolution of the need for regular and continuous improvement of faculty qualifications. The college recognizes there is always room for improvement and growth. This is particularly the case as the college does not currently employ a single full-time member of the faculty with a doctorate. While the absence of terminally degree faculty in many fields is not an indicator of a shortcoming, it is a comparatively noticeable absence. Numerous community colleges in California now employ multiple faculty members with terminal degrees. Lassen College should, at least in the future, consider pursuit of terminally credentialed faculty is those fields where such degrees are pertinent.

6. *The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)*

Evidence of Meeting the Standard

Consistent with the Guided Pathways model, students are set on their path through a consultative process enabled by student-academic counselor engagement, faculty-student engagement and, if need be, intervention, and administrative oversight. Despite significant work accomplished by the Guided Pathways Taskforce, the Meta-Major component of Guided Pathways has not been implemented yet. This important initiative needs to be a priority in order to ensure that students have proper guidance, flexibility and the ability to complete certificate and degree programs within an appropriate period of time. Currently to keep students on their path, regular student-academic counselor interaction promotes student adherence to their chosen course of learning. Counselors and division chairs use the two year plans to provide guidance for appropriate scheduling of courses and educational planning to ensure students have the ability to finish the degree of certificate in a timely fashion. (EV3)

In accordance with the principles of shared governance (EV1), faculty are afforded a voice in the scheduling process through the Division Chairs. Individual faculty members express their course desires to their Division Chairs, who in turn bring those to the larger group. Nonetheless, this process remains student focused, as the sections which are scheduled are driven primarily—if not primarily—by student need.

Perhaps most tellingly, the average number of units accumulated by an Associate's degree earner at Lassen College falls below the state community college system mean. This is a clear indicator of precision in counseling and scheduling process. (EV2)

Analysis and Evaluation

Lassen College meets this standard. Students come first at the college. This is reflected in the manner in which schedules are developed. For instance, courses are regularly offered at a financial loss for the institution but to the advantage of the student. This is the case with certain low enrollment courses that a student(s) requires for graduation but the number of enrolled students would otherwise dictate the cancellation of the course. This is, however, an aberration from the norm, and is offset by higher-enrollment sections.

In terms of the rotation of courses, courses are offered on a two year rotation allowing students to complete their degree within two years of enrollment. (EV3) This setup also allows faculty to appropriately plan their schedules for the coming two years, while permitting a dedicated process of curricular changes that ensures an up-to-date program is provided to students.

Students who do not have a solid program goal or career goal flounder with identifying the appropriate degree or certificate. LCC has identified a few areas of improvement. One, being the implementation of the career/transfer center which opened Fall 2019 in hopes of providing career assessment opportunities early in the educational process. Secondly, LCC will develop Meta-Major categories to list the degrees and certificates in a way that is meaningful to students. Meta-Major structure through implementation will be further explained in our QFE.

Finally, a joint committee of instructors (Division Chairs), academic counselor, and administrators meet several times a term to determine the upcoming semester's calendar. This ensures that all voices are heard in crafting a schedule that meets student, faculty, and administration needs.

7. *The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.*

Evidence of Meeting the Standard

Lassen College's Student Equity Plan (EV1) states that "Lassen Community College is committed to creating an environment which fosters access and success for all students no matter their gender, culture, religion, ethnic background, socioeconomic status or any other characteristic." Data has proven Lassen College to be successful in this regard. The data reflects real people and their lives, and the college takes great pride in this regard.

Lassen College offers courses with multiple modality options in an attempt to meet student needs. LCC offers courses face to face, hybrid, online, and correspondence (for incarcerated served at a distance). (EV2) LCC offers some courses on the weekend (fire science), morning, afternoon, and evening (general education). This is a major accomplishment as LCC does not have a large faculty group nor adjunct pool. Modalities are determined by discipline faculty and reviewed at the Curriculum Committee. (EV3)

Lassen College remains the state leader in the delivery of higher education that meets the needs of incarcerated persons. Learning opportunities are provided via two different modalities: face-

to-face and correspondence. The face-to-face modality is offered locally at High Desert State Prison (HDSP) and California Correctional Center (CCC). The correspondence program is offered at 46 institutions, to include HDSP and CCC. The impact of these degrees, given the often limited opportunities afforded individuals leaving incarceration and joining the ranks of the formerly incarcerated, is high.

Support services are defined in depth in Standard II C. However, some of LCC's support services worthy of mentioning in this standard are online tutoring, peer tutoring on campus and at the local prisons, embedded tutors (in some math classes), and writing labs. Per AB 705, one unit support courses were created to take concurrently with the transfer level math and English on campus, online and at the prisons. In addition, when the Career Center opened in Fall 2019, career assessment tools were put into place for students on campus and incarcerated population. Spring 2020, LCC Career Center hopes to implement Career Coach to provide the same service to online students.

Faculty have the opportunity to take advantage of professional development opportunities to support equitable services and instruction. Many student service employees have attended Student Success conferences. Instructional faculty have attended conferences regarding AB 705. Each semester faculty have two flex days (EV9), Community of Practice meetings (started 2019) (EV10), and two mandatory convocations in which issues such as equity, integrating technology, navigating Canvas tools, and mental health awareness are addressed. (EV4) LCC has also offered on campus activities to support equity with targeted populations. Some examples are LCC's cultural events (EV5), raising awareness of mental health issues (EV6), Kinship workshops every month (EV7) and the Indian Rancheria children to campus each summer to expose potential students to higher education (EV8).

Analysis and Evaluation

Lassen College meets this standard. In terms of racial, class, and gender equity in educational opportunities, Lassen College has proven a particular strength. Across the board, Lassen College has shown equity in both serving and seeing through to completion all genders and ethnicities. In the next six years, LCC's Equity Report identifies increasing enrollment of female students from 22% to 33%, Native American students from 2% to 3%, and veteran students from 7% to 8%. Lassen College will also focus efforts on improving students' success for disproportionate groups in remedial coursework, specifically math 53%, English 47%, and our overall 4 year completion rate of 4.3%.

8. *The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.*

Evidence of Meeting the Standard

Lassen College does not have department-wide or program examinations. While there are no program or department-wide examinations in use, a student does have the credit-by-exam

process to prove mastery of the course and earn course credit according to BP 4235. (EV2) AP 4235 Credit by Exam does provide the criteria an instructor must follow. (EV1)

While there is work going on at the Academic Senate for California Community Colleges (ASCCC) in conjunction with the Chancellors Office to provide a student credit for prior learning, Lassen College has not yet adopted this standard of practice but is intending on adopting credit for prior learning in the future. The institution will use criteria as established by the Chancellors Office.

Analysis and Evaluation

Lassen College meets this standard. The institution does not use program-wide and/or district-wide exams, however some courses in CTE disciplines use third-party certifications for students. Welding, for example, issues AWS (American Welding Society) certifications in many of their courses. EMT also issues CPR certificates to students who successfully pass the course. Credit-by-exam remains an option for a student to get course credit.

9. *The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)*

Evidence of Meeting the Standard

Lassen College awards course credit, degrees and certificates consistent with norms in higher education based on student successful attainment of learning outcomes supported by criteria noted in BP/AP 4100 (EV1, EV2) and 4020 (EV3, EV4) in reference to Title 5 regulations. Student Learning Outcomes are listed on each course outline and course syllabus with outcomes measured each semester the course is offered. For Convocation in February 2015, as a campus we divided into departments to review SLOs and AUO's (EV5). Program Learning Outcomes are provided in the catalog (EV6) under each respective program. All results are sent to the Institutional Effectiveness Office and data will now be included in the Click Program. SLO's and PSLO's are reviewed by Curriculum Committee through the course and program development process.

Lassen College's BP/AP 4024 Hours and Units (EV7, EV8) and Curriculum Handbook (EV9) support the Federal regulations for courses offered based on clock hours.

Analysis and Evaluation

Lassen College meets this standard. A strong process to develop, review and measure SLO's and PSLO's are in place. A local policy and an updated Curriculum Handbook provide direction with courses based on clock hours. With less turnover in the Institutional Effectiveness position and Accreditation Chair, ALO and appropriate orientation of faculty, LCC could provide more consistency with gathering SLO and PSLO data.

10. *The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)*

Evidence of Meeting the Standard

Lassen College's Strategic Plan (EV1) provides guidance in how the student is supported and barriers are minimized through "access and retention to enable student attainment of educational goals…" Lassen College supports students through the onboarding process and transferring credit in a variety of ways:

- Courses are submitted to C-ID, when appropriate, in hopes of receiving the common course number so students/counselors can easily identify a common course across districts/campuses. C-ID numbers are noted with the course in the course catalog. The C-ID website is also used as a reference for counselors. The approved courses help feed into one of Lassen's 17 Associate Degrees for Transfer providing a seamless process into a CSU.
- Transferrable courses are submitted for articulation between Lassen College and the UC's and CSU's. The approved courses get published to a public site known as Assist.org (EV2). The Articulation Officer also works with colleges/universities out of state as well, with the articulation agreement usually published in the university's TES/Transferology program.
- Counselors use California State University Executive Order 1036 (EV3) to grant permission to veteran students with a DD 214, discharge papers, to satisfy CSU GE Breath Area E (EV4). Veteran students can earn up to 12 units of military credit evaluated by using recommendations from the American Council on Education (ACE).
- Credit by Exam is a process used at Lassen College to establish credit for knowledge learned through a process other than a transcribed course (EV4) Credit by Exam. A student may challenge a course for college credit by completing a Credit by Exam application. Students then take an exam proctored by the course instructor. If the class is passed a grade is earned and posted on the student's transcript and notated earned by "Credit by Exam."
    - Local high school students can earn college credit for taking a course articulated at the high school by passing the final exam and earning a B or higher in the course. The course is also identified on the transcript as "Credit by Exam (EV5)."
- High school students who take and pass an Advanced Placement course with a score of a 3, 4, or 5 can earn appropriate GE credit, graduation requirement, or advanced placement in a course sequence (EV4).
- College Level Examination Program (CLEP) exam results can be provided to a counselor to be evaluated. Students can receive credit to meet general education, graduation requirement, or advanced placement in a course sequence.

- When transcripts are provided from another regionally accredited institution counselors evaluate the coursework by using Assist, Transfer Center Website, C-ID website, College Source/TES system, and catalogs to determine course equivalency, general education, and/or course placement.
- LCC's catalog communicates to the student a number of policies (EV6) as well as on the Board of Trustees webpage that provides access to the public version of BoardDocs. (EV7)

LCC's Transfer Center webpage (EV8) provides the student information on LCC's general education and services we provide to ensure successful transfer to their next institution.

Analysis and Evaluation

Lassen College has met this standard by creating policies and procedures to support students transitioning from one, or more, institutions to Lassen College. The Curriculum Committee, Articulation Officer, counselors, and the Transfer Center ensure transition to Lassen and from Lassen to another institution. The college is eagerly awaiting the official guidance provided by the Credit for Prior Learning Committee in order to issue additional credit for training in the areas of administration of justice, automotive, cyber security, business administration and management, health, fire science, and information technology.

11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

Lassen College evaluates the Institutional Learning Outcomes identified in our Strategic Plan yearly at Consultation Council. Consultation Council is comprised of LCC's main constituent groups (Faculty, Classified, Administration, and ASB/student) (EV1, EV2, EV3). Lassen College has identified the following Institutional Student Learning Outcomes noted in the Strategic Plan (EV4) and the catalog (EV5). Each of Lassen College's courses identify Student Learning Outcomes. Each SLO is tied to ISLO's and GESLO's. It is apparent that LCC addresses the following categories identified in this standard such as communication competency, information competency, quantitative competency, analytic inquiry skills (critical thinking), ethical reasoning (professional integrity), engage diverse perspectives (interact successfully with other cultures), and other program specific learning outcomes.

Institutional Student Learning Outcomes

1. **Communication -** Ability to listen and read with comprehension and the ability to write and speak effectively

2. **Critical Thinking -** Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome

3. **Life Long Learning -** Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems

4. **Personal/Interpersonal Responsibility -** Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures

LCC's GE SLO's:

GESLO 1: Understand and apply methods of inquiry for a variety of disciplines including the scientific method for scientific inquiry and appropriate methods for social and behavior science inquiries.

GESLO 2: Explain and analyze relationships between science and other human activities.

GESLO 3: Apply knowledge of the ways people act and have acted in response to their societies to express an appreciation for how diverse societies and social subgroups operate to understand social dynamics within historical and contemporary communities.

GESLO 4: Understand ways in which people throughout the ages and in Western and non-Western cultures have responded to themselves and the world around them in artistic and cultural creation; apply this knowledge to make value judgments on cultural activities and artistic expressions and demonstrate an understanding of the interrelationship between the creative arts, the humanities and self.

GESLO 5: Engage in verbal communication by participating in discussions, debates, and oral presentations utilizing proper rhetorical perspective, reasoning and advocacy, organization, accuracy, and the discovery, critical evaluation and reporting of information.

GESLO 6: Compose effective written communications and essays with correct grammar, spelling, punctuation and appropriate language, style and format utilizing academically accepted means of researching, evaluating and documenting sources within written works.

GESLO 7: Analyze, evaluate and explain theories, concepts and skills within varied disciplines using inductive and deductive processes and quantitative reasoning and application.

GESLO 8: Demonstrate appreciation of themselves as living organisms through their choices for physical health, activities, stress management, relationships to the social and physical environment, and responsible decision-making.

In reference to provide program appropriate level course work, Title 5, Section 55063 (EV6) speaks to the Minimum Requirements for the Associate Degree and provides guidance regarding the appropriate program level. This section mentions that the community college course offerings are appropriate as lower division coursework in preparation for transfer to a California State University. Lassen College's Curriculum Committee reviews coursework to assure instructional content appropriate to the program level. The Curriculum Handbook identifies lower division coursework is appropriate (pages 11, 17, 18, 23) and on the New Course Proposal Form (EV7).

Analysis and Evaluation

Lassen College meets this standard. Lassen College revisits the Strategic Plan yearly, including the Institutional Student Learning Outcomes and Title 5 provides guidance to the appropriate level of the coursework provided at the community college level which is evaluated by the Curriculum Committee.

12. *The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)*

Evidence of Meeting the Standard

Lassen College offers three general education patterns (local, California State University Breath, and Intersegmental General Education for Transfer) which are each identified in the catalog (EV1). Each pattern is explained in the Curriculum Handbook (EV2). Discipline faculty with assistance of the articulation officer and transfer center assistant can determine which courses may be appropriate for GE submission. The Curriculum Committee reviews to deem the course meets the appropriate criteria.

Discipline faculty develop appropriate student learning outcomes which align to the ISLO's and GESLO's. LCC's GESLOs are located the website. (EV3)

Lassen College prepares students for "a civil society (GESLO 3, 4, 5, 6, 7, 8), skills for lifelong learning (ISLO 3), application of learning (all GESLO's), a broad comprehension of the development of knowledge, practice, interpretive approaches in arts and humanities (GESLO 4),

the sciences (GESLO 1, 2, 7), mathematics (GESLO 7), and social sciences (GESLO 1, 2, 3, 4, 8)."

Analysis and Evaluation

Lassen College meets this standard as discipline faculty identify which courses can be included in each general education pattern. Each general education pattern is inclusive of the criteria identified in this standard and gives the student a comprehensive exposure and preparation for lifelong learning and critical thinking skills.

13. *All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.*

Evidence of Meeting the Standard

Programs are broken down by topic or accepted interdisciplinary focus and this is evident based on the Course Catalog. Beyond this, interdisciplinary programs are also identified in the catalog. Taken on the whole, the college's academic programs, whether a singular field or an established interdisciplinary field, are ones that focus on material, learning processes and outcomes that are guided by accepted academic norms. (EV1)

Analysis and Evaluation

Lassen College maintains a strong focus on an objective "center"—either topically or interdisciplinary—in each of its instructional programs. This is largely a result of, in traditionally topical programs, a focus on proven curriculum; in interdisciplinary programs, a particular strength of the institution has been to adopt otherwise successful approaches to offering instruction that incorporate traditional fields of learning, while also developing new foci and approaches to the acquisition of knowledge that reflect the ever shifting realities of a changing world.

14. *Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.*

Evidence of Meeting the Standard

Lassen College CTE students that complete a certificate of degree do demonstrate technical and professional competencies. These competencies are spelled out clearly in the course outline of records. Each CTE program meets at least annually with their advisory committee as required by Title 5 and AP 4102 (EV1). Among other things, the advisory committee makes suggestions for and reviews curriculum to keep what CTE students are learning current and relevant. Advisory committees also help CTE programs achieve 3rd party accreditation. For example advisory

committee members helped the Lassen College Automotive program achieve ASE Education Foundation accreditation by serving on the ASE evaluation team to make sure the automotive program met the required standards.

Lassen College CTE programs also serve students by preparing students for or issuing external licensure and certification. Nursing is an example of a program that prepares the student for an external license. Faculty in nursing prepare their students for the California NCLEX-VN license. Lassen College welding students are able to get AWS (American Welding Society) certifications as part of the program. The welding instructor is an AWS certified inspector. These examples also show that students that complete a certificate or degree from a Lassen College CTE program meet employment standards. (EV2, EV3)

Analysis and Evaluation

Lassen College meets this standard. Along with giving input on curriculum and keeping CTE programs current, advisory committees also provide up to date labor market information. Having regular contact with people from industry CTE faculty are able to make sure students have the skills employers are looking for. Faculty are able to help the students develop soft skills such as leadership, critical thinking skills, and work ethic.

Advisory committees also give input on what tools and equipment are being used in industry. Lassen college CTE programs are able to purchase required tools and equipment through various grants such as Perkins and Strong Workforce. Nursing was able to use these funds to purchase updated mannequins that students can better understand real life situations. Automotive was able to purchase a required smog machine to prepare students for taking the California Bureau of Automotive Repair smog inspector license exam. The Agriculture program was also able to purchase a new ultrasound machine that is currently being used in industry to replace a 30 year old piece of equipment.

15. *When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.*

Evidence of Meeting the Standard

Lassen College is currently working on drafting a discontinuance and revitalization policy (EV1, EV2). In the IPR (Instructional Program Review) process a curriculum review is required which includes courses, certificates, and degrees. If a program is changed or eliminated the students still have catalog rights defined on page 5 of our 2019-2020 catalog (EV3). Per AP 4100 (EV4), advising plans are available in the Counseling Office and on our website (EV5) and courses will be taught at least once in two years. Changes made to programs and/or courses occur through the college's Curriculum Committee, counselors are notified of the changes and advising plans are updated.

Analysis and Evaluation

Lassen College has met this standard as there is a process in place with minimum disruption to students as the goal. Students are notified, division chairs work with faculty to schedule courses appropriately, and counselors assist with appropriate educational planning to ensure certificate and/or degree completion occurs in a timely fashion. LCC will continue to move forward with discussions regarding a discontinuance/revitalization process and propose an administrative procedure if deemed appropriate.

16. *The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.*

Evidence of Meeting the Standard

Lassen College evaluates and improves the quality and currency of all instructional programs through the IPR process (EV1, EV2) due every 4 years, with CTE due every two years, regardless of location or mode of delivery. NIPR's evaluate programs such as Basic Skills, Contract Education, Correspondence/Distance Education, and Community Service. IPR's include all instructional programs. The IPR process identifies the areas to address listed below, data is provided, and an honest evaluation of each of the follow sections is expected in comparison to the previous report. Adjustments to courses, degrees/certificates, and program can be initiated through this process and budgetary considerations can be requested.

- FTE's generated by program
  - FTEs generated separately by course, by semester, by modality, by time of day, by full-time and by part-time faculty.
  - FTEs generated per class, per semester and per class, per modality.
  - LCC FTE data to match program categories should be provided to allow for comparisons between individual programs and all instructional programs.
- Number of FTE faculty (FTEF) in program by semester and year. • Total FTEF
  - FTEF for full-time faculty only – including overloads
  - FTEF for full-time faculty only – without overloads
  - FTEF for full-time faculty only – overloads only
  - FTEF for part-time faculty.
- Enrollment data • Total program enrollment data at census and completion of course.
  - Enrollment data at census and completion of course for each class, each modality, and each time of day offering.
- Student outcomes (transfer, awarded degrees and certificates, basic skills improvement, retention, employment status, etc.)
  - Student completion, retention and success rates by program, class, modality, and time of day
  - Persistence from course to course. Initially, this is most important in sequential courses in Basic Skills, Math and English but should be expanded to include all prerequisite courses as data is made available.

    - Transfer data
    - Awarded degrees and certificates
    - Additional data requested by faculty will be considered as priorities allow
- Student Learning Outcome (SLO) assessment results dating back to the previous IPR.
- Student evaluation of the program

Third party mandated regulations (i.e. LVN, child development, etc.) are considered and updated as necessary. In addition, CTE programs provide and evaluate labor market data, advisory committee input, and regional consortium feedback.

Analysis and Evaluation

Lassen College has met this standard by having a process in place which evaluates and improves the quality and currency of all instructional programs regardless of modality. LCC has recently decided to use QLIK to house all IPR/NIPR data. Continual improvement related to instruction is also addressed in Standard IB.

Conclusions on Standard II.A. Instructional Programs

Overall, the College meets this standard. There are issues that require improvement though, all of which are reflected in the Improvement Plan(s) matrix shown below.

Improvement Plan(s)

Change or Improvement	Standards	Responsible Parties/ Committees	Timeline	Anticipated Outcome
Complete IPR's on schedule	II.A.2	CIO; Researcher	Ongoing	All IPR's submitted on time, according to a prescribed schedule
Establish effectiveness measures for statewide initiatives/programs such as Guided Pathways, Student Success Support Program, Equity, and Non-Credit/Adult Education	II.A.4	CSSO, CIO, Researcher	Ongoing	Standardized effectiveness measures established and monitored
Improve consistency in gathering SLO and PSLO data through stability in staffing of ALO, Researcher, and	II.A.9	CEO; CIO; HR	Ongoing	Improved longevity and stability in staffing of ALO, Researcher, and Accreditation Chair positions with a

Accreditation Chair positions.				measurable increase in SLO/PSLO data
Develop a program discontinuance/revitalization process along with associated Board Policy and Administrative Procedure	II.A.15	CIO; Academic Senate	Ongoing	An implemented discontinuance/revitalization process with associated Board Policy and Administrative Procedure
Develop and implement Meta-Majors	II.A.6 II.A.7	VP of Student Services, CIO, Guided Pathway Taskforce	Ongoing	Reduce students time to completion of degree of certificate, increase graduation rates

Evidence List

II.A.1_EV1_Strategic Plan
II.A.1_EV2_IPR template related to Strategic Plan
II.A.1_EV3_Sample IPR Data
II.A.1_EV4_New Course Justification Curriculum Handbook
II.A.1_EV5_Curriculum Meeting Minutes 2-19-19
II.A.1_EV6_ Curriculum Meeting Minutes 3-5-19
II.A.1_EV7_2018-2019 Action Log YTD for May Senate
II.A.1_EV8_Senate Minutes 5.14.19
II.A.1_EV9_Board Agenda Item for Curriculum Action Log
II.A.1_EV10_Online Evaluation form from LCFA
II.A.1_EV11_CTE Advisory Committee Minutes
II.A.1_EV12_AP4105 Distance Education
II.A.1_EV13_2019 Curriculum Handbook p.18, Item 12-Course Approval Criteria –TMI
II.A.1_EV14_ FacultyHandbook-2016, p. 10- Distance Education
II.A.1_EV15_2018 Online Faculty Handbook p,4-regular effective contact
II.A.1_EV16_Distance Education Review Meeting Minutes 11- 8- 2019 (002)
II.A.1_EV17_Senate Minutes 10.22.19, Discussion item 1 - CVC-OEI Rubric
II.A.1_EV18_2015 Jan Flex Training Schedule
II.A.1_EV19_Flex Training Feb 2017 items 2, 4
II.A.1_EV20_2019 Feb Flex Training Schedule
II.A.1_EV21_Faculty Community of Practice 10-18-19 Canvas, Starfish Best Practices
II.A.1_EV22_CorrespHandbook-2014 p. 4 Regular Effective Contact
II.A.1_EV23_Flex Schedule 7-17-13p
II.A.1_EV24_Flex Trainings_Jan 7 2015, p.2
II.A.1_EV25_Flex Schedule 8-2017

II.A.2_EV1_2019 IPR Handbook
II.A.2_EV2_Evaluation Schedule LCFA
II.A.2_EV3_BOT Gunsmithing Advisory Board 2017-2018

II.A.2_EV4_BOT Child Development Advisory Committee 2018-2020
II.A.2_EV5_Website showing Advisory Committees

II.A.3_EV1_2016-2017 Faculty Handbook
II.A.3_EV2_Example AJ Syllabus
II.A.3_EV3_ Course Outline Website
II.A.3_EV3b_BUS 10 Human Resource Management
II.A.3_EV4_AP 4023 Syllabi
II.A.3_EV5_Blank SLO Assessment Form
II.A.3_EV6_SLO Assessment Spreadsheet

II.A.4_EV1_Lassen College Strategic Plan 2019
II.A.4_EV2_2019 - 2020 Catalog pg. 14 and 29
II.A.4_EV3_Default Measures STEM, English, and SLAM
II.A.4_EV4_2018 - 2019 Catalog pg. 10
II.A.4_EV5_AP 4222 Remedial Coursework
II.A.4_EV6_HiSet Catalog Page
II.A.4_EV7_2015 - 2016 Cumulative Action Log

II.A.5_EV1_Board Policy 4020
II.A.5_EV2_AP 4020 Program, Curriculum and Course Development
II.A.5_EV3_MQ Handbook
II.A.5_EV4_2019 - 2020 Catalog

II.A.6_EV1_2013-Faculty-Handbook
II.A.6_EV2_Avg Units Per Degree Earner
II.A.6_EV3_Two-Year-Degree plans website

II.A.7_EV1_LCC Equity Plan
II.A.7_EV2_2019FA Printed Schedule Report
II.A.7_EV3_Curriculum Meeting Agenda 1-29-2019
II.A.7_EV4_Convocations
II.A.7_EV5_Cultural events
II.A.7_EV6_Mental Health Flyer
II.A.7_EV7_Kinship Flyer
II.A.7_EV8_Rancheria flyer
II.A.7_EV9_Flex flyers
II.A.7_EV10_Community of Practice

II.A.8_EV1_AP 4235
II.A.8_EV2_BP 4235

II.A.9_EV1_AP 4100

II.A.9_EV2_BP 4100
II.A.9_EV3_BP 4020
II.A.9_EV4_AP 4020
II.A.9_EV5_Spring Convocation 2015
II.A.9_EV6_2019 - 2020 Catalog
II.A.9_EV7_BP 4024 Hours and Units
II.A.9_EV8_AP 4024 Hours and Units
II.A.9_EV9_2019 Curriculum Handbook

II.A.10_EV1_Lassen College Strategic Plan 2019
II.A.10_EV2_AP 4050 Articulation
II.A.10_EV3_CSU EO 1036
II.A.10_EV4_AP 4235 Credit by Exam
II.A.10_EV5_LCC AP 4235 2+2form 12.17.2015
II.A.10_EV6_2019 - 2020 Catalog
II.A.10_EV7_Board Page on Website
II.A.10_EV8_Transfer Center Webpage

II.A.11_EV1_Consultation Council 8-12-19 DRAFT Strategic Plan discussions
II.A.11_EV2_Consultation Council 8-26-19 DRAFT
II.A.11_EV3_Consultation Council minutes
II.A.11_EV4_Lassen College Strategic Plan 2019
II.A.11_EV5_2019 - 2020 Catalog, page 2 Strategic Plan
II.A.11_EV6_Title 5
II.A.11_EV7_New Course Proposal

II.A.12_EV1_2019 - 2020 Catalog
II.A.12_EV2_2019 Curriculum Handbook
II.A.12_EV3_GESLO on Website

II.A.13_EV1_2019 - 2020 Catalog

II.A.14_EV1_AP 4102 Career-Technical Programs
II.A.14_EV2_Lassen College CTE Program Certificates
II.A.14_EV3_Lassen College CTE Program Certificates

II.A.15_EV1_Academic Senate 9-24-19 Minutes
II.A.15_EV2_Academic Senate Minutes 10.22.19
II.A.15_EV3_2019 - 2020 Catalog
II.A.15_EV4_AP 4100 Graduation Requirements for Degrees and Certificates

II.A.15_EV5_Two-Year-Degree plans website

II.A.16_EV1_2019 IPR Handbook
II.A.16_EV2_2015 NIPR Handbook

B. Library and Learning Support Services

1. *The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)*

Evidence of Meeting the Standard

Lassen Community College (LCC) supports student learning and achievement with a Library and Learning/Tutoring Center, together known as the Academic Resource Center (ARC). Students, including distance learners who are online or correspondence students, have access to learning resources and assistance both on-campus and online (EV1). A full-time librarian is responsible for handling the day-to-day operations in the ARC. In addition to the librarian, the ARC is currently staffed by one *substitute* part-time library assistant, and on July 1, 2019, one full-time instructional support specialist (ISS) III individual with a 12-month contract was appointed to operate the learning/tutoring center. Federal work study students are utilized to support library services during the fall and spring semesters.

As with most California Community College libraries, Lassen's staffing of one FTEF librarian and one part-time classified staff falls below the recommended standards for staffing articulated in the Standards of Practice for CCC Library Faculty and Programs, a position paper published by the Academic Senate for California Community Colleges. Requests for additional library staffing have been a regular part of the library's annual program plan (EV2).

The Library's & Learning Center's Fall 2019 hours are Monday-Friday, 8:00 AM-4:30 PM (EV3). In preparation for the two weeks before finals, the hours and days are extended to Monday-Thursday, 7:30 AM-6:30 PM, and two Sundays, 1:00-5:00 PM (EV4). The ARC offers resources, services, computers, printers, Wi-Fi, and assistance. The librarian is available during the day, 199 days per year; online support is accessible through the Web, phone, text and e-mail, 24/7. All such resources, services and staffing are promoted, publicized and accessible in the ARC and on campus as well as online.

The library and learning center (LC) instructor, who is a librarian, and staff (half-time library tech and one full-time ISS III) work under the direction of the Dean of Instruction **(**EV5**).** Tutoring may utilize the Division 4 Chair for additional help (EV6).

In August 2016, the College's Library and Learning Center officially merged and moved into a completely remodeled Academic Resource Center **(**EV7**).** In August 2019, the facility gained air conditioning. Part of the renovation resulted in the abandonment of the more traditional anti-theft gate system with a people counter. A cloud-based management system, Accudemia, was purchased and installed for tracking the usage of services by students. One downfall is that other users, including instructors, staff, and community members, are no longer tallied. Also, due to Accudemia's inoperative times along with the forgetfulness of students to sign-in, the number of individuals utilizing the ARC is grossly underestimated. Utilizing Accudemia, the count averages 262 students per month: Fall 2017: 1,877 visits; Spring 2018: 1,292 visits; Fall 2018: 817 visits; Spring 2019: 204 visits | yet actual tutoring (alone) reports nearly triple the visits (August 2017-May 2019**)** (EV8, EV9).

The ARC continues to rely primarily on the Accudemia software for tracking of student usage of services. The services provided are not well reflected in the options that the students must select when entering the ARC. And the software allows only one service to be selected when the student may access many services during one visit. TLC continues to reflect physical book loans only. It takes the compilation of several online vendors' statistical data to reflect student use of online resources. There is no known and affordable method of compiling all the various statistical measures to reflect exact usage, so statistics will continue to be approximate.

The Lassen Community College Library's resources are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education. (EV10, EV11, EV12, EV13, EV14) The librarian reads professional reviews; identifies needs and gaps in the collection; and collaborates in-person, via e-mail, or by phone with the instructors regarding resources and services to support their programs. (EV15, EV16, EV17, EV18, EV19) Recommendations are solicited from the students, instructors, staff, and community members.

In developing the collection policy for on-going evaluation (currency and curriculum support; quantity, depth, breath) and weeding out unused or outdated materials, the librarian follows the Collection Development and Weeding Guidelines designed to maintain library holdings in accordance with LCC Board Policies (EV20, EV21). The staff of the Library and Learning Center is participants or trainers at Alma/Primo trainings and their webinars; LCC FLEX/professional development days; Academic Senate, Curriculum & Academic Standards and Institutional Technology Planning Committee meetings; Consultation Cabinet sessions; and, webinars. (EV22)

The Lassen Community College Library is a significant participant in the College's open educational resources (OER) program. In 2017, the College received a grant which assisted in OER's implementation. In the Spring of 2018, five working sessions were offered to instructors where they could collaborate, research and develop their own OER resources. In 2018, two FLEX courses addressing OER were extended to LCC faculty. (EV23, EV24)

The Library is completing the migration from The Library Corporation, TLC, to Ex Libris' Alma and Primo (EV25).

The Lassen Community College Library's diverse collection contains predominantly non-fiction materials to support the curriculum needs of the College's course offerings. There is a growing interest in developing a recreational reading collection for the non-academic needs of patrons. (EV26, EV27) The Library has many requests from instructors for purchasing DVDs, particularly from faculty members in English, film, geography and history. Collection development has added substantial holdings to the Fire Science, Humanities, Political Science, Science, and Sociology collections based on requests from students, staff, instructors, and administrators. (EV28, EV29)

As of August 2019, the ARC's resources include:

- Physical Books: 10,252 *(3-week checkouts)*
- Media: 493
- E-Books: 240,070 *(reload ProQuest eBooks)*
- Databases (DB): 45
- Streaming Media: 51,483
- Loanable Textbooks: 5,270
- Print Periodicals: 34
- Newspapers: 4
- Computers: 30 PC Desktops; 2Macs; 5 Laptops
- 44 Chromebooks
- 29 TI-84+ & 1 TI-83 Graphing Calculators
- Smart TVs: 3
- Smart Board (LC general area)
- LCD projector (LC general area)
- Document Camera
- Copy Center: multi-functional: 2 copy, fax, scan, with color; 4 B&W printers *(unlimited printing*); leased photocopier
- Free Wi-Fi Access
- Group Study Rooms: 2
- Study Carrels: 3
- Tables (17 offer erasable surfaces): 27
- Seating: 105

Details of these collections, resources and equipment can be found on the Library website. (EV1) To assess the ARC's resources and services, students, staff, instructors, administrators, and community members are surveyed (EV30).

To further support the College's curriculum, the Library has and is expanding its information literacy instruction program. As an example, between the Fall 2017-Fall 2019, nearly 2,200 students were served in about 100 scheduled library instruction classes. Here, the class either came to the library or the librarian went to the classroom. In addition, 2,300 students in about 110 classes were supported by the librarian who provided research to instructors independently of library or classroom instruction. (EV31)

Created on objectives determined in collaboration with the instructor requesting the information literacy (library) lesson, each class is taught by the librarian. Instruction most commonly takes place in a 50-minute "one shot" session and includes a brief lecture, and an active hands-on assignment. Most presentations are complimented with an online library research guide to expand on the resources and skills which were presented during the session. (EV32) The librarian assesses instruction through surveys of both students and faculty participating in instruction. (EV33)

Point of service instruction includes face-to-face and telephone interactions at the circulation desk/counter, e-mail inquiries and individual appointments with the librarian. The circulation/reference desk is staffed at all times the Library is open for service, and the librarian is generally available. Reference consultations are student initiated and afford the opportunity to engage the student in the search and evaluation process.

Other Learning Support Services
Tutoring and Learning Center
Lassen Community College provides free tutoring in a variety of disciplines and formats. Tutoring resources are available at the Learning Center as well as in the Math/Science building. The tutors are required to have an overall grade point average of 3.0 or higher and at least a B grade in each class that they are tutoring as well as recommendations from the instructors. All tutors must receive tutor training, which was revamped in the Fall of 2018, either online or print. (EV34, EV35) Tutoring is provided one-on-one, small group, and embedded.

In recent semesters the policy of having tutors owning a 3.0/3.25 GPA or higher has not been adhered to. Currently 5 of the 11 tutors have a GPA of 2.9 or less (the lowest being 2.5). All involved with LCC's tutoring program agree the policy is not being followed since there would be a **shortage** of tutors, especially in statistics. Also, some of the tutors have retaken courses in which they earned a grade of "C" or higher, and unfortunately, the lower grade is not removed from the overall GPA.

The Learning Center utilizes two of Hobsons four modules, Starfish EARLY ALERT and Starfish ADVISING, to identify at-risk students in real time, pinpoint areas of concern, and connect students with the College's tutoring program. The Starfish platform helps LCC deliver personalized support for its students and helps assess which services and interventions will keep students on track. (EV36)

Online tutoring is available for students 24 hours a day, 7 days a week through NetTutor. (EV37) NetTutor may be accessed on any device. NetTutor offers synchronous and asynchronous services: live tutoring, a question and answer center, and a paper center. LCC students access NetTutor through Canvas. NetTutor provides tutoring in a wide variety of subjects, with bilingual support, including English, Mathematics, Accounting, Economics, Finance, Business, Life and Physical Sciences, and World Languages. (EV38)

Math Co-Requisites
Math/Science Lab: The Math/Science Lab provides support for all Lassen Community College students in all levels of math and science. Students in pre-transfer level math courses complete

lab hours to meet course requirements. In accordance with California State Assembly Bill 705, the College has restructured its remedial Math and Science courses to a co-requisite support model that provides remedial skills needed for the immediate transfer level course material. A Math Lab ISS II individual, peer tutors, and instructors provide assistance for students taking face-to-face and online courses.

Writing Lab
The Writing Lab is a free academic support service for all LCC students. Its purpose is collaboration with students in order to facilitate their engagement with the writing and research process, from brainstorming ideas and thesis formation to proofreading the final draft and providing editing strategies. The Writing Lab is staffed by English instructors, and weekly workshops are offered on a variety of topics. (EV39, EV40)

Distance Education (including prison/correspondence)
For students who are distance learners, the Library offers a collection of electronic books (E-Books) and databases (DBs) that can be accessed on- or off-campus 24 hours a day via the Library's website. In addition, there are video tutorials that include how to cite in APA or MLA style, utilize databases, employ Google Scholar, apply *Opposing Viewpoints*, and avoid plagiarism. (EV41)

Lassen Community College offers students at both state-sponsored prisons benefit from ARC resources and services. Students are loaned textbooks, traditionally vendor published as well as open educational resources, aka OER. The instructors and the FT instructional support specialist III provide students with additional resources as afforded by the ARC's FT librarian and staff as well as by the ARC's website.

Correctional institutions judiciously screen materials brought into their facilities. Consequently, LCC and its Library are not able to offer traditional textbooks or library books. Correspondence courses requiring research include copies of relevant articles in the correspondence packets delivered to the incarcerated students. The librarian and PT library technician are available to assist instructors compile research materials for students. Most correctional institutions offer their own libraries that are accessible for student use. Correspondence tutoring is not obtainable for incarcerated students on the main campus. Students taking correspondence classes write their instructor who can assist them with questions and research regarding their classes.

Analysis and Evaluation

The College meets the standard. Lassen Community College Library and other learning support services are available to all students, instructors, staff, administrators and community members. Both entities meet this standard through the provision of high-quality learning materials and services. The Library's collection is diverse and is of appropriate quantity and quality to meet student needs. The Library is connected to faculty across campus through the library instruction program, participatory governance, and the curriculum process. Subject-area faculty input is actively sought and utilized to further develop the collection. Furthermore, a student and staff survey indicates the collection is meeting the needs of students. (EV30) This survey of student satisfaction with staff and facilities indicate the Library is meeting the needs of the institution

and supports student success. Distance Education students have access to a wide variety of remotely accessible electronic resources. Support services are available face-to-face as well as virtual modes of delivery.

2. *Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.*

Evidence of Meeting the Standard

Faculty, including the LCC librarian and other learning support services professionals, provide expertise in selecting and maintaining educational materials and equipment to support student learning. This includes technology, the permanent book collection, the loanable textbooks, and digital/electronic resources. The Library aids in the College's third Institutional Student Learning Outcome, "Life-Long Learning," by fostering students' abilities to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems."

Collection development is based on an ongoing mapping of current curriculum to the library collection. This process tracks new and updated courses and is integrated into the collection development cycle that keeps the collection relevant over time. (EV1, EV2) In addition, faculty input occurs both informally—via e-mail and in-person conversations.

The Lassen Community College (LCC) Academic Resource Center (ARC) has 32 desktop computers, 44 Chromebooks, and 30 graphing calculators available for student use. Additionally, students benefit from free black-and-white printing, with encouragement of limiting the daily quota to 20 pages. The desktops are upgraded on a regular rotation cycle articulated in the District Technology Plan**. (**EV3**)**

The LCC Library, EOPS, Inmate/Correspondence, and the Fire House maintain a collection of loanable textbooks that students can use in the Library, overnight, or, in a majority of cases, for an entire semester. A student may check availability of such resources in-person or on-line. As an example, for Fall 2019 in the Library, there were 480 circulations for textbooks. (EV4)

For the increasing needs of distance learners, the Library offers a collection of E-Books and databases that can be accessed on- or off-campus, 24 hours a day. These databases are selected by the librarian in consultation with LCC instructors. Databases and E-Books can be accessed through the Library's website (EV2). Students can access resources from off campus via EZProxy and/or Canvas.

LCC provides bibliographic instruction sessions to share the resources of its Library and the expertise of its librarian with students (EV5). These sessions allow instructors and the librarian to discuss current and emerging trends as well as the need for additional educational resources. These sessions occur in the ARC, normally in the Learning Center, or in a classroom. This collaboration between instructors and the librarian allow continuous dialogue regarding services and the identification of faculty and subject-specific needs.

With advisement of the librarian, ARC staff, and LCC instructors, the Learning Center purchased a SmartBoard to support use of technology in curriculum and technology literacy (EV6). Twelve Windows desktop computers, two Macintoshes, and one laptop computer compliment this SmartBoard.

Writing Center instructors and other campus instructors collaborate with the entire ARC staff. The Writing Center, located in the Learning Center, enjoys access to the 14 computers available for student use, and the Writing Center personnel promote the sharing of equipment, such as the SmartBoard and the technology-equipped study room. (EV7)

Math instructors, with their offices near the classrooms and laboratories, have regular contact with students and tutors to determine resource and equipment needs.

Analysis and Evaluation

The College meets the standard. Equipment that supports learning is updated, maintained, and replaced on a regular schedule with input from appropriate faculty and support staff. The college employs a full time librarian to provide expertise. The library aids in student learning outcomes and has multiple student support services in place.

3. *The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

Evidence of Meeting the Standard

The mission statement of the Lassen Community College Library & Learning Center provides for a safe, respectful and welcoming environment in which the educational community and its work are supported via the delivery of traditional and emerging academic research tools and methods, and where students are encouraged to explore, discover, investigate and develop research skills for personal, professional and life-long learning (EV1).

The Academic Resource Center (ARC) uses a variety of metrics to demonstrate a contribution both to administrative unit outcomes (AUOs) and student learning outcomes (SLOs). Ongoing evaluation of resources and support services help determine areas needing improvement as well as areas that are successful in meeting student needs and contributing to student success. Both outcomes are a component of cyclical program review. The Library's last program review was in 2013-2014 (EV2).

Library Student Learning Outcomes (SLOs):

- Students will use information technology tools to locate, retrieve, organize, and present information.

- Students will increase their ability to state a research question, problem or issue.
- Students will determine information requirements for the research question, problem or issue.
- Students will use the library's course materials to assist them in their course work.

Administrative Unit Outcomes (AUOs): *for the Library are currently undergoing revision.*

- Students will utilize Learning Center Academic Resource Center non-tutoring services such as computers, videos, and website.
- Promotion of Learning Center Academic Resource Center services will take place on a regular basis (EV3, EV4).
-

The library's success in each of these areas is measured by:

- User statistics on electronic resources Credo, (EV5, EV6) EBSCOHost, (EV7, EV8, EV9, EV10) Films on Demand, (EV11, EV12, EV13) Gale, (EV14) Kanopy, (EV15) and Statista (EV16)
- Use and circulation of print resources LCC Circulation (EV17).

In collaboration with content-area instructors and often in support of specific course assignments, the librarian has created three research guides or LibGuides (Administration of Justice; Art and Art History; and, Nursing) and is constructing 22 research guides (Agriculture**,** Anthropology, Biology/Biological Science, Business and Economics, Chemistry, Child Development and Education, English and Film, Fire Science/Technology, Geography, Geology, Gunsmithing, Health: Allied Health, Emergency Medical Technician, Health Occupations, Kinesiology, Nutrition and Dietetics, Physical Education, and Physical Education Activities Courses, History, Mathematics, Music, Physical Science, Physics, Political Science, Psychology, Sociology, Speech, and Welding Technology). These guides not only provide access to high-quality resources, but they also offer instruction and "helps," such as tips for creating annotated bibliographies, elements to consider in evaluating resources, and methods for distinguishing between scholarly journals and popular magazines (EV18).

The new LSP, Ex Libris, will provide an opportunity for increased resource access to LCC students as materials for other community colleges will be searchable.

To further assess the effectiveness of the library and associated services, students are regularly surveyed. Results from surveys indicate that although students are primarily utilizing online search engines, they are also utilizing the library catalog, webpage, and databases (EV19). The survey demonstrates that students recognize the value of pursuing different resources and are aware of the College's applicable library resources.

The survey assists the librarian in determining which databases to continue or replace and these changes reflect what is being taught in the classes. The survey indicated a need for more video

and tutorials that can assist in research and database searches. The research or LibGuides have proven to be a useful addition in providing an accessible platform for distance education, disabled students, and the general student population.

The survey findings led to the addition of two important library databases, including *CINAHL,* a nursing database (EV20) and *Opposing Viewpoints*, a cross-curricular research database supporting science, social studies, current events, and language arts (EV21). Streaming video content and E-Book subscriptions augment the existing print book and media collections, providing 24/7 access to books, articles and media for both on- and off-campus students.

Learning Center

The Lassen Community College Learning Center's objectives are guided by SLOs which have been collaboratively authored and collectively agreed upon by College instructors and staff affiliated with this program.

- Students who have received learning support services offered through the LC will demonstrate and report independent application of learning strategies.
- Students who use the learning support services offered through the LC will be able to identify specific learning needs regarding the classes for which they seek assistance.
- Students who use the learning support services offered through the LC will develop a necessary skill set and apply it to course work.
-

These objectives are evaluated by a student survey (EV19). These self-reported results show LCC students are readily identifying learning needs, developing necessary skillsets, and independently applying those skill sets to increase their success in their coursework.

Analysis and Evaluation

The College meets the standard. Learning support services are evaluated regularly as part of a continuous cycle of improvement, through program plans, program review, and other summative assessments.

Learning support services are evaluated regularly as part of a continuous cycle of improvement, through program plans, program review, and other summative assessments. Program reviews include an assessment of the Library and learning support services, and these are used to inform decisions about meeting student learning needs. As a result of internal data and program review, Lassen Community College has expanded services to students in several areas (mathematics, the sciences, specifically chemistry, and nursing) since the last self-evaluation and has kept pace with increasing student interest in these services by allocating additional financial (not human resources due to staffing shortages) to the Library and learning support programs.

The Lassen Community College supports student learning and achievement by providing library and other learning support services to students, instructors, and staff members responsible for student learning and support. These services are enough in quantity, currency, depth, and variety to support the College's educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections (permanent; lending library; serials), a learning/tutoring center, tutoring (on-campus and virtual), computers, and instructional learning technologies for users of the library and other learning support services.

4. *When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)*

Evidence of Meeting the Standard

As of the Spring 2018, the State off California has funded an integrated library services platform (LSP) purchased from and maintained by Ex Libris. In August 2018 LCC signed the agreement to participate in the new LSP (EV6). Beginning in the Fall of 2019, the College's library staff began the process of migrating to this new LSP which hosts Alma and Primo.

Lassen Community College participates in a statewide Consortium that maintains a cooperative purchasing agreement through the Council of Chief Librarians (CCL) and Community College League of California (CCLC). (EV1) The Consortium evaluates resources and "conducts a program of cooperative buying" ensuring such resources (online databases and periodical databases) are available to its member libraries and often at a discounted price. (EV2) Through the Consortium, the LCC Library has purchased prominent electronic and periodical database packages (Credo, EBSCO, ProQuest, Gale/Cengage, and others) which were chosen by the librarian, the College's instructors and students. Each of the College's departments annually evaluates the Library's resources and services for both relevance to the curriculum and usage. (EV3)

Lassen Community College is a non-voting member of the NorthNet Library System, which allows member institutions to engage in inter-library loans. Inter-library loans allow students, instructors, staff, and community members to access resources not available in the LCC Library. (EV4)

In addition, the Library utilizes the Library Solution Integrated Library System (ILS) from The Library Corporation (TLC). However, LCC is migrating to Ex Libris.

Lassen Community College's Institutional Technology Department is responsible for the hardware and software installation and upgrade of computers in the ARC. All computers are

equipped with Deep Freeze and anti-virus software that protects computers against viruses and prevents downloading of programs without administrative privileges.

The Chief Technology Officer, in conjunction with LAN Logic and other third parties, ensures the security, maintenance and reliability of Lassen Community College's technology-based instructional support platforms. The accessibility and utilization of these services are routinely evaluated by the Instructional Technology (IT) Committee to ensure their effectiveness.

Lassen Community College maintains a contract with NetTutor, an online tutoring service, for students enrolled in online, hybrid, or off-campus classes as well as for campus-based students for after-hours usage. (EV5) NetTutor holds an agreement with Lassen Community College and the California Community Colleges Chancellor's Office (CCCCO).

Analysis and Evaluation

The College meets the standard. The college collaborates with numerous other sources for library support services. Ongoing contracts with outside providers are maintained and evaluated as part of routine end-of-semester activities.

Conclusions on Standard II.B. Library and Learning Support Services

Lassen Community College supports student learning and achievement by providing library and other learning support services in enough quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education. Learning support services include, but are not limited to, library (permanent and textbook) collections, tutoring, the learning center, learning technology, and ongoing instruction for users of library and other learning support services. Faculty, the librarian, and the ARC learning support services classified professionals are instrumental in selecting and maintaining the equipment and materials to support student learning. The library and other learning support services conduct regular cycles of assessment, review and improvement to ensure they are meeting identified student needs, including the attainment of student learning outcomes. Where Lassen Community College collaborates with other institutions or sources for library and other support services, these relationships are documented with formal agreements and regularly evaluated for effectiveness. (ER 17)

Improvement Plan(s)

Change or Improvement	Standards	Responsible Parties/Committees	Timeline	Anticipated Outcome
Become a member of QuestionPoint, a collaborative 24/7 reference service	II.B.1	Consultation Council (requires funding); if librarian	Fall 2020; Indefinitely	QuestionPoint provides library assistance & services to all College individuals when the

		contributes 4 hours per week then our cost is discounted		library is closed and is invaluable for distance education students
Collect & analyze data to ensure that the library & learning center are meeting students' needs	II.B.3	Director of Institutional Effectiveness; Institutional Researcher	Spring 2020; Fall 2020	Provides evidence as to what resources and services are or are not effective in promoting student success
Conduct a bi-annual inventory of all library & learning center resources	II.B.3; II.B.4	ARC Staff	Fall 2020	Ensure accurate as well as working resources (books; computers; printers; scanners; Chromebooks; calculators) to foster learning
Continue creating Research Guides for specific departments and/or courses	II.B.1	Librarian	Spring 2020; Indefinitely	Research guides serve as active research tools, with links, search boxes, & other interactive elements; are infinitely discoverable via web searches; are available 24/7; easily updatable; include multimedia elements which serve varied learning style
Create an introduction to the LCC's Library & Learning Center Resources in Canvas	II.B.1	Instructional Designer; Director of Information Technology; Librarian	Summer 2020	Electronically delivers library assistance & services
Develop & teach information literacy classes for staff & students which focus on research & citing	II.B.1	Librarian	Fall 2020	Information literacy classes allow users, whether students, instructors, faculty or community members, to navigate the web site; use databases; utilize Google more effectively
Pursue the addition & installation of security devices to allow monitoring of the ARC's two levels	II.B.2; II.B.4	Director of Information Technology; Director of Facilities; Consultation Council	Spring 2020	Ensure safety and security of all ARC users; often times there is only one person working and that individual must monitor both levels
Reconfiguration of space to accommodate specific usage	II.B.2	Director of Facilities; Librarian	Fall 2020	Better management of loud talking, cell phones & other distractions which makes the ARC an easier place to learn & work

Secure adequate staffing & expand hours which aids in student success	II.B.1	Consultation Council; Human Resources Director; Director of Student Success	Spring 2020	Support access to library resources & services which in turn fosters academic success

Evidence List

II.B.1_EV1_Academic Resouce Webpage
II.B.1_EV2_Staffing of ARC from NIPR
II.B.1_EV3_Fall 2019 Lib Hrs - Days
II.B.1_EV4_ARC's Final Schedule Fall 2019
II.B.1_EV5_LCC Org Charts 8-2019 Pg. 2
II.B.1_EV6_Division Chair Dept List 2019-20
II.B.1_EV7_ARC picture
II.B.1_EV8_Accudemia Fall 17, Spring 19 Data
II.B.1_EV9_Tutoring Payroll 8-16-18 to 5-24-19
II.B.1_EV10_Total Holdings Library 9-5-19
II.B.1_EV11_Total Holdings EOPS 9-5-19
II.B.1_EV12_Total Holdings Inmate 9-5-19
II.B.1_EV13_Total Holdings Fire House 9-5-19
II.B.1_EV14_Total Holdings Correspondence 9-5-19
II.B.1_EV15_LCC ARC Resources Services Faculty Staff Form
II.B.1_EV16_OER Faculty Invitation
II.B.1_EV17_Reserve a Study Room in ARC
II.B.1_EV18_Email Soliciting Instructor Input
II.B.1_EV19_Flex Activity Schedule August 2018
II.B.1_EV20_LCC Collection Development and Weeding Guidelines
II.B.1_EV21_LCC Board Policies and Procedures Library
II.B.1_EV22_Flex Trainings Jan 2019
II.B.1_EV23_OER Handout Spring 2018
II.B.1_EV24_Flex Trainings and OER
II.B.1_EV25_LSP Contract
II.B.1_EV26_Request for Popular Read
II.B.1_EV27_Popular Reading Collection Fall 2017
II.B.1_EV28_Fulfill Faculty Student Purchase Requests 11-2018
II.B.1_EV29_Instructor Request for Class-related DVDs
II.B.1_EV30_ARC Survey Adequate Resources Fall 2018
II.B.1_EV31_Info Literacy Instruction Programs 17-19
II.B.1_EV32_Nursing Student Resources 8-19
II.B.1_EV33_Evaluation Form Vocat Nursing 8-29-17
II.B.1_EV34_LCC Tutoring Training Booklet Spring 2019
II.B.1_EV35_Tutor Training Exam Spring 2019
II.B.1_EV36_Starfish
II.B.1_EV37_LCC Tutoring Program
II.B.1_EV38_LCC Online NetTutoring

II.B.1_EV39_Writing Lab Days and Hours Fall19
II.B.1_EV40_Library Tutorials
II.B.1_EV41_Writing Lab Workshop Schedule 19-20

II.B.2_EV1_LCC BP and Procedures Library
II.B.2_EV2_Academic Resouce Webpage
II.B.2_EV3_2019-2024 LCC ITMP
II.B.2_EV4_Circulation Textbooks In-House Overnight 8-7-19, 9-9-19
II.B.2_EV5_LCC ARC Resources Services Faculty Staff Form
II.B.2_EV6_SmartBoard in LCC LC
II.B.2_EV7_LCC Layout for Computers and SmartBoard

II.B.3_EV1_ARC Lib LC Mission Statement
II.B.3_EV2_Library Annual Program Review
II.B.3_EV3_2019-2020 Student Workshops
II.B.3_EV4_Learning Center Orientations
II.B.3_EV5_Credo 2018
II.B.3_EV6_Credo 2019
II.B.3_EV7_EBSCOHost Jan Oct 2016
II.B.3_EV8_EBSCOHost Oct 2016 Oct 2017
II.B.3_EV9_EBSCOHost Oct 2017 Oct 2018
II.B.3_EV10_EBSCOHost Oct 2018 Oct 2019
II.B.3_EV11_FOD Aug 2016 to Dec 2016
II.B.3_EV12_FOD Aug 2017 to Dec 2017
II.B.3_EV13_FOD Aug 2018 to Dec 2018
II.B.3_EV14_Gale 2016 to 2019
II.B.3_EV15_Kanopy 2016 to 2019
II.B.3_EV16_Statista 2018 to 2019
II.B.3_EV17_LCC Circulation 2017-2019
II.B.3_EV18_Research or LibGuides
II.B.3_EV19_ARC Survey 2018
II.B.3_EV20_CINAHL Nursing DB
II.B.3_EV21_Opposing Viewpoints

II.B.4_EV1_Library Contracts - Partnerships
II.B.4_EV2_Consortium of CCC Libraries
II.B.4_EV3_Invitation for Faculty needs Spring 2019
II.B.4_EV4_NorthNet Library System
II.B.4_EV5_LCC NetTutor Usage 2019
II.B.4_EV6_CCC Technology Center Contract

C. Student Support Services

1. *The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance*

accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

Lassen College evaluates the quality of student support services in a variety of ways. The Planning-Budget Handbook (EV1) and the Non-Instructional Program Review Process and Procedure Handbook (NIPR) (EV2) provide us with guidance on the process and procedures for assessing our programs while connecting each of our goals to our Strategic Plan (EV3). Each student services department provides a Non-Instructional Program Review every 5 years and an Annual Update every year in between. Each LCC Student Services' NIPR focuses on identifying areas of growth and how to serve students regardless of location. One of the evaluative steps in the NIPR process is to measure our Administrative Outcomes. The recommendations in our NIPRs are data driven and linked to one of our Strategic Goals. Data can be extracted, or gathered, from our management system, Ellucian/Colleague, Town Hall meetings (EV4), and surveys such as Lassen College Alumni and Business Survey (EV5) and LCC Student Voice Analysis (EV6). The recommendations then feed into the six Master Plans (i.e. Educational, Facilities, Student Services, Institutional Technology, Human Resources, and Institutional Effectiveness). The leads of each Master Planning Committees meet to identify the priority of the compiled items that require funding, including the President's considerations. These items then move forward to Consultation Council (EV7), a committee representing each constituent group, in which they prioritize items under the following categories: "one time," "on going," "staffing," or "fixed."

In the past Lassen College has used the Noelle Levitz Survey as a means to evaluate community and campus' strengths and weaknesses. As part of the Guided Pathways initiative and to support the assistance of our evaluation process, LCC hired a company named Ed Optics, a non-profit company that supports institutions with organization of thought, goals, and develop steps to create transformational change. They were able to facilitate and identify our strengths and weaknesses. This outside agency was able to hold us accountable to having those sometimes difficult and honest conversations. Lassen College was provided with results from an Alumni and Employer Survey (EV5), a report of Lassen College's initial thoughts about what we wanted or thought needed to change as a result of a staff development activity (EV8), and conducted 6 focus groups (EV4). These results have provided direction in ways to better support our students (i.e. better signage with new map (EV9) that coincides with the flags on campus, develop welcome packets for new staff, implement Starfish Early Alert, implement faculty meetings, expand Week of Welcome (EV10) week, etc. (EV11).

The evaluation process is not limited to the surveys Ed Optics has initiated. Lassen College has conducted a number of surveys including but not limited to transportation survey (EV12), a Community Survey (EV13), Accreditation Self Study for Staff (EV14) and Students (EV15) and multiple department surveys when measuring AUO's for NIPR's/IPR's. (EV16) Implementation and evaluation is an ongoing process at Lassen College.

Analysis and Evaluation

The results from the Lassen College Accreditation Self Study Surveys conducted Fall 2019, spoke positively from staff and students regarding student services provided (EV14, EV15). Lassen College meets this standard by providing support to students in a variety of modalities; online, face to face and correspondence.

a. The application to Lassen College is provided online through CCC Apply. Paper copies are available in the Admissions Office for those who prefer hard copies and are also delivered to all incarcerated sites serving Lassen College students. (EV17).
b. The catalog is available on our website and in print through Academic Services (EV18). Lassen College has two incarcerated programs; correspondence and face to face. The catalog is provided in print to each institution.
c. Lassen College's orientation is provided online with additional workshops provided face to face (EV10, EV19). Orientation for incarcerated students participating in the correspondence program located out of the area is provided on a DVD and in written format (EV20, EV21). For the face to face incarcerated program the orientation is conducted by a counselor at the institution (EV22). Lassen College is currently working on updating our orientation content and format. As part of the Guided Pathways initiative we are realizing that we need to break the orientation down into small chunks and identify when items would be best addressed (i.e. prior to registering, once into a semester, only if in a specific program, etc.).
d. Tutoring/Academic support is provided face to face on campus and for the face to face incarcerated students. Tutoring services are available for the student by 1) making a request in the Learning Center or 2) provided in a group setting through the Math lab and reading/writing lab classes/workshops (EV23). Lassen also offers online tutoring through Net Tutor.
e. Career Assessment has been added to our services this year (EV24). Lassen offers online career assessment, also available in print format, in the Career and Transfer Center Office (Self Directed Search). The incarcerated students will be receiving the Self Directed Search tool (EV25). Some incarcerated students have already taken the Career Assessment (Self Directed Search tool) as part of a test group. As we move forward with this project we will be able to reach our online students as well by implementing My Path with Career Coach.
f. Counseling/enrollment services are offered face to face and remotely (email, Skype, or phone). With AB 705, Lassen College adopted the statewide placement measures for all students (EV26, EV27, EV28, EV29). Lassen Counseling Department implemented Student Planning through Ellucian/Colleague back in 2014, to serve students at any location with Ed plan completion. Fall 2020, Starfish Degree Planner will be implemented as it appears more student friendly and provides one system for Early Alert and Student Planning.
g. Financial Aid support is provided face to face in the office, by phone, via mail, and through the student portal when serving our face to face, online, and incarcerated students. Each year Lassen College Financial Aid Department provide outreach support (Cash for College) in completing the FAFSA to high school seniors in the local area, and Modoc county by providing assistance with the completion of the FASFA.
h. Library provides services face to face and hours have been extended to better serve the student's needs. Streaming video content and eBook subscriptions were also added to augment the existing printed books and media collections, providing 24/7 access to

books, articles and media for both on- and off-campus students. Library lends textbooks to any student on a first come first serve basis. Textbooks for the incarcerated program have been purchased but hope to move to fully OER texts starting Spring 2019/Fall 2020.

i. Transfer Center has a new and much larger location on campus for students to get assistance with university applications, TAG completions, and college exploration. Transfer Center Assistant provides presentations in classrooms with important deadlines (EV30), field trip information, and college rep visits (EV31). This information is shared with online students as well. The Transfer Center has made use of our texting system to notify students of these important activities as well.
j. EOPS- Students are encouraged to apply if they are a California resident and are eligible for financial aid to visit or contact the EOPS office to determine if they are eligible for services. Our EOPS program serves face to face incarcerated students by providing them with school supplies.
k. CARE program- LCC's CARE program serves students who meet the following criteria:
    a. Maintain a full-time program of study (12 units or more)
    b. Have at least one qualified dependent under the age of 14 years
    c. Apply for Federal Financial Aid and be eligible to receive either a Board of Governors (BOG) Grant A or B (fee waiver)
    d. TANF/CalWORKs as a single head of household and currently receiving cash aid
    e. Eligible for the EOP&S Program
    f. 18 years of age or older
    g. Be a California Resident

    CARE students can be eligible for child care reimbursement, gas vouchers and have the opportunity to attend a variety of workshops.
l. CalWORKS- A parent receiving Temporary Assistance for Needy Families (TANF) may be eligible for the following services for the program:
    a. Academic, Career, and Personal Counseling
    b. CalWORKs Paid Work-Study Employment
    c. Books and Supplies
    d. Job Skill Development
    e. Tutoring
    f. Advocacy with the County
    g. Campus and Community Resource Referrals
    h. Priority Registration
m. Foster Youth Program-The Foster Youth program works to remove barriers that foster youth often encounter when attending an institution of higher education. The program supports the student through the institutional system allowing the student to focus on achieving their educational goal.
n. Disabled Student Program and Services (DSPS) - Through an interactive process with the students, on-campus and online students are identified by previous medical or educational records or may be assessed to determine eligibility for learning or other disabilities. The DSPS specialist, along with the student, determine academic adjustments/accommodations. Incarcerated students are identified by medical records or educational records and accommodations are provided in the institutions, following institutional regulations.

o. Cafeteria and Housing- Incarcerated students are housed and fed by the institutions. The remaining students have the ability to apply for housing in the dorms. The dorm handbook (EV32) and application are available online (EV33, EV36) and students may purchase meals in the cafeteria. Meal plans were implemented in 2017. In 2018, our café hours were extended to include weekly dinners and in 2019 the meal plan was revised (EV35) to allow new payment options and provide some rollover of unused meals to better serve our students.
p. Child Development Center- Incarcerated or students served remotely are not in need of child care locally. However, Lassen College does offer child care on campus for children 8 weeks to 5 years old to low income families. A small portion of spots are available for private pay. The facility is open from 7:45am to 4:30pm. The contact information is provided on the main website. An intake is performed with a parent once the appropriate (infant, toddler, or preschool) "waitlist form" is completed (EV34).

2. *The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.*

Evidence of Meeting the Standard

There are a variety of ways that Lassen College identifies and assesses the learning support outcomes. One of the primary ways that Lassen College assesses the learning support need is by evaluating courses and programs through the IPR process (EV1). Part of the IPR process is to assess the Student Learning Outcomes (SLO's) noted in each course and Program Learning outcomes (PLO) (EV2) identified for each program. The SLO's are reported after every term for each course. As mentioned in our midterm report, Fall 2011, only 25% of courses had been assessed. Fall 2012, 86% were completed. By Fall 2013, 100% of courses had been assessed. Fall 2016, 559 courses and assessed 100% SLO's. In Fall 2017, 576 courses were offered and assessed 100% SLO's (EV3). The IPR evaluation process speaks to the revamping that can occur at the course level. Faculty can then make any adjustments necessary by referring to the Curriculum Handbook and following course revision process (EV4).

The program is evaluated through the IPR process as well. Staffing, degree/certificate completion/retention, scheduling/enrollment patterns referring to two year advising plans (EV5), and articulation are just a few items that must be evaluated and a plan developed to support student success. IPR's are due every 5 years and CTE IPR's are due every two years. CTE programs also gather additional input from their advisory committee (EV6) and regional consortium recommendations.

Lassen College also evaluates program efficiency and student success by using different statewide data resources (i.e. Launch Pad, DataMart, Vision for Success, etc.) and building that data into reports, two examples are the ACCJC Annual Reports (EV7), and Lassen College's Equity Report (EV8). As a result, of the data evaluated in the Equity Report, Lassen College identified a few areas of weaknesses that needed to be addressed. Lassen College wanted to increase the female, veteran and Native American students we served. Lassen College also

wanted to improve the three year retention rate for English and Math. The English and Math retention was brought to the forefront when AB 705 went into effect.

LCC Counseling Department determined the need to provide behavioral health support. In Spring 2018, a therapist was hired to provide crisis counseling, connections to referrals, and proactive programs (EV9). A Behavioral Intervention Team (BIT) was established in 2018 as a result of trying to meet the student need. The committee is focused on how to best serve the students emotional health on campus and on the college website with resources and healthy activities for all populations.

Another form of evaluation has been asking for student input directly. This occurs when Town Hall meetings are held (EV10) or more formal surveys, for example Ed Optics LCC Student Voice Project (EV11). Through these surveys Lassen College has discovered suggestions for all areas that support student success such as changes to the website, campus communication, and dorms.

Analysis and Evaluation

The College has met the standard. This assessment process happens on a regular basis whether it is focusing on the institution as a whole or in academic planning, where each department's requests are reviewed to determine if it supports our district goals. The changes can occur at a course level through the IPR process or changes within our support systems for academic classes. Some of Lassen College's key achievements have been the result of evaluation and data driven planning. The following are a few examples:

Lassen College has had tutors and math/reading writing labs available to students. Based on AB 705, Lassen College decided it was imperative to provide more direct instructional support in the areas of English and math. Lassen College now also provides embedded tutors, a one unit support course in English and math for the transferable level, workshops to support writing skills, and has implemented an Early Alert system (Starfish). These, like other program changes, will be evaluated on the effectiveness and adjusted if necessary.

The Equity Plan resulted in Lassen College identifying ways to increase retention for English and math classes through AB 705 and increase the number of Native American students. Each summer LCC offers a program that invites Native American students ages Kindergarten to fifth grade to learn more about college and to get familiar with our campus (EV12, EV13). This program has been conducted for the last two years. It too will be evaluated for effectiveness.

Student evaluations have resulted in valuable adjustments in the way students access their progress toward degree completion. The College was trying to serve on campus, correspondence, and online students. At the time, there was no common account system for students to access where they were at in their degree/certificate completion. Lassen College implemented Colleague Degree Planner. The educational planning system is electronic so it serves the online and face to face students. The program also has a print feature which works for the correspondence students as well.

In 2016, a town hall meeting (EV14) was held to gather student input. Students wanted the café open later, a kitchen and rec area in the dorms, and better communication of events. As a result of this town hall meeting, the café hours were extended and added a meal plan option. The plan was adjusted in 2018, at the request of students per the Ed Optic Student Voice Survey (EV11). In 2017, Lassen College finished building a beautiful fully functioning kitchen in the dorms. In 2018, the recreational area was upgraded with new furniture and electronic capabilities. We have since also added a dorm patio with barbeques as well. Communication to students has improved as we implemented a texting system in 2015 (primarily used for emergencies) and then in 2016 for any quick notifications of activities on campus. Starfish Early Alert system was implemented in the Fall of 2019 for academic and conduct concerns.

Lassen Modoc Adult Education Consortium has identified areas of strengths and weaknesses as well. One area the consortium decided to focus on was hiring a full time counselor to assist students' transition from high school diploma/equivalency to credit programs at the college with other consortium member support. Hiring a counselor dedicated to these efforts was addressed in the Counseling IPR (EV18), Student Services Master Planning Committee, and Consultation Council to plan in the budget. The position was filled Fall 2018. The College developed high school equivalency non-credit courses to prepare students to pass the HiSet Exam with the intention of then becoming eligible for financial aid and transitioning into credit programs. In 2018, 36 students passed the exam, 8 earning high school diplomas, and 14 passed exams in 2019. (EV15).

Lassen College wanted to increase the number of the local high school students' enrollment. LCC Counselors used to provide Reg-to-Go (EV16), an opportunity to receive priority registration, services on a Saturday in the spring. In 2017, the counseling department decided to provide the Reg-to-Go opportunity to serve high school seniors on their campuses. A counselor and/or office assistant would provide an informational meeting on each campus and walk through the FAFSA application/orientation process. LCC Financial Aid Office would provide a Cash for College presentation to complete the application prior to March (EV17). The counselors would travel to each feeder campus to answer any program/career questions and provide registration preparation with students in their portal.

3. *The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)*

Evidence of Meeting the Standard

Lassen College services a large rural region, 4,720 square miles (EV1). The county spans from as far east as Herlong and as far west as Westwood, approximately 60 miles. Lassen College also serves as far north as Modoc county, as they do not have a local college campus, to as far south as Susanville which is approximately 100 miles. Internet service is unpredictable in many of these outlying areas. Lassen College provides general outreach services, counselor outreach, and Financial Aid outreach. Lassen College also serve this area with Lassen Modoc Adult Education Consortium non-credit opportunities (EV2).

Lassen College has provided outreach centers in the past but have determined that face to face outreach, communication via email, phone or Skype opportunities, ITV and online course modalities may be a better way to serve the large service area. Lassen College is exploring dual enrollment opportunities in the high schools but are currently serving high school students through concurrent enrollment. Appropriate steps have been established, but additional supports are always being explored, to onboard a student, provide supports to keep them on that path and to complete their goal. Equitable services are always a discussion when serving Lassen College's large service area and multiple modalities.

Specialized programs such as Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), Disabled Students Programs and Services (DSPS), and CalWORKS are housed on the main campus to provide additional support services to students.

A spreadsheet used for the ACCJC reports (EV3). Each report reflects the progression of adaptions as our students, programs, and services have changed (EV4).

Analysis and Evaluation

The College meets the standard. Lassen College ensures equitable access to all students regardless of service location or modality. Instruction is provided face to face, online or through correspondence. Student services are evaluated regularly through the Equity Plan (EV5, EV6, EV7), and Student Services Master Plan (EV8). Each plan correlates with the Strategic Plan (EV9) to ensure that equity for all students is achieved.

4. *Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.*

Evidence of Meeting the Standard

Lassen College's co-curricular and athletic programs align with the mission and contribute to the experience of the students. This standard aligns with one of Lassen College's Institutional Student Learning Outcome mentioned in the Strategic Plan (EV1). One of the strategic goals mentions "student personal/interpersonal responsibility" in which the college expects students to interact and cooperate with students of the same and/or different cultures. All Lassen College athletic programs adhere to BP/AP 5700 (EV2, EV3), California Community College Athletic Association (CCCAA) (EV5), and National Intercollegiate Rodeo Association (EV6) standards and regulations. The athletic department is overseen by a Director of Athletics who is supervised by the Dean of Student Learning. Face to face orientation and CCCAA compliance exam must be completed by all of those involved in serving student athletes (admin, counselors, support staff, etc.) (EV7). A face to face student orientation is provided to the student athletes annually (EV8, EV9, EV10) in addition to an athletic handbook (EV11). Co-Curricular athletic programs can be tied to a specific course that has been approved through the curriculum process. Athletics is one of the largest examples of a co-curricular program. Lassen College offers 10 athletic teams

(Women's volleyball, Women's softball, Men's baseball, Men's wrestling, Men's/Women's basketball, Men's/Women's rodeo, Men's/Woman's soccer) and each team offers a combination of pre-season, in season and out of season courses. The athletes participate in fundraisers (EV12) and a variety of community service activities (EV13, EV14, EV15, EV16, EV17), rodeo (EV18), and programs that support our community such as Back the Badge, Honoring a Hero, Shop with a Hero, and Veteran's breakfast (i.e. Back the Badge (EV19, EV20). Each athlete also is required to attend study halls to keep them connected and provide them with dedicated time to stay on task academically. All athletic budgets are managed by Lassen College's Director of Athletic Operations.

Lassen College also provides a student experience in a variety of ways. Some of these campus activities include clubs, cultural gatherings, and civic duty resulting in social interpersonal growth, promote lifelong learning, and exposure to cultural diversity.

Clubs: Lassen College hosts a few clubs for interested individuals.

- Associated Student Body (ASB) is a representative body of Lassen College Students. ASB allows students to have a voice on campus and support their civil and political interests. An ASB student (EV21, EV22) can be elected to participate on the LCC Board and committees on campus (i.e. Curriculum Committee, Consultation Council, etc.). All currently enrolled students who have paid the $1 Student Representation fee each semester shall be members of the ASB. All members are entitled to reduced or free admission to all of its activities, bookstore services and local merchant discounts when presenting the ASB card. In addition, there is a $3 Student Activity fee which helps fund student events. During the spring semester, students will elect ASB officers to represent the students to the college administration and the District Governing Board. The elected officers include the President, Vice-President, fifteen Senators and the Student Trustee. The Associated Student Body elected officers are President and Vice President with Secretary and Treasurer positions being appointed. The Associated Student Body officers work on three councils. The Advisory Council officers serve on Lassen Community College committees. The Executive Council and Student Body Council exercise the powers and duties of the ASB Government.
- Phi Kappa Phi- Phi Theta Kappa, which is the largest honor society in American higher education. The mission of Phi Theta Kappa is to recognize and encourage academic achievement and to provide opportunities for individual growth and development for the two-year college student, through participation in honors, leadership, service and fellowship programming. To be eligible for membership a student must complete a minimum of twelve units of associate degree course work and generally earn a grade point average of 3.5 or higher. Students must maintain a high academic standing throughout their enrollment in the two-year college, generally a 3.25 GPA.
- Fire Guild – The Fire Science Guild is one that fosters education, shares experience and knowledge from past fire fighters to future fire fighters for employment and education, and helps to bolster community ties. This club was approved by ASB in 2018.
- Special Athletics and Activities Club- (EV23). The Special Athletes and Activity Club is committed to the equality of opportunity for all individuals with or without disabilities who can benefit from physical and social activities. The club will promote physical, emotional, and social well-being in sport, recreational or social activities at their level of

choice (EV24, EV25). They meet once a month on Lassen College campus (EV26, EV27, EV28, EV29). They have provided community activities to fundraise for their club (EV30).

Lifelong Learning Activities

- Lassen College finds it important to offer a variety of campus activities. For those who enjoy critical thinking activities LCC hosts numerous Movie Nights (EV31, EV32, EV33). Movies with cultural, historic, and artistic significance were selected while snacks were provided. Game Night (EV34, EV35) was another opportunity for students to use their mathematical and critical thinking skills to play against other students and teams. This year Lassen College has started to offer Cooking classes (EV36, EV37) that support student living and a healthy life. Intermural activities are also offered to keep up a healthy lifestyle (EV38). On occasion we are able to get literary presenters such as, Ellen Hopkins (EV39, EV48), who provided a community wide presentation and FAQ session in addition to a book signing opportunity.

Cultural Activities

- Lassen College celebrates the culture, history and contributions of many cultures annually (i.e. Black History (EV40), Native American Month (EV46), Women's History (EV47), Hispanic Heritage (EV41, EV42), Asian/Pacific Islander (EV43). Celebration activities include, are but not limited to, movies, luncheons, dance lessons, fundraisers (EV44, EV45), etc.

Analysis and Evaluation

Lassen College meets this standard by offering students co-curricular and athletic programs that meet the mission and promote social and cultural aspects of the educational experience of Lassen College students. Lassen College's opportunities provide students with a civic/political, leadership, interpersonal, athletic, and cultural opportunities. All programs are founded on sound educational policies and standards set by local and state parameters.

5. *The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.*

Evidence of Meeting the Standard

Lassen College Counseling Department adheres to all BP/AP policies related to the program (EV1, EV2, EV3) and any statewide initiatives that affect the department such as Student Success and Support Program, Equity, and Guided Pathway. NIPR's are completed every 5 years. Assessment, Counseling, Student Equity and Achievement, and Transfer NIPR and EOPS NIPR were last completed 2018 (EV4, EV5) with annual updates completed regularly which provides regular evaluation of the program (EV6, EV7). AUO's have measured placement assessment data (which will be changed to career assessment data), ed plan completion, orientation completion, and evaluation of transfer resources. In the most recent NIPR, data reflects the progress on our AUO's:

- Fall 2017, 48% of eligible students had educations plans. By fall 2018, 62% of eligible students had education plans.
- Fall 2016, 665 completed an orientation and Spring 2017, 671completed an orientation compared to Fall 2017, 674 and Spring 2018, 1150 completed orientations.
- The Transfer/Counseling Center met with 665 in Fall 2016/Spring 2017 with an increase to 1010 contacts for Fall 2017/Spring 2018.

Counselors are evaluated based on Lassen College Faculty Association contract. Student surveys provide additional input in the process. Additional surveys such as those provided by Ed Optics (EV8) and 2019 Accreditation Self Study Staff and Student Survey (EV9. EV10) have provided feedback on efficiency, functionality, and knowledge provided by the counseling department.

Lassen College has six full time counselors: 1 DSPS/general counselor, 1.75 general counselor/.25 articulation, 1 full time adult education transition counselor, 1 full time EOPS counselor, 1 full time incarcerated counselor. One of the general counselors has veterans and international students assigned to his caseload. The DSPS, EOPS, and general counselors have athletic teams assigned to them as well as a high schools within the service area. The DSPS, adult education transitions counselor and the two general counselors are housed in our One Stop Shop (student services) building which also houses Career/Transfer Center, Financial Aid, and Admissions and Records. The incarcerated counselor is located in the portable that serves the correspondence program. The EOPS Counselor was re-located in 2016, to Basecamp where all categorical services are now located (at the top of campus in the Creative Arts building).

Counselors hold weekly department meetings (EV11), outside of peak registration times, to remain updated on current and upcoming standards regarding transfer, curriculum, and academic/athletic compliance issues. There have been partial or full days that the department has closed the office for training about programs such as Starfish educational planning training or HBCU certification training. Counselors are included in the faculty unit and are required to complete 35 hours of Flex annually. Counselors have used various webinars/conferences related to CTE, Student Success Conferences, Guided Pathways, EOPS, students with special needs, behavioral health, athletic academic eligibility, curriculum, veterans, articulation, serving incarcerated students, adult education, and regional transfer and articulation meetings to accrue hours and knowledge to share with the rest of the team.

The counseling department provides services and documents in a variety of ways in hopes to meet the needs of all students. The application, orientation, registration, and ed plan can be done online, correspondence (incarcerated program) (EV12, EV13, EV14, EV15, EV16, EV17), and/or with assistance of a counselor via face to face, email, or Skype. Two computers are available in the counseling office for student use. With the implementation of Starfish Early Alert students have the ability to schedule appointments with their counselors.

Lassen College's Counseling Department has been involved in many activities and initiatives to support student success:

- Since 2014, Lassen College counselors have been creating ed plans via Colleague/ Ellucian system. Fall 2020, LCC's Counseling Department goal is to fully implement the

Starfish Student Planning system. The goal is to provide students and staff a user friendly program and provide Early Alert, ed planning, and scheduling of appointments all in one system. Ed plan completion is a goal measured in the NIPR/AUO process. LCC counselors have offered ed plan completion initiatives to improve this goal (EV18). The new system will allow students to complete their own plan in a more efficient manner, although counselor support in creating a plan is strongly encouraged.

- Another program that will be up and running in Nov 2019, is the statewide MyPath program. There is a lag time between application completion and rollover into the current system and My Path can provide some guidance into the next steps and provide it in a format that seems user friendly. My Path also provides the Career Coach tool which will allow students immediate access to a tool that will be used throughout the State of California. This will be a great addition to the new Career and Transfer Center. Due to the lack of internet services, the incarcerated population will not be served in career exploration by using MyPath but by using the Self Directed Search. This exploration tool could be helpful for those scheduled for release or for job opportunities inside the institution.
- The new Career and Transfer Center opened August 2019 (EV19, EV20). The Transfer Center (previously just an office space) was located in the counseling office. It may not have been obvious to students that this was a separate available service. With Guided Pathways encouraging a more streamline process of staying on their path it only made sense to create a Career Center and include the transfer activities within it to provide a more streamline process for students to stay on their path toward degree completion and employment goals. The Career Center is planning to provide services face to face, online and to incarcerated students. The Career Center will provide career exploration, help identify skills/interests, and host workshops. The Transfer Center will continue to provide the same services as in the past such as application assistance, TAG assistance, exploration of majors, College Day (EV21), classroom presentations (EV22, EV23), student field trips (EV24, EV25), and scheduling of college reps including On the Spot Admission by CSU Chico (EV26, EV27). The Transfer Center also provides notifications on transfer activities of important deadlines, reps on campus, Black College Expo (EV28) and PreHealth conference (EV29) via email, text, classroom presentations, and in the portal. The Career and Transfer Center hosted our first Annual Veteran Luncheon 2019 (EV30).
- An area of great concern is the need to provide support to students who are struggling with mental health. A request was made through the counseling NIPR to provide therapeutic services on campus. In spring 2018, Lassen College hired a behavioral therapist. The therapist provided up to six session of short term therapy for each student in need. The student initiated services via the counseling office. The therapist also offered short term groups (EV31) and preventative activities such as the PostSecretU program (EV32) and Movies for Mental Health (EV33). As a result of the need to support Lassen College students, the Behavioral Intervention Team (BIT) was created. The BIT is composed of representatives from key campus departments whose goal is to identify support programs, and/or communication with campus to maintain a healthy lifestyle. The BIT team is not a crisis response team. However, the members have used the group as a case management round table to identify students in crisis, work collaboratively to access a distressed student's needs, and determine appropriate campus and/or community

resources (EV34, EV35). A folder with a guide to assessing a student's need, crises phone numbers, and resources is being created with a webpage including the same information to follow.

- Counselors provide outreach to high schools in our service area. Counselors often join the financial aid department during Cash for College presentations to talk about spring semester registration and Reg-to-Go process. In 2017, LCC counseling department decided to offer Reg-To-Go at each high school site. (EV36, EV37, EV38, EV39) A counselor and/or administrative assistant would provide an initial presentation on how to complete the application and orientation. Once students completed the assessment a counselor would visit the school site again and register those seniors. With the elimination of the placement test, counselors will be using the statewide multiple measure criteria for placement (EV40, EV41, EV42).
- Counselor Luncheon is an activity that Lassen College provides to counselors and administrators of each service area high school to thank them for their support all year, share new up and coming changes to our procedures/programs, and to network. A survey is provided to gather input and make adjustments as necessary when serving this population (EV43, EV44).
- Outreach is provided by the adult education counselor to the 11 consortium approved sites in Lassen and Modoc County (LMAE) Program May 2019. The transition counselor works with students who have not earned a high school diploma or equivalency. After a transcript evaluation, the counselor recommends either an adult education program for the student to earn a diploma or the HiSet preparation program (EV45). Once diploma or equivalency is earned the counselor transitions the student into a credit program at the college.
- Often counselors refer students to programs/activities that will provide support for student success such as Financial Aid workshops (EV46, EV47, EV48, EV49), athletic orientations (EV50, EV51), EOPS (EV52), DSPS (EV53), dorms (EV54, EV55) lending library, intermural activities (EV56), mental health resources, Child Development Center resources (EV75), meal plan (EV58), Kinship workshops (EV59, EV60, EV61, EV62), CalWORKs (EV63, EV64), Cougar Cupboard and other food insecurity supports (EV34), Important Dates (EV65), scholarships (EV66), tutoring/labs (EV67, EV68), and many more.
- Counselors also are required to participate on one shared governance committee per contract. However, many of our counselors sit on additional committees or participate in a variety of workgroups (i.e. Guided Pathways, Meta Major workgroup) and activities that support student success (i.e. Week of WOW (EV69, EV70, EV71, EV72), AB 705 discussions, Starfish training, and provide workshops/presentations (EV73, EV74). As a result, the counselors have a voice that incorporates a student perspective to many of the committees. There is a great working relationship between counseling and instructional faculty (EV10).

Analysis and Evaluation

The College meets the standard. Counselors adhere to board policies, statewide initiatives, and are involved in activities on campus in support of student program development and success. LCC Counselors attend regular trainings to remain current on student issues. The department

routinely evaluates the program and makes adjustments if necessary. LCC Counselors support the ACCJC standard and statewide measurement of assisting a student to complete their goal and will continue to develop and evaluate the effectiveness of our program and appropriate incremental objectives.

6. *The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)*

Evidence of Meeting the Standard

Lassen College has established Board and Administrative policies related to Admissions (EV1, EV2, EV3), establishing priority registration (EV5, EV6), International Students (EV7), and concurrent enrolled high school students (EV8). The registration steps for each group of students is available on the Lassen College website (EV9). The college catalog is updated annually and is available on our website. A hard copy is available for purchase in the bookstore. All students complete a CCC Apply Application, or a paper copy if available per request in Admissions and Records Office. All students, excluding the International students are asked to bring in a college transcript from another school or high school transcripts for placement purposes, per AB 705 (EV10, EV11, EV12). Due to the different students we serve and the lag time between application completion and the next steps, Lassen College will be implementing My Path before registration for Spring 2020.

- High School Equivalency students: Students who have not completed their high school diploma, or equivalency, can do so at Lassen College. Through the Adult Education funds (formerly AEBG, now referred to Lassen and Modoc Adult Education (LMAE) Lassen College offers the HiSet preparation and covers the cost to take the test. Once the student passes the exam they are encouraged to enroll in credit programs and to follow steps to register for those available services not completed (i.e. FAFSA).
- Concurrent Enrollment: Students under the age of 18 and who have not earned a high school diploma are eligible for enrollment as a part time student. Enrollment steps consist of completing CCC Apply application, accessing the portal to complete the mandatory online orientation (Lassen College is in the midst of creating an orientation specific for concurrent enrolled students), complete the special admit form with their high school counselor, and get parent signature (EV13). The student takes this form and a copy of their high school transcript to meet with a college counselor. The signed form is turned in to Admissions and Records to finalize registration. The need to purchase the textbook is discussed as well as options that are available for purchasing (i.e. bookstore, lending library, etc.).
- New student Admission: Students complete CCC Apply application, log into the portal and complete the mandatory online orientation, complete FAFSA if they have not already done so, taking a career assessment is encouraged for those who are undecided on their career goal, meet with a college counselor, and register for classes.
- International student admission: Complete International Student application first, once accepted for International admission the student is directed to follow Visa instructions included in their acceptance letter, then complete CCC Apply application, log into the portal, complete online orientation, and then meet with the International Counselor to

prepare to register for classes. Dorms are suggested for those who are interested in completing an application (EV14).

- Veteran students: Veteran students are to complete the steps listed above (under General Admission) but will also need to make sure they meet with LCC's Certifying Official to provide documents to receive Veteran benefits, or transfer their benefits, to Lassen College. The student will then receive a "Certificate of Eligibility." Student will be required to provide Lassen College's Certifying Official the certificate, a copy of their most current DD214, and a copy of their benefit application submitted to the VA. This will initially be required to certify the student for benefits. The VA can take up to 30 days to process a request to use/transfer benefits. The student then is encouraged to meet with the Veteran's counselor.
- Support services are available through the application process. Lassen College offers an IT Hotline for those students with technical issues. Admissions and Records, Counseling Office, and Basecamp are available to answer questions and computers are available in each department. Financial Aid Office, which also houses the Veteran's certifying officer, is prepared to answer any questions regarding the FAFSA. Most questions can be answered in person, via phone or email.
- Lassen College has two programs that require an additional admission process: Licensed Vocational Nursing and Gunsmithing. Nursing prerequisites for the program (EV15, EV16, EV17) the application process and important dates for admission into the program are clearly defined on our website. Pass rates are identified for transparency as well (EV18) Gunsmithing application process and required tool list for the program is also advertised on the website. Both programs operate on a first come first serve basis.
- All students are pointed to some next steps, as appropriate, through published materials: Apply to EOPS, DSPS, check in with Lending Library/Bookstore, scholarships (EV19), dorms, catalog (EV20), etc.

All students, with the exception of the incarcerated population, currently have access to Colleague Student Planning to register. Fall 2019, LCC is working with Hobson to create our Starfish Educational Planner program. Starfish allows students to load their own plan without much guidance due to the technological intelligence, for example loading core classes first, then general education, then electives. This will not only be a more user friendly system but as established by Guided Pathways the hope is that the student will establish a plan that will keep them on a path of becoming a degree/certificate completer. LCCs goal is to move to full implementation of Starfish Student Planning in Fall 2020.

Lassen College implemented the online orientation in 2017. As a result of all the new statewide initiatives, the orientation process is being adjusted. With Guided Pathways in mind LCC's intention is to shorten the initial orientation, make it more applicable to the individual student's situation (i.e. new student, high school student, and continuing student) and shorten the modules. One Guided Pathways workgroup is developing a meta major system for students. The path may then lead students into the work world/Career or Transfer- supporting the very reason the college opened the Career and Transfer Center in Fall 2019. Students will be making use of Preview Days to CSU Chico, Humboldt, University of Nevada, Reno, UC Davis, and Simpson University. We will be hosting CSU Chico for On the Spot Admissions Day (EV21), college rep visits, application assistance. The Career Center will be offering workshops as well for resume

writing, career exploration, and hosting guest speakers. One of Lassen College's Student Equity and Achievement goals is to increase degree completion from 12% to 20% over the next 6 years (EV22).

Counselors use the degree planning system, university websites, Transfer Counselor Center website, athletic websites (when appropriate), and Assist.org to provide comprehensive educational plans. Curriculum cards are available for students on campus. However, the content is included in the degree planning system. Two year advising plans have been developed with a rotation of courses so a student knows when a course will be offered and guaranteed it will be offered within a two year time frame with the goal of completing a degree in a timely fashion. College Day is a resource counselors and Transfer Center advertises to support students in their exploration process (EV23). The counselors received HBCU certification and advertise this opportunity for students as well (EV24).

Analysis and Evaluation

Lassen College meets this standard. The College has adopted and adheres to admission policies. With admissions and records, financial aid, counseling, and the Career/Transfer Center all being located in the same building makes for seamless transitions from one office to another. Policies are available to view in the catalog, on the website, and on appropriate documents. Lassen College has a structure in place but with Guided Pathways it is the goal is to make the existing structure even more student friendly and functional.

7. *The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*

Evidence of Meeting the Standard

Lassen College adheres to the BP/AP 5052 allowing open enrollment for any person who has been admitted to the college (EV1, EV2). Priority enrollment has been determined in BP/AP 5055 (EV3, EV4). Prior to Fall 2018, LCC's assessment tests were selected from the California Community College Chancellor's Office approved list. Compass was the instrument used until the termination of the exam by the company in Spring 2016. Accuplacer was used to serve our incarcerated students (paper/pencil test) and it was the exam chosen to serve the general population when ACT terminated the COMPASS exam. With the elimination of the Common Assessment idea Lassen College adjusted AP 5050 to identify specific multiple measures that could be used to exempt a student from the assessment test or be used in lieu of taking the exam (EV5). Alternative measures included Advanced Placement (AP) exams, Early Assessment Program (EAP), Expository Reading and Writing Course (ERWC), California Assessment of Student Performance and Progress (CAASPP), or successful completion of a college course. Lassen College no longer offered an assessment test for placement purposes in compliance of Assembly Bill 705 in Spring 2019. Both the English and math department approved the use of the statewide default placement measures (EV6, EV7, EV8). Lassen College has two years to determine if these are appropriate measures for our students. A validity study will be conducted by the Institutional Effectiveness department.

Analysis and Evaluation

Lassen College meets this standard. The last few years have been driven by state policies transitioning from assessment exam, to the idea of a Common Assessment, then multiple measures to determine appropriate student course placement. Lassen College has risen to the challenge and followed the state's lead by continuing to adhere to the board policies and adopted new standards in a timely fashion.

8. *The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.*

Evidence of Meeting the Standard

LCC maintains student records and strives to ensure that records are secure, confidential and available in the future. Lassen College adheres to BP/AP 5040 (EV1, EV2) to respect student records and maintain Family Education Rights and Privacy Act (FERPA) confidentiality. The catalog (EV3) communicates to students, on page 22, FERPA and the rights to access their educational records. Lassen College does allow the student to give permission to release records with their permission by using a Release of Information form (EV4), or Transcript Request form (EV5), provided on our website and in Admissions and Counseling Offices.

Lassen College's Institutional Technology (IT) department's number one priority is maintaining the security of district records. As mentioned in Standard III.C.1, our IT department uses Unitrend to back up all servers and institutional data. All content is encrypted before it is uploaded to the cloud. This allows LCC to recover data in the event of a disaster. In 2015. Lassen College transitioned to using an electronic filing system, Hyland's Perceptive Content, to assist with a document management system. LCC implemented the program in the following departments: Financial Aid, Counseling, Admissions and Records, and Human Resources. This system allows for quick retrieval of documents and works in conjunction with Ellucian/Colleague.

Counseling Office: LCC Counseling Office adheres to BP/AP 5110 (EV6, EV7) to maintain confidentiality of students unless mandated by law to report and protect the safety of a child, elder adult, or health, safety, or welfare of any individual. Counseling maintains confidentiality with records as well as email or phone communications.

Admissions and Records: LCC Admission practices are to evaluate procedures and documents annually, after the Director of Admissions meeting, to determine if any adjustments need to occur. Currently, Lassen College has BP/AP 3310 (EV8, EV9) as reference to process regarding record retention. However, in November 2019, Admissions and Records department will be attending a webinar and initiate the discussion if any changes should be initiated in the policy and current system. Until the review in November, the department will continue to use Perceptive Content to scan and retain hard documents. Physical records are kept in secure locked cabinets within the offices and older records are in the storage building on campus M-2.

Financial Aid Office: LCC Financial Aid Department are required to keep records for three years. All documents are scanned in the Perceptive Content program and retained on the server. Any records that are older than three years old are not being scanned and are being purged/shredded. The department retains records after three years for students who received a loan but are purged after the last semester of attendance.

Analysis and Evaluation

Lassen College meets this standard and maintains student records permanently, securely and confidentially with an appropriate back up system. LCC publishes and follows established policies for the release of student records.

Conclusions on Standard II.C. Student Support Services

Lassen College has met all of the standards in area IIC. It is apparent that student services are guided by the Strategic Plan, Board policies, administrative procedures, and planning processes. For a small campus, LCC offers many services to support students through their educational journey. The process starts with the application, orientation, financial aid, and counseling. The student continues down their path with support services such as tutoring, an active campus life, educational workshops, and a Career/Transfer Center. The journey ends with LCC graduation and a certificate or degree in hand with employment opportunities or transfer on the horizon. There are however some issues where improvement is needed: with multiple statewide initiatives affecting the student services department it is critical that Lassen College be able to make data driven decisions in a manner in which the data is more accessible to stakeholders, and in order to identify what is working and what is not and make adjustments in a timely fashion. Specific improvements are reflected in the Improvement Plan(s) matrix below for this standard.

Improvement Plan(s)

Change or Improvement	Standards	Responsible Parties/Committees	Timeline	Anticipated Outcome
Develop system to gather data and create a timeline for report deadlines	II.C	Researcher; CIO	Ongoing	A complete and detailed reference of reporting requirements and timelines
Perform regular validity studies placement measures and pre-requisites	II.C	Researcher; CIO	Ongoing	Requested studies completed in a timely manner

Create one system to house all data	II.C	Researcher; CIO; IT	Ongoing	One cohesive system for data that is accessible by stakeholders

Evidence List

II.C.1_EV1_19-20 Planning Handbook
II.C.1_EV2_NIPR Handbook
II.C.1_EV3_LCC Strategic Plan 2019
II.C.1_EV4_Town Hall Meetings
II.C.1_EV5_Ed Optics_Alumni_Survey
II.C.1_EV6_Ed Optics Students 2018
II.C.1_EV7_Consultation Charge
II.C.1_EV8_Ed Optics Purpose First 2018
II.C.1_EV9_Map- Wayfinding
II.C.1_EV10_Week of Welcome 2019
II.C.1_EV11_Ed Optics LCC-2018-Retreat
II.C.1_EV12_Spring 2019 Transp Survey
II.C.1_EV13_LCC Community Survey 2019
II.C.1_EV14_Accred Self-Study_Staff_2019
II.C.1_EV15_Accred Self-Study_Students_2019
II.C.1_EV16_Faculty_Student Survey Corresp
II.C.1_EV17_Application CCC Apply
II.C.1_EV18_Catalog 2019 – 2020
II.C.1_EV19_Bootcamp Detail-1
II.C.1_EV20_Corresp written orientation
II.C.1_EV21_CorrSurveyMemo2019FA signed
II.C.1_EV22_Agenda -HDSP Orientation (003)
II.C.1_EV23_Writing Lab workshop schedule
II.C.1_EV24_CTCenterNews10 18 19
II.C.1_EV25_Career Asses Wksheet_incarc
II.C.1_EV26_AB 705 Default Rules for English
II.C.1_EV27_AB 705 Default Rules Math
II.C.1_EV28_AB 705 Default Rules STEM Math
II.C.1_EV29_Correspondence AB 705 letter
II.C.1_EV30_Transfer Info for classroom visits
II.C.1_EV31_Confirm Visit by UC Santa Cruz
II.C.1_EV32_LCC Resident Handbook
II.C.1_EV33_Fall Term Housing application

II.C.1_EV34_Child Develop Center Waitlist Form
II.C.1_EV35_Meal Plan flyer
II.C.1_EV36_Spring Term Housing App

II.C.2_EV1_IPR Handbook 2019
II.C.2_EV2_AJ PLO
II.C.2_EV3_LCC Midterm_Report-2017
II.C.2_EV4_Curriculum Handbook
II.C.2_EV5_Advising plan example, A J-AA
II.C.2_EV6_2019 CD Advisory Meeting Minutes
II.C.2_EV7_ACCJC Annual Report 2019
II.C.2_EV8_Student Equity and Achiev 2019
II.C.2_EV9_PostSecretU - mental health stigmas
II.C.2_EV10_Town Hall Meetings
II.C.2_EV11_Ed Optics LCC_StudentVoiceSpring
II.C.2_EV12_Service Above Self Day-BootCamp
II.C.2_EV13_SIR Comes in First at LCC
II.C.2_EV14_Town Hall Meeting Results 2016
II.C.2_EV15_Copy of HiSet Testing 2019
II.C.2_EV16_Reg-to-go 2016
II.C.2_EV17_Cash for College
II.C.2_EV18_Counseling NIPR

II.C.3_EV1_LCC Service Area
II.C.3_EV2_LCC AEBG Prog 2018
II.C.3_EV3_LCC_Midterm_Report-2017
II.C.3_EV4_S_Eval of Services 2019
II.C.3_EV5_LCC Student_Equity_Plan
II.C.3_EV6_SEA ExecSum June 2019
II.C.3_EV7_Counseling NIPR 12 5 17
II.C.3_EV8_2019 - 2024 LCC SSMP
II.C.3_EV9_LCC Strategic Plan 2019

II.C.4_EV1_LCC Strategic Plan 2019
II.C.4_EV2_BP 5700
II.C.4_EV3_AP 5700
II.C.4_EV5_CCCAA Constitution 19-20_
II.C.4_EV6_NIRA Rulebook 2018-2019
II.C.4_EV7_CCCAA_online_exam
II.C.4_EV8_Athletic Orientation Agenda 2018

II.C.4_EV9_Athlete Orientation Agenda 2016
II.C.4_EV10_Athlete Orientation Agenda 2019
II.C.4_EV11_Student Athletic Hbook 2019-2020
II.C.4_EV12_Frank Ernaga fundraiser
II.C.4_EV13_Basketball Camp Flyer
II.C.4_EV14_Basketball camp
II.C.4_EV15_Soccer camp
II.C.4_EV16_Softball camp flyer
II.C.4_EV17_Wrestling Camp
II.C.4_EV18_Rodeo flyer fall 2019
II.C.4_EV19_Back the Badge
II.C.4_EV20_Veteran's Breakfast
II.C.4_EV21_BP 5400 ASB
II.C.4_EV22_AP 5400 ASB
II.C.4_EV23_SAACClub BY LAWS Fall 2019
II.C.4_EV24_Halloween Games, SAAC
II.C.4_EV25_Asian Pacific Island Dance Contest
II.C.4_EV26_SAAC December 5 Agenda
II.C.4_EV27_SAAC February 13 Agenda
II.C.4_EV28_Student Athlete June 15 Minutes
II.C.4_EV29_Special Athletes Calendar 2018
II.C.4_EV30_Special Athletes CAR WASH 2017
II.C.4_EV31_LCC Movie Night 3-31-17
II.C.4_EV32_Film Poster Black Sea
II.C.4_EV33_Film Poster Buckaroo Banzai
II.C.4_EV34_Game Night 11_9_18
II.C.4_EV35_Math Game Night flyer_5
II.C.4_EV36_Cougar Cooking Flyer
II.C.4_EV37_Cougar Cooking After Dark
II.C.4_EV38_Intramural Rulebook
II.C.4_EV39_Ellen Hopkins author visit 2019
II.C.4_EV40_LCC-POSTERHIDDENFIGURESfinal
II.C.4_EV41_Hispanic Heritage Month POSTER
II.C.4_EV42_Hispanic Heritage Month Flyer
II.C.4_EV43_Asian Pacific Islander Heritage Month
II.C.4_EV44_Coppervale Fundraiser
II.C.4_EV45_Louis Price Concert
II.C.4_EV46_Native American Celebration
II.C.4_EV47_Women's Conference 19 Flyer
II.C.4_EV48_Ellen Hopkins Event

II.C.5_EV1_BP 5100
II.C.5_EV2_AP 5100
II.C.5_EV3_AP 5050
II.C.5_EV4_Counseling NIPR 12 5 17
II.C.5_EV5_NIPR EOPS-CARE 2017-18
II.C.5_EV6_EOPS CARE Annual Update
II.C.5_EV7_Counseling NIPR Annual Update 2018
II.C.5_EV8_LCC_Student_Voice_Analysis_2018
II.C.5_EV9_Accred Self-Study Survey Students_ 2019
II.C.5_EV10_Accred Self-Study Survey Staff _2019
II.C.5_EV11_Counseling Meeting-2-7-19
II.C.5_EV12_Correspondance Catalog 2015-2017
II.C.5_EV13_Catalog 2019–2020
II.C.5_EV14_Incarcerated Catalog 2015-2017
II.C.5_EV15_Incarcerated Orientation written
II.C.5_EV16_Incarcerated EOPS Orientation Contract
II.C.5_EV17_EOPS orientation agenda
II.C.5_EV18_Ed Plan Campaign 2018
II.C.5_EV19_CT Open House 11 20 19
II.C.5_EV20_CTCenterNews 10 18 19
II.C.5_EV21_Transfer Day flyer.v5
II.C.5_EV22_Counseling Classroom visits
II.C.5_EV23_Transfer Info for classroom visits
II.C.5_EV24_UNR-Nevada Bound reminder-2016
II.C.5_EV25_CHICO Preview day reminder-2016
II.C.5_EV26_CSU Chico on the Spot
II.C.5_EV27_On the spot admissions-reminder
II.C.5_EV28_Black College Expo 2018
II.C.5_EV29_PreHealth Conference Flyer
II.C.5_EV30_FirstAnnualVeteransLunchInvite 2019
II.C.5_EV31_Sanctuary Group
II.C.5_EV32_PostSecretU
II.C.5_EV33_Movies for Mental Health
II.C.5_EV34_Food insecurities flyer
II.C.5_EV35_Counseling Behavioral Health Resources
II.C.5_EV36_Reg to Go Advertisement for Julie
II.C.5_EV37_Reg-to-go 2015
II.C.5_EV38_Reg-to-go 2016
II.C.5_EV39_Reg-to-Go Evaluation form 2016

II.C.5_EV40_AB 705 Default Rules English
II.C.5_EV41_AB 705 Default Rules STEM Math
II.C.5_EV42_AB 705 Default Rules Liberal Arts Math
II.C.5_EV43_Counselor Luncheon Informal Agenda
II.C.5_EV44_LCC COUNSELOR LUNCHEON EVAL
II.C.5_EV45_Lassen College Steps to Success
II.C.5_EV46_FSA ID Instructions
II.C.5_EV47_Fund Your Future
II.C.5_EV48_FA Workshop-Basecamp
II.C.5_EV49_FAFSA and Dream Act Assistance
II.C.5_EV50_Athletic orientation 2018
II.C.5_EV51_Athletic Agenda orientation 2017
II.C.5_EV52_EOPS Flyer
II.C.5_EV53_DSPSBrochure
II.C.5_EV54_Fall Term Housing application
II.C.5_EV55_Spring Term Housing Application
II.C.5_EV56_Intramural Rulebook
II.C.5_EV58_meal plan flyer
II.C.5_EV59_Foster Kinship Deena Graves CSEC
II.C.5_EV60_Kinship April Calendar 2018
II.C.5_EV61_Kinship Defining a Healthy family
II.C.5_EV62_Kinship November Calendar 2018
II.C.5_EV63_CALWORKS flyer
II.C.5_EV64_CalWORKS Flyer II
II.C.5_EV65_Fall Important Dates 2019
II.C.5_EV66_LCF Scholarship Application
II.C.5_EV67_Learning Center Flyers
II.C.5_EV68_Learning Center-Free Tutoring
II.C.5_EV69_WOW 2019
II.C.5_EV70_Basecamp Countdown activities
II.C.5_EV71_Bootcamp Detail-1
II.C.5_EV72_Cougar Countdown Fall 2018
II.C.5_EV73_Starfish Training Dates Digital
II.C.5_EV74_2019 Community of Practice Fall Calendar
II.C.5_EV75_LCC-CDC Now Enrolling Flyer FINAL

II.C.6_EV1_BP 5052
II.C.6_EV2_AP 5052
II.C.6_EV3_AP 5010
II.C.6_EV5_BP 5055

II.C.6_EV6_AP 5055
II.C.6_EV7_AP 5012
II.C.6_EV8_AP5011
II.C.6_EV9_STEPS TO BECOME A STUDENT
II.C.6_EV10_AB 705 English default place rules
II.C.6_EV11_AB 705 Liberal Arts math place
II.C.6_EV12_AB 705 STEM Math placement
II.C.6_EV13_High School Students Reg Form
II.C.6_EV14_International Student Appl
II.C.6_EV15_LVN Admissions Checklist
II.C.6_EV16_LVN Enrollment Requirements
II.C.6_EV17_Gunsmithing Appl Proce
II.C.6_EV18_lvn_pass_rates
II.C.6_EV19_LCF Scholarship Application
II.C.6_EV20_Catalog 2019 – 2020
II.C.6_EV21_CSU Chico on the Spot
II.C.6_EV22_SEA Exec Sum June 2019
II.C.6_EV23_College Day flyer
II.C.6_EV24_HBCU Certification

II.C.7_EV1_BP 5052
II.C.7_EV2_AP 5052
II.C.7_EV3_BP 5055
II.C.7_EV4_AP 5055
II.C.7_EV5_AP 5050
II.C.7_EV6_AB 705 Default Rules English
II.C.7_EV7_AB 705 Default Rules Liberal Arts Math
II.C.7_EV8_AB 705 Default Rules STEM Math

II.C.8_EV1_BP 5040
II.C.8_EV2_AP 5040
II.C.8_EV3_Catalog 2019–2020
II.C.8_EV4_Release of Information
II.C.8_EV5_Transcript Request-2016
II.C.8_EV6_BP 5110
II.C.8_EV7_AP 5110
II.C.8_EV8_BP 3310
II.C.8_EV9_AP 3310

LASSEN COMMUNITY COLLEGE

Standard III Resources

Self Evaluation Report of Educational Quality and Institutional Effectiveness

Standard III
Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

Self-Evaluation Team Members

Ross Brosius
Faculty, Phys Educ & Health

Patrick Clancy
Classified, Maint. Spec IV-Multi

Greg Collins, Co-Chair
Administrator, Assoc VP Facilities

David Corley
Director, IT

Noelle Eckley
Faculty, Mathematics

Jake Freitas
Classified, IT Specialist II

Laura Greer
Faculty, Child Development

Kandise Hernandez
Classified, Child Development

Jon Herring
Classified, ISS II-Gunsmithing

Melissa Hill
Confidential, HR Tech

Rocky Kotaro
Classified, ISS I -Automotive

Jeff Lang
Classified, Maint. Spec. III - Plumber

Chad Lewis, Co-Chair
Faculty, Automotive Technology

Meggin Lewman
Classified, Acct. Tech III

Christina Madrid
Classified, CD Teacher

Logan Merchant
Classified, IT Specialist II

Joe Morgan
Classified, Maint. Spec IV-Multi

Jackson Ng
Faculty, Computer Science

Vickie Ramsey
Manager, Dir. Human Resources

Susie Rentfrow
Classified, Acct Tech I

Cathy Ritola
Classified, Food Serv. Coord.

Thomas Robb
Adjunct Faculty, Instruc. Designer

Eloy Rodriguez
Faculty, Mathematics

Bruce Sager
Classified, Maintenance/Custodian

Pat Shannon
Classified, Acct Tech II/ Payroll

Robert Schofield
Faculty, Mathematics

Garrett Taylor
Faculty, Business

Brennan Temol
Classified, Food Serv. Worker

Jennifer Tupper
Management, ISS III - Student Success

Brian Wolf
Faculty, Agriculture

Holly Young
Classified, Acct Tech I

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

1. *The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.*

Evidence of Meeting the Standard

Lassen Community College assures the integrity and quality of its programs and services by employing administrators, faculty, and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. To support key programs and services, the College relies on its integrated planning and budget development process to determine staffing needs.

Criteria, qualifications, and procedures for the selection of personnel are clearly and publicly stated. (EV1, EV7). The procedures for the selection of classified, management, administrative staff and faculty are found in Administrative Procedure and the current LCC Recruitment Guide (EV1, EV4, EV5) The process to revise the selection procedures during 2018-2019 involved multiple lengthy discussions occurring during President's Cabinet, Academic Senate and Consultation Council. The Governing Board, in selection of the Superintendent/President, utilizes a separate procedure (EV6).

Job announcements include information on areas of responsibility, specific duties, minimum and desired qualifications, required skills, abilities, knowledge, timelines, policies related to Equal Employment Opportunity, Americans with Disabilities, and other institutional, state, and federal regulations (EV2, EV3). Job announcements are published on the employment page of the College website (EV7). Human Resources, when funding permits, disseminates job announcements in electronic and/or printed forms through newspaper advertisements, California Community College Registry (online), Chronicle of Higher Education, other educational journals, targeted populations, and direct mailings.

To ensure personnel being screened for hiring are qualified by appropriate education, training, and experience to provide and support the College's programs and services, the selection process

involves both initial screening and oral interviews. Representatives from constituent groups participate in screening committees to recommend finalists to the President or his designee. Each constituent group recommends representative(s) as needed to serve on these committees. The committee establishes paper-screening criteria based on the job announcement (EV1). In July 2016, the College transitioned from NeoGov to HireTouch for its online application processing. All employment applications and supporting materials are submitted online via HireTouch. The complete applications are reviewed online for the minimum qualifications required for each position. The application materials (which include cover letter, resume, application, and transcripts/licenses and certifications. This does not include any EEO or criminal history) of all applicants meeting minimum qualifications are then released to screening committee members for online review. All applicants for a position are screened using the same criteria. During the initial screening process, the hiring committee reviews the application and other materials submitted and rates applicants against stated job announcement criteria (EV8). The initial screening rankings are used to identify applicants for the interview process. The committee develops interview questions and additional screening material, including written assignments, exams, or oral presentations appropriate to each position. A typical interview question may ask candidates to describe how they might contribute to the College mission or describe significant accomplishments in their recent positions to promote student success. All candidates for a position are asked the same questions and given the same written assignments or presentation prompts.

Analysis and Evaluation

The College meets the standard. All personnel employed by Lassen College are qualified by appropriate education, training, and experience to provide and support the college's programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated in job announcements available online, on the Registry, and, when needed, in other online and print resources. Job announcements address the needs of the institution in serving its student population as determined through the strategic planning and budget development process. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Hiring processes are in compliance with Title 5, the Education Code, and California Labor Law. The Office of Human Resources, in consultation with area administrators, reviews and revises the application package to be submitted by job applicants. All classified personnel, including classified managers, meet or exceed the minimum qualifications established for their positions. All educational administrators and full-time and adjunct faculty meet or exceed the minimum qualifications established by the Board of Governors. The perception of inaccurate job descriptions has been an ongoing problem. Although progress has been made, additional work needs to be done, in collaboration with bargaining units when necessary, to assure the accuracy of all job descriptions and to communicate effectively the expected duties and responsibilities of each position.

2. *Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty*

job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

The College requires discipline-specific minimum qualifications requirements for faculty as established by the Board of Governors. As stated in each job announcement, faculty applications are evaluated taking into account the breadth and depth of relevant education, experience, skills, knowledge and abilities. Faculty job announcements include development and review of curriculum as well as assessment of student learning (EV1, EV2). The Board of Governors adopted minimum qualifications for hiring of faculty are found in board policy (EV3). The process for assessing the minimum qualifications of faculty is identified in the Lassen Community College Verification on Faculty To Meet Minimum Qualifications in Discipline of Instruction Resource Handbook, which is updated annually. The Handbook includes all disciplines present in the Chancellor's Office Handbook with additional requirements or clarifications when determined locally by the Academic Senate in collaboration with discipline faculty. (EV4) The process developed by the Academic Senate and adopted by the Governing Board provides for the primary role of subject area faculty in determining and recommending equivalency. The minimum qualifications and equivalency processes are facilitated by the Faculty Minimum Qualifications Liaison, who works with the Office of Human Resources, discipline faculty, and Academic Senate. The Academic Senate functions as the Minimum Qualifications/Equivalency Committee ensuring consistent and fair application of the equivalency guidelines to all applicants requesting equivalency review. As part of the minimum qualifications process, the MQ Liaison verifies the degrees of applicants if the institution offering the degree is in question. Applicants with degrees from non-US institutions are required to submit transcripts that have been translated and certified for comparability to degrees offered by U.S. institutions. More than one half of the individuals serving on faculty selection committees are faculty. Teaching demonstrations are used, wherein samples of lecture/activities are presented during the interview process for all teaching faculty. In combination with the interview and review of application materials, the teaching demonstration assists the screening committee to better evaluate the candidate's potential classroom effectiveness and potential to contribute to the mission of the College.

Interview committees recommend up to three qualified applicants for final interview (EV5). Before a job offer is made to successful candidates, reference checking is completed to verify the accuracy of information submitted in the application and the interview process.

Analysis and Evaluation

The College meets the standard and the eligibility requirement. Faculty qualifications are consistent with the discipline-specific qualifications approved by the Board of Governors and include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, and discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning, The Office of Academic Services maintains a

faculty minimum qualifications database to ensure that no faculty member is assigned to instruct in a class for which their minimum qualifications had not been reviewed.

3. *Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.*

Evidence of Meeting the Standard

Educational administrators, faculty, and classified managers responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality. (EV1, EV2, EV3, EV4)

Analysis and Evaluation

The College meets the standard. Educational administrators, faculty, and classified managers responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

4. *Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.*

Evidence of Meeting the Standard

As part of the minimum qualifications and equivalency review process for faculty and educational administrators, the Minimum Qualifications Liaison verifies degrees of applicants to ensure the required degrees are from a US Department of Education recognized accrediting body. Accreditation status of colleges located within the United States is verified through research utilizing sources such as; U.S. Department of Education's Database of Accredited Post-Secondary Institutions and Programs (https://ope.ed.gov/dapip/#/home), The Higher Learning Commission's Directory of Institutions (https://www.hlcommission.org/Directory-of-HLC-Institutions.html), and CollegeSource Online (https://cso.collegesource.com/).

Transcripts from institutions outside of the U.S. are required to be accompanied by a transcript evaluation provided by a National Association of Credential Evaluation Services (NACES) member transcript evaluation service which is then evaluated to determine equivalence to degrees listed in the minimum qualifications for the position. (EV1, EV2, EV3).

Analysis and Evaluation

The College meets the standard. The college has a process for reviewing required degrees held by faculty, administrators, and other employees to ensure degrees are granted by institutions accredited by recognized U.S. accrediting agencies. The college also utilizes a process that requires candidates with non-U.S. degrees to have international transcripts evaluated by a recognized transcript evaluation service. International degrees are only recognized to the degree equivalency that has been established by a transcript evaluation service.

5. *The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.*

Evidence of Meeting the Standard

The College has evaluation processes in place for all employee classifications, including full time and adjunct faculty, classified employees, managers, confidential employees, and administrators, systematically and at stated intervals.

For faculty, the evaluation process, including the composition of the evaluation teams, is described in the collective bargaining agreement. A self-evaluation is included in the process, primarily to improve instruction through the conscientious and thoughtful examination of accomplishments, plans, goals, strengths, and weaknesses. Regular tenured faculty members are evaluated once every three years, and contract faculty at least once each school year (EV1). Adjunct faculty members are evaluated during the first semester of employment and every third semester following the initial evaluation. The evaluation forms for instructional and non-instructional faculty were revised in February 2013. It is the responsibility of the appropriate administrator to ensure that the faculty evaluation activities and follow-up are formal, timely, and documented. All faculty evaluations may include formal recognition of areas of exemplary performance or suggestions for improvements. In the case of non-tenured faculty members, the evaluation serves as the basis for contract renewal recommendations to the Academic Senate and subsequently to the Governing Board (EV2, EV3).

Educational and classified administrators with the exception of the Superintendent/President are evaluated initially within six months of hire and annually no later than March 1st of each academic year thereafter (EV4). Administrator evaluations based on the duties set forth in the job description are prepared by the immediate supervisor and include a self-evaluation. The evaluation may include input from peers, service users, or other employees.

The College President is evaluated annually no later than December 20 of each academic year based upon performance objectives agreed upon by the President and Governing Board by October 15 of each academic year (EV5).

Confidential employees are evaluated within six months of initial employment and annually no later than March 1 thereafter (EV4).

Regular classified employees are evaluated at the 5th and 8th months of employment and annually no later than May 31 by their immediate supervisor as described in the collective bargaining agreement between CSEA and the District (EV6). All classified employees are evaluated using the performance evaluation form in the collective bargaining agreement. The mutually agreed criteria include job knowledge, quality of work, effort, initiative, judgement, cooperation, attendance, safety, and planning and organization. All criteria are directly related to the

effectiveness of employees in completing assigned duties. The opportunity for establishing mutually agreed upon goals and follow-up on progress on previously agreed upon goals is provided. Actions taken following evaluations are documented in the individual's personnel file.

Analysis and Evaluation

The College meets the standard. Evaluations of faculty are completed in accordance with the collective bargaining agreement. The Office of Academic Services assures the currency of all faculty evaluations. During the 2018-2019 academic year, 32 full-time and 42 adjunct faculty were evaluated. Faculty members are evaluated for all modalities in which they were instructing: traditional, online, hybrid, and/or correspondence instruction. The process used in the evaluation of adjunct faculty is similar to the process used to evaluate full-time faculty.

The evaluation of administrators, managers, confidential and classified employees has been completed regularly as scheduled. Signed completed evaluation forms, along with performance improvement plans when warranted, can be found in each employee's personnel file.

The Superintendent/President performance evaluation is conducted annually (EV5) and was last completed on November 13, 2018. Prior year evaluations of the Superintendent/President were completed at the end of each calendar year during this assessment period (EV7, EV8, EV9, EV10, EV11)

~~*6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.*~~ *(Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)*

[Skip Standard III.A.6. Continue responses with Standard III.A.7)

*7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty **and** may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)*

Evidence of Meeting the Standard

In fall 2018, Lassen College employed forty-one full-time and sixty-six adjunct faculty (EV1). As shown below, numbers of employed faculty increased over fall 2013 data utilized for the Lassen Community College 2014 Institutional Self-Evaluation Report.

	Fall 2013	Fall 2018	% Increase
Full-time Tenured/Tenure-Track Faculty	34	41	21%
Adjunct Faculty (Academic Temporary)	62	66	<1%

Analysis and Evaluation

The College meets the standard. Per the California Community Colleges Datamart, Lassen College generated fewer FTES in 2018-2019 than in 2013-2014 (1,747.28 vs. 1,855.64) (EV2). Additional full-time tenure-track instructional faculty were hired in the discipline of business to expand face-to-face instruction at California Correctional Center and High Desert State Prison, and additional full-time tenure-track non-instructional faculty were hired in the discipline of counseling to support targeted adult education and incarcerated instruction efforts.

8. *An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.*

Evidence of Meeting the Standard

Lassen College employs part-time/adjunct faculty and has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The Lassen College Screening and Selection Handbook includes hiring processes for part-time/adjunct faculty (EV1). Each August and January, during the week prior the first day of classes for the each new semester, a part-time and new faculty orientation is held (EV4). At orientations, but usually sooner, adjunct faculty are introduced to the division chair responsible for their oversight and assistance. Article 24 Adjunct Faculty of the collective bargaining agreement between Lassen College Faculty Association and Lassen Community College District outlines contractual agreements for adjunct assignments, priority of assignment, office hours, and evaluation (EV2). Part-time faculty are paid for their attendance at orientation, whether in-person or via ConferZoom, and are also paid to attend Convocation and flex professional development activities, both of which are optional activities.

The College provides opportunities for integration of part-time adjunct faculty into the activities and life of the College. Communications specific to adjunct faculty are distributed via the Lassen College Faculty – PT group in Outlook (EV5). All-campus communications to the LCC Everyone group in Outlook are also distributed to adjunct faculty, keeping adjuncts abreast of campus activities and dialog (EV3). Adjunct faculty are welcome at all college life events and are encouraged to attend activities as schedules and interest allow.

Analysis and Evaluation

The College meets the standard. The College has employment policies and practices which provide for the orientation, oversight, evaluation, and professional development of adjunct faculty. The institution regularly provides opportunities for integration of part time and adjunct faculty into the life of the institution.

9. *The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)*

Evidence of Meeting the Standard

In fall 2018, Lassen College employed eight educational administrators, sixteen classified administrators, five confidential (classified professional) employees, and sixty-eight classified employees (EV1). As shown below, all personnel categories increased over fall 2013 data utilized for the Lassen Community College 2014 Institutional Self-Evaluation Report.

	Fall 2013	Fall 2019	% Increase
Educational Administrators	4	5	25%
Classified Administrators/managers	13	13	0%
Confidential (Classified Professionals)	3	3	0%
Classified Support	45	57	26.7%

Analysis and Evaluation

Staffing in all personnel categories has increased since the last Institutional Self-Evaluation. The largest increases in hiring were among educational and classified administrators and classified support positions.

However, the most current data available from the Chancellor's Office is for Fall 2018, and major changes have been made with regard to staffing at Lassen College. On March 12, 2019, the Governing Board took action to discontinue contracts for three senior educational administrators: Vice-Presidents of Academic Services and Administrative Services and Dean of Student Services (EV2). Those positions remain unfilled for Fall 2019 because of budget shortfalls.

Further the Governing Board took action on September 30, 2019 to lay off 2 classified managers and 3 classified bargaining unit members (EV3).

Despite these actions, the College meets the standard by having a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

In fall 2018, Lassen College employed eight educational administrators and sixteen classified administrators (EV1). As shown below, both administrator categories increased over fall 2013 data utilized for the Lassen Community College 2014 Institutional Self-Evaluation Report.

	Fall 2013	Fall 2019	% Increase
Educational Administrators	4	5	25%
Classified Administrators (Managers)	13	13	0%

Analysis and Evaluation

Staffing in all personnel categories has increased since the last Institutional Self-Evaluation. The largest percentage increases in hiring were among educational and classified administrators.

The most current data available from the Chancellor's Office is for Fall 2018, and major changes have been made with regard to staffing at Lassen College. On March 12, 2019, the Governing Board took action to discontinue contracts for three senior educational administrators: Vice-Presidents of Academic Services and Administrative Services and Dean of Student Services due to funding shortages (EV2). Those positions remain unfilled for Fall 2019 because of budget shortfalls, putting the number of educational administrators closer to the staffing levels of Fall 2013.

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

The College regularly reviews and updates all of its board policies. Board policies concerning personnel are found in Chapter 7 (EV1). Much of the language in the personnel policies and procedures is also part of the collective bargaining agreements between the District and the bargaining units. If the agreements are inconsistent with existing policies, the agreement becomes the controlling document (EV2, EV3). The College developed AP 7120–Recruitment and Hiring, adopted by Consultation Council on May 20, 2013, and AP 3420–Equal Employment Opportunity, adopted by Consultation Council on August 5, 2013 and last revised September 4, 2014 (EV4, EV5). The Academic Senate on May 22, 2012 and the Governing Board on July 10, 2012 accepted the revised LCC Recruitment Guide constructed from relevant administrative procedures (EV6). The Human Resources office has been working to make revisions to the LCC Recruitment Guide. Those revisions are expected to be completed in the Spring of 2020.

The appropriate policies, administrative procedures and hiring manual are used when selecting and hiring all permanent college employees as well as adjunct faculty, temporary faculty, and part-time coaches. The documents include provisions for fair and equitable treatment of position applicants. Copies of the selection procedures are found on the website and available from the Office of Human Resources. All board policies and administrative procedures can be accessed on BoardDocs linked to the College website. An Equal Employment Opportunity Officer serves on the selection committee for each position and upon completion of the process certifies that the selection process has followed the procedures of the Equal Employment Opportunity Act and the District selection procedures.

Analysis and Evaluation

The College meets the standard. The adopted selection procedures are consistently followed in the hiring of permanent college employees. As a small rural community college, a major

challenge has been the extended time required to achieve an adequate applicant pool, particularly for classified positions. These positions are advertised "until filled" with initial review dates indicated in the announcements. Another challenge has been to staff the selection committees with varied and diverse representatives from all of the appropriate constituent groups. The solicitation of appointees is occurring earlier in the process in order to address this problem.

12. *Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.*

Evidence of Meeting the Standard

The Governing Board adopted Board Policy 3410-Nondiscrimination on December 6, 2011. It was last revised January 22, 2014 and last reviewed December 8, 2015 (EV1). The Governing Board adopted Board Policy 7100–Commitment to Diversity on September 13, 2011 (EV2). The Governing Board adopted Board Policy 3430–Prohibition of Harassment on December 6, 2011 and last reviewed it December 8, 2015 (EV3). All elements of master plans relating to staffing are integrated into the Human Resource Master Plan. Professional Development including training on diversity is found in the Professional Development Plan, one component of the Human Resource Master Plan (EV4). The Equal Employment Opportunity (EEO) Plan was updated July 18, 2016. The Governing Board adopted the revised EEO Plan September 13, 2016. (EV5, EV6). Diversity has been included in the College Values Statement, part of the LCC District Strategic Plan, since 2012 (EV7, EV8). A renewed commitment to celebrating diversity was initiated in 2013 with the addition of the objective in the Comprehensive Institutional Master Plan to provide a minimum of four cultural awareness celebrations a year focusing on Cultural Heritage Months: Hispanic Heritage–September, Native American Heritage–November, Black Heritage–February, and Asian American/Pacific Island Heritage–May (EV9, EV10).

The Governing Board has adopted policies providing protection against harassment and discrimination (EV3, EV1). Policy and procedures are in place supporting equal employment opportunity in accordance with Title 5 and Education Code regulations (evidence: BoardDocs–Board Policy 3420–Equal Employment Opportunity Plan). All employment procedures are written to promote equal opportunity for all persons. The Governing Board adopted the revised Equal Employment Opportunity Plan, which includes an analysis of the diversity of college employees, this will be updated for 2019-2020. The current version was Board approved on September 13, 2016 (EV5, EV6).

The Office of Human Resources is aware of the importance of having a diverse staff and faculty. The Human Resources Director is currently responsible for oversight of institutional commitment to equity and diversity as it relates to hiring and personnel. A more widespread approach to recruiting is part of ongoing efforts to improve the diversity of applicant pools. The approach includes advertising in publications and locations targeting underrepresented groups. Each interview committee assures the inclusion of at least one question focusing on applicant sensitivity to diversity during the process for filling every position at the College (EV11). The assessment of employment equity and diversity occurs while the EEO Plan is being reviewed and updated. The EEO Plan is updated at least every three years or as necessary. The last assessment

of the employment equity and diversity data occurred in 2019 and the EEO plan is still currently being updated.

Analysis and Evaluation

The College meets the standard. Through policies and practices, the College creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

The College adheres to equal opportunity for all applicants by its consistent application of established policies and procedures for all vacancies. In addition, the College continues to seek diversity in its workforce while identifying the best-qualified individuals based on required qualifications given in the job descriptions.

The EEO Plan adopted September 13, 2016 indicates that the gender breakdown of the current workforce of regular employees is 42% male and 58% female. 10% of the regular employee population identified that they belong to a monitored ethnic group. The gender breakdown for adjunct faculty was 52% and 45% respectively. 11% of the current regular employees have identified that they have a disability.

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

The Governing Board adopted board policy on an Institutional Code of Ethics on December 6, 2011; it was last reviewed and reaffirmed by Consultation Council December 8, 2015 (EV1). Consultation Council adopted the companion administrative procedure on March 22, 2012; it was last reviewed and reaffirmed by Consultation Council July 7, 2015 (EV2, EV3). The procedure defines ethics and articulates expectations for ethical behavior. The Governing Board established a Statement of Ethical Conduct in spring 1995, which is annually reaffirmed (EV4). In addition, the Strategic Plan, reviewed, revised and readopted each year, includes a value statement (EV5). Codes of Ethics for each of the campus constituent groups (administration, board, faculty, management, classified employees, and students) were developed in 1996 and are periodically reviewed and reaffirmed (EV6, EV7, EV8, EV9, EV10, EV11). The Codes of Ethics include a commitment by all employees to abide by expected professional behavior.

Analysis and Evaluation

The College meets the standard by upholding a written code of professional ethics, including consequences for violation, for all personnel. Administrative Procedure 3050 was last reviewed and reaffirmed by Consultation Council July 2015. The Codes of Ethics for each constituent group were most recently reviewed and reaffirmed for the 2019-2020 academic years (EV6, EV9). Administrative Procedure 2715 Code of Ethics/Standards of Practice is the written code of professional ethics for the Governing Board. It was first approved in 2009 and was last reviewed and reaffirmed July 9, 2019 (EV4, EV12).

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

During the 2012-2013 academic year, the College recommitted to providing regular meaningful opportunities for professional development for all employees. Using funds made available from the Strengthening Institutions (Title III) Grant the College established and staffed the Training, Education, and Collaboration Center (TECC) in spring 2012 (EV1). The TECC created a place and an atmosphere where all employees were welcome to attend training or to use the computer bank as a resource for district related projects. Beginning fall 2012 and continuing through Spring 2016, TECC staff developed and published a monthly training calendar (EV2, EV3). The TECC staff along with the Flex Coordinator coordinated flex opportunities for faculty in coordination with other training events.

As evidence of the College's commitment to professional development, faculty and staff are provided opportunities to attend a variety of conferences and professional development events off campus. The Academic Senate president and at least one senator regularly attend Academic Senate for California Community Colleges fall and spring plenary events. The Curriculum Chair, Articulation Officer, and academic administrator regularly attend Academic Senate for California Community Colleges Curriculum Institute held every July; the classified curriculum specialist attends every 2-3 years. EOPS staff regularly attend both fall and spring conferences.

2014-2015

- CTE Academy
- ASCCC (Spring & Fall Plenary)
- Student Success Conference (faculty and administrator)
- CCC Professional Development Clearinghouse Summit (classified and faculty)
- Learning and the Brain – Beckwith, S
- CAPED Convention – Howe, C
- DSPS Region Meeting – Howe, C
- Curriculum Meeting – (classified & faculty)
- Design, Assembly & Robotic Welding educator training – Konkol, K
- Smog Instructor testing – Lewis, C
- DSPS IT support – Montgomery, M
- CAIR Conference – Murphy, B
- CCCAOE – Administrators
- NFN – Administrators
- Get Focused Stay Focused – Administrators
- Innovations – Administrator

- Rural Community College Alliance – Administrator
- Educating for Careers – Runyan, A
- CTE JSPAC Conference – Runyan, A
- Articulation Dual Enrollment Workshop – Somerville, A
- Foster Youth Conference - (classified and management)
- CA Community College Library Conference (classified and faculty)
- Basic Skills Conference – faculty
- Online Teaching Conference - faculty

2015-2016

- ADMIN 101
- CCCAA Spring Conference - administrator
- CCCAOE Spring Conference – administrator
- North CIO – administrator
- RP Group – administrators
- Rural Community College Alliance – administrators & management
- Student Success Conference – administrators & faculty
- Online Teaching Conference - faculty
- Big Reno Show & Shot Show – faculty
- Academy of Forensic Science – faculty
- Canvas Conference - faculty
- POST/LETMA – management
- Title V conference – faculty
- Fanuc Robotics training – faculty
- Inmate Summit – management
- Hybrid Car Training Program – faculty
- ASCCC Instructional Design & Innovation Institute Conference - faculty & administration
- Smog Training/License – faculty
- Enrollment Management – administration
- Great Deans – administration
- Educating Careers – faculty
- JSPAC Conference – faculty
- IEPI workshop – faculty
- Curriculum Institute – faculty and classified
- Basic Skills workshop – faculty
- Council of Chief Liberians – faculty
- CCL Deans – faculty

2016-2017

- Instructional Design Conference – faculty

- CIO conference – administration
- CCCCIO conference – administration
- NFN – administration
- ASCCC (spring, fall and area meetings) – faculty
- Student Success Conference – faculty & administration
- 4CSD Conference for Flex Coordinators – faculty
- Big Reno Show and Shot Show – faculty
- LETMA/POST – management
- NRA conference – management
- CCEP Workshop – faculty
- C-ID (course identification numbering system) – faculty
- CAPED Conference and Training – faculty
- CTE Institute – faculty
- FABTECH welding expo – faculty
- Hybrid Training – faculty
- MQ Training – faculty
- IEPI Conference – administration
- Qlik – classified and administration
- RP Conference – administration
- Online Ed. Conference – faculty
- State Fire Training – management & faculty
- Nursing Education Conference – faculty
- CATA Conference – faculty

2017-2018

- Fire Department Instructor Conference – faculty
- Big Reno Show and Shot Show – faculty
- Student Success Conference – administration
- CATA Conference – faculty and management
- NRA Conference – management
- Curriculum Institute – classified, faculty and administration
- Building Excellence for CA's incarcerated and formerly incarcerated students – management
- MACCC Conference (Music Association of CA Community Colleges) – faculty
- OER Conference – faculty and administration
- Guided Pathways Conference – faculty, classified and administration
- Nursing Simulation Users Network Conference – faculty
- Educating Careers – faculty
- ACCJC – administration

2018-2019

- ACCCA Conference – administration
- CCCAOE Leadership Institute – administration
- CAP Conference – faculty & administration
- Online Teaching Conference – faculty
- Big Reno Show and Shot Show – faculty
- Guided Pathways conference – classified, faculty and administration
- NRA Annual Conference – management
- ASCCC Leadership Conference – faculty
- StarFish Analytics – management
- AIR conference – management
- Rural Community College Alliance Conference – administration
- Student Success Conference – management
- Southern Graphics Conference – faculty
- American Welding Society conference – faculty
- CCCAOE Leadership Conference – faculty
- ACCJC – administration
- CIO Conference – administration
- CA Vocational Nurse Conference – faculty
- Educating for Careers – faculty
- Great Deans – administration
- Starfish Training – administration
- CATA Conference – faculty and management

2019-2020

- Great Deans – administration
- InstructureCon – faculty
- State Fire Marshall Training – faculty
- Enrollment Management – management and administration
- Nursing Simulation Conference – faculty
- Curriculum Institute – classified, faculty and administration
- CCCAOE Conference – faculty
- CAEP Summit –faculty
- EOP&S Conference – classified
- CCL OER Workshop - faculty

Analysis and Evaluation

The College meets the standard. TECC is still used for flex day activities coordinated by the faculty Flex Coordinator, for occasional trainings related to programmatic efforts like Starfish, and for regular campus meetings. The Professional Development Plan is still reviewed and updated annually as part of the Human Resources Master Plan by the Human Resources Planning Committee. However, regular assessment of professional development needs and coordination of

monthly professional development workshops for all constituencies has not occurred at the same levels since spring 2016.

15. *The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.*

Evidence of Meeting the Standard

All personnel files are considered confidential and are only available to the employee and persons authorized by the employee or the Superintendent/President. All materials in the personnel files are available to the employee for inspection during work hours in the presence of an administrator or record custodian (EV1). The personnel files are maintained in locked cabinets in a locked room that only Office of Human Resources has access. The cabinets and the room remain locked at all times. All personnel files are being scanned electronically and put on a secured database called Perceptive. Work is underway to scan existing files as well.

Analysis and Evaluation

The College meets the standard. Sufficient safeguards are in place to protect the personnel files and ensure privacy. Access is restricted in accordance with law. Security of the files is maintained at all times, and the records are stored in fireproof filing cabinets.

Conclusions on Standard III.A. Human Resources

Human Resources at Lassen Community College has upheld its commitment to the faculty and staff of the institution. It has combined human, physical, technological, and financial resources to achieve a high level of academic quality. Through Professional Development, trainings, and support we have been able to provide learning opportunities for the growth and advancement of the College's employees. We have had staffing issues that have been overcome with reorganization of the existing positions, and the hiring of the most qualified individuals. We continue to strive for diversity in all of our hiring opportunities by advertising in various places and EEO training for hiring committees. We have become more organized in the evaluation processes, and have moved forward in the technological aspect through use of Perceptive to electronically save personnel files for a higher level of security. Title IX training has been more rigorous and frequent in an effort to ensure that our staff and students feel protected and safe on campus. In the past five years we have strived to change and adapt to current laws and regulations, while keeping the "human" aspect in Human Resources.

Improvement Plan(s)

Change or Improvement	Standards	Responsible Parties	Timeline	Anticipated Outcome

Ensure all job descriptions include a diversity and equality piece	III.A.1	Director of Human Resources	2020	Following Federal Guidelines for EEO employment laws
Continue scanning and securing all personnel files	III.A.15	Human Resources Department	2020	Ensuring the security of all personnel file information
Continue to create a more robust training and Professional Development program for staff and faculty	III.A.14	Human Resources Department	2020	Assist in retaining and developing current staff and faculty, and attracting new applicants

Evidence List

III.A.1_EV1_Selection and Hiring Manual
III.A.1_EV2_Job Posting Sample 1
III.A.1_EV3_Job Posting Sample 2
III.A.1_EV4_BP 7120
III.A.1_EV5_AP 7120
III.A.1_EV6_BP 2431
III.A.1_EV7_LCC Website screenshot
III.A.1_EV8_Example paperscreening

III.A.2_EV1_FT Faculty Job posting Sample
III.A.2_EV2_PT Faculty Job Posting Sample
III.A.2_EV3_AP 7211
III.A.2_EV4_MQ Handbook
III.A.2_EV5_Selection and Hiring Manual

III.A.3_EV1_Administrative Job Description Sample
III.A.3_EV2_Faculty Job Description Sample
III.A.3_EV3_Manager Job Sample
III.A.3_EV4_Reference Check Questions

III.A.4_EV1_NACES members from Website
III.A.4_EV2_NACES Reference MQ Handbook
III.A.4_EV3_MQ Handbook Policy Section

III.A.5_EV1_2017 - 2020 LCFA CBA
III.A.5_EV2_Academic Senate Minutes 5-21-19
III.A.5_EV3_BOT Minutes 6-11-2019

III.A.5_EV4_AP 7150 EVALUATION
III.A.5_EV5_AP 2435
III.A.5_EV6_2017 - 2020 CSEA CBA
III.A.5_EV7_BOT Mins 12-9-14, Item 11-01
III.A.5_EV8_BOT Mins 12-8-15, Item 11-01
III.A.5_EV9_BOT Mins 11-8-16, Item 9-01
III.A.5_EV10_BOT Mins 12-12-17, Item 9-01
III.A.5_EV11_BOT Mins 11-13-18, Item 9-01

III.A.7_EV1_2018 FON Report
III.A.7_EV2_FTES AY 13 vs 18_Datamart Screenshot

III.A.8_EV1_Selection and Hiring Manual
III.A.8_EV2_Article 24 LCFA CBA
III.A.8_EV3_Email LCC Everyone
III.A.8_EV4_Sp 18 Faculty Orientation Agenda
III.A.8_EV5_PT Faculty email and LCC Everyone

III.A.9_EV1_LCC Org Charts_August 2019
III.A.9_EV2_BOT minutes 3-12-2019
III.A.9_EV3_BOT minutes 9-30-2019

III.A.10_EV1_2018 FON Report
III.A.10_EV2_BOT minutes 3-12-2019

III.A.11_EV1_List of AP-BP in Boarddocs
III.A.11_EV2_14-17 LCCD CSEA CBA
III.A.11_EV3_2017-2020 LCFA CBA
III.A.11_EV4_AP 7120
III.A.11_EV5_AP3420
III.A.11_EV6_Selection and Hiring Manual

III.A.12_EV1_BP 3410
III.A.12_EV2_BP 7100
III.A.12_EV3_BP 3430
III.A.12_EV4_HR Master Plan
III.A.12_EV5_LCC EEO Plan 16-19
III.A.12_EV6_BOT minutes 9-13-16
III.A.12_EV7_FY 20-25 Strategic Plan
III.A.12_EV8_2019-2024 Strategic Plan
III.A.12_EV9_2019-2024 LCC CIMP
III.A.12_EV10_Diversity Fliers
III.A.12_EV11_Sample Diversity Questions

III.A.13_EV1_BP 3050
III.A.13_EV2_AP 3050

III.A.13_EV3_7-7-2015 CC Minutes
III.A.13_EV4_BP 2715 Code of Ethics
III.A.13_EV5_LCC Strategic Plan 2019
III.A.13_EV6_19-20 Faculty COE
III.A.13_EV7_19-20 Management COE
III.A.13_EV8_19-20 Board COE
III.A.13_EV9_Classified COE
III.A.13_EV10_ASB COE
III.A.13_EV11_Administration COE
III.A.13_EV12_BOT Agenda 5-14-19

III.A.14_EV1_Title III Grant
III.A.14_EV2_Feb19 Flex Training
III.A.14_EV3_2017 Flex Trainings

III.A.15_EV1_AP 7145

B. Physical Resources

1. *The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.*

Evidence of Meeting the Standard

Lassen Community College maintains and enhances its 174,608 of assignable square footage of facilities to provide for a safe physical environment. The College has not constructed any new facilities during this study period that added any square footage to facilities, but it has improved existing facilities to most appropriately address instructional needs of the institution and to maximize institutional effectiveness. Campus security and safety on the main campus are outlined in the Facilities Master Plan (EV1), Injury and Illness Prevention Plan (IIPP) (EV2), and in Administrative Procedures (EV3, EV4, EV5, EV6). Numerous improvements to the physical environment and to facilities-related procedures at Lassen College have been implemented to ensure safety, security and accessibility (EV7).

The Associate Vice President (AVP) of Facilities and Operations heads the Facilities and Operations department and reports to the Superintendent/President. The department is responsible for all facilities maintenance, custodial services, grounds maintenance, and operational services to support an educational environment that appropriately supports student learning. Additionally, the AVP serves as the College safety officer, and coordinates with the College's insurance carrier to perform periodic site inspections for quality and safety assurance. The AVP is aided in this effort by the Maintenance and Operations Manager, a position added in 2015 that is responsible for all reporting and documentation procedures. The Maintenance and Operations staff consists of six maintenance tech positions and four custodial staff positions who provide day and evening services (EV8).

The College formed a Health and Safety Committee in 2013 to address safety concerns on campus which was subsequently formalized as a sub-committee of the Consultation Council in 2014 (EV9). The committee's charge is to investigate incident reports and other data, evaluate current safety problems, develop and maintain the Illness and Injury Prevention Program (IIPP), and make recommendations to minimize future safety issues (EV2). Any facility safety issues needing unscheduled repair are prioritized, according to need and circumstances, by the AVP of Facilities and Operations, with the Health and Safety Committee being informed of these issues at regularly scheduled monthly meetings (EV10). The department maintains the campus infrastructure based on priority and availability of funds. In addition, the District has established a revised Emergency Response Plan (EV11), which is currently being updated with an anticipated completion of spring 2020. The Response Team includes the Superintendent/President, Vice Presidents, Deans and other key staff to provide oversight for significant emergencies. Lockdown and evacuation drills have been conducted with the local police department to identify deficiencies and proper methods of operation to be employed.

Analysis and Evaluation

The College meets the standard. The physical resources of the Lassen Community College campus are constructed and maintained intending to promote a healthful and safe learning environment. The College continues to be challenged by funding constraints that prohibit the ability to properly address the numerous deferred maintenance projects facing facilities. This is evidenced by the 47% dissatisfaction rating of campus facilities in a recent survey. While survey respondents were satisfied with the professionalism, helpfulness, communication and quality of work of department staff, they were dissatisfied with quantity of work (26.9%) and significantly dissatisfied with the completion of work/projects (42.3%) (EV12). Additionally, current custodial staffing assignments leave each of the four custodial positions responsible for cleaning over 43,652 square feet of space each day, nearly double the conventional standard of 22,000 square feet per custodial position. Nevertheless, with each new renovation the College has sought to improve its existing infrastructure to compliment an updated standard of quality, safety, accessibility and technological support that is evidenced in both our remodeled Academic Resource Center (library) and Allied Health Center projects. The college is currently studying various automated access systems for locking down campus and is working with local municipal fire and police departments to provide a wayfinding and addressing system that will clearly identify each of the structures in an effort to improve response times for emergency calls.

Improving interior wayfinding in campus facilities has occurred on a project by project basis. While wayfinding in the exterior areas of campus was improved through the August 2019 installation of new color-coded building identification 'flags' and associated campus maps, implementation of a permanent campus wide wayfinding system awaits design funding. A recent survey asking about the level of satisfaction of the overall safety program at Lassen College received a mixed response, with 38% dissatisfied and 34% satisfied (EV12). The campus facilities department and safety committee are actively identifying areas of concern dealing with accessibility and seek to have the appropriate engineering provided to bring all areas up to compliance with ADA regulations. The College district's Scheduled Maintenance Five-Year Plan has consistently identified the need of an elevator in the Humanities Building to address the

most glaring of these access deficiencies and still waits funding in order to implement this remodeling project. Until these modifications can come to fruition the College actively provides equivalent means of access and egress for its community. All programs and services are housed in buildings designed and appropriate for their use.

The College remains deeply vested in providing the proper level of trainings required to ensure a safe and secure campus environment. Department staff are provided with both required and requested safety trainings such as safe lifting and the OSHA required Globally Harmonized System training which includes Safety Data Sheet (SDS) training and Hazardous Communication Standards. The National Incident Management System (NIMS) processes and procedures are distributed and reviewed by staff and faculty in an effort to better improve response in emergency situations, but most staff still need to obtain certification for completion of NIMS and SEMS training, which is anticipated to occur in Spring 2020. Examples of more focused and specific trainings provided to the Facilities staff include Asbestos C-3 and NEA training, heavy equipment instruction, pesticide and fertilizing applicator certificates, D2 water operator and backflow certifications etc.

Turnover of key staff at both college and municipal levels has unfortunately had an effect on the desired number of on campus drills currently offered. In light of this, the College would benefit by more frequent Task Force tabletop meetings to review and discuss possible emergency scenarios and appointment of building monitors. Responses to a recent survey showed a 28% satisfaction rating with the overall security program at Lassen College, while 44% were dissatisfied (EV12). Despite the various challenges, our safety manager, residence life director, and consultants from Keenan provide training to faculty, staff and students regarding lockdown/evacuation, response to critical incidents and dealing with disruptive individuals. The department further mitigates elements of concern by working collaboratively with the City Police and Fire departments on a daily basis to assure a safe physical environment is provided for all students, faculty, staff and members of the public who visit the College. Safety programs are in place with health and safety issues being addressed immediately within the Safety Committee process and reinforced by Board Policy. Effectual processes exist and are routinely revised to assure that all areas of the College are accessible, safe, and secure; however maintenance and security coverage could be improved upon with increased staffing.

2. *The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.*

Evidence of Meeting the Standard

The integrated planning model combined with the participatory governance structure at LCC facilitates communication, discussion, and decision-making with all constituents able to provide input into the campus-wide facility needs. The Facilities Planning Committee plans for site renovations as well as scheduled maintenance projects and considers best practices in incorporating recommendations from programs reviews (EV1, EV2). The college has completed a variety of projects to support the learning environment (EV3). Planning for all physical

resources emanates from program reviews, is carried forward into master planning, and is executed via shared governance processes to support goals identified in strategic planning. Working in close coordination with the President and the Executive Cabinet, the AVP of Facilities participates in all phases of planning and oversight of construction or renovation projects.

Analysis and Evaluation

The College meets the standard. The College plans, builds, and maintains its aging physical resources in a manner that assures effective utilization and the continuing quality necessary to support college programs, activities, and services. Maintenance and site improvement plans are found in the Facility Master Plan, specifying and maintaining the highest quality standards, using quality materials and skilled personnel, to accomplish facility work (EV1). The College has made improvements in the selection of new program equipment and materials by involving stakeholders and experts in the design and budget allocation process. The College promotes the purchase of high quality equipment and materials and encourages the use of the proper grade of items to minimize future maintenance costs, decrease cost of ownership, and to maximize Mean Time Between Failure (MTBF) of campus infrastructure.

The department began implementation of the School Dude maintenance work order system in 2019 as an effort to organize and control both scheduled and unscheduled maintenance work. This implementation is still ongoing, with all maintenance and operations staff having been trained on the new system, and the dissemination of the program to users across campus to be able to input work orders planned for spring 2020. Once fully implemented, School Dude will significantly improve (1) the management of all scheduled and unscheduled maintenance work orders, and (2) communication to the campus on the status of their submitted work orders (EV4). It is our hope that this will improve the 47% dissatisfaction rating of respondents to a recent survey regarding campus facilities, and the corresponding dissatisfaction ratings for quantity of work (26.9%) and completion of work/projects (42.3%) (EV5).

Many projects are needed to upgrade facilities to further enhance instruction, the overall campus environment, and to bring the campus into compliance with current code. One example of this is the need for numerous ADA-compliance related improvements across campus, including the addition of an elevator to the Humanities building—an updated ADA transition plan is needed to guide ADA compliance planning. Other projects needed to improve the campus include energy efficiency modernizations, such as replacement of all lighting on campus to improve energy efficiencies; the installation of separate boilers across campus to improve heating service and to decrease energy usage, and the replacement of a variety of sewer/waste water infrastructure components. Although we were able to utilize Proposition 39 funding to accomplish a significant portion (67%) of the boiler replacement project, no other funds have been received to finish that project, as well as any other funding for the other projects mentioned here. Additionally, many projects in the Facilities Master Plan have been routinely forwarded to the next year's plan due to lack of funding.

3. *To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.*

Evidence of Meeting the Standard

The College's mission, vision and strategic goals are imbedded in the Strategic Plan, which guides institutional planning including facilities planning (EV1). Faculty and staff in each area are asked to assess their existing equipment and project program development needs as part of program review. Student learning/administrative unit outcomes are generated by the end-users whether in the classroom or from a service function. The end-users identify equipment and facility needs for desired outcomes as part of the assessment during program review.

The California Community College Chancellors' Office (CCCCO) evaluates the condition of all facilities across the state. That evaluation results in Facilities Condition Index (FCI), which for Lassen College is at 57.29% percent overall (EV2). The District's long-range capital plans to support institutional improvement goals are contained within the Facility Master Plan. The Facility Master Plan includes the current five-year Capital Construction Plan, the five-year Scheduled Maintenance Plan, program review recommendations, and the long-range facilities plan (EV3).

The Facilities Planning Committee responsible for the development of the Facility Master Plan also annually reviews the campus space inventory report (EV4, EV5). This data informs prioritization of projects recommended within the Facilities Master Plan and, subsequently, the Comprehensive Institutional Master Plan (CIMP) and the budget development process. The institution incorporates space utilization data and equipment condition as criteria in scheduling classes and laboratories (EV6, EV7).

Analysis and Evaluation

The College meets the standard. The institution assures the feasibility and effectiveness of its physical resources in supporting institutional programs and services through regular evaluations. Facility and equipment needs are communicated through program review recommendations, direct contact, and written work requests.

4. *Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*

Evidence of Meeting the Standard

The District's long-range capital plans to support institutional improvement goals are developed with and contained within the Facility Master Plan. The Facility Master Plan includes the current short and long-range facilities planning, and program review recommendations that are linked to strategic goals found in the LCC Strategic Plan (EV1, EV2).

Although the College has no new facilities, the total cost of ownership on existing facilities was addressed in a detailed condition assessment which was completed in 2018 which documented the current useful life, estimated repair cost, and replacement cost of facilities and related equipment (EV3). The budget allocation process is used to identify priorities for equipment

purchases; however, in the event of an unscheduled failure, the list of priorities may change (EV4). Overall, annual budgets for facilities and operations have arisen since FY2014, but are still not at a level that allows us to appropriately sustain our aging campus (EV5).

Analysis and Evaluation

The College meets the standard, although the college would benefit from an appropriately developed long-range capital master plan document that would serve as a framework for a physical plan document that represents a 10 to 15 year projection of ideal development. There is inevitably never enough capital, time, or opportunities to meet every critical facilities need; however there exists an equitable and prudent process for the delivery of facilities that support campus programs to the level of funding available. Budget requests for new equipment are not currently required to include total cost of ownership within the requested amount: this needs to be addressed and rectified.

Conclusions on Standard III.B. Physical Resources

The college meets the standard. In an environment of funding challenges, a learning environment is maintained that is still appropriate to the instructional needs of the institution. There are however a variety of areas for improvement in the areas of training, funding, and further development of plans related to physical resources and safety.

Improvement Plan(s)

Change or Improvement	Standards	Responsible Parties/Committees	Timeline	Anticipated Outcome
Increase Emergency Response drills	III.B.1	AVP Facilities	Spring 2020	2 drills per year each for fire and for active assailant
Increase Custodial staffing	III.B.1	AVP Facilities	Fall 2020	< 25,000 square feet per Custodial position
Complete NIMS and SEMS training for staff.	III.B.1	AVP Facilities	Spring 2020	All EMT members trained
Revise and update LCC Emergency Response Plan; complete appointment of building monitors and other members	III.B.1	AVP Facilities	Spring 2020	Completed ERP

Obtain funding to develop and implement a permanent campus wayfinding solution	III.B.1	AVP Facilities	Fall 2021	$200K to complete project
Complete implementation of School Dude program.	III.B.2	AVP Facilities	Spring 2020	Full Implementation
Obtain funding to complete Boiler Replacement project.	III.B.2	AVP Facilities	Fall 2020	$150k to complete project
Obtain funding to develop an ADA transition plan	III.B.2	AVP Facilities	Fall 2020	$100k to complete project
Increase facilities and operations budget to a level that more appropriately sustains the campus.	III.B.4	AVP Facilities	Fall 2020 to Fall 2025	Increase supplies and repairs budgets by 10% per year for 5 years.
Develop long-range facilities master plan document.	III.B.4	AVP Facilities	Fall 2020	Completed Plan.
Revise budget request process to include total cost of ownership.	III.B.4	AVP Facilities	Spring 2020	Revised process, approved by governance.

Evidence List

III.B.1_EV1_Current Facilities Master Plan
III.B.1_EV2_Illness and Injury Prevention Plan
III.B.1_EV3_AP 3500-Campus Safety
III.B.1_EV4_AP 3510-Workplace Violence Plan
III.B.1_EV5_AP 3515-Reporting Crimes
III.B.1_EV6_Report 17, Space Inventory
III.B.1_EV7_Physical Resources Improvements
III.B.1_EV8_LCC Org Chart_Facilities
III.B.1_EV9_Safety Committee Charge
III.B.1_EV10_Safety committee meeting minutes
III.B.1_EV11_Emergency Response Plan
III.B.1_EV12_Accrediation Self-Study Survey Fall 2019

III.B.2_EV1_Current Facilities Master Plan
III.B.2_EV2_Facilities Planning Committee minutes
III.B.2_EV3_Completed Projects List
III.B.2_EV4_Sample School Dude work orders
III.B.2_EV5_Accrediation Self-Study Survey

III.B.3_EV1_LCC Strategic Plan
III.B.3_EV2_2018 Facilities Condition Report
III.B.3_EV3_Current Facilities Master Plan
III.B.3_EV4_Report 17, Space Inventory
III.B.3_EV5_Facilities Planning Committee minutes
III.B.3_EV6_Room Utilization Report for Fall 2018
III.B.3_EV7_LCC Office Inventory 2019-20

III.B.4_EV1_Current Facilities Master Plan
III.B.4_EV2_ LCC Strategic Plan
III.B.4_EV3_2018 Facilities Condition Report
III.B.4_EV4_CIMP
III.B.4_EV5_Annual Facilities Budget Listing

C. Technology Resources

1. *Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.*

Evidence of Meeting the Standard

The College maintains a full spectrum of technology infrastructure and services, including physical and virtual servers, fiber network, VOIP phone system with Auto Attendant, fax over IP, fully equipped laptops or desktops for all employees as well as student labs, configurable anti-virus services, public Web pages, and intranet portal. A wireless network is available across the campus. Strategically placed workgroup printers handle most of the printing, scan to e-mail, and faxing needs. Many of the district and departmental forms are now available on the College website and can be completed, signed, and submitted electronically. Microsoft Exchange with Office365 is utilized for Faculty, Staff, and Student e-mail. The Ellucian Colleague administrative suite (Finance, HR, Student) is in use at LCC. The technology infrastructure also includes the backup of critical institutional data. Document imaging with Hyland's Perceptive Content has been added to aid in document management. LCC utilizes a backup solution by Unitrend to backup all servers and institutional data, such as the Colleague student information system. All backed up data is encrypted before it is uploaded to Unitrend's cloud. The backup allows LCC to be able to recover data in the event of a disaster.

The Lassen College intranet portal was developed using the 2011-2016 Title III Strengthening Institutions Grant. The portal provides a single sign-on to Office365 email, Ellucian Self-Service, Canvas, Starfish, the College report server, and HireTouch. This allows for a single point of entry for all campus web resources.

The campus backbone is fiber. Wireless access points are available for student use, and an employee wireless network with full access to campus services has been deployed.

A full suite of licensed desktop office software is installed on each computer through the Microsoft Campus Agreement & Adobe Campus Agreement. The Microsoft Campus Agreement includes the latest version of Microsoft Office Pro products and Microsoft Windows for desktops/laptops. The Adobe Campus Agreement includes the Adobe Creative Suites, Design Premium & Web Premium. Macintosh operating systems are also supported for the Microsoft Office and Adobe Creative Suites. Campus web pages are hosted locally, and a new version of the website was introduced in fall 2018.

Lassen College previously used Moodle as its learning management system, but following an evaluation of functionalities, academic senate recommended transition to Canvas by Instructure in 2016 when it was made available by the California Community College Online Education Initiative (EV1). IT staff worked with the CCC Technology Center to set up the Lassen instance in Canvas and utilizes a batch import process to link SIS information in Colleague to Canvas to enable auto-enrollment in Canvas courses dependent on course enrollment in Colleague. The Office of Academic Services made small stipends available for all faculty to complete two Introduction to Canvas trainings and prepare for transition effective Fall 2016 (EV2). Canvas supports online and hybrid courses and is increasingly being utilized for instructor-to-student communication in face-to-face classes as well.

College-wide communications are supported through the telephone system, campus network, email system, and college website. Telephone and network access are provided to all employees housed on-campus. Microsoft Exchange Hybrid with Office365 is used for e-mail and includes spam filtering. New employees are added to a number of campus-wide e-mail distribution lists according to their affiliation (Everyone, Administration, Governing Board, President's Cabinet, Classified, Faculty-FT, Faculty-PT, Management/Confidential), and these and other custom lists are widely used to communicate across campus. Anti-virus software is provided via a central server, with updates acquired and pushed out centrally.

BoardDocs Pro, an eGoverance solution was purchased in summer 2011. It has proven to be a cost-effective means of providing agendas to the public and has eliminated the need to drive board packets to Board members in remote areas of the District. It is the repository for board policies, administrative procedures, and board agendas and minutes archives. In summer 2018, Consultation Council discussed the potential of using BoardDocs for all governance committee meetings (EV3). The decision was made to move forward in an effort to more effectively house committee agendas, minutes, and supporting documents while increasing transparency. All personnel serving as committee chairs or as committee support were trained in November 2018, and expanded use of BoardDocs for committees commenced in January 2019 (EV4).

The Ellucian Colleague system provides a Web interface for customer self-service, including student registration, account management, financial aid, faculty roster viewing, faculty grade submission, employee earnings statements, employee leave balances, and tax documents. This interface is supported by a Help Desk function realized through email and phone service. The Colleague system makes possible integrated data management in a single unified repository for person demographics and records, and offers the basis for sophisticated reporting. Additional reporting capabilities are available through the report server and data warehouse and additional reports can be developed as needed. The ultimate goal is to assure a consistent body of data

accessible through certified, but flexible, reporting tools, supporting effective operations, mandated reporting, and business intelligence (e.g., enrollment management, program evaluation, effective management of receivables).

Current students can take care of many of their needs online. Examples include registration, new student orientation, check financial aid status, loan counseling, electronic signing and submission of promissory notes. Several computers are available for this purpose in the Student Services building. Admissions & Records is now able to electronically send and receive student transcripts with the use of the National Student Clearing House transcript service.

Hyland's Perceptive Content was purchased in 2015 and began with implementation in Financial Aid, Counseling, Admissions & Records, and Human Resources. It has since been expanded to include Nursing and EOPS Office. As time allows it will be expanded to include additional offices. This system allows the quick retrieval of documents and will work in conjunction with Ellucian Colleague.

Resources and operations are supported by an Information Technology staff currently numbering four, including a Director of Information Technology and three Information Technology Specialist II staff administering servers, network equipment, webmaster duties, desktop support, and classroom technology support. The use of specialized software such as Bomgar and Spiceworks enables the small IT staff to efficiently manage hardware and software across the campus. The deployment of group policies and the use of an imaging server also help to streamline the process.

Analysis and Evaluation

The College meets the standard. The College has provided an effective set of technologies to support the institution's management and operational functions, academic programs, teaching and learning, and support services. Much credit is due to the experienced and committed staff in IT, who find ways to make existing systems work while researching, preparing for, and implementing multiple new technology solutions. The service orientation in IT is strong.

2. *The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.*

Evidence of Meeting the Standard

LCC uses technology to achieve institutional goals for student success and provide a modern telecommunication infrastructure for college employees. The College has a technology committee charged with responsibility of addressing institutional technology needs. The Institutional Technology Planning Committee (ITPC), comprised of members from each constituent group, develops the Institutional Technology Master Plan and meets to discuss and make recommendations regarding present and future technology needs (EV1, EV2, EV3, EV4, EV5, EV6). Many technology decisions are based on Information Technology (IT) department personnel's advice and departmental or staff discussions. The Information Technology NIPR was completed in 2015 (EV7).

The servers in LCC's Datacenter are scheduled for annual review for capacity, and stability. Physical servers are limited as most servers are setup in LCC's virtual server infrastructure. Having a virtual server infrastructure allows LCC to provide redundancy and protection to the system and its resources while reducing power and cooling needs in the Datacenter to increase energy efficiency.

Refresh planning for campus desktops/laptops is addressed in the ITMP. A refresh plan was developed during the 2013-2014 year and calls for a 5 year refresh cycle. The goal of the plan is replacing 20% of computers each year, physical servers every 5 years, and other network equipment and projectors on an as needed basis. 2015-16 was the first year LCC had a full budget for this plan. In 2015-16 35 laptops and 21 desktops were replaced, 2016-17 62 desktops and 13 laptops were replaced, 2017-18 33 desktops and 3 servers were replaced, and 2018-19 21 desktops, 2 laptops, and 1 server were replaced. The IT Department establishes standards and specifications for all computer equipment. All computers use standardized software. The hardware is standardized to a few select models making support more streamlined. The Director of Information Technology approves all technology purchases. IT staff evaluate technology equipment as needed for the purpose of upgrading, reallocating, storing, or the surplus of technology equipment. Operating systems and software are kept current to industry standards via the Microsoft & Adobe campus agreements. Included in the refresh plan are all student computer labs including the Library/Learning Center, the CA-207 Basic Skills lab, DSPS Learning Disabilities lab, Math lab, Graphic Design lab, Business lab.

Starfish by Hobsons, an early alert system with additional functionalities being developed, was developed and piloted during Spring 2019 with full implementation rolled out in Fall 2019. A workgroup of representatives, including the IT Director, initially researched Starfish, attended the Hobson's conference in Summer 2018, and visited Columbia College in Fall 2018 to evaluate Starfish and prepare for development. An expanded workgroup from multiple constituencies and serving different student support roles participated in the custom development of Lassen College's Starfish instance, and a small group of faculty conducted the initial communications pilots in their classes, using flags and kudos to draw attention to behaviors relating to student success and persistence.

The College previously implemented an Ellucian Colleague degree-audit software package, but during summer 2019 prepared to transition to Hobson's degree audit modules, deemed more effective at linking the early alert system with student communications than Ellucian's product.

Analysis and Evaluation

The College meets the standard. The Institutional Technology Master Plan (ITMP), with input from program reviews as well as from IT staff and constituent representatives, is integrated into the Comprehensive Institutional Master Plan. The College continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

3. *The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable*

access, safety, and security.

Evidence of Meeting the Standard

Lassen College has one main campus in Susanville and no established centers. The Public Safety Training Center previously housed in a Lassen High School District facility was re-integrated into campus summer 2016. Lassen College teaches a selection of courses at High Desert State Prison and California Correctional Center. Lassen College has purchased projectors for instructional purposes and computers for student use at High Desert State Prison and the California Correctional Center. California Department of Corrections and Rehabilitation technology personnel support and maintain these systems. For security purposes these computers are not connected to the internet and all student resources must be local to the computer.

All computers at Lassen College have standardized hardware and software. This helps to ensure reliability and ease of maintenance. Sophos Endpoint Security and Control is utilized for antivirus and malware protection on all LCC computers. All student use computers are also loaded with Faronic's Deep Freeze. This software prevents any users from permanently installing any software that could adversely affect the computer. Most classrooms are equipped with the same technology to allow for a consistent setup and ease of use from one room to another. (EV1)

Analysis and Evaluation

The College meets the standard. Technology resources are implemented and maintained to assure reliable access, safety, and security.

4. *The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.*

Evidence of Meeting the Standard

Lassen College provides training for its various technology systems. Each term LCC has designated Flex days for professional development. During these flex days various topics are covered. Some of the technology topics covered have been Canvas, Office365, and Starfish. (EV1)

With Canvas being the designated online learning management system LCC's Instructional Designer regularly meets with faculty for individual trainings on how to use Canvas and the provided tools/activities.

Over the years we have implemented new technology. With each of the new technologies that have been implemented training opportunities have always been provided. One example is the implementation of Hyland's Perceptive Content. The departments that were part of the initial implementation were included in the setup and trained in how to use the software. (EV2)

Technology training opportunities are now being made available to students. With the implementation of Starfish Lassen College has made an effort to inform students as to what Starfish is and how to use it. A Starfish Student Guide has been made available to students via several methods. (EV3, EV4). There have also been training opportunities at BootCamp events to inform students of the MyLassen portal and what is available in the portal, Canvas and other technologies that students use. (EV5, EV6)

Analysis and Evaluation

Lassen College meets the standard. Training opportunities are offered to faculty, staff, administrators, and students.

5. *The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.*

Evidence of Meeting the Standard

Lassen College has policies and procedures in place that are specifically designed to ensure the safe and appropriate use of technology. The guiding policy that is used for students, faculty, staff, and administrators is BP/AP 3720 – Computer and Network Use (EV1, EV2). Users have an opportunity to review this when signing onto any District computer. All new employees are required to sign an acknowledgement form (EV3) that they have reviewed AP 3720 as well as other APs. Students are required to comply with the Student Rules of Conduct outlined in the College Catalog. (EV4) Other policies and procedures include AP 3750 – Use of Copyrighted Material, and AP 6365 – Accessibility of Information Technology. (EV5, EV6)

Analysis and Evaluation

Lassen College meets this standard. The policies and procedures that are in place are regularly reviewed for any needed updates.

Conclusions on Standard III.C. Technology Resources

Technology plays a critical role in all that takes place at Lassen College. Technology is part of the backbone or infrastructure that enables all other processes of the college to be able to work. From the moment a student completes an online application to the time they walk across the stage to graduate, technology is involved. All employees need a computer to work on, data is stored on servers, online services are used via the internet with some cloud hosted service and all of these resources need to be supported and maintained. Lassen College strives to maintain a safe, secure, and reliable technology environment. As technology changes LCC works to adapt and incorporate new technologies as it is able and empowers users to be able to use it. Use of technology at Lassen College, like many aspects, is guided by BP's, AP's, and the Lassen College Catalog.

Improvement Plan(s)

Information security is often a hot topic in the area of security. With the changing laws regarding information security and the requirements being placed on colleges, it is necessary for Lassen College to review our security practices in relation to these requirements and make the needed changes to be able to maintain a secure technology environment.

Evidence List

III.C.1_EV1_9-1-15 Academic Senate Minutes
III.C.1_EV2_Email 4-27-16 Canvas Meeting
III.C.1_EV3_CC Agenda-Minutes-06-26-2018
III.C.1_EV4_Boarddocs Sites

III.C.2_EV1_2014-2019 LCC ITMP
III.C.2_EV2_2015-2020 LCC ITMP
III.C.2_EV3_2016-2021 LCC ITMP
III.C.2_EV4_2017-2022 LCC ITMP
III.C.2_EV5_2018-2023 LCC ITMP
III.C.2_EV6_2019-2024 LCC ITMP
III.C.2_EV7_2015 NIPR - IT

III.C.3_EV1_2016-2021 LCC ITMP

III.C.4_EV1_Flex Trainings_2014-2019
III.C.4_EV2_Perceptive Content FA 2016
III.C.4_EV3_Starfish Training Dates
III.C.4_EV4_Starfish_Student_Guide
III.C.4_EV5_BootCamp 2018
III.C.4_EV6_BootCamp 2019

III.C.5_EV1_BP 3720
III.C.5_EV2_AP 3720
III.C.5_EV3_HR Acknowledgement Form
III.C.5_EV4_Student Rules of Conduct
III.C.5_EV5_AP 3750
III.C.5_EV6_AP 6365

D. Financial Resources

Planning

1. *Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)*

Evidence of Meeting the Standard

LCC is committed to maintaining fiscal stability with an implemented integrated planning and budget development process emanating from the Strategic Plan, which contains the strategic goals and mission statement. (EV1, EV2, EV3) In this integrated process, the College mission and strategic goals drive the development of the budget with a focus on sustaining and improving student learning programs and improving institutional effectiveness. (EV4, EV5)

The Board has overall fiscal responsibility of the district and approves a tentative budget in June and a final budget in September when revenues are defined and finalized from the state. (EV6, EV7) A special finance meeting is scheduled just prior to the regular board meeting in June and in September to present the budget and answer questions. (EV8)

The district contracts with an independent auditing firm for annual audits of its financials as well as its processes and procedures. LCC has had limited non-financial findings in each of its last several fiscal years. (EV9)

Analysis and Evaluation

The College's institutional planning process begins with an assessment of student learning and administrative unit outcomes as part of the Instructional and Non-Instructional Program Review process. The program reviews set goals and identify needed financial resources at the unit level of operation. (EV2, EV10, EV11) Program recommendations, including recommendations requiring resource allocation, are forwarded on the adopted forms to the appropriate master planning committees. The planning committees use the information, along with other data and campus input, to develop master plans with strategies to meet measurable objectives connected to the adopted strategic goals. The Consultation Council/Strategic Planning Committee ("Consultation Council") uses the LCC master plan priorities to prioritize institutional strategies which in turn influence the resource allocation. The prioritized recommendations are then forwarded to Consultation Council for institution-wide prioritization. The institutional prioritization level seeks to ensure the congruence of resource allocation to the overall mission and strategic direction of the institution. Resource prioritization will then be open for review and discussion among all constituent groups in an open meeting setting where appeals can be made for resource allocation reconsideration. The prioritized institutional resource allocation list for the next academic year is forwarded to the chief business officer for inclusion in the tentative budget, subject to adequate revenues, and is also then distributed to the campus community through the LCC portal. (EV12, EV13, EV4) The tentative budget is forwarded to the Superintendent/President who makes a final recommendation to the Governing Board for adoption.

Resources allocated through our planning and budgeting process sustain programs and services through existing apportionments. Further development and enhancement of programs have occurred through aggressive efforts to obtain funding from external sources. Grants are vetted through an established collegial process. (EV14) Examples of programs and services that have

been enhanced by this process include our Vocational Nursing program, our Face-to-Face inmate education program, and our Automotive Technology program. (EV20, EV21, EV22)

The adopted budget development process linked to program review and integrated planning has been used successfully since its implementation in 2008, with survey data informing the annual evaluation and modification of this process by the Academic Senate and Consultation Council. This process has worked successfully but we experienced an anomaly in 2018-2019. With the change in funding formula that was proposed for implementation, projections of income showed success measures that Lassen has been working hard to implement. Projections showed funds had the potential for significant increases. This was reflected in our Apportionment allocation as well as verified through the SCFF funding formula template. (EV15) Expenditures that were approved in 2017-2018 to increase and stabilize FTE's were now indicated to be fully funded. This was the direction until the April 26th notification of revised apportionment that dropped our budgets back to the 2017-2018 minimum guarantee. (EV16) This created a deficit spending amount of $2 million that left no time to recover from during the 2018-2019 budget year. Creation of the 2019-2020 Final budget was administratively reduced to the current minimum funding level presented by the Chancellors office. (EV17) Fund balance reserves of 20% prior to this helped us to weather this storm but reduced our unrestricted fund balances to 7% at the end of FY 2018-19. (EV18) The Board is determined to give close attention to restoring fund balance to its recommended level of 15% in order to provide the stability necessary to fiscally sustain the district for the future. (EV19)

2. *The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.*

Evidence of Meeting the Standard

The mission and goals are outlined in the Strategic plan, which is reviewed annually and forwarded to the Board for approval. (EV1) Instructional Program Reviews (IPR) and Non Instructional Program Reviews (NIPR) include an analysis of Student Learning Outcomes (SLO) and Administrative Unit Outcomes (AUO) that allow for program improvement by evaluating programs to ensure focus linked to the Strategic Plan is occurring, and SLO's and AUO's are in fact linked directly to Strategic Plan goals. During the program review process, budgetary needs are identified and included in tables that are incorporated into the appropriate master planning document for prioritization. Established budget guidelines and priorities ensure direct alignment with Strategic Plan goals. (EV2)

Templates for IPR's and NIPR's are contained in their respective program review handbooks, which ensures that all resource requests are consistent and focused on the College's mission, goals, and vision. Program objectives are evaluated against Strategic Plan goals, as well as to identify and evaluate SLO's and/or AUO's. Annual update templates are provided to allow for inclusion during the off years so that budgetary needs and planning can be addressed and included in the annual Budget prioritization process. (EV3, EV4)

The District commitment to maintenance of fiscal health is evidenced in our fiscal policies, which ensure the existence of adequate internal controls, fiscal management, support for the LCC Educational Master plan, and confirm that fiscal objectives, procedures, and constraints are communicated appropriately to the Board and staff. (EV5, EV6, EV7, EV8) The Board is informed of the District financial health through monthly reports that outline budgeted expenditures to actual spending, monthly income and expenditures on a cash basis as well as quarterly financials. (EV9)

Analysis and Evaluation

The College meets the standard. The budget has consistently been developed with a conservative approach, evidenced by a record of healthy and growing fund balances, with the sole exception of FY 2018-19, which has been a significant challenge due to anomalies in the implementation of the new Student Centered Funding Formula (SCFF). (EV10) The budget process begins with the approved Final budget from the prior year. This creates the foundation for building the budget, insuring that all programs are adequately funded and staffed. Increases are initially evaluated based on collective bargaining negotiations, step and column increases, benefit costs, utility rate increases, staff retirements and vacancies, and other fixed operational needs.

Prioritized resource requests are developed through institutional planning and culminate in budget priorities lists that are approved through our participatory governance process. This process serves to guide the College in its decisions of yearly resource allocations allowing for full discussion of area needs that are presented and prioritized.

Evaluation of anticipated revenue normally based on projected FTE's are used to establish the base for funding each year. Any recommendations for increases are then incorporated in prioritized order into the budget. Adequate controls do exist to ensure that funding for the districts obligations are met first before any additional increases are applied.

Planning moving forward taking the new norm into consideration, the administration notified Consultation Council and the board May 14 minutes of the deficit spending that was occurring as a result of the change in funding and as much information as we currently knew at the time for future funding. (EV11, EV12) Administration held numerous meetings to discuss the implications. Because personnel makes up the majority of all budgets, reductions to budget discussions were limited to administrative levels of discussion. Forthcoming information from the Chancellors office indicating revenue amounts with a new Student Funded Formula template were not due for release until a budget workshop held in Sacramento on July 23, 2019. Utilizing the most current model, a preliminary budget was created and a tentative budget submitted at the June 11, 2019 board meeting using a conservative estimate of the Student Centered Funding Formula with assurances from the Governor's office May revise that the funding formula would be fully funded. Staff from the college attended the July meeting in Sacramento and were informed at that time that funding would remain at the 2017-2018 level with Cola. Consultation Council was informed of this and the results to our tentative budget. (EV14) The Board was informed on the evolution of the funding formula and how it affected our campus. (EV15)

Administration continued meeting to strategize cuts to the tentative budget. The decision was made to freeze hiring of all current vacant positions and to shift responsibilities elsewhere. Further reductions in discretionary spending were reduced. Staffing levels were looked at with an eye on the least disruption to students and areas that had more than 1 staff member that could share the workload utilizing current employee contract restrictions. A recommendation to the board for staffing reductions was presented August 30, 2019 to assist in balancing the budget. The board voted to not take action and asked all employees to relook at the budget and return with suggestions to mitigate the need for layoffs. (EV16) The Final budget was due to the state no later than September 10th board meeting, convocation was held on September 2nd in an open forum to discuss alternative suggestions with all employees eligible to participate. The timing of these actions required the budget to be presented to the board with an unbalanced budget projection. One staff member on the notice for layoffs was transferred to a categorical program vacancy, 2 staff members resigned, additional funding for 1 ½ time layoff was identified leaving actual layoffs at 2 staff members. The board voted to approve the recommendation at a special board meeting September 30, 2019. (EV17)

Even with all of this occurring, sound financial planning was still in place to quickly make decisions while keeping our mission and goals in focus.

Dissemination:

Consultation Council and the Board are notified of unplanned for or unexpected budget issues. (EV18, EV19, EV20, EV21, EV22, EV23)

Consultation Council membership includes faculty, classified staff, management, Administration, academic division chairs, master planning chairs and student representatives. Constituent group representatives are charged with taking this information back to their memberships to discuss. It is through this committee that financial information is disseminated. Priorities for spending enhancements are discussed in May with this committee. The Academic Senate/Consultation Council Budget & Planning Process Subcommittee reviews recommendations from Consultation Council based on results of annual evaluation surveys and proposes revisions to the budget and planning processes as well as the Governance Handbook. Recommendations are considered first by Academic Senate; Academic Senate-approved revisions and handbooks are then forwarded to Consultation Council as an information item. Updates to the budget are periodically given at these meetings as well as communicating changes in revenues. New grants are presented to inform the campus of opportunities as well as possible impacts to the budget.

The Board agenda is discussed during consultation council. The board is given a report monthly that show approved budgets/changes to the budget/New budgets/actual revenue and expenses. This report is broken down by fund type. It is presented by program type and object code with percentages of expenditures to date. This information is available for public and campus review utilizing BoardDocs.

3. *The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.*

Evidence of Meeting the Standard

LCC follows a planning and budget process that is annually reviewed and approved through a shared governance approach. (EV1) The Strategic Plan is also evaluated and adopted annually. (EV2) Programs use scheduled reviews with a common template for consistency to evaluate and request budget needs. (EV3, EV4) The cycle for planning is evidenced in the planning process flowchart. (EV5) LCC evaluates its process annually to include modifications if needed. (EV6, EV7, EV8)

Analysis and Evaluation

LCC is committed to meeting this standard with broad participation through Consultation Council. The LCC budget process begins each year in January with the Governor's budget proposal as an indicator of base apportionment. Looking at the integrated flow chart, Program reviews or Annual updates are completed. Those requests for program improvement feed into the institutional planning document that is appropriate for the need. The planning committees prioritize the needs. The Planning Chairs meet to further refine the priorities list along with the President's priorities. These are then forwarded to Consultation Council where all constituents are present and put forward their prioritization from this list. The list is forwarded to the CBO. The prior year budget is rolled into the new year's budget as a base, salary and benefits and contractual increases are updated first. Current year roll up costs including PERS/STRS percentages are updated. Projected revenues are provided in consultation with Director of IT and Institutional Effectiveness, Comptroller, Associate Dean, and VP of Administrative Services along with past practices to determine the current revenues.

If there is room for improvements, the priority list is incorporated into the budget from Consultation Council. Consultation Council has representation from all constituent groups. The budget is then presented to the President for approval and then sent to the Governing Board. The district keeps close track of its enrollment potential and works diligently on enrollment management, offering late start classes if necessary if enrollments are lagging behind projections. The district takes very seriously its commitments during negotiations. Understanding that future year increases have a direct impact to the budgets and insuring that growth can be projected to cover those increases. The district is careful in considering categorical funds when hiring new employees. It clearly states in the employment contract when "soft money" is used, that if the funds were to go away, the position could go also. (EV9) Budgets are monitored to ensure that expenses do not exceed revenues from the Comptroller.

The Consultation Council reviews the overall planning and budget development process for effectiveness on a yearly basis each May. (EV10) Process reviews are sent out annually to all constituent groups and planning committees to gauge the effectiveness of our governance processes relating to planning and budgeting. Review and revision of the processes, although the responsibility of the Academic Senate, has been jointly conducted by the Academic Senate and the Consultation Council for each of the last several years.

Consultation Council surveys each constituent group for recommendations to improve our process. These recommendations are compiled and considered for improvement. Changes that have occurred are reflected in actions taken such as posting more into the College portal for easy access. Planning committee chairs now meet to discuss the priority lists from each of the master plans before they are presented to Consultation Council. Planning for several years has been consistent because projections of where our funding sources are occurring has been the target in planning.

Fiscal Responsibility and Stability

4. *Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*

Evidence of Meeting the Standard

The College has actively sought external funding through grants as a way to move forward in conjunction with our Institutional Planning documents that incorporate IPR and NIPR information to strengthen and improve existing programs. (EV1, EV2, EV3, EV4, EV5, EV6, EV7, EV8)

Analysis and Evaluation

Assessment of Financial Resource availability:

LCC seeks to support our programs and our community as evidenced in our LCC District Strategic Plan: Vision: "The Economic and Workforce Development Leader for the community" Supporting our programs for growth by developing and improving upon curriculum to meet the needs of our students require more than our small local resources. Institutional planning assists in guiding the direction for growth. Grants and partnerships help us to reach these goals.

Development of Financial Resource:

The College has actively sought external funding through grants to improve our program offerings. These are some of what has been awarded since last report. In 2013-14 the district was awarded $261,389 for a Workforce and Economic Development Grant aimed at developing new curriculum for Medical Assisting, Phlebotomy and CNA trainings and assist with new curriculum and equipment. A big part of this grant helped LCC to hire a new Nursing Director in 2016 and launch a premier new Nursing program in 2017 to meet the needs of our rural area. In 2014-15 the district received $400,000 for the Inmate Education Pilot Program directed at offering face to face course level business class instruction, offering college level CTE certificates, reporting and disseminate data to CCCO, provide articulation and support services to the inmate population within our area. This assisted LCC to develop the courses for two of our Lassen County facilities, CCC & High Desert State Prison. The district became the fiscal agent for the AB86 Adult Education Initiative in 2013-2014 that has now evolved into a multiyear California Adult Education Program (CAEP) Appropriated grant. The grant has allowed LCC to partner more closely with our county schools through a consortium team model to offer and

grow our adult education program opportunity. These have made huge impacts especially in our rural areas that lack in many opportunities. A Prop 39 grant of $156,925 to improve sustainable energy reduction by transferring one large boiler for heating to individual heating boilers in five of our buildings, a $20,000 OER zero cost book program grant to teach instructors how to adapt E books into their curriculum. The USDA Distance Learning and Telemedicine equipment grant was awarded for $313,593 to offer distance learning education and videoconferencing to our remote areas of Lassen County to bring real time classrooms through cooperation with local high schools. For the campus, this allowed two classrooms to be equipped with the technology to offer distance education as the hub. LCC also provided equipment to Modoc County, Lassen Unified School district, and the Susanville Indian Rancheria. Spring 2020 will be the first semester to offer statistics classes using this technology. The Guided Pathways allocation has incorporated EDOPTICS to assist LCC in Strategic Planning and staff development. The District has applied for and annually received the CTE Perkins IC and CTE Transitions grants, which have greatly benefitted several CTE programs on campus.

The state has focused their funding for CTE programs through Strong Workforce grants. The College has also asked for and received additional Strong Workforce funding to support the reinstatement of a quality Certified Nursing program and to enhance our existing Fire Science program. Our Auto program has formed a partnership with SUBARU as well as becoming ASE accredited for Master Automobile Service Technician to give our students greater opportunity in workforce development.

The Superintendent/President continues to encourage grant writing among the Administrative staff to seek opportunities to enhance and grow our institution. In 2019-2020, the district was awarded another Inmate Education grant, to assist those students who are transitioning from incarceration to becoming campus students. In 2019-2020, a CTE Strengthening Online Career training for agriculture, small business and computer science grant was awarded for $404,250. This grant is targeted at creating online courses for certificates in these areas.

5. *To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.*

Evidence of Meeting the Standard

External Audits evaluate internal controls annually and report areas for improvement. (EV1, EV11, EV12) The independent audit report beginning on page 64 has the statement for internal controls. (EV2) LCC strives to meet the needs of the district by following AP 6300 for Title 5 requirements. (EV16) Budget management requires that funds are expended within major categories and that budget transfers are required when those funds exceed exiting budget. (EV9) LCC follows the budget and accounting manual in the establishment of its account structures. (EV10) All funds of the district are administered by the VP of Administrative Services which includes budget preparation. (EV14, EV15) Fiscal services conducts Non instructional program reviews with annual updates to reflect on and strive for improvements. (EV3, EV6, EV7, EV8) Financial system (Ellucian) has built in controls that we subscribe to. All requisitions for

expenditure require (2) two signatures before it can be assigned a purchase order number. The signatures are predefined so others cannot substitute. The Comptroller is the only one that can post budget adjustments. The business office has a procedure manual to assist with questions on process. (EV4, EV13) Ellucian is accessed through mnemonics, report writing and on-line look up of accounts that are available to all constituents that have a need for timely information. An IT authorization form filled out by a manager, gives employee access with appropriate approvals. (EV5)

Analysis and Evaluation

The College meets the standard. IT has control of setting up and removing access to Ellucian. Authorization is through their Datatel access authorization form. Reports are accessible to all that have need for budget reporting. The general ledger is updated daily so that information is timely. Specific revenue sources are identified with a unique 3 digit code as part of the account structure so that accurate accountability can be tracked to the source. The business office procedure manual has information on how to read the account structure. The business office staff are always available to assist new budget managers in creating and documenting their own budgets and processes for running reports, creating requisitions etc.

Fiscal services staff participate in the evaluation process through a Non-instructional program review that includes a satisfaction survey to assist with quality improvement. The cycle is every 4 to 5 years with annual updates in between so that needs can be addressed and the processes can be improved.

Staffing levels have not always been consistent but LCC has always been committed to incorporating clear delineations of fiscal responsibilities in order to maintain sound fiscal controls.

6. *Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.*

Evidence of Meeting the Standard

LCC has a high degree of credibility and accuracy as evidenced in Audit findings. (EV1, EV2, EV3, EV4) LCC focuses on student success through Strategic goals. (EV7)
The Governing Board is updated monthly on current financials that include current budgets, adjustments, revised budgets and actual income and expenses to date. (EV5)
Starting on page 23, of the business office manual, provides an example of how to read our account structure including the revenue source to assist Grant managers in tracking their budgets. (EV6)

Analysis and Evaluation

The College meets the standard. LCC has had relatively clean annual independent audit reports. The findings have been because of common mistakes that have been non-financial in nature. Paying close attention to the preparation of the annual CCFS-311 has helped as well as our well

trained and capable staff. The budget prioritization process uses measures to determine priorities that focus on student success through Strategic goals. (EV7) Each grant and source of funding have a numerical code to group and track revenue and expenses accurately. Each grant has an administrative oversight to ensure that funds are spent appropriately. Institutional planning groups with representation from each of the constituent groups meet regularly to discuss goals and objectives and convey budget changes to sustain those needs. All grants are audited and reported in annual financial statement audits for compliance and have had unmodified opinions each year.

7. *Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*

Evidence of Meeting the Standard

Audit findings are communicated to the Board in a timely manner. The Audit is presented to the Board first in a Governing Board Audit committee meeting and then presented for approval to the full Governing Board. (EV1, EV2, EV3, EV4, EV5) Corrective action plans are developed as necessary to provide guidelines and improvements. (EV6) Audit findings have been relatively minor as evidenced, and have been mostly procedural practices that are important and enable us to learn and adopt improvements. (EV7, EV8, EV9, EV10)

Analysis and Evaluation

The College meets the standard, but there is room for improvement. The district takes very seriously any findings and works diligently to quickly resolve any findings. The auditors look closely at our processes and assist us with ways to help us improve. We work very closely with our independent auditors to determine best methods and implement changes when needed. All audit findings have been related to procedural rather than financial issues. The auditors look closely at our processes and assist us with ways to help us improve. Turnover in personnel is always a challenge and creates more need for us to ensure that training is occurring. New requirements such as the new Federal standards created new findings in 2018-19. We found that we were meeting the standard except for some minor issues that would complete this standard.

8. *The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.*

Evidence of Meeting the Standard

Internal controls are evaluated during the annual audit process. Significant findings are documented within annual audits. This allows a third party assessment to ensure that internal controls are in place and that improvements can be identified and implemented. Areas of concern are included in audit findings. (EV1, EV2, EV3, EV4)

Fiscal Services is required to complete non-instructional program review (NIPR). (EV5) This document includes all fiscal staff members and allows us to give a comprehensive self-review along with results from campus surveys to assist us in improving our service to the institution in

an ethical and professional manner. Annual updates are also completed to continue that review. (EV6, EV7, EV8)

Analysis and Evaluation

The College meets the standard. The district requests RFP's from a list of CPA firms that are approved from the Chancellors Office. Contracts are awarded for 3 years with additional 2 year options. The current firm for 2018-2019 has concluded this cycle. New RFP requests have gone out with the expectation of awarding a new contract in February for the 2019-2020 fiscal year. This cycle allows for effective and valid improvement of our financial systems and controls by allowing a new third party perspective of our institution.

LCC's independent auditors test the districts controls annually and report any issues they find and report any material weaknesses found. It is a comprehensive review in three steps; a preliminary visit focused on controls, an audit of Enrollment services and Financial Aid, and a final visit to test our closing financials that include state reporting. Our last several years have shown no findings of material weakness.

Fiscal Services has completed a Non-Instructional Program Review with annual updates for the purpose of self-evaluation to determine areas of focus for improvement. The entire business office staff meet and discuss the areas we see as weakness and areas for improvement. This has been very helpful to each staff member and allows for a critical review. The completed document is written with input from each staff member.

9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

Fund balances along with cash reserves have been maintained at levels that allow for adequate resources to maintain stability. (EV1, EV2, EV3, EV4, EV5, EV6, EV7, EV8, EV9, EV10, EV11) Board policy recommends a fund balance at 15%. (EV15) Risk management is evidenced through staff trainings to assist in mitigating risk. All employees are required to take certain trainings such as Mandated Reporter, Title IX, Sexual harassment, and IIPP. Other employees are required to take trainings relevant to their job position such as maintenance employees complete Ladder Safety, and Lock Out Tag Out. Various positions using carts around campus take Utility Cart Safety. (EV17) Posters and safety information is disseminated to students and staff through email and posters around campus when hazards exist such as slips and falls. (EV18) Accident Insurance for Students is provided as well as Workers Comp for all employees through Keenan. (EV12) Property and Liability insurance is also purchased through Keenan (SWACC), Board policy addresses insurances as prescribed by law. (EV13, EV14)

Analysis and Evaluation

The College meets the standard. The state issued one time funding to assist districts in funding future CalPERs, CalSTRS liabilities. This was discussed at the October 1, 2015 Consultation

Council meeting. (EV16) These funds were held in reserve and not spent, allowing cash flows to remain at very healthy levels. This strategy has worked along with insuring that current levels of retirement liabilities were budgeted accurately and absorbed each year during the budget process. The commitment from the Board to keep a substantial fund balance above the recommended 5% allowed the district to weather the substantial cut in funding that occurred at the end of 2018-2019. The fund balance from 2014/2015 increased by $540,847 to 36% of unrestricted fund balance. Fund balance for 2015/16 increased by $873,453 that equaled 34% of unrestricted fund balance. Fund balance for 2016/2017 increased $261,518 for a fund balance of 38% of unrestricted fund balance. Fund balance for 2017/2018 decreased $2,186,712 for an unrestricted fund balance of 20% and cash reserves at $3,653,752. 2018/2019 saw a further decline of $2,003,752 for an ending unrestricted fund balance of 7% with current cash reserves at $3,516,274.00. Current cash reserves are currently running at less than the last several years but well above current monthly levels of need. The Board and the district are committed to restore fund balances as well as cash reserves to higher levels before any additional spending options.

RISK Management:
The district is self-funded through Keenan and Associates that includes the State Wide Association of Community Colleges (SWACC) JPA for property and liability insurance, Workers Comp, and risk management training. Employees are required to participate in regular trainings including, but not limited to, slips and falls, motorized cart training, ladder training, blood borne pathogens, hazardous materials, and sexual harassment to limit the district liabilities. The college works closely with legal counsel and human resource policy and procedures to limit employment liability risk. LCC purchases Student insurance through Keenan as well for all students. This coverage provides a level of protection beyond the student's primary medical insurance carrier. Board Policy #6540 address the legal requirement for insurance.

10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

Comprehensive annual independent audits review each of the areas of financial aid, grants and other sources of funding. (EV1, EV2, EV3, EV4) Audits of LCC Financial Statements and Federal Awards have resulted in unmodified and no reported material weaknesses. Investments with the Lassen County Treasurer's Office has a comprehensive Investment Policy that has a conservative approach. (EV5) Board AP 6320 defines the board investment policy. (EV6)

Grant managers are responsible to the district and for compliance with applicable laws. (EV7) Grant managers prepare and submit reports to appropriate agencies. (EV8, EV9, EV10, EV17) Grant managers' report through the Chancellors office in the SSARCC module. (EV18, EV19, EV20, EV21) LCC has procedures for fiscal management. (EV11) The Governing Board reviews the 311 Q reports. (EV12, EV13, EV15) and the CFS311 (EV16, EV22)

Analysis and Evaluation

The College meets the standard.

Ensuring Appropriate Use of Grant and Categorical Funds:

The Comptroller has almost 30 years' experience with Lassen College Business department. The Comptroller oversees all aspects of financial reporting by working with the account directors that oversee individual grants to ensure that reporting agrees with the general ledger. Spending from these grants must also follow governmental accounting standards. A fiscal analyst was hired in 2018 to help coordinate the Student Success and Equity grants and the Adult Education Grants between the account directors and the business office. The analyst oversees the expenditure of these categorical programs and assisted with reporting and regulations. In 2019 the position was maintained within the Fiscal Services Office. Account directors for DSPS, BFAP, EOPS, CARE, and CALWORKS, reconcile their accounts with the business office to ensure the correct and appropriate expenditures are recorded and then use the general ledger reports to prepare the SSARC reports to the State. VTEA and CTE financial reports are updated by the Comptroller and the narrative for these programs are done by the area directors.

Review during 311Q and 311 reporting assist in frequent review of financial statements as well as monthly financial reporting to the Board. The Board has been consistently updated the last 2 years but were less frequently updated prior to that. It is important to allow the Board a complete review beyond the monthly financial updates and the annual audit. All spending requests require two signatures of area deans, the Superintendent/President or the Comptroller and are required before expenditures can occur. The Director of Enrollment Services ensures that the Financial Aid awards are disbursed per Title IV and prepares the FISAP and BFAP reports. Independent audits review and report on compliance.

Oversight of Resources and Investments:

The Lassen County Treasurer holds the majority of the College's cash and invests the funds in short-term securities according to the Lassen County Investment Policy. Funds may also be retained under Local Agency Investment Fund (LAIF) which is a program that offers local agencies the opportunity to participate in a major portfolio in which hundreds of millions of combined dollars are invested, using the investment expertise of the State Treasurer's Office at no cost to the District. The district has not participated in LAIF for a few years now. This is something LCC could revisit as a way to set funds aside for PERS/STRS.

Liabilities

11. *The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.*

Evidence of Meeting the Standard

Budgets follow a process as outlined in the Budget Planning Handbook short range as it relates to long-term financial solvency for 2019 shows the district was ready to take action by

addressing the need for staff reductions to meet the 2019-2020 expected apportionment funding. (EV1, EV8) The Comprehensive Institutional Master Plan (CIMP) is the foundation for budget planning. (EV2) In the 2019-2020 Educational Master Plan (EMP) is undergoing a major revision and is the planning document that should be the driver of all other master plans with a focus on long-range planning. (EV3) LCC needs to complete the revision process to improve our overall planning processes. Master plans also address resources that have short and long range plans such as the new classrooms that were developed for video telepresence as evidenced in the IT Master Plan. (EV4) The budget prioritization list shows the level of planning that is initiated through the master plans. (EV5) Consultation Council is used for decision making that impacts planning as demonstrated in the need to hire new faculty for future growth. (EV6) Areas for growth were identified as logical ways LCC can contribute to the focus on student success primarily through serving our two correctional institutions that are located in Lassen County.

Consultation Council was updated on a major renovation project that was needed to update the library while informing them of current cash flow. (EV7) The new Student Centered Funding Formula has been analyzed to determine potential revenues. (EV9) All payments of long term liabilities as well as contractual agreements are included in the current year budget on a pay as you go basis. (EV10)

Analysis and Evaluation

The College meets the standard. As stated in our Planning and Budget Manual Appendix A: the college subscribes to the principles of sound fiscal management. Appendix C: Budget principles, priorities, and criteria have budget guidelines and priorities that we follow to mitigate risk as much as possible. Budgets are balanced using a conservative revenue expectation approach. Financial planning is an integral part of shared governance. Budget priorities and program improvements are first presented at the local level using Instructional Program Reviews or Non Instructional Program Reviews. These recommendations coalesce through committee decisions during Master Planning committee creations. The prioritization of new funding is discussed with chairs of the Master Planning committee and their recommendations are forwarded to Consultation Council for further discussion of short and long range plans and prioritization. The President has ultimate approval of what is funded. When funding requests have both short term and long term implications, these objectives are discussed and included in the prioritization for both short term funding and long term needs. An example for this was with the USDA grant because it was technology driven. The IT Master plan included these short and long term impacts. Analyzing revenue expectations changed with the 2018-2019 budget year. Understanding the direction of the Chancellors office with the new funding formula has complicated our ability and expectations. With a healthy cash reserve in the 2017-18 Fund Balance, (EV11) Consultation Council approved hiring additional faculty to be able to offer these courses with the intent of stabilizing and growing our FTE's. Trying to understand the new funding formula, these decisions should have paid for themselves because of the enhanced funding for Inmate education. In 2018-19 the funding (SCFF) formula confirmed our short term planning decisions and should have launched us into the long term planning phase. When it was realized that funding for the short term was based on 2017-2018 levels plus Cola, the district administration held numerous planning sessions to make decisions to allow us to move forward. Salaries and benefits are always the largest part of any budget, and instructional positions require

a March 15th notice leaving the administration to strategically choose positions that would not greatly impact student support or instruction for layoff. Short and long term planning are still occurring. The EMP committee has focused on a new planning document structure that will have both short and long term planning. With more focus on goals and objectives that are specific, measurable, relevant, and timely. The objective of the new EMP is to set a new standard to lead the other planning committee's and improve our planning processes. The district and the Board are committed to any additional funding being used to first rebuild fund balances.

12. *The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.*

Evidence of Meeting the Standard

Post-Employment benefits actuarial study showing the small Post Employment benefit obligation. (EV1) Unfunded liabilities in the form of vacation leave has room for improvement in the CSEA contract. (EV2) All other staff have built in caps of 30 days, thus limiting the district's liability. LCC's audited financials address Post-employment benefits other than pension benefits in Note 11 of the audited financials. This statement has remained the same throughout the years. (EV3)

Analysis and Evaluation

The College meets the standard. The institution removed the post-employment benefits with any new hires after July 1, 1990. As of July 1, 2019, one employee remains and will be funded in a pay-as-you-go basis as confirmed in the Total Compensation Actuarial report. Management and Administration have hard caps on accrual of vacation leaves. This limits the district vacation liability to 30 days. Classified staff are primarily controlled through encouragement to take leave when necessary. Decisions need to occur within negotiations to further limit the district's liability especially with areas such as Child Development that are limited on their ability to take vacation. The current contract has difficult language that contradicts itself by stating that an employee cannot accrue more than 30 days' vacation by the end of the year nor are entitled to payment of anything in excess of 30 days. But states that accruals continue in a "Flex account" once earned. The district is responsible for this unfunded liability.

Reserves were used to offset Retirement cost increases. LCC has always budgeted the actual cost during the budget process as a fixed increase. LCCs current circumstance puts this at jeopardy.

13. *On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.*

Evidence of Meeting the Standard

The schedule of debt repayments in the 2018 audited financials note 9 show the limited amount of debt incurred. (EV1) The dormitory annually budgets the principle payment and interest on the bond note. (EV2) The final payment for the Dorm Bond will occur Spring 2020. (EV3) LCC had an agreement to repay apportionment of $1.7 million to the Chancellor's Office repayment schedule. (EV4)

Analysis and Evaluation

The college meets the standard. Fiscally the district chooses to not commit to long term debts. The only locally incurred debt instrument belongs to the Dorm Bond. The schedule of payments is reported in the annual audit under Note 8 & 9. This bond will be fully paid in Spring 2020. The Dorm fund budgets for the principle and interest debt each year. No other long term debt is planned. LCC had an agreement to repay apportionment payments that began in 2007. The final payment was made in fiscal year 2017-2018 as part of a reduced apportionment payment. No further obligations have occurred.

14. *All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.*

Evidence of Meeting the Standard

The IDRC Grant was used to establish a nursing program shows the grant expended and the areas of achievement. (EV11) The Principles of Guided Pathways objectives Institutional leadership goals as defined through Guided Pathways was developed with a contract with Edoptics. (EV7, EV8) We were awarded an Inmate Education Pilot grant that allowed us to successfully institute face to face instruction at our local prisons. (EV12) The new Strengthening Online Career grant (CVC-OEI) that was awarded in May 2019 will offer new modalities of education to support our rural area students. (EV13) LCC is the fiscal agent for the California Adult Education Program (CAEP). A consortium was formed to allocate these resources under the Lassen Modoc Adult Education Consortium (LMAE). (EV14) All expenditures, including auxiliary activities, must follow the same business practices as outlined in purchases. (EV1) Each of the Booster's accounts are separated by sport with all revenue and expenses occurring within the College general ledgers. (EV2) All funds are part of the audit review of revenue and expenditures and Audit findings have been clear of any findings. (EV3, EV4, EV5, EV6) Evidence includes the annual Audit report which shows the Dorm Bond liability schedule, analysis and evaluation, and the final payment documentation on the Dorm Bond from the lending agency. (EV9, EV10)

Analysis and Evaluation

The College meets the standard. Auxiliary activities are subject to the same review and require the same approval process for expenditures as all other district activities. Fund raising efforts are primarily conducted through athletic activities and are overseen by the Athletic Director to ensure compliance with intended purpose of funding. All revenues are turned in to the district

and deposited to appropriate Fund 83, Booster accounts. All expenditures for these funds require a purchase order and two signatures to approve those expenses. One signature is the area Dean and the other is the district CBO.

Independent auditors review and evaluate all sources of revenues for the district and report compliance within the audit financial statements. The last several audits have shown compliance with all funding. Major grants have someone at an administrative level that oversees these grants. Travel to State meetings corresponding to the individual grants are encouraged to keep current with state requirements. Through the Guided Pathways grant, LCC was able to hire Edoptics to assist in assessing where the campus was in meeting the Guided Pathways vision through surveys of various campus constituents and resources including alumni, students, faculty, and staff. They also assisted the campus with planning efforts to further the implementation of Guided Pathways on campus. Edoptics provided the campus with professional development and team building activities in alignment with the grant purpose. The Student Success and Equity administrator is a member of and meets within the Student Services Master Planning committee to ensure that resources are directed at the institutional goals to support student success and access. The Student Equity Plan addresses the targeted areas (EV15) Fiscal services offers financial oversight and support assistance with financial reporting to ensure accuracy. LCC is the fiscal agent for the LMAE program in Lassen County. The Superintendent/President leads the consortium that was formed to allow full access county wide to these funds with a consortium committee oversight that funds are spent in alignment with the adult education program guidelines.

LCC has received 2 Incarcerated Inmate Grants from the Chancellors Office. These grants have assisted LCC in managing and enhancing our Incarcerated Education program. The first grant was from June 2015 to February 28, 2017 and was fully executed and paid. The second grant is new to 2019-2020. This grant has received administrative oversight and all expenditures have been approved as consistent with the intended use. Recently, LCC received the CVC-OEI Grant and hired a grant manager to ensure all expenditures are consistent with the grant's purpose and the campus is implementing the grant proposals appropriately. All grants are also overseen by the district Comptroller. All reporting requires a signature from the Comptroller that ensures that reporting matches what is reported in our general ledgers.

The only Bond LCC currently has is the Dorm Bond. The audit financial statements and a letter from the Bond agency show that the final payment for the bond is Spring 2020.

15. *The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.*

Evidence of Meeting the Standard

LCC uses Loan Prevention and Monitoring Third Party disbursement with Bank Mobile contract. (EV1, EV2)

Analysis and Evaluation

The College meets the standard. The District works diligently to monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act. The District's three-year default rate is within federal guidelines. Student loan default rates were 21.74% in FY14, 19.74% in FY15 and 21.67% in FY16. These default rates are the most current and what is available at this time which is in compliance with the federal requirements. However, in the event that the default rate exceeds federal guidelines, the District has entered and maintained a contract with ECMC. ECMC provides default loan prevention, monitoring and assistance to ensure that the District stays compliant with the federal requirements.

Federal student aid revenue, disbursements and student loan default rates are constantly monitored to maintain compliance with federal requirements. The Lassen Community College District's financial aid and business departments ensure appropriate processes and segregation of duties are practiced during all disbursements of Title IV aid. Student eligibility is determined by the financial aid department and is maintained by the District. All disbursements are sent through a third-party service; Bank Mobile. The District has maintained a contract with Bank Mobile to offer a wide-range of disbursement options to our students in order to meet their needs.

Contractual Agreements

16. *Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.*

Evidence of Meeting the Standard

LCC has board policies that guide the district in the area of contracts and the corresponding operating procedures that guides the bid and contract process. (EV1, EV2) Board Policy addresses the delegation of authority to act on behalf of LCC. (EV3, EV4) One contract for education is with the Department of Forestry to offer classes for wildland fire suppression. (EV7) LCC contracts with the Department of Education to provide Child Care for our students and the community. (EV5, EV6) The Uniform Public Construction Cost Accounting and Informal Bidding Procedures was adopted May 10, 2018 to allow for flexibility in construction bidding. (EV8, EV9)

Analysis and Evaluation

The College meets the standard. LCC has a limited number of contracts. LCC has a contract with the California Department of Forestry and Fire protection to support Fire Technology, Health Sciences, and other vocational subjects at the post-secondary level for CAL Fire. The contract is reviewed by the CTE Dean and the Associate VP of Administrative Services to ensure that the College meets the standard and ensures the district will not be placed at risk. LCC contracts with the Department of Education to provide a State Preschool and General Child Care. These contracts are in support of our student success. Contracts are reviewed by legal counsel when necessary. Contracts that require bids follow the Public Contract code Section 2651(d) for current bid minimums. The Uniform Public Construction Resolution 5.08.2018-6.01-1 &-2 was

accepted by the Board on May 10, 2018, to allow more flexibility with project bids. LCC has difficulty in finding qualified contractors willing to come to the remote area. The Associate VP of Administrative Services is the designated agent to enter into agreements for the district as outlined in BP & AP 6100.

Conclusions on Standard III.D. Financial Resources

Financial resources at Lassen College remain at levels to support all aspects of the institution. We suffer like all districts do in funding enough to truly modernize our facility but with creative additional resources through grants, we have been able to accomplish a tremendous amount of positive institutional improvement. Title III allowed LCC to modernize its classroom spaces utilizing technology. The USDA grant allowed LCC to integrate two classrooms into interactive teaching modalities. The IDRC grant allowed the college to establish a premier nursing program and allowed the district to add new opportunities for its students with phlebotomy and office management. LCC has accomplished the modernization of our library, creating an environment that is conducive to learning. Adding air conditioning and expanding a classroom space for greater utilization. This past 5 years have seen a tremendous amount of positive growth in appreciating and supporting our student's success.

Improvement Plan(s)

Change or Improvement	Standards	Responsible Parties	Timeline	Anticipated Outcome
Incorporate all of the New Federal requirements as described in our 2019 Audit findings	III.D.7	Financial Aid, Director of IT	2020	Having documentation to follow for Federal Guidelines
Following Board Policy by consistently taking the CFS 311 & 311Q for Board discussion and review.	III.D.10	VP of Administrative Services and Comptroller	2020	Having more transparency with the Board beyond the annual audit and monthly financial reporting
Planning improvements that have started with the EMP.	III.D.11	Consultation Council, LCC Master plans, LCC EMP Committee	2020-2021	Long and Short Term Planning improvements in a manner that is more accountable
Work through contract	III.D.12	Administration		Limit the district's

negotiations to introduce a way to limit the district financial liability for accrued vacation		Classified Negotiating Team		financial liabilities to be reasonable and equitable

Evidence List

III.D.1_EV1_FY 20-25 Strategic Plan
III.D.1_EV2_Integrated Planning Flow Chart
III.D.1_EV3_2019-2020 Planning Budget Handbook
III.D.1_EV4_Budget Prioritization for 2018-19
III.D.1_EV5_2019-2024 LCC CIMP
III.D.1_EV6_Preliminary Budget 2019-2020
III.D.1_EV7_2019-20 Final Budget
III.D.1_EV8_BOT meeting agenda - mins
III.D.1_EV9_2018 Audit Findings
III.D.1_EV10_2019 IPR Handbook
III.D.1_EV11_2015 NIPR Handbook
III.D.1_EV12_5-13-19 CC Minutes
III.D.1_EV13_Consultation Minutes 5-2-19
III.D.1_EV14_Grant Vetting Process
III.D.1_EV15_SCFF as of April 25 2019
III.D.1_EV16_P1 2018-19 Apportionment
III.D.1_EV17_311 2017-18 Fund Balance
III.D.1_EV18_311 2018-2019
III.D.1_EV19_Board policy 6620
III.D.1_EV20_Workforce and Economic Grant
III.D.1_EV21_Inmate Ed Grant
III.D.1_EV22_Subaru Partnership email

III.D.2_EV1_FY 20-25 Strategic Plan
III.D.2_EV2_2019-2020 Budget Prioritization Criteria
III.D.2_EV3_2019 IPR Handbook
III.D.2_EV4_2015 NIPR Handbook
III.D.2_EV5_Board BP 6200
III.D.2_EV6_Board BP 6300
III.D.2_EV7_AP 6300
III.D.2_EV8_Board BP 6250
III.D.2_EV9_2019-2020 Board Financial Report
III.D.2_EV10_311 2018-2019
III.D.2_EV11_5-13-19 CC Minutes
III.D.2_EV12_BOT minute 5-14-19
III.D.2_EV14_Consultation Council 8-26-19
III.D.2_EV15_LCC Budget Presentation 8-27-19

III.D.2_EV16_BOT Minutes 8-30-19
III.D.2_EV17_BOT minute 9-30-19
III.D.2_EV18_5-13-19 CC Minutes
III.D.2_EV19_BOT Minutes 5-14-19
III.D.2_EV20_BOT Minutes 8-13-19
III.D.2_EV21_CC Minutes 09-09-19
III.D.2_EV22_2018-10-22 CC Minutes
III.D.2_EV23_2014-10-02 CC Minutes

III.D.3_EV1_19-20 Planning Budget Handbook
III.D.3_EV2_LCC Strategic Plan 2019
III.D.3_EV3_IPR Template
III.D.3_EV4_NIPR Template
III.D.3_EV5_Planning Flowchart
III.D.3_EV6_2017-2018 Evaluation
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III.D.3_EV8_Evaluation Results 2017
III.D.3_EV9_Job Description Example
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III.D.4_EV1_Workforce and Economic Grant
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III.D.4_EV3_AB 86 13-14 Grant
III.D.4_EV4_Perkins Tile IC 2018-2019
III.D.4_EV5_CTE Transitions 2018-2019
III.D.4_EV6_USDA Grant
III.D.4_EV7_Subaru Partnership email
III.D.4_EV8_ASE Education

III.D.5_EV1_2015 Audit Findings
III.D.5_EV2_ audit statement
III.D.5_EV3_NIPR Fiscal Serv 2014
III.D.5_EV4_ Business_Office_Manual
III.D.5_EV5_Ellucian Access Auth Form
III.D.5_EV6_ NIPR Annual update 2015
III.D.5_EV7_NIPR Annual Update 2016
III.D.5_EV8_ NIPR Fiscal Serv2018
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III.D.5_EV10_AP6310
III.D.5_EV11_BP6400
III.D.5_EV12_AP6400
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III.D.6_EV3_ 2017 Audit Findings
III.D.6_EV4_ 2018 Audit Findings
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III.D.6_EV6_Business Office Manual
III.D.6_EV7_Budget Prioritization 2018-19

III.D.7_EV1_ 13-14 Board Meetings
III.D.7_EV2_ 14-15 Board Meetings
III.D.7_EV3_ 15-16 Board Meetings
III.D.7_EV4_ 16-17 Board Meetings
III.D.7_EV5_ 17-18 Board Meetings
III.D.7_EV6_ 17-18 Attachment B CA Plan
III.D.7_EV7_ 2015 Audit Findings
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III.D.9_EV5_ Cash Account Detail 2016
III.D.9_EV6_Cash Account Detail 2020
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III.D.9_EV15_ Board Policy 6305 Reserves
III.D.9_EV16_ 10-1-15 CC Minutes
III.D.9_EV17_Example Employee Trainings
III.D.9_EV18_Slips and Falls poster

III.D.10_EV1_ 2015 Audit Findings
III.D.10_EV2_ 2016 Audit Findings
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III.D.10_EV6 AP 6320 Investments
III.D.10_EV7_BP 6200
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III.D.10_EV9_ 2018 CTE Final Report
III.D.10_EV10_ Inmate Ed Final Report
III.D.10_EV11_BP 6300
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III.D.12_EV3_ Note 11 2018 Audited financials

III.D.13_EV1_Note 9 June 2018 Audit report
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III.D.14_EV12_Inmate Ed Grant Workplan
III.D.14_EV13_Strengthening Online Career Training
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III.D.14_EV15_LCCStudent Equity Plan

III.D.15_EV1_ ECMC Contract
III.D.15_EV2_Bank Mobile Services Agreement

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III.D.16_EV4_ AP 6100
III.D.16_EV5_CA Preschool Contract
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III.D.16_EV7_Dept of Forestry Contract
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LASSEN COMMUNITY COLLEGE

Standard IV
Leadership and Governance

Self Evaluation Report of Educational Quality and Institutional Effectiveness

Standard IV
Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Self-Evaluation Team Members

Cheryl Aschenbach, Co-Chair
Faculty, English

Terry Bartley
Management, Comptroller

Tara Bias
Classified, AA III-Student Equity/Suc.

Janet Butcher
Classified, CD Assoc. Teacher

Nick Cardona
Classified, Maint. Spec. IV-Multi

Tom Downing
Faculty, Admin of Justice

Sarah Goings
Classified, AA II-Child Care

Bridget Gowin
Management, Outreach Coord.

Dr. Marlon Hall, Co-Chair
Administrator, Sup/President

Tara Harkema
Classified, Fin. Aid Tech II

Roxanna Haynes
Faculty, Business

Brenda Hoffman
Classified, AA III-Athletics

Cindy Howe
Faculty, Learning Disabilities

Eric Imrie
Management, Athletic Trainer

Julie Johnston
Confidential, Exec. Assist II - Pres Office

John Martin
Faculty, Gunsmithing

Carol Montgomery
Classified, Program Assist - EOP&S

Davis Murphy
Management, Dir. Enrollment Serv.

Devin Nelson
Classified, Maintenance/Custodian

Carrie Nyman
Faculty, Adaptive Phys. Educ

Dale Roberts
Classified, aintenance/Custodian

Mark Sabo
Faculty, Human Services

Tiffany Stone
Classified, AA II – Kinship/ILP

Richard Swanson
Faculty, Journalism/ English

Lou Tangelbad
Classified, Maintenance/ Custodian

Julie Williams
Classified, Correspondence Tech

Celeste Wiser
Faculty, Nursing

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

1. *Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.*

Evidence of Meeting the Standard

The Board of Trustees of Lassen Community College District ("the Board") conducts maintenance, operation, and governance of the District in accordance with Education Code sections 70902 and 72000. Executive authority and responsibility, including the development of policy recommendations, are delegated by the Board of Trustees to the Superintendent/President through standing policy. (EV1, EV2) Staff, faculty, and students are openly encouraged by the Board to present initiatives to improve the overall processes and services offered at Lassen Community College (LCC).

LCC embraces participatory governance through the development of governance structures and processes which encourage the participation from all constituent groups, units, and individuals. (EV3) The Lassen Community College Participatory Governance and Collegial Consultation Handbook provides for our collegial consultation process. This handbook is reviewed and updated annually. (EV3) The campus community continues to work together annually to evaluate and revise processes as appropriate, as evidence by how the campus community worked together to revise and update the LCC Mission Statement, Vision, Strategic Goals, Values, and Institutional SLOs ("the Strategic Plan"), which was approved by the Board at their October 2019 board meeting. (EV4, EV6)

The Consultation Council serves as the key group implementing the governance process at Lassen Community College. (EV5) A code of ethics statement has been developed by each of the constituent groups, per standing policy. The statements are annually reviewed and reaffirmed. (EV7, EV8) Since the Fall of 2016, the Superintendent/President has provided an annual address on the State of the District. This is his update on our programs, budgets, new hires, new initiatives

on campus, accomplishments and future needs of the Lassen Community College District. (EV9, EV10, EV11, EV12)

Analysis and Evaluation

Lassen Community College meet this Standard. We have inclusion from all constituent groups including students in all of our planning groups. LCC encourages broad participation and encourages open dialogue within our meetings. Most meetings have adopted the consensus method when approving items within our committees that are accepted after public comment to ensure all are informed.

2. *The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.*

Evidence of Meeting the Standard

Through established governance structure, administrator, faculty, staff, and student participation in institutional decision-making processes is encouraged. Students are encouraged to participate in those issues for which there is an express student interest. The governance process role of each constituent group is clearly defined. Participatory governance groups (councils, committees, etc.) are chaired by administrators, faculty, managers, or classified employees. (EV1, EV2) These groups propose recommended policies and/or actions to the Superintendent/President, and implement those recommendations as determined and approved by the Superintendent/President and the Board. (EV3, EV4)

Lassen Community College administrators and managers meet weekly. The Executive Cabinet, comprised primarily of administrators holds its meetings on Mondays. These meetings serve as an opportunity for executive-level discussion of administrative issues and to receive information and/or direction from the Superintendent/President (EV5). The President's Cabinet, comprised of all Executive Cabinet members and other managers from across the campus, holds its meetings on Tuesdays. These meetings serve as an opportunity for members to provide information and updates on individual operating areas across the entire organization, to discuss and coordinate issues and actions that may affect various functional areas or groups, and to receive information and/or direction from the Superintendent/President. (EV6)

The Lassen College Academic Senate ("the Senate") is significantly involved in Lassen Community College District decision-making policies and procedures, as coordinated by the Senate and the Lassen College Faculty Association (LCFA), who appoint faculty members to the Consultation Council and other governance groups. (EV1, EV2) The Superintendent/President meets individually, as needed, with the Academic Senate President and the leadership of the LCFA to address faculty concerns.

The two staff groups at LCC—the classified employees (CSEA) and the management group—participate in all applicable participatory governance groups and processes. The Superintendent/President meets as needed with the leadership of these groups regarding staff and management concerns. In the 2017 and 2018 academic years, the President's Executive Cabinet and President's Cabinet conducted summer planning retreats to discuss goals and objectives for the upcoming year. (EV7)

Policy is in place to ensure student participation in LCC governance and decision-making processes, including planning committees. (EV1, EV2) The LCC student body elects a student trustee to serve on the Lassen Community College District Board of Trustees. (EV8) The Superintendent/President has a standing meeting with the Lassen Community College Student Body President and the Student Trustee to address questions and concerns. Any employee may raise issues of concern to their administrator or manager. Administrators and managers may raise issues of concern at meetings to either of the cabinet groups. Issues may also be raised for consideration by anyone from any constituency group to any participatory governance group or at any meeting of those groups.

Analysis and Evaluation

The College meets this standard. LCC has a culture of utilizing shared governance in its decision making processes. All of our handbooks have a structure that include administration, faculty, classified and students as part of the makeup of all committees. Consultation council has become our primary avenue for bringing a variety of issues forward that allow all constituent groups to both hear and speak to the issues. Analyzing our processes annually has given ample opportunity to improve upon these processes as well. Students have been encouraged and welcomed to participate, however history has shown that not many students are willing to serve. The Guided Pathways committee even offered financial incentives in order to have student participation which has worked for their committee. There is also a paid student representative (Student Trustee) on the Governing Board.

3. *Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.*

Evidence of Meeting the Standard

Per applicable law and regulation, and as defined in Board policy, opportunity is provided for input from all of our constituent groups and stakeholders through an established participatory governance structure, governance process, and participation in the various groups (councils, committees, etc.) within that defined governance structure. (EV1, EV2) The primary body for participation in governance and planning is the Consultation Council. Appointments are made from constituent groups to serve on all committee. The participation on these committees allows full involvement in the development of the six master plans and the continued development of the Strategic Plan, which moves to the Board for approval from Consultation Council.

The Academic Senate represents faculty on all issues related to academic and professional matters. The Governing Board agendas include a standing report from the Academic Senate, and the Academic Senate President is a standing member of the Consultation Council. The management employees group annually elect an officer and the group appoints representatives to serve on participatory governance and search committees. The Associated Student Body (ASB) represents all students and has an advisory voting member on the Board. The ASB appoints a student representative to a majority of College committees.

The Lassen Community College budget process is outlined in board policy and in the Planning and Budget Development Handbook. (EV3, EV4) The planning and budget input flow chart starts at the Governing Board planning retreat and it ends in September with the adoption of the final budget (EV4). The Superintendent/President must approve the proposed budget prior to its presentation to the Board.

Collegial consultation and participatory governance at LCC ensures that all constituencies participate in decision-making. To provide further training on participatory governance, the Academic Senate of California Community Colleges and the Community College League of California held a workshop at Lassen Community College called "Participating Effectively in District and College Governance" in April 2018 (EV5).

The college also holds various other activities to bring innovative ideas to, such as convocation, committee meetings, and student town hall meetings. (EV6, EV7, EV8, EV9, EV10, EV11, EV12)

Analysis and Evaluation

The College meets this standard. LCC encourages full participation in the governance structure of the college. Administrators are appointed to committees from the CEO. Faculty have the opportunity to serve through appointments made from Academic Senate and or through their union representation. Involvement is necessary on all decision making bodies in order to move items forward. New staff are encouraged to become involved, the training in April (EV5) was a way to provide instruction on the role of participatory governance for all staff. We have clear procedures in place that define governance and the structures in place to work effectively.

4. *Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.*

Evidence of Meeting the Standard

Recommendations that effect instructional programs, curriculum, or student learning services emanate from faculty, educational administrators, and the Senate, the roles of whom are clearly defined. (EV1, EV2, EV3)

Curricula of the District is required to be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. (EV4) Working in consultation with the Senate, the Superintendent/President institutes procedures for the development and

review of all curricular offerings, including their establishment, modification, or discontinuance. The Chief Instructional Officer (CIO), through delegation by the Superintendent/President, is involved in the development of the procedures to initiate and review curriculum and program development jointly with the Senate.

Recommendations regarding learning programs and services are made by faculty, working through the Senate, whose role is clearly defined. (EV2, EV3) The Curriculum Committee is a sub-committee of the Senate, and holds primary responsibility for all issues concerning the development and review of curriculum, courses, degrees, and certificates. This committee is comprised of faculty, administrators, and staff (EV2), and is guided by the LCC Curriculum and Academic Standards Handbook (EV5). All decisions of the Curriculum Committee are presented to the Senate who bring the recommendations forward to the Board for approval. The College reviews its policies and procedures on a regular basis as described in Standards 1.C.5 and IV.C.7.

The Instructional Program Review (IPR) process is monitored by the Senate and revised as necessary. The IPR process includes both a two-year cycle for Career Technical Programs and a four-year cycle for transfer and special programs (athletics, Developmental Studies, and Work experience). Specific statistical data requirements (FTES, FTEF, Enrollment, Student Outcomes, SLO's, Completions, Awards, and Equipment listed on page5 of the IPR Handbook) and on student evaluation requirements (page 8) are listed in the IPR Handbook. (EV6) The college encourages the submission of annual updates from instructional programs to communicate any changes that can then be incorporated into the planning and budgeting process. The aforementioned statistical data is provided by the Office of Institutional Effectiveness by November of each year. Annual updates are due by the end of August and are submitted to Academic Services and Academic Senate following the same procedures as the IPR. The purpose of the Annual Updates is to recognize and document changes within a program, and identify, and more effectively incorporate, emerging program needs into budget and planning processes than the 2-year and 4-year cycles (page 11). (EV6)

Non-instructional program reviews (NIPRs) are on a four-year cycle. NIPRs are divided into the following sections: Institutional Effectiveness Planning; Student Services Planning; Human Resources Planning; Facilities Planning; and Technology Planning. The Program Review process provides a formalized means to bring forth recommendations regarding curriculum matters and student learning programs and services. (EV7)

Analysis and Evaluation

Lassen Community College meets the Standard. Relevance to curriculum matters, student learning programs and services is ingrained in established Board Policies and Administrative Procedures. The Program Review process provides an established avenue for input of recommendations relating to curriculum, student learning, and student services. Instructional programs generally do not submit annual updates but have been encouraged to do so. The CIO works closely with faculty on curriculum matters and follow the recommendations from the Academic Senate.

5. *Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with*

expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

Governance at Lassen Community College begins with Board Policy 1200 (EV1), and the corresponding annual review and update of the Strategic Plan (EV3) from with input and review from all constituent groups, prior to subsequent approval by the Board. Decision making within participatory governance structure is made within an open and collegial manner. Faculty and staff engage in decision-making processes at multiple levels from department level to college-wide. The College, through the Board and the participatory governance structure, ensures that appropriate relevant decisions are made according to expertise and responsibility, and are acted upon in a timely manner.

The participatory governance committee structure is the system of collegial consultation that forwards recommendations on all matters to the Superintendent/President and to the Board. These committees serve as recommending bodies that rely on input from their membership and constituent groups, as outlined in the Lassen Community College Participatory Governance and Collegial Consultation Handbook. All committees report to the Consultation Council, where recommendations are provided to the Superintendent/President and to the Lassen Community College District Board of Trustees. (EV2, EV4)

Decision making on curricular changes occur through The Curriculum and Academic Standards Committee. This committee is a sub-committee of the LCC Academic Senate. (EV4)

All Lassen Community College students have access to all college programs. All curriculum changes are reviewed and approved by the Board. Lassen Community College staff and students are informed of their roles, participate as defined by the policies and procedures, and collaborate in various group efforts that continues to seek institutional improvement despite differences of opinion. (EV4) In preparation for accreditation, Lassen Community College administrators, faculty, staff, and Trustees have received training on this process through the ACCJC. In the Fall of 2018, the CCLC and the Academic Senate of California Community Colleges conducted training on the role of participatory governance. (EV5, EV6, EV7, EV8, EV9)

Analysis and Evaluation

Lassen Community College meets this Standard. A robust participatory governance structure exists through which perspectives of all constituent groups are considered. Decisions are made in a collegial manner resulting in recommendations forwarded to the Superintendent/President and to the Board for actual approval.

6. *The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.*

Evidence of Meeting the Standard

Lassen Community College communicates the decision-making process and the results of decisions across the institution in a variety of ways. Many communications are communicated via e-mail from various sources. The Superintendent/President's newsletter "The Week That Was" (EV1, EV2, EV3), Communicating Decision-making process can include outside facilitation on important topics. (EV4) Decisions that affect how we operate on communications between Students and the staff of the LCC (EV5), Announcements of the appointment of key positions. (EV6) Notifying the campus community of updated organizational charts. (EV7) Information on the Lassen Community College District website regarding our planning process and committees. (EV8) Decisions made in Consultation Council are documented in the meeting minutes, which are posted on the college district website via the BoardDocs e-governance system. (EV9) All other college committees' minutes and agendas are also posted in BoardDocs. (EV10) Meeting agendas and minutes for the Board are also posted in BoardDocs. (EV11) As part of the BOG agenda, the Superintendent/President gives a written and verbal report, which is recorded within the agendas for Board meetings in BoardDocs. (EV11) Board Policy and AP 2365 indicates that Board Meetings will be recorded and kept for up to 30 days to allow for review and maintain transparency in the capture of meeting minutes. (EV12, EV13)

Analysis and Evaluation

Lassen Community College meets this Standard. Decision-making processes and the resulting decisions are widely communicated across the College via a variety of methods.

7. *Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.*

Evidence of Meeting the Standard

To assure their integrity and effectiveness, the College regularly evaluates the roles of campus governance and decision-making policies, procedures, and processes. The results of these evaluations are communicated through the Consultation Council and campus wide. (EV1, EV3, EV4, EV5) The minutes from Consultation Council show that the results are shared with all constituent groups. (EV6, EV7) Board AP 2410 describes the role that individuals and the Board play in Board Policy's. (EV8) Review of Board policy's that affect governance have a process for review and example is reflected in BOG minutes. (EV9, EV2)

Analysis and Evaluation

Lassen Community College meets the Standard. Decision-making policies, processes, and procedures are evaluated on a regular basis. Some improvement suggestions are to improve the communication of those evaluations to the campus. This is reflected in the Improvement Plan(s) matrix at the end of this standard.

Conclusions on Standard IV.A. Decision Making Roles and Processes

Overall, Lassen College meets this standard. Improvement is needed how the College communicates the results of evaluations of decision-making policies, processes, and procedures. This is reflected in the Improvement Plan(s) matrix at the end of this standard.

Improvement Plan(s)

Change or Improvement	Standards	Responsible Party	Timeline	Anticipated Outcome
Improve the communication of decision-making policies, processes, and procedures evaluations to the campus.	IV.A.7	Researcher, CIO, CSSO	On going	Standardized and appropriate communication of these evaluations to the campus

Evidence List

IV.A.1_EV1_BP 2430
IV.A.1_EV2_BP 2510
IV.A.1_EV3_2018-2019 Governance Handbook
IV.A.1_EV4_LCC Strategic Plan 2019
IV.A.1_EV5_9-9-19Consultation Council Minutes
IV.A.1_EV6_BOT Minutes 10-8-2019
IV.A.1_EV7_BP-AP 3050
IV.A.1_EV8_Code of Ethics Statements
IV.A.1_EV9_State of the District 09.11
IV.A.1_EV10_State of the District 2017
IV.A.1_EV11_State of the District 10 -2016
IV.A.1_EV12_Application Guided Pathways

IV.A.2_EV1_BP-AP 2510
IV.A.2_EV2_2018-2019 Governance Handbook
IV.A.2_EV3_ Agendas Minutes Planning Committees
IV.A.2_EV4_Agendas Minutes Consultation Council
IV.A.2_EV5_President's executive cabinet agenda
IV.A.2_EV6_Sample Cabinet Agendas
IV.A.2_EV7_2019-03-12 Academic Senate Minutes
IV.A.2_EV8_BP-AP 2015

IV.A.3_EV1_BP 2510
IV.A.3_EV2_ LCC Governance Handbook
IV.A.3_EV3_BP 6200
IV.A.3_EV4_2019-2020 Budget Handbook
IV.A.3_EV5_Participating Effectively Governance

IV.A.3_EV6_ Convocation Agenda 2019
IV.A.3_EV7_Convocation Agenda Feb 2019
IV.A.3_EV8_Student Town hall Meeting
IV.A.3_EV9_GuidedPathway Meeting
IV.A.3_EV10_Guided Pathways email
IV.A.3_EV11_Guided Pathways 11-06-19
IV.A.3_EV12_Town Hall Meeting 10-25-17

IV.A.4_EV1_BP 2510
IV.A.4_EV2_ LCC Governance Handbook
IV.A.4_EV3_ Academic Senate Constitution
IV.A.4_EV4_BP 4020
IV.A.4_EV5_Curriculum Handbook
IV.A.4_EV6_IPR Handbook
IV.A.4_EV7_ NIPR Handbook

IV.A.5_EV1_BP 1200
IV.A.5_EV2_Consultation Council 09-09-19
IV.A.5_EV3_Lassen College Strategic Plan 2019
IV.A.5_EV4_ LCC Governance Handbook
IV.A.5_EV5_Accreditation training
IV.A.5_EV6_Accreditation Overview-Convocation
IV.A.5_EV7_Accreditation-DiggingDeeper-Convocation
IV.A.5_EV8_ISER Training Lassen October 2018
IV.A.5_EV9_Participating Effectively in Governance

IV.A.6_EV1_Week that Was March 2019
IV.A.6_EV2_Week that Was August 2019
IV.A.6_EV3_Week That Was August 2017
IV.A.6_EV4_Decision making email April 2019
IV.A.6_EV5_Decision making email May 2019
IV.A.6_EV6_Decision making email 2016
IV.A.6_EV7_Decision making email 2019
IV.A.6_EV8_LCC Planning Website
IV.A.6_EV9_Strategic Planning webpage
IV.A.6_EV10_BoardDocs Example
IV.A.6_EV11_Board Minutes 12.11.18
IV.A.6_EV12_AP2365
IV.A.6_EV13_BP2365

IV.A.7_EV1_2015-16 Governance Survey
IV.A.7_EV2_BOG Minutes 12.2015
IV.A.7_EV3_2017-2018 Eval SurveyResults
IV.A.7_EV4_2016-2017 Planning Eval
IV.A.7_EV5_LCC Planning Eval Survey 2017-18
IV.A.7_EV6_Consultation Council Minutes

IV.A.7_EV7_Consultation minutes-05-16-2018
IV.A.7_EV8_AP 2410
IV.A.7_EV9_BOG Agenda 12.2019

B. Chief Executive Officer

1. *The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*

Evidence of Meeting the Standard

The Board maintains, operates, and governs Lassen Community College and delegates to the Superintendent/President the responsibility for administering policies adopted by the Board and executing all decisions of the Board requiring administrative action. (EV1, EV2) The Superintendent/President serves as the Chief Executive Officer of the Lassen Community College District, holds primary responsibility for the quality of the institution, and provides effective leadership to all areas of the institution. The previous Superintendent/President was appointed by the Lassen Community College District Board of Trustees in July of 2012 and retired in December of 2019, at which time the current Acting Superintendent/President was appointed.

The Superintendent/President provides a state of the district address at the Convocation event on campus at the beginning of each fall and spring semester. (EV3, EV4, EV5) Since the Spring of 2018, the Superintendent/President also holds a planning retreat with the President's Cabinet to share goals and priorities for the upcoming year. (EV6, EV7)

The Superintendent President supports institutional planning through the Participatory Governance & Collegial Consultation Process (EV8) which includes the Charge and structure of the Educational Master Plan, the Student Services Master Plan, Institutional Effectiveness Master Plan, Institutional Technology Master Plan, Facilities Master Plan, and the Human Resources Master Plan. The Consultation Council is Lassen Community College's primary governance body for recommendations to the Superintendent/President affecting all areas of the District. (EV9, EV10)

The CEO supports the financial planning through the Comprehensive Institutional Master Plan Process that strives to include objectives that support the institution as exampled in Objective **1.2** Improve institutional effectiveness through financial planning to develop fiscal resources adequate to support student learning programs and services and to assure long-term financial stability. (EV11)

The process of hiring faculty, staff, managers, and administrators is outlined in the HR Hiring Manual (EV12). The Superintendent/President conducts the final interviews for faculty, management, and administrative positions.

Analysis and Evaluation

Lassen Community College meets the Standard. Budget development consistently occurs according to a prescribed schedule. Processes for planning, organizing, selecting and developing personnel, and assessing institutional effectiveness are established and utilized. However, improvement is needed in getting IPR's and NIPR's submitted on time as many are behind schedule. This, in turn, causes delays in the completion of master plans and the subsequent Comprehensive Institutional Master Plan (CIMP). This issue is reflected in the Improvement Plan(s) matrix at the end of this standard.

2. *The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.*

Evidence of Meeting the Standard

The Superintendent/President establishes organizational charts that clearly define the lines of responsibility and fix the general duties of all employees. (EV1, EV2) The organizational structure is aligned with and staffed to support the mission and vision of Lassen Community College, and is similar to other institutions of similar size (EV3, EV4, EV5, EV6).

The Superintendent/President is guided by established policy in the proper creation and staffing of administrative and management positions (EV7, EV8) and in the delegation of authority. (EV9, EV10) The organizational chart outlines the organizational structure and defines the administrators that are evaluated by the Superintendent/President. (EV11) All administrators are assessed through annual evaluations. (EV12)

Analysis and Evaluation

Lassen Community College meets the Standard, although the college has experienced turnover in key administrative positions in the months leading up to the writing of this report. These recent events have resulted in the appointment of an acting Superintendent/President who reorganized the administration structure with acting administrators drawn from qualified internal candidates in order to best support the continued operation of the college. This current structure is effective for an institution the size of Lassen Community College, but these positions need to be staffed with permanent administrators as soon as circumstances allow it—this is reflected in the Improvement Plan(s) matrix found at the end of this standard. The Superintendent/President delegates authority to administrators within their job description as appropriate.

3. *Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:*
   - *establishing a collegial process that sets values, goals, and priorities;*
   - *ensuring the college sets institutional performance standards for student achievement;*
   - *ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;*

- *ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;*
- *ensuring that the allocation of resources supports and improves learning and achievement; and*
- *establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.*

Evidence of Meeting the Standard

Through established mechanisms the Superintendent/President guides the continuous improvement of the teaching and learning environments at LCC. The Superintendent/President consistently participates in Consultation Council (EV1), providing oversight in the development of the Participatory Governance and Collegial Consultation Manual (EV2) and guiding the collegial process by which values, goals, priorities, and plans are determined.

Established policies guide the practice of grading and other associated institutional procedures for measuring and recording student learning and achievement. (EV3, EV4, EV5, EV6, EV7, EV8, EV9, EV10)

The Strategic Plan is the guiding statement of the mission, vision, and goals. (EV11, EV11a) The plan is reviewed each year through a collegial process that includes all constituent groups including students. The Superintendent/President is a member of consultation council and encourages input into improving this document. The Superintendent/President ensures this statement is included at the bottom of board agenda action items:

"For Board Discussion

How does this action achieve the College's Mission, Vision and Values and support Student Learning?" (EV12)

This statement reminds everyone of what the focus should be in the decision making process.

The LCC Participatory Governance and Collegial Consultation Handbook (EV2) embraces the values of inclusiveness, open communication, integrity, and collaborative decision from all constituent groups. The Board has ultimate authority for governance however; they delegate authority to the Superintendent/President who solicits and is involved in the governance process.

Institutional Performance/Research and Analysis

LCC has established policies and procedures that ensures a quality, comprehensive, broad based, systematic, and integrated system of research based planning. (EV13) Internal conditions that affect program evaluation and planning are analyzed within the program review process (EV14, EV15), and external conditions are analyzed both in-house and through coordination with outside agencies. (EV16, EV17)

Integrated Planning and Improving Learning:

Resource allocation to support institutional improvements requires that faculty, staff, instructional equipment, facility, and budget resource needs are identified in the budget process. Master plans are developed by a committee dedicated to each individual master plan: Educational, Student Services, Institutional Effectiveness, Facilities, Technology, and Human Resources. Each of these master plans is included in the Comprehensive Institutional Master Plan (CIMP) (EV18), which is updated annually with completion occurring during the spring semester. Budget requests from all master plans are compiled into a budget prioritization list (EV19) by a group comprised of the chairs of each of the master planning committees. The Consultation Council discusses the final recommendations and forwards them to the CEO who has the final say on what is included on the tentative and the final budget.

Prior to the budget being submitted for review, the Consultation Council assesses budget priorities and constituent groups have the opportunity to provide input on the final budget recommendation. The Planning and Budget Development Handbook (EV20) assists with a better understanding of this decision-making process among constituent groups. At the committee level, the Institutional Effectiveness Committee provided recommendations to improve the effectiveness of LCC. (EV21)

Analysis and Evaluation

Lassen Community College meets the Standard. However, improvement is needed in meeting the prescribed schedule for submission of program reviews, which in turn has contributed to significant delays in the development of master plans. Research is continuing to evolve as areas are identified for further disaggregation of data.

4. *The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.*

Evidence of Meeting the Standard

Guided by established policy (EV1), the Superintendent/President ensures that the District complies with the accreditation process and standards of the ACCJC, and that a systematic process for meeting accreditation standards and responding to recommendations from the ACCJC is established and maintained. (EV2) Additionally, LCC accreditation matters are discussed regularly at the Superintendent/President weekly Executive Cabinet and President's Cabinet meetings. (EV3, EV4) Accreditation matters are also discussed at Consultation Council meetings and are a standing agenda item. (EV5)

The CSSO assumed the role of the Accreditation Liaison Officer (ALO) and the Accreditation Chair is chosen through the faculty leadership process. The ALO and the Accreditation Chair work closely with co-chairs of the accreditation standards and provide assistance as needed. The

Director of Institutional Effectiveness is playing a huge role in the completion of this accreditation ISER. Academic Senate and Consultation Council membership—which includes faculty, staff, students, managers, and administrators—are both steering committees within the accreditation process. The LCC webpage provides documents pertinent to LCC's accreditation efforts. (EV6)

The former Superintendent/President has participated in several ACCJC site visits for at least two community colleges as the team chair. In October of 2018, Dr. Steven Reynolds, Vice President of the ACCJC conducted three accreditation workshops to follow up to reinforce information given at the Fall Convocation in 2018 (EV7, EV8). Accreditation Standard teams were established in the Fall of 2018, after staffing changes and reductions, the team membership was modified at the Fall 2019 Convocation. (EV9) Accreditation activities are communicated to the campus community through emails and the Superintendent/President's newsletter "The Week That Was" (EV10, EV11). College administrators are also responsible for assuring compliance with accreditation requirements. (EV12)

Analysis and Evaluation

Lassen Community College meets the Standard. The Superintendent/President in partnership with the ALO and the Accreditation Chair have exhibited primary leadership for accreditation at LCC. Not only are all constituent groups encouraged to participate, but all staff, management, and administration across campus are involved in accreditation from trainings at convocation, which is attended by all employees, as well as participating in committee meetings and teams. The Superintendent/President ensures that accreditation updates are occurring at multiple levels across campus including consultation council, cabinet meetings, and email.

Although the college meets the standard, for the 16 months leading up to the development of this ISER, a variety of staffing and performance issues had significant negative impact on the development of this report. The position of ALO changed numerous times, and the position of Accreditation Chair was vacated with that person having had very little input on the development of this report. Consequently, the college needs to improve in its staffing and management of key accreditation positions (ALO and Accreditation Chair) to provide an appropriate amount of stability and guidance to the entire accreditation process.

5. *The CEO assures the implementation of statutes, regulations, and Governing Board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.*

Evidence of Meeting the Standard

The Superintendent/President provides leadership on updating LCC policies, working with all constituent groups to ensure implementation of board policies and administrative procedures.

Changes to board policies are evaluated by the Consultation Council and the Academic Senate, according to which chapters are under review. Communication of policy updates are provided to their campus constituents by the representatives in these two groups.

In 2019, to ensure that all policies are consistent with changes in statutes, LCC revised BP 2410 and AP 2410. (EV1, EV2) This states that all policies will be reviewed on a continual basis as required by the Board Policy Sub-Committee. LCC reviews policies utilizing the Community College League of California standards. (EV3) All meetings of the LCC Board of Trustees are attended by the Superintendent/President, who also provides updates to the Board at their regular monthly meetings. (EV4)

Authority is delegated by the Board to the Superintendent/President to supervise the general business procedures of the District. (EV5) By this, the Superintendent/President assures the proper administration of property and contracts, budget, audit, accounting of funds, the acquisition of supplies, equipment and property, and the protection of assets and persons. The Superintendent/President ensures that appropriate periodic reports are made to the Board and that the Board is consistently advised of the District's financial status.

In the area of fiscal responsibilities, the Chief Business Officer (CBO) is delegated authority from the Superintendent/President to supervise budget preparation and management, oversee fiscal management of the District, contract for purchase, sale, lease or license of real and personal property in accordance with Board policy and law. (EV5) This delegated authority is subject to the condition that certain of these transactions be submitted to the Superintendent/President for review and approval from time to time as determined by the Superintendent/President. The district has other policies concerning fiscal management, purchasing, audits, and the delegation of authorized signatures. (EV6, EV7, EV8, EV9, EV10, EV11)

Analysis and Evaluation

Lassen Community College meets the Standard. However, budgetary shortfalls have prevented the college from filling some key vacant administrative positions. One of these positions is the CBO/Vice President of Admin Services, which has been filled for over nine months by the Comptroller who has almost 30 years' experience in LCC fiscal services as the acting CBO, with the position of VP of Admin Services left vacant during this time. The college is fully committed to improving its staffing in these and other key administrative positions.

6. *The CEO works and communicates effectively with the communities served by the institution.*

Evidence of Meeting the Standard

The Superintendent/President works to communicate well to all of the constituents of Lassen Community College District. The Superintendent/President communicates to employees and stakeholders through the "The Week That Was" newsletter (EV1, EV2, EV3, EV4), through various email communications, and also through the Lassen Community College Annual Report that is published annually for the Community (EV5, EV6).

The Superintendent/President has served as an active member of the community, as Vice President of the Banner Lassen Medical Center Foundation Board, participating in the Rotary Club of Susanville Sunrise, as a lay minister of the Susanville United Methodist Church, as chairperson of the Staff Parish Relations Committee, and serving as the Chair of the Lassen Modoc Adult Education Consortium (LMAEC). (EV7)

The Former Superintendent/President served as the Co-chair of the Rural Community College Alliance, a member of the AACC Rural College Commission, as the Convener of the President's Round Table of NCBAA, the Co-chair of the CEO Student Funding Formula Committee of the CCLC, and on the board of the California Community College Athletic Association (CCCAA) where he was the chairperson of the Appeals Board. The Superintendent/President also communicated with local elected officials and the Chancellor's Office on a variety of college matters, as does the current Acting Superintendent/President.

Analysis and Evaluation

The College meets the standard. The CEO works and communicates effectively with the communities served by the institution. Serving on Panels and commissions outside of the district ensures that LCC has a voice at the table when rural community college discussions occur. It brings a perspective to the state of how unique and important rural colleges are. Participating locally on boards and committees are important to connect the college with the community. Rural communities need the broader perspective as well, so serving locally helps to connect the state to the community as well on issues that affect everyone.

Conclusions on Standard IV.B. CEO

An effective and current Board Policy has been important to define and measure the effectiveness of a CEO. A comprehensive governance handbook as well as a current Strategic Plan has helped to guide the LCC process. Overall, Lassen College meets standard IV B. LCC also values the standards of a CEO and will ensure the recruitment for a new Superintendent/President includes the recommendations. Areas where improvement is needed to more effectively meet this standard are detailed in the improvement plan for this standard.

Improvement Plan(s)

Change or Improvement	Standards	Responsible Party	Timeline	Anticipated Outcome
Provide leadership to assure that IPR's and NIPR's are submitted on time, according to a prescribed schedule	IV.B.1	CEO	On Going	IPR's and NIPR's submitted on time, according to a prescribed schedule
Replace acting Administrative Staff Structure with permanent administrators	IV.B.2	CEO, HR	On going (as soon as funding from the state stabilizes)	Administrative positions staffed with permanent administrators
Submit program reviews and master plans on time	IV.B.3	IE	On going	All program reviews and planning meets prescribed schedule
Improve stability in the staffing of the ALO and Accreditation Chair positions	IV.B.4	CEO	On going	Positions staffed long term by qualified individuals who are managed closely by the CEO
Maintain staffing in key administrative positions	IV.B.5	CEO	On going	Long term stability in the staffing of key administrative positions.

Evidence List

IV.B.1_EV1_AP 2430
IV.B.1_EV2_BP2430
IV.B.1_EV3_State of the District Address 09.11
IV.B.1_EV4_State of the District 2017
IV.B.1_EV5_State of the District 10 10 2016
IV.B.1_EV6_Retreat June 2018 Retreat Goals
IV.B.1_EV7_Retreat June 2019 Agenda 2
IV.B.1_EV8_ Participatory Handbook
IV.B.1_EV9_Consultation Council 09-09-19
IV.B.1_EV10_Consultation Council -2015
IV.B.1_EV11_2019-2024 LCC CIMP

IV.B.1_EV12_LCC Selection and Hiring Manual

IV.B.2_EV1_BP 3100
IV.B.2_EV2_AP 3100
IV.B.2_EV3_2019-03 Org Chart
IV.B.2_EV4_2018-09 Org Chart
IV.B.2_EV5_2015-08 Org Chart
IV.B.2_EV6_2014-07 Org Chart
IV.B.2_EV7_BP 7250
IV.B.2_EV8_BP 7260
IV.B.2_EV9_BP 2430
IV.B.2_EV10_BP 2433
IV.B.2_EV11_Org Chart 8-2019
IV.B.2_EV12_AP 7150

IV.B.3_EV1_Consultation Council 4.8.19
IV.B.3_EV2_2018-2019 Governance Handbook
IV.B.3_EV3_BP 4220
IV.B.3_EV4_BP 4230
IV.B.3_EV5_AP 4220
IV.B.3_EV6_BP 4230
IV.B.3_EV7_SLO Mapping_HIST
IV.B.3_EV8_SLO Mapping_MATH
IV.B.3_EV9_SLO Mapping_ART
IV.B.3_EV10_2015-Curriculum_4A for SLOs
IV.B.3_EV11_2019-2020 Budget Handbook
IV.B.3_EV11a_LCC Strategic Plan 2019
IV.B.3_EV12_BOG Example Agenda Item Dec.2019
IV.B.3_EV12a_BOG Meeting May.2019
IV.B.3_EV13_BP 3250 Institutional Planning
IV.B.3_EV14_2018-19 IPR Handbook
IV.B.3_EV15_2015 NIPR Handbook
IV.B.3_EV16_LCC Alumni Survey Report
IV.B.3_EV17_2019 CTE Outcomes Survey
IV.B.3_EV18_2019-2024 LCC CIMP
IV.B.3_EV19_Budget Priority for 2018-19
IV.B.3_EV20_2017-2018-BudgetDevelHandbook
IV.B.3_EV21_IEMP Meeting Minutes 9-25-19

IV.B.4_EV1_BP 3200
IV.B.4_EV2_BP 2433
IV.B.4_EV3_President's exec cabinet 7-30-12
IV.B.4_EV4_Cabinet Agenda 11.05.2019
IV.B.4_EV5_Consultation Minutes 9.2019
IV.B.4_EV6_Webpage accreditation
IV.B.4_EV7_Accreditation Training

IV.B.4_EV8_ISER Training Lassen October 2018
IV.B.4_EV9_ Standard Committee makeup 9-11-2018
IV.B.4_EV10_Week That Was 2019 September 30
IV.B.4_EV11_CEO Accreditation Update
IV.B.4_EV12_VP Acade Services Job Descrip

IV.B.5_EV1_BP 2410
IV.B.5_EV2_AP 2410
IV.B.5_EV3_BOT Policy Meeting 12.17.19
IV.B.5_EV4_BOT Minutes 10-8-2019
IV.B.5_EV5_BP 6100
IV.B.5_EV6_ AP 6100
IV.B.5_EV7_AP 6300
IV.B.5_EV8_BP 6300
IV.B.5_EV9_BP6150
IV.B.5_EV10_BP6330
IV.B.5_EV11_BP6400

IV.B.6_EV1_Week that Was November 2019
IV.B.6_EV2_Week that Was March 2019
IV.B.6_EV3_Week That Was August 2017
IV.B.6_EV4_Week That Was 2019 September 30
IV.B.6_EV5_LCC Annual Report_2016-2017
IV.B.6_EV6_LCC_2017-18 Annual Report
IV.B.6_EV7_LMAE Agenda

C. Governing Board

1. *The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)*

Evidence of Meeting the Standard

LCC has Board policy 2010 (EV1) that follows Education Code Sections 72023, 72103, and 72104, the Board shall consist of seven members elected by qualified voters. Board policy 2100 defines the term of office and boundaries of trustees (EV2). LCC values input from students so BP 2105 defines student trustee appointments to the Board. (EV3) Board policy 2000 outlines the legal basis trustee's derive their authority from and that they are subject to the provisions of the Constitution of California, Ed Code, and the rules and regulations of the Board of Governors (EV4). Board policy 2200 outlines the duties of the Board that include academic quality, fiscal health and stability, and program and curricular offerings (EV5). Board policy 1200 provides for outstanding programs for pursuing higher education (EV6). Policies are reviewed and approved periodically, the last review process was May, 2019 (EV7). All Board policies go through a

periodic review which include policies that oversee the effectiveness of student learning programs (EV8). LCC website includes a Governing Board overview that lists the makeup of the Board as well as dates and time for meetings. The website includes a link to BoardDocs for agenda and meeting information (EV9). Board Policy 6200 refers to process of budget preparation and that it conforms to state law and regulations. (EV10) AP 6200 shows the delegation of authority for preparation and maintenance of the budget (EV11). Board Policy 6300 outlines that the Board as required by law shall be presented a quarterly report showing the financial and budgetary conditions of the district (EV12). AP 6300 provides that "appropriate administrators keep the board current of fiscal conditions of the district as an integral part of policy and decision-making" (EV13).

Analysis and Evaluation

Lassen Community College meets the Standard. The LCCD Board of Trustees exercises their authority over all aspects of the college as established in policy. The Board fulfills the responsibilities specified by law.

2. *The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.*

Evidence of Meeting the Standard

Board members freely discuss agenda items from their own perspective, from the students' perspective, and from the perspective of their constituents, in an open and honest dialogue that reflects an environment of care and respect for all stakeholders and that maintains focus on our students. Established policy (EV1) requires Board members "to abide by and uphold the final majority decision of the Board", a requirement that is honored by all members who do act in unison on decided matters. Board members reaffirm a code of ethics statement that includes on #9 "to work with fellow board members in a spirit harmony and cooperation in spite of differences of opinion that may arise during debates of points at issue" (EV2).

Analysis and Evaluation

Lassen Community College meets the Standard. The Board has adopted policy that requires them to maintain high ethical standards, conduct and act in the best interest of the entire community. The policy also requires that the Board adhere to all required laws and regulations. History of Board minutes reflect the ethical conduct of the Board

3. *The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.*

Evidence of Meeting the Standard

The Lassen Community College District Board of Trustees follows the Education Code and board policies in the selection and evaluation of the Superintendent/President. Defined policy

and procedure are established (EV1, EV2) to guide the selection of the Superintendent/President. A copy of the presidential search brochure is also included (EV11).

Established policy requires that the Superintendent/President is expected to perform the duties contained in the Superintendent/President job description and fulfill other responsibilities determined in annual goal setting or evaluation sessions as stated in BP 2430 and AP 2430 (EV3, EV4). The Board has defined the job description for the CEO outlined in BP2433 (EV7). BP2435 states an evaluation is conducted annually (EV5, EV6). The board holds multiple evaluative meetings with the Superintendent/President in order to evaluate his/her performance. The Superintendent/President performance evaluation is conducted annually (EV3) and was last completed on November 13, 2018. (EV8) Prior evaluations of the Superintendent/President were completed at the end of each calendar year during this assessment period (EV9, EV10).

Analysis and Evaluation

Lassen Community College meets the Standard. The Board follows policies and procedures regarding the selection and the evaluation of the Superintendent/President. The previous selection of the Superintendent/President followed this exact process.

4. *The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)*

Evidence of Meeting the Standard

Governing Board members are elected representatives of the Lassen Community College District service area, and reflect public interest in LCC by representing different constituency groups within the designated trustee areas, providing representation that reflects the population, demographics, and diversity of the district. (EV1). Established policy requires that the board govern on behalf of the citizens of the District and advocate for the Institution (EV2) and prohibits conflicts of interest relating to financial matters and interests, acceptance of gifts, and employment matters outside of Trustee duties (EV3).

Analysis and Evaluation

Lassen Community College meets the Standard. The Governing Board is an independent policy-making body that reflects the public interest in the institution's educational quality.

5. *The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.*

Evidence of Meeting the Standard

Board policies and other formal agreements describe the expectations of the Lassen Community College District Board of Trustees for quality, integrity, and improvement of student learning programs, as well as the services and resources needed to support them. The Lassen Community College District Board of Trustees have a variety of policies that clearly define the expectations for quality, integrity, and improvement of student learning programs and services.

Board Policy 2200 outlines the duties of the Board of trustees (EV1) that define the institutional mission and sets prudent ethical and legal standards for the district. Board Policy 1200 contains the mission statement of the District (EV2). The Strategic Plan clearly defines the mission, vision, strategic goals, the college values, and the institutional student learning outcomes that emphasize student success (EV3). Board Policy 4020 ensures that the colleges programs and curricula shall be of high quality, relevant to the community and the needs of the student, and evaluated regularly to ensure quality and currency (EV4).

Resources necessary for the delivery of quality student learning programs and services are provided by the Board of trustees via a variety of established policies. This is exampled in the policies relating to budgetary matters, in the established process for budget development, on through to Board approval of final budgets.

Analysis and Evaluation

The College meets the Standard. The Governing Board fully supports the educational mission of the college. The Strategic Plan is thoughtfully reviewed each year to ensure the institution remains focused on improvement of student learning and that strategic goals remain aligned with the mission.

6. *The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.*

Evidence of Meeting the Standard

LCC makes available policies and procedures for public review through BoardDocs eGovernance website. Applicable to this standard are those policies and procedures which specify the size, duties, responsibilities, structure, and operating procedures of the Governing Board (EV1, EV2, EV3, EV4).

The term of office of each trustee shall be four years, commencing in December at the first regular meeting following the election. Elections shall be held every two years, in even numbered years. Terms of trustees are staggered so that, as nearly as practical, one half of the trustees shall be elected at each trustee election (EV5). Vacancies on the Board as well as the election and duties of officers are also outlined in board policy (EV6, EV4).

The date, the time, and location of board meetings, manner in which closed session meetings are conducted, and policies governing special or emergency board meetings are all prescribed in established policy (EV8, EV9, EV10).

Established policy prescribes procedures for the public availability of minutes and audio recordings from board meetings (EV11, EV12), and for individuals who wish to address the board on agenda items or other matters of interest to the public (EV13, EV14).

Analysis and Evaluation

Lassen Community College meets the Standard. The board's size, duties, responsibilities, structure, and operating procedures are consistent with established policies, as are the public availability of meeting minutes and audio recordings.

7. *The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.*

Evidence of Meeting the Standard

The board has a policy that states it will adopt, revise or amend board policies at any regular board meeting by a majority vote (EV1). A board policy committee is established each year during the organization meeting of the board in December (EV2). The membership of this committee is appointed at that time to serve during the year as needed (EV3).

The committee meets when board policies have first gone through review from departments, consultation council or Academic Senate. The board takes action after the second reading of board policies (EV4)

Analysis and Evaluation

Lassen Community College meets the Standard. The Board agenda and minutes demonstrate that the Board acts in a manner consistent with its policies. The Board reviews policies when presented through committee. Policies that require review because of revisions to laws and/or regulations, or due to the beginning or end of programs are prioritized in the policy review process.

8. *To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.*

Evidence of Meeting the Standard

Annual updates in student performance data are presented to the board during Spring semester. (EV1, EV2, EV3, EV4) The student equity and achievement plan was presented to the Board as well (EV5).

Analysis and Evaluation

Lassen Community College meet this Standard. The Board of Trustees sets clear expectations for the improvement of student learning and achievement. The Board is given a presentation of key indicators through the presentations of the Scorecard, Student Success Matrix and through the reporting of the student equity and achievement plan.

9. *The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.*

Evidence of Meeting the Standard

The president meets with new Board members and provides orientation and review of Board policies outlining their duties and responsibilities (EV1). BP 2200 is printed and given to the new member (EV2). Brown Act training was provided most recently at the July 2019 workshop training conducted by our legal firm (EV3). Board members go to Effective Trustees Workshop put on by the Community College League of California (CCLC) (EV4, EV4a). Ongoing training as needed is provided by the CEO. Staggered terms of office BP 2100 outlines that Board members will hold staggered terms of office (EV5). BP 2010 defines the makeup of the Board membership (EV6). Election of Board officers and their duties are defined in BP 2210 (EV7).

Analysis and Evaluation

Lassen Community College meets this standard. The Board of Trustees have an ongoing training program and membership continuity. Board members engage in ongoing development, participate in trainings, and utilize resources such as the CCLC Trustee Handbook.

10. *Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.*

Evidence of Meeting the Standard

LCC trustees begin their evaluation process in January during the Board workshop and evaluation tool is handed out to Board members to complete. (EV1, EV2) The evaluation tool is included in BP 2745 and has been updated three times since its creation in 2010. Academic quality and institutional effectiveness are address in numbers 12, 17, and 18 of the Board evaluation tool. (EV1) One or two Board members try to attend the January Effective Trustees Workshop each year. (EV3) Board minutes reflect the attendance of this workshop. (EV4)

Analysis and Evaluation

Lassen Community College meets the Standard. The Board completes a self-evaluation process in January of each year. However, evidence shows that it is not regularly reported out at subsequent Board meetings every year. (EV5, EV6, EV7) Trustees do attend trainings but Board minutes do not reflect the details of the trainings.

11. *The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A*

majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

The Board utilizes procedural controls to ensure adherence to expected and codified ethics standards. These controls come in the form of disclosures and published ethics standards. In the instance of disclosure, BP 2710 directs that all pertinent financial interests are appropriately disclosed via the Form 700. (EV1) As a result, Governing Board members are held to account in a publicly available record.

With regard to published ethics standards, Governing Board members are required to review and sign the Governing Board ratified code of ethics (EV2, EV3), which ensures awareness of acceptable ethical behavior as a governing board member. This is buttressed by the Governing Board's political activity statement (EV4), which guides certain aspects of ethical behavior. Together, these efforts make clear to governing board members specific behaviors to be avoided.

Finally, within the office of the Superintendent/President, ethics and ethical behavior are regular topics of discussion.

Analysis and Evaluation

Lassen Community College meets this standard as stated in the evidence.

12. *The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.*

Evidence of Meeting the Standard

At Lassen Community College, authority delegated to the President includes execution of board policy, administrative actions, and all other duties as directed by the board. (EV1) Additionally, specific duties delegated to the president are spelled out in the Letter of Conveyance. (EV2)

Analysis and Evaluation

Lassen Community College meets this Standard.

13. *The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.*

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Evidence of Meeting the Standard

The board's self-evaluation references the matter of participation in the accreditation process. (EV1) As a result, board members are acutely aware of the importance and place of accreditation in their duties. The Governing Board is party to regular updates, both at board meetings and via electronic communication, from the president, as to the status of the accreditation efforts. Additionally, in February 14, 2017 the board gave approval to the mid-term report submitted to ACCJC. (EV2)

Analysis and Evaluation

Lassen Community College meets this Standard.

Conclusions on Standard IV.C. Governing Board

The Governing Board policies are effective and kept current through consistent, systematic review. Under the leadership of the current administration, there has been a dedicated effort to both explain to the Board their role and necessary decisions, as well as the most effective relationship between both parties. Going forward, regular training and guidance will continue to shepherd the board's decisions and oversight.

Improvement Plan(s)

Change or Improvement	Standards	Responsible Party	Timeline	Anticipated Outcome
Interaction between the CEO and the Board of Trustees to ensure board evaluations and trainings are reported out.	IV.C.10	CEO	On going	Improvement and transparency of the board in reporting of annual board evaluations and trainings.

Evidence List

IV.C.1_EV1_BP 2010
IV.C.1_EV2_BP 2100
IV.C.1_EV3_BP 2105
IV.C.1_EV4_BP 2000
IV.C.1_EV5_BP 2200
IV.C.1_EV6_BP 1200
IV.C.1_EV7_BOT_5-14-19
IV.C.1_EV8_BOG_12-17-19
IV.C.1_EV9_Board Webpage

IV.C.1_EV10_BP 6200
IV.C.1_EV11_AP 6200
IV.C.1_EV12_BP 6300
IV.C.1_EV13_AP 6300
IV.C.1_EV14_BOT_11-12-2019

IV.C.2_EV1_BP 2715
IV.C.2_EV2_2019-20 BOT COE

IV.C.3_EV1_BP 2431
IV.C.3_EV2_AP 2431
IV.C.3_EV3_BP 2430
IV.C.3_EV4_AP 2430
IV.C.3_EV5_BP 2435
IV.C.3_EV6_AP2435
IV.C.3_EV7_BP 2433
IV.C.3_EV8_BOT_11.13.18
IV.C.3_EV9_BOT_12-9-14
IV.C.3_EV10_BOT_12-12-17
IV.C.3_EV11_PRESIDENTIAL SEARCH

IV.C.4_EV1_BOG BP2100
IV.C.4_EV2_BOG BP2200
IV.C.4_EV3_BOG BP2710

IV.C.5_EV1_BOG BP2200
IV.C.5_EV2_BOG BP1200
IV.C.5_EV3_LCC Strategic Plan 2019
IV.C.5_EV4_BOG BP4020

IV.C.6_EV1_BP 2010
IV.C.6_EV2_BP 2015
IV.C.6_EV3_BP 2200
IV.C.6_EV4_BP 2210
IV.C.6_EV5_BP 2100
IV.C.6_EV6_BP 2110
IV.C.6_EV8_BP 2310
IV.C.6_EV9_BP 2315
IV.C.6_EV10_BP 2320
IV.C.6_EV11_Minutes
IV.C.6_EV12_BP 2365
IV.C.6_EV13_BP 2345
IV.C.6_EV14_BP 2350
IV.C.6_EV15_BP 2410
IV.C.6_EV16_BP 2716

IV.C.7_EV1_BOG BP2410
IV.C.7_EV2_BOG BP2220
IV.C.7_EV3_BOT 12-11-18
IV.C.7_EV4_BOT Policy 12-17-2019

IV.C.8_EV1_ BOT 1.12.16
IV.C.8_EV2_BOT 8.12.14
IV.C.8_EV3_BOT 4.10.18
IV.C.8_EV4_BOT 5.14.19
IV.C.8_EV5_BOT 6.11.19

IV.C.9_EV1_BP 2740
IV.C.9_EV2_BP 2200
IV.C.9_EV3_BrownAct
IV.C.9_EV4_Handbook CCLC
IV.C.9_EV4a_BOT Training
IV.C.9_EV5_BP 2100
IV.C.9_EV6_BP 2010
IV.C.9_EV7_BP 2210

IV.C.10_EV1_BP 2745
IV.C.10_EV2_BOT Agenda 1-22-19
IV.C.10_EV3_BOT Training
IV.C.10_EV4_BOT 2-12-2019
IV.C.10_EV5_BOT Eval 6-11-13
IV.C.10_EV6_BOT_MINUTES_3-12-2019
IV.C.10_EV7_BOT_Minutes_2-11-2014

IV.C.11_EV1_BP 2710
IV.C.11_EV2_BP 2715
IV.C.11_EV3_COE Statement
IV.C.11_EV4_BP 2716

IV.C.12_EV1_BP_2430
IV.C.12_EV2_BP 2200

IV.C.13_EV1_BP_2745
IV.C.13_EV2_BOT_2-14-2017

D. Multi-College Districts or Systems

1. *In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.*

Evidence of Meeting the Standard

LCC is not a muti-college district. Standard D does not apply.

Analysis and Evaluation

2. *The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.*

Evidence of Meeting the Standard

Analysis and Evaluation

3. *The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.*

Evidence of Meeting the Standard

Analysis and Evaluation

4. *The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.*

Evidence of Meeting the Standard

Analysis and Evaluation

5. *District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.*

Evidence of Meeting the Standard

Analysis and Evaluation

6. *Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.*

Evidence of Meeting the Standard

Analysis and Evaluation

7. *The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.*

Evidence of Meeting the Standard

Analysis and Evaluation

Conclusions on Standard IV.D. Multi-College Districts or Systems

Improvement Plan(s)

Evidence List

H. Quality Focus Essay

Project 1: Disaggregating and Assessing Student Learning Outcomes

Introduction of Project: The institution will expand its collection and reporting of student learning outcomes to include disaggregating and analyzing learning outcomes and achievements for subpopulations of students.

Current practice collects data by course number only and combines the information from multiple sections of that course number to provide a data set. As a result, much of the data is unspecific and does not identify trends of achievement gaps.

Additionally, approximately 25-33% of all SLOs are not reported based on the data obtained for the last two academic years.

Finally, SLO data is currently not utilized beyond the IPR process. We do not have a mechanism to reevaluate SLOs identified as not meeting the identified achievement target which also means there is no way to close the loop on the stated proposed action.

Anticipated Impact on Student Learning and Achievement

Identifying the achievement gaps through disaggregated data will better inform of areas for improvement. Additionally, increasing the number of SLOs submitted each semester will offer more robust information. And finally, evaluating the proposed action for SLOs not met will enable faculty to make the determination of its effectiveness and implement adjustments as needed.

Outcome Measures

Lassen Community College will work to change the method of reporting to include student ID and section number to improve effectiveness and impact of data. The College will increase effectiveness by reducing the number of SLOs not reported, thereby providing a greater amount of information on student success. Finally, the anticipated outcome from reviewing proposed actions on unmet SLOs allows for the evaluation of program learning outcomes as they relate to student success.

Action Plans

Action Plan Step 1:

Implement updated procedure to SLO data collection to include section number and student ID. Additionally, providing access to faculty and administration to collected data to enable program improvement outside of the program review process. Utilizing disaggregated data will allow for improvement plans within a program to improve student learning and completion.

Action Plan Step 2:

Increase the faculty submission rates by making sure faculty report SLOs in a timely manner so data can be made available for ongoing improvements and resource allocation. Implementing consistent faculty training and orientation to the process of SLO submission will improve available data.

Action Plan Step 3:

Creating a mechanism to reevaluate proposed actions when SLO targets are not met. Closing the loop on an identified deficiency and proposed solution will offer useful data to the faculty and their program. Possible consideration of adjustments to pedagogy can impact successful completions for student subpopulations.

Activity	Responsible Party	Resources	Timeline
Collect section # & Student ID	DIE/CIO	MIS Data, Infomagnus	Spring 2020-Spring 2021
Improve submission rates	DIE/CIO	MIS Data	Spring 2020-Spring 2021
Reevaluate proposed actions	DIE/CIO/Curriculum Committee/Academic Senate	MIS Data	Spring 2020-Spring 2021

Project 2: Guided Pathways/Meta-majors/Program Discontinuance

Introduction of Project and Anticipated Impact:

During the course of developing the self-evaluation report, it became apparent that significant improvement is needed in the area of developing meta-majors in the implementation our Guided Pathways framework. While much work has been done in the implementation of other Guided Pathways initiatives, significant work is still needed in the area of meta-majors or career-pathways that help students get on the path and stay on the path to completion of a certificate or degree program. Up to this point in time, the Guided Pathways Taskforce has researched meta-majors from other colleges, has distributed information and a survey about meta-majors, but has not selected or implemented any meta-majors for LCC. Meta-majors need to be fully developed and tied to current instructional program and course offerings. For the size of our college, it has become apparent that LCC currently has too many degree options and academic program offerings that cannot be sustained with regular class offerings that are required for students to complete degrees in a timely manner. Essentially, our instructional carrying capacity is exceeded by the number of ADT's offered (17) and we are not able to offer the classes often enough for students to be able to complete these degrees. This results in low fill rates (average of

51.4% in 2018-19) and a 6-year graduation rate that needs improvement (20%), By paring down our program and degree options and implementing meta-majors, students will have better guidance and more flexibility to complete certificates or degrees within their selected meta-major. We will also have a higher fill rate for our courses and a higher certificate and degree completion rate.

Measurable Outcomes

1. **Completion of a program discontinuation policy that is approved by the Academic Senate and Governing Board**
2. **Develop meta-majors and plan for implementation**
3. **All degree and certificate programs to be categorized within one of the college's established meta-majors**
4. **Right-sizing the number of ADT's offered to match the instructional capacity of the institution**
5. **Implement meta-majors into student educational planning tools**
6. **Meta-majors publicized in college catalog, on college website, and college publications**
7. **Increased course fill-rates and increased number of certificates and degrees completed**

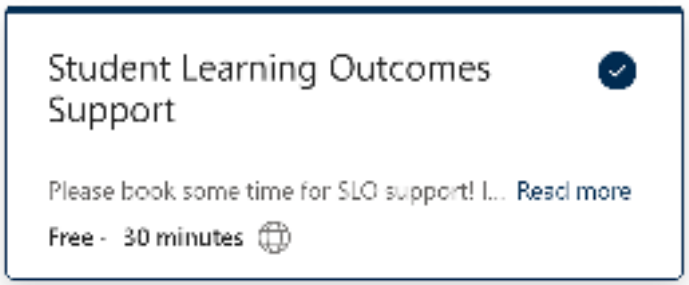
Project Description/Action Plan

The following table represents the activities, responsible parties, resources, and timelines for the implementation of this project's action plan. The plan is realistic and workable within a reasonable time frame and will culminate in the outcomes previously outlined. These measurable outcomes include increased course fill rates and increased student graduation rates, as well as the completion of an essential Guided Pathways initiative known as "meta-majors".

Activities	**Responsible Party**	**Resources Needed**	**Timeline**
Discontinuation/Revitalization policy created through shared governance process	Academic Senate President, CIO, Consultation Council Chairs	Committee time; CIO input	Fall 2020
Discontinuation/Revitalization policy approved by Governing Board in BP/AP	Consultation Council Chairs, CIO, Board Policy Committee	TBD	End of Fall 2020
Increase participation in the Meta-majors survey	Guided Pathways Workgroup	Online survey; Students recruited;	Spring 2020
Compile results of meta-major survey and distribute in committee meetings	Guided Pathways Workgroup, CIO, Consultation Council Chairs	TBD	End of Spring 2020

Meta-majors established as policy in Curriculum committee, Senate, and Consultation Council and proposed for catalog	CIO, Curriculum chairs, Senate President, Consultation Council Chairs, Instructional Support Tech	Committee agendas and minutes; Time for Instructional Support Tech to edit catalog	End of Spring 2020
Discontinue selected ADT's and programs	Discontinuation/Revitalization Committee, CIO, Senate President, Governing Board	Governance process; Instructional Support; Senate minutes, Governing Board minutes	Spring 2021
Meta-majors published on website and counseling publications	IT Director and Tech, President's Executive Assistant, Outreach Coordinator, Lead Counselor	Guided Pathways funding; Tech support; Marketing materials	Fall 2020
Career & Transfer Center and Counselors offer assistance in helping students select meta-majors/career pathways and create updated educational plans	Student Success Coordinator, CSSO, Counseling Staff, IT Staff	Career assessments on paper and online; staff to interpret results; Degree-planner software	Spring 2021

Student Learning Outcomes Support (Book an Appointment)



Booking for **Student Learning Outcomes Support**

October 11

DATE

October 2023

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

TIME

1:00 PM
1:30 PM
3:00 PM
3:30 PM
4:00 PM

All times are in (UTC-05:00) Eastern Time (US & Canada)

ADD YOUR DETAILS

Name *

Name

Email *

Email

Phone number

Select country code

Add your phone number *

PROVIDE ADDITIONAL INFORMATION

What course(s) is/are this for? (optional)

Add your answer here

What question/s do you have? (optional)

Add your answer here

☐ I understand we will meet via Teams or via Zoom. I'll have the option to join both. To join via Zoom you will join at https://cccconfer.zoom.us/my/thomasrobb or using the calendar invitation upon submitting my booking below.

Book

http://zoom.us/my/thomasrobb/ | 5596330365 | https://lassencollege.sharepoint.com/sites/LCCStudentLe...

Terms and Conditions | The Policies and Practices of Student Learning Outcomes Support (Book an Appointment) apply to the use of your data

Powered by Microsoft Bookings

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Evaluate Your Recent Interaction with the SLO Coordinator

Reminder sent! You can send new reminder tomorrow. Remind them

Anyone with this link can view a summary of responses

https://forms.office.com/Pages/AnalysisPage.aspx?AnalyzerToken=APtbQssb6xBtPnDxF2dPVUaI Copy

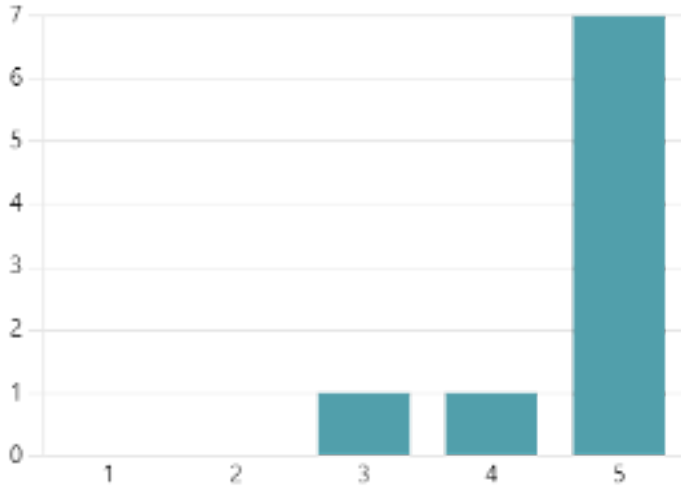
This link is ready for you to paste.

1. Why did you interact with our SLO Coordinator

Training for SLO Plans or SLO Re...	7
Support on developing my SLOs...	1
Support for my IPR and Data Da...	1
SLO Drop-In Session	0
Other	1

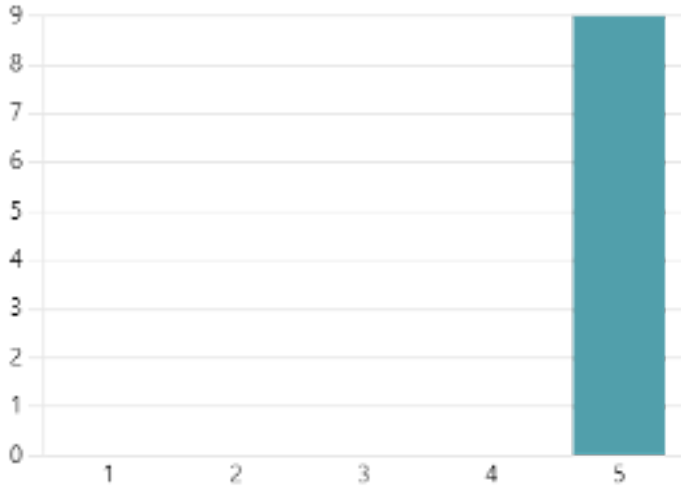
2. Rate your opinion of the effectiveness of the meeting format: 1 Star = Highly Ineffective 5 Stars = Highly Effective

4.67
Average Rating



3. Rate your opinion of the effectiveness of the training or support you received.
   1 Star = Highly Ineffective
   5 Stars = Highly Effective

5.00
Average Rating



4. Date you attended training or received support

9
Responses

Latest Responses
"*2023-08-21*"
"*2023-05-17*"
"*2023-05-17*"

5. Did you have a second date you received support? If so choose that here.

0
Responses

Latest Responses

6. Why did you respond to the ratings you did above?

9
Responses

Latest Responses

"*He helped me very well, he answered all questions that I asked.*"

"*Division Char Tom Robb explained everything in a professional and friendly…*

"*Tom makes doing results for SLO's helpful*"

7. What suggestions do you have for improvement? Please be critical.

9
Responses

Latest Responses

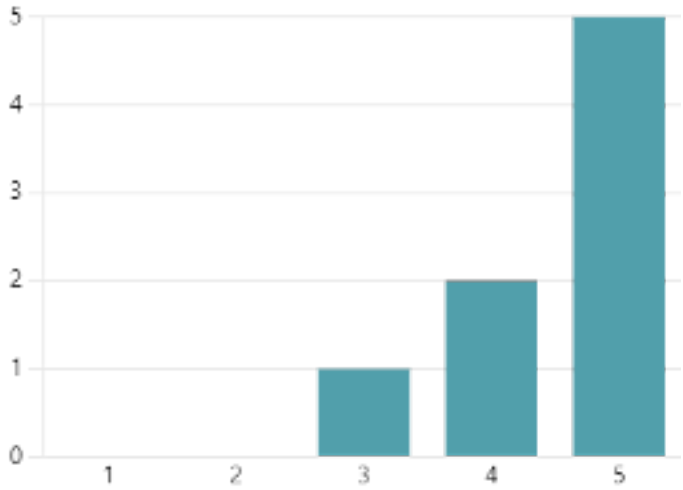
"*I think no more to ask for!!!* "

"*Division Char Tom Robb explained everything in a professional and friendly…*

"*I would like a flex activity every semester at the beginning on HOW TO DO …*

8. Rate your opinion of SLO+, the app used by Lassen College to report on student learning outcomes!
   1 Star = Highly Ineffective
   5 Stars = Highly Effective

4.50
Average Rating



9. Optional Question: Why did you rate SLO+ the way you responded above?

6
Responses

Latest Responses

"I want to give my feed back!"

"Division Char Tom Robb explained everything in a professional and friendly…

"Because TOM is TERRIFIC"

Academic Senate Meeting Wednesday, February 8, 2023 @ 3:00pm
Room HU-107 and Zoom

1. Call to Order at 3:00pm

1.01 Roll Call
Senators Present: Downing, Duerksen, Lin, Rotlisberger, Runyan
Guests: Colleen Baker, Lisa Gardiner, Tom Robb, Michell Williams

1.02 Approval of Agenda
(Duerksen/Lin MSCU)

1.03 Approval of the Minutes for the January 25, 2023 meeting
(Downing/Rotlisberger MSCU)

2. Public Comment
None

3. Action
3.01 Committee Assignments
Laura Rotlisberger needs new committee assignment due to a change in teaching schedule. Kira Esparza, new Nursing Instructor, also needs a committee assignment. After discussion, it was moved to place Rotlisberger on the IT committee, and Esparza on Student Service Planning
(Downing/Duerksen MSCU)

3.02 SLO Improvement Plan
Tom Robb provided spreadsheet of those instructors who had SLO improvement plans that needed to be followed up on. Discussion ensued on how to handle closing the loop. Downing asked what is Senate's role in this matter? Baker stated it was not the SLO Coordinators role, that it belonged with Senate. Gardiner informed the Senate that she believed the intention would be for Senators to provide peer support to those instructors who have improvement plans in a course and to see if they need any assistance. After discussion, Senators decided to divide the faculty contact list as follows:

Lin: Baiocchi, Kissane, Greer, Mauck
Rotlisberger: Vincent, Duerksen
Runyan: Ng, Murphy, Schofield,
Duerksen: Avilla, Bollinger
Downing: Konkel

Senators will contact their respective faculty members, to remind them of the improvement plans, and report back to Senate their progress at the March 8, 2023 meeting. Motion to approve list – (Duerksen/Lin MSCU)

3.03 IPR Mentors
IPR Mentors assigned as follows:
Fine Arts (Studio Art) – Wiser
Humanities (including English) – Runyan
Administration of Justice – Lin
Automotive Technology – Lin
Agriculture – Downing
Business – Duerksen
Child Development – Rotlisberger
Information Systems – Runyan

Motion to assign Senator mentor according to this list. (Downing/Duerksen MSCU)

3.04 Faculty Handbook
President Runyan advised that the Faculty Handbook needed updating as well as a way to onboard new faculty better. It was suggested a workgroup be formed to update the handbook. After discussion, Senate nominated Runyan, Lin, and Tom Robb to be on this workgroup.
Motion to approve (Downing/Rotlisberger MSCU)

4. Discussion
4.01 GESLO's/ISLO's
President Runyan reported that Curriculum Co-Chair Chad Lewis informed him that the Curriculum Committee discussed a recommendation made by the Accreditation Tri-Chairs to potentially revise and combine the GESLO's and ISLO's. The Curriculum Committee believed this would be a valuable exercise to see if we can streamline the SLO's. Lisa Gardiner provided a chart that showed the GESLO's and ISLO's and how they overlap and/or may be updated. After discussion, it was agreed that the Accreditation team should investigate further and provide a recommendation to Senate, through the Curriculum Committee, on how they should be changed.

5. Information
5.01 Budget Committee Update
Runyan reported that the committee has approved the budget request rubric. More information will be coming to Consulation Council.

6. Reports
6.01 Administration
None

6.02 Senators
Lin inquired if the ZTC/OER Taskforce had been established, informing the Senate that the phase #3 funds were on the way to LCC.

Downing reported that a selection committee for the ZTC/OER Taskforce had met this morning and their selections should be reported out by HR soon.

Runyan reported that he has not received the Gunsmithing IPR. He has reached out to the Gunsmithing faculty on multiple occasions, providing them assistance, as warranted, and requesting they complete the IPR and submit to Senate. The lack of an approved IPR for Gunsmithing potentially could affect our accreditation. Runyan will need to report this situation to the Governing Board next week.

6.03 LCFA
None

6.04 Guided Pathways
None

7. Closed Session
None

8. Future Meeting Dates
February 22
March 8
March 22
April 12
April 26
May 10

May 24

9. Adjournment
Motion to adjourn @ 3:52pm– (Lin/Rotlisberger MSCU)

Academic Senate Meeting Tuesday, September 12, 2023 @ 3:00pm

1. Meeting Opening

1.01 Call to Order and Roll Call
Senators Present: Duerksen, Downing, Rotlisberger, Runyan, Wiser
Zoom: Jennifer Lawler

Guests:
In person: Lisa Gardiner, Colleen Baker
Zoom: Alison Somerville

1.02 Approval of Agenda
(Duerksen/ Downing MSCU)

1.03 Approval of the Minutes for the August 23, 2023, meeting
(Duerksen /Lawler)
Aye: Duerksen, Lawler, Runyan, Rotlisberger,Wiser
Abstain: Downing

2. Public Comment
N/A

3. Action
3.01 Summer 2023 SLO Improvement Plan
Runyan has worked with Tom Robb to ensure that Robb, the SLO coordinator, is in contact with instructors who had SLO's that were not met. Gardiner mentioned that Robb is doing a great job on "closing the loop" with instructors to ensure SLO's can be met in the future.
(Downing/ Rotlisberger MSCU)

3.02 2023-2024 Curriculum and Academics Standard Charges
The DEIA statement has been updated on the Curriculum Committee Charge. Motion to approve with updated DEIA statement.
(Wiser / Rotlisberger MSCU)

4. Discussion
4.01 MQ Equivalency Process for Ethnic Studies
Baker, Gardiner, and Somerville have been working to get more Area F courses and instructors approved at Lassen Community College. Ethnic studies under Area F is being required by the state in the near future for all degrees including terminal degrees. Currently LCC only has one approved ethnic study course (ES 1). The MQ process to get faculty who are able to teach the one approved course ES-1 currently has the option for either a masters in ethnic studies, sociology, and/or anthropology disciplines. Once it goes back through curriculum, sociology and anthropology disciplines will have to be removed. Therefore we currently do not have anyone qualified to teach the new ethnic course. See document titled "Ethnic Studies MQ Equivalency Process" to review the Criteria A and Criteria B to assist in the equivalency process. Discussion was had that the Senate at LCC can choose which masters' fall in Criteria A, in addition they have to meet one portion under Criteria B. A work group regarding the MQ Equivalency Process regarding Ethnic Studies will have the ability to find clarity on Criteria B. Senator Duerksen volunteered to work with Gardiner, Baker, and Sommerville to help review the MQ process and help our college to stay ahead of the new changes and requirements in Ethnic Studies. Goal is to have an action item at the October 24, 2023 Senate Meeting.

4.02 AP 4105

Review of AP 4105 verbiage “Instructor Contact and regular effective contact” were reviewed regarding distance education instruction standards. Next senate meeting a new action item with the new verbiage “Regular and substantive interaction” will be voted on. This new statement includes a definition of what substantive interaction means and will help with the quality of online instruction.

4.03 IPR Handbook updates

Gardiner discussed that the ISLO’s were in the old IPR handbook, but it was not mentioned in the new updated IPR Handbook. Though it does not need to be in the IPR, senate needs to discuss where the ISLO’s data is represented in the process. Downing suggests that the ISLO’s may be lost in the IPR but could be inserted into the Factbook. Runyan also discussed it would be helpful for IPR authors to meet 1:1 with the IE Researcher to help understand the data and fact check the data as well. Appendix B and C will need to be updated and bring back to senate for the IPR handbook 2023/2024.

5. Information

5.01 2023 Chapter 5 Student Services

ISER Schedule states that senate will review Chapter 5 Student Services. There are 40 AP’s in chapter 5 that need to be reviewed. Senate will take steps to reviewing these 40 AP’s through December 2023.

5.02 Fall ASCCC Plenary

Thu, Nov 16, 2023, 8am - Sat, Nov 18, 2023, 5pm. In Person and Online, let Runyan know if you are interested in attending.

6. Reports

6.01 Administration

N/A

6.02 Senators

Wiser will be on Maternity leave beginning the third week in October.

6.03 LCFA

Downing reported: ZTC task force application still open. Union and district have a few MOU’s that are in discussion. The union have not asked about the stipend with the reopener, but discussion is going to be had regarding stipend for academic senate secretary.

6.04 Guided Pathways

N/A

7. Closed Session

N/A

8. Future Meeting Dates

8.01 Meeting Dates and Location

HU 206 and via Zoom

- September 26

- October 10
- October 24
- November 14
- November 28
- December 12

Members in person, open to public via zoom or in person.

9. Meeting Closing

9.01 Adjournment

Motion to adjourn meeting at 3:47pm

(Downing/ Lawler MCSU)

From:	Alison M Somerville
To:	Alison M Somerville
Subject:	Fwd: Lassen Meta Majors Files for our discussion today
Date:	Wednesday, April 28, 2021 5:45:34 PM
Attachments:	Lassen - List of Clusters - Selected - Summary.xlsx Lassen - Cross Mapped Courses - Selected - Summary.xlsx

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Get Outlook for Android

From: Lisa Gardiner <lgardiner@lassencollege.edu>
Sent: Tuesday, August 13, 2019 12:40:49 PM
To: Alison Somerville <asomerville@lassencollege.edu>
Subject: FW: Lassen Meta Majors Files for our discussion today
From: Alyssa Nguyen [mailto:anguyen@rpgroup.org]
Sent: Tuesday, August 13, 2019 11:05 AM
To: tmorehouse@cccco.edu; Mahar, Kate <kmahar@cccco.edu>; Kathy Molloy <kmolloy@rpgroup.org>; Adam P Runyan <arunyan@lassencollege.edu>; Lisa Gardiner <lgardiner@lassencollege.edu>; Dr. Randall S. Joslin <rjoslin@lassencollege.edu>; Roxanna A Haynes <rhaynes@lassencollege.edu>; Karissa L Morehouse <kmorehouse@lassencollege.edu>; Vinh Nguyen <nguyenvq714@gmail.com>; Janet Fulks <jfulks@bakersfieldcollege.edu>
Subject: Lassen Meta Majors Files for our discussion today

Dear Lassen Colleagues,
Please find attached the files for our conversation today.
There are two files - one with a summary of the clusters and programs from the cluster analysis completed with Lassen's data and another one with a list of the courses and information about which programs they map to.
Talk soon!
Alyssa
****

Alyssa T. Nguyen
Director of Research and Evaluation
The RP Group
www.rpgroup.org
E: anguyen@rpgroup.org
T: (510) 527-8500 ext. 263

Clusters and Programs

Agricultural Studies

- Agriculture Animal Science, X
- Agriculture Business, X
- Agriculture Science and Technology, C
- Agriculture Science and Technology, S
- University Studies Agriculture Science, A

Arts

- Art History, Y
- Graphic Design, C
- Graphic Design, S
- Studio Arts, Y

Business Studies

- Accounting, S
- Administrative Office Technician, C
- Administrative Office Technician, S
- Business Administration, X
- Economics, Y
- Small Business Management, M

Early Childhood

- Child Development, A
- Child Development, C
- Early Childhood Education, X

Human Services

- Drug & Alcohol Paraprofessional, C
- Human Services, C
- Human Services, S

Legal Studies

- Administration of Justice, A
- Administration of Justice, C
- Administration of Justice, X

Natural and Health Sciences

- Biology, X
- General Studies Natural Science, A
- General Studies Physical Education, A
- Geology, X
- Kinesiology, Y
- Medical Assisting, C
- Nutrition and Dietetics, X
- University Studies Allied Health, A
- University Studies Natural Science, A
- University Studies Physical Education, A
- Vocational Nursing, C
- Vocational Nursing, S

Social Sciences and Humanities

- Anthropology, Y
- Drug & Alcohol Paraprofessional, S

English, Y
General Studies Social Science, A
History, Y
Psychology, Y
Sociology, Y
University Studies Humanities, A
University Studies Social Science, A

Technical Studies

Advance Mechanics, C
Automotive Technology, S
Engine Repair, C
Fire Technology, C
Fire Technology, S
Firearm Repair, C
Firearm Repair, S
General Gunsmithing, C
General Gunsmithing, S
Welding Technology - 1 Year, C
Welding Technology, S
Welding Technology-Two Year, C

Grand Total

Clusters with Programs w/no match on courses	Missing

Clusters and Programs	Count of Program_Name
Arts	**1**
Studio Arts, Y	1
Business Studies	**1**
Administrative Office Technician, C	1
Natural and Health Sciences	**1**
Nutrition and Dietetics, X	1
Social Sciences and Humanities	**1**
Drug & Alcohol Paraprofessional, S	1
Grand Total	**4**

Tuesday, March 3, 2020
Curriculum and Academic Standards Committee

@3:00 pm in HU 102 TECC

1. Meeting Openings

Subject **1.01 Call to order**

Meeting Mar 3, 2020 - Curriculum and Academic Standards Committee

Category 1. Meeting Openings

Type Information

ASB Representative
Ms. Carie Camacho
Mr. Tom Downing-Vice Chair
Ms. Cathy Harrison
Ms. Roxanna Haynes
Mr. Kory Konkol
Ms. Sue Kelley -CSEA Alternate
Mr. Chad Lewis- Chair
Ms. Josetta Mata
Ms. K.C. Mesloh
Ms. Fran Oberg
Mr. Andy Rupley
Ms. Crystal Tobola
Ms. Alison Somerville, Articulation Officer

Subject **1.02 Agenda Approval**

Meeting Mar 3, 2020 - Curriculum and Academic Standards Committee

Category 1. Meeting Openings

Type Action

Subject **1.03 Minutes Approval**

Meeting Mar 3, 2020 - Curriculum and Academic Standards Committee

Category 1. Meeting Openings

Type Action, Minutes

2. Subcommittee Action

Subject **2.01 AJ-71 CDCR Off Post Training for Custody Staff - IPR review with no changes recommended**

Meeting Mar 3, 2020 - Curriculum and Academic Standards Committee

Category 2. Subcommittee Action

Type Subcommittee Action

File Attachments
AJ 71 Course Revision Form.pdf (2,026 KB)

Subject **2.02 PSY 1 Introduction to Psychology- Approved Change text book to : "Open Educational Resource Textbook: Psychology last update 2020, print ISBN 9781938168352, link https://openstax.org/details/books/psychology**

Meeting Mar 3, 2020 - Curriculum and Academic Standards Committee

Category 2. Subcommittee Action

Type Subcommittee Action

File Attachments
Psy 1 OER course revision.pdf (2,003 KB)

Subject **2.03 PSY 6 Abnormal Psychology- Approved Change text book to : "Open Educational Resource Textbook: Introduction to Abnormal Psychology Link: https://nobaproject.com/textbooks/new-textbook-7cae7b5f-b85a-46b7-aa0a-0cb72516e359**

Meeting Mar 3, 2020 - Curriculum and Academic Standards Committee

Category 2. Subcommittee Action

Type Subcommittee Action

File Attachments
PSY 6 OER course revision Textbook.pdf (2,012 KB)

Subject **2.04 PSY 18 Life Span Development - Approved Change text book to : "Open Educational Resource Textbook:Lifespan Development: Link: https://courses.lumenlearning.com/wmopen-lifespandevelopment/**

Meeting Mar 3, 2020 - Curriculum and Academic Standards Committee

Category 2. Subcommittee Action

Type Subcommittee Action

File Attachments
PSY 18 course revision OER Textbook.pdf (2,012 KB)

3. Action Items

Subject **3.01 Administration of Justice Certificate of Accomplishment - Approve new COA Effective 2020-2021 catalog**

Meeting Mar 3, 2020 - Curriculum and Academic Standards Committee

Category 3. Action Items

Type Action

File Attachments
AJ Certificate of Accomplishment - New.pdf (38 KB)
AJ_POST Advisory Minutes.01.23.19.pdf (7,848 KB)
AJ New CA.2020. Program-Certificate Packet.pdf (2,121 KB)

Subject **3.02 BUS 25 Small Business Management - Approve change in description, delivery and textbook and option of OER text- Effective 2020FA**

Meeting Mar 3, 2020 - Curriculum and Academic Standards Committee

Category 3. Action Items

Type Action

File Attachments
BUS 25 Small Business Management Revised.doc (53 KB)
BUS 25 Small Business Management Revision 2-18-2020.pdf (2,041 KB)

Subject **3.03 BUS 25 Small Business Managemen - Approve adding online mode of delivery**

Meeting Mar 3, 2020 - Curriculum and Academic Standards Committee

Category 3. Action Items

Type Action

Subject **3.04 BUS 25 Small Business Management - Approve adding hybrid mode of delivery**

Meeting Mar 3, 2020 - Curriculum and Academic Standards Committee

Category 3. Action Items

Type Action

Subject **3.05 CARS 2 Career Exploration - Approve inactivation of course - course has not been offered in a number of years**

Meeting Mar 3, 2020 - Curriculum and Academic Standards Committee

Category 3. Action Items

Type Action

File Attachments
CAR 2 Course Revision Form.pdf (2,020 KB)

Subject **3.06 Pathway to Career Success COA - Approve inactivation- Has never been awarded**

Meeting Mar 3, 2020 - Curriculum and Academic Standards Committee

Category 3. Action Items

Type Action

Subject **3.07 CHEM 45 Introduction to General Chemistry - Approve remove "or CHEM 55-Introductory Chemistry" from the prerequisite**

Meeting Mar 3, 2020 - Curriculum and Academic Standards Committee

Category 3. Action Items

Type Action

File Attachments
Chem 45 prerequisite Course Revision Form -.pdf (2,024 KB)

Subject **3.08 FS 60A Basic Fire Crew firefighter - Approve adding (CAL FIRE 58 Certificate) to the description.**

Meeting Mar 3, 2020 - Curriculum and Academic Standards Committee

Category 3. Action Items

Type Action

File Attachments
FS 60A Course Revision Lawson.pdf (31 KB)
FS 60A Course outline revision.pdf (35 KB)
FS 60A Course Revision Form.pdf (2,012 KB)

Subject **3.09 FS 61 Basic Firefighter Training (Basic 32) - Approve Update Prerequisites: include completion of FEMA IS-100 and IS-700 online and remove S110 course**

Meeting Mar 3, 2020 - Curriculum and Academic Standards Committee

Category 3. Action Items

Type Action

File Attachments
FS 61 Course Revision Form Lawson.pdf (31 KB)
FS 61 Course Revision Form.pdf (2,012 KB)

FS 61 Course outline revison.pdf (46 KB)

Subject **3.10 FS 89 Wildland Fire Chainsaws (S-212) - Approve Change prerequisite FS-61 Basic Firefighter Training (Basic 32) or FS-60A Basic Firefighter training or equivalent**

Meeting Mar 3, 2020 - Curriculum and Academic Standards Committee

Category 3. Action Items

Type Action

4. Discussion Items

Subject **4.01 Meta Majors - Alison**

Meeting Mar 3, 2020 - Curriculum and Academic Standards Committee

Category 4. Discussion Items

Type Discussion

File Attachments
Meta Majors.pdf (45 KB)
Responses_All_200225-1.pdf (543 KB)
Data_All_200225-1.pdf (106 KB)

5. Information Items

Subject **5.01 Instructional Program reviews due**

Meeting Mar 3, 2020 - Curriculum and Academic Standards Committee

Category 5. Information Items

Type Information

Administration of Justice Sept 2020
Agriculture – Sept 2014, 2016, 2018, 2020
Allied Health – Sept 2017, 2019
Automotive Technology-Sept 2018, 2020
Business Sept 2018, 2020
Child Development-Sept 2016, 2018, 2020
Human Services-Sept 2015, 2017, 2019
Fire Technology -Sept 2019
Fine Arts - Sept 2020
Gunsmithing – Sept 2017, 2019
Humanities(GE Area C & D) Sept 2020
Physical Education – Sept 2018
Welding Sept 2019

Subject **5.02 Future Meeting dates**

Meeting Mar 3, 2020 - Curriculum and Academic Standards Committee

Category 5. Information Items

Type Information

Spring
March 17th
April 21st
May 5th

6. Future Agenda Items

7. Adjournment

Curriculum and Academic Standards Committee (Tuesday, March 3, 2020)
Generated by Sue Kelley on Wednesday, March 4, 2020

1. **Meeting Openings:**

1.01 Call to order @ 3:02

Members Present:
Mr. Tom Downing-Vice Chair
Ms. Cathy Harrison
Mr. Kory Konkol
Ms. Sue Kelley -CSEA Alternate
Mr. Andy Rupley
Ms. Crystal Tobola
Ms. Alison Somerville, Articulation Officer

Member Absent:
ASB Representative
Ms. Carie Camacho
Ms. Roxanna Haynes
Mr. Chad Lewis- Chair
Ms. Josetta Mata
Ms. K.C. Mesloh
Ms. Fran Oberg

1.02 Agenda Approval- Rupley/Konkol: MSCU

1.03 Minutes Approval- Harrison/Rupley: MSCU

2. Subcommittee Action:

2.01 AJ 71 CDCR Off Post Training for Custody Staff -
IPR review with no changes recommended

2.02 PSY 1 Introduction to Psychology-
Approved Change text book to :
Open Educational Resource Textbook: Psychology last update 2020, print ISBN 9781938168352, link https://openstax.org/details/books/psychology
Effective: Fall 2020

2.03 PSY 6 Abnormal Psychology-
Approved Change text book to :
Open Educational Resource Textbook: Introduction to Abnormal Psychology Link: https://nobaproject.com/textbooks/new-textbook-7cae7b5f-b85a-46b7-aa0a-0cb72516e359
Effective: Fall 2020

2.04 PSY 18 Life Span Development -
Approved Change text book to :
Open Educational Resource Textbook:Lifespan Development: Link: https://courses.lumenlearning.com/wmopen-lifespandevelopment/
Effective: Fall 2020

3. Action Items:

3.01 Administration of Justice Certificate of Accomplishment - Rupley/Tobola: MSCU
Approved new COA
Required Core Courses: 15 units **Total Core Units:** 15 units
AJ 8, AJ 9, AJ1 2, AJ 20, AJ 24, & AJ 49
Effective 2020-2021 catalog

3.02 BUS 25 Small Business Management - Kelley/Somerville: MSCU
Approved change in description, delivery and textbook and option of OER text
Effective: Fall 2020

3.03 BUS 25 Small Business Management - Kelley/Somerville: MSCU
Approved adding online mode of delivery

3.04 BUS 25 Small Business Management - Kelley/Somerville: MSCU
Approved adding hybrid mode of delivery

3.05 CARS 2 Career Exploration - Somerville/Rupley: MSCU
Approved inactivation of course - course has not been offered in a number of years
Effective: Fall 2020

3.06 Pathway to Career Success COA - Somerville/Rupley: MSCU
Approved inactivation- Has never been awarded
Effective: 2020-2021 catalog

3.07 CHEM 45 Introduction to General Chemistry - Tobola/Somerville: MSCU
Approved remove "or CHEM 55-Introductory Chemistry" from the prerequisite
Effective: Fall 2020

3.08 FS 60A Basic Fire Crew Firefighter - Harrison/Rupley:MSCU
Approved adding (CAL FIRE 58 Certificate) to the description.
Effective: Spring 2020

3.09 FS 61 Basic Firefighter Training (Basic 32) - **Tabled**: Rupley/Somerville: MSCU
Update Prerequisites: include completion of FEMA IS-100 and IS-700 online and remove S110 course
On the revised course outline it is unclear if it is a prerequisite or recommended prep.
The description states they must be taken before but it is listed under recommended prep.

3.10 FS 89 Wildland Fire Chainsaws (S-212) - Rupley/Konkol: MSCU
Approved Change prerequisite FS-61 Basic Firefighter Training (Basic 32) or FS-60A Basic Firefighter training or equivalent
Effective: Spring 2020

4. Discussion Items:

4.01 Meta Majors - Alison
Change Legal Studies to Health and Public Safety; Put Administration of Justice, Fire Technology, Medical Assisting, Allied Health, Vocational Nursing & Nutrition & Dietetics
Change Natural and Health Studies to Natural Science

5. Information Items:

5.01 Instructional Program reviews due
Administration of Justice Sept 2020
Agriculture – Sept 2014, 2016, 2018, 2020
Allied Health – Sept 2017, 2019
Automotive Technology-Sept 2018, 2020
Business Sept 2018, 2020
Child Development-Sept 2016, 2018, 2020

Human Services-Sept 2015, 2017, 2019
Fire Technology -Sept 2019
Fine Arts - Sept 2020
Gunsmithing – Sept 2017, 2019
Humanities(GE Area C & D) Sept 2020
Physical Education – Sept 2018
Welding Sept 2019

Business is almost ready
Data is still an issue

5.02 Future Meeting dates:
March 17
April 21
May 5

6. Future Agenda Items

7. Adjournment @ 3:52 - Somerville/Konkol: MSCU

Guided Pathways Meeting
March 4, 2020
8:30 am- 9:30 am
Minutes

In attendance: Tara Bias, Jennifer Tupper, Brady Reed, Cathy Harrison, Beau, Lisa Gardiner, Roxanna Haynes, Brady Reed, Sandy Jonas, Fran Beaujoun, Janet Marinoni, Tom Rogers, Alison Somerville, Carie Camacho, Jose Delgado

1. **Announcements-**
    a. Leading from the Middle asked us for a topic. We submitted metamajors. It cost $500 for everyone to attend. It is here on campus for two days in April. They want a diverse group and they want around 10 people from LCC. Brady will send it out to everyone and see who would like to attend and who should attend.
    b. Webinar today from 12-1 to go over the scale of adoption and how to use it as a tool. We will have lunch provided.
    c. Our SOAA was submitted and certified.
    d. We can start talking about what to do with our Guided Pathways monies.
        i. A suggestion was made to use some of the money for marketing our metamajors.
    e. Starfish software is going up in price. It has always been this price but the chancellor's office was paying 65% of the cost. Now they will only be paying 20% so we might end up paying close to $100,000 a year. Alison was in a meeting. She stated her concerns with these state wide initiatives. Small schools are trying to keep up with these initiatives but we don't have the funding or staff to keep up. We have put hours and a lot of money into starfish and we did not expect this cost increase and we cannot afford the cost increase. Alison, is speaking with a women about this issue.

We need to share these concerns with Trevor so he can bring these issues to Sacramento.

2. **Meta-majors survey-**
    a. The data from the survey had a good response. We had over 100 surveys completed. We will send the survey results out after this meeting. Career Pathways was one of the suggestions for the name for metamajors. Part of orientation might be an opportunity to explain the different types of degrees…adt, transfer, not transfer, certificate, etc. Suggestion to add education to social science. Public Service instead of Safety was suggested.
3. **Ambassador Cougar Pod-**
    a. They will be having a survey. Jennifer will send it out.

Workgroups:

ASI	Metamajor	Student Life	Technology	Wayfinding	Equity
Jennifer Adam Meggin Michael B Laura R Janet	**Alison** Dar'juanah (Student) Lisa Sandy Jennifer Carie Anna	**Beau** Lauren (student) Tara Michael B Michell Monteil Will	**David** Meggin Micheal A Brady Cathy	Tara Bridget Adam Greg Chrisdee	**Brady** Jose (Student) Roxanna Anna Aaron Jennifer Tom

What days and times are each workgroup meeting?

Next Meeting is March 18th at 8:30 am in TECC

Monday, March 30, 2020
Curriculum and Academic Standards Committee

@ 10:00am via Zoom

1. Meeting Openings

Subject **1.01 Call to order**

Meeting Mar 30, 2020 - Curriculum and Academic Standards Committee

Category 1. Meeting Openings

Type Information

ASB Representative
Ms. Carie Camacho
Mr. Tom Downing-Vice Chair
Ms. Cathy Harrison
Ms. Roxanna Haynes
Mr. Kory Konkol
Ms. Sue Kelley -CSEA Alternate
Mr. Chad Lewis- Chair
Ms. Josetta Mata
Ms. K.C. Mesloh
Ms. Fran Oberg
Mr. Andy Rupley
Ms. Crystal Tobola
Ms. Alison Somerville, Articulation Officer

Subject **1.02 Agenda Approval**

Meeting Mar 30, 2020 - Curriculum and Academic Standards Committee

Category 1. Meeting Openings

Type Action

Subject **1.03 Minutes Approval**

Meeting Mar 30, 2020 - Curriculum and Academic Standards Committee

Category 1. Meeting Openings

Type Action, Minutes

2. Subcommittee Action

Subject **2.01 CD 22 The Infant Toddler-Approve Eliminate the "recommended" text-The Caregivers Companion**

Meeting Mar 30, 2020 - Curriculum and Academic Standards Committee

Category 2. Subcommittee Action

Type Subcommittee Action

File Attachments
CD 22 Course Revision Form-2020.pdf (2,028 KB)

Subject **2.02 CD 28 Child Guidance - Approved Updating course text from 8th edition to 10th edition: ISBN: 9780134748153**

Meeting Mar 30, 2020 - Curriculum and Academic Standards Committee

Category 2. Subcommittee Action

Type

File Attachments
CD 28 Course Revision Form-2020.pdf (2,028 KB)

3. Action Items

Subject **3.01 Administration of Justice AS-T and AA degrees as well as the Certificate of Achievement - Approve change in program SLO's**

Meeting Mar 30, 2020 - Curriculum and Academic Standards Committee

Category 3. Action Items

Type Action

File Attachments
AJ Program SLO Revisions.pdf (24 KB)
AJ Program Revision Form Program SLO Change.pdf (2,745 KB)

Subject **3.02 CD 26 Administration II - Approve 1. Eliminate The 8th Habit text from the course 2. Include traditional classroom delivery to say, "Traditional Classroom Delivery Lecture, discussion groups, small group activities, observations, written assignments, films, guest speakers, field trips, and other unique instructional strategies as determined by the instructor"**

Meeting Mar 30, 2020 - Curriculum and Academic Standards Committee

Category 3. Action Items

Type Action

File Attachments
CD 26 Administration II.doc (67 KB)

CD 26 Course Revision Form-2020.pdf (2,035 KB)

Subject **3.03 CHEM 1A General Chemstry 1 - Approve update SLO, Content, Evaluation and Change text book to : "Open Educational Resource Textbook: Chemistry, Paul Flowers, Klaus Theopold, Richard Langley. 2nd ed. Openstax (2019).**

Meeting Mar 30, 2020 - Curriculum and Academic Standards Committee

Category 3. Action Items

Type Action

https://openstax.org/details/books/chemistry-2e

File Attachments
CHEM 1A General Chemistry I_with proposed revision.pdf (39 KB)
Course Revision Form - Chem 1A.pdf (1,990 KB)

Subject **3.04 CHEM 1B General Chemstry II - Approve update SLO, Content, Evaluation and Change text book to : "Open Educational Resource Textbook: Chemistry, Paul Flowers, Klaus Theopold, Richard Langley. 2nd ed. Openstax (2019).**

Meeting Mar 30, 2020 - Curriculum and Academic Standards Committee

Category 3. Action Items

Type Action

https://openstax.org/details/books/chemistry-2e

File Attachments
CHEM 1B General Chemistry II_with proposed revisions.pdf (43 KB)
Course Revision Form - Chem 1B.pdf (1,990 KB)

Subject **3.05 CHEM 45 Introduction to General Chemistry - Approve change in SLO, Content, Evaluation and Delivery**

Meeting Mar 30, 2020 - Curriculum and Academic Standards Committee

Category 3. Action Items

Type Action

File Attachments
CHEM 45 Introduction to General Chemistry_with proposed revision.pdf (41 KB)
Course Revision Form - Chem 45.pdf (1,990 KB)

Subject **3.06 FS-60 Wildland Firefighter (CalFire Basic Training) - Approve adding prerequisites**

Meeting Mar 30, 2020 - Curriculum and Academic Standards Committee

Category 3. Action Items

Type Action

File Attachments
FS 60 Course Revision Form updated 3-10-20.pdf (1,964 KB)
FS 60 faculty signed revision form1.pdf (43 KB)
FS 60 Wildland Firefighter (CalFIRE Training)-co-requisites 3-10-20.pdf (32 KB)

Subject **3.07 FS 61 Basic Firefighter Training (Basic 32) - Approve Update Prerequisites: include completion of FEMA IS-100 and IS-700 online and remove S110 course**

Meeting Mar 30, 2020 - Curriculum and Academic Standards Committee

Category 3. Action Items

Type Action

File Attachments
FS 61 Course Revision Form Lawson.pdf (31 KB)
FS 61 Course Revision Form.pdf (2,012 KB)
FS 61 Basic Firefighter Training (Basic 32) outline latest.pdf (26 KB)

Subject **3.08 HIST-14 World History, Beginning to 1500 Approve adding Spring to scheduled.**

Meeting Mar 30, 2020 - Curriculum and Academic Standards Committee

Category 3. Action Items

Type Action

File Attachments
HIST 14 Course Revision - 3-2020.pdf (2,018 KB)

Subject **3.09 HIST-15 World History, 1500 to Present - Approve adding Fall to Scheduled**

Meeting Mar 30, 2020 - Curriculum and Academic Standards Committee

Category 3. Action Items

Type Action

File Attachments
HIST 15 Course Revision - 3-2020.pdf (2,022 KB)

Subject **3.10 IDS 1 Introduction to Sign Language - Approve Activate course, revise recommended prep, add SLO's, methods of evaluation and delivery, and textbooks**

Meeting Mar 30, 2020 - Curriculum and Academic Standards Committee

Category 3. Action Items

Type Action

File Attachments
IDS 1 Introduction to Sign Language.pdf (32 KB)

Subject **3.11 IDS 2 Intermediate Sign Language - Approve Activate course, add perquisite revise, recommended prep, add SLO's, methods of evaluation and delivery, and textbooks**

Meeting Mar 30, 2020 - Curriculum and Academic Standards Committee

Category 3. Action Items

Type Action

File Attachments
IDS 2.pdf (37 KB)

Subject **3.12 Meta Majors - Approve Name change to ?**

Meeting Mar 30, 2020 - Curriculum and Academic Standards Committee

Category 3. Action Items

Type Action

Question 9
Pathways
Career Pathways
Meta Majors
Career Clusters

File Attachments
Responses_All_200225-1.pdf (543 KB)
Data_All_200225-1.pdf (106 KB)

Subject **3.13 Meta Majors - Approve groupings**

Meeting Mar 30, 2020 - Curriculum and Academic Standards Committee

Category 3. Action Items

Type Action

Added edited Career Pathways document 3/31/20

File Attachments
Meta Major 2.pdf (32 KB)
Career Pathways Final Edit 3 31 2020.docx (25 KB)

Subject **3.14 MATH-140 Elementary Statistics Lab - Approve change to non-credit course Math-164**

Meeting Mar 30, 2020 - Curriculum and Academic Standards Committee

Category 3. Action Items

Type Action

File Attachments
MATH 140 Elementary Statistics Lab.docx (50 KB)
Math 140 course revision.pdf (2,028 KB)

Subject **3.15 MATH-40 Elementary Statistics - Approve adding co-requisite of MATH-164**

Meeting Mar 30, 2020 - Curriculum and Academic Standards Committee

Category 3. Action Items

Type Action

File Attachments
MATH 40 Elementary Statistics.docx (52 KB)
Math 40 course revision.pdf (2,018 KB)

Subject **3.16 MATH-107 Trigonometry Lab - Approve change to non-credit course MATH-167**

Meeting Mar 30, 2020 - Curriculum and Academic Standards Committee

Category 3. Action Items

Type Action

File Attachments
MATH 107 Trigonometry Lab.docx (44 KB)
Math 107 course revision.pdf (2,194 KB)

Subject **3.17 MATH-7 Trigonometry - Approve adding co-requisite of MATH-167**

Meeting Mar 30, 2020 - Curriculum and Academic Standards Committee

Category 3. Action Items

Type Action

File Attachments
MATH 7 Trigonometry.docx (48 KB)
Math 7 course revision.pdf (2,194 KB)

Subject **3.18 MATH-108 College Algebra Lab - Approve change to non-credit course MATH-168**

Meeting Mar 30, 2020 - Curriculum and Academic Standards Committee

Category 3. Action Items

Type Action

File Attachments
MATH 108 College Algebra Lab.docx (45 KB)
Math 108 course revision.pdf (2,194 KB)

Subject **3.19 MATH-8 College Algebra - Approve adding co-requisite of MATH-168**

Meeting Mar 30, 2020 - Curriculum and Academic Standards Committee

Category 3. Action Items

Type Action

File Attachments
MATH 8 Advanced Algebra.docx (46 KB)
Math 8 course revision.pdf (2,194 KB)

4. Discussion Items

5. Information Items

Subject **5.01 Instructional Program reviews due**

Meeting Mar 30, 2020 - Curriculum and Academic Standards Committee

Category 5. Information Items

Type Information

Administration of Justice Sept 2020
Agriculture – Sept 2014, 2016, 2018, 2020
Allied Health – Sept 2017, 2019
Automotive Technology-Sept 2018, 2020
Business Sept 2018, 2020
Child Development-Sept 2016, 2018, 2020
Human Services-Sept 2015, 2017, 2019
Fire Technology -Sept 2019
Fine Arts - Sept 2020
Gunsmithing – Sept 2017, 2019
Humanities(GE Area C & D) Sept 2020
Physical Education – Sept 2018
Welding Sept 2019

Subject	**5.02 Future Meeting dates**
Meeting	Mar 30, 2020 - Curriculum and Academic Standards Committee
Category	5. Information Items
Type	Information

Spring
March 17th
April 21st
May 5th

6. Future Agenda Items

7. Adjournment

Curriculum and Academic Standards Committee (Monday, March 30, 2020)
Generated by Fran Oberg on Monday, April 6, 2020

This meeting was originally scheduled for March 17, 2020 but postponed to March 30, 2020 because of campus restrictions due to the coronavirus pandemic.

1. Meeting Openings

Information: 1.01 Call to order @ 10:01 via Zoom

Members Present:
Tom Downing
Cathy Harrison
Kory Konkol
Chad Lewis
Josetta Mata
Fran Oberg
Andy Rupley
Crystal Tobola
Alison Somerville

Members Absent:
Carie Camacho
Roxanna Haynes
Sue Kelley

Guests:
Shar Murphy
Julie Williams

1.02 Agenda Approval: Rupley/Harrison: MSCU

1.03 Minutes Approval Rupley/Somerville: MSCU

2. Subcommittee Action
2.01 CD 22 The Infant Toddler-Approved Eliminate the "recommended" text-The Caregivers Companion
2.02 CD 28 Child Guidance - Approved Updating course text from 8th edition to 10th edition: ISBN: 9780134748153

3. Action Items

3.01 Administration of Justice AS-T and AA degrees as well as the Certificate of Achievement - Approve change in program SLO's: Rupley/Oberg MSCU
Fix typo in second paragraph, "course" should be "courses".

3.02 CD 26 Administration II - Approve 1. Eliminate The 8th Habit text from the course 2. Include traditional classroom delivery to say, "Traditional Classroom Delivery Lecture, discussion groups, small group activities, observations, written assignments, films, guest speakers, field trips, and other unique instructional strategies as determined by the instructor": Rupley/Somerville MSCU

3.03 CHEM 1A General Chemstry 1 - Approve update SLO, Content, Evaluation and Change text book to : "Open Educational Resource Textbook: Chemistry, Paul Flowers, Klaus Theopold, Richard Langley. 2nd ed. Openstax (2019).: Konkol/Downing MSCU

3.04 CHEM 1B General Chemstry II - Approve update SLO, Content, Evaluation and Change text book to : "Open Educational Resource Textbook: Chemistry, Paul Flowers, Klaus Theopold, Richard Langley. 2nd ed. Openstax (2019).: Rupley/Konkol MSCU

3.05 CHEM 45 Introduction to General Chemistry - Approve change in SLO, Content, Evaluation and Delivery: Rupley/Konkol: MSCU

3.06 FS-60 Wildland Firefighter (CalFire Basic Training) - Approve adding prerequisites: **Tabled** Somerville/Downing: MSCU
Are the co-requisite classes a requirement for the content of this course, or are they just needed to earn state fire certification? Are these truly co-requisites, meaning students must take them at the same time? Can students take these classes in any order? This committee needs more direct input from Fire Technology faculty before taking action. Course Outline draft changed to co-requisite but revision form still says pre-requisite. This is an impediment to students in the registration process because students need to provide transcripts or proof of state fire certification. "Instructor Approval Required" needs to be more detailed and a clear process needs to be set up so students know what documentation is needed prior to registration. The verbiage needs to be corrected prior to the next meeting. Fire Science faculty need to be present at the next meeting to answer the committee's questions.

3.07 FS 61 Basic Firefighter Training (Basic 32) - Approve Update Prerequisites: include completion of FEMA IS-100 and IS-700 online and remove S110 course: **Tabled** Somerville/Downing: MSCU
Need more information from Fire Technology faculty. Same concerns as above action 3.06.

3.08 HIST-14 World History, Beginning to 1500 Approved adding Spring to scheduled: Rupley/Konkol: MSCU

3.09 HIST-15 World History, 1500 to Present - Approved adding Fall to Scheduled: Rupley/Konkol: MSCU

3.10 IDS 1 Introduction to Sign Language - Approved Activate course, revise recommended prep, add SLO's, methods of evaluation and delivery, and textbooks: Rupley/Oberg: MSCU
The plan is to use an adjunct instructor and online instruction for now, with the possibility of face-to-face classes in the future. This counts as a foreign language for CSU & IGETC. No other colleges in the Far North offer this class.

3.11 IDS 2 Intermediate Sign Language - Approved Activate course, add perquisite revise, recommended prep, add SLO's, methods of evaluation and delivery, and textbooks: Rupley/Oberg: MSCU

3.12 Meta Majors - Approve Name change to ?: Approved name change to "Career Pathways": Rupley/Downing: MSCU

3.13 Meta Majors - Approve groupings: Approve with minor changes Rupley/Downing: MSCU
*Cluster by transfer/non-transfer, then alphabetically. History to be listed in both Art/Hum and Social Science. Leave Nutrition & Dietetics in Health Occupations. Alison waiting on feedback from Davis to finish key listing which certifications are supported by financial aid. Alison requested short descriptions be added to interest students. Kory & Andy are editing the descriptions in their areas. IGETC/CSU notation is not necessary. For now, courses that are listed in a department, but not part of a program (like Sign Language and Phlebotomy) should be noted in the descriptions. This could possibly start a discussion to make these short term certificates. This document will be inserted in the beginning of the catalog for 2020-21 but will be integrated throughout future catalogs. It will also be used for flyers and banners. ***The edited version of the Career Pathways document can be found attached to this meeting's agenda, added to item 3.13****

3.14 MATH-140 Elementary Statistics Lab - Approve change to non-credit course Math-164: Somerville/Oberg: MSCU
Title 5 language has changed and now allows non-credit courses to be co-requisites for a credit course. This has overwhelming support from the Math Department. Make sure that all content review forms are completed correctly.

3.15 MATH-40 Elementary Statistics - Approve adding co-requisite of MATH-164: Somerville/Oberg: MSCU

3.16 MATH-107 Trigonometry Lab - Approve change to non-credit course MATH-167: Somerville/Oberg: MSCU

3.17 MATH-7 Trigonometry - Approve adding co-requisite of MATH-167: Somerville/Oberg: MSCU

3.18 MATH-108 College Algebra Lab - Approve change to non-credit course MATH-168: Somerville/Oberg: MSCU

3.19 MATH-8 College Algebra - Approve adding co-requisite of MATH-168: Somerville/Oberg: MSCU

4. Discussion Items
None

5. Information Items
5.01 Instructional Program reviews due
The Business IPR was approved at Academic Senate 3/20/2020 and is moving through the approval process.

5.02 Future Meeting dates
We're running into a time crunch. There are only 2 curriculum meetings left (April 21st & May 5th). All changes needed for fall should be presented at the April 21st meeting in order to get board approval before year-end.

6. Future Agenda Items
None

7. Adjournment: Konkol/Rupley: MSCU @ 11:26am

LCC

LASSEN COMMUNITY COLLEGE

2020-2021 CATALOG

Lassen Community College District Strategic Plan

Recommendation for revisions by Consultation Council – September 9, 2019
Approved by Board of Trustees – October 8, 2019

Vision

- Be a catalyst influencing the region's positive image, economy and human capital by fostering a "we can" culture of collective impact by being:
  - The Academic Leader by ensuring quality instruction and encouraging student success
  - The Educational Leader by expanding outreach and student access with an equity mindset
  - A Trusted Steward by providing capable leadership and accountability
  - The Economic and Workforce Development Leader for the community
  - The Cultural Leader in the community
  - The Civic and Social Leader in the community
  - A highly efficient self-sustaining rural community college

Mission

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 diverse students, both on campus and in outreach areas in its effort to build intellectual growth, human perspective and economic potential.

Strategic Goals

1. **Institutional Effectiveness:** Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support an inclusive learning environment, while ensuring responsible stewardship of public trust and resources.

2. **Learning Opportunities:** Provide an array of rigorous academic programs delivered via a variety of modalities that promote student equity and learning while meeting the needs of the local and global community.

3. **Resource Management:** Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.

4. **Student Success:** Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student 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.

College Values

Student Success – We value:
- Students reaching their goals
- Students being prepared for transfer to four-year institutions
- Career Technical students being prepared for the job market

Educational Excellence – We value:
- High quality educational delivery
- Highly qualified instructors
- High quality technology and materials
- Well-equipped classrooms
- Equitable student learning as the focal point of every experience
- Minimizing barriers

Student Focus – We value:
- Doing what is best for students
- Learning as a priority over teaching
- Student needs; they are paramount in the learning process

Honesty/ Integrity – We value:
- Trust in relationships
- Dependability
- Transparency
- Collaboration
- Sustainability
- Accountability

Dignity/Respect – We value:
- Open forum for exchange of ideas
- Civility
- Collegiality
- Diversity
- Equity
- Active listening and communication

Institutional Student Learning Outcomes

1. **Communication -** Ability to listen and read with comprehension and the ability to write and speak effectively
2. **Critical Thinking -** Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
3. **Life Long Learning -** Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems
4. **Personal/Interpersonal Responsibility -** Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures

Message from the Superintendent/President

Welcome to Lassen Community College!

Lassen College represents a host of opportunities to inform and shape your future. As your partner on this journey along the road ahead, we want to ensure that you have the tools and support you need to make this trip a successful one. What is contained in this catalog forms your map and guide along the way. For any questions you have, the answer is likely found herein—but, the faculty and staff are always willing to assist in helping you find and stay on your pathway to success.

In the end, however, we understand and believe that the most important key to completing your educational goal is your own commitment and hard work. You certainly have it in you to reach your dreams! We believe in you and your goals, and that you will succeed.

Most importantly, enjoy the ride. College—whatever path you are taking—is a transformative experience. Take an opportunity to appreciate all the prospects this journey will afford you. From academics to athletics to student life and friendships, this is the time to grow. Enjoy this experience.

Once a Cougar—always a Cougar!

Trevor Albertson, PhD
President (Interim)

Message from the Associated Student Body

Welcome to Lassen Community College!

You will find that the Associated Student Body (ASB) is a vital organization made up entirely of students like you. We have a vision of a diverse, sustainable campus with a thriving culture, where students can find all the resources they need to succeed. In pursuit of that vision we sit on all campus committees, organize and sponsor events, oversee clubs, attend state-wide events, work to improve student success, and much, much more! Do you want to see what clubs are available to join? Do you want to learn about, or participate in shared governance? Do you want to start a club of your own? It's easy, and we will show you how. Contact us at asb@lassencolle.edu

The ASB is students helping students, so if you would be interested in joining our team to work on any of the many different projects we have going, start your own, or just give your input, you would be more than welcome.

Have a great year.

Lassen Community College District Strategic Plan

Recommendation for revisions by Consultation Council – September 9, 2019
Reaffirmed by Board of Trustees – October 8, 2019

Vision

- Be a catalyst influencing the region's positive image, economy and human capital by fostering a "we can" culture of collective impact by being:
  - The Academic Leader by ensuring quality instruction and encouraging student success
  - The Educational Leader by expanding outreach and student access with an equity mindset
  - A Trusted Steward by providing capable leadership and accountability
  - The Economic and Workforce Development Leader for the community
  - The Cultural Leader in the community
  - The Civic and Social Leader in the community
  - A highly efficient self-sustaining rural community college

Mission

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.

Strategic Goals

1. **Institutional Effectiveness**: Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support the learning environment, while ensuring responsible stewardship of public trust and resources.
2. **Learning Opportunities:** Provide an array of rigorous academic programs delivered via a variety of modalities that promote student learning and meet the needs of the local and global community.
3. **Resource Management:** Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.
4. **Student Success:** Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student 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.

College Values

Student Success – We value:

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

Educational Excellence – We value:

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

Student Focus – We value:

- Doing what is best for student
- Learning as a priority over teaching
- Student needs; they are paramount in the learning process

Honesty/ Integrity – We value:

- Trust in relationships
- Dependability
- Transparency
- Collaboration
- Sustainability
- Accountability

Dignity/Respect – We value:

- Open forum for exchange of ideas
- Civility
- Collegiality
- Diversity
- Active listening and communication

Institutional Student Learning Outcomes

1. **Communication** - Ability to listen and read with comprehension and the ability to write and speak effectively
2. **Critical Thinking** - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
3. **Life Long Learning** - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems
4. **Personal/Interpersonal Responsibility** - Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures

LCC
LASSEN COMMUNITY COLLEGE

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NON-DISCRIMINATION POLICY

Lassen Community College is committed to equal opportunity in education and employment, regardless of sex, race, color, religion or national origin. This includes admissions to the college, enrollment in courses, student services, activities, financial aid and employment in accordance with provisions of Title VI of the 1964 Civil Rights Act, Title IX of the Educational Amendment of 1972 (45CRF 86); Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Student, staff and all others associated with the college should understand the importance of reporting concerns about possible violations of the policy. Lassen's commitment to equal opportunity demands full investigation of possible violations and an opportunity for a full and impartial hearing on any matter relating to these laws and policies. Further related inquiries should be directed to the Equal Employment Opportunity Officer at (530) 251.8811.

DISCLAIMER

The college reserves the right to amend, modify or otherwise revise any provision in this catalog for reasons including but not limited to: changes in State Law, Education Code, Title 5 or other governing regulations pursuant to the operation of the college; changes in Board of Trustee Policies or Administrative Regulations or changes relating to funding, fees, instruction, support services or staffing of the college or any program or course thereof. These changes may be made without prior notice and may supersede this publication or portion thereof.

CONSUMER INFORMATION

In full accord with Section 504 of the Rehabilitation Act of 1973 which prohibits discrimination on the basis of disability and federal and state legislation to prohibit discrimination, Lassen Community College pledges that its policies and practices aim at providing all persons equal opportunity for education, school or interschool activity and employment regardless of age, race, religion, color, sex, marital status, national origin or disability. Further related inquiries should be directed to Equal Employment Opportunity Officer, Lassen Community College, PO Box 3000, Susanville, CA 96130.

Board Policies and Administrative Procedures are available to the public and may be viewed from our website or by following this link: **http://www.boarddocs.com/ca/lccca/board.nsf/public.**

For consumer information, contact Lassen Community College at 530.257.6181 or visit our website at: **www.lassencollege.edu.**

College Guiding Principles

Vision

Be a catalyst influencing the region's positive image, economy and human capital by fostering a "we can" culture of collective impact by being:

- The Academic Leader by ensuring quality instruction and encouraging student success
- The Educational Leader by expanding outreach and student access
- A Trusted Steward by providing capable leadership and accountability
- The Economic and Workforce Development Leader for the community
- The Cultural Leader in the community
- The Civic and Social Leader in the community
- A highly efficient self-sustaining rural community college

Mission Statement

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

Institutional Student Learning Outcomes

Upon the completion of any course, educational activity, or program, the student will demonstrate improvement in one or more of these areas:

- **Communication**
  Ability to listen and read with comprehension and the ability to write and speak effectively
- **Critical Thinking**
  Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
- **Life Long Learning**
  Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems
- **Personal/Interpersonal Responsibility**
  Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures.

Philosophy and Criteria for Associate Degree and General Education

Lassen Community College offers a breadth of courses that are intended to prepare students to think and communicate clearly and effectively; to use mathematics; to understand the modes of inquiry in the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding. These courses will give students sufficient depth in a field of knowledge to contribute to lifetime interest as well as give the student the tools to navigate through complex life experiences.

General Education, included in the Associate Degree, is designed to introduce students to a variety of means to comprehend the modern world. This experience will assist students in their evaluation and appreciation of the physical environment, the culture and the society in which they live.

The criteria used to determine inclusion in the Associate Degree and General Education offerings includes those classes that foster understanding and evaluation of the natural sciences, social and behavioral sciences, humanities, language and rationality, and physical health and activities.

General Information

History and Location

The forerunner of Lassen Community College began on May 4, 1925, when the Junior College department of the Lassen Union High School District was established and began conducting classes on the Lassen High School Campus.

A separate facility was created in 1941 with the remodeling of a Main Street garage into a classroom building. In 1945, because of increasing enrollment, a new building was built adjacent to the high school. The modern era of Lassen Community College began in March 1965 with the establishment of the Lassen Community College District and the separation from the high school district. A separate Board of Trustees was elected and planning began for a new campus.

The new campus, located on Highway 139, today consists of 165 acres and 39 structures, including 19 main buildings. It began operations in September 1971. In addition to classrooms, laboratories and offices, it has a library, college union, computer rooms, a large gymnasium and outdoor recreation facilities.

Lassen Community College is located in Susanville in the high mountain lake country of northeastern California. The campus looks out over the city to Diamond Mountain and the Sierra Nevada Mountains. Eagle Lake, the third largest lake wholly contained in California, is only 20 miles away.

Accreditation

Lassen Community College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at: **www.accjc.org**.

College Catalog

This catalog serves as a guide to Lassen Community College providing information on entering college, on courses, programs, services, degree/certificate requirements, and campus activities.

Catalog Rights

A catalog is in essence an agreement between the student and the college. Students earn degrees and certificates under the programs and policies outlined in a specific catalog. Students, who maintain continuous enrollment, meaning they attended at least one semester or summer session during the academic year, may choose to graduate under the catalog in effect at the time they first enrolled at Lassen Community College or any catalog up to the time of graduation. Students who are considered returning students without continuous enrollment must follow the catalog requirements in effect at the time of re-enrollment.
For the purposes of catalog rights, the academic year begins each fall and ends with the subsequent summer session.

Choice of Catalog

Degree requirements are published in each academic catalog and include**:** major requirements, general education requirements, reading, writing and math competencies, and other college requirements such as residency and grade point average. Degree requirements may be fulfilled under different catalog years provided the student is eligible to use the respective catalogs.

Eligibility is determined by:

1. **Major requirements**: All major courses must be selected from any one catalog in effect during the student's most recent period of continuous enrollment.
2. **General Education requirements**: A course may be used to fulfill an area requirement if it is on the approved general education list at the time the course is taken. A General Education course taken at another college can meet an area requirement when a Lassen Community College counselor determines that the course is equivalent to a Lassen Community College course listed in that area; or the course is listed in that area at the College where the course was taken.
3. **Other district requirements** may be completed by fulfilling those requirements listed in any one catalog in effect during the student's most recent period of continuous enrollment.

Class Schedule

Each semester, Lassen Community College publishes a schedule of courses that will be offered during the semester. The schedule of courses contains the most updated information on courses and is considered an addendum to this catalog.

Lassen Community College offers day and evening courses. Courses are also offered via online, hybrid or by correspondence delivery. Courses are usually semester length, although shorter-term courses could be offered.

The current semester course schedule can be accessed online at www.lasencollege.edu The online schedule is searchable by location, course number, instructor name, start date, time, and course title. The online schedule is updated daily. Not all courses listed in the college catalog are offered every semester.

How to Use this Catalog

This catalog is designed to assist all types of students - those just beginning college for the first time, those considering transferring to another community college or four-year institution, and those already attending Lassen Community College – in choosing the program of study that best fits their aspirations and goals. In this catalog, you will find information regarding the admissions process and registration issues, financial aid information and academic requirements. In addition, the catalog describes aspects of student life and opportunities to assist you in having a successful experience at Lassen Community College.

Student Success and Support Program

The statewide California Community College program emphasizing student success previously called "Matriculation" assists students in successfully completing their educational and career goals. The program includes student services in the areas of admissions, self-guided placement, orientation, counseling, advising and follow-up. New students who are taking English or Mathematics, who are seeking a degree or certificate, or participating in collegiate activities are required to participate in orientation, self-guided placement and counseling. Students are exempt from the requirement to participate in the student success program steps (orientation and educational planning) if they provide documentation of having completed an associate degree or higher from an accredited institution. Other criteria for exemption from specific components can be found in the Counseling Office located in Student Services building or by contacting 530.251.8842.

Students Rights Regarding the Student Success Program

Students who meet the exemption criteria may choose whether or not to participate in the student success program planning (orientation and educational planning).

Students may challenge required participation in the Student Success program by filing a complaint with the Vice President of Student Services. If the matter is not resolved, it may be appealed to the Superintendent/President. The Vice President of Student Services shall keep a record of all petitions filed regarding the Student Success program.

Students who are planning to pursue exemption status for any of the components must:

- Contact a counselor

Students who believe they have been the victims of unlawful discrimination as it relates to the implementation of matriculation may file a complaint with the Director of Human Resources.

Quick Guide to LCC Enrollment

New Student Registration

STEP 1 – Complete an online Application for Admission-OpenCCC

Go to our website: www.lassencollege.edu. Click on **APPLY** to begin the 2-step application process. First create a user account, ***then*** sign-in to complete and submit the 9-part application. You will see a confirmation page. Once your application is processed, you will be *emailed* your **Student ID #, UserName and temporary password.** Your log-in information can be used to access **MyLassen LCC Portal** where you can register for classes, check financial aid, access student email, see department information, and view LCC announcements.

STEP 2 – Login to MyLassen-LCC Portal. (In Student Resources or upper right corner of website)

Use your LCC email address (username@cougars.lassencollege.edu) and the temporary password to log into MyLassen Portal. Change your password and choose security questions.

STEP 3 – Complete the MANDATORY online New Student Orientation.

STEP 4 – Go to FINANCIAL AID. (* International Students are ineligible for federal financial Aid)

Fill out the **FAFSA** (*Free Application for Federal Student Aid)* at www.fafsa.ed.gov and/or apply for the Promise Grant (CA Residents only) for your opportunity to qualify for financial aid.

STEP 5 – Obtain a copy of your high school transcripts for LCC Counselor

High school transcripts are the primary way counselors determine the best placement for math and English. If you have taken courses at another college, be sure to order official transcripts be sent to LCC.

*ACT, SAT, AP test scores can also be helpful for course placement – bring them to counseling.

*International Students must also demonstrate English proficiency through additional testing prior to admission.

STEP 6 – See a COUNSELOR.

You can see a counselor on a first come, first serve basis once you have completed the New Student Orientation. Meeting with a counselor provides you with information on which courses are required to meet your educational goals.

STEP 7 – Register for classes on MyLassen LCC Portal – On the LCC homepage

If unable to register online, fill out a registration card and submit to Admissions & Records. Payment is required two business days before classes begin.

Optional Steps – If applicable

- **Transfer students** - Send all official college transcripts to Admissions and Records
- **Apply for Housing** – If interested in on-campus housing (dorms) – Contact Housing Office
- **Apply for EOP&S (If Eligible)** – Extended Opportunity Program and Services (CA residents only)
  - Must have completed ALL 7 steps above, and have all official college transcripts on file in Admissions.
  - Check EOP&S for additional details on eligibility and requirements.
- **Attend College Success "BOOTCAMP" Student Orientation**-August 3rd - 14th, 2020
- **Get your Books at http://bookstore.lassencollege.edu**

QUESTIONS? CONTACT US!

- **Admissions and Records** – 530.251.8808, fax 530.251.8802, email – lccadmissions@lassencollege.edu
- **Financial Aid** – 530.251.8849, fax 530.251.8894 – lccfinaid@lassencollege.edu
- **Career/Transfer Center** – 530.251.8833 – sjonas@lassencollege.edu
- **Counseling Office** – 530.251.8842, fax 530.251.8885, email – lcccounseling@lassencollege.edu
- **IT Help desk** 530.251.8844, email – help@lassencollege.edu
- **EOP&S Advisor** – 530.257.6181 ext. 8953, email eops@lassencollege.edu
- **Housing Office** – 530.251.8879, email – fbeaujon@lassencollege.edu
- **Orientation and Student Success** – 530.257.6181 ext. 8911, email - jtupper@lassencollege.edu

Apply to Lassen Community College

Lassen Community College Students

Lassen Community College is an open enrollment institution to the following prospective students:

1. California residents who are high school graduates, who possess a high school diploma, High School Equivalency (HiSET) diploma, or a General Education Development (GED) Certificate.
2. Non-high school graduates over the age of 18 who can benefit from the instruction offered in a college.*
3. A Special Admit student, defined as any person under the age of 18 without a high school diploma who can benefit from the instruction offered in a college.*
4. International students who qualify in accordance with the Lassen Community College District policy.*
5. Out of state students who qualify in accordance with (1) or (2) above.

**The Lassen Community College Governing Board establishes admission criteria for students in these groups.*

Application Process

To enroll at Lassen Community College you must submit a completed application through our website:

- Go to the college web site at **www.lassencollege.edu** select the Apply box on the main page to begin the application process for admission to Lassen Community College.

Transcripts

From High School – Students should bring their high school transcripts to their first counseling session. These will be used as part of the multiple measures for placement and course scheduling.

From Other Colleges- Students who have attended other colleges or universities should provide an official transcript to Lassen College Admission and Records prior to meeting with a counselor.

Transcripts can be mailed to: Lassen Community College, Admissions and Records, P.O. Box 3000 Susanville, CA 96130

Lassen College can evaluate transcripts from other institutions to meet Associate degree, or certificate, general education, program requirements and/or elective unit. Lassen College accepts credits from colleges/universities that maintain regional accreditation at the time of attendance. Please bring your transcripts to the Counseling Department to be evaluated. Once evaluated the student and counselor can determine what coursework will be required to complete their education goal.

Special Admission Procedures

Certain populations of students have additional requirements for admission.

Special Admit Students – Lassen College Board Policy only admits special part-time students in grades 9-12 who do not have a high school diploma or have not passed the California High School Proficiency or GED examinations.

The Special Admit forms with special admit criteria are available in the Admissions and Records Office or the Counseling Office.

International Students -Lassen Community College encourages and supports students from other countries who have the academic background and potential to succeed in college. To be considered for admission the applicant must complete and return the ***International Application for Admission*** by June 15th, for the Fall semester and October 15th, for the Spring semester. For specific requirements go to **www.lassencollege.edu** Admission/international students or email lccadmissions@lassencollege.edu.

An international student with an F-1 Student Visa status must also:

1. Provide a copy of your high school transcripts.
2. Enroll each semester and complete a minimum of 12 units with a minimum 2.0 grade point average to maintain F-1 student status. Failure to maintain a full course of study may lead to dismissal from Lassen Community College and deportation from the United States.
3. Visa and I-20 must be valid at least six months ahead of the expiration date at all times.
4. Comply with all U.S. Immigration and Naturalization Service and Lassen Community College requirements.
5. Pay the non-resident tuition and other fees as required at registration.

International students are subject to the same academic standards for grading, probation and disqualification as all other students.

Vocational Gunsmithing Program-The College has limited enrollment in the Vocational Gunsmithing program. There is a process that students must follow to get themselves on the Gunsmithing waitlist. Information about the program may be found online at: http://www.lassencollege.edu/academics/programs/gunsmithing/Pages/default.aspx

Vocational Nursing Program -The College has limited enrollment in the Vocational Nursing program. There is an application process that students must follow. Information and program packets, including current requirements (page 76-77 of catalog), can be obtained by contacting 530-251-8870 or email LCCNursing@lassencollege.edu

Residency Information

Residency Requirements - The California Education Code requires that Lassen Community College shall apply uniform rules determining a student's residency classification. A residency classification is to be determined for each student at the time of each

registration and whenever a student has not been in attendance for more than one semester. Each student shall provide the required information and evidence of residency outlined in "Establishing Residency" below. The day immediately preceding the first day of instruction for any term shall be the residency determination date and is determined when the student completes the Application for Admission.

Establishing Residency - In order to establish California residency, a student must first be a citizen of the United States, a permanent resident or an applicant for permanent residency, or on a visa status that does not preclude him/her from establishing domicile in the United States. The law also requires that the students show no contrary intent, that is, they must not have maintained residence status in their former state; driver license, taxes, car registration, etc. **The burden of proof rests with the student, not the District.** The residency laws do not permit campus officials to waive any portion of the residency requirements. Students must submit a request for reclassification prior to registration.

Determining Residency - Non-resident students do not automatically become California residents by merely living in the state more than one year. State law requires proof of intent to establish California residency.

Indications of intent include, but are not limited to, the following:

1. A record of filing a California state income tax return
2. A W-2 form with a California address
3. Maintaining permanent military address or "Home of Record" in California while in the armed forces
4. The possession of a California driver's license
5. Registering to vote in California
6. Establishing and maintaining an active California bank account
7. The possession of a California hunting or fishing license
8. Owning residential property in California
9. Financial independence from a parent or guardian to include the following:
    a. not be claimed on parent or guardian's income tax return for the school year;
    b. not receive more than $750 in support from parents or guardians in any one year;
    c. not live with parents or guardian for more than six weeks in any one year.

Appeal of Non-Resident Classification - Students who have been classified as non-residents have the right to review their classification and make a written appeal. Appeals are to be processed as follows:

1. The written appeal is to be submitted to the Admissions and Records Office within 30 calendar days of final notification by Lassen Community College regarding their classification.
2. The Admissions and Records Office will forward the appeal, within five working days of receipt, to the Vice President of Student Services with a copy of the original application for admission, the residency questionnaire, and evidence or documentation provided by the student with a cover statement indicating upon what basis the residence classification decision was made.
3. Within 30 calendar days of receipt, the Vice President of Student Services shall send a written determination to the student. The determination shall state specific facts on which the appeal decision was made.

Incorrect Classification – If the college incorrectly classifies your residency on the basis of false or miss leading facts, you will be required to pay the nonresident fees.

Financial Aid

Apply for Financial Aid

Every student should apply for financial aid, regardless of income. Not all types of aid are based on financial need. You cannot know for sure if you are eligible for assistance unless you apply.

1. Complete the Free Application for Federal Student Aid (FAFSA) online at **www.fafsa.ed.gov** listing Lassen Community College; school code 001217. FAFSA applications need to be filed annually and will be available October 1st of the current year. Since some forms of funding are limited, for best consideration you are encouraged to file your FAFSA annually by March 2nd. FAFSA applications are accepted and funds awarded to students throughout the school year.
2. California residents should complete and submit a California College Promise Grant (CCPG) prior to registering for classes. This application is available in the Financial Aid Office and online. Those who qualify as an AB540 admission should submit a CA Dream Act application to determine their eligibility for the California College Promise Grant (CCPG). The CA Dream act application is at www.dream.csac.ca.gov.
3. The U.S. Department of Education randomly selects some FAFSA applicants for what is called verification. Those selected for verification will be asked to submit the required additional forms.
4. Once all verification requirements have been satisfied you will be issued a Financial Aid Award Letter. The Award Letter will list the types of awards and amounts available to you. Student Loans and Work Study have additional requirements.
5. Students seeking federal and state assistance are expected to declare an education goal and to meet with an Academic Counselor to complete and follow an Educational Plan, successfully completing courses each semester as you progress toward your educational objective.

Orientation

Mandatory Online Orientation

To learn about college policies, practices, and procedures, as well as answer any questions you may have, new students who plan to earn a degree, certificate, or transfer must complete Lassen College's orientation. Orientation must be done before you can register for classes. Online orientation can be found under new students tab on the LCC website. For more information please call 530.251.8842.

College Success "BOOTCAMP" Student Orientation

A series of workshops, along with a free daily lunch, geared towards helping LCC students discover what it takes to succeed in higher education. For more information please call 530.257-6181 x8911.

Counselor

Meet With a Counselor

All students are encouraged to meet with a counselor. After completing orientation to discuss course selection. Students, with the assistance of a counselor, are encouraged to plan a program of study that will follow their education plan. In addition, counselors are available all year from 8:00AM to 4:00PM and evening hours during the first week prior to registration and the first week of classes. If you have further questions, contact the Counseling Office at 530.251.8842.

15 TO FINISH

Why would a counselor encourage you to take 15 units a semester, or 30 in a year?

- Saves you time and money in tuition and living expenses!
- 15 units a semester and in good standing? You could be eligible for the Completion Grant, an additional $1,500 (see the Financial Aid office for more details and page 29).
- You can graduate with your degree in 2 years!
- Ready for fall cycle of admission into a four year university.
- Start your career and earn a livelihood sooner.

Register

Register

After you have completed your application for admission, your financial aid application, orientation, and counseling, you will be ready to register. Registration is the process by which students officially enroll in courses. Lassen Community College has three terms; fall, spring and summer in which a student may register. Students may register online at the Lassen Community College web site: **www.lassencollege.edu**, via My Lassen LCC Portal or in person at the Admissions and Records Office.

Money Matters

Enrollment Fees and Non-Resident Tuition

Students (California and non-residents) are required to pay an enrollment fees and, if applicable, non-resident tuition. California High School students are exempt from paying any registration fees according to Lassen College Administrative Procedure 5030. All fees are due at the time of registration. The fees structure is as follows:

California Resident Enrollment Fee

1 unit or more .....$46 per unit
0.5 units .....$23 per ½ unit

Non-Resident Tuition for 6.5 or More Units

6.5 or more units, including Enrollment Fee …. $326 per unit

Non-Resident Tuition for 6 or Less Units

1 - 6 units, including Enrollment Fee .....$92 per unit
0.5 units, including Enrollment Fee .....$52 per ½ unit

NOTE: The fees listed in this catalog are those in effect at the time of printing. Enrollment fees are subject to change through California State Legislation. Other fees are subject to change through Lassen Community College Board of Trustees action as judged to be in the best interest of the College. Please consult the current course schedule for the appropriate fees.

Non-Resident Fee Exemption–AB540

Effective January 1, 2002, AB540 provides an exemption from paying non-resident fees for certain non-resident students. While this exemption allows students to pay resident fees, it does not grant them resident status that would give them eligibility for any state funded program. To be eligible for this exemption a student must meet both of the following criteria:

- Attendance at a high school in California for three or more years.
- Graduation or attainment of a high school equivalency from a California high school.

Effective January 1, 2013, financial aid is available to students who qualify for the Dream Act.

Priority Registration (AP 5055)

Registration Priority, enrollment five working days prior to the first day of regular enrollment, shall be provide to continuing students not on academic or progress probation for two consecutive terms and who have completed orientation, assessment and developed a student education plan while meeting one of the following categories:

- Armed forces or a veteran
- Former or current foster youth
- Students receiving services through Disabled Student Program or Extended Opportunity Program and Services (EOPS)
- Students Participating in the CalWORKs program
- First time students who have completed orientation, and developed a student education plan
- Continuing students who have not lost registration priority as defined in these policies and procedures.

Auditing

Auditing Fees - The fee for auditing a class is $15 per semester unit. Additionally, the health fee, material fees (if applicable) and other optional fees are due at the time of registration. Students enrolled in courses to receive credit for ten or more semester credit units shall not be charged a fee to audit three or fewer semester units per semester.

Auditing Refunds - A student will be refunded only if the course has been cancelled or if the student drops within the first two weeks of a full term course or the first day of class on a short-term course. For more information on auditing a course, see “Audit Policy” on page 13 in this catalog.

Credit by Examination

The fee for Credit by Examination is equal to the per unit enrollment fee set by the State of California Community Colleges and will be paid out of pocket by student.

A student may challenge a course for college credit by completing a *Credit by Examination* application using the procedure adopted by the Lassen Community College Curriculum/Academic Standards Committee. For more information, see Credit by Examination AP 5235.

Specific information as to the procedure to be used in applying is available at the Admissions and Records Office.

Health Fee

The Health fee is collected to cover the cost of student accident insurance. Health fees are as follows:

Fall and/or Spring Semester

Part time students - 0 to 11.5 units..... $5.00
Full time students - 12 or more units..... $7.50

Summer Session

Part time students – 0 to 5.5 units..... $3.50
Full time students – 6 or more units..... $5.00

Health Fee Waivers/Exemptions - this fee can be waived for students who depend exclusively upon prayer for healing in accordance with the teachings of a bona fide religious sect, denomination or organization. A student may request to be exempted by petitioning through the Vice President of Student Services Office. The Health fee may not be waived when a student qualifies for a California College Promise Grant (CCPG). Health Fees are not optional.

Health Fee Refunds – The Health fee is automatically refunded on cancelled classes. It is also refunded to students who totally withdraw within the first two weeks of full term courses. For the refund status on short-term classes, contact the Admissions and Records Office.

Instructional and Other Material Fees

In addition to enrollment fees, the College may charge an instructional materials fee to students for instructional and other materials necessary for some courses. Check with the Admissions and Records Office for the most current fee information. These fees may not be waived with the California College Promise Grant (CCPG) and are not optional.

Instructional and Other Material Fees Refunds - The instructional and other materials fees are automatically refunded on cancelled classes or for classes dropped by the end of the second week of a full term class. Check with the Admissions and Records Office on refund status for short-term classes.

Student Activities Fee

The Student Activity Fee -This optional $3.00 per semester student activities fee (fall and spring terms only) is assessed on all students taking 6 units or more. The money collected from this fee supports the activities of the Associated Student Body (ASB) at Lassen Community College. This fee pays for ASB sponsored social activities, recreational and athletic activities, and other programs. A list of students who paid this optional fee will be provided to the Lassen Community College Associated Student Body and they will use the list to provide you with access to their sponsored activities, entrance to college athletic contests, etc.

The Student Activity Fee Waiver - Students may complete a waiver request or submit a signed and dated written request when registering for the course to opt out of paying this fee.

Student Activity Fee Refunds - Because this is an optional fee, it is not refundable.

Transcript Request Fees

Transcript requests must be submitted to the Admissions and Records Office. The first two Official Transcripts are provided for free. Charges for additional transcripts are as follows:

- $5 per Official Transcript request – please allow five (5) business days.
- $10 per express Official/Non-Official Transcript request – please allow twenty-four (24) hours.
- $15 per On-Demand Rush Official/Non-Official Transcript request – not available during busy times.

All transcript requests must be submitted to the Admissions and Records Office lccadmissions@lassencollege.edu.

Lassen Community College transcripts will be withheld for any indebtedness due until satisfactory repayment arrangements are made with the Business Office. Transcript Request Forms are available at the Admissions and Records Office or may be printed from the Admission and Records page at the college website - **www.lassencollege.edu**.

Student Representation Fee

This is an optional fee of $1.00 per semester. The money collected from this fee is used to provide support for students or representatives who state positions and view-points before city, county and district governments and before offices and agencies of the state and federal government. Payment of this fee provides the student with ASB (Associated Student Body) membership.

Student Representation Fee Waiver - Students may petition in writing, at the time of registration, to waive this fee for religious, political, financial or moral reasons through the Admissions and Records Office.

Student Representation Fee Refunds - Because this is an optional fee, it is not refunded.

After Enrollment

Buy Your Textbooks

The bookstore carries required textbooks and supplies for classes offered at the college. Miscellaneous school supplies are available along with logo clothing, art supplies, and various snacks. The community is invited to stop by and see what the bookstore has to offer. The bookstore is located in the Student Union – housed with the Cougar Café: Cougar Café hours are Monday – Thursday from 7:30 a.m. to 6:30 p.m. and Friday from 7:30 a.m. to 2:00 p.m. Bookstore is staffed from 8:30 a.m. to 4:00 p.m.

All college texts are now ordered online. Go to **http://bookstore.lassencollege.edu** to purchase your texts. It's a simple process. Select Textbooks and follow the directions. Once you have chosen all of your textbooks you will be directed to Checkout where you will pay for your books. The Bookstore accepts payment by credit Visa & Master card (only these books can be shipped), Scholarship, Department of Rehabilitation, EOP&S, Cal Works, or you can pay when you pick up your books.

After you have completed the process you will receive an e-mail confirming your order. When the Bookstore has completed your order, you will receive an e-mail notifying you your books are ready. Books can be picked up between 8:30 a.m. to 4:00 p.m. Students must bring their student identification card with them in order to pick up their books. If you are unable to pick your books up at these times you may either have your texts mailed directly to your home or you may contact 530.251.8881 to make special arrangements for pick up.

Refunds

Students are eligible for a refund during the first 2 weeks of class (full semester classes) and must have the current receipt. The refund will be processed through the student accounts office at the conclusion of the semester or upon written request from the student. It is the responsibility of the student to officially withdraw from a course to be eligible for a refund.

College books are often as expensive or more expensive, than the tuition costs paid by most California residents. There are several ways to save money on book costs:

1 Buy used books in the bookstore or check the bulletin boards. The Bookstore works with several vendors to purchase as many used books as possible.
2 Use the Lending Library. All students may use the Lending Library located in the ARC/Library. It is on a first come first serve basis. For specific information please call 530.251.8830.
3 See if you qualify for CalWORKs or EOP&S and they can assist you in book vouchers or with their lending libraries.

Education Plan

All students are encouraged to meet with a counselor during their first semester of enrollment to prepare an educational plan. The educational plan outlines the courses that a student will need to complete in order to reach his or her educational goal. Plans can be revised at any time whenever the counselor and student believe it is appropriate or necessary. College research shows that students with firm educational goals are more successful in their college careers.

Lassen Community College counselors are knowledgeable about prerequisites and transfer requirements. They will assist you in arranging your academic plan so that you will fulfill all the requirements for graduation and/or transfer to another institution. To avoid any misunderstanding in this regard, the student should schedule to complete an education plan during their first semester and also

must see a counselor when a change of educational plan is considered.

Course Enrollment Policies

Attendance

A student must be officially enrolled to attend classes. The student is responsible for adding and dropping classes. Regular attendance is a critical factor in student success. A student withdrawing from Lassen Community College has the responsibility of notifying Admissions and Records and completing all necessary paperwork.

Changes in Course Enrollment

Adding Courses -There is an acceptable time frame for adding classes after they have already begun. Students may enroll in open courses that begin in the first week of the semester through the end of the first calendar week of instruction without the instructor's signature. Students may enroll during the second week of a full-term class with instructor and counselor signature. For courses that begin after the first day of a term please ask for assistance from the Admissions and Records Office.

Dropping Courses - A student may drop a full term course at any time through the end of the second week of a semester without the course appearing on the student's record. After that time, a student officially withdrawing will receive a "W" on their academic transcript. Students may drop a course with a "W", up to the end of the fourteenth week or 75% of the course whichever is less. **It is the students' responsibility to drop a course.** Failure of a student to drop from a course may result in an "F" in the course. The instructor may also initiate the dropping of a student.

Withdrawal from College - Withdrawal from college is defined as the cancellation of enrollment in all classes in which the student is enrolled. Responsibility for withdrawal rests with the student. This may be done online using My Lassen LCC Portal or by submitting a completed Add/Drop form in the Admissions and Records Office. Ceasing to attend classes does not constitute official withdrawal.

Refunds on dropped or withdrawn courses - For information on refunds for dropped or withdrawn courses see Money Matters page 10.

If you received Federal Financial Aid and then withdrew from all of your courses, you may owe money back to the federal government. See the Financial Aid Office staff for options available to you. For more information see "Financial Aid and Scholarships" in this catalog.

Audit Policy (AP 4070)

When a student audits a course, this means the student intends to sit in on that course on a regular basis, but does not wish to receive any academic credit for it. Auditing is allowed at Lassen Community College under the following conditions.

1. The fee for auditing a course is $15 per semester unit. Students enrolled in courses for 10 or more semester credit units shall not be charged a fee to audit three or fewer units per semester.
2. Students may audit classes only when they have exhausted repetiion opportunities fothe course and have met all preruquisites.
3. Auditing a course is allowed on a space available basis. The determination may not be made until after the first class meeting, to ensure that priority is given to students enrolled in the course for credit towards a degree or certificate.
4. The instructor must approve any student wishing to audit a class. Students auditing a course shall not be permitted to change his or her enrollment to receive credit for the course.

For more information regarding fees and refunds on audited courses, refer to "Money Matters" found on page 11 in this catalog.

Audited courses appear on the student's academic transcript and are annotated as such by each course audited with 'AU'. Auditing forms are available in the Admissions and Records Office.

Cancellation of Courses

Lassen Community College reserves the right to cancel planned or scheduled courses due to insufficient enrollment, inability to assign a qualified instructor, or for other circumstances unforeseen at the time of the Schedule of Classes publication. In the event a course is cancelled, efforts will be made to help students enroll in other courses consistent with their interests.

Course Conflict/Overlapping Courses

State law prohibits students from enrolling in courses that meet at the same time. Students that have classes overlapping may pick up the *Alternate Time Petition* form from the Admissions and Records or counseling offices to request approval to take courses that overlap. Special permission may be granted if a solution to the overlap can be found.

Repetition of Courses

Courses may be repeated when the following conditions exist:

1. **Student Repetition – Satisfactory Grade Received**
   a. Satisfactory grade as indicated by a grade of A, B, or C.
   b. Students earning a satisfactory grade may not enroll in that course again unless an exception applies (see number 3 below).
   or
   c. The District has designated the course as repeatable in the catalog - repeatability is limited to:
      1) Courses in which student athletes enroll to participate in an organized competitive sport sponsored by the District or a conditioning course which supports the organized competitive sport,

2) Active participatory courses in physical education, and visual or performing arts that are related in content are limited to up to four enrollments total in levels and/or variations. (A course related in content includes any course with similar primary educational activities in which skill levels or various are separated into distinct courses with different student learning outcomes for each level or variation.)

d. Students may enroll for a maximum of 3 non-satisfactory attempts, including summer sessions, in each course taken for credit. Enrollments include any combination of "W" and repetition with a grade.

2. **Student Repetition– Unsatisfactory Grade Received**
   a. Unsatisfactory grade as indicated by a grade of D, F, FW, or NP.
   b. Students may enroll for a maximum of 3 non-satisfactory attempts, including summer sessions, in each course taken for credit. Enrollments include any combination of "W" and repetition with a grade. The third attempt requires completion of paperwork and the signature of the Vice President of Student Services or designee.
3. **Exceptions that permit additional enrollments:**
   a. A satisfactory grade may or may not have been recorded; and
   b. Required for legally mandated training; or
   c. A minimum of thirty-six (36) months have elapsed and the District has established a recency prerequisite for the course or an institution of higher education to which the student seeks to transfer has established a recency requirement that applies to the course or
   d. Significant change in industry or licensure standards such that repetition of the course is necessary for that student's employment or licensure or
   e. Extenuating circumstances exist which justify such repetition (i.e. verified cases of accidents, illness or other circumstances beyond the control of the student) or
   f. Complete one time the entire curriculum of the course for variable unit courses offered on an open-entry/open-exit basis
4. **Students Eligible for Disabled Student Programs and Services (DSP&S)** are permitted additional repetitions of developmental studies courses to provide accommodations for a student's educational limitations, pursuant to state and federal nondiscrimination laws, under the following circumstances:
   a. When continuing success of the student in other general and/or developmental studies courses is dependent on additional repetitions of a developmental studies course;
   b. When additional repetitions of a specific developmental studies course is essential to completing a student's preparation for enrollment into other regular or developmental studies courses; or
   c. When the student has a student educational contract, which involves a goal other than completion of the developmental studies course in question and repetition of the course will further the achievement of that goal.
   d. Questions can be directed to the Disabled Students Coordinator at 530.251.8867.

Whenever course repetition occurs, the permanent academic record shall be annotated in such a manner that all work remains legible, insuring a true and complete academic history.

For certain exceptions, a petition must be filed by the student and signed by the Vice President of Academic Services or designee granting permission for the repetition.

Note: Financial Aid may not be awarded for some repeated courses.

Basic Skills Limitation

Enrollment in pre-collegiate basic skills course work (generally numbered 100-109) is limited to 30 units of instruction except for students enrolled in English as a Second language courses or who are identified as having a learning disability. The 30 unit limitation may be waived if a student shows significant, measurable progress toward the development of skills appropriate to their enrollment in college-level courses.

Waiver or Substitution of Courses

A student may request permission to waive or substitute a course for one that is required to complete degree or certificate requirements. Petitions regarding requirements must be approved by the Vice President of Academic Services. Students may petition through the Counseling Office.

Change of Records

Any change of a student's address or residence, phone number, email address or change of major must be reported in writing to the Admissions and Records Office. Although this may not seem crucial at the time the change is made, financial aid checks, paychecks, tax documents, and important registration and graduation information from the college may not reach its intended destination if this information is not kept up to date. For a change or correction of a student's name, the student must provide a valid photo ID.

Academic Policies

Lassen Community College has a number of policies, regulations and requirements that students must follow. Some of these are locally established by the Lassen Community College District Board of Trustees, while others are set by the State of California in the Education Code and Title 5. They cover such areas as grades, course credit, honors, probation, dismissal and graduation.

Academic Calendar

Lassen Community College operates on a semester basis with a summer session. The Academic Calendar is available online at **www.lassencollege.edu** or on the inside front cover of this catalog.

Academic Freedom

The Lassen Community College District seeks to encourage and protect academic freedom and responsibility in all academic environments. The District is committed to the free pursuit and dissemination of knowledge, and supports the integrity of the teaching-learning process. The Board of Trustees, administration, faculty, staff and students all bear an obligation to protect, preserve and promote academic freedom. For faculty, academic freedom constitutes the right to interpret their fields and to communicate without interference or penalty. For students, academic freedom allows them to think critically and to express and defend their views without penalty from the faculty or college.

Classifications of Students

- Full-time – Enrolled in 12 or more units for the fall or spring semester or in six or more units for summer
- Part-time – Enrolled in less than 12 units for the fall and spring semester or for less than six units for summer
- Freshman – A student who has completed less than 30 units
- Sophomore – A student who has completed 30 units or more
- Graduate – A student who has been awarded an associate degree

Final Examinations

The college requires final examinations in all lecture courses. The college publishes a time schedule for final examinations early in each semester, so that students may be notified in sufficient time regarding the examination schedule.

Grade Reports

As soon as possible following final examinations at the end of each semester, a student's grades will be accessible through My Lassen LCC Portal or through the Admissions and Records Office.

Grading

A student's work, upon the completion of each course, is graded using one of the following grading categories:

1. Letter grades only A, B, C, D, F
2. Pass (credit)/No Pass (no credit)
3. Letter or Pass (credit)/No Pass (no credit)
4. Failure to withdrawal – FW

Every course for which a student registers will be posted on the student's transcript with the following exceptions:

- A course dropped prior to the end of the second week of instruction of a full term course or 30 percent for shorter than term length courses.
- A course that Lassen Community College cancels.
- A course dropped in order to transfer to a parallel course.
- The table below shows the possible grades and the corresponding grade points.

A – Excellent	4 grade points per unit
B – Good	3 grade points per unit
C – Satisfactory	2 grade points per unit
D – Passing less than satisfactory	1 grade point per unit
F – Failing	0 grade points per unit
P – Pass at least satisfactory	0 grade points per unit
NP – Less than satisfactory or failing	0 grade points per unit
FW – Failure to withdraw	
I– Incomplete	Does not affect grade point standing
W – Withdrawal	Does not affect grade point standing
IP – In progress	Does not affect grade point standing
RD – Report delayed	Does not affect grade point standing
MW – Military withdrawal	Does not affect grade point standing

Incomplete Grades - Incomplete academic work for unforeseeable, emergency, and justifiable reasons at the end of the term may result in an "I" symbol being entered in a student's record. The condition for the removal of the "I" shall be stated by the instructor in a

written record. This record shall contain the conditions for the removal of the "I", the grade assigned in lieu of its removal, and the period of time allowed, as determined by the instructor, to make up the "I" grade. This record must be given to the student with a copy on file with the registrar until the "I" is made or the time limit has passed.

IP - In Progress Grade – The "IP" symbol shall be used only following the grade point averages. If a student enrolled in an open-entry, open-exit course is assigned an "IP" at the end of an attendance period and does not enroll in that course during subsequent attendance period, the appropriate faculty will assign an evaluative symbol (grade) to be recorded on the student' s permanent record of the course.

RD - Report Delayed - The "RD" symbol can be assigned by the registrar only. It is used only when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible. "RD" shall not be used in calculating grade point averages.

W – Withdrawal - Withdrawal from a course or from the college is defined as the cancellation of enrollment in courses in which the student is enrolled. **Responsibility for withdrawal rests with the student**. This may be done online using My Lassen LCC Portal or by submitting a completed Add/Drop form in the Admissions and Records Office. Ceasing to attend classes does not constitute official withdrawal. Failure of a student to withdraw formally may result in an "F" in the courses in which the student is enrolled.

Pass/No Pass (Formerly Credit/No Credit)

It is the policy of Lassen Community College to enable students to enroll in designated courses on a pass/no pass basis. This can be done at the Admissions and Records Office.

Eligibility Requirements for Pass/No Pass (Credit/No Credit) - The student must elect to be evaluated on a pass/no pass basis no later than:

1. The end of the fifth week of a regular, full-term course.
2. Thirty percent of a class shorter than full-term, but longer than two weeks.
3. The time of enrollment for a class two weeks or shorter length

Military Withdrawal

Military Withdrawal occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Military withdrawals shall not be counted in progress probation and dismissal calculations. Contact the VP of Student Service to initiate the withdrawal.

Grade Point Average (GPA) Calculation

GPA is computed by dividing the total number of grade points earned by the total number of units attempted, not including units in courses where the grade is P-Pass (CR-Credit), NP-No Pass (NC-No Credit), I, IP, RD or W. In calculating degree-applicable grade point averages, grades earned in non-degree applicable courses are not included.

The GPA is used in determining eligibility for academic achievement, academic and progress probation/dismissal, eligibility for an associate degree and/or certificate of completion, graduation with honors/high honors, and some scholarships. Students are encouraged to pay constant attention to their grade point average.

Prerequisites, Co-requisites and Recommended Preparation

Prerequisites - Some courses have prerequisites. A prerequisite is a course that a student must take prior to another course and usually has information that is needed in the next course. For example, you must complete, BUS 1A Accounting Principles Financial to be eligible for BUS 1B Accounting Principles Managerial. When a course is listed as a prerequisite, that course must have been completed with a grade of "C" or better. Sometimes you can fulfill the need to take a prerequisite through the use of multiple measures. These multiple measures include completion of a course taken at another institution, plus other measures of your readiness to successfully complete courses with a prerequisite.

Co-requisites - are courses that a student is required to take concurrently in order to enroll in a particular course.

Recommended Preparation - Some courses have "recommended preparation" which means that the student is advised to, but not required to complete, before or in conjunction with enrollment in the recommended preparation course.

Prerequisite Challenge - Students have the right to challenge a course prerequisite. A challenge by a student can be made under any of the following conditions:

- Prerequisite or co-requisites has not been properly established.
- A prerequisite or co-requisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner.
- The student has the knowledge and ability to succeed in the course despite not meeting the requirements.
- The student will be subject to undue delay in attaining the goal of his/her educational plan because the prerequisite or co-requisite course has not been made reasonably available.
- The student seeks to enroll in a course which has a prerequisite established to protect health and safety and the student demonstrates that he or she does not pose a threat to himself/herself or others.

For additional information and the appropriate forms, please contact the Counseling Office at 530.251.8842 or stop by the office.

Student/Faculty Grade Disputes

Students are responsible for maintaining standards of academic performance established for each course in which they are enrolled. Situations creating concern should first be discussed directly with the instructor. If this action does not produce adequate clarification of the issue and a satisfactory resolution, a student may process an appeal. The Vice President of Academic Services will administer the appeal process.

Academic Renewal

It is the intent of the Lassen Community College District to alleviate previously recorded, substandard academic performance that is not reflective of a student's demonstrated ability. The petition eligibility requirements and the application are available from the Admissions and Records Office or on the Lassen Portal/Menu/Student Service/Student forms.

Non-Traditional Ways to Earn Credit

Credit by Examination

The Credit by Examination petition process is approved by the Lassen Community College Curriculum/Academic Standards Committee and maintained in Academic Services.

Specific information as to the procedure to be used in applying for Credit by Examination is available at the Admissions and Records Office. A student may challenge any of the requirements by presenting their written appeal to the Vice President of Academic Services. AP4235

Credit by Examination Fees -The fee for Credit by Examination is equal to the per unit enrollment fee set by the State of California for California Community Colleges. If a student is eligible for the California College Promise Grant (CCPG) it does not pay for credit earned through Credit by Examination. Credit by Examination units will not be counted for Financial Aid purposes. Payment is due at the time the Credit by Examination is entered by Admissions and Records staff.

Credit by Examination Refunds - No refund is given after a student has officially submitted their completed petition to the Admissions and Records Office.

Advanced Placement Examination Credit for General Education Credit

Lassen Community College may award general education credit toward associate degrees to the students scoring a 3, 4, or 5 on Advanced Placement examinations. Students should have test scores sent to the Counseling Office. Each transfer institution will determine the number of units awarded and courses satisfied according to individual campus policies. For specific course information, students are encouraged to meet with a counselor or refer to LCC District Procedure AP 4235.

International Baccalaureate (IB) Credit for General Education Credit

Lassen Community College may award general education credit towards associate degrees to students scoring a 5, 6, or 7 on International Baccalaureate tests. Students should have test scores sent to the Counseling Office. Each transfer institution will determine the number of units awarded and the courses satisfied according to individual campus policies. For specific course information, students are encouraged to meet with a counselor.

College Level Examination Program (CLEP) Credit for General Education Credit

Lassen Community College may award general education credit towards associate degrees for successful performance on CLEP General Examinations. Upon submission of CLEP Examination Reports to the Counseling Office, units of credit may be awarded, provided a specific score for awarding credit is obtained. Credit awarded may be substituted for coursework applicable to degree and certificate requirements, and also may be used for transfer to four year colleges and universities, subject to limitations imposed by those institutions. For specific course information, students are encouraged to meet with a counselor.

Honors

Students who have completed 12 or more semester units of letter-graded work at Lassen Community College are recognized for their academic achievements. Graduation honors will be indicated in the commencement program and on the student's transcript. The designation of honors in the commencement program is based on the cumulative grades earned during the semester preceding a student's graduation. Transferable units from other colleges will be reviewed to determine units attempted, but will not be included in the students cumulative GPA.

Academic Honors Awarded

Dean's Honors – a cumulative GPA of 3.25 to 3.49 for students enrolled in 12 or more academic units (overall).
Vice Presidential Honors – a cumulative GPA of 3.5 to 3.74 for students enrolled in 12 or more academic units (overall).
Presidential Honors – a cumulative GPA of 3.75 or higher for students enrolled in 12 or more academic units (overall).

Probation and Dismissal

Pursuant to the Education Code and District Policy, a student can be placed on probation for two reasons:

- Unsatisfactory academic performance.
- Unsatisfactory progress in course work.

Failure to fulfill academic responsibility is considered to be a serious matter by the college. Accordingly, the following probation and suspension policies have been adopted:

1. **Academic Probation**: A student who has attempted at least 12 semester units at Lassen College as shown by the official

academic record shall be placed on probation if the student has earned a Lassen College grade point average of less than 2.0.

2. **Progress Probation**: A student who has enrolled in at least 12 semester units at Lassen College as shown by the official academic record shall be placed on progress probation when the percentage of all units in which entries of ”W”, “I” and “NP” are recorded reaches or exceeds fifty percent from Lassen College units.

3. **Removal of Academic Probation**: A student on academic probation for a grade point deficiency shall be removed from probation when the student’s accumulated grade point average from Lassen College units is 2.0 or higher.
4. **Removal of Progress Probation**: A student on progress probation because of an excess of units for which entries of “W”, “I” and “NP” are recorded shall be removed from probation when the percentage of units in this category drops below fifty percent for Lassen College units.
5. **Academic Dismissal**: A student who is on academic probation shall be subject to dismissal if the student earned a cumulative grade point average from Lassen College of less than 2.0 for three consecutive semesters, including summer.
6. **Progress Dismissal**: A student who is on progress probation shall be subject to dismissal if the percentage of units in which the student has been enrolled at Lassen College, for which entries of “W”, “I” and “NP” are recorded for three consecutive semesters reaches or exceeds fifty percent, including summer.
7. **Notification of Probation and Dismissal**: Lassen Community College shall make every reasonable effort to notify a student of academic probation or dismissal at or near the beginning of the semester in which it will take effect; but in any case, no later than the start of the fall semester. Lassen Community College shall also make every reasonable effort to provide counseling and other support services to a student on probation to help the student overcome any academic difficulties.

Reinstatement – Students will be eligible for reinstatement following a semesters’ absence upon petition to the Vice President of Student Services and approval**.**

Unit of Work

College work is measured in terms of the “semester unit”. A semester unit calls for one-hour of lecture, three hours of laboratory or any combination thereof per week for one semester. In lecture type courses, one hour in the classroom and two hours of outside preparation ordinarily constitute a unit of work. In the laboratory, three hours in the classroom may constitute one unit of work. The number of units of credit offered for each course may be found under “Course Descriptions”.

Unit Limitations

Students who wish to register for more than 18 units must have the written approval of a counselor and must petition to the Vice President of Student Services. Approval to register for more than 18 units will be considered for students who have an overall cumulative grade point average of at least 2.75. Students, who enroll in more than 18 units without obtaining the required approval, will be administratively dropped from the most recently added courses. The student and instructor will be notified should this occur.

Non-Traditional Learning

Lassen Community College recognizes that people have had learning experiences in many non-college situations equivalent to those obtained in college courses. We provide for evaluation of such non-traditional learning experience as Advanced Standing, USAFI/DANTES, formal military service schools and military service.

Non-traditional credit will be officially evaluated upon request or when the student petitions for graduation from Lassen Community College. The maximum credit for all non-traditional credit accepted may not exceed 12 semester units.

Students planning to transfer to a four-year college or university should note that non-traditional credit accepted by Lassen Community College may not be acceptable for transfer.

Students should check with prospective transfer colleges regarding their policies on non-traditional credit. Re-evaluation at the four-year institution may be an advantage to the transfer student since upper division credit may be allowed.

Student Life and Activities

Associated Student Body

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

During the spring semester, students will elect ASB officers to represent the students to the college administration and the District Governing Board. The elected officers include the President, Vice-President, fifteen Senators, and Student Trustee. The Associated Student Body appointed officers are the Secretary and Treasurer.

The Associated Student Body President appoints students to serve on Lassen Community College committees. The Executive Council and Student Body Council exercise the powers and duties of the ASB Government.

The Associated Student Body and the Vice President of Student Services will approve new clubs and student organizations. If students are interested in becoming a member of a club or if they want to start their own organization, they should contact the ASB.

The ASB officers meet once each week. ASB meetings are open to the public and include an opportunity for students and others to share their views. Stop by the help desk in BaseCamp to find out more.

Organizations

In order to secure the most from college life, students are encouraged to participate in one or more of the many clubs on campus. These clubs offer many diversified opportunities to students for both social and educational contracts. Each club elects its officers and plans its own program for the semester. How successful it becomes depends largely upon the enthusiasm of its membership. If students are interested in becoming part of a club or if they want to start their own organization they should stop by the Associated Student Body Office, located in the Student Dormitory Building.

Phi Theta Kappa National Honor Society

Beta Omicron Xi Chapter Lassen College was established in 2006, Phi Theta Kappa International Honor society serves to recognize and encourage the academic achievement of two year college students and provide opportunities for individual growth and development through honors, leadership and service programming. The focus of Phi Theta Kappa is scholarship, leadership and service to the community. In addition to recognition of academic excellence members enjoy fellowship, opportunities for leadership and a chance to provide service to the community and access to Financial Aid assistance for those who plan on transferring to a four year university. See the Phi Theta Kappa website at **www.ptk.org**.

Athletics

Lassen Community College athletics emphasizes and takes pride in their athlete's pursuit of their educational goals. The College provides a well-rounded program of intercollegiate athletics. Lassen Cougar teams compete in men and women's basketball, soccer and rodeo, men's baseball and wrestling, and women's softball and volleyball. Lassen Community College is a member of the California Community College Athletic Association (CCCAA) participating in both the Golden Valley Conference, as well as the Big Eight Conference in wrestling. Lassen Community College is also a member of the National Intercollegiate Rodeo Association (NIRA).
Eligibility Criteria:
1. No student shall represent the college in any athletic contest unless they are enrolled in a minimum of twelve units (15 units for rodeo) of academic work in regular or special courses as defined in the LCC curriculum.
2. All athletes must follow a current Educational Plan approved by their academic counselor.
Questions regarding athletic eligibility should be directed to the Director of Athletic Operations at 530-251-8815 or check the website at www.lassenathletics.com

Campus Activities

Student engagement opportunities for Lassen Community College students extend beyond the classroom to events on and off campus. Orientation and Student Success, located at Basecamp, in CA 209, is a center dedicated to enhancing the college experience for all students. OSS provides avenues to develop leadership skills through the student ambassador program, and enhance the college experience through varies student engagement activities. Through these interactions, students form relationships with friends, staff and faculty that will benefit them during their time at Lassen College and beyond. Without these connections to the campus, many students would lack the support system they need to be successful:

- Lassen Fest Pool Party
- WOW Week of Welcome
- Bagel Thursdays
- LCC Meetups
- Cougar Countdown
- Winter Welcome
- Study Place
- College Success Huddles
- Student Help Desk

For questions regarding student engagement contact the Director of Orientation and Student Success at 530.257.6181 x8911 or email jtupper@lassencollege.edu.

Students Rights, Freedoms And Responsibilities

Responsibility

Students are responsible for their own academic success. Regular attendance and participation are crucial factors in student success.

Rights and Freedoms

Lassen Community College is an academic community with membership consisting of students, faculty and staff. Its purpose is to provide an agreeable atmosphere for developing men and women both scholastically and socially. Free inquiry and expression are necessary aids in the development of resourceful and analytic thought processes.

This community requires a system of guidelines for organized activity on campus. Primary responsibility for preserving the system of order rests with individuals of the community. Students must accept responsibility for their actions and values, recognizing that they reflect upon the entire college community.

Access

Within the limits of its facilities, this institution shall be open to all students who are qualified according to its admission standards. Under no circumstances shall a student be barred on the basis of race, color, sex, creed, religion, nationality, age, marital status, or

disability.

Expression

Students are free to express their views on issues of institutional policy and on matters of general interest to the student body. They are free to support causes by orderly means, which do not disrupt the regular and essential operation of the college. Students, through established school committees, may help establish policies concerning student academic and nonacademic affairs.

Association

Students are free to form and join associations according to standards set by the Associated Student Body and the Student Rules of Conduct.

Disclosure

Information about students or student's beliefs and views, which teachers, counselors or administrators may obtain, are confidential. Students can consent to the disclosure of judgments on ability and character if circumstances warrant.

Student Rules of Conduct

Standards of conduct are applicable to all members of the college community, visitors, and guests. Student rules of conduct are designed to promote individual and group governance in accordance with dignity, decency, and maturity.

In particular, such standards are directed toward social and living relationships pertinent to the college. The following misconduct for which students are subject to college discipline applies at all times on campus and applies to any off campus function sponsored or supervised by the college

- Dishonesty, such as cheating, plagiarism, or knowingly furnishing false information to the college.
- Forgery, alteration, or misuse of college documents, records or identification.
- Obstruction or disruption of teaching, research, administration, disciplinary proceedings, or other college activities, including its public service functions or of other authorized activities.
- Physical abuse of any person or conduct, which threatens or endangers the health or safety of any such person.
- Theft of or damage to, property of the college, its officers, employees, students, or visitors.
- Unauthorized entry to or use of college facilities.
- Violation of college policies or of campus regulations, including campus regulations concerning the registration of a student organization or the time, place, and manner of public expression.
- Intoxication from the use of alcohol or being under the influence of unlawful drugs or unlawfully distributing, selling, or possessing of the same on college property or at events sponsored by the college.
- Failure to comply with directions of college officials acting in performance of their duties.
- Gambling on college property.
- Hazing or any act that injures, degrades, or disgraces any fellow student or person attending the college.
- Sexual harassment.

Student Discipline

The Vice President of Student Services shall exercise general supervision over the conduct of students. The authority for sanctions for students who fail to accept responsibility to abide by Standards of Conduct is provided in the Lassen Community College Policy Book, Section 5380 and in compliance with the California Education Code.

The following shall comprise the range of official college sanctions, which may be taken as a result of any disciplinary hearing. Sanctions may be imposed only after a disciplinary hearing at which the student has had the opportunity to be present.

1. **Warning** - Notice to the student that continuation or repetition of specified conduct may be cause for other disciplinary action.
2. **Censure -** Written reprimand for violation of specified regulation.
3. **Conduct Probation** - Exclusion from participation in designated privileges or extracurricular college activities for a specified period of time.
4. **Restitution** - Reimbursement for damage or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.
5. **Interim Suspension** - Exclusion from Classes and other designated privileges or activities for a definite period of time. (Education Code Section 10601)
6. **Expulsion** - Permanent termination of the student's status without possibility of re-admission to the college. (Code of Conduct cf. 5412.2)

Student Grievance and Appeals

The Governing Board of Lassen Community College District authorizes the establishment of procedures through which students can resolve issues concerning violations of their rights relating to alleged misinterpretation, misapplication, or violations of specific district policies. These procedures are available and administered by the Vice President of Student Services.

1. Within ten school days of the occurrence, the student meets with the Vice President of Student Services to discuss the issue that constitutes the basis of the alleged violation. Every attempt should be made to resolve the grievance at this meeting. The Vice President of Student Services shall render a decision at this time.

2. If the student is not satisfied with the decision, the Vice President of Student Services will require that the student put the complaint in writing, citing the specific rights violated, the persons involved, and a recommendation regarding solution of the complaint. The written grievance must be delivered to the Vice President of Student Services no later than ten school days after the meeting in Step 1. The Dean will render a decision no later than ten school days after receiving the written complaint.
3. If the student is not satisfied with the decision rendered in Step 2, he/she may request in writing that the Vice President of Student Services convene the Grievance/Appeals Committee to review the case. This must be done within ten school days of the decision rendered in Step 2. The student has the right to appear before the Grievance/ Appeals Committee at some point during its deliberations and to bring witnesses to appear before the committee, in order to present information relevant to the grievance. The Vice President of Student Services will serve as an ex-officio member of the committee. The committee shall render a decision within ten school days of its meeting. The decision of the committee shall be final.

Grade Changes, Academic Grievances and Appeals

Education Code, Title 3, Section 76224, states in the absence of mistake, fraud, incompetence or bad faith, the determination of a student's grades by an instructor shall be final once they have been filed with the Admissions and Records Office. If the presence of mistake, fraud, bad faith or incompetence is determined, the Vice President of Academic Services may delete the grade from the transcript.

Students are responsible for maintaining standards of academic performance established for each course in which they are enrolled. Situations creating concern should first be discussed directly with the instructor. If this action does not produce adequate clarification of the issue and a satisfactory resolution, a student may process an appeal. The Vice President of Academic Services will administer the appeal process.

Drug Free Campus

The Lassen Community College District is committed to providing a safe and healthy working environment and to ensure a drug free campus. In compliance with the Drug Free Schools and Campuses Act of 1990 the following regulations are in effect:

1. The unlawful manufacturing, distributing, dispensing, possession, or use of a controlled substance is prohibited on campus.
2. The term "controlled substance" is defined in the schedules I through V of Section 202 of the Controlled Substance Act 2IUSC812.
3. Penalties for Campus Drug Use: State and Federal penalties apply to anyone convicted of the manufacturing, distributing, dispensing, possessing, or use of controlled substances.

Misdemeanor Convictions for campus drug use can result in a fine and incarceration of up to a year in a county jail.

Felony Convictions for campus drug use can result in a substantial fine and a lengthy jail sentence in state prison. Felony convictions include the manufacture, possession for sale or use of substances such as amphetamines (whites, uppers), barbiturates, codeine, cocaine/ crack, heroin, L.S.D., methamphetamine, (crank, crystal), marijuana, P.C.P., and Quaaludes.

Dangers of Drugs in the Workplace

Drug Addiction is a major health problem. The death, disabilities and diseases stemming from drug abuse excel the morbidity and mortality rate of any other disease.

The campus is harmed. Excellent students and their careers are affected. Students are excessively sick, produce inferior work or perform unsatisfactorily. The detrimental effects of this problem are reflected everywhere.

People who abuse drugs affect public health and safety. The losses suffered must not be measured in dollars and cents alone but also in lives.

Dangers of Drug Use

Alcohol

- Decreased performance
- Poor judgment and coordination
- More accidents
- Drowsiness and mood swings
- Lower morale and increased conflicts with others
- Shortened attention span
- Impairment of judgment and decision-making ability

Cocaine/Crack Cocaine

- Lack of dependability
- Irritability and depression
- Crime (stealing to cover cost of drug)

Marijuana

- Disruption of space and distance
- Slower physical reflexes and poor coordination
- Forgetfulness and diminishing mental powers
- Drowsiness and mood swings

Opiates

Heroin, Pain Pills, Codeine, Darvon, Vicodin, and Percodan

- Impaired judgment and lowered efficiency
- Disinterest in classroom safety
- Increase in illness
- Drowsiness and mood swings

Smoking

To provide a safe and healthy environment to learn and work smoking in District facilities and vehicles is prohibited. Smoking is prohibited within 20 feet of a main exit, entrance or operable window of any campus building. It is the intent of this policy to promote comfort, health, and well-being of all district students, staff and visitors and maintain the safety of District facilities. Smoking means the carrying or holding of lighted cigarettes, cigars, cloves, bidis, pipes, hookah, marijuana, other lighted weed or plant, electronic

cigarettes, or other similar smoking device or equipment; OR emitting or exhaling the smoke of lighted cigarettes, cigars, cloves, bidis, pipes, hookah, marijuana, other lighted weed or plant, electronic cigarettes, or other similar smoking device or equipment. Smoking also includes the use of mouth or smokeless tobacco (to include dipping, chewing, etc.) or similar chew or spit product. (AP3570)

Student Assistance Program

A student desiring additional information regarding drug abuse may contact one of the counselors.

Student Acknowledgment

Part of the Drug Free Schools and Campus Act requires that students be given information regarding substance abuse. This information can be found in the college Catalog, Class Schedule, Student Handbook and Counseling Office. (Education Codes 87009, 87011, 87405, 87732, 87733, 88002)

Sexual Harassment Policy

The Lassen Community College District enforces a policy prohibiting sexual harassment and will respond promptly and effectively to reports of sexual harassment. Sexual harassment is unlawful discrimination in the form of unwelcome sexual advances, request for sexual favors and other verbal, visual or physical conduct of a sexual nature, made by someone from or in the workplace or in the educational setting. The District will take appropriate action to prevent, to correct and if necessary, to discipline behavior that violates this policy. For a complete copy of the policy prohibiting sexual harassment or to make a complaint, contact the Office of Human Resources.

Family Education Rights and Privacy Act (FERPA)

The confidentiality of student records shall be maintained in accordance with the Education Code and in compliance with federal regulation as outlined in the Family Education Rights and Privacy Act. Lassen Community College will release directory information only as specified in Board Policy 5040 to include the students name, honors and involvement in ASB or other extracurricular activities. Release of any other information requires the student's written permission.

Access to Educational Records

All former and present students have the right to review and inspect their educational records in the Office of Admissions and Records provided they make a written request fifteen (15) days in advance. Such a review will be under the direct supervision of a classified or certificated employee in the Admissions and Records Office. Expressly exempted from the right of review and inspection are the following materials:

- Financial records of the parents or legal guardians of the student(s).
- Confidential letters and statements of recommendation maintained by the College on or before January 1, 1975, provided that such letters or statements are not used for purposes others than those for which they were specifically intended.
- Records of instructional, supervisory, counseling, and administrative personnel which are in the sole possession of such personnel and are not accessible or revealed to any other person except a substitute.
- Records of employees of Lassen Community College, made and maintained in the normal course of business which relate exclusively to such person in that person's capacity as an employee, are not available for use for any other purpose.

Vaccinations/Immunizations

California Community Colleges do not require proof of immunization for enrollment however students are urged to update their immunization status. Upon transfer, many universities require MMR and Hepatitis B clearance as a condition of admission. Depending on the major, immunizations may be necessary prior to acceptance into selected programs. Students should consult with the specific department for further information.

College Services

Academic Resource Center (ARC) – Library & Learning Center

The Lassen Community College Academic Resource Center (ARC), located on the campus' center in the Humanities building, presents a picturesque view of the campus, Honey Lake Valley and Sierras via its two-story windows. The ARC offers a wide array of resources and services to students, faculty and staff including Wi-Fi, a café, comfortable seating, instruction and tutoring. Fully technologically equipped, two study rooms allow for quiet or group study sessions. Over 12,000 books, hundreds of course reserves, a textbook lending program, periodicals and media are easily reachable in-house; twenty-five online databases, nearly 200,000 eBooks, the library catalog and tutoring are accessible 24/7, both on and off-campus. Computers on both levels are equipped with Microsoft Office, the Internet and free limited printing. In addition, students may checkout textbooks, laptops and calculators without charge. Friendly research help is always obtainable. One-on-one assistance from trained peer tutors and instructors in a variety of subjects including math, writing, reading and the sciences is available. Also, small group tutoring as well as online tutoring are complimentary. Proctoring is attainable for those requiring supervised test-taking. Additional information about the ARC may be found at http://lassencollege.libguides.com or by contacting the Library at (530) 251-8830.

Admissions and Records

The Admissions and Records Office is responsible for the admissions and registration process of the College. Services include:

- Registration - online
- Maintenance of student's transcripts
- Transcript requests
- Residency
- International student admission
- Petitions for exceptions

All inquiries for Admissions and Records services may be directed by sending correspondence to Lassen Community College, Admissions and Records, P.O. Box 3000, Susanville, CA 96130 or by calling 530.251.8808 or by faxing 530.251.8802.

BaseCamp

Basecamp is here to assist all students in the process of attending and completing their educational program at Lassen Community College. The mission of BaseCamp is to ensure ALL students no matter their cultural, ethnic, religious, gender, sexual orientation, or socio-economic standing are afforded every opportunity to meet their educational and career goals at Lassen Community College. BaseCamp meets our mission through initiatives, programs and collaboration with all departments on campus in student, academic and business services. Some of the services available through Basecamp are bulleted below. For more information and the most current list of services and programs, visit our website at www.lassencollege.edu/student-services/basecamp. If you have suggestions for ways we can better serve students, please contact Interim VP of Student Services, Brady Reed at breed@lassencollege.edu. We are located in Creative Arts room 209 or you can reach Basecamp by calling 530.257.6181 ext. 8946.

- **CalWORKs**

We are a California Community College program serving CalWORKs students and their families by providing educational and career opportunities combined with an array of high-quality support services that enable students to complete their educational goals, find meaningful employment, and successfully transition into the workforce. Through collaboration and advocacy with our college and community partners, we prepare a segment of California's workforce by promoting the economic self-sufficiency of CalWORKs students through the attainment of a higher education.

Students currently receiving Temporary Assistance for Needy Families (TANF) Cash Aid are potentially eligible for services through the CalWORKs program. Call 530.257.6181 ext. 8991, for information on supplementary childcare funding, job placement, career and job search assistance, CalWORKs work study and advisement and support services.

- **Career and Transfer Center – Student Services/Vocational Trades Building**

The Lassen Community College Career and Transfer Center is located in the Student Services/Vocational Trades Building in the middle of campus, with a white location flag out front. Opened in August of 2019 it is a spacious welcoming center for all students. The Career and Transfer Center offers a wide variety of resources and services for students and staff including Wi-Fi, computers, classroom seating, and white board. Technologically equipped, the center has six individual computer stations, and a twelve seat classroom which allows for individual career and transfer exploration, as well as seminars and workgroup presentations. Computers are equipped with Microsoft Office, the Internet and free limited printing. Open daily M-F 8:00-4:30 or by appointment, the friendly staff is trained to assist with career and college transfer needs. Drop in assistance is offered for: Career assessments, selecting a major, exploring jobs & salaries, searching for college transfer degrees, typing tutor, and job board. By appointment services offered: College transfer applications, job applications, interviewing skills, resume, cover letter and high school equivalency testing. Monthly workshops and seminars are offered to help students move toward a successful career and college degree, advertised in the portal. Additional information about the Career and Transfer Center may be found at http://www.lassencollege.edu/student-services/counseling/career-and-transfer-center/Pages/default.aspx or by calling (530) 251-8833.

- **DSPS - Disabled Student Programs & Services**

Special courses and services are offered for students with verified disabilities on an ongoing basis. Psycho-educational diagnostic testing is also available for students with possible learning disabilities or acquired brain injuries. Counseling and registration assistance is available for all students with disabilities. Students may contact the DSPS Office at 530.251.8867 or the Learning Disabilities Program at 530.251.8867. For more information see:
www.lassencollege.edu/student-services/basecamp/dsps/Pages/default.aspx

High Tech Center – The High Tech Center is a computer lab designed to serve students with various disabilities and special needs. The computers are designed or equipped with special software that accommodates or assists students with their learning and college course work. Special software is available for disabled students. Students may contact the High Tech Center at 530.251.8867.

- **EOP&S - Extended Opportunity Programs & Services**

The Extended Opportunity Programs and Services (EOP&S) is a state funded program which provides special Above and Beyond Services to eligible students. It serves about 300 students a year providing above and beyond student success services to assist them in reaching their educational goals. The services provided to students eligible for the EOP&S program include:

- Academic Advising and Counseling
- Develop Educational Plans
- Book Grants and Book Lending
- Progress Reporting
- Transfer Assistance/Fee Waivers
- 4 year college campus tours
- Health & ASB Fees Paid
- Meal tickets
- Gas Cards

- School supplies
- Priority Registration
- Various Support Services
- Caps and Gowns
- Lap Top Loans
- Tutoring
- Computer Lab

Access to higher education is not a privilege for a chosen few, but a right for all that desire to learn. EOP&S services provide positive encouragement to qualified applicants who are full time, low income, underrepresented, and under prepared. This program is funded by a state grant and provides services above and beyond those already provided by Lassen Community College.

To be eligible for EOP&S services a student must meet the following criteria.

1. Be a California resident
2. Be enrolled as a full-time student (12 or more units per term)
3. Have fewer than 70 units of degree applicable college credits
4. Complete and submit the California College Promise Grant (CCPG)
5. Be educationally disadvantaged

The EOP&S Program creates an environment that is responsive to the needs of the students it serves and is culturally sensitive to the diversity of students that qualify for the EOP&S student success driven services it provides. For more information call 530.257.6181 ext. 8953.

• CARE - Cooperative Agencies Resources for Education

The Lassen Community College Cooperative Agencies Resources for Education program (CARE) is a state funded program focusing on providing financial, educational and emotional assistance and support to students who are CalWORKs/TANF eligible, single head of household wanting to attend college. The program provides off-campus childcare reimbursement for infants and children under the age of 14 years. CARE Student Support Group meetings are held monthly to discuss issues and concerns of the student. The aim of CARE is to help students with the cost of coming to school, increase their educational skills, become more confident and self-sufficient, enhance their employability, and move from welfare to independence.

Services provided to students eligible for CARE include:

- Child care allowances
- Transportation
- Textbooks and school supplies
- Uniforms
- Informational workshops for single parents
- Conferences
- Grants

To be eligible for the CARE program, student must meet the following criteria;

1. Eligible for the EOP&S Program
2. Maintain a full-time program of study (12 units or more).
3. TANF/CalWORKs as a single head of household and currently receiving cash aid.
4. 18 years of age or older.

For more information call 530.251.8837.

• Foster Youth Services Success Initiative (FYSI)

The purpose of the FYSI is to remove barriers that youth from foster care often encounter when attempting to access or attend an institute of higher education. The FYSI aims to improve outcomes for foster youth students by improving the following key areas:

- Access to student services and resources
- Access to academic support
- Outreach and retention
- Academic performance
- Completion of units
- Completion of programs and degrees
- Transfer rates to baccalaureate

Lassen Community College has a designated FYSI Liaison located within BaseCamp in CA 209. For more information please contact Brady Reed, Interm VP of Student Services at breed@lassencollege.edu

• Kinship Care

The mission of Lassen Community College Kinship Care Education is to provide needed training and support for Kinship Care Providers in the Lassen Community College District. Kinship providers who are caring for relatives (siblings, grandchildren, nieces, nephews, or family friend, etc.) are presented with unique challenges. The Lassen Community College Kinship Care Education program recognizes these challenges and strives to support the providers by offering free educational training workshops, providing high quality resource material and much needed support. Some of the training topics offered are: Parenting Skills, Effects of Fetal Alcohol Syndrome, Anger Management, and Strategies for Working with Difficult Children, Separation and Attachment, and many more. For more information please call 530.257.6181 ext. 8901 or email kinship@lassencollege.edu

• Orientation and Student Success

The Orientation and Student Success program supports students and the College by providing programs and services aimed at helping students at LCC. This includes everything from Orientation and Welcome Week, to student led activities to a quiet place to study.

Bookstore

The bookstore carries required textbooks and supplies for classes offered at the college. Miscellaneous school supplies are available along with logo clothing, art supplies, and various snacks. The community is invited to stop by and see what the bookstore has to offer. The bookstore is located in the Student Union – housed with the Cougar Café: Bookstore is staffed from 8:30 a.m. to 4:00 p.m.

Child Development Center

The Lassen Community College Child Development Center is open to students and community families with children 8 weeks to 5 years of age. The Center provides a child-centered developmentally appropriate curriculum for all children in care. They operate Monday through Friday from 7:45 a.m. until 4:30 p.m. (some programs operate at reduced hours), taking the same holidays as the College. No fee, low fee and full fee programs are available depending on the family income. For more information or to enroll your child, please call 530.251.8843.

Student Union/ Cougar Café

The student union café also serves a wide variety of items for breakfast and lunch. The community is invited to stop by and see what the student union has to offer. Cougar Café is open from Monday-Thursday 7:30 a.m. to 6:30 p.m. and Friday 7:30 a.m. to 2:00 p.m.

Work Experience & Internships

Work Experience Education is an academic program in which students build work skills through specified learning that they pursue in their individual work settings. There are three types of Work Experience courses: General Work Experience (WE 1), Vocational Work Experience (vocational courses numbered '49' such as AJ 49 or HUS 49), and Occupational Work Experience (WE 2). Upon completion of their Work Experience course students earn transferable credit with a letter grade. For more information contact Lisa Gardiner @ lgardiner@lassencollege.edu or 530-251-8856.

General Work Experience - assists students in learning about the world of work and is open to students regardless of major or job. Through this course, students develop and/or improve basic work habits and entry level job skills. No more than 6 units may be earned in General Work Experience (WE-1).

Vocational Work Experience - provides students with opportunities to develop or add marketable skills that are related to their vocational career objective.

Work Experience - provides students with opportunities to develop or add marketable skills related to their transfer major at California State Universities and Colleges. Students transferring to private or out of state universities and colleges should meet with their counselor to determine the transferability of work experience credits. The University of California does **not** allow transfer credit for Work Experience.

How the Work Experience Program Works – At the beginning of the semester students attend one of several Work Experience Orientations listed on the class schedule. During the orientation, students are given all the information they need to successfully complete the program. Students begin by meeting with their supervisor to create individualized measurable occupational learning objectives that identify new skills to be learned on the job by the end of the semester. Next they submit their objectives to the Work Experience Education office for approval. Throughout the course, students work toward accomplishing their learning objectives and demonstrating good basic work skills on the job. The Work Experience Instructor/Coordinator visits the worksite to complete an evaluation and provides support and assistance to student and employer throughout the program. Grades for Work Experience are based on completion of identified learning objectives, demonstration of good basic work skills and timely submission of all Work Experience assignments. Eligible students must meet the following criteria:

1. Be working in a paid or volunteer position for a licensed business. Students who do not have a job or internship and would like assistance should contact the Work Experience Education office. Students must have a cooperative employer by the end of their third week of their Work Experience course (end of the first week summer session) to remain in the program.
2. Register for 1-8 units of Vocational or Work Experience or 1-6 units of General Work Experience. Students who are working in a position related to their college major, and are taking or have taken a course in that area should enroll in the area's Work Experience class. Interested vocational students may earn college credit in the following majors: Administration of Justice, Agriculture, Art, Automotive Technology, Business, Child Development, Correctional Science, Fire Technology, Gunsmithing, Health Occupations, Human Services, Journalism, and Welding Technology. One unit of credit may be earned for every 75 hours of paid work experience or for every 60 hours of volunteer experience. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Vocational, Occupational and General Work Experience enrollments. Enrollment limitations exist. See a counselor or the Work Experience Coordinator for further information.
3. Attend a Work Experience Orientation during the first two weeks of the course to get started in the program and receive all necessary course materials.

Counseling

The Counseling Office, located in the Student Services Building, provides services to help students define their academic and career goals including academic counseling and advising, personal counseling, student orientation, career assistance, and information regarding transferring to a four year college or university.

Academic Counseling: Counselors are available to assist students in interpreting multiple measures placement, selecting courses, formulating an educational plan, discussing educational concerns, and providing guidance toward student educational goals.

Articulation Agreements: Articulation is an agreement between Lassen Community College and four-year colleges and universities that identify Lassen Community College courses that will transfer and meet four-year college and university requirements. These agreements are maintained by the Counseling Office and are listed at **www.assist.org**, the website for ASSIST, California's official statewide repository of transfer course information.

Personal Counseling: Lassen College now has a Behavioral Health Program Manager to assist students with mental health needs, along with providing workshops and trainings. If you or a classmate is feeling depressed, anxious, or has any other mental health concerns please do not hesitate to reach out at (530) 257-6181 ext. 8902 or by email sharrington@lassencollege.edu. Staff and faculty may also consult with the Behavioral Health Program Manager if they have any questions or would like to refer a student for services.

New Student Orientation: Student Orientation is designed to help incoming students familiarize themselves with the programs, facilities, policies, and procedural expectations of the College. It is common for colleges to use their own language, terms and vocabulary that are often very unfamiliar to students. Orientation programs provide students the tools to navigate their college experiences successfully. All new students must complete an online orientation session. Online orientation can be found under new students tab on the LCC website.

Educational Plans: Your educational plan is developed in consultation between you and your assigned counselor and it outlines all course work necessary for you to reach your educational goal. All new students whose educational goal is to transfer or complete a degree or certificate should complete an educational plan by the beginning of their second semester. Plans are subject to revision whenever a student changes their anticipated major or field of study or if they change the course pattern outlined in their current educational plan. Educational research has verified that students are more successful in college when they have a firm educational plan. They also take less time to accomplish their educational goals. You can make an appointment by contacting the Counseling Office at 530.251.8842.

Financial Aid

For more information on Financial Aid see the next section on "Financial Aid and Scholarships" in this catalog. (Page 27)

Housing

The residence hall provides accommodations for students with two and four person rooms. For an additional fee a student can request a single room, which will be assigned if availability allows. Laundry facilities, a common kitchen, and a television lounge are available for student use. At the west end of the building you will find two-story game room with floor to ceiling windows. Various nights during the semester you will find both table pool and foosball tournaments in this room as part of the Lassen Intramural Activities Program.

In addition to foosball and pool table, various sports programs (indoor touch football, three-on-three basketball, dodge ball and lots more) make up the Lassen Intramural Competitive Activities Program on Mnnday and Thursday evenings. The non-competitive lunchtime activities occur Monday through Friday in the lounge and internet gaming has been implemented into the program as well.

Most rooms accommodate two students; however, there are also some four-person rooms. A common bathroom joins the suites for two person rooms and a single bathroom is shared in the rooms that accommodate four residents. The room is furnished with a desk, chair, drawers, bookshelf, closet, sink/vanity area and an extra-long twin bed for each student. Students are **not** to bring their own furniture, as no storage is available. The rooms are controlled individually for heat. Telephone service is not provided. However Wi-Fi service is provided. The beds use extra-long twin sheets. Students will need to bring a good study lamp, trash can and personal items to decorate their room. No drugs, alcohol or sexually provocative material is allowed as decorations.

The Vice President of Student Services and other college staff are responsible for the residential program. The Housing Office is located in the Residence Hall and is open Monday through Friday. The Residence Manager is on duty Monday Through Friday during the day. Six Residential Advisors assist in maintaining a safe and secure facility including locked doors and visitor check-in after 10:00 PM.

The guidelines for living in the Lassen Community College Residence Hall have been established to protect the health, safety, and social welfare of all community members, to provide a climate conducive to study, to discourage dishonesty, vandalism, and personal abuse. Rules are enforced to avoid infringement of the rights of others.

Each resident is responsible for his or her actions and each is entitled to a safe, secure, and mature atmosphere in which to reside and a living environment conducive to succeeding in his or her educational objectives. In order to maintain that environment, the residence hall has multiple cameras observing hallways and entry/exits on a 24/7 basis.

Information regarding rates is included in the residence hall application packet. Upon return, the completed dorm application must be accompanied by a security deposit to reserve a room. Applications can be obtained by writing to: Lassen Community College, Housing Office, PO Box 3000, Susanville, CA 96130 or via email to **fbeaujon@lassencollege.edu** or from the Lassen Community College website www.lassencollege.edu/campus-lif/residence-hall

Check-in times are scheduled on specific days during the two weeks prior to the first day of school. For more information please contact the residential life staff by phone at 530.251.8879 or by email at **fbeaujon@lassencollege.edu**

Career Technical Education CTE/Transitions (Formerly Tech Prep 2+2)

The Career Technical Education (CTE)/Transitions program offers high school students the opportunity to take an approved technical

preparation class during their high school years and receive Lassen Community College credit. Students are able to develop high academic and employability competencies through approved technical preparation and instruction. This opportunity eases the transition from the high school to the college and offers an incentive for students to continue their education at a more advanced level. After completing an articulated CTE/Transitions class with a grade of "B" or better at the high school level, a high school student qualifies to receive earned credit at Lassen Community College in the articulated course(s) without having to repeat the course at the college level by submitting your high school transcripts and required form from the Credit Guidelines packet to the LCC Admissions and Records Office and enroll.

CTE/Transitions credit is only available up to five years after high school graduation. "Credit by Exam" is granted based on articulated course content and exams or alternate assessments. Students must be in good standings and complete all requirements.
For a Credit Guidelines Packet or more information on the CTE/Transitions program visit the Lassen Community College Counseling Office or speak with your high school counselor.

Veteran's Services

Lassen Community College is approved for veteran training under Public Law 890-358, as well as under the California State program. The Lassen Community College Veteran's Certifying Official is a liaison between the Veteran's Administration and the individual veterans, insuring timely educational benefit payments. Veterans or veteran family members eligible for government benefits should contact the college Financial Aid Office in the Student Services Building. All students expecting Veterans Benefits, degrees or certificates must file an official transcript of their record from all colleges previously attended.

After completing all necessary paperwork, the veteran is ready to meet with the veteran's counselor to complete their schedule. Call 530.251.6181 ext. 8950 to receive more information.

Military Service Schools/Formal Military Service Schools

College units may be allowed for the successful completion of college-level training in formal service schools as recommended in "The Guide to the Evaluation of Educational Experience in the Armed Services", published by the American Council on Education. Lassen Community College will grant college credit if the person has served at least six months in active service.
Active duty personnel should submit a copy of DD295 (veterans submit DD2I4) to the Financial Aid Office and the Veteran's Counselor for evaluation.

Financial Aid and Scholarships

Financial Aid is dedicated funding that assist students with the costs of attending college, it is meant to help students achieve their academic goals. Funding sources include the Federal and State government as well as other public and private entities.

Every student interested in receiving Financial Aid is first required to fill out a FAFSA- **F**ree **A**pplication for **F**ederal **S**tudent **A**id on the web every academic year. The on–line application is found at www.fafsa.ed.gov ; this is the only viable website to file a FAFSA. (The school code for LCC is 001217.) Each student receiving Financial Aid is expected to enroll **only** in classes/courses that are needed to complete their education goal at LCC.

Eligibility Requirements

1. Submit a Free Application for Federal Student Aid (FAFSA) to the U.S. Department of Education to establish eligibility.
2. Have demonstrated financial aid eligibility according to federal and state regulations.
3. Have a high school diploma or the equivalent. Students who do not have a high school diploma or the equivalent may not be eligible for federal financial aid, but may be eligible for state and locally funded aid programs.
4. Enroll in an eligible program to complete an associate degree or an eligible certificate program or transfer requirements. Most forms of financial aid are only available to students enrolled in an eligible program.
5. Declare a major and obtain an education plan as approved by a Lassen Community College counselor, which must be on file.
6. Most important!! Students must maintain satisfactory academic progress (SAP). Once a student's aid has been verified and awarded it is the student's responsibility to maintain SAP in order to keep their eligibility for Federal financial Aid.

Satisfactory Academic Progress (SAP)

Lassen Community College complies with federal requirements to monitor financial aid recipients' SAP toward a declared and eligible educational objective of an associate degree, certificate or transfer to a baccalaureate degree granting institution. Students receiving financial aid are expected to maintain a cumulative grade point average of at least 2.0, and to successfully complete each course that they attempt .Also students are expected to complete their educational goal within a reasonable timeframe. Beginning July 1, 2012 the maximum lifetime eligibility to receive a PELL grant has decreased from 9 full time years to 6 full time years.
In accordance with Federal Student Aid regulations, SAP procedures measure each student's progress three unique ways qualitative, quantitative and incremental. Student's failure to maintain SAP will first result in a semester on warning, if the student fails to meet SAP the next semester the student will be placed on Financial Aid Suspension along with disqualification of receiving Federal Financial Aid previously awarded. LCC has an appeal process that exists for those students who have had extraordinary and unexpected circumstances which caused the failure to maintain SAP.

Estimated Cost of Attendance (COA)

The table below is an estimate of the average annual cost of attendance (COA) at Lassen Community College. These are estimated

and averaged costs as provided by the California Student Aid Commission with the exception of Fees and On Campus Housing, which are actual. The Student COA cannot be exceeded by the sum of all aid the student receives for the academic school year.

In State	Student Living **With Parent**		Student Living **On Campus**		Student Living **Off Campus**	
	Annual	Semester	Annual	Semester	Annual	Semester
Tuition and Fees (12 units/term @ $46/unit & $12.50/term)	$1,130	$565	$1,130	$565	$1,130	$565
Books & Supplies	$1,080	$540	$1,080	$540	$1,080	$540
Food	$8,780	$4,390	$7,098	$3,549	$5,416	$2,708
Housing	$0	$0	$3,000	$1,500	$11,164	$5,582
Transportation	$938	$469	$324	$162	$858	$429
Personal	$3,226	$1,613	$2,610	$1,305	$3,784	$1,892
TOTAL COA	**$15,154**	**$7,577**	**$15,242**	**$7,621**	**$23,432**	**$11,716**
Out of State						
Tuition ($280/unit)	$6,720	$3,360	$6,720	$3,360	$6,720	$3,360
TOTAL COA Out of State	**$21,874**	**$10,937**	**$21,962**	**$10,981**	**$30,152**	**$15,076**

*Resident Tuition is $46.00 per unit. Non-Resident Tuition is $326.00 per unit (health & student fees included in total.)

Students enrolled at a less-than-half-time status for a term will be subject to adjustments to their COA budget and award eligibility.

Enrollment Status

Eligibility for many types of aid is based on a student's enrollment status in the term. Types of aid that is prorated based on a students' enrollment status include Pell Grant, Osher Scholarship and Cal Grant. Full-time 12+ units *100%,* 9-11.5 units *75%,* 6-8.5 *50%,* and 6 or fewer units check with financial aid.

Effects of Withdrawing, Dropping or Failing

For purpose of Financial Aid, every class/course attempted is counted towards you maximum lifetime eligibility usage; all drops, withdrawal, no-pass, and fail are calculated as zero points towards the students cumulative GPA. Federal financial aid recipients with no-show withdraw, or drop courses any time before completing more than 60% of the term are subject to repayment of some of the federal aid they received.

Determination of Withdrawal

The date of withdrawal and no-show dates are based on the official records of the college in accordance with federal regulations. The federal repayment calculation is called R2T4 (Return to Title IV) and the amount the student must repay before receiving any more federal financial aid such as the Pell Grant, FSEOG, work-study and Stafford Loan, is based on a comparison of the amount the student actually received in federal aid to the length of time enrolled for the term.

Repaying the Debt

You will be notified if you are required to repay a portion of your aid and will have 45 days to repay in full. If the amount owed is not repaid within those 45 days the debt will be referred to the U.S. Department of Education and you will not be eligible to receive any additional federal financial aid at any school until the amount due is repaid in full or satisfactory payment arrangements have been made with the U.S. Department of Education.

Repeating Courses

Federal Student Aid regulations allow students to repeat a previous passed course once with an A,B,C,D, or P grade and have it included in the determination of their enrollment status for calculating Federal Student Aid.

Types of Financial Aid Available

- ### Federal Assistance Programs

  Federal Pell Grant is a federally funded entitlement aid program providing from $600 to $6,195 per school year to those students with demonstrated financial need as measured and determined by the FAFSA.

- **Federal Supplemental Educational Opportunity Grant (FSEOG**) is a federally funded aid program that provides assistance to students with exceptional financial need as measured and determined by the FAFSA. Limited funding is available and is intended to supplement Pell Grant funding.
- **Bureau of Indian Affairs** provides grants to help eligible Native American students meet their college costs. To be eligible students must be at least one-fourth American Indian, Eskimo or Aleut as certified by a tribal group served by the Bureau of Indian Affairs (BIA). Students must apply for BIA Higher Education Grants through their tribal agency.
- **Federal Work Study** provides part-time employment to students with a demonstrated financial need as measured and determined by the FAFSA to help meet the cost of their education. Students must work to earn their award. Positions are available on and off campus. Students must be enrolled full-time and funding is limited.
- **Federal Direct Loans** are subsidized and unsubsidized federally guaranteed low interest rate student loans and are not based on credit history. Students must attend a pre-loan entrance interview workshop to understand their borrowing responsibilities. To apply a separate loan request must be completed.
- **Federal Direct Subsidized Loan** is a need-based student loan program designed to assist students with educational expenses while attending at least half-time in an eligible program of study. The interest is subsidized by the federal government as long as the student is enrolled at least halftime.
- **Federal Direct Unsubsidized Loan** can be need based or non-need based. The interest on this loan is not subsidized by the federal government and begins to accrue when it is funded. Students have the option of making interest payments or deferring the interest payment.

State Assistance Programs

- **California College Promise Grant**
  The California College Promise Grant is available to California residents attending California Community Colleges and waives the enrollment fee for eligible students. Students may be eligible in a number of ways including as a recipient of public assistance benefits, meeting income standards or by demonstrating at least $1,104.00 of need as measured by the filing of a FAFSA.
  Students must reapply each school year.
  Those who qualify as an AB540 admission should submit a CA Dream Act application to determine their eligibility for the California College Promise Grant. The CA Dream act application is at www.dream.csac.ca.gov
  SB 1456 Establishes the Student Success Act of 2012 and requires students qualifying for the BOG Fee Waiver meet specific academic progress requirements; maintain a cumulative GPA of 2.0 and completion of at least 50% of the coursework attempted.
- **Cal Grant B/C -** Cal Grant funding is a state aid program with additional details of each type available at www.dream.csac.ca.gov. There are three types of Cal Grant awards that students may be eligible to receive.
- **Student Success Completion Grant (SSCG)**
  The Student Success Completion Grant (SSCG) is a financial aid program for Cal Grant B and C recipients attending a California Community College full-time (12 units or more). On top of the Cal Grant B or C award paid at community colleges, the Student Success Completion Grant pays full-time Cal Grant B or C recipients a maximum of $1,298 annually at $649 per semester for eligible students who enroll and attend 12 through 14.99 units per term and a maximum of $4,000 annually at $2,000 per semester for eligible students who enroll and attend 15 units or more per term.
  Eligibility Criteria
- Must be a Cal Grant B or C recipient that received a full-time Cal Grant payment
- Must be enrolled full-time (12 units or more)
- Must be meeting Federal Satisfactory Academic Progress (SAP) standards
- Must have unmet need to receive the SSCG
  The purpose of the SSCG grant is to provide students with additional financial aid to help offset the total cost of community college attendance, and to encourage full-time attendance and successful on-time completion.

Extended Opportunity Programs & Services (EOP&S) is a state program that provides special services and assistance to full-time eligible students who are California residents.

Institutional Assistance Programs

Scholarships

There are many scholarships available to assist you with the cost of education. Remember, scholarships are a form of gift aid and do not need to be repaid. You are encouraged to seek outside scholarships. Scholarship search websites like **www.fastweb.com** can provide many resources.

LCC has an annual scholarship and awards night in May. Scholarship applications are available in the Financial Aid office usually the first week of March. All students are encouraged to pick up the scholarship packet and apply.

Definition of College Terms

Academic Probation - A student may be placed on probation for failure to maintain a 2.0 G.P.A. or failure to complete sufficient number of units.

Academic Progress - Maintaining a 2.0 G.P.A. in at least twelve units each semester.

Academic Renewal - A petition to have previous Lassen Community College work (grades and credits) excluded from current grade point average, if that prior work is at least three years old.

Academic Suspension - A situation caused by low academic or progress performance, in which the suspended student cannot enroll without approval from the appropriate dean.

Academic Year - Fall and Spring semesters.

Administrative Unit Outcomes (AUO) - Administrative Unit Outcomes (AUOs) are based on what a "client" will experience, receive or understand as a result of the services provided by the unit. AUOs are also based on the specific contributions the unit makes to the effective operation of the college in supporting student learning.

Associate Degree (A.A. or A.S.) - A degree (Associate in Arts or Associate in Science) granted by a community college.

Associate Degree for Transfer (A.A.-T or A.S.-T) - A degree (Associate in Arts or Associate in Science) granted by a community college that guarantees admission to a CSU campus.

Bachelor's Degree (B.A. or B.S.) - A degree granted by a four-year college or university.

Basic Skills Courses - Courses in reading, writing, computation or English as a Second Language designed to prepare students to succeed in college level course work. Numbered 100-120 at Lassen Community College.

Certificate of Accomplishment - A Certificate of Accomplishment will be awarded for degree-applicable credit course work ranging from three (3) units to less than sixteen (16) units unless statutory or license requirements necessitate a higher unit value (appropriate statutory or license documentation must be attached). The course work must be within a specific educational program.

Certificate of Achievement - A Certificate of Achievement will be awarded for degree-applicable credit course work ranging from sixteen (16) units to forty-two (42) units. The course work must be within a specific educational program and approved to be offered at Lassen Community College by the Chancellor's Office of the California Community Colleges.

Certificate of Competency (Noncredit) - A noncredit Certificate of Competency will be awarded for a program or sequence of courses that result in the student demonstrating achievement of a set of competencies that prepare him/her to progress in a career path or to undertake degree-applicable or non-degree applicable credit courses. The certificate is in a recognized career field articulated with degree-applicable coursework, completion of an associate degree or transfer to a baccalaureate institution.

Certificate of Completion (Noncredit) - A noncredit Certificate of Completion will be awarded for a program or sequence of courses that prepare a student to progress in a career path or to undertake degree-applicable or non-degree applicable credit courses. The certificate is designed to result in improved employability or job opportunities.

Community Service Course - A course where the student pays for the full cost of instruction. Community service courses are not applicable to degrees or certificates, nor do they appear on a student's transcript.

Co-requisite - A course which must be taken at the same time as another course.

Course - A particular portion of a subject selected for study. This is identified by a course number, for example, Psychology 1.

Course Description - Brief statement about the content of a particular course.

Course Identification Numbering System (C-ID) - number next to a course signals that participating California colleges and universities have determined that courses offered by other California community colleges are comparable in content and scope to courses offered on their own campuses.

Credit - Refers to the units earned by completing a class.

Credit by Examination - Course or unit credits granted for demonstrated proficiency in a given area as determined by an examination.

Credit Course - Courses that are applicable to degrees and certificates. Numbered 1 -99 at Lassen Community College.

CSU - California State University System.

Education Plan - A list of courses required to complete educational goal.

Elective - Courses which are not required for the major or general education but are acceptable for credit. An elective course may be in the student's major area of study or any department of a college.

Federal Work Study (FWS) - A program of federal aid, which provides funds for student jobs.

Full-time Student - A student taking twelve or more units in the Fall or Spring semester, or six or more units in the summer semester.

General Education Requirements - Courses covering the broad area of thought and experience common to every person. The general education requirements for the Associate Degree and Transfer Degree may differ.

Good Standing - Indicates that a student's grade point average in the previous semester and cumulative grade point average is 'C' (2.0 G.P.A.) or better.

Grade Point Average - Grade point average (G.P.A.) indicates an overall level of academic achievement.

Hour - Same as credit, same as unit. (See Credit)

IGETC - The Intersegmental General Education Transfer

Curriculum permits a student to transfer from Lassen to a campus in either the California State University or some campuses of the University of California system without the need to take additional lower-division, general education courses to satisfy General Education requirements.

Lower Division/Upper Division - Lower Division are courses taken at the freshman and sophomore level and may be taken at a community college. Upper Division courses are taken at four-year institutions and may not be taken at the community college level.

Major - An organized program of courses leading to an Associate Degree, Occupational Certificate or Bachelor's Degree.

Matriculation - A process which brings a college and a student who enrolls for credit into an agreement for the purpose of realizing the student's educational objective.

Methods of Instructional Delivery - ways in which an instructor delivers course material and interacts with a student.

- **Traditional Classroom Delivery:** Instructor and student meet face to face in a classroom setting. Class format may vary to include lecture, lab, discussion or small group work.
- **Correspondence Delivery**: Instructor and student interact via mail or email. Packets of instructional material are sent to students to be completed and returned.
- **Hybrid Course –** A course in which some portion of the hours scheduled for traditional face to face delivery of instruction is replaced by online delivery. Exams and summative assessments must be administered during scheduled face-to-face hours. Access to a computer with internet access is required. [Requires separate Curriculum/Academic Standards Committee approval].
- **Online Delivery:** Instructor and student interact and deliver/receive instructional material online via email or course delivery software. Access to a computer with internet access is required
- **Online Course:** 100% of instruction delivered online, may include face to face proctored exams and instructor contact (for attendance accounting purposes more than 51% of course delivered by online instruction is considered online). [Requires separate Curriculum/Academic Standards Committee approval.]
- **Web-Enhanced Course -** A course in which additional information and resources may be made available to students online, and students may be required to do research and complete and/or submit assignments online. Quizzes may be administered online, but exams and summative assessments must be administered face-to-face. Access to a computer with internet access is required. [Requires separate Curriculum/Academic Standards Committee approval.]

Noncredit Courses - These courses are not applicable to degrees or certificates and are non-transferable. They are numbered 150-189 at Lassen Community College.

OER- Open Educational Resource textbook indicates course uses digital course textbook that is free of charge to students.

Open Entry/Open Exit - Courses that may be added to a program of study throughout the semester; and may be completed upon fulfillment of course requirements at any time during the semester.

Pass/No Pass - A grading system by which units of credit, where credit indicated is a least a 'C' level, may be earned but no letter grade is assigned. Such units are not used in computing the grade point average.

Prerequisite - A course that a student must complete prior to enrollment in a higher level course.

Recommended Preparation - A course that a student is encouraged to complete prior to enrollment in a particular course to enhance academic success.

Student Learning Outcome (SLO) - Student Learning Outcomes refer to overarching specific observable characteristics developed by local faculty that allow them to determine or demonstrate evidence that learning has occurred as a result of a specific course, program, activity or process.

Transcript - A list of all credit courses taken at a college or university showing the final grade received for each course.

Transfer - Changing from one college to another.

Transferable Course - A course acceptable for credit at another institution.

Units - The measure of college credit given a course, usually on the basis of one unit for each lecture hour per week; or one unit for two to three laboratory hours per week.

Units Attempted - (UA) Total number of units in the courses for which a student has enrolled and received an A, B, C, D, F, W, Pass/No Pass.

Units Completed - (UC) Total number of units in the courses for which a student has received a grade of A, B, C, D, F or Pass/ No Pass.

U.C. or UC - The University of California System.

Variable Units - The range of units that may be earned in a given course.

Withdrawal - Dropping all classes.

Lassen Community College
Programs, Degrees and Certificates

Associate Degrees for Transfer

Associate in Science Degree in
Administration of Justice for Transfer
Associate in Science in
Agriculture Animal Science for Transfer
Associate in Science in
Agriculture Business for Transfer
Associate in Science Degree in Anthropology for Transfer
Associate in Arts Degree in Art History for Transfer
Associate in Arts Degree in Studio Art for Transfer
Associate in Science Degree in Biology for Transfer
Associate in Science Degree in
Business Administration for Transfer
Associate in Science Degree in
Early Childhood Education for Transfer
Associate in Arts Degree in Economics for Transfer
Associate in Arts Degree in English for Transfer
Associate in Science Degree in Geology for Transfer
Associate in Arts Degree in History for Transfer
Associate in Arts Degree in Kinesiology for Transfer
Associate in Science in Nutrition and Dietetics for Transfer
Associate in Arts Degree in Psychology for Transfer
Associate in Arts Degree in Sociology for Transfer

Administration of Justice

Associate in Science Degree in
Administration of Justice for Transfer
Associate in Art Degree Administration of Justice
Certificate of Achievement in
Administration of Justice
Certificate of Accomplishment in
Administration of Justice

Agriculture

Associate in Science in
Agriculture Animal Science for Transfer
Associate in Science in
Agriculture Business for Transfer
Associate in Arts Degree University Studies:
Emphasis in Agriculture Sciences
Associate in Science Degree in
Agriculture Science and Technology
Certificate of Achievement in
Agriculture Science and Technology
Certificate of Accomplishment in Animal Science
Certificate of Accomplishment in Horsemanship
Certificate of Accomplishment in Agriculture Business
Certificate of Accomplishment Agriculture Irrigation

Allied Health

Associate in Arts Degree University Studies:
Emphasis in Allied Health

Anthropology

Associate in Science Degree in Anthropology for Transfer

Art

Associate in Arts Degree in Art History for Transfer
Associate in Arts Degree in Studio Art for Transfer

Automotive Technology

Associate in Science Degree in Automotive Technology
Certificate of Achievement in Advanced Mechanics
Certificate of Achievement in Engine Repair
Certificate of Accomplishment Basic Mechanics
Certificate of Accomplishment in Electrical
Certificate of Accomplishment in General Mechanics
Certificate of Completion in Automotive Chassis and Maintenance

Biological Science

Associate in Science Degree in Biology for Transfer

Business

Associate in Science Degree in
Business Administration for Transfer
Associate in Science Degree in Accounting
Associate in Arts Degree in Economics for Transfer
Associate in Science Degree Administrative Office Technician
Certificate of Achievement Administrative Office Technician
Certificate of Achievement in Small Business Management

Child Development

Associate in Science Degree in
Early Childhood Education for Transfer
Associate in Arts Degree in Child Development
Certificate of Achievement in Child Development
Certificate of Accomplishment in
Child Development-Associate Teacher

English

Associate in Arts Degree in English for Transfer

Fire Technology

Associate in Science Degree in Fire Technology
Certificate of Achievement in Fire Technology
Certificate of Accomplishment in Fire Technology
Certificate of Accomplishment in Basic Fire Fighter

Geology

Associate in Science Degree in Geology for Transfer

General Education Transfer Certificates

Certificate of Achievement California State University General Education
Certificate of Achievement in Intersegmental General Education Transfer Curriculum

Gunsmithing

Associate in Science Degree in Firearms Repair
Associate in Science Degree in General Gunsmithing
Certificate of Achievement in Firearms Repair
Certificate of Achievement in General Gunsmithing
Certificate of Accomplishment in
Gunsmith Machinist and Metal Finishing
Certificate of Accomplishment in Long Guns
Certificate of Accomplishment in Pistolsmith
Certificate of Accomplishment in Riflesmith

Health Occupations/Medical Assisting

Certificate of Achievement in
Medical Assisting
Certificate of Accomplishment in
Administrative Medical Assisting
Certificate of Accomplishment in
Clinical Medical Assisting

History

Associate in Arts Degree in History for Transfer

Human Services

Associate in Science Degree in
Drug and Alcohol Paraprofessional
Associate in Science Degree in Human Services
Certificate of Achievement in
Drug and Alcohol Paraprofessional
Certificate of Achievement in Human Services

Humanities

Associate in Arts Degree University Studies:
Emphasis in Humanities

Natural Science

Associate in Arts Degree University Studies:
Emphasis in Natural Sciences
Associate in Arts Degree General Studies:
Emphasis in Natural Sciences

Nursing

Associate in Arts Degree University Studies:
Emphasis in Allied Health
Associate in Science Degree in Vocational Nursing
Certificate of Achievement in Vocational Nursing

Nutrition and Dietetics

Associate in Science in Nutrition and Dietetics for Transfer

Physical Education

Associate in Arts Degree in Kinesiology for Transfer
Associate in Arts Degree University Studies:
Emphasis in Physical Education
Associate in Arts Degree General Studies:
Emphasis in Physical Education

Psychology

Associate in Arts Degree in Psychology for Transfer

Social Science

Associate in Arts Degree University Studies:
Emphasis in Social Sciences
Associate in Arts Degree General Studies:
Emphasis in Social Sciences

Sociology

Associate in Arts Degree in Sociology for Transfer

Welding Technology

Associate in Science Degree in Welding Technology
Two-Year Certificate of Achievement in Welding Technology
One-Year Certificate of Achievement in Welding Technology
Certificate of Accomplishment in Welding Technology

Graduation

Application for Graduation

A candidate for the Associate Degree or a special certificate should complete a "Petition to Graduate Form" to confirm you are prepared to graduate. Forms are due Oct 15 for December graduation and March 15 for May or August graduation. Forms can be found in your portal or on our website.

Lassen College Career Pathways

1. **Agricultural Studies**

Transferrable Degrees:
Agriculture Animal Science for Transfer (AS-T*)
Agriculture Business for Transfer (AS-T*)
University Studies Agriculture Science (AA*)
Non-transferrable Degrees:
Agriculture Science and Technology (AS+)
Certificate of Achievement:
Agricultural Science and Technology (Certificate of Achievement #)
Certificate of Accomplishment:
Animal Science (Certificate of Accomplishment @)
Agriculture Business (Certificate of Accomplishment @)
Horsemanship (Certificate of Accomplishment @)

Do you enjoy working with animals, food production (i.e. farms, hatcheries, nurseries), and land management? Learn about effective animal husbandry skills, analyze agricultural business market, and ranch management. The Agricultural Studies Career Pathway prepares students who want to enter the workforce directly and those who wish to continue their education at a four year university. Certificates and nontransferable degrees would lead you to employment in occupations such as a landscaper, farm worker, artificially inseminate (AI) cattle, farm accountant, livestock feed sales, or park maintenance operator. Completing the transferrable degrees could lead to the following careers: agricultural sales/marketing, animal nutritionist, agricultural teacher, soil conservationist, veterinarians, or plant/animal geneticist.

2. **Arts/Humanities**

Transferable Degrees:

Art History for Transfer (AA-T*)
English for Transfer (AA-T*)
History for Transfer (AA-T*)
Studio Arts for Transfer (AA-T*)
University Studies Humanities (AA*)

Are you interested in studying how people think and record the human experience? This career pathway will explore literary traditions, media studies, and the importance of the historical perspective. The Art/Humanities Career Pathways prepares students to transfer to a four year university and achieve their Bachelor of Arts degree. Earning a Bachelor's degree in this pathway could lead to a career as a writer, teacher, museum curator, artist, or gallery director.

3. **Business**

Transferrable Degrees:

Business Administration for Transfer (AS-T*)
Economics for Transfer (AA-T*)

Non-transferrable Degrees:

Accounting (AS+)
Administrative Office Technician (AS+)

Certificate of Achievements:

Administrative Office Technician (Certificate of Achievement #)
Small Business Management (Certificate of Achievement #)

Are you interested in working with and leading people and organizations? Have you ever wanted to own/operate your own business or learn how to have the entrepreneurship mindset? Do you want to learn how to grow your personal wealth while learning to limit liability? If your answers are, "Yes", then earning a business degree or certificate is a way to go. If you choose this pathway you will explore accounting, finance, management, leadership, human resource management, and economic concepts? Business Career Pathway will prepare students who want to enter the workforce directly and those who wish to continue their education at a four year university. Careers found by earning the non-transferrable degree could include bookkeeper, administrative assistant, frontline management or paralegal. Those earning a four year degree may find themselves working as a general manager, accountant, business owner, marketing manager, or data analyst/statistician.

4. **Natural Science**

Transferrable Degrees:

Biology for Transfer (AS-T*)
Geology for Transfer (AS-T*)
Kinesiology for Transfer (AA-T*)
Universities Studies Natural Science (AA*)
Universities Studies Physical Education (AA*)

Non-transferrable Degrees:

General Studies Natural Science (AA+)
General Studies Physical Education (AA+)

Do you like science? This pathway will focus on studying basic scientific methodology, apply critical thinking skills to exam the different scientific fields, and analyze/observe real life examples. Natural Science Career Pathway prepares students to continue their education at a four year institution to work toward a career as a science teacher, scientific researcher, physician, biologist, athletic trainer, occupational therapist, and other careers in the scientific realm.

5. **Social Sciences and Education**

Transferrable Degrees:

Anthropology for Transfer (AA-T*)
Early Childhood Education for Transfer (AS-T*)
History for Transfer (AA-T*)
Psychology for Transfer (AA-T*)
Sociology for Transfer (AA-T*)
University Studies Social Science (AA*)

Non-transferrable Degrees:

Child Development (AA+)
Drug and Alcohol Paraprofessionals (AS+)
General Studies Social Science (AA+)
Human Services (AS+)

Certificate of Achievements:

Child Development (Certificate of Achievement #)
Drug and Alcohol Paraprofessional (Certificate of Achievement #)
Human Services (Certificate of Achievement #)

Certificate of Accomplishments:

Child Development Associate Teacher (Certificate of Accomplishment @)

Do you like to work with people, children, families? This pathway will focus on understanding human beings, social problems, human diversity, and influences on development. Social Science and Education Career Pathway can prepare students to enter the workforce or continue their education at a four year university. Immediate workforce opportunities could include working as a child care site supervisor, classroom aide, drug and alcohol para-professional, case management worker. If you decide to transfer to a four year university you could earn employment as a social worker intern, primary/secondary teacher, sociologist researcher, and college counselor.

6. **Technical Studies**

Non-transferrable Degrees:

Automotive Technology (AS+)
Firearms Repair (AS+)
General Gunsmithing (AS+)
Welding Technology (AS+)

Certificate of Achievements:

Advanced Mechanics (Certificate of Achievement #)
Engine Repair (Certificate of Achievement #)
Firearms Repair (Certificate of Achievement #)-gunsmithing program
General Gunsmithing (Certificate of Achievement #)
Welding Technology (2 year Certificate of Achievement #)

Certificate of Accomplishments:

Basic Mechanics (Certificate of Accomplishment @)
Electrical (Certificate of Accomplishment @)-automotive
General Mechanics (Certificate of Accomplishment @)-automotive
Long Guns (Certificate of Accomplishment @) - gunsmithing program
Machinist and Metal Finishing (Certificate of Accomplishment @) - gunsmithing program
Pistolsmith (Certificate of Accomplishment @) - gunsmithing program
Riflesmith (Certificate of Accomplishment @) – gunsmithing program
Welding Technology (1 year Certificate of Achievement #)
Welding Technology (Certificate of Accomplishment @)

Non-credit Certificate of Completion:

Automotive Chassis and Maintenance (Certificate of Completion/noncredit)

Do you like to work with your hands? This pathway will focus on automotive, gunsmithing and welding. The Technical Studies Career Pathway will allow students to become employable as an automotive technician, smog inspector, welder, pipe welder, pipe fitter, structural welder, welding inspector, robotics, engineering, manufacturing/fabrication and sales, gun shop owner, gunsmith, and law enforcement armorer. This pathway can also work in collaboration with a transfer degree to move into fields such as engineering, automotive technology, and architecture.

7. **Health and Public Services**

Transferrable Degrees:

Administration of Justice for Transfer (AS-T*)
Nutrition and Dietetics for Transfer (AS-T*)
University Studies Allied Health (AA*)

Non-transferrable Degrees:

Administration of Justice (AA+)
Fire Technology (AS+)
Vocational Nursing (AS+)

Certificate of Achievements:

Administration of Justice (Certificate of Achievement #)
Fire Technology (Certificate of Achievement #)
Medical Assisting (Certificate of Achievement #)
Vocational Nursing (Certificate of Achievement #)

Certificate of Accomplishments:

Administration of Justice- Reserve Officer Training (Certificate of Accomplishment @)
Basic Fire Fighter (Certificate of Accomplishment @)
Medical Assisting Administrative (Certificate of Accomplishment @)
Medical Assisting Clinical (Certificate of Accomplishment @)

Do you enjoy helping others and serving your community? This pathway will focus on understanding the criminal justice system, Incident Command System, and patient care. The Health and Public Services Career Pathway will allow students completing a non-transferable degree to become employable as a correctional officer, patrol officer, licensed vocational nurse, medical assistant, fire fighter. Students can continue their education and earn careers as a registered nurse, diet technician, food service management, supervisor in a public safety service field, or college instructor.

*Transferrable Degrees: prepare for transfer to a four year university
+ Non-transferrable Degrees: prepare one to enter the workforce
# Certificate of Achievements: short term vocational training
@ Certificate of Accomplishment: short term vocational training that is not supported by financial aid

Please visit our **Career/Transfer Center** at (530) 251-8833 or sjonas@lassencollege.edu if you wish to continue exploring your career goal.

Degrees and Certificates

Associate Degree Requirements

Either an Associate in Arts or Associate in Science Degree shall be conferred upon those who satisfy all of the following requirements (Title V 51620-51626):

1. Completion of at least sixty (60) units of courses (numbered 1 – 99) used toward the degree, 12 of which must be completed 'in residence' at Lassen Community College.
2. Completion of a minimum of eighteen (18) units in a major or discipline as outlined in the college catalog.
3. A minimum grade of 'P' (Pass) or 'C' is required in each core course toward a degree or certificate of achievement with an overall 2.0 grade point average required in all course work. Please see the general education areas and courses that are applicable for the associate degree.
4. Completion of eighteen semester units of general education is required to give breadth. Students must complete one course from each of the following areas for a total of eighteen units:
   A. Natural Science (3 Units)
   B. Social and Behavioral Sciences (3 Units)
   C. Humanities (3 Units)
   D. Language and Rationality
      D1. English Composition (3 Units)
      D2. Communication and Analytical Thinking (3 Units)
   E. Health and Physical Activities (3 Units)
5. **Mathematics Competency Requirement:** In order to obtain the Associate Degree from Lassen Community College, a student must meet the math competency requirement. This requirement may be satisfied by either:

   A 'C' or better in any three to five unit mathematics course at or above the Math 60 level from an accredited college or university. Or Score 3 or higher on the AP Calculus or Statistics exam.
6. **Reading Competency Requirement:** In order to obtain an Associate Degree from Lassen Community College, a student must meet the reading competency requirement. This requirement may be satisfied by:
   A. A "C" or better in a transfer level composition course (ENGL-1); or higher or equivant from an accredited college or university
   B. Score 3 or higher on the AP Language and Composition or AP Composition and Literature exam; or
   C. Possess an AA or AS degree.
7. **Writing Competency Requirement:** In order to obtain the Associate Degree from Lassen Community College, a student must meet the writing competency requirement. This requirement may be satisfied by completion of English 1 or a higher level course, with a 'C' or better or the equivalent from an accredited college or university.
8. **Remedial Courses:** Courses numbered 100-109 do not count toward an Associate Degree.
9. **Applying for Your Degree/Certificate:** You must apply (petition to graduate) for your degree or certificate in the Counseling Office approximately Forms are due Oct 15 for December graduation and March 15 for May or August graduation. Forms can be found in your portal or on our website.

Associate Degrees for Transfer

Associate Degree for Transfer
A Degree with a Guarantee.

The Student Transfer Achievement Reform Act (Senate Bill 1440, now codified in California Education Code sections 66746-66749) guarantees admission to a California State University (CSU) campus for any community college student who completes an "associate degree for transfer", a newly established variation of the associate degrees traditionally offered at a California Community College. The Associate in Arts for Transfer (AA-T) or the Associate in Science for Transfer (AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing these degrees (AA-T or AS-T) are guaranteed admission to the CSU system, but not to a particular campus or major. In order to earn one of these degrees, students must complete a minimum of 60 required semester units of CSU- transferable coursework with a minimum GPA of 2.0. Students transferring to a CSU campus that does accept the AA-T or AS-T will be required to complete no more than 60 semester units after transfer to earn a bachelor's degree (unless the major is a designated "high unit" major). This degree may not be the best option for students intending to transfer to a particular CSU campus or to university or college that is not part of the CSU system.

Students should consult with an academic counselor when planning to complete the degree for more information on university admission and transfer requirements.

The following are required for all AA-T and AS-T degrees:

1. Completion of a minimum of 60 CSU-transferable semester units.
2. Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. (While a minimum of 2.0 is required for admission, some majors may require a higher GPA. Please consult with an academic counselor for more information.)
3. Completion of a minimum of 18 semester units with a "C" or better (or a "P" if the course is taken on a "pass-no pass basis") in all

courses required as a part of an AA-T or AS-T major as identified by the college catalog. (Title 5 § 55063)

4. Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth) OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern general education requirements (37-39 units).

Course Identification Numbering System (C-ID)

The Course Identification Numbering System (C-ID) is a statewide numbering system independent from the course numbers assigned by local California community colleges. A C-ID number next to a course signals that participating California colleges and universities have determined that courses offered by other California community colleges are comparable in content and scope to courses offered on their own campuses, regardless of their unique titles or local course number. Thus, if a schedule of classes or catalog lists a course bearing a C-ID number, for example COMM 110, students at that college can be assured that it will be accepted in lieu of a course bearing the C-ID COMM 110 designation at another community college. In other words, the C-ID designation can be used to identify comparable courses at different community colleges. However, students should always go to www.assist.org to confirm how each college's course will be accepted at a particular four-year college or university for transfer credit.

The C-ID numbering system is useful for students attending more than one California community college and is applied to many of the transferable courses students need as preparation for transfer. Because these course requirements may change and because courses may be modified and qualified for or deleted from the C-ID database, students should always check with a counselor to determine how C-ID designated courses fit into their educational plans for transfer.

Credit Certificates

Certificate of Accomplishment

A Certificate of Accomplishment will be awarded for degree-applicable credit course work ranging from 3 units to 15.5 units unless statutory or license requirements necessitate a higher unit value (appropriate statutory or license documentation must be attached). The course work must be within a specific educational program. Does not have to be approved by the Chancellor's Office.

Certificate of Achievement

A Certificate of Achievement will be awarded for degree-applicable credit course work ranging from16 units to 42 units. The course work must be within a specific educational program and approved to be offered at Lassen Community College by the Chancellor's Office.8-15.5 units can be considered a certificate of Achievement if approved by the Chancellor's Office.

Noncredit Certificates

Noncredit Certificate of Completion

A noncredit Certificate of Completion will be awarded for a program or sequence of courses that prepare a student to progress in a career path or to undertake degree-applicable or non-degree applicable credit courses. The certificate is designed to result in improved employability or job opportunities.

Noncredit Certificate of Competency

A noncredit Certificate of Competency will be awarded for a program or sequence of courses that result in the student demonstrating achievement of a set of competencies that prepare him/her to progress in a career path or to undertake degree-applicable or non-degree applicable credit courses. The certificate is in a recognized career field articulated with degree-applicable coursework, completion of an associate degree or transfer to a baccalaureate institution.

General Education Student Learning Outcomes for Associate Degrees

Upon completion of this certification the student will be able to:

1. Understand and apply methods of inquiry for a variety of disciplines including the scientific method for scientific inquiry and appropriate methods for social and behavior science inquiries.
2. Explain and analyze relationships between science and other human activities.
3. Apply knowledge of the ways people act and have acted in response to their societies to express an appreciation for how diverse societies and social subgroups operate to understand social dynamics within historical and contemporary communities.
4. Understand ways in which people throughout the ages and in Western and non-Western cultures have responded to themselves and the world around them in artistic and cultural creation; apply this knowledge to make value judgments on cultural activities and artistic expressions and demonstrate an understanding of the interrelationship between the creative arts, the humanities and self.
5. Engage in verbal communication by participating in discussions, debates, and oral presentations utilizing proper rhetorical perspective, reasoning and advocacy, organization, accuracy, and the discovery, critical evaluation and reporting of information.
6. Compose effective written communications and essays with correct grammar, spelling, punctuation and appropriate language, style and format utilizing academically accepted means of researching, evaluating and documenting sources within written works.
7. Analyze, evaluate and explain theories, concepts and skills within varied disciplines using inductive and deductive processes and quantitative reasoning and application.
8. Demonstrate appreciation of themselves as living organism through their choices for physical health, activities, stress management, relationships to the social and physical environment, and responsible decision-making.

Courses that fulfill Career Technical Education And Non-Transfer Associate Degree General Education Requirements

AREA A. Natural Science (At least 3 units)

Agriculture 10, 19, 20
Anthropology 1
Biology 1, 4, 10, 20, 25, 26, 32, 32L
Chemistry 1A, 1B, 8, 45
Geology 1, 5
Physical Science 1
Physics 2A, 2B

AREA B. Social and Behavioral Science (At least 3 units)

Administration of Justice 5, 8, 10, 12, 20
Agriculture 2
Anthropology 2, 3
Business 22
Child Development 31
Economics 10, 11
Ethnic Studies 1
Geography 2
History 14, 15, 16, 17
Political Science 1
Psychology 1, 5, 6, 18, 31, 33
Sociology 1, 2, 3, 4

AREA C. Humanities (At least 3 units)

Art 1A, 1B, 2, 3, 6, 7, 8, 9, 10A, 19A
25, 30,36A, 39
English 2, 3, 4, 5, 7, 10, 12, 22, 33, 34
Film 1
History 14, 15, 16, 17
Humanities 1, 2
Music 6, 7, 12
Philosophy 1, 10
Spanish 1, 2

AREA D. Language and Rationality (At least 3 units from AREA D1 and 3 units from AREA D2)

D1. English Composition
English 1, 9

D2. Communication and Analytical Thinking
Mathematics 1A, 1B, 7, 8, 11A, 11B, 40, 60

AREA E Health and Physical Activities (At least 3 units)

E1. Health and Activities
Biology 25, 26
Child Development 12, 22, 31
Counseling & Guidance 1
Health 2, 25
Human Services 30
Psychology 1, 18, 31, 33
Sociology 3
Work Experience - AGR 49, AJ 49, ART 49, AT 49, BUS 49, CD 49, FS 49, GSS 49, HO 49, HUS 49, WT 49, WE 1, & WE 2

E2. Physical Activities
(If the 3 units are taken in Physical Education (PE) or Physical Education Activities Courses (PEAC), the student must take at least 2 different courses.)
Agriculture 21B, 22
Physical Education 15
Physical Education Activities Courses 2A, 2B, 2C, 2D, 5A, 5B, 5C, 5D, 6, 6B, 6D, 7, 7D, 9, 9B, 9D, 10, 10D, 16, 32D, 34, 44

For General Education Transfer Curriculum (CSU/IGETC) See Pages 62-63

Administration of Justice

DEGREES

Associate in Science in Administration of Justice for Transfer

Associate in Arts in Administration of Justice

CERTIFICATE OF ACHIEVEMENT

Administration of Justice

CERTIFICATE OF ACCOMPLISHMENT

Administration of Justice

Many career opportunities are open to students who complete the Administration of Justice Program, which is designed to prepare students for employment following graduation or for transfer to a California State University offering an upper division major in Administration of Justice. Curriculum covers prevention, discovery, control and treatment of crimes and criminals, evidence collection, criminal law, community relations and other elements of the profession. Professionally rewarding jobs are available in local, state and federal law enforcement. The program is updated with the assistance of an advisory committee consisting of law enforcement and correctional science professionals.

As an Administration of Justice major, you will:

- Study the history, philosophy and theories of crime; the structure of the criminal justice, courts and correctional systems; elements of community relations and current careers.
- Develop skills in criminal investigations and prosecution, community relations and communication.
- Identify an area of specialization in the administration of justice field.

Career Options

Police Officer
Sheriff's Deputy
Court Personnel
Parole Agent
Probation Officer
Correctional Officer
Juvenile Services
Detention Personnel
Community Relations Officer

Internships in Administration of Justice may be available for students interested in Work Experience opportunities

Career Preparation

The Associates in Science Degree in Administration of Justice for Transfer prepares the student for transfer to a California State University.

The Associates in Arts Degree and Certificate of Achievement in Administration of Justice are designed to prepare students for local employment upon graduation.

Program Highlights

Lassen Community College offers its Administration of Justice Degrees by way of traditional classroom study or by correspondence delivery.

Associate Degree and Certificate of Achievement in Administration of Justice can be completed within two (2) years.

Some positions however require a four-year degree for which Lassen Community College's program is a good base for transfer.

Note to Transfer Students:
The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."

Associate Degree for Transfer

Associate in Science in Administration of Justice for Transfer

Total units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units
Required Core Courses minimum grade of 2.0: 18 Units
Complete the following 6 Units:

Course No	Course Title	Units
AJ 12	Introduction to Criminal Justice	3.0
AJ 20	Criminal Law	3.0
Select 6 additional Units from the following:		
AJ 5	Introduction to Forensics	3.0
AJ 8	Criminal Court Process	3.0
AJ 9	Introduction to Correctional Science	3.0
AJ 14	Juvenile Procedures	3.0
AJ 23	Criminal Evidence	3.0
AJ 24	Community Relations	3.0
AJ-35	Investigative Techniques	3.0
Select 6 additional Units from the following:		
MATH 40	Elementary Statistics	3.0
PSY 1	Introduction to Psychology	3.0
SOC 1	Introduction to Sociology	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to Total 60 Units may be selected from electives. Courses must be numbered 1 – 49

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree in Administration of Justice for Transfer**, the student will be able to:

1. Demonstrate an understanding of the workings of the criminal justice system by applying definitions, concepts, and principles to law enforcement, corrections and the courts.
2. Apply critical thinking to research, evaluate, analyze and synthesize the appropriate procedures for the collection of evidence and data in criminal case preparation for law enforcement agencies.
3. Develop, organize and write an objective report that meets the legal and detailed requirements of law enforcement agencies.

Associate in Arts Degree in Administration of Justice

Total Units for the Associate in Arts Degree: 60 Units
Total Core Units: 27 units
Required Core Courses: 18 Units

Course No	Course Title	Units
AJ 9	Introduction to Correctional Science	3.0
AJ 12	Introduction to Criminal Justice	3.0
AJ 14	Juvenile Procedures	3.0
AJ 20	Criminal Law	3.0
AJ 23	Criminal Evidence	3.0
AJ 24	Community Relations	3.0
AJ 16	Supervision in Law Enforcement	3.0
AJ 35	Investigative Techniques	3.0
AJ 49	Administration of Justice Work Experience	1.0-8.0
AJ 52A	Arrest Methods and Procedures	2.5
AJ 52B	Firearms P.C. 832	0.5

Required Electives: 9 Units

AJ 5	Introduction to Forensics	3.0
AJ 8	Criminal Court Process	3.0
AJ 10	Criminology	3.0
AJ 11	Youth Gangs in America	3.0

Electives: 15 Units (The student may select from any courses numbered 1-99 to satisfy this requirement.)

General Education Requirements: 18 Units

Certificate of Achievement: Administration of Justice

Total Units for the Certificate of Achievement: 27 Units
Required Core Courses: 18 Units

Course No	Course Title	Units
AJ 9	Introduction to Correctional Science	3.0
AJ 12	Introduction to Criminal Justice	3.0
AJ 14	Juvenile Procedures	3.0
AJ 20	Criminal Law	3.0
AJ 23	Criminal Evidence	3.0
AJ 24	Community Relations	3.0
AJ 10	Criminology	3.0
AJ 11	Youth Gangs in America	3.0
AJ 16	Supervision in Law Enforcement	3.0
AJ 35	Investigative Techniques	3.0
AJ 49	Administration of Justice Work Experience	1.0-8.0
AJ 52A	Arrest Methods and Procedures	2.5
AJ 52B	Firearms P.C. 832	0.5

Required Electives: 9 Units

Certificate of Accomplishment Administration of Justice

Total Units for Certifacate of Accomplishment
Required Core Corses: 15 Units

AJ 8	Criminal Court Process	3.0	AJ 20	Community Relations	3.0
AJ 9	Intro to Correctional Science	3.0	AJ 49	Work Experience	3.0
AJ 12	Intro to Criminal Justice	3.0			

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree** or the **Certificate of Achievement in Administration of Justice** the student will be able to:

1. Demonstrate an understanding of the workings of the criminal justice system by applying definitions, concepts, and principles to law enforcement, corrections and the courts.
2. Apply critical thinking to research, evaluate, analyze and synthesize the appropriate procedures for the collection of evidence and data in criminal case preparation for law enforcement agencies.
3. Develop, organize and write an objective report that meets the legal and detailed requirements of law enforcement agencies.
4. Be academically prepared to obtain an entry-level or midlevel position within the Criminal Justice System.

Agriculture

DEGREES

Associate in Science in Agriculture Animal Science for Transfer
Associate in Science in Agriculture Business for Transfer
Associate in Arts University Studies: Emphasis in Agriculture Sciences
Associate in Science in Agriculture Science and Technology

CERTIFICATE OF ACHIEVEMENT

Agriculture Science and Technology

CERTIFICATES OF ACCOMPLISHMENT

Agriculture Business
Animal Science
Horsemanship
Agriculture Irrigation

Agriculture is a vital component of our local, state, and national economies and offers many exciting employment opportunities. LCC's Agriculture program offers courses of study for students interested in completing an associate degree or certificates and students interested in transferring to a California State University. The curricula are updated with the assistance of an industry advisory committee.

Agriculture Animal Science for Transfer

The Associate in Science in Agriculture in Animal Science for Transfer degree is designed to provide students with the common core of lower division courses required by most universities to transfer and pursue a baccalaureate degree in agriculture or animal science. Students completing the 60 units required for the degree are guaranteed transfer to an Agriculture Science, Animal Science, or Agriculture Studies program at a California State University, where only 60 more units will be required for a baccalaureate degree.

Agriculture Business for Transfer

The Associate in Science in Agriculture Business for Transfer degree is designed to provide students with the common core of lower division courses required by most universities to transfer and pursue a baccalaureate degree in agriculture business or agriculture studies. Students completing the 60 units required for the degree are guaranteed transfer to an Agriculture Business, Agriculture Studies, Agribusiness, Ag Business or Food Industry Management program at a California State University, where only 60 more units will be required for a baccalaureate degree.

Agriculture Sciences

The Associate in Arts University Studies: Emphasis in Agriculture Science provides students with an opportunity to build a broad foundation of knowledge and skills in core agriculture areas including plants, soils, and livestock designed to enhances their vocational future in a constantly changing society. It can also provide transfer opportunities for those seeking an advanced degree.

Agriculture Science and Technology

The Associate in Science in Agriculture Science and Technology degree provides a broad set of courses to prepare students for employment in the field of agriculture.

The Agriculture Irrigation

The Agriculture Irrigation Certificate of Accomplishment will prepare students with the knowledge and hands-on experience to operate and maintain selected irrigation systems.

As an Agriculture major, you will:

- Study an agriculture curriculum including: agriculture business, plant science and animal science.
- Identify the agricultural career you are most interested in and build a course of study to better qualify you for a profession.

Career Options

Management
Supervision
Government
Marketing
Distribution
Sales and Service
Nursery Management and Operations Park Maintenance
Landscape Design
Teaching
Contracting & Maintenance
Fertilizer & Insecticide Application
Retail/Wholesale
Estimator

Some positions however require a four-year degree for which Lassen Community College's program is a good base for transfer.

Program Highlights

- Lassen has A.I./Embryo Transfer classes which train students to be an A.I./Embryo Technician.
- The Agriculture Department sponsors a rodeo team that competes against other schools from California and Nevada in the National Intercollegiate Rodeo Association.
- An 336 sq. ft. All-Season Greenhouse
- One program designed to provide the student with a very specific set of skills in areas such as general agriculture, animal science and plant science
- Depending on the selected course of study, a student will be provided with the skills to acquire an entry-level position in the industry.

Associate Degree and Certificate of Achievement in Agriculture can be completed within two (2) years

Internships in Agriculture may be available for students interested in Work Experience opportunities.

Note to Transfer Students:
The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."

Associate in Arts Degree University Studies: Emphasis in Agriculture Sciences

Total Units for the Associate in Arts Degree: 60 Units
Required Core Courses: 18 Units
Select 18 units from the following:

Course No	Course Title	Units
AGR 1	Agricultural Accounting	3.0
AGR 2	Agricultural Economics	3.0
AGR 10	Introduction to Animal Science	3.0
AGR 13	Feeds and Feeding	3.0
AGR 20	Introduction to Plant Science	4.0
AGR 40	Basic Agricultural Mechanics	3.0
AGR 41	Farm Tractors and Farm Power	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to Total 60 Units may be selected from electives. Courses must be numbered 1 – 49.

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies: Emphasis in Agriculture Sciences**, the student will be able to:

1. Demonstrate effective animal husbandry skills, analyze the current market in order to sell the crop or animal at a premium and report the profit or loss, in a ranching situation.
2. Apply effective business, sales and marketing skills when presented with an agribusiness situation.
3. Demonstrate an understanding of the basic methodologies of science.

Associate in Science Degree: Agriculture Business for Transfer

Total units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units
Total Core Units minimum grade 2.0: 21-24 Units
Required Core Units: 12-14

Course No	Course Title	Units
AGR 19	Soil Science ***OR***	3.0
CHEM 1A	General Chemistry I	5.0
AGR 2	Agricultural Economics	3.0
MATH 40	Elementary Statistics	3.0
ECON 10	Macro-Economics	3.0

Required Electives: 9-10 Units

AGR 1	Agricultural Accounting	3.0
AGR 3	Intro to Agricultural Business	3.0
AGR 10	Intro to Animal Science ***OR***	3.0
AGR 20	Intro to Plant Science	4.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Certificate of Accomplishment: Agriculture Business

Total Units for the Certificate of Accomplishment–Agriculture Business: 11 Units
Required Core Courses: 11 Units

Course No	Course Title	Units
AGR 1	Agricultural Accounting	3.0
AGR 2	Agricultural Economics	3.0
AGR 3	Introduction to Agriculture Business	3.0
CA 31	Computer Applications I	2.0

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree in Agriculture Business for Transfer** or the **Certificate of Accomplishment in Agriculture Business**, the student will be able to:

1. Analyze and make business decisions based on a business model.
2. Make business decisions using supply and demand.
3. Effectively and efficiently use computer programs, including Word and Excel.
4. Demonstrate an understanding of accrual accounting.

Associate in Science Degree: Agriculture Animal Science for Transfer

Total units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units
Total Core Units minimum grade 2.0: 20 Units
Required Core Units: 14

Course No	Course Title	Units
AGR 2	Agricultural Economics ***OR***	3.0
ECON 11	Micro-Economics	3.0
AGR 10	Intro to Animal Science	3.0
CHEM 1A	General Chemistry I	5.0
MATH 40	Elementary Statistics	3.0

Required Electives: 6 Units one course from each area:

Area 1: Animal Production

AGR 11	Beef Cattle Production	3.0
AGR 14	Equine Science	3.0

Area 2: Animal Heath

AGR 12	Animal Health and Sanitation	3.0
AGR 13	Feeds and Feeding	3.0

Completion of either the CSU General Education or IGETC option
Remaining Units to total 60 Units may be selected from courses numbered 1-49

Certificate of Accomplishment: Animal Science

Total Units for the Certificate of Accomplishment:
Animal Science: 15 Units

Course No	Course Title	Units
AGR 8	Introduction to Animal Production	3.0
AGR 10	Introduction to Animal Science	3.0
AGR 11	Beef Cattle Production	3.0
AGR 12	Animal Health and Disease	3.0
AGR 13	Feeds and Feeding	3.0

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree in Animal Science and Certificate of Accomplishment in Agricultural Animal Science**, the student will be able to:

1. Evaluate common management practices for farm animal health and reproduction.
2. Evaluate a genetic data sheet and rank the animals for a given scenario.
3. Plan a ranch management calendar for major animal species.
4. Plan a breeding program to maximize maternal heterosis.
5. Balance a ration using least cost principles.
6. Evaluate an animal production operation evaluating all production practices.

Associate in Science Degree: Agriculture Science and Technology

Total Units for the Associate in Science Degree: 60 units
Required Core Courses: 31 Units

Course No	Course Title	Units
AGR 1	Agricultural Accounting ***OR***	3.0
BUS 13	Basic Accounting	3.0
AGR 2	Agricultural Economics	3.0
AGR 9	Food Animal Selection	3.0
AGR 10	Introduction to Animal Science	3.0
AGR 11	Beef Cattle Production	3.0
AGR 13	Feeds and Feeding	3.0
AGR 14	Equine Science	3.0
AGR 19	Introduction to Soil Science	3.0
AGR 20	Introduction to Plant Science	4.0
AGR 40	Basic Agricultural Mechanics	3.0

Required Electives: 6 Units
The student may select 6 units from any of the following.

AGR 3	Introduction to Agricultural Business	3.0
AGR 8	Introduction to Animal Production	3.0
AGR 12	Animal Health and Disease	3.0
AGR 31	Bovine Embryo Transfer	3.0
AGR 41	Farm Tractors and Farm Power	3.0
AGR 61	Introduction to Bovine Reproduction	1.5

Electives: 5 Units (The student may select from any courses numbered 1 - 99 to satisfy this requirement.)

General Education Requirements: 18 Units

Certificate of Achievement: Agriculture Science and Technology

Total Units for the Certificate of Achievement Agriculture Science and Technology: 34 Units
Required Core Courses: 31 Units

Course No	Course Title	Units
AGR 1	Agricultural Accounting ***OR***	3.0
BUS 13	Basic Accounting	3.0
AGR 2	Agricultural Economics	3.0
AGR 9	Food Animal Selection	3.0
AGR 10	Introduction to Animal Science	3.0
AGR 11	Beef Cattle Production	3.0
AGR 13	Feeds and Feeding	3.0
AGR 14	Equine Science	3.0
AGR 19	Introduction to Soil Science	3.0
AGR 20	Introduction to Plant Science	4.0
AGR 40	Basic Agricultural Mechanics	3.0

Required Electives: 3 Units
The student may select 3 units from any of the following courses to satisfy this requirement.

AGR 3	Introduction to Agricultural Business	3.0
AGR 8	Introduction to Animal Production	3.0
AGR 12	Animal health and Disease	3.0
AGR 31	Bovine Embryo Transfer	3.0
AGR 41	Farm Tractors and Farm Power	3.0
AGR 61	Introduction to Bovine Reproduction	1.5

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree** or the **Certificate of Achievement in Agricultural Science and Technology** the student will be able to:

1. Demonstrate effective animal husbandry skills, analyze the current market in order to sell the crop or animal at a premium and report the profit or loss, in a ranching situation.
2. Apply effective business, sales and marketing skills when presented with an agribusiness situation.

Certificate of Accomplishment: Horsemanship

Total Units for the Certificate of Accomplishment: Horsemanship: 14 Units

Course No	Course Title	Units	Course No	Course Title	Units
AGR 14	Equine Science	3.0	AGR 53	Colt Training	2.0
AGR 23	Western Riding and Training	2.0	AGR 57	Beginning Horseshoeing	3.0
AGR 50	Basic Riding	2.0	AGR 51	Horsemanship	2.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment in Horsemanship**, the student will be able to:

1. Analyze pedigrees, evaluate horses for correct structure and balance, and select the most complete horse for the required task and design appropriate training program.
2. Demonstrate comprehension of correct procedures for horses and apply those practices in order to produce a well-trained horse in the Western or English disciplines.

Certificate of Accomplishment: Agriculture Irrigation

Total Units for the Certificate of Accomplishment–Agriculture Irrigation: 11 Units
Required Core Courses: 11 Units

Course No	Course Title	Units	Course No	Course Title	Units
AGR 19	Introduction to Soil Science	3.0	AGR 42	Farm Surveying, Irrigation and Drainage	3.0
AGR 20	Introduction to Plant Science	4.0	AGR 49	Agricultural Work Experience	1.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment in Agriculture Irrigation** the student will be able to:

1. Analyze and make recommendation to improve the soil and positively impaction the successful propagation of Plants.
2. Students will be able to implement at least two different irrigation systems.
3. Explain water movement in soil and understand water holding capacity.

Allied Health

DEGREES

Associate in Arts Degree University Studies:
Emphasis in Allied Health

AA Degree University Studies: Emphasis in Allied Health

The emphasis in Allied Health is designed to provide the lower division major courses to transfer to a university and earn a Bachelor's degree in a health or medical field. Students must meet with a counselor to ensure completion required coursework for chosen major and specific college/university.

As an Allied Health major, you will:

- Complete prerequisite courses for degrees in nursing, health care, occupational health and safety, or health care related fields.
- Explore a variety of science and general education courses.

Career Options

Community Health Educator
Family Planning Educator
Environmental Health Specialist
Health Program Coordinator
Physician's Assistant
Physical Therapist
Public Health Educator
Registered Nurse

Program Highlights

- Prerequisite courses for Registered Nursing (RN) upgrade programs
- Small class size
- Hands-on activities
- Associate Degree and Certificate of Achievement in Nursing and Allied Health can be completed within two (2) years.

Note to Transfer Students:
If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with a counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that Lassen Community College require for an associate degree in this major may be different from the requirements needed for the bachelor's degree.

Associate in Arts Degree University Studies:
Emphasis in Allied Health

Total Units for the Associate in Arts Degree: 60 Units
Required Core Courses: 20 Units

Course No	Course Title	Units
BIOL 20	Microbiology	5.0
BIOL 25	Human Anatomy and Physiology I	4.0
BIOL 26	Human Anatomy and Physiology II	4.0
CHEM 8	Introduction to Organic and Biochemistry	4.0
PSY 1	Introduction to Psychology	3.0

The following courses are generally required for health and medical degrees at four year colleges and universities. Please discuss with your counselor whether you need these and how they will fit into your General Education coursework:

ANTH 2	Cultural Anthropology	3.0
CD/PSY 31	Child Development: Conception Through Adolescence	3.0
HLTH 25	Understanding Nutrition	3.0
SOC 1	Introduction to Sociology	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies: Emphasis in Allied Health**, the student will be able to:

1. Analyze information available regarding risk factors to a healthy lifestyle as well as behaviors that promote a healthy lifestyle; understand the impact of positive and negative factors on one's own health; and make lifestyle choices and changes to best promote a wellness balance for one's own life.
2. Relate the structures and functions of the various body systems in a human organism to the metabolic activities of a single selected body cell.
3. Analyze and relate the appropriate identification techniques to be utilized in the diagnosis of a potential life threatening infection.
4. Demonstrate an understanding of the basic methodologies of science.

Anthropology

DEGREE

Associate in Arts in Anthropology for Transfer

The Associate in Arts Degree for Transfer in Anthropology is designed to provide students with a strong foundation for the study of humankind in all times and places in preparation for transfer to a California State University. It is an excellent starting point for students interested in pursuing a baccalaureate degree in Anthropology. The anthropology major is designed to provide undergraduate preparation leading to careers in law, social science, medicine, business, folklore, and education.

As Anthropology major, you will:

- Study a comprehensive introduction to the field of anthropology through courses that are academically rigorous and content appropriate.
- Develop a solid foundation in the basic elements of scientific inquiry
- Identify an area of specialization in anthropology.

Career Options

Cultural Manager
Lawyer
Resource Manager
Social Services Worker
Teacher

Career Preparation

The Associate in Arts in Anthropology for transfer prepares the student to transfer to a four-year college or university.

Program Highlights

- The Associate in Arts in Anthropology for Transfer Degree includes the core curriculum for transfer to a California State University.
- Small class size
- Individualized tutoring
- Laboratory and Field study opportunities

Note to Transfer Students:

The benefit for students completing the AA-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."

Associate in Arts Degree in Anthropology for Transfer

Total units for the Associate in Arts Degree with a minimum grade point average of 2.0: 60 units

Required Core Courses minimum grade 2.0: 19 Units

Course No.	Course Title	Units
ANTH 1	Biological Anthropology	3.0
ANTH 2	Cultural Anthropology	3.0
ANTH 3	Introduction to Archaeology	3.0
GEOL 1	Physical Geology	4.0
MATH 40	Elementary Statistics	3.0
SOC 1	Introduction to Sociology	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree in Anthropology for Transfer** student will be able to:

1. Given a current topic, demonstrate the ability to describe, analyze, and interpret anthropological data derived from research using traditional and technological skills, to write an organized, factually correct, well-documented paper.
2. Demonstrate knowledge and understanding of the common origins of human societies.
3. Given a set or problems or questions, use the scientific method to develop a hypothesis, conduct research, and reach a conclusion.
4. Explain how people adopt various customs, beliefs, traditions and lifestyles. Explain reasons why one's worldview may be in conflict with another's.

Art

DEGREE

Associate in Arts in Art History for Transfer
Associate in Arts in Studio Art for Transfer

The Associate in Arts Degree in Art History for Transfer and the Associate in Arts Degree in Studio Art for Transfer are designed to provide students with strong foundations for the study of art history and studio art in order to transfer to a California State University.

Lassen's art curriculum offers introductory and intermediate level courses in painting, watercolor, computer art, drawing, sculpture, ceramics, printmaking and design, as well as courses in art appreciation and art history. Through the program's art theory and art practice classes, students develop an awareness and understanding of the materials, tools, rationale and significance of art in society.

The art curriculum's critical thinking and technical skills components encourage students to utilize independent thought processes and problem solving. This program provides transfer and employment opportunities as well as personal enrichment for students.

As an Art major, you will:

- Study a general visual arts curriculum that includes traditional course in drawing, painting, ceramics, photography, design, and art history, as well as digital imaging, courses using the latest software.
- Develop the techniques and skills necessary to begin to achieve your goals in the visual arts.
- Identify possible career courses and individual styles that suit your aims.

Career Options

Painter
Sculptor
Ceramist
Art Instructor
Illustrator
Printmaker
Computer Publishing Specialist
Graphic Designer
Gallery Director
Graphic Artist
Computer Artist

Some positions however require a four-year degree for which Lassen Community College's program is a good base for transfer.

Program Highlights

- An excellent full service facility, including studios for ceramics, traditional photography and jewelry design.
- Experience instructors who continued to create their own work, sharing their passion with you.
- Small class sizes that allow personal dialog with instructors.
- The subtle beauty of the Great Basin for inspiration.
- Work experience positions are available for students to broaden their studies.

Associate Degree in Art can be completed within two (2) years

Internships in Art may be available for students interested in Work Experience opportunities.

Note to Transfer Students:
The benefit for students completing the AA-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."

Associate Degree for Transfer

Associate in Arts in Art History for Transfer

Total units for the Associate in Arts Degree with a minimum grade point average of 2.0: 60 units
Required Core Courses minimum grade 2.0: 18 Units
Complete the following 12 Units:

Course No	Course Title	Units
ART 2	Drawing	3.0
ART 6	Survey of Art History: Prehistoric to Renaissance	3.0
ART 7	Survey of Art History: Renaissance Through Contemporary	3.0
ART 9	History of Asian Art	3.0

Select 6 additional units from the following:

ART 1A	Two-Dimensional Design	3.0
ART 1B	Three-Dimensional Design	3.0
ART 3	Beginning Life Drawing	3.0
ART 10A	Beginning Painting	3.0
ART 25	Graphic Design 1	3.0
ART 30	Introduction to Sculpture	3.0
ART 36A	Beginning Ceramics	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts in Art History for Transfer** the student will be able to:

1. Critically interpret, evaluate and critique orally and in writing visual works of art from various historical periods and cultures.
2. Demonstrate orally and in writing the relevance of various historical and cultural art styles to today's global culture.
3. Produce basic realistic and nonrealistic drawings of various subjects using alternate styles.
4. Produce visual works of art in at least one medium in addition to drawing.

Associate in Arts in Studio Arts for Transfer

Total units for the Associate in Arts Degree with a minimum grade point average of 2.0: 60 units
Required Core Courses minimum grade 2.0: 24 Units
Complete the following 12 units:

Course No	Course Title	Units
ART 1A	Two-Dimensional Design	3.0
ART 1B	Three-Dimensional Design	3.0
ART 2	Drawing	3.0
ART 7	Survey of Art History Renaissance Through Contemporary	3.0
Select 3 additional units from the following:		
ART 6	Survey of Art History: Prehistoric To Renaissance	3.0
ART 9	History of Asian Art	3.0
Select 9 additional units from the following:		
ART 3	Beginning Life Drawing	3.0
ART 10A	Beginning Painting	3.0
ART 23	Beginning Printmaking	3.0
ART 25	Graphic Design 1	3.0
ART 30	Introduction to Sculpture	3.0
ART 36A	Beginning Ceramics	3.0
ART 43A	Beginning Jewelry and Hand-Building	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts in Studio Art for Transfer** the student will be able to:

1. Solve basic problems of visual expression using various techniques and mediums.
2. Produce basic realistic and nonrealistic drawings of various subjects using alternate styles.
3. Produce visual works of art in a variety of mediums.
4. Interpret, evaluate and critiques orally and in writing visual works of art.
5. Demonstrate knowledge of specific historical and cultural art styles.

Automotive Technology

DEGREE

Associate in Science in Automotive Technology

CERTIFICATES OF ACHIEVEMENT

Advanced Mechanics
Engine Repair

CERTIFICATES OF ACCOMPLISHMENT

Basic Mechanics
General Mechanics
Electrical

CERTIFICATE OF COMPLETION

Automotive Chassis and Maintenance

The Automotive Technology Program is designed to prepare the student with the necessary skills to acquire an entry-level position in the automotive industry. The Program is also designed to assist those already employed in the industry and those in the community to improve their skills. The Automotive Program offers course work in engine repair, chassis electrical, automatic transmissions and other components. The curriculum is updated with the assistance of industry advisory committee.

As an Automotive major, you will:

- Study the diagnostic procedures necessary to determine simple and complex problems, fix them and provide ongoing maintenance.
- Develop an in-depth understanding of why cars work the way they do, allowing you to better fix and maintain vehicles, and provide a higher level of service.
- Identify terms associated with automobiles as well as automotive components along with basic identification and proper use of various hand and power tools and shop equipment.

Career Options

Mechanic
Parts Person
Service writer
Service manager
Fleet Repair

Some positions however require a four-year degree for which Lassen Community College's program is a good base for transfer.

Program Highlights

- Fully equipped auto shop
- Hands-on training
- One-on-one instruction

Internships in Automotive Technologies may be available for students interested in Work Experience opportunities

Associate in Science Degree Automotive Technology

Total Units for the Associate in Science Degree: 60 Units
Required Core Courses: 39 Units

Course No	Course Title	Units
AT 50	Car Care Basics	3.0
AT 54	Brakes	3.0
AT 56	Steering and Suspension	3.0
AT 58	Automotive Heating and Air Conditioning	3.0
AT 60	Shop Management and Service Writer	2.0
AT 66	Manual Drive Train	4.0
AT 68	Automatic Transmissions	3.0
AT 70	General Automotive Lab	2.0
AT 72	Engine Repair and Machining-Short Block	4.0
AT 74	Engine Repair and Machining-Cylinder Heads	3.0
AT 80	Basic Electrical	3.0
AT 82	Engine Performance I	3.0
AT 84	Engine Performance II	3.0

Electives: 3 Units (The student may select from any courses numbered 1 – 99 to satisfy this requirement.)

General Education Requirements: 18 Units

Program Student Learning Outcomes

Upon completion of the **Automotive Technology Associate in Science Degree** the student will be able to:

1 Diagnose a specific automotive malfunction; execute the appropriate corrective steps and verify the problem has been resolved.
2 Perform general maintenance and upkeep procedures on a variety of automobiles.

Certificate of Achievement Engine Repair

Total Units for the Certificate of Achievement: Engine Repair: 22 Units
Required Core Courses: 19 Units

Course No	Course Title	Units
AT 50	Car Care Basics	3.0
AT 58	Automotive Heating and Air Conditioning	3.0
AT 60	Shop Management and Service Writer	2.0
AT 70	General Automotive Lab	2.0
AT 72	Engine Repair and Machining-Short Block	4.0
AT 74	Engine Repair and Machining-Cylinder Heads	3.0
AT 76	Automotive Machining Lab	2.0

Required Electives: 3 Units

Course No	Course Title	Units
AT 64	Diesel Repair and Maintenance	3.0
AT 88	Vintage Vehicle Repair	3.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Achievement – Engine Repair** the student will be able to:

1. Diagnose various automotive engine system malfunctions: execute the appropriate corrective steps and verify the problem has been resolved.
2. Perform automotive preventative maintenance according to industry standards.
3. Perform standard documentation found on automotive repair orders.

Certificate of Achievement Advanced Mechanics

Total Units for the Certificate of Achievement: Advanced Mechanics: 23 Units
Required Core Courses: 23 Units

Course No	Course Title	Units
AT 50	Car Care Basics	3.0
AT 54	Brakes	3.0
AT 56	Steering and Suspension	3.0
AT 58	Automotive Heating and Air Conditioning	3.0
AT 60	Shop Management and Service Writer	2.0
AT 66	Manual Drive Train	4.0
AT 68	Automatic Transmissions	3.0
AT 70	General Automotive Lab	2.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Achievement – Advanced Mechanics** the student will be able to:

1. Diagnose common automotive drivetrain malfunctions, execute the appropriate corrective steps and verify the problem has been resolved.
2. Perform automotive preventative maintenance according to industry standards.
3. Perform standard documentation found on automotive repair orders.

Certificate of Accomplishment – General Mechanics

Total Units for the Certificate of Accomplishment – General Mechanics: 14 Units
Required Core Courses: 14 Units

Course No	Course Title	Units
AT 50	Car Care Basics	3.0
AT 54	Brakes	3.0
AT 56	Steering and Suspension	3.0
AT 60	Shop Management and Service Writer	2.0
AT 64	Diesel Repair and Maintenance	3.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment – General Mechanics** the student will be able to:

1. Diagnose basic automotive chassis system malfunctions; execute the appropriate corrective steps and verify the problem has been resolved.
2. Perform automotive preventative maintenance according to industry standards
3. Perform standard documentation found on automotive repair orders.

Certificate of Accomplishment – Basic Mechanics

Total Units for the Certificate of Accomplishment – Basic Mechanics: 12 Units
Required Core Courses: 12 Units

Course No	Course Title	Units
AT 50	Car Care Basics	3.0
AT 54	Brakes	3.0
AT 56	Steering and Suspension	3.0
AT 80	Basic Electrical	3.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment – Basic Mechanics** the student will be able to:

1. Diagnose basic automotive drivetrain malfunctions, execute the appropriate corrective steps and verify the malfunction has resolved.
2. Perform automotive preventative maintenance according to industry standards
3. Perform standard documentation found on automotive repair orders.

Certificate of Accomplishment – Automotive Electrical

Total Units for the Certificate of Accomplishment – Electrical: 12 Units
Required Core Courses: 12 Units

Course No	Course Title	Units			
AT 50	Car Care Basics	3.0	AT 82	Engine Performance I	3.0
AT 80	Basic Electrical	3.0	AT 84	Engine Performance II	3.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment – Automotive Electrical** the student will be able to:

1. Diagnose basic automotive electrical system malfunctions; execute the appropriate corrective steps and verify the problem has been resolved.
2. Perform preventative maintenance and basic electrical system testing to verify proper operation of automotive starting, charging, and lighting systems.

Certificate of Completion in Automotive Chassis and Maintenance

Total Hours for the Certificate of Completion in Automotive Chassis and Maintenance: 102 Hours

Course No	Course Title	Hours
AT 150	Basic Skills: Pre High School Equivalency I	51
AT 151	Basic Skills: Pre High School Equivalency II	51

Program Student Learning Outcome

Upon completion of the **Certificate of Completion in Automotive Chassis and Maintenance** the student will be able to:

1. Inspect steering and suspension components for wear.
2. Perform common chassis alignment adjustments.
3. Perform common brake system repairs.
4. Perform automotive maintenance in accordance with industry standards.
5. Perform standard documentation found on automotive repair orders.

Biological Science

DEGREE

Associate in Science in Biology for Transfer
Associate in Arts University Studies:
Emphasis in Allied Health

The Associate in Science in Biology for Transfer is designed to provide students with a strong foundation for the study of entry-level biological science, chemistry and physics in preparation for transfer to a California State University. It is an excellent starting point for students interested in pursuing a baccalaureate degree in any area of biological science (general biology, cellular and molecular biology, ecological, evolution, & organismal biology, animal biology, plant biology, or microbiology). The biology major is designed to provide undergraduate preparation leading to careers in health professions and education.

As a Biology major, you will:

- Study a broad overview of biological science including molecular & cellular biology and evolutionary, organismal, & ecological biology in addition to physical science including chemistry and physics.
- Develop a solid foundation in the basic elements of scientific inquiry.
- Prepare to study and complete a baccalaureate degree in one of the biological sciences at a California State University.

The University Studies Degree with an emphasis in Allied Health is designed to provide the lower division major courses to transfer to a university and earn a Bachelor's degree in a health or medical field. Students must meet with a counselor to ensure completion of required coursework for chosen major and specific college or university

As an Allied Health major, you will:

- Complete prerequisite courses for degrees in nursing, health care, occupational health and safety, or health care related fields.
- Develop a solid foundation in the basic elements of scientific inquiry.

Career Options

Clinical Laboratory Scientist
Field Biologist
Forensic Scientist
Medical Doctor
Pharmacist
Physical Therapist
Public Health Educator
Registered Nurse
Teacher
Veterinarian

Program Highlights

- The Associate in Science in Biology for Transfer degree includes the core curriculum of transfer to a California State University.
- Small class size.
- Individual tutoring.
- Laboratory opportunities.

Note to Transfer Students:
The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."

Associate Degree for Transfer

Associate in Science Degree in Biology for Transfer

Total units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units
Required Core Courses minimum grade 2.0: 32 Units

Course No	Course Title	Units
BIOL 1	Principles of Molecular and Cellular Biology	4.0
BIOL 4	Principles of Evolutionary and Organismal and Ecological Biology	5.0
CHEM 1A	General Chemistry I	5.0
CHEM 1B	General Chemistry II	5.0
MATH 1A	Analytic Geometry and Calculus I	5.0
PHYS 2A	General Physics I	4.0
PHYS 2B	General Physics II	4.0

Completion of either the CSU STEM (33 units) or IGETC STEM (31 units)
Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree in Biology for Transfer** the student will be able to:

1. Apply the scientific method by stating a question; researching the topic; determining appropriate tests; performing tests; collecting, analyzing, and presenting data; and finally proposing new questions about the topic.
2. Apply critical thinking to the examination of the principles of biology, chemistry, and physics using proper laboratory techniques and procedures.
3. Demonstrate a basic understanding of the language, laws, theories and processes that are essential to the understanding of the structure of matter and how the structure determines its physical and chemical properties.
4. Describe the structure and function of molecular and cellular components and explain how they interact in a living cell.
5. Describe how cells interact to develop tissues and organs and how these contribute to a functional organism.
6. Demonstrate an understanding of the mechanisms driving evolution and describe similarities and differences of the major taxonomic groups.
7. Describe how organisms interact with one another, and to their environment and are able to explain interactions at the population and community levels.

Associate in Arts Degree University Studies: Emphasis in Allied Health

Total Units for the Associate in Arts Degree: 60 Units
Required Core Courses: 20 Units

Course No	Course Title	Units
BIOL 20	Microbiology	5.0
BIOL 25	Human Anatomy and Physiology I	4.0
BIOL 26	Human Anatomy and Physiology II	4.0
CHEM 8	Introduction to Organic and Biochemistry	4.0
PSY 1	Introduction to Psychology	3.0

The following courses are generally required for health and medical degrees at four year colleges and universities. Please discuss with your counselor whether you need these and how they will fit into your General Education coursework:

ANTH 2	Cultural Anthropology	3.0
CD/PSY 31	Child Development: Conception Through Adolescence	3.0
HLTH 25	Understanding Nutrition	3.0
SOC 1	Introduction to Sociology	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies: Emphasis in Allied Health**, the student will be able to:

1. Analyze information available regarding risk factors to a healthy lifestyle as well as behaviors that promote a healthy lifestyle; understand the impact of positive and negative factors on one's own health; and make lifestyle choices and changes to best promote a wellness balance for one's own life.
2. Relate the structures and functions of the various body systems in a human organism to the metabolic activities of a single selected body cell.
3. Analyze and relate the appropriate identification techniques to be utilized in the diagnosis of a potential life threatening infection.
4 Demonstrate an understanding of the basic methodologies of science.

Business

DEGREE

Associate in Science in Business
Administration for Transfer
Associate in Science in Accounting
Associates in Arts Degree in Economic for Transfer
Associate in Science in
Administrative Office Technician

CERTIFICATE OF ACHIEVEMENT

Administrative Office Technician
Small Business Management

Business Administration for Transfer

The Associate in Science Degree in Business Administration for Transfer is designed to provide students with the common core of lower division courses required by most universities to transfer and pursue a baccalaureate degree in Business Administration. This includes business degrees with options such as accounting, finance, human resources management, management, and marketing. Students must meet with a counselor to ensure completion of required coursework for chosen major and specific college/university.

Accounting

The Business Program's purpose is to provide students with the opportunity to build a solid foundation in core business skills, accounting, and develop new skills designed to enhance their vocational future in a constantly changing society, and provide transfer opportunities for those seeking an advanced degree. The student will study an introductory business curriculum including accounting, economics, small business management and mathematics.

Economics for Transfer

The Associate in Arts in Economics for Transfer is designed to provide students with the common core of lower division courses required by most universities to transfer and pursue a baccalaureate degree in Economics. This includes economic degrees with the options such as environmental and international economics.

Administrative Office Technician

The Administrative Assistant portion of the Business program is designed to define and develop knowledge, skills and attitudes needed by office professionals. The program offers preparation for first-time employment, re-entry, or career advancement. The curriculum is periodically updated with the assistance of a business advisory committee. The student will study a variety of topics including keyboarding/word processing, integrated office applications, organization and supervision of office activities, business communication, and gener*a*l office procedures.

Small Business Management

The Certificate of Achievement in Small Business Management provides the knowledge and skills for students to be employed in entry level management positions and/or small business ownership. The student completing this certificate will have the basic knowledge of the stakeholder theory, legal implications in the business setting, structuring a small business, analyzing business documents, and contemporary U.S. business practices.

Career Options

Business Administration
Certified Public Accountant
Management Accounting
Auditor
Budget Analysis
Financial Accounts
Administrative Assistant
Bank Employee
Clerk
Data-Entry
Receptionist
Retail/Industrial Sales/Management
Small Business Ownership
Word Processor

Program Highlights

- Develop the skills needed for today's workplace by identifying your areas of interest early.
- Explore seemingly endless career opportunities from small retail shops to international corporations, every kind of company, organization and government agency relies on business expertise.
- Office Administrative Technician is among the most ubiquitous and comprehensive of professions with duties ranging from program management, content administration, staff supervision, and office administration to management analysis, travel arrangement, office machine maintenance, and dictation.

Associate Degree and Certificate of Achievement in Business can be completed within two (2) years.

Note to Transfer Students:
The benefit for students completing the AA-T or AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."

Associate Degree for Transfer

Associate in Science Degree in Business Administration for Transfer

Total units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units
Required Core Courses minimum grade 2.0: 26 Units
Complete the following 20 units:

Course No	Course Title	Units
BUS 1A	Accounting Principles-Financial	4.0
BUS 1B	Accounting Principles-Managerial	4.0
BUS 22	Business Law	3.0
ECON 10	Macro-economics	3.0
ECON 11	Micro-economics	3.0
MATH 40	Elementary Statistics	3.0

Select 6 additional units from the following:

BUS 2	Introduction to Business	3.0
BUS 27	Business Communications	3.0
CS 1	Computer Literacy	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Science in Business Administration for Transfer**, the student will be able to:

1. Describe and provide current examples of the impact of external forces on business operations and practices including: Social forces (Demographics and cultural shifts) Economic forces (income distribution, macroeconomic conditions) Technological forces (Internet, digital media, e-marketing) Competition (ability of small businesses to compete across borders) Regulatory forces (laws influencing companies and consumers).
2. Apply business concepts to marketing, management, finance, accounting, and information technology.
3. Demonstrate knowledge of laws effecting working relationships with individuals from diverse cultures and backgrounds.

Associate in Science Degree Accounting

Total Units for the Associate in Science Degree: 60 Units
Required Core Courses: 42 Units
Complete the following 31 Units

Course No	Course Title	Units
BUS 1A	Accounting Principles-Financial	4.0
BUS 1B	Accounting Principles-Managerial	4.0
BUS 2	Introduction to Business	3.0
BUS 10	Human Resource Management	3.0
BUS 22	Business Law	3.0
BUS 25	Small Business Management	3.0
CA 31	Computer Applications I	2.0
ECON 10	Macro-economics	3.0
ECON 11	Micro-economics	3.0
MATH 40	Elementary Statistics	3.0

Required Electives: 11 units
The student may select from any of the following Business or Computer Applications courses to satisfy this requirement.

Business Courses

BUS 1C	Federal Income Tax	3.0
BUS 13	Basic Accounting	3.0
BUS 18	Records Management	3.0
BUS 19	Office Procedures	3.0
BUS 27	Business Communications	3.0
BUS 34A	Microsoft Word, Beginning	3.0
BUS 34B	Microsoft Word, Advanced	3.0
BUS 49	Business Work Experience	1.0-8.0

Computer Applications Courses

CA 32	Computer Applications II	2.0
CA 55	Using a Word Processor	0.5
CA 56	Using a Spreadsheet	0.5

General Education Requirements: 18 Units

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree in Accounting**, the student will be able to:

1. Demonstrate an understanding of financial statements, prepare journal entries and complete an accounting cycle prepared according to Generally Accepted Accounting Principles (GAAP).
2. Demonstrate an understanding of managerial accounting approaches to identifying, deriving, and reporting of financial information for internal decision making purposes.
3. Apply computer skills to retrieve, analyze, and manage information in a business environment.
4. Demonstrate an ability to write clearly and concisely, verbally express themselves in presentations, and use common communication channels.
5. Combine critical thinking skills and technical knowledge to solve common problems found in the accounting profession.

Associate in Arts Degree in Economics for Transfer

Total Units for the Associate in Arts Degree with a minimum grade point average of 2.0: 60 units

Core Units:	**20-23**		**Select two**	**6-9 units from the following:**	
Course No	Course Title	Units	BUS 1A	Accounting Principles-Financial	4.0
ECON 10	Macro Economics	3.0	BUS 1B	Accounting Principles-Managerial	4.0
ECON 11	Micro Economics	3.0	BUS 27	Business Communications	3.0
MATH 40	Elementary Statistics	3.0	ENGL 9	Critical Thinking and Composition	3.0
MATH 1A	Analytical Geometry and Calculus I	5.0	MATH 1B	Analytical Geometry and Calculus II	5.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

.Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree in Economics** the student will be able to:

1. Apply economics reasoning to real life situations using economic concepts such as scarcity, marginal utility, and opportunity costs.
2. Use analytical techniques to measure conditions related to the individual, business firms, and macro-economic systems.
3. Explain the role that households, business organizations, governments, and the international sector play in free markets, command economics, and mixed economics
4. Evaluate the objectives, limitations, and mechanics of common regulation, monetary policy, and fiscal policy.

Associate in Science Degree Administrative Office Technician

Total Units for the Associate in Science Degree: 60 Units
Required Core Courses: 42 Units
Complete the following 23 units

Course No	Course Title	Units
BUS 13	Basic Accounting	3.0
BUS 19	Office Administration	3.0
BUS 27	Business Communications	3.0
BUS 78	The Customer Service Advantage	1.0
BUS 84	Business Math	3.0
CA 52	Word Processing Application for Business	3.0
CA 53	Spreadsheet Application for Business	3.0
CA 58	Presentation Application for Business	1.5
CA 60	Email and Calendar for Application for Business	1.5
COT 52	Keyboard-Level 2	1.0

Required Electives: 19 units

BUS 1A	Accounting Principles-Financial	4.0
BUS 1B	Accounting Principles-Managerial	4.0
BUS 1C	Federal Income Tax	3.0
BUS 2	Introduction to Business	3.0
BUS 10	Human Resource Management	3.0
BUS 22	Business Law	3.0
BUS 25	Small Business Management	3.0
BUS 49	Business Work Experience	1.0-4.0
BUS 75	Planning and Launching a new Business Venture	1.0
BUS 76	Marketing the Small Business Venture	1.0
BUS 77	Financing the Small Business Venture	1.0
BUS 79	Computer Information Systems for Small Business Venture	2.0
CS 1	Computer Literacy	3.0
ECON 10	Macro-Economics	3.0
ECON 11	Micro-Economics	3.0

General Education Requirements: 18 units

Certificate of Achievement Administrative Office Technician

Total Units for the Certificate of Achievement: 18.5 Units

Course No	Course Title	Units
BUS 19	Office Administration	3.0
BUS 27	Business Communication	3.0
BUS 49	Business Work Experience	3.0
BUS 78	The Customer Service Advantage	1.0
BUS 84	Business Math	3.0
CA 52	Word Processing Applications for Business	3.0
CA 60	Email and Calendar Applications for Business	1.5
COT 52	Keyboarding Level 2	1.0

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree** or **Certificate of Achievement in Administrative Office Technician**, the student will be able to:

1. Prepare a complete professional document utilizing appropriate written and verbal communication skills and technology incorporating word processing, spreadsheets and/or graphics.
2. Demonstrate professional behavior, demeanor and interpersonal communication skills appropriate to the office workplace.
3. Demonstrate knowledge of laws effecting working relationships with individuals from diverse cultures and backgrounds.
4. Apply reasoning to determine ethical behavior in office situations.
5. Demonstrate skill at solving unstructured office-related problems.

Certificate of Achievement in Small Business Management

Total units for the Certificate of Achievement: 15 units

Required Core Courses:

Course No	Course Title	Units
BUS 2	Introduction to Business	3.0
BUS 10	Human Resource Management	3.0
BUS 22	Business Law	3.0
BUS 25	Small Business Management	3.0
BUS 27	Business Communications	3.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Achievement in Small Business Management**, the student will be able to:

1. Demonstrate an understanding of contemporary business principles, practices and organizational structures.
2. Write, proofread and revise common business communications.
3. Define common business terms, ideas, phrases and integrity as it applies to business stakeholders.
4. Demonstrate a basic understanding of the legal framework that surrounds contemporary U.S. business.
5. Identify human resource issues and their economic costs and benefits.

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Careers

Certificate of Accomplishment

Pathway to Career Success Certificate of Accomplishment

Certificate of Completion

Career Pathway Entry Certificate of Completion
High School Equivalency Certificate of Completion

The purpose of the Certificate of Completion in High School Equivalency is to provide short term courses with small group instruction in the basic skills areas (Reading, writing, mathematics, science, and social studies). Students will be prepared with the knowledge and success required on a high school equivalency exam.

The purpose of the Career Pathway Entry Certificate of Completion and Pathway to Career Success Certificate of Accomplishment is to provide short term training programs that focus on foundational workplace skills with real world applications. Students will gain the work force knowledge, hands on experience, and find success in their chosen field.

By earning the Career Pathway Entry Certificates you will:

- Demonstrate work place skills

By earning the Pathway to Career Success Certificate you will:

- Develop a career plan

Goals

- Gain knowledge of basic skills
- Career Advancement
- Work Based Learning

Program Highlights

- Short term and flexible scheduling
- Small class size
- Individualized tutoring
- Hands on learning opportunities

Certificate of Completion in High School Equivalency

Total Hours for the Certificate of Completion in High School Equivalency: 176 Hours

Course No	Course Title	Hours
BS 170	Basic Skills: Pre High School Equivalency I	136
BS 171	Basic Skills: Pre High School Equivalency II	40

Program Student Learning Outcome

Upon completion of the **Certificate of Completion in High School Equivalency** the student will be able to:

Demonstrate the basic skills foundation required to take the high school equivalency test.

Certificate of Completion in Career Pathway Entry

Total Hours for the Certificate of Completion in Career Pathway Entry: 168 Hours

Course No	Course Title	Hours			
BS 156	Practical Writing	50	CARS 151	Career Life Skills	34
BS 157	Practical Math	50	CARS 153	Career/Employment Strategies	34

Program Student Learning Outcome

Upon completion of the **Certificate of Completion in Career Pathway Entry** the student will be able to:

Demonstrate skill and abilities to succeed in a chosen field including: problem solving, communication, collaboration and adaptability.

Child Development

DEGREES

Associate in Science in Early Childhood Education for Transfer
Associate in Arts Child Development

CERTIFICATE OF ACHIEVEMENT

Child Development

CERTIFICATE OF ACCOMPLISHMENT

Child Development Associate Teacher

The Associate in Science Degree in Early Childhood Education for Transfer is designed to provide the lower division major courses to transfer to a California State University and earn a Bachelor's degree in Child Development or Early Childhood Education.

Child Development is a vital component to our local, state and national system of care and education for young children and offers many exciting career opportunities. The program is designed to prepare students to qualify for a variety of permits issued by Teacher Credentialing, State of California. These permits include an associate teacher, teacher, master teacher, and site supervisor permit. Receiving an A.A. in Child Development also meets the requirement to teach in a National Head Start Program.

As a Child Development major you will:

- Study effective principle and practices of child development, in order to provide quality care and education to children 0-5.
- Develop a disposition for and strategies to communicate effectively with children, parents, peers and the community.
- Identify the theoretical base for child development and the different curriculum structures to form your own philosophy of how to best meet the whole child needs of children.
- Identify a wide range of career opportunities and gear your course of study to that career.

Career Options

Assistant Teacher
Associate Teacher
Teacher
Master Teacher
Site Supervisor
Parent Educator
Family Service Worker
Home Visitor
Classroom Aide

Some positions however require a four-year degree for which LCC's program is a good base for transfer.

Program Highlights

- Two specialty areas for a master teacher
- Courses in early literacy
- Courses in violence prevention
- Variety of courses in creative arts
- Correspondence courses in the core curriculum

Associate Degree and Certificate of Achievement in Child Development can be completed within two (2) years.

Internships in Child Development may be available for students interested in Work Experience opportunities.

Note to Transfer Students:
The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."

Associate Degree for Transfer

Associate in Science Degree in Early Childhood Education for Transfer

Total units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units
Required Core Courses minimum grade 2.0: 25 Units

Course No	Course Title	Units
CD 11	Observation and Assessment	3.0
CD 12	Child, Family and Community	3.0
CD 16	Introduction to Curriculum	3.0
CD 19	Children's Nutrition, Health and Safety	3.0
CD 20	Principles and Practices of Teaching Young Children	3.0
CD 24	Practicum	4.0
CD 25	Teaching in a Diverse Society	3.0
CD/PSY 31	Child Development: Conception Through Adolescence	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree in Early Childhood Education for Transfer**, students will be able to:

1. Integrate understanding of the needs, the characteristics and multiple influences on development of children birth to age eight as related to high quality care and education of young children.
2. Design, implement and evaluate environments and activities that support positive, developmental play and learning outcomes for all young children.
3. Apply effective guidance and interaction strategies that support all children's social learning, identity, and self-confidence.
4. Develop strategies that promote partnerships between programs, teachers, families and their communities.
5. Demonstrate ethical standards and professional behaviors that deepen understanding, knowledge and commitment to the EC/CD profession.

Associate in Arts Degree Child Development

Total Units for the Associate in Arts Degree: 60 Units
Required Core Courses: 35 Units

Course No	Course Title	Units
CD 11	Observation and Assessment	3.0
CD 12	Child, Family and Community	3.0
CD 16	Introduction to Curriculum	3.0
CD 19	Children's Nutrition, Health and Safety	3.0
CD 20	Principles and Practices of Teaching Young Children	3.0
CD 23	Adult Supervision in the Child Care Setting	3.0
CD 24	Practicum	4.0
CD 25	Teaching in a Diverse Society	3.0
CD/PSY 31	Child Development: Conception Through Adolescence	3.0
CD 50	ECE Child Health and Safety	1.0

Students must complete six units from either the Site Supervisor or Master Teacher paths:

Site Supervisor

Course No	Course Title	Units
CD 15	Pre-School Administration	3.0
CD 26	Administration II	3.0

Master Teacher

Course No	Course Title	Units
CD 17	Children's Literature	3.0
CD 30	Early Steps to Reading Success	3.0

Required Electives: The student must complete 3 units from the following courses:

Course No	Course Title	Units
CD 15	Pre-School Administration	3.0
CD 17	Children's Literature	3.0
CD 22	The Infant Toddler	3.0
CD 26	Administration II	3.0
CD 27	Children with Special Needs	3.0
CD 28	Child Guidance	3.0
CD 30	Early Steps to Reading Success	3.0
CD 49	Child Development Work Experience	1.0-8.0

Electives: 4 Units - The student may select from any courses numbered 1-99 to satisfy this requirement.

General Education Requirements: 18 Units

Certificate of Achievement Child Development

Total Units for the Certificate of Achievement: 26 Units
Required Core Courses: 26 Units

Course No	Course Title	Units
CD 11	Observation and Assessment	3.0
CD 12	Child, Family and Community	3.0
CD 16	Introduction to Curriculum	3.0
CD 19	Children's Nutrition, Health, and Safety	3.0
CD 20	Principles and Practices of Teaching Young Children	3.0
CD 24	Practicum	4.0
CD 25	Teaching in a Diverse Society	3.0
CD/PSY 31	Child Development: Conception Through Adolescence	3.0
CD 50	ECE Child Health and Safety	1.0

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree** or the **Certificate of Achievement in Child Development**, the student will be able to:

1. Analyze the influence of culture, family, society, and environment on an individual's development.
2. Design, implement and evaluate environments and activities that support positive, developmental play and learning outcomes for all young children.
3. Apply effective guidance and interaction strategies that support all children's social learning, identity, and self-confidence.

Certificate of Accomplishment Child Development Associate Teacher

Total Units for the Certificate of Accomplishment: 14 Units
Required Core Courses: 11 Units

Course No	Course Title	Units
CD 12	Child, Family and Community	3.0
CD 16	Introduction to Curriculum	3.0
CD 24	Practicum	4.0
CD 50	ECE Child Health and Safety	1.0

And one of the following courses:

CD 11	Observation and Assessment	3.0
CD 22	The Infant Toddler	3.0
CD/PSY 31	Child Development: Conception Through Adolescence	3.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment in Child Development Associate Teacher**, the student will be able to:

1. Integrate understanding of the needs, characteristics and multiple influences on the development of children.
2. Evaluate environments and design, implement, and evaluate activities that support positive, developmental play and learning outcomes for all children.
3. Apply effective guidance and interaction strategies that support all children's learning, identity and self-confidence.
4. Develop strategies that promote partnerships with parents.
5. Demonstrate ethical standards and professional behaviors that deepen understanding, knowledge and commitment to the EC/CD profession

English

DEGREE

Associate in Arts in English for Transfer

The Associate in Arts Degree in English for Transfer is designed to provide students with a strong foundation for the study of literature and composition in order to transfer to a California State University. It is an excellent starting point for students interested in pursuing a baccalaureate degree in English. The core course work is designed to provide undergraduate preparation analyzing written works, recognizing crucial elements of poetry, fiction and drama, and utilizing primary and secondary sources to effectively support a premise.

As an English major, you will:

- Be exposed to the field of English through courses that are academically rigorous and content appropriate.
- Learn the skills necessary to gather, interpret, and analyze quantitative and qualitative data.

Career Options

Poet
Writer
Lawyer
Teacher
Journalist
Any career in which writing is important

Associate Degree in English for transfer can be completed within two (2) years.

Career Preparation

The Associates in Arts Degree in English for Transfer prepares the student for transfer to a four-year college or university.

Program Highlights

Core curriculum in English for transfer to a California State University
Small class size
Individualized tutoring

Note to Transfer Students:
The benefit for students completing the AA-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."

Associate in Arts Degree in English for Transfer

Total Units for the Associate in Arts Degree with a minimum grade point average 2.0: 60 Units
Required Core Courses minimum grade 2.0: 18 Units

Course No	Course Title	Units
Take the following 6 units		
ENGL 2	Introduction to Literary Types	3.0
ENGL 9	Critical Thinking and Composition	3.0
List A – Take 6 units *(Select 2)*		
ENGL 3	British Literature I	3.0
ENGL 4	British Literature II	3.0
ENGL 12	Survey of American Literature II	3.0
List B – Take 3 units		
ENGL 5	Survey of World Literature II	3.0
ENGL 10	Shakespeare	3.0
List C – Take 3 units		
ENGL 1	College Composition	3.0
ENGL 22	Creative Writing	3.0
ENGL 33	Studies in Fiction	3.0
ENGL 34	Studies in Poetry	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree in English for Transfer** student will be able to:

1. Demonstrate analytical and critical thinking skills through the production of written and oral critical responses to texts
2. Given an assignment to read a literary work, the student will identify and analyze crucial elements of fiction, poetry and drama
3. Demonstrate the ability to find, evaluate, and interpret primary and secondary sources, utilize summary, paraphrase and direct quotes to support a premise, and apply guidelines for MLA documentation to appropriately document information within written essays.

Fire Technology

DEGREE

Associate in Science in Fire Technology

CERTIFICATE OF ACHIEVEMENT

Fire Technology

CERTIFICATE OF ACCOMPLISHMENT

Basic Fire Fighter
Fire Technology

The Associate in Science Degree in Fire Technology is designed to provide students with updated skills and knowledge necessary to successfully compete for fire service positions. The curriculum serves as an in-service program as well as pre-employment program for students seeking employment or advancement in the profession of urban firefighting and wildland fire suppression.

As a fire technology major, you will:

- Study a broad overview of fire technology including: fire behavior, fire prevention, fire protection equipment and systems.
- Study the organizational structures and management techniques used in wildland fire suppression.
- Study the tactics used in urban firefighting.

Career Options

Firefighter
Inspector
Investigator
Supervisor
Manager

Some positions however require a four-year degree for which LCC's program is a good base for transfer.

Program Highlights

* Up-to-date technical information

Associate Degree and Certificate of Achievement in Fire Technology can be completed within two (2) years.

Internships in Fire Technology may be available for students interested in Work Experience opportunities.

Associate in Science Degree in Fire Technology

Total Units for the Associate in Science Degree: 60 Units

Required Core Courses: 18 Units

Course No	Course Title	Units
FS 3	Fundamentals of Fire Prevention	3.0
FS 4	Fire Protection Equipment and Systems	3.0
FS 5	Fire Orientation and Organization	3.0
FS 6	Building Construction for Fire Protection	3.0
FS 13	Fire Behavior and Combustion	3.0
FS 14	Principles of Fire Safety and Survival	3.0

Required Elective: 12 Units: select from the following listing:

BUS 25	Small Business Management	3.0
BUS 27	Business Communications	3.0
EMT 21	Emergency Medical Responder	2.5
EMT 60	Emergency Medical Technician-1 (Basic)	6.5
FS 8	Wildland Fire Suppression	2.0
FS 20	First Aid/CPR for Public Safety Employees	0.5
FS 23	Firing Operations (S-219)	1.0
FS 26	Basic Air Operations (S-270)	1.0
FS 49	Fire Technology Work Experience	1.0-8.0
FS 50	Rapid Intervention Crew	0.5
FS 51	Introduction to Fire Technology Careers	1.0
FS 52	Incident Command System (I-200/300)	2.0
FS 53	Introduction to Incident Command Systems	0.5
FS 54	National Incident Management Systems	0.5
FS 56	Helicopter Crewmember (S-271)	2.0
FS 57	Vehicle Extrication	1.0
FS 58	Introduction to Wildland Fire Behavior	0.5
FS 59	Confined Space Awareness	0.5
FS 60	Wildland Firefighter (CDF Basic 67)	3.0
FS 60A	Basic Fire Crew Firefighter	3.0
FS 61	Basic Firefighter Training (Basic 32)	2.0
FS 64	Instructor 1 Instructional Methodology	2.5
FS 65A	Driver/Operator 1A: Emergency Vehicle	1.5
FS 65B	Driver Operator 1B: Pump Operations	1.5
FS 65C	Wildland Fire Apparatus Operation	0.5
FS 70	Heavy Equipment Boss (S-236)	1.0
FS 70A	Single Resource Boss Academy	2.5
FS 70B	Engine Boss (Single Resource)	1.0
FS 72	HazMat First Responder Operations	1.0
FS 72A	HazMat First Responder Refresher	0.5
FS 73A	Incident Business Management (S260)	1.0
FS 73B	Applied Incident Business Management (S261)	1.0
FS 74	Fire in the Interface (S-215)	1.5
FS 75	Fire Behavior (S290)	2.0
FS 76	Firefighter Type 1 (Squad Boss S-131)	0.5
FS 77	Human Factors on the Fireline (L-180)	0.5
FS 78	Followership to Leadership (L-280)	1.0
FS 79A	Ground Support Unit Leaders (S-355)	2.0
FS 80	Firefighter Survival	0.5
FS 81	Wildland Firefighter Safety and Survival	0.5
FS 84	Lessons Learned (Fatalities Fire Case Studies)	1.0
FS 85	Understanding Maps, Compass And GPS	1.0
FS 86	Emergency Vehicle Operation	0.5
FS 87	Expanded Dispatch Recorder (D-110)	1.0
FS 89	Wildland Fire Chainsaws (S-212)	1.5
FS 90	Portable Pumps and Water Use S-211	1.0
FS 97	Fire Control 4	0.5
FS 98.18	Annual Fireline Safety Refresher Training	0.5
FS 98.20	Annual Hired-Equipment Refresher Training	0.5
FS 98.21	Volunteer Firefighter Academy	2.5

Electives: 12 Units (The student may select any courses numbered 1-99 to satisfy this requirement.)

General Education Requirements: 18 Units

Certificate of Achievement Fire Technology

Total units for the Certificate of Achievement: 30 Units
Required Core Courses: 18 Units

Course No	Course Title	Units
FS 3	Fundamentals of Fire Prevention	3.0
FS 4	Fire Protection Equipment and Systems	3.0
FS 5	Fire Orientation and Organization	3.0
FS 6	Building Construction for Fire Protection	3.0
FS 13	Fire Behavior and Combustion	3.0
FS 14	Principles of Fire Safety and Survival	3.0

Required Elective: 12 Units (Select from the following)

Course No	Course Title	Units
BUS 25	Small Business Management	3.0
BUS 27	Business Communications	3.0
EMT 21	Emergency Medical Responder	2.5
EMT 60	Emergency Medical Technician-1 (Basic)	6.5
FS 8	Wildland Fire Suppression	2.0
FS 20	First Aid/CPR for Public Safety Employees	0.5
FS 23	Firing Operations (S291)	1.0
FS 26	Basic Air Operations (S-270)	1.0
FS 49	Fire Technology Work Experience	1.0-8.0
FS 50	Rapid Intervention Crew	0.5
FS 51	Introduction to Fire Technology Careers	1.0
FS 52	Incident Command System (I-200/300)	2.0
FS 53	Introduction to Incident Command System	0.5
FS 54	National Incident Management System	0.5
FS 56	Helicopter Crewmember (S-271)	2.0
FS 57	Vehicle Extrication	1.0
FS 58	Introduction to Wildland Fire Behavior	0.5
FS 59	Confined Space Awareness	0.5
FS 60	Wildland Firefighter (CDF Basic 67)	3.0
FS 60A	Basic Fire Crew Firefighter	3.0
FS 61	Basic Firefighter Training (Basic 32)	2.0
FS 64	Instructor 1 Instructional Methodology	2.5
FS 65A	Driver/Operator 1A: Emergency Vehicle	1.5
FS 65B	Driver/Operator 1B: Pump Operations	1.5
FS 65C	Wildland Fire Apparatus Operations	0.5
FS 70	Heavy Equipment Boss (S-236)	1.0
FS 70A	Single Resource Boss Academy	2.5
FS 70B	Engine Boss (Single Resource)	1.0
FS 72	HazMat First Responder Operations	1.0
FS 72A	HazMat First Responder Refresher	0.5
FS 73A	Incident Business Management (S-260)	1.0
FS 73B	Incident Business Management (S-261)	1.0
FS 74	Fire in the Interface (S-215)	1.5
FS 75	Fire Behavior (S-290)	2.0
FS 76	Firefighter Type 1 (Squad Boss S-131)	0.5
FS 77	Human Factors on the Fireline (L-180)	0.5
FS 78	Followership to Leadership (L-280)	1.0
FS 79A	Ground Support Unit Leaders (S-355)	2.0
FS 80	Firefighter Survival	0.5
FS 81	Wildland Firefighter Safety and Survival	0.5
FS 84	Lessons Learning (Fatalities Fire Case Studies)	1.0
FS 85	Understanding Maps, Compass And GPS	1.0
FS 86	Emergency Vehicle Operation	0.5
FS 87	Expanded Dispatch Recorder (D-110)	1.0
FS 89	Wildland Fire Chainsaws (S-212)	1.5
FS 90	Portable Pumps and Water Use S-211	1.0
FS 97	Fire Control 4	0.5
FS 98.18	Annual Fireline Safety Refresher Training	0.5
FS 98.20	Annual Hired-Equipment Refresher Training	0.5
FS 98.21	Volunteer Firefighter Academy	2.5

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree** or the **Certificate of Achievement in Fire Technology**, the student will be able to:

Safely perform basic firefighting skills as part of the Incident Command System in preparation for an entry-level position at most firefighting agencies.

Certificate of Accomplishment Basic Fire Fighter

Total units for the Certificate: 9 – 11 Units
Required Core Courses: 9-11 Units

Course No	Course Title	Units
FS 8	Wildland Fire Suppression	2.0
FS 20 ***OR***	First Aid/CPR for Public Employees	0.5
EMT 21	Emergency Medical Responder	2.5
FS 51	Introduction to Fire Careers	1.0
FS 61	Basic Firefighter Training (Basic 32)	2.0
FS 72	HazMat First Responder Operations	1.0
FS 89	Wildland Fire Chainsaws (S-212)	1.5
FS 90	Portable Pumps and Water Use	1.0

Program Student Learning Outcomes

Upon successful completion of the **Certificate of Accomplishment Basic Fire Fighter**, the student will be able to:

1. Perform the basic duties of an entry level firefighter such as line construction, safe and proper use of fire line hand tools including chain saws, safe and proper use of pumps, first aid/CPR, recognizing and dealing with hazardous situations involving hazardous materials, ability to complete an application for employment, fire line safety, radio operation.
2. Understand and demonstrate the physical requirements to become a wildland firefighter.
3. Demonstrate basic knowledge of fire physics and behavior.

Certificate of Accomplishment Fire Technology

Total units for the Certificate: 14 Units
Required Core Courses: 14 Units

Course No	Course Title	Units	FS 61	Basic Firefighteer Training (Basic 32)	2.0
EMT 21	Emergency Medical Responder	2.5	FS 72	HazMat First Responder Operations	1.0
FS 20	First Aid/CPR for Public Employees	0.5	FS 80	Firefighter Survival	1.0
FS 59	Confined Space Awareness	0.5	FS 81	Wildland Firefighter Safety and Survival	0.5
FS 60	CAL-FIRE Basic Training	3.0	FS 98.21	Volunteer Firefighter Academy	2.5

Program Student Learning Outcomes

Upon successful completion of the **Certificate of Accomplishment Fire Technology**, the student will be able to:

1. Demonstrate an understanding of fire behavior.
2. Identify Command staff and how they fit into ICS structure
3. Recognize Critical structural fire ground factors
4. Be able to perform CPR

General Education Transfer Curriculum

CERTIFICATES OF ACHIEVEMENT

CSU General Education
Intersegmental General Education Transfer Curriculum (IGETC)

The Certificates of Achievement are inclusive of requirements for CSU General Education Certification or IGETC Certification. These certifications may be requested by the student to be sent to UC or CSU campus of their choice.

California State University General Education Certificate of Achievement

CSU General Education Certification of Achievement requires a minimum of 39 units.
Minimum GPA of **2.00** overall and Area A and B4 must be a "C" or better.

AREA A - English Language and Critical Thinking

The student must take one course from each area:

1. Oral Communications: Speech 1
2. Written Communications: English 1
3. Critical Thinking: English 7, English 9

AREA B - Scientific Inquiry and Quantitative Reasoning

The student must take one course from each area including one (L) Lab Science course:

1. Physical Universe:
   Agriculture 19 (L)
   Chemistry 1A (L), 1B (L), 8 (L), 40, 40L (L), 45 (L)
   Geology 1 (L), 5 (L)
   Physical Science 1
   Physics 2A (L), 2B (L)
2. Life Forms:
   Agriculture 10 (L), 20 (L)
   Anthropology 1
   Biology 1 (L), 4 (L), 10 (L), 20 (L), 25 (L), 26 (L), 32, 32L (L)
3. Laboratory Science (L):
   Any of the above (L) courses
4. Mathematics/Quantitative Reasoning:
   Math 1A, 1B, 7, 8, 11A, 11B, 40

AREA C - Arts and Humanities

The student must take 3 of the following courses, limit 2 in one area.

1. Arts (Art, Dance, Music, Theater):
   Art 1A, 1B, 2, 3, 6, 7, 8, 9, 10A, 30, 36A
   Film 1
   Music 6, 7, 12
2. Humanities (Literature, Philosophy, Foreign Languages):
   English 2, 3, 4, 5, 10, 12, 33, 34
   History 14, 15, 16, 17
   Humanities 1, 2
   Philosophy 1, 10
   Spanish 1, 2

AREA D - Social Sciences

The student must take a minimum of 9 units with courses taken from at least two disciplinary perspectives.

Administration of Justice 10, 12, 20
Anthropology 2, 3
Agriculture 2
Child Development 31
Economics 10, 11
Ethnic Studies 1
Geography 2
History 14, 15, 16*, 17*
Political Science 1*
Psychology 1, 5, 6, 18, 31
Sociology 1, 3, 4

*** CSU Graduation Requirement:** US History, Constitution, and American Ideals - Completion of one course in American History and one course in American Government is a requirement to graduate from any CSU campus. Students may select one combination from the following to fulfill this requirement; these courses may be double counted with Area D:

(1) History 16 and 17
(2) History 16 and Political Science 1
(3) History 17 and Political Science 1

AREA E - Lifelong Understanding and Self-Development

The student must take one course or 3 units from the following courses:

Child Development 31
Counseling & Guidance 1
Health 2, 25
Human Services 30
Physical Education 15
Psychology 1, 18, 31, 33
Sociology 3

Intersegmental General Education Transfer Curriculum (IGETC) Certification

IGETC General Education Certificate of Achievement requires 37 Units. Minimum GPA of **2.00** overall and a grade of "C" or better in each course. Completion of Areas 1, 2, 3, 4, 5; Demonstrate Foreign Language Proficiency. ** Indicates that transfer credit may be limited by either UC or CSU or both. Please consult with a Counselor.

AREA 1: English Communication 9 units (One from each group)

English 1 | English 7 or 9 | Speech 1

AREA 2: Mathematical Concepts and Quantitative Reasoning 3 units

Math 1A, 1B, 8, 40

AREA 3: Arts and Humanities 9 units - At least 3 courses, with at least one from Arts and one from Humanities.

Arts:

Art 6, 7, 8, 9
Film 1
Music 6, 7, 12

Humanities:

English 2, 3, 4, 5, 10, 12, 33, 34
History 14, 15, 16, 17
Humanities 1, 2
Philosophy 1, 10
Spanish 2

AREA 4: Social and Behavioral Sciences 9 units -At least three courses from at least 2 disciplines.

A. Anthropology/Archaeology: ANTH 2, 3
B. Economics: AGR 2, ECON 10, 11
C. Ethnic Studies: ES 1
D. Gender Studies: SOC 4
E. Geography: GEOG 2
F. History: HIST 14, 15, 16*, 17*
G. Interdisciplinary: CD 31
H. Political Science: PLCS 1*
I. Psychology: PSY 1, 5, 6, 18, 31
J. Sociology/Criminology: AJ 12, SOC 1, 2, 3

AREA 5: Physical and Biological Sciences 7 – 9 units. At least 2 courses, one Physical Science and one Biological Science; at least one must include a laboratory (indicated by "L" in parentheses).

Physical Sciences:

Agriculture 19
Chemistry 1A (L), 1B (L), 8 (L), **45 (L)
Geology 1 (L), 5 (L)
**Physical Science 1
Physics 2A (L), 2B (L)

Biological Sciences:

Agriculture 10, 20
Anthropology 1
Biology 1 (L), 4 (L), 10 (L), 20 (L), 25 (L), 26 (L), 32, 32L (L)

Language Other Than English (UC Requirement Only) Complete 2 years of the same Foreign Language of high school level work with a grade of "C" or better or earn a score of 3 or higher on the Foreign Language Advanced Placement Test, or 550 on the College Board Achievement Test in Foreign Language or complete 4 units from the courses below.

The following course at this institution fulfills the requirement (1 course, 4 semester units): Spanish 1

*** CSU Graduation Requirement Only - U.S. History, Constitution and American Ideals, 6 semester units**

Courses may not be applied to Area 4 if used to meet Constitution requirements for CSU

Group 1 Political Science 1 | Group 2 History 16, 17

Program Student Learning Outcomes

California State University General Education Certificate of Achievement
Intersegmental General Education Transfer Certificate of Achievement (IGETC)

Upon completion of this certification the student will be able to:

1. Understand and apply methods of inquiry for a variety of disciplines including the scientific method for scientific inquiry and appropriate methods for social and behavior science inquiries.
2. Explain and analyze relationships between science and other human activities.
3. Apply knowledge of the ways people act and have acted in response to their societies to express an appreciation for how diverse societies and social subgroups operate to understand social dynamics within historical and contemporary communities.
4. Understand ways in which people throughout the ages and in Western and non-Western cultures have responded to themselves and the world around them in artistic and cultural creation; apply this knowledge to make value judgments on cultural activities and artistic expressions and demonstrate an understanding of the interrelationship between the creative arts, the humanities and self.
5. Engage in verbal communication by participating in discussions, debates, and oral presentations utilizing proper rhetorical perspective, reasoning and advocacy, organization, accuracy, and the discovery, critical evaluation and reporting of information.
6. Compose effective written communications and essays with correct grammar, spelling, punctuation and appropriate language, style and format utilizing academically accepted means of researching, evaluating and documenting sources within written works.
7. Analyze, evaluate and explain theories, concepts and skills within varied disciplines using inductive and deductive processes and quantitative reasoning and application.
8. Demonstrate appreciation of themselves as living organism through their choices for physical health, activities, stress management, relationships to the social and physical environment, and responsible decision-making.

Geology

DEGREES

Associate in Science in Geology for Transfer

The Associates in Science Degree in Geology is designed to provide students with a strong foundation for the study of physical processes in and on the Earth in preparation for transfer to a California State University. It is an excellent starting point for students interested in pursuing a baccalaureate degree in Geology. The geology major is designed to provide undergraduate preparation leading to careers in resource exploration, hydrogeology, or environmental geology.

As a Geology major, you will:

- Study a comprehensive introduction to the field of geology through courses that are academically rigorous and content appropriate.
- Develop a solid foundation in the basic elements of scientific inquiry.
- Identify an area of specialization in geology.

Career Options

Environmental Scientist
Geological Engineer
Geological Technician
Geologist
Hydrologist
Mineralogists
Mining Engineer
Metallurgist
Natural Science Manger
Petroleum Technician
Teacher

Career Preparation

The Associates in Arts Degree in Geology for Transfer prepares the student for transfer to a four-year college or university.

Program Highlights

Core curriculum in Geology for transfer to a California State University
Small class size
Individualized tutoring
Laboratory and Field study opportunities

Associate Degree in Geology can be completed within two (2) years.

Note to Transfer Students:
The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."

Associate Degree for Transfer

Associate in Science Degree in Geology for Transfer

Total Units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 Units
Required Core Courses minimum grade 2.0: 28 Units

Course No	Course Title	Units	Course No	Course Title	Units
CHEM 1A	General Chemistry I	5.0	GEOL 5	Historical Geology and Paleontology	4.0
CHEM 1B	General Chemistry II	5.0	MATH 1A	Analytic Geometry and Calculus I	5.0
GEOL 1	Physical Geology	4.0	MATH 1B	Analytic Geometry and Calculus II	5.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree in Geology for Transfer** student will be able to:

1. Demonstrate an understanding of geologic time scale and timing of major events in Earth history.
2. Explain internal and external dynamic processes occurring within the earth system and analyze the effects on these processes on physical constitution of the earth.
3. Apply proper lab techniques and knowledge of theoretical concepts in geology to acquire and interpret geologic data and formulate new questions in a laboratory setting.

Gunsmithing

DEGREES

Associate in Science in Firearms Repair
Associate in Science in General Gunsmithing

CERTIFICATES OF ACHIEVEMENTS

Firearms Repair
General Gunsmithing

CERTIFICATES OF ACCOMPLISHMENTS

Gunsmith Machinist and Metal Finishing
Long Gun
Pistolsmith
Riflesmith

The Gunsmithing Program offers two degrees, two Certificates of Achievement, and four Certificates of Accomplishment, that each provide the student with a very specific set of skills in areas such as general gunsmithing, firearms repair, firearms customization and in the recognized specialty areas. Depending on the selected course of study, a student is provided with the skills to acquire an entry-level position in the industry. This program is also designed to assist those already employed in the industry and those in the community to improve or expand their skills. The curriculum is updated with the assistance of a business and industry advisory committee. In accordance with the provisions of the state penal code section numbers: (12021, 12021.5, 12050, and 12054), prospective students must file an approved affidavit with the Lassen Community College District as a prerequisite to program enrollment.

As a Gunsmithing major, you will:

- Study course work in design, function and repair, firearm laws and regulations, machining, metallurgy, stock fabrication and welding.
- Develop skills on how to install and replace components, clean, maintain, and service handguns, rifles and shotguns.
- Identify a particular type of firearm you are most interested in and build a course of study to better qualify you for a profession.

Career Options

Gunsmith Firearms Repair
Firearms Salesman
Law Enforcement Armorer
Department of Corrections
Armorer
Owner/Manager of a Gunsmith Shop or Sporting Goods Store
Specialist in Custom Built Firearms
Factory Service Representative

Some positions require a four-year degree for which Lassen Community College's program is a good base for transfer.

Associate Degree and Certificate of Achievement in Gunsmithing can be completed within two (2) years.

Associate in Science Degree: Firearms Repair

Total Units for the Associate in Science Degree: 60 units.
Required Core Courses: 42 Units

GSS 50.01	Recoil Pad and Sling Swivel Installation	1.0
GSS 50.03	Open and Optical Sight Installation	1.0
GSS 51.01	Stock Inletting	1.0
GSS 51.05	Glass Bedding for Strength and Accuracy	1.0
GSS 51.06	Wood Stock Finishing	1.0
GSS 52.06	Gunsmith Machining 6	1.0
GSS 54.05	Hardening and Tempering of Carbon Steels	1.0
GSS 56.03	Bolt Action Barrel Fitting	1.0
GSS 57.01	Bolt Action Breeching and Headspace	1.0
GSS 57.03	Action and Bolt Modifications	1.0
GSS 59.02	Metal Preparation for Refinishing And Caustic Bluing	1.0
GSS 60.01	DFR Recoil Operated Auto Shotguns	1.0
GSS 60.02	DFR Gas Operated Auto Shotguns	1.0
GSS 60.04	DFR Pump Shotguns	1.0
GSS 61.01	DFR Single Action Revolvers	1.0
GSS 61.02	DFR Smith and Wesson Revolvers	1.0
GSS 61.03	DFR Colt & Ruger Double Action Revolvers	1.0
GSS 62.03	Misfire Correction	1.0
GSS 62.04	Correcting Oversize Firing Pin Holes	1.0
GSS 63.02	Ejectors	1.0
GSS 63.03	Double Gun Locks	1.0
GSS 64.01	Composition Stock Fitting, Bedding and Finishing	1.0
GSS 66.02	Revolver Barrel Fitting and Ranging	1.0
GSS 67.01	Blowback Principle	1.0
GSS 68.01	DFR Locked Breech Single Action Auto Pistols	1.0
GSS 68.02	DFR Locked Breech Double Action Auto Pistols	1.0
GSS 68.03	DFR Blowback Auto Pistols	1.0
GSS 69.01	DFR Auto Rifles	1.0
GSS 69.02	DFR Pump Rifles	1.0
GSS 69.03	DFR Lever Action Rifles	1.0
GSS 70.01	DFR Triggers 1	1.0
GSS 71.01	DFR .22 Autos	1.0
GSS 71.02	DFR Bolt Action .22's	1.0
GSS 71.03	DFR Pump and Lever Action .22's	1.0
GSS 71.04	DFR Marlin Model 39	1.0
GSS 75.02	Firearm Laws and Regulations	1.0
WT 31	GTAW for Gunsmiths	3.0
WT 32	Advanced GTAW for Gunsmiths	3.0

General Education Requirements: 18 Units

Certificate of Achievement: Firearms Repair

Total units for the Certificate of Achievement: 42 Units

Course No	Course Title	Units
GSS 50.01	Recoil Pad and Sling Swivel Installation	1.0
GSS 50.03	Open and Optical Sight Installation	1.0
GSS 51.01	Stock Inletting	1.0
GSS 51.05	Glass Bedding for Strength and Accuracy	1.0
GSS 51.06	Wood Stock Finishing	1.0
GSS 52.06	Gunsmith Machining 6	1.0
GSS 54.05	Hardening and Tempering of Carbon Steels	1.0
GSS 56.03	Bolt Action Barrel Fitting	1.0
GSS 57.01	Bolt Action Breeching and Headspace	1.0
GSS 57.03	Action and Bolt Modifications	1.0
GSS 59.02	Metal Preparation for Refinishing And Caustic Bluing	1.0
GSS 60.01	DFR Recoil Operated Auto Shotguns	1.0
GSS 60.02	DFR Gas Operated Auto Shotguns	1.0
GSS 60.04	DFR Pump Shotguns	1.0
GSS 61.01	DFR Single Action Revolvers	1.0
GSS 61.02	DFR Smith and Wesson Revolvers	1.0
GSS 61.03	DFR Colt & Ruger Double Action Revolvers	1.0
GSS 62.03	Misfire Correction	1.0
GSS 62.04	Correcting Oversize Firing Pin Holes	1.0
GSS 63.02	Ejectors	1.0
GSS 63.03	Double Gun Locks	1.0
GSS 64.01	Composition Stock Fitting, Bedding and Finishing	1.0
GSS 66.02	Revolver Barrel Fitting and Ranging	1.0
GSS 67.01	Blowback Principle	1.0
GSS 68.01	DFR Locked Breech Single Action Auto Pistols	1.0
GSS 68.02	DFR Locked Breech Double Action Auto Pistols	1.0
GSS 68.03	DFR Blowback Auto Pistols	1.0
GSS 69.01	DFR Auto Rifles	1.0
GSS 69.02	DFR Pump Rifles	1.0
GSS 69.03	DFR Lever Action Rifles	1.0
GSS 70.01	DFR Triggers 1	1.0
GSS 71.01	DFR .22 Auto's	1.0
GSS 71.02	DFR Bolt Action .22's	1.0
GSS 71.03	DFR Pump and Lever Action .22's	1.0
GSS 71.04	DFR Marlin Model 39	1.0
GSS 75.02	Firearm Laws and Regulations	1.0
WT 31	GTAW for Gunsmiths	3.0
WT 32	Advanced GTAW for Gunsmiths	3.0

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree** or the **Certificate of Achievement in Firearms Repair**, the student will be able to:

1. Diagnose a specific firearm malfunction, execute the appropriate corrective step and verify the problem has been resolved.
2. Perform firearms repair and maintenance procedures on the large variety of firearms common to a retail gunsmithing operation.

Associate in Science Degree in General Gunsmithing

Total Units for the Associate in Science Degree: 60 Units
Required Core Courses: 36 Units

Course No	Course Title	Units
GSS 50.01	Recoil Pad and Sling Swivel Installation	1.0
GSS 50.03	Open and Optical Sight Installation	1.0
GSS 51.05	Glass Bedding for Strength and Accuracy	1.0
GSS 52.01	Gunsmith Machining 1	2.0
GSS 52.02	Gunsmith Machining 2	2.0
GSS 52.03	Gunsmith Machining 3	2.0
GSS 52.04	Gunsmith Machining 4	1.0
GSS 52.05	Gunsmith Machining 5	1.0
GSS 52.06	Gunsmith Machining 6	1.0
GSS 54.05	Hardening and Tempering of Carbon Steels	1.0
GSS 55.04	Stock Refinish and Repair	1.0
GSS 56.01	Headspace	1.0
GSS 56.03	Bold Action Barrel Fitting	1.0
GSS 57.03	Action and Bolt Modifications	1.0
GSS 58.02	Pressure Bedding and Pillar Bedding	1.0
GSS 59.02	Metal Preparation for Refinishing and Caustic Bluing	1.0
GSS 60.04	DFR Pump Shotguns	1.0
GSS 61.01	DFR Single Action Revolvers	1.0
GSS 62.03	Misfire Correction	1.0
GSS 62.04	Correcting Oversize Firing Pin Holes	1.0
GSS 63.05	Double Guns, Hinge Pins and Headspace	1.0
GSS 64.01	Composition Stock Fitting, Bedding, And Finishing	1.0
GSS 67.01	Blowback Principle	1.0
GSS 69.03	DFR Lever Action Rifles	1.0
GSS 70.01	DFR Triggers 1	1.0
GSS 71.01	DFR .22 Auto's	1.0
GSS 73.02	Spring Making	1.0
WT 31	GTAW for Gunsmiths	3.0
WT 32	Advanced GTAW for Gunsmiths	3.0

Electives: 6 Units (The student may select any courses numbered 1 – 99 to satisfy this requirement.)
General Education Requirements: 18 Units

Certificate of Achievement: General Gunsmithing

Total units for the Certificate of Achievement: 42 units
Required Core: 36 Units

Course No	Course Title	Units
GSS 50.01	Recoil Pad and Sling Swivel Installation	1.0
GSS 50.03	Open and Optical Sight Installation	1.0
GSS 51.05	Glass Bedding for Strength and Accuracy	1.0
GSS 52.01	Gunsmith Machining 1	2.0
GSS 52.02	Gunsmith Machining 2	2.0
GSS 52.03	Gunsmith Machining 3	2.0
GSS 52.04	Gunsmith Machining 4	1.0
GSS 52.05	Gunsmith Machining 5	1.0
GSS 52.06	Gunsmith Machining 6	1.0
GSS 54.05	Hardening and Tempering of Carbon Steels	1.0
GSS 55.04	Stock Refinish and Repair	1.0
GSS 56.01	Headspace	1.0
GSS 56.03	Bolt Action Barrel Fitting	1.0
GSS 57.03	Action and Bolt Modifications	1.0
GSS 58.02	Pressure Bedding and Pillar Bedding	1.0
GSS 59.02	Metal Preparation for Refinishing and Caustic Bluing	1.0
GSS 60.04	DFR Pump Shotguns	1.0
GSS 61.01	DFR Single Action Revolvers	1.0
GSS 62.03	Misfire Correction	1.0
GSS 62.04	Correcting Oversize Firing Pin Holes	1.0
GSS 63.05	Double Guns, Hinge Pins and Headspace	1.0
GSS 64.01	Composition Stock Fitting, Bedding, And Finishing	1.0
GSS 67.01	Blowback Principle	1.0
GSS 69.03	DFR Lever Action Rifles	1.0
GSS 70.01	DFR Triggers 1	1.0
GSS 71.01	DFR .22 Auto's	1.0
GSS 73.02	Spring Making	1.0
WT 31	GTAW for Gunsmiths	3.0
WT 32	Advanced GTAW for Gunsmiths	3.0

Electives: 6 Units (The student may select any courses numbered 1-99 to satisfy this requirement.)

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree** or the **Certificate of Achievement in General Gunsmithing**, the student will be able to:

1. Perform appropriate custom alterations and modifications as related to a specific custom field in Gunsmithing.
2. Diagnose a specific firearm malfunction, execute the appropriate corrective step and verify the problem has been resolved.

Certificate of Accomplishment: Gunsmith Machinist and Metal Finishing

Total Units for the Certificate of Accomplishment Gunsmith Machinist and Metal Finishing: 15 Units

Course No	Course Title	Units
GSS 50.03	Open and Optical Sight Installation	1.0
GSS 52.01	Gunsmith Machining 1	2.0
GSS 52.02	Gunsmith Machining 2	2.0
GSS 52.03	Gunsmith Machining 3	2.0
GSS 52.04	Gunsmith Machining 4	1.0
GSS 52.05	Gunsmith Machining 5	1.0
GSS 52.06	Gunsmith Machining 6	1.0
GSS 54.05	Hardening and Tempering of Carbon Steels	1.0
GSS 59.02	Metal Preparation for Refinishing And Caustic Bluing	1.0
GSS 59.03	Parkerizing	1.0
GSS 59.04	Color Case Hardening	1.0
GSS 59.09	Alternative Metal Finishing	1.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment - Gunsmith Machinist and Metal Finishing**, the student will be able to:

1. Design and machine firearm parts and fixtures using the appropriate tools and techniques.
2. Apply the appropriate polishing technique and finish to metal firearms parts.

Certificate of Accomplishment: Long Gun

Total Units for the Certificate of Accomplishment Long Gun: 13 Units

Course No	Course Title	Units
GSS 51.06	Wood Stock Finishing	1.0
GSS 52.06	Gunsmith Machining 6	1.0
GSS 54.05	Hardening and Tempering of Carbon Steels	1.0
GSS 60.01	DFR Recoil Operated Auto Shotguns	1.0
GSS 60.02	DFR Gas Operated Auto Shotguns	1.0
GSS 60.04	DFR Pump Shotguns	1.0
GSS 66.01	Non-Bolt Action Rifle Barrel Fitting	1.0
GSS 69.01	DFR Auto Rifles	1.0
GSS 69.02	DFR Pump Rifles	1.0
GSS 69.03	DFR Lever Action Rifles	1.0
WT 32	Advanced GTAW for Gunsmiths	3.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment - Long Gun**, the student will be able to:

1. Diagnose specific long gun malfunction, execute the appropriate corrective step and verify the problem has been resolved.

Certificate of Accomplishment: Pistolsmith

Total Units for the Certificate of Accomplishment Pistolsmith: 13 Units

Course No	Course Title	Units	Course No	Course Title	Units
GSS 52.06	Gunsmith Machining 6	1.0	GSS 67.01	Blowback Principle	1.0
GSS 54.05	Hardening and Tempering of Carbon Steels	1.0	GSS 68.01	DFR Locked Breech Single Action Auto Pistols	1.0
GSS 61.01	DFR Single Action Revolvers	1.0	GSS 68.02	DFR Locked Breech Double Action Auto Pistols	1.0
GSS 61.02	DFR Smith and Wesson Revolvers	1.0			
GSS 61.03	DFR Colt & Ruger Double Action Revolvers	1.0	GSS 68.03	DFR Blowback Auto Pistols	1.0
			WT 32	Advanced GTAW for Gunsmiths	3.0
GSS 66.02	Revolver Barrel Fitting and Ranging	1.0			

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment Pistolsmith**, the student will be able to:

1. Diagnose specific handgun malfunction, execute the appropriate corrective step and verify the problem has been resolved.

Certificate of Accomplishment: Riflesmith

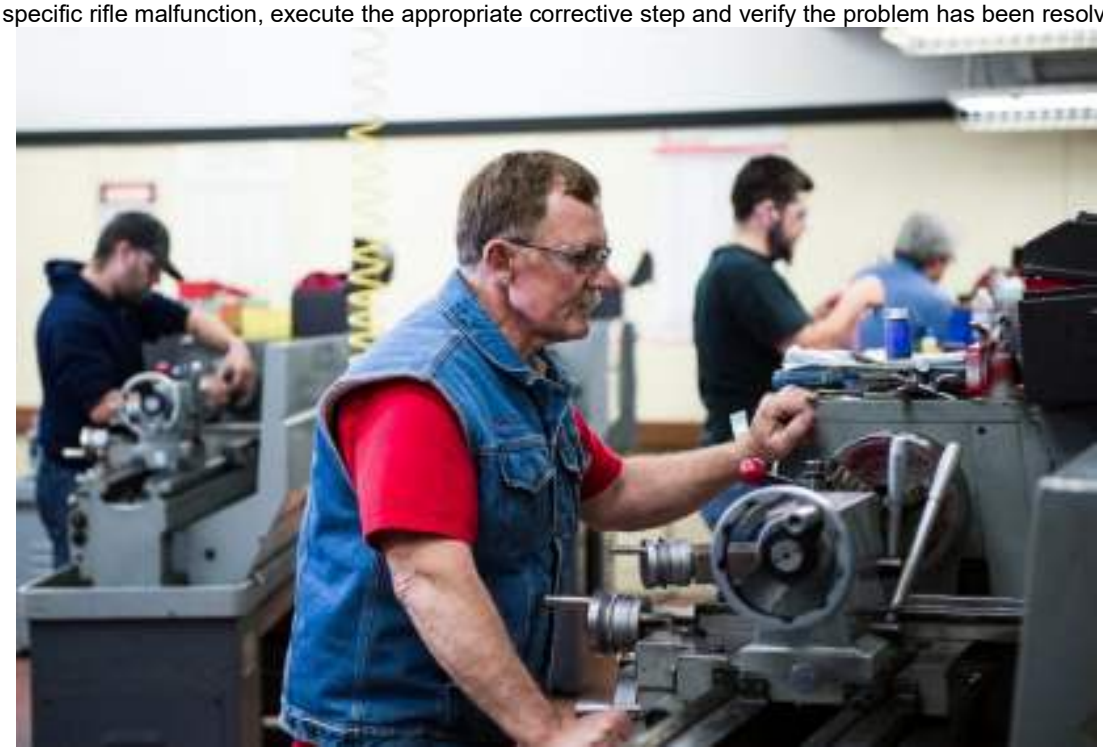
Total Units for the Certificate of Accomplishment Riflesmith: 15 Units

Course No	Course Title	Units	Course No	Course Title	Units
GSS 51.01	Stock Inletting	1.0			
GSS 51.05	Glass Bedding for Strength and Accuracy	1.0	GSS 57.02	Action Blueprinting	1.0
			GSS 57.03	Action and Bolt Modifications	1.0
GSS 51.06	Wood Stock Finishing	1.0	GSS 57.06	Trueing Exterior of Action	1.0
GSS 55.04	Stock Refinish and Repair	1.0	GSS 57.08	Bottom Metal Modifications	1.0
GSS 56.01	Headspace	1.0	GSS 57.15	Bolt Action Rifle Feeding	1.0
GSS 56.03	Bold Action Barrel Fitting	1.0	GSS 58.02	Pressures and Pillar Bedding	1.0
GSS 56.04	Barrel Contouring	1.0	GSS 64.01	Composition Stock Fitting, Bedding and Finishing	1.0
GSS 57.01	Bold Action Breeching and Headspace	1.0			

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment Riflesmith**, the student will be able to:

1. Perform appropriate custom rifle alterations and modifications.
2. Diagnose specific rifle malfunction, execute the appropriate corrective step and verify the problem has been resolved.



Health Occupations

Certificate of Achievement
Medical Assisting
Clinical Medical Assisting

Certificate of Accomplishment
Administrative Medical Assisting

Red Cross Certification
Cardiopulmonary Resuscitation (CPR)
Standard First Aid

Lassen College offers coursework that leads to eligibility for external certifications in CPR, First Aid, and EMT-I in addition to certificates in Clinical and Administrative Medical Assisting.

Certificate of Accomplishment in Administrative Medical Assisting
The program of courses for this certificate is designed to prepare a student to perform office-related duties including scheduling and billing as a medical office assistant.

Certificate of Accomplishment in Clinical Medical Assisting
The program of courses for the clinical certificate offers information, skill development, and practice for student seeking employment as a medical assistant who makes direct patient contact and assists nurses and doctors with clinical procedures.

Career Options

Medical Assistant
Clinic Assistant
Medical Office Assistant
EMT - I
EMT - II
EMT – Paramedic

Program Highlights

- Hands-on-training for entry-level employment.
- Continuing education units (CEUs) available.

Internships in health occupations are available for students interested in Work Experience opportunities.

Certificate of Achievement Medical Assisting

Total Units for the Certificate of Achievement in Administrative Medical Assisting: 18 Units

Course No	Course Title	Units			
HO 49	Health Occupations Work Experience	2.0	HO 71	Medical Assisting Administrative	6.0
HO 70	Medical Assisting Core	4.0	HO 72	Medical Assisting Clinical	6.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Achievement Medical Assisting** the student will be able to:

1. Demonstrate the Knowledge about medical assisting and other allied health professions.
2. Demonstrate beginning level medical assisting skills.
3. Display understanding of basic medical terminology, anatomy and physiology.
4. Access and navigate basic computer systems.
5. Preform exam room procedures autonomously.
6. Demonstrate knowledge of Pharmacology.
7. Assist with minor surgery and laboratory procedures.
8. Provide Patient education.

Certificate of Accomplishment in Administrative Medical Assisting

Total Units for the Certificate of Accomplishment in Administrative Medical Assisting: 10 Units

Course No	Course Title	Units			
HO 70	Medical Assisting Core	4.0	HO 71	Medical Assisting Administrative	6.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment in Administrative Medical Assisting** the student will be able to:

1. Demonstrate the Knowledge about medical assisting and other allied health professions.
2. Demonstrate beginning level medical assisting skills.
3. Display understanding of basic medical terminology, anatomy and physiology.
4. Access and navigate basic computer systems.
5. Demonstrate professionalism in the role of administrative medical assisting and office reception.
6. Prepare and properly manage medical office records.
7. Demonstrate medical office finance and billing skills.
8. Display medical office management abilities.

Certificate of Accomplishment in Clinical Medical Assisting

Total Units for the Certificate of Accomplishment in Clinical Medical Assisting: 10 Units

Course No	Course Title	Units			
HO 70	Medical Assisting Core	4.0	HO 72	Medical Assisting Clinical	6.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment in Clinical Medical Assisting** the student will be able to:

1. Demonstrate knowledge about medical assisting and other allied health professions
2. Demonstrate beginning level medical assisting skills.
3. Display understanding of basic medical terminology, anatomy and physiology.
4. Access and navigate basic computer systems.
5. Perform exam room procedures autonomously.
6. Demonstrate knowledge of pharmacology.
7. Assist with minor surgery and laboratory procedures.
8. Provide patent education.

History

DEGREES

Associate in Arts in History for Transfer

The Associates in Arts Degree in History is designed to provide students with a strong foundation for the study of the historical past in order to transfer to a California State University. It is an excellent starting point for students interested in pursuing a baccalaureate degree in history. The core course work is designed to provide undergraduate preparation leading to knowledgeable individuals who recognized that society cannot deal with the present or prepare to cope with the future without an understanding of the past. Students will examine contemporary problems and issues from a historical perspective.

As a history major, you will:

- Study a comprehensive introduction to the field of history through courses that are academically rigorous and content appropriate.
- Acquire the knowledge and skills to apply the "historical perspective" to your own life and to the social environment of which you are a part.
- Analyze the news of the day as well as changes in the global economy and other major social institutions within a historical context.
- Identify an area of specialization in history.

Career Options

Government Service
Historian
Lawyer
Military Officer
Museum Curator
Teacher

Career Preparation

The Associates in Arts Degree in History for Transfer prepares the student for transfer to a California State University.

Program Highlights

Lassen Community College offers its History by way of traditional classroom study, online, or by correspondence delivery.

Associate Degree in History can be completed within two (2) years

Note to Transfer Students:
The benefit for students completing the AA-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."

Associate Degree for Transfer

Associate in Arts Degree in History for Transfer

Total Units for the Associate in Arts Degree with a minimum grade point average of 2.0: 60 Units
Required Core Courses minimum grade 2.0: 18-19 Units
Complete the following 6 Units:

Course No	Course Title	Units
HIST 16	U.S. History	3.0
HIST 17	Post-Civil War – U.S. History	3.0

Complete 6 Units from the following:

HIST 14	World History-Prehistoric to 1500	3.0
HIST 15	World History-1500 to Present	3.0
HUM 1	Western Civilization-Prehistoric to 1600	3.0
HUM 2	Western Civilization-1600 to Present	3.0

Select 6-7 additional Units from the following: (not already taken)

HIST 14	World History-Prehistoric to 1500	3.0
HIST 15	World History-1500 to Present	3.0
HUM 1	Western Civilization-Prehistoric to 1600	3.0
HUM 2	Western Civilization-1600 to Present	3.0
SPAN 1	First Course in Spanish	4.0

Completion of either the CSU General Education or IGETC Option
Remaining Units to Total 60 Units may be selected from courses numbered 1 – 49.

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree in History for Transfer** student will be able to:

1. Explain four transitions that the United States has undergone from colonization to the present. Examples may include but are not limited to: the colonial period to the revolutionary period; launching a new government to the growth of a union; the civil war to reconstruction; the U.S. industrial revolution to the U.S. as a world power; WWI and WWII; or WWII to the age of affluence.
2. Analyze the American political system including the reasons behind the separation of power and the constant struggle between the executive, legislative, and judicial branches of government.
3. Given a current historical topic, demonstrate the ability to conduct research using traditional and technological skills to write an organized, factually correct, well-documented paper.
4. Develop an appropriate and factually correct theme on a specific topic comparing and contrasting works, events or values of two eras or cultures of Western Civilization.
5. Given an era in time, explain the differences between the ideas and cultural values of Western and non-Western societies.

Human Services

DEGREES

Associate in Science in Drug and Alcohol Paraprofessional
Associate in Science in Human Services

CERTIFICATES OF ACHIEVEMENT

Drug and Alcohol Paraprofessional
Human Services

The Human Services Program is designed to prepare students for employment in a variety of areas in social work. The program offers lower division career technical education curriculum designed to meet the needs of career-oriented students. The courses, certificates and degrees offer preparation for first-time employment, re-entry, or career advancement.

As a Human Services major, you will: Study an introductory social work curriculum.

- Develop the habit of intellectual inquiry and effective communication.
- Identify theoretical foundations and intervention strategies; client population and cultural diversity; research and evaluation methods; and skills development / field experience.

Career Options

Clinical Social Worker Assistant
Drug and Alcohol Counselor
Halfway House
Group Home Worker
Mental Health Worker
School Counselor Aid
Social Work Assistant

Some positions however require a four-year degree for which LCC's program is a good base for transfer.

Program Highlights

- Students graduate prepared to achieve their personal, civic, educational, and career goals.
- Students work effectively in collaborative settings.
- The job outlook is excellent. Welfare reform has led to an increase of hiring in this field. The aging population also increases the need of social services employees.

Associate Degree and Certificate of Achievement in Human Services can be completed within two (2) years.

Internships in Human Services may be available for students interested in Work Experience opportunities.

Associate in Science Degree Drug and Alcohol Paraprofessional

Total Units for the Associate in Science Degree: 60 Units
Required Core Courses: 33 Units

Course No	Course Title	Units
HUS 10	Introduction to Social Work and Human Services	3.0
HUS 22	Substance Abuse Treatment	3.0
HUS 24	Group Facilitator Process/Human Services	3.0
HUS 30	Pharmacology of Drugs of Abuse	3.0
HUS 31	Crisis Intervention Strategies	3.0
HUS 35	Ethical Issues/Human Services	3.0
HUS 37	Case Management and Client Records Documentation	3.0
HUS 40	Field Instruction Seminar I	1.0
HUS 41	Field Instruction Seminar II	1.0
HUS 49	Human Services Work Experience	4.0
PSY 1	Introduction to Psychology	3.0
SOC 1	Introduction to Sociology	3.0

Required Electives: 3 Units

HUS 25	Family Treatment Approaches	2.0
HUS 32	Understanding Addiction	3.0
HUS 48	Human Services Selected Topics	0.5-4.5
HUS 49	Human Services Work Experience	1.0-3.0
HUS 61	Principles/Practices Residential Care Paraprofessional Counselors	3.0

Electives: 6 Units (The student may select any courses numbered 1 – 99 to satisfy this requirement.)
General Education Requirements: 18 Units

Certificate of Achievement Drug and Alcohol Paraprofessional

Total Units for the Certificate of Achievement: 36 Units
Required Core Courses: 33 Units

Course No	Course Title	Units
HUS 10	Introduction to Social Work and Human Services	3.0
HUS 22	Substance Abuse Treatment	3.0
HUS 24	Group Facilitator Process/Human Services	3.0
HUS 30	Pharmacology of Drugs of Abuse	3.0
HUS 31	Crisis Intervention Strategies	3.0
HUS 35	Ethical Issues/Human Services	3.0
HUS 37	Case Management and Client Records Documentation	3.0
HUS 40	Field Instruction Seminar I	1.0
HUS 41	Field Instruction Seminar II	1.0
HUS 49	Human Services Work Experience	4.0
PSY 1	Introduction to Psychology	3.0
SOC 1	Introduction to Sociology	3.0

Required Electives: 3 Units

HUS 25	Family Treatment Approaches	2.0
HUS 32	Understanding Addiction	3.0
HUS 48	Human Services Selected Topics	3.0
HUS 49	Human Services Work Experience	1.0-3.0
HUS 61	Principles/Practice-Residential Care Paraprofessional Counselors	3.0

Program Student Learning Outcomes

Upon the completion of the **Associate in Science Degree** or **Certificate of Achievement in Drug and Alcohol Paraprofessional**, the student will be able to:

1. Demonstrate an understanding of the functions of Alcohol and Other Drug treatment programs by applying theoretical foundations and intervention strategies from latest research protocols.
2. Be academically prepared to obtain an entry-level or mid-level position within the Drug and Alcohol treatment facility through course work and field placement skills Development.
3. Demonstrate competency at recognizing the potential for substance abuse problems and engaging clients around the issues in order to complete a thorough substance abuse assessment and treatment plan.

Associate in Science Degree Human Services

Total Units for the Associate in Science Degree: 60 Units
Required Core Courses: 27 Units

Course No	Course Title	Units
HUS 10	Introduction to Social Work and Human Services	3.0
HUS 24	Group Facilitator Process/Human Services	3.0
HUS 31	Crisis Intervention Strategies	3.0
HUS 35	Ethical Issues/Human Services	3.0
HUS 37	Case Management and Client Records Documentation	3.0
HUS 40	Field Instruction Seminar I	1.0
HUS 41	Field Instruction Seminar II	1.0
HUS 49	Human Services Work Experience	4.0
PSY 1	Introduction to Psychology	3.0
SOC 1	Introduction to Sociology	3.0

Required Electives: 9 Units

Course No	Course Title	Units
HUS 22	Substance Abuse Treatment	3.0
HUS 25	Family Treatment Approaches	2.0
HUS 30	Pharmacology of Drugs of Abuse	3.0
HUS 32	Understanding Addiction	3.0
HUS 48	Human Services Selected Topics	0.5-4.5
HUS 49	Human Services Work Experience	1.0-8.0
HUS 61	Principles/Practice Residential Care Paraprofessional Counselors	3.0

Electives: 6 Units (The student may select any courses numbered 1 – 99 to satisfy this requirement.)
General Education Requirements: 18 Units

Certificate of Achievement Human Services

Total Units for the Certificate of Achievement: 36 Units
Required Core Courses: 27 Units

Course No	Course Title	Units
HUS 10	Introduction to Social Work and Human Services	3.0
HUS 24	Group Facilitator Process/Human Services	3.0
HUS 31	Crisis Intervention Strategies	3.0
HUS 35	Ethical Issue/Human Services	3.0
HUS 37	Case Management and Client Records Documentation	3.0
HUS 40	Field Instruction Seminar I	1.0
HUS 41	Field Instruction Seminar II	1.0
HUS 49	Human Services Work Experience	4.0
PSY 1	Introduction to Psychology	3.0
SOC 1	Introduction to Sociology	3.0

Required Electives: 9 Units

Course No	Course Title	Units
HUS 22	Substance Abuse Treatment	3.0
HUS 25	Family Treatment Approaches	2.0
HUS 30	Pharmacology of Drugs of Abuse	3.0
HUS 32	Understanding Addiction	3.0
HUS 48	Human Services Selected Topics	0.5-4.5
HUS 49	Human Services Work Experience	1.0-8.0
HUS 61	Principles/Practice Residential Care Paraprofessional Counselors	3.0

Program Student Learning Outcomes

Upon the completion of the **Associate in Science Degree** or **Certificate of Achievement in Human Services**, the student will be able to:

1. Demonstrate an understanding of the functions of Human Service agencies by applying theoretical foundations and intervention strategies and identifying client populations, concepts, and ethical principles.
2. Be academically prepared to obtain an entry-level or midlevel position within the Human Service Agency through course work and field placement skills development.
3. Identify and explain cultural customs, beliefs, traditions, and lifestyles and interpret how biases, assumptions and prejudices impact multicultural interactions.

Humanities

DEGREE

Associate in Arts Degree University Studies: Emphasis in Humanities

These courses emphasize the study of cultural, literary, humanistic activities and artistic expression of human beings. With careful planning, the Humanities emphasis will satisfy the lower division major courses to transfer to a university and earn a Bachelor's degree in the various fields of Humanities. Students must meet with a counselor to ensure completion of required coursework for chosen major and specific college/university.

Associate Degree in Humanities can be completed within two (2) years

Some positions, however, require a four-year degree for which LCC's program is a good base for transfer

Note to Transfer Students:
If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with a counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that Lassen Community College requires for an associate degree in this major may be different from the requirements needed for the bachelor's degree.

Associate in Arts Degree University Studies: Emphasis in Humanities

Total Units for the Associate in Arts Degree: 60 Units
Required Core Courses: 18 Units
Select 18 units from the following:

Course No	Course Title	Units
ART 6	Survey of Art History: Prehistoric Through Renaissance	3.0
ART 7	Survey of Art History: Renaissance Through Contemporary	3.0
ART 8	Art Appreciation	3.0
ART 9	History of Asian Art	3.0
ENGL 2	Introduction to Literary Types	3.0
ENGL 3	British Literature I	3.0
ENGL 4	British Literature II	3.0
ENGL 5	Survey of World Literature II	3.0
ENGL 7	Argumentative Writing and Critical Thinking Through Literature	3.0
ENGL 10	Shakespeare	3.0
ENGL 12	Survey of American Literature II	3.0
ENGL 22	Creative Writing	3.0
ENGL 33	Studies in Fiction	3.0
ENGL 34	Studies in Poetry	3.0
FILM 1	History of the Cinema	3.0
HIST 14	World History-Beginning to 1500	3.0
HIST 15	World History-1500 to Present	3.0
HUM 1	Western Civilization-Prehistoric to 1600	3.0
HUM 2	Western Civilization-1600 to Present	3.0
MUS 6	Music History from Antiquity to 1750	3.0
MUS 7	Music History from 1750 to Modern Era	3.0
MUS 12	Music Appreciation	3.0
PHIL 1	Introduction to Philosophy	3.0
PHIL 10	Comparative World Religions	3.0
SPAN 1	First Course in Spanish	4.0
SPAN 2	Second Course in Spanish	4.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies: Emphasis in Humanities**, the student will be able to:

1. Demonstrate an understanding of cultural, literary, humanistic activities and artistic expression of human beings.
2. Identify, recognize, define and describe various important works, creators, schools, styles and events in art, literature, philosophy and history from a variety of cultures and relate how they are relevant to the present.

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Natural Sciences

DEGREE

Associate in Arts Degree University Studies:
Emphasis in Natural Science

Associate in Arts Degree General Studies:
Emphasis in Natural Science

The Natural Sciences emphasis is designed to provide lower division major courses to transfer to a university and pursue baccalaureate degrees in life science and physical science areas. Students must meet with a counselor to ensure completion required coursework for chosen major and specific college/university. Associate Degree in Natural Science can be completed within two (2) years.

Associate in Arts Degree University Studies:
Emphasis in Natural Science

Total Units for the Associate in Arts Degree: 60 Units
Required Core Courses: 18 Units
Select 18 units from the following:

Course No	Course Title	Units
AGR 10	Introduction to Animal Science	3.0
AGR 19	Introduction to Soil Science	3.0
AGR 20	Introduction to Plant Science	4.0
ANTH 1	Biological Anthropology	3.0
BIOL 1	Principles of Molecular and Cellular Biology	4.0
BIOL 4	Principles of Evolutionary, Organismal and Ecological Biology	5.0
BIOL 10	Natural History of Plants and Animals	4.0
BIOL 20	Microbiology	5.0
BIOL 25	Human Anatomy and Physiology I	4.0
BIOL 26	Human Anatomy and Physiology II	4.0
BIOL 32	General Biology	3.0
BIOL 32L	General Biology with Lab	4.0
CHEM 1A	General Chemistry I	5.0
CHEM 1B	General Chemistry II	5.0
CHEM 8	Introduction to Organic and Biochemistry	4.0
CHEM 45	Introduction to Inorganic Chemistry	4.0
GEOL 1	Physical Geology	4.0
GEOL 5	Historical Geology and Paleontology	4.0
PHSC 1	General Physical Science	3.0
PHYS 2A	General Physics I	4.0
PHYS 2B	General Physics II	4.0

.**Completion of either the CSU General Education or IGETC Option**

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Associate in Arts Degree General Studies: Emphasis in Natural Science

Total Units for the Associate in Arts Degree: 60 Units
Required Core Courses: 18 Units
Select 18 units from the following:

Course No	Course Title	Units
AGR 10	Introduction to Animal Science	3.0
AGR 19	Introduction to Soil Science	3.0
AGR 20	Introduction to Plant Science	4.0
ANTH 1	Biological Anthropology	3.0
BIOL 1	Principles of Molecular and Cellular Biology	4.0
BIOL 4	Principles of Evolutionary, Organismal and Ecological Biology	5.0
BIOL 10	Natural History of Plants and Animals	4.0
BIOL 20	Microbiology	5.0
BIOL 25	Human Anatomy and Physiology I	4.0
BIOL 26	Human Anatomy and Physiology II	4.0
BIOL 32	General Biology	3.0
BIOL 32L	General Biology with Lab	4.0
CHEM 1A	General Chemistry I	5.0
CHEM 1B	General Chemistry II	5.0
CHEM 8	Introduction to Organic and Biochemistry	4.0
CHEM 45	Introduction to Inorganic Chemistry	4.0
CHEM 55	Introductory Chemistry	3.0
GEOL 1	Physical Geology	4.0
GEOL 5	Historical Geology and Paleontology	4.0
PHSC 1	General Physical Science	3.0
PHYS 2A	General Physics I	4.0
PHYS 2B	General Physics II	4.0

Electives: 24 (no more than 6 units from any one discipline).
The student may select from any courses numbered 1 – 99 to satisfy this requirement.
General Education Requirements: 18 Units
Note: This degree does not prepare a student to transfer to a University.

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies** or the **Associate in Arts Degree General Studies: Emphasis in Natural Science,** the student will be able to:

1. Demonstrate an understanding of the basic methodologies of science.
2. Examine the influence that the acquisition of scientific knowledge has on the development of the world's civilizations.
3. Demonstrate a basic understand of the language, laws, theories, and processes that are fundamental to anthropology, astronomy, biology, chemistry meteorology, geology, and/or physics, through the observation and analysis of real life examples.

Nursing

DEGREES

Associate in Science in Vocational Nursing

Certificate of Achievement

Vocational Nursing

ASSOCIATE IN SCIENCE DEGREE VOCATIONAL NURSING

The one-year Vocational Nursing Program will begin each new class in August and will be completed by the end of July. The Program is designed to provide the student with a strong academic foundation and clinical skill level necessary for entry level as a Licensed Vocational Nurse. The Program seeks to provide information and experiences for the student to be prepared to work as an integral member of the health care system. The Vocational Nursing Program offers both an Associate in Science Degree and a Certificate of Achievement in Vocational Nursing. Courses are offered in the traditional lecture/laboratory format. A minimum letter grade of "C" is required in each core course with a minimum overall grade point average of 2.00 to receive the Degree or Certificate.

As a Vocational Nursing major, you will:

- Study specific vocational nursing curriculum that prepares for a variety of career options.
- Develop skills that pertain to vocational nursing in the hospital, clinic and skilled nursing facility setting.
- Identify the areas of nursing that best suit the student.

Career Options as an LVN in:

Hospitals
Prisons
Physician Offices
Community Clinics
Public Health

Program Highlights

- One year program reduces the time required to graduate
- Quality clinical sites

Note to Transfer Students:
If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with a counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that Lassen Community College requires for an associate degree in this major may be different from the requirements needed for the bachelor's degree.

Associate in Science Degree in Vocational Nursing

Vocational Nursing Program

The Program is accredited by the California State Board of Vocational Nursing and Psychiatric Technicians. The individuals who successfully complete the Program are eligible to take the California Council Licensure Examination for licensure as a Vocational Nurse. A declaration of any record of convictions and fingerprinting is required to obtain a license. Persons with a conviction may be denied a license. Prior to registering for courses within the LVN Program, students must be accepted into the Program. The prerequisite requirements apply to both the Associate in Science Degree and the Certificate of Achievement. Students may contact the Director of Vocational Nursing at 530-257-6181 x8994 for any questions, concerns, or additional information.

Prerequisite Requirements

1. Completion of all application materials
2. Graduation from High School or equivalency through GED or California Proficiency Examination
3. A current, valid CPR card or AHA CPR
4. Completion of ENGL 1 with a grade of "C" or better or equivalent multiple measures placement.
5. Completion of MATH 60 Intermediate Algebra with a grade "C" or better or equivalent multiple measures placement.
6. Completion of the required prerequisite courses with a grade of "C" or better.

Required Prerequisite Courses: 20 Units

Course No	Course Title	Units			
BIOL 25	Human Anatomy and Physiology I	4.0	HO 3	Medical Terminology	3.0
BIOL 26	Human Anatomy and Physiology II	4.0	PSY 1	Introduction to Psychology	3.0
HLTH 25	Understanding Nutrition	3.0	PSY 18	Life Span Development	3.0

Associate in Science Degree in Vocational Nursing

Total Units for the Associate in Science Degree: 73 Units
Required Core Courses: 44 Units

Course No	Course Title	Units			
VN 50	Pharmacology	4.0	VN 55	Nursing Leadership/Professional Dev	2.0
VN 51	Nursing Fundamentals	4.0	VN 56	Clinical Lab III	6.0
VN 52	Clinical Lab I	7.0	VN 57	Maternity Nursing	2.0
VN 53	Adult Nursing Theory	7.0	VN 58	Pediatric Nursing	2.0
VN 54	Clinical Lab II	6.0	VN 59	Intravenous Therapy/Blood Withdrawal	2.0
			VN 60	NCLEX VN Review	2.0

General Education Requirements: Area C

Consult with your Academic Counselor.

Certificate of Achievement in Vocational Nursing

Total Units for Certificate of Achievement: 64 Units
Required Core Courses: 44 Units

Course No	Course Title	Units	VN 55	Nursing Leadership/Professional Dev	2.0
VN 50	Pharmacology	4.0	VN 56	Clinical Lab III	6.0
VN 51	Nursing Fundamentals	4.0	VN 57	Maternity Nursing	2.0
VN 52	Clinical Lab I	7.0	VN 58	Pediatric Nursing	2.0
VN 53	Adult Nursing Theory	7.0	VN 59	Intravenous Therapy/Blood Withdrawal	2.0
VN 54	Clinical Lab II	6.0	VN 60	NCLEX VN Review	2.0

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree** or the **Certificate of Achievement in Vocational Nursing**, the student will be able to:

1. Successfully pass the National Council Licensure Examination state board examination for licensure as a Vocational Nurse.
2. Work in a variety of health care settings performing safe and effective nursing care.

Nutrition and Dietetics

DEGREES

Associate in Science in Nutrition and Dietetics for Transfer

The AS-T in Nutrition and Dietetics for transfer is designed to prepare the student for transfer into a Bachelor program at a California State University. As a Nutrition and Dietetics major, you will:

- Develop a strong foundation of the scientific method.
- Analyze nutritional facts and the effects from the environment and culture.
- Prepare to transfer to a California State University by completing undergraduate major preparation.

Careers Related to this Field include*:

Clinical Nutritionist/Dietitian
Community and Public Health
Food Service Management
Consultant

*Some careers will require a four-year degree for which LCC's program is a good base for transfer.

Program Highlights

- Core curriculum for transfer to a California State University.
- Small class sizes.
- Individualized tutoring.
- Projected growth for Nutritionists/Dieticians from 2012-2022
- Laboratory opportunities.

Note to Transfer Students:
The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."

Associate in Science Degree in Nutrition and Dietetics for Transfer

Total Units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units
Required Core Courses minimum grade 2.0: 28 Units
Required Core: 20 Units

Course No	Course Title	Units
BIOL 20	Microbiology	5.0
CHEM 1A	General Chemistry I	5.0
CHEM 45	Introduction to Chemistry	4.0
HLTH 25	Understanding Nutrition	3.0
PSY 1	Introduction to Psychology	3.0

Select 8 Units From the following

BIOL 25 **&**	Human Anatomy and Physiology I	4.0
BIOL 26	Human Anatomy and Physiology II	4.0
OR		
CHEM 1B **&**	General Chemistry II	5.0
MATH 40	Elementary Statistics	3.0

Completion of either the CSU General Education or IGETC Option
Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree in Nutrition and Dietetics**, the student will be able to:

1. Analyze and evaluate nutritional information, lifestyle, and special needs to make recommendations for an adequate and balanced diet as well as to make recommendations for dietary improvement.
2. Use the scientific method to develop and conduct laboratory experiments utilizing accepted laboratory practices.
3. Identify, describe, and investigate the influence of environmental and culture on the development of individual behavior as it relates to nutrition and dietetics.
4. Display skills and knowledge necessary to continue study at a California State University in preparation for certification and a career as registered dietician.

Physical Education/Kinesiology

DEGREES

Associate in Arts in Kinesiology for Transfer
Associate in Arts Degree University Studies:
Emphasis in Physical Education
Associate in Arts Degree General Studies:
Emphasis in Physical Education

The AA-T in Kinesiology is designed to provide students with a strong foundation for the study of the human body and body mechanics in preparation for transfer to a California State University. It is an excellent starting point for students interested in pursuing a baccalaureate degree in Kinesiology, Physical Education, and Sports Administration. The kinesiology major is designed to provide under graduate preparation leading to careers in physical fitness, physical therapy, sports medicine, coaching and education.

As a Kinesiology major, you will:

- Study a comprehensive introduction to the field of kinesiology through courses that are academically rigorous and content appropriate.
- Develop a solid foundation in the basic elements of scientific inquiry.
- Identify an area of specialization in kinesiology.

The University Studies and General Studies degrees with an emphasis in physical education provide an introduction to theories, principles, and practices utilized in sports, fitness, and education-related fields. Although the physical education emphasis prepares a student for further study of physical education, kinesiology, physiology of exercise, movement science or athletic training, the transfer of lower division major courses to a university for pursuit of a baccalaureate degree is depending on the transfer institution requirements. Students must meet with a counselor to ensure completion of required coursework for chosen major and specific college or university.

As a Physical Education major, you will:

- Study the history and theory of physical education and sport.
- Develop skills in areas related to fitness and individual and team sports.

Career Options

Athletics Coach
Physical Education Teacher
Personal Fitness Trainer
Physical Therapist
Athletic Trainer
Sports Official

*Some positions however require a four-year degree for which LCC's program is a good base for transfer.

Associate Degree and Certificate of Achievement in Physical Education can be completed within two (2) years.

Internships in Physical Education may be available for students interested in Work Experience opportunities.

Program Highlights

- The Associate in Arts in Kinesiology for Transfer degree includes the core curriculum for transfer to a California State University.
- Small class sizes.
- Individualized tutoring.
- Laboratory opportunities.
- Intercollegiate Athletics – Lassen College fields sports teams that compete throughout California. Men's sports are baseball, basketball, soccer and wrestling; women's sports are basketball, soccer, softball and volleyball.
- Fitness Courses – Many options are available to students wanting to adopt active lifestyles, manage weight, or are interested in practicing a new sport.
- Fitness Center and Yoga are some fitness favorites at LCC.

Note to Transfer Students:
The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."

Associate in Arts Degree in Kinesiology for Transfer

Total Units for the Associate in Arts Degree with a minimum grade point average of 2.0: 60 Units
Required Core courses minimum grade 2.0: 22 Units
Lower Division Major Preparation:

Course No	Course Title	Units
PE 15	Introduction to Kinesiology	3.0
BIOL 25	Human Anatomy & Physiology I	4.0
BIOL 26	Human anatomy & Physiology II	4.0

Select 3 units form the following: 1 course from each area

Fitness		
PEAC 16	Walking for fitness	1.0
PEAC 32D	Fitness Center	1.0
PEAC 44	Yoga	1.0
Individual Sports		
PEAC 34	Golf Skills	1.0
Team Sports		
PEAC 5D	Off-Season Skills and Conditioning for Basketball	1.0
Take the following 2 courses 8 Units		
MATH 40	Elementary Statistics	3.0
CHEM 1A	General Chemistry	5.0

Completion of either the CSU General Education or IGETC Option
Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree in Kinesiology**, the student will be able to:

1. Describe the historical, ethical, and philosophical foundations of Kinesiology.
2. Defend and philosophy of physical activity that includes goals for lifetime fitness.
3. Demonstrate increased muscular strength, muscular endurance, and cardiovascular endurance specific to a team of individual sport or activity.
4. Apply the scientific method by stating a question; researching the topic; determining appropriate tests; collecting, analyzing, and presenting data; and finally proposing new questions about the topic.
5. Relate the structures and functions of the various body systems studied to the metabolic activities of a single selected body cell.

Associate in Arts Degree University Studies: Emphasis in Physical Education

Total Units for the Associate in Arts Degree: 60 Units
Required Core Courses: 18 Units

Course No	Course Title	Units
BIOL 25	Human Anatomy and Physiology I	4.0
BIOL 26	Human Anatomy and Physiology II	4.0
HLTH 2	Personal Health	3.0
HLTH 25	Understanding Nutrition	3.0
PE 15	Introduction to Kinesiology	3.0
PEAC 32D	Fitness Center	1.0
Select 3 Units from PE Electives:		
PEAC 2A	Men's Varsity Soccer	3.0
PEAC 2B	Pre-Season Skills and Conditioning for Soccer	0.5
PEAC 2C	Women's Varsity Soccer	3.0
PEAC 2D	Off-Season Skills and Conditioning for Soccer	1.5
PEAC 5A	Men's Varsity Basketball-Fall	2.0
PEAC 5A.02	Men's Varsity Basketball-Spring	1.0
PEAC 5B	Pre-Season Skills and Conditioning for Basketball	1.5
PEAC 5C	Women's Varsity Basketball-Fall	2.0
PEAC 5C.02	Women's Varsity Basketball-Spring	1.0
PEAC 5D	Off-Season Skills and Conditioning for Basketball	1.0
PEAC 6	Varsity Wrestling	3.0
PEAC 6B	Pre-Season Skills and Conditioning for Wrestling	0.5
PEAC 6D	Off-Season Skills and Conditioning for Wrestling	1.5
PEAC 7	Varsity Baseball	3.0
PEAC 7D	Off-Season Skills and Conditioning for Baseball	3.0
PEAC 9	Woman's Varsity Volleyball	3.0
PEAC 9B	Pre-Season Skills and Conditioning for Volleyball	0.5
PEAC 9D	Off-Season Skills and Conditioning for Volleyball	1.5
PEAC 10	Woman's Varsity Softball	3.0
PEAC 10D	Off-Season Skills and Conditioning for Softball	3.0
PEAC 16	Walking for Fitness	1.0
PEAC 34	Golf Skills	1.0
PEAC 44	Yoga	1.0

Completion of either the CSU General Education or IGETC Option
Remaining Units to Total 60 Units may be selected from electives. Courses must be numbered 1 – 49.

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies: Emphasis in Physical Education**, the student will be able to:

1. Develop and apply techniques and strategies for development of personal physical fitness.
2. Think critically and apply logic to situational game play through intercollegiate athletics.
3. Cooperate with others in a collaborative environment for accomplishment of personal fitness and/or team goals.
4. Implement a healthy lifestyle/physical fitness plan to enhance physical health and fitness.
5. Analyze trends and problems in physical education through historical comparisons; draw conclusions relevant to today's population and society.
6. Demonstrate mastery of a variety of skills and techniques specific to sport and fitness.
7. Demonstrate an understanding of the basic methodologies of science.

Associate in Arts Degree General Studies: Emphasis in Physical Education

Total Units for the Associate in Arts Degree: 60 Units
Required Core Courses: 22 Units
Complete the following 14 units

Course No	Course Title	Units
BIOL 1	Principles of Molecular and Cellular Biology	4.0
HLTH 2	Personal Health	3.0
HLTH 25	Understanding Nutrition	3.0
PE 15	Introduction to Kinesiology	3.0
PEAC 32D	Fitness Center	1.0

Required Activity Electives: 8 Units – Complete eight (8) units in at least two different activities.

PEAC 2A	Men's Varsity Soccer	3.0
PEAC 2B	Pre-Season Skills and Conditioning for Soccer	0.5
PEAC 2C	Women's Varsity Soccer	3.0
PEAC 2D	Off-Season Skills and Conditioning for Soccer	1.5
PEAC 5A	Men's Varsity Basketball-Fall	2.0
PEAC 5A.02	Men's Varsity Basketball-Spring	1.0
PEAC 5B	Pre-Season Skills and Conditioning for Basketball	1.5
PEAC 5C	Women's Varsity Basketball-Fall	2.0
PEAC 5C.02	Women's Varsity Basketball-Spring	1.0
PEAC 5D	Off-Season Skills and Conditioning for Basketball	1.0
PEAC 6	Varsity Wrestling	3.0
PEAC 6B	Pre-Season Skills and Conditioning for Wrestling	0.5
PEAC 6D	Off-Season Skills and Conditioning for Wrestling	1.5
PEAC 7	Varsity Baseball	3.0
PEAC 7D	Off-Season Skills and Conditioning for Baseball	3.0
PEAC 9	Woman's Varsity Volleyball	3.0
PEAC 9B	Pre-Season Skills and Conditioning for Volleyball	0.5
PEAC 9D	Off-Season Skills and Conditioning for Volleyball	1.5
PEAC 10	Woman's Varsity Softball	3.0
PEAC 10D	Off-Season Skills and Conditioning for Softball	3.0
PEAC 16	Walking for Fitness	1.0
PEAC 34	Golf Skills	1.0
PEAC 44	Yoga	1.0

Electives: 20 units (no more than 6 units from any one discipline.) The student may select from any courses numbered 1 – 99 to satisfy this requirement.
Note: This degree does not prepare a student to transfer to a University.

General Education Requirements: 18 Units

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies and General Studies: Emphasis in Physical Education**, the student will be able to:

1. Develop and apply techniques and strategies for development of personal physical fitness.
2. Think critically and apply logic to situational game play through intercollegiate athletics.
3. Cooperate with others in a collaborative environment for accomplishment of personal fitness and/or team goals.
4. Implement a healthy lifestyle/physical fitness plan to enhance physical health and fitness.
5. Analyze trends and problems in physical education through historical comparisons; draw conclusions relevant to today's population and society.
6. Demonstrate mastery of a variety of skills and techniques specific to sport and fitness.
7. Demonstrate an understanding of the basic methodologies of science.

Psychology

DEGREE

Associate in Arts in Psychology for Transfer

The Associate in Arts Degree in Psychology for Transfer is designed to provide students with a strong foundation for the study of Psychology in order to transfer to a California State University. It is an excellent starting point for students interested in pursuing a baccalaureate degree in Psychology. The core course work is designed to provide undergraduate preparation in an overview of the study and practice of psychology as well as skill in analyzing and interpreting psychological research.

As a Psychology major, you will:

- Be exposed to the field of psychology through courses that are academically rigorous and content appropriate.
- Develop the skills necessary to gather, interpret, and analyze quantitative and qualitative data.

Career Options

Human or Social Services Careers in these possible areas:
Case Management
Social Work
Career Counselor
Rehabilitation Specialist
Mental Health Services

Career Preparation

The Associates in Arts Degree in Psychology for Transfer prepares the student for transfer to a California State University.

Program Highlights

Core curriculum in Psychology for transfer to a California State University
Small class size
Individualized tutoring
Associate Degree in Psychology can be completed within two (2) years.

Note to Transfer Students:
The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."

Associate in Arts Degree in Psychology for Transfer

Total Units for the Associate in Arts Degree with a minimum grade point average of 2.0: 60 Units
Required Core Courses minimum grade 2.0: 18 Units
Required Core: 9 Units

Course No	Course Title	Units
MATH 40	Elementary Statistics	3.0
PSY 1	Introduction to Psychology	3.0
PSY 5	Introduction to Research Methods	3.0
Complete one of the following 3-4 Units		
BIOL 32	General Biology	3.0
BIOL 32L	General Biology with Lab	4.0

Complete 6 units from the following:

PSY 6	Abnormal Psychology	3.0
PSY 18	Life Span Development	3.0
PSY 31	Child Development: Conception Through Adolescence	3.0
PSY 33	Psychology of Personal and Social Development	3.0

Completion of either the CSU General Education or IGETC Option
Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree in Psychology for Transfer** student will be able to:

1. Demonstrate comprehension of the major concepts, theoretical perspectives, empirical findings, and historical and contemporary trends in psychology.
2. Demonstrate comprehension of scientifically-based research methods in psychology.
3. Use logic and empirical evidence to evaluate claims made about behavior.

Social Sciences

DEGREES

Associate in Arts Degree University Studies:
Emphasis in Social Sciences
Associate in Arts Degree General Studies:
Emphasis in Social Sciences

The Associate in Arts Degree in University Studies, Social Sciences emphasis is designed to provide students with a strong foundation for the study of humanity from diverse perspectives. It is an excellent starting point for students interested in pursuing baccalaureate degrees in anthropology, history, political science, psychology, sociology. Students must meet with a counselor to ensure completion required coursework for chosen major and specific college/university.
These courses emphasize the study of human, social, political, and economic institutions and behaviors. Students will examine problems and issues in these areas in their contemporary as well as historical setting.

Some positions however require a four-year degree for which LCC's program is a good base for transfer.

Associate Degree in Social Sciences can be completed within two (2) years.

Note to Transfer Students:
If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with a counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that Lassen Community College requires for an associate degree in this major may be different from the requirements needed for the bachelor's degree.

Associate in Arts Degree University Studies: Emphasis in Social Sciences

Total Units for the Associate in Arts Degree: 60 Units
Required Core Courses: 18 Units
Select 18 units from the following:

Course No	Course Title	Units
AJ 5	Introduction to Forensics	3.0
AJ 8	Criminal Court Process	3.0
AJ 10	Criminology	3.0
AJ 12	Introduction to Criminal Justice	3.0
AJ 20	Criminal Law	3.0
AGR 2	Agricultural Economics	3.0
ANTH 2	Cultural Anthropology	3.0
ANTH 3	Introduction to Archaeology	3.0
CD 31	Child Development: Conception Through Adolescence	3.0
ECON 10	Macro-economics	3.0
ECON 11	Micro-economics	3.0
ES 1	Ethnic Minorities in America	3.0
GEOG 2	Cultural Geography	3.0
HIST 14	World History-Beginning to 1500	3.0
HIST 15	World History-1500 to Present	3.0
HIST 16	U.S. History	3.0
HIST 17	Post-Civil War U.S. History	3.0
HUM 1	Western Civilization-Prehistoric to 1600	3.0
HUM 2	Western Civilization-1600 to Present	3.0
PLSC 1	American Institutions	3.0
PSY 1	Introduction to Psychology	3.0
PSY 5	Introduction to Research Methods	3.0
PSY 6	Abnormal Psychology	3.0
PSY 18	Life Span Development	3.0
PSY 31	Child Development: Conception Through Adolescence	3.0
PSY 33	Psychology of Personal and Social Adjustment	3.0
SOC 1	Introduction to Sociology	3.0
SOC 2	Social Problems	3.0
SOC 3	Family Relations	3.0
SOC 4	Introduction to Gender	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies: Emphasis in Social Sciences**, the student will be able to:

1. Demonstrate an understanding of human beings, their actions and interactions, decision-making processes, communication strategies, and the methods of scientific inquiry.
2. Analyze patterns of social problems, which are based on ethnic and cultural differences in the United States.
3. Analyze the influence of culture, family, society, and environment on an individual's development.
4. Examine human diversity in relation to psychological theory.

Associate in Arts Degree General Studies: Emphasis in Social Sciences

Total Units for the Associate in Arts Degree: 60 Units
Required Core Courses: 18 Units
Select 18 units from the following:

Course No	Course Title	Units
AJ 5	Introduction to Forensics	3.0
AJ 8	Criminal Court Process	3.0
AJ 10	Criminology	3.0
AJ 12	Introduction to Criminal Justice	3.0
AJ 20	Criminal Law	3.0
AGR 2	Agricultural Economics	3.0
ANTH 2	Cultural Anthropology	3.0
ANTH 3	Introduction to Archaeology	3.0
BUS 22	Business Law	3.0
CD 31	Child Development: Conception Through Adolescence	3.0
ECON 10	Macro-economics	3.0
ECON 11	Micro-economics	3.0
ES 1	Ethnic Minorities in America	3.0
GEOG 2	Cultural Geography	3.0
HIST 14	World History-Beginning to 1500	3.0
HIST 15	World History-1500 to Present	3.0
HIST 16	U.S. History	3.0
HIST 17	Post-Civil War U.S. History	3.0
HUM 1	Western Civilization-Prehistoric to 1600	3.0
HUM 2	Western Civilization-1600 to Present	3.0
PLSC 1	American Institutions	3.0
PSY 1	Introduction to Psychology	3.0
PSY 5	Introduction to Research Methods	3.0
PSY 6	Abnormal Psychology	3.0
PSY 18	Life Span Development	3.0
PSY 31	Child Development: Conception Through Adolescence	3.0
PSY 33	Psychology of Personal and Social Adjustment	3.0
SOC 1	Introduction to Sociology	3.0
SOC 2	Social Problems	3.0
SOC 3	Family Relations	3.0
SOC 4	Introduction to Gender	3.0

Electives: 24 units Courses must be numbered 1-99
General Education Requirements: 18 Units

Note: This degree does not prepare a student to transfer to a University

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree General Studies: Emphasis in Social Sciences**, the student will be able to:

1. Demonstrate an understanding of human beings, their actions and interactions, decision-making processes, communication strategies, and the methods of scientific inquiry.
2. Analyze patterns of social problems, which are based on ethnic and cultural differences in the United States.
3. Analyze the influence of culture, family, society, and environment on an individual's development.
4. Examine human diversity in relation to psychological theory.

Sociology

DEGREE

Associate in Arts in Sociology for Transfer

The Associate in Arts Degree for Transfer in Sociology is designed to provide students with a strong foundation for the study of society and social behavior. The sociology major is designed to provide undergraduate preparation leading to careers in social work, politics, law, public administration, the nonprofit sector, international development, marketing, urban and environmental planning, public relations, human resource management, counseling and other social service professions. It is an excellent starting point for students interested in pursuing a baccalaureate degree in sociology. Students will examine problems and issues in their contemporary as well as historical setting.

As a Sociology major you will:

- Study a comprehensive introduction to the field of sociology through courses that are academically rigorous and content appropriate.
- Acquire the knowledge and skills to apply the “sociological perspective" to your own life and to the social environment of which you are a part.
- Gain the knowledge and ability to use sociological concepts creatively in analyzing and critically thinking about social phenomena.
- Analyze the news of the day as well as changes in the global economy and other major social institutions.
- Identify an area of specialization in sociology

Associate Degree in Sociology can be completed within two (2) years.

Note to Transfer Students:
The benefit for students completing the AA-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. “CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted.”

Associate Degree for Transfer

Associate in Arts Degree in Sociology for Transfer

Total Units for the Associate in Arts Degree with a minimum grade point average of 2.0: 60 Units
Required Core Courses minimum grade 2.0: 18 Units
Complete the following 15 Units:

Course No	Course Title	Units
MATH 40	Elementary Statistics	3.0
SOC 1	Introduction to Sociology	3.0
SOC 2	Social Problems	3.0
SOC 3	Family Relations	3.0
SOC 4	Introduction to Gender	3.0

Select 3 additional Units from the following:

ANTH 2	Cultural Anthropology	3.0
PSY 1	Introduction to Psychology	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree in Sociology for Transfer** student will be able to:

1. Identify and explain basic concepts of sociology, research and theory.
2. Identify processes of social control and how they shape our social institutions and lives.
3. Display knowledge of the impact of social institutions on everyday lives.
4. Effectively work in teams, managing time, tasks, and personality differences sharing results and analysis to arrive at a final collaborative product.
5. Systematically collect, organize, and present appropriate data from a variety of sources including independent research, written journals and the Internet. Assess the validity of the data and interpret it correctly.

Welding Technology

DEGREE

Associate in Science in Welding Technology

CERTIFICATES OF ACHIEVEMENT

Welding Technology Two-Year Plan
Welding Technology One-Year Plan

CERTIFICATE OF ACCOMPLISHMENT

Welding Technology

The Welding Technology Program is designed to prepare the student with the necessary skills to acquire an entry-level position in the various industries that require the different welding processes available through the Program. The Welding Program is also designed to assist those already employed in the industry and those in the community to improve their skills. The Program offers course work in Oxyacetylene Welding (OAW), Gas Metal Arc Welding (GMAW), Shielded Metal Arc Welding (SMAW), Gas Tungsten Arc Welding (GTAW) and American Welding Society (AWS) qualifications in plate and pipe welding. The curriculum is updated with the assistance of an industry advisory committee.

As a Welding major, you will:

- Study a general welding curriculum including welding plate and pipe and qualifications in multiple welding processes to American Welding Society standards.
- Develop leadership and communication skills.
- Identify the welding careers you are most interested in and build a course of study to better qualify you to succeed in that career.

Career Options

Welding Technician
Sales
Inspection
Supervision & Management
Aerospace
Welding Engineering
Construction
Trucking & Automotive
Welding Instructor

Some positions however require a four-year degree for which LCC's program is a good base for transfer.

Program Highlights

- Classes for beginning through advanced welders.
- Welding qualifications through the American Welding Society.
- Practical hands-on training with classroom theory.
- Short term courses.

Associate Degree and Certificate of Achievement in Welding can be completed within two (2) years.

Internships in welding are available for students interested in Work Experience opportunities.

Associate in Science Degree Welding Technology

Total Units for the Associate in Science Degree: 60 Units
Required Core Courses: 24 Units

Course No	Course Title	Units
WT 20	Power Plant and Field Pipe Welding I	3.0
WT 21	Power Plant and Field Pipe Welding II	3.0
WT 22	Power Plant and Field Pipe Welding III	3.0
WT 23	Power Plant and Field Pipe Welding IV	3.0
WT 36	Welding Theory and Practice: Oxyacetylene	3.0
WT 37	Welding Theory and Practice: Shielded Metal Arc Welding	3.0
WT 38	Welding Theory and Practice: Gas Metal Arc Welding	3.0
WT 39	Welding Theory and Practice: Gas Tungsten Arc Welding	3.0

Required Electives: 18 Units

BUS 25	Small Business Management	3.0
CA 31	Computer Applications I	2.0
IT 22	Operations Maintenance and Safety	1.0
IT 72	Facilities Maintenance: Welding	2.0
WT 42	Intermediate Shielded Metal Arc Welding	3.0
WT 43	Advanced Shielded Metal Arc Welding	3.0
WT 44	Gas Metal Arc Welding	3.0
WT 45	Gas Tungsten Arc Welding	3.0
WT 51	Blueprint and Symbol Reading for Welders	2.0
WT 52	Robotic Welding Operations and rograming	3.0
WT 53	Robotic Welding Operations and Programing Advanced	3.0

General Education Requirements: 18 Units

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree Welding Technology**, the student will be able to:

1. Demonstrate the safe setup and application of various welding and cutting processes to specific metals and joint designs, which meet or exceed industry standards and the American Welding Society Structural Welding Code, DI.1.

Certificate of Achievement: Welding Technology - Two Year

Total Units for the Two-Year Certificate of Achievement: 44 Units
Required Core Courses: 29 Units

Course No	Course Title	Units
IT 22	Operations Maintenance and Safety	1.0
IT 72	Facilities Maintenance: Welding	2.0
WT 20	Power Plant and Field Pipe Welding I	3.0
WT 21	Power Plant and Field Pipe Welding II	3.0
WT 22	Power Plant and Field Pipe Welding III	3.0
WT 23	Power Plant and Field Pipe Welding IV	3.0
WT 36	Welding Theory and Practice: Oxyacetylene	3.0
WT 37	Welding Theory and Practice: Shielded Metal Arc Welding	3.0
WT 38	Welding Theory and Practice: Gas Metal Arc Welding	3.0
WT 39	Welding Theory and Practice: Gas Tungsten Arc Welding	3.0
WT 51	Blueprint and Symbol Reading for Welders	2.0

Required Electives: 15 Units

BUS 25	Small Business Management	3.0
CA 31	Computer Applications I	2.0
WT 42	Intermediate Shielded Metal Arc Welding	3.0
WT 43	Advanced Shielded Metal Arc Welding	3.0
WT 44	Gas Metal Arc Welding	3.0
WT 45	Gas Tungsten Arc Welding	3.0
WT 52	Robotic Welding Operations and Programing	3.0
WT 53	robotic Welding Operations and Programing Advanced	3.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Achievement in Welding Technology Two-Year**, the student will be able to:

1. Demonstrate the safe setup and application of various welding and cutting processes to specific metals and joint designs, which meet or exceed industry standards and the American Welding Society Structural Welding Code, DI.1.

Certificate of Achievement: Welding Technology - One Year

Total Units for the One-Year Certificate of Achievement: 23 Units
Required Core Courses: 17 Units

Course No	Course Title	Units
IT 22	Operations Maintenance and Safety	1.0
IT 72	Facilities Maintenance: Welding	2.0
WT 20	Power Plant and Field Pipe Welding I	3.0
WT 21	Power Plant and Field Pipe Welding II	3.0
WT 37	Welding Theory and Practice: Shielded Metal Arc Welding	3.0
WT 38	Welding Theory and Practices: Gas Metal Arc Welding	3.0
WT 51	Blueprint and Symbol Reading for Welders	2.0

Required Electives: 6 Units

WT 42	Intermediate Shielded Metal Arc Welding	3.0
WT 43	Advanced Shielded Metal Arc Welding	3.0
WT 44	Gas Metal Arc Welding	3.0
WT 45	Gas Tungsten Arc Welding	3.0
WT 52	Robotic Welding Operations and Programing	3.0
WT 53	Robotic Welding Operations and Programing Advanced	3.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Achievement in Welding Technology One-Year**, the student will be able to:

1. Demonstrate the safe set-up and application of Oxyacetylene Cutting (OAC), Oxyacetylene Welding (OAW), Carbon Arc Cutting (CAC), Gas Tungsten Arc Welding (GTAW), Gas Metal Arc Welding (GMAW), Flux Cored Arc Welding (FCAW), and Shielded Metal Arc Welding (SMAW) to ferrous, alloy and nonferrous metals.
2. Apply the SMAW, GTAW, GMAW, and FCAW processes to steel plate and pipe that meet or exceed industry standards and the American Welding Society Structural Welding Code, DI.1.

Certificate of Accomplishment: Welding Technology

Total Units for the Certificate of Accomplishment Welding Technology: 12 Units
Required Core Courses: 9 Units

Course No	Course Title	Units
WT 20	Power Plant and Field Pipe Welding I	3.0
WT 37	Welding Theory and Practice: Shielded Metal Arc Welding	3.0
WT 38	Welding Theory and Practice: Gas Medal Arc Welding	3.0

Required	**Electives: 3 Units**	
IT 22	Operations Maintenance and Safety	1.0
IT 72	Facility Maintenance: Welding	2.0
WT 36	Welding Theory and Practice	3.0
WT 51	Blueprint and Symbol Reading for Welders	2.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment in Welding Technology**, the student will be able to:

1. Demonstrate the safe set-up and application of Oxyacetylene Cutting (OAC), Oxyacetylene Welding (OAW), Carbon Arc Cutting (CAC), Gas Tungsten Arc Welding (GTAW), Gas Metal Arc Welding (GMAW), Flux Cored Arc Welding (FCAW), and Shielded Metal Arc Welding (SMAW) to ferrous metals.

Course Descriptions

Abbreviations

The following Lassen Community College Courses include the following abbreviations and notations:

UC	Transferable to **U**niversity of **C**alifornia
CSU	Transferable to **C**alifornia **S**tate **U**niversity
IGETC	**I**ntersegmental **G**eneral **E**ducation **T**ransfer **C**urriculum, Area Requirements
CSU GE	**C**alifornia **S**tate **U**niversity **G**eneral **E**ducation Certification, Area Requirements
CL	**C**redit **L**imit. See a counselor.
R	Course may be **R**epeated
C-ID	**C**ourse **Id**entification Number *(See Catalog Definition on page 35)*

Course Numbering

The following course numbering system has been adopted for Lassen Community College courses.

Numbers 1-49	Associate Degree Applicable Credit Course, Transfer
Numbers 50-99	Associate Degree Applicable Credit Course, Non-Transfer
Numbers 100-109	Non-degree Applicable Pre-Collegiate Basic Skills Course
Numbers 110-149	Other Non-degree Applicable Credit Course
Numbers 150-189	Non-credit Course

Selected Topic Courses

Selected topic courses are numbered 48 or 98.
In selected career technical education degrees and certificates, selected topic courses can be used to meet elective requirements.

Work Experience Courses

Work experience courses are numbered 49.

Distance Education

Lassen Community College has distance learning instruction that includes online courses and hybrid courses. For additional information on distance-learning courses, please contact Academic Services at 530.251.8819.

ADMINISTRATION OF JUSTICE

AJ 5 - Introduction to Forensics
3.0 units
CSU/UC
C-ID AJ 150
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course provides an introduction to the role of forensics in criminal investigations. It examines the methods utilized in the forensic analysis of crime scenes, pattern evidence, instruments, firearms, questioned documents and controlled substances. This course has been approved for hybrid and online delivery.

AJ 8 – Criminal Court Process
3.0 units
CSU/UC
C-ID AJ 122
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course focuses on the structural outlay and philosophy of the court system, with special emphasis on criminal law and procedure, court processes, and structures, constitutional guarantees, the trial process, and the roles of judges, prosecutors, defense attorneys and juries. Stages of the criminal process to include the Fifth, Sixth, Eight, and Fourteenth Amendments will be covered. This course has been approved for hybrid and online delivery.

AJ 9 - Introduction to Correctional Science
3.0 units
CSU
C-ID AJ 200
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course is designed to provide the student with the history of and critical analysis of punishment, alternatives to punishment, and the impact of punishment on the Criminal Justice System and corrections. It will provide a critical examination of the various types of correctional institutions, the special populations housed in these institutions as well as community prisons, alternatives to incarceration and other innovative programs. Students will also study the political and economic ramifications of juvenile delinquents and their rights of Due Process. This course has been approved for online, hybrid and correspondence delivery.

AJ 10 – Criminology
3.0 units
CSU/UC
General Education Area B
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course is designed to help students develop an understanding of the nature, organization and consequences of the American criminal justice system. The couse includes the examination of the foundations of criminology, thereoris of crime and criminology, and crime typology. This course has been approved for online, hybrid and correspondence delivery.

AJ 11 – Youth Gangs in America
3.0 units
CSU/UC
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course explores youth gang activity in the United States. Focusing primarily on contemporary street gangs. The social conditions that lead to their emergence are considered, as well as perceptions of the gang problem. Also considered are racial and ethnic differences between gangs and potential solutions to the challenges that youth gangs present. This course has been approved for correspondence, hybrid and online delivery.

AJ 12 - Introduction to Criminal Justice
3.0 units
CSU
C-ID AJ 110
General Education Area B
CSU Area D
IGETC Area 4
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hour lecture
This course explores the roots of our current justice system and the interaction of its various subsystems (law enforcement/prosecution, judicial and corrections). It emphasizes the organizational structure and legal considerations relevant to each subsystem. Topics include the origin of law, theories of crime causation, criminal procedure, and sentencing philosophies and alternatives. This course has been approved for correspondence, hybrid and online delivery.

AJ 14 - Juvenile Procedures
3.0 units
CSU
C-ID AJ 220
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course is designed to give the student an understanding of the juvenile justice system. Emphasis will be placed on basic organization, function, and jurisdiction of the various juvenile related law enforcement agencies. The study of the processing and detention of juveniles, their court procedures, dispositions and juvenile diversion will be examined. The development of an understanding of juvenile delinquency will be explored while gaining insight into the numerous rules of evidence, basic criminal laws, and the tactics used in dealing with juvenile offenders. This course has been aproved for online, hybrid and correspondence delivery.

AJ 16 – Supervision in Law Enforcement
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hour lecture
This course will focus on the skills and knowledge of supervision as applied in law enforcement. The course surveys the practical, theoretical and experiential aspects of the job. The course spans topics from the supervisor's role and leadership and command presence to productivity and performance measurement. Emphasis is placed on both individual and organizational development. This course has been approved for online delivery.

AJ 20 - Criminal Law
3.0 units
CSU/UC
General Education Area B
CSU GE Area D
C-ID AJ 120
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course offers an overview of the origin and development of law, including English Common Law. It provides an analysis of the doctrines of criminal liability in the United States and the classification of crimes against persons, property, morals, and public welfare. The distinction between torts and crimes, felonies and misdemeanors, and venue and jurisdiction will be examined. Crimes against persons and property and crimes popularly deemed to be victimless will be discussed. This course utilizes case law and case studies to introduce students to criminal law. This course is also approved for online, hybrid and correspondence delivery.

AJ 23 - Criminal Evidence
3.0 units
CSU
C-ID AJ 124
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
A course dealing with the concepts of evidence, types and rules governing admissibility. Judicial decisions, interpretation of individual rights and prosecution decisions are examined. Developing trends in the laws of criminal evidence are discussed. This course has been approved for correspondence and online delivery.

AJ 24 - Community Relations
3.0 units
CSU/UC
C-ID AJ 160
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course examines the complex, dynamic relationship between communities and the justice system in addressing crime and conflict with an emphasis on the challenges and prospects of administering justice within a diverse multicultural population. An overview of multicultural concepts and issues, including those related to gender, age, and sexual preference is covered as well as an examination of strategies to overcome these problems. This course has been approved for correspondence, hybrid and online delivery.

AJ 35 - Investigative Techniques
3.0 units
CSU
C-ID AJ 140
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
A semester course with instruction and hands-on training regarding fundamentals of investigation; crime scene search and recording; collection and preservation of physical evidence; scientific aids; modus operandi; sources of information; interviews and interrogation; follow-up and case preparation. This course has been approved for online and correspondence delivery.

AJ 49 - Administration of Justice Work Experience
1.0 – 8.00 units
CSU
General Education Area E1
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
600 hours lab (R)
This work based learning course is designed to assist students with educational or career goals in administration of justice, who are working in the field of law enforcement, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

AJ 52A - Arrest Methods and Procedures
2.5 units
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
40 hours lecture total (R)
A course certified by the California Peace Officer Standards and Training to qualify students for reserve level law enforcement functions. An interactive course to effectively train the student in the important powers and duties of a California Peace Officer. Repeatable as necessary to maintain certification.

AJ 52B - Firearms P.C. 832
0.5 unit
Co-requisite: AJ 52A
24 hours lab (R)
A course certified by the California Peace Officer Standards and Training to qualify students to meet the requirement of P.C. 832. Enrollment limited to those with Department of Justice criminal history clearance (non-sponsored trainees only). Repeatable as necessary to maintain certification.

AJ 52BR - Firearms Training-Refresher
0.5 units
8 hours lecture (R)
An 8 hour course on firearms care, cleaning and shooting principle. Includes range combat shoot based on requirement of the 832 P.C. Basic Course. This course is a refesher course to meet state requirements for concealed weapons permit. Enrollment limited to those with Department of Justice criminal history clearance (non-sponsored trainees only). Repeatable as needed.

AJ 53 – Basic Force and Weaponry
2.0 units
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
40 hours lecture
This course is designed for probation officers, fire investigators, and other personnel who are planning to work or who have been assigned to work an armed position. The course meets the California Peace Officers Standards and Training (POST) 832 Firearms requirements and will provide students with practical and realistic tactical exercises to build confidence and improve weapon handling skills. Enrollment

limited to current California peace officers who are sponsored by their agency. Course instructor signature required for enrollment. Material fees of $15.00 per student collected at time of registration. Repeatable as necessary to maintain certification.

AJ 57 – Firearms/Tactical Rifle
1.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hours lecture

This course provides students introduction to the patrol rifle, its uses and specific understanding and familiarization of the rifle in conjunction with its abilities and deployment options. Includes weapon nomenclature, maintenance, storage, California Penal Code sections, and review of Department policies of utilizing the patrol rifle. Successful completion of this course satisfies the legislative training mandate to possess short barrel rifles as specified in Penal Code section 33220(b) and the California POST training requirement to possess long barrel rifles as specified in POST Commission Regulation 1081. Must be a current California Peace Officer sponsored by an Agency. Instructor will verify qualifications before signing registration card. To cover the cost of handouts and targets a material fee of $10.00 per student will be collected at the time of registration. Repeatable as necessary to maintain certification.

AJ 71 – CDCR Off Post Training for Custody Staff
1.0 unit

Pre-requisites: Basic Correctional Academy including POST Training

51 hours lab (R)

This course is designed to provide annual off post training to California Department of Corrections and Rehabilitation (CDCR) custody staff. This course is repeatable when legally mandated for continued paid or volunteer employment.

AGRICULTURE

AGR 1 - Agricultural Accounting
3.0 units
CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

The Study of the principles of agricultural accounting systems and types of records, their use and how to compute, and use measures of earnings and cost of production to improve agribusiness efficiency. Also included are farm income tax, Social Security, and employee payroll records. Application of these concepts and methods through hands-on projects developing computer-based solutions for agriculture business.

AGR 2 - Agricultural Economics
3.0 units
CSU/UC
General Education Area B
CSU GE Area D2
IGETC Area 4B
C-ID AG-AB 124

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Study of agriculture and farming in the economic system; basic economic concepts, and problems of agriculture; pricing and marketing problems, factors of production; and state and federal farm programs affecting the farmer's economic position.

AGR 3 - Introduction to Agriculture Business
3.0 units
CSU/UC
C-ID AG-AB 104

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course is a survey and basic understanding of the business and economics of the agriculture industry. It is an introduction to the economic aspects of agriculture and their implications to the agricultural producer, consumer and the food system. The management principles encountered in the day-to-day operation of an agricultural enterprise are stressed as they relate to the decision-making process.

AGR 4 – Agricultural Sales and Communication
3.0 units
CSU

34 hours lecture/51 hours lab

The study of principles and practices of the selling process: Selling strategies and approaches, why and how people buy, prospecting, territory management and customer service. Self-management, communication, and interpersonal skills necessary in developing leadership qualities and facilitating teamwork within the agribusiness sector will be explored. Students will gain experience through role-play, formal sales presentations, and job shadowing. The course content is organized to give students an in-depth understanding of the factors and influences that affect the agribusiness industry on a day to day basis.

AGR 8 - Introduction to Animal Production
3.0 units
CSU/UC (Unit limitation)

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

This course is specifically designed for students planning to raise livestock for personal use with limited resources, with emphasis placed on its importance in agriculture and to the local and national economy; common breeds, specialty breeds, terminology, and cycles of production; and its importance and use of the basic sciences in the livestock industry.

AGR 9 - Food Animal Selection
3.0 units
CSU/UC (Unit limitation)

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

An introductory survey of the factors involved in the evaluation of market and breeding livestock used for human consumption. Class activities will be a combination of lecture, visual appraisal, performance data, record keeping, and oral presentation. Introductory course does not require student to compete past the local level.

AGR 10 - Introduction to Animal Science
3.0 units
CSU/UC (Unit limitation)
General Education Area A
CSU GE Area B2 B3
IGETC Area 5B
C-ID AS 104

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

This is a course in principles of Animal Science. Topics will include anatomy, physiology, endocrinology, reproduction, molecular and classical genetics, animal health and animal behavior. The course will provide an overview of the origin, characteristics, adaptation and contribution of farm animals to the agriculture industry. Laboratory exercises will provide an introduction to the empirical method including data collection and analysis.

AGR 11 - Beef Cattle Production
3.0 units
CSU/UC (Unit limitation)
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
34 hours lecture/51 hours lab
Principles and practices of purebred and commercial beef production on farm and range. Feeding, breeding management, housing, health, equipment, marketing, record keeping and other basic factors underlying successful beef production.

AGR 12 – Animal Health and Disease
3.0 units
CSU/UC
34 hours lecture/51 hours lab
Study of common livestock diseases and fundamentals of immunity; includes the livestock technicians role in promoting animal health and the foundation of disease control programs.

AGR 13 - Feeds and Feeding
3.0 units
CSU/UC
C-ID AG-AS 132L
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
34 hours lecture/51 hours lab
The science of animal nutrition; the fundamentals of digestion and absorption in both ruminants and non-ruminants is discussed. The nutritive value of feedstuffs as they related to the formulation of livestock rations will be emphasized.

AGR 14 – Equine Science
3.0 units
CSU/UC
C-ID AG-AS 116L
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
34 hours lecture/51 hours lab
Survey of the equine industry, encompassing the evolution and role of the equine species throughout history, breed selection and development, nutrition, disease, preventative health, reproductive management, basic horsemanship and stabling alternatives.

AGR 19 – Introduction to Soil Science
3.0 units
CSU/UC
GE Area A
CSU GE Area B1 B3
IGETC Area 5A
C-ID AG-PS 128L
34 hours lecture/51 hours lab
The study of soil, physical, chemical and biological properties. Soil classification, derivation, use, function and management; including erosion, moisture retention, structure, cultivation, organic matter and microbiology. Laboratory topics include soil type, classification, soil reaction, soil fertility and physical properties.

AGR 20 - Introduction to Plant Science
4.0 units
CSU/UC
General Education Area A
CSU GE Area B2 B3
IGETC Area 5B
C-ID AG-PS 106L
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture/51 hours lab
This course is an introduction to plant science including structure, growth processes, propagation, physiology, growth media, biological competitors, and post-harvest factors of food, fiber, and ornamental plants.

AGR 21B - Intercollegiate Rodeo
3.0 units
CSU
General Education Area E2
170 hours lab (R)
Intercollegiate rodeo competition – men and women. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

AGR 22 - Rodeo Skills
3.0 units
CSU
General Education Area E2
153 hours lab
This course is an introduction and practice in the basics of Rodeo Skills. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

AGR 23 - Western Riding and Training
2.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
17 hour lecture/51 hours lab
This course specializes in the many phases of Western riding and training. It will bring together material which is important to the student interested in horses as a career. This course will enable the student to show and compete more successfully in the horse industry. It prepares the student to enter the horse business as a riding instructor, trainer or manager.

AGR 30 - Team Roping
3.0 units
CSU
170 hours lab
The study and practice of the fundamentals and techniques of the professional and amateur team roper. Includes safety, technique and horse mastership related to team roping. Skills and proficiencies in this course are enhanced by supervised repetition and practice within class periods.

AGR 31 - Bovine Embryo Transfer
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
42.5 hours lecture/25.5 lab
This course is designed to present Bovine Embryo Transfer subject matter in a seminar format. The embryo transfer process and how it relates to the cattle industry will be studied.

AGR 40 - Basic Agricultural Mechanics
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
17 hour lecture/102 hours lab
A course designed to teach basic skills required in a farm shop, which includes, but is not limited to equipment repair, metal work, hydraulics and farm construction.

AGR 41 - Farm Tractors and Farm Power
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
17 hour lecture/102 hours lab
The selection, use, application, operation, service, maintenance, adjustment and handling of minor repairs of wheel and track-type farm tractors. Principles of operation of internal combustion engines will be taught through practical application.

AGR 42 - Farm Surveying, Irrigation and Drainage
3.0 units
CSU
17 hour lecture/102 hours lab

Student will be involved in irrigation and drainage problems concerning pumps, motors, sprinkler systems, pipe lines, ditches, and wells. The use of survey or leveling equipment will be applicable to this course as fields are prepared for irrigaiton systems.

AGR 49 - Agricultural Work Experience 1.00–8.00 units
CSU
General Education Area E1
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
75-600 hours lab (R)
This work based learning course is designed to assist students with educational or career goals in agriculture, who are working in the field of agriculture, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

AGR 50 - Basic Riding
2.0 units
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
17 hour lecture/51 hours lab
A course designed to introduce horse care and basic western riding skills. This course covers not only the ability to ride, but an understanding of equipment, conformation, breeds, care and feeding.

AGR 51 - Horsemanship
2.0 units
17 hour lecture/51 hours lab
Intermediate Level: Utilizing natural horsemanship techniques to build confidence and communication between horse and rider. Special instruction in problem solving and preparing the horse and rider for trail horse obstacles, reining and cattle handling.

AGR 53 - Colt Training
2.0 units
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
17 hour lecture/51 hours lab
This course is designed to present beginning methods of colt training to include catching, creating trust, driving, first ride, first 30 days and loading.

AGR 57 - Beginning Horseshoeing
3.0 units
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
24 hours lecture/68 hours lab
An introduction to the shoeing of horses, utilizing both hot and cold shoes. Also included will be the anatomy and physiology of the horse's hooves with the ability to identify blemishes and soundness. Use of the forge and the making of shoes from bar stock will be presented in addition to the instruction of actually shoeing horses.

AGR 61 - Introduction to Bovine Reproduction
1.5 units
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
17 hour lecture/25.5 hours lab
This course is designed to give students an understanding of bovine reproduction. This course will focus on the application of artificial insemination and estrous synchronization. During this course both male and female reproduction will be discussed. The course is designed to give students the ability to understand and master the skills of artificial insemination.

AGR 70 - Rodeo Team Roping
1.0 unit
48 hours lab (1 week)
This course is designed for those students interested in expanding their skills in horsemanship, cattle work and team cooperation. This course is highly competitive and will address every phase of team roping. Skills and proficiencies in this course are enhanced by supervised repetition and practice within class periods.

AGR 116 - Pesticide Update "Continuing Education Requirements"
0.5 units
10 hours lecture (1 week) (R)
A course designed to update licensed pesticide personnel on changes in the pesticide industry, laws and regulations, and safety. Repeatable as necessary to maintain certification.

ANTHROPOLOGY

ANTH 1 - Biological Anthropology
3.0 units
CSU/UC
General Education Area A
CSU GE Area B2
IGETC Area 5B
C-ID ANTH 110
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course introduces the concepts, methods of inquiry, and scientific explanations for biological evolution and its application to the human species. Issues and topics will include, but are not limited to genetics, evolutionary theory, human variation and biocultrual adaptations, comparative primate anatomy and behavior and the fossil evidence for human evolution. This course has been approved for correspondence, hybrid and online delivery.

ANTH 2 - Cultural Anthropology
3.0 units
CSU/UC
General Education Area B
CSU GE Area D1
IGETC Area 4A
C-ID ANTH 120
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
Explore diversity of cultures through the unique methodologies of cultural anthropology. Investigate differences in language, economic systems, social structures, family, kinship, gender, politics, social and economic inequality, religion, worldview, racial and ethnic labels, globalization and art.
Ethnographic case studies will be used to highlight similarities and differences among the 1200 cultures of the world. Students will be introduced to types of work anthropologists perform including research practices and standard

professional ethics. This course has been approved for correspondence, hybrid and online delivery.

ANTH 3 - Introduction to Archaeology
3.0 units
CSU/UC
General Education Area B
CSU GE Area D1
IGETC Area 4A
C-ID ANTH 150
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
A survey of human world history and prehistory as identified by the archaeological record. Emphasis is placed on major changes in human technological, economic and social development over the course of two million years of the human material record, including such topics as such as the history of archaeology, ethics involved in research, types of data used, theory and methodology, dating techniques, methods of survey and site excavation, analysis and interpretations, and reasons to preserve the past. The methods and techniques of archeology are studied so that students develop an understanding of how archeologists reconstruct the past and interpret the complexity of stones, bones, ceramics and buildings uncovered during archeolical excavations. Case studies from the excavation of major archaeological sites around the world are examined and discussed as examples. This course has been approved for hybrid delivery

ART

ART 1A - Two-Dimensional Design
3.0 units
CSU/UC
General Education Area C
CSU GE Area C1
C-ID ARTS 100
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
25.5 hours lecture/76.5 hours lab
An introductory studio design course based on communicating visually through practical applications of design and composition including: line, shape, form, texture, value, color, and spatial illusion in two dimensions. Traditional mediums and digital imaging using industry standard Adobe Creative Cloud software will be emphasized. Graphic design, commercial art, and fine art principles will be explored from historical, aesthetic and cultural points of view. This course has been approved for hybrid and online delivery. To cover the costs of printing each project assignment, a $10.00 lab fee will be charged at the time of registration. Students must provide additional materials and supplies at an estimated cost of $25. This course has a free Open Educational Resource textbook.

ART 1B - Three-Dimensional Design
3.0 units
CSU/UC
General Education Area C
CSU GE Area C1
C-ID ARTS 101
Recommended Preparation: ART 1A ENGL105 or equivalent multiple measures placement.
25.5 hours lecture/76.5 hours lab
An introductory (no previous art experience required) studio design course based on communicating visually through practical applications of design, color, spatial relationships and imagery in three dimensions. This class will introduce students to computer design methods and basic computer design Software. Assignments will rely on student access to a computer and basic computer proficiency will be expected. Traditional construction methods and mediums plus digital imaging using industry standard computer software will be emphasized. Graphic design, commercial art and fine art principles will be explored from historical, aesthetic and cultural points of view. This course has been approved for hybrid and online delivery. To cover materials cost including printing, a $10.00 lab fee will be charged at the time of registration.

ART 2 - Drawing
3.0 units
CSU/UC
General Education Area C
CSU GE Area C1
C-ID ARTS 110
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
25.5 hours lecture/76.5 hours lab
An introductory (no previous art experience necessary) drawing class using a variety of drawing materials to portray a variety of subjects. Realism will be emphasized, but other methods such as Cubism and Non-Representationalism will be explored, and students will be encouraged to develop their own style. The elements and principles of drawing will be presented from historical, cultural, aesthetic and technical points of view. This course has been approved for hybrid, online and correspondence delivery. To cover the costs of printing, a $10.00 lab fee will be charged at the time of registration.

ART 3 - Beginning Life Drawing
3.0 units
CSU/UC
General Education Area C
CSU GE Area C1
C-ID ARTS 200
Recommended Preparation: ART-2 Drawing
25.5 hour lecture/76.5 hours lab
An introduction to figure drawing, from the clothed and nude model in short and extended poses, using a variety of drawing techniques and media. The elements and principles of figure drawing will be presented from historical, cultural, aesthetic and technical points of view.

ART 6 - Survey of Art History, Prehistoric To Renaissance
3.0 units
CSU/UC
General Education Area C
CSU GE Area C1
IGETC Area 3A
C-ID ARTH 110
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
An introductory survey of the visual arts most relevant to the development of western civilization from prehistoric through the Italian portion of the Renaissance. Comparisons and contrasts with arts of other cultures will be explored. In addition to historic and cultural viewpoints, technical and aesthetic points of view will be covered. This course has been approved for online and hybrid delivery.

ART 7 - Survey of Art History, Renaissance through Contemporary
3.0 units
CSU/UC
General Education Area C
CSU GE Area C1
IGETC Area 3A
C-ID ARTH 120
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
An introductory survey of the visual arts most relevant to the development of western civilization, from Renaissance through Contemporary art. Comparisons and contrasts with arts of other cultures will be explored. In addition to historic

and cultural viewpoints, technical and aesthetic points of view will be covered. This course has been approved for hybrid and online delivery.

ART 8 - Art Appreciation
3.0 units
CSU/UC
General Education Area C
CSU GE Area C1
IGETC Area 3A
C-ID ARTH 100
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
An introductory course for both the general interest and art major student. A survey of the role of the visual arts in society. Art theory, practices and an overview of the history of art will be covered with examples from many cultures. This course has been approved for correspondence, hybrid and online delivery.

ART 9 - History of Asian Art
3.0 units
CSU/UC
General Education Area C
CSU GE Area C1
IGETC Area 3A
C-ID ARTH 130
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hour lecture
An introduction to major art forms and traditions in Asia from prehistory to the present. Artists, patrons, cultures, religions, and their interactions will be covered. Comparisons will be drawn between the course material and other artistic traditions.

ART 10A - Beginning Painting
3.0 units
CSU/UC
General Education Area C
CSU GE Area C1
C-ID ARTS 210
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
25.5 hour lecture/76.5 hours lab
A beginning (no previous art experience necessary) studio course in oil, acrylic, and watercolor painting techniques and materials. A variety of subject matter such as still life, landscape, wildlife and human figure will be explored. Emphasis will be on realistic representation, but other methods will be studied. Technical, historical, aesthetic and cultural points of view will be considered. To cover costs for materials used in beginning assignments a $10.00 lab fee will be charged at the time of enrollment. Students will need to purchase approximately $40 worth of supplies.

ART 10B - Intermediate Painting
2.0 units
CSU/UC
Prerequisite: Art 10A Beginning Painting
102 hours lab
This course is designed as a studio course in oil, acrylic, or watercolor painting building upon basic techniques. Intermediate materials and techniques will be explored. Historical, aesthetic, and cultural points of view will be considered. Students will need to purchase approximately $40 worth of supplies.

ART 10C - Advanced Painting
2.0 units
CSU/UC
Prerequisite: Art 10B Intermediate Painting
102 hours lab
This course is designed as a studio course in oil, acrylic, or watercolor painting building upon intermediate techniques. Advanced materials and techniques will be explored. The student will experiment with various methods and styles in beginning to develop a personal style. Historical, aesthetic, and cultural points of view will be considered. Students will need to purchase approximately $40 worth of supplies.

ART 10D - Portfolio Painting
2.0 units CSU/UC
Prerequisite: Art 10C Advanced Painting
102 hours lab
This course is designed as a studio course in oil, acrylic, or watercolor painting expanding upon advanced techniques. Advanced materials and techniques will be explored. The student will experiment with various personal styles and execute a body of work for exhibition/presentation. Historical, aesthetic, and cultural points of view will be considered. Students will need to purchase approximately $40 worth of supplies.

ART 18 - Advanced Life Drawing
1.0 unit
CSU/UC
Prerequisite: Art 3 Beginning Life Drawing
51 hours lab
A course in advanced human figure drawing, using live models in a variety of poses. A variety of drawing and painting mediums will be used. Various drawing methods will be explored, and the student will be encouraged to develop a personal style. Drawing the human figure will be considered from technical, aesthetic, historical and cultural viewpoints.

ART 19A - Beginning Digital Photography
3.0 units
CSU
General Education Area C
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
34 hour lecture/51 hours lab
An introductory course in digital photography digital image capture. Basic photographic composition and subject matter, basic digital camera operation, and beginning image manipulation using Adobe Photoshop and/or Photoshop Elements will be covered. Photography as a fine art and as a commercial application will be explored. Technical, aesthetic, cultural, and historic points of view will be considered. To cover the costs of printing, a $10.00 lab fee will be charged at the time of enrollment.

ART 19B - Intermediate Digital Photography
1.0 unit
CSU
Prerequisite: Art 19A Beginning Digital Photography
51 hours lab
An intermediate course in digital photography digital image capture. Intermediate photographic composition and subject matter, digital camera operation, and image manipulation using Adobe Photoshop and/or Photoshop Elements will be covered. Photography as a fine art and as a commercial application will be explored. Technical, aesthetic, cultural, and historic points of view will be considered. To cover the costs of printing, a $10.00 laboratory fee will be charged at the time of registration.

ART 19C - Advanced Digital Photography
1.0 unit
CSU
Prerequisite: Art 19B Intermediate Digital Photography
51 hours lab
An advanced course in digital photography digital image capture. Advanced photographic composition and subject matter, digital camera operation, and image manipulation using Adobe Photoshop and/or Photoshop Elements will be covered. Photography as a fine art and as a commercial application will be explored. Technical, aesthetic, cultural, and historic points of view will be considered. To cover the costs of printing,

a $10.00 laboratory fee will be charged at the time of registration.

ART 19D - Portfolio Digital Photography
1.0 unit
CSU

Prerequisite: Art 19C Advanced Digital Photography
51 hours lab
An advanced digital photography course with the aim of producing a portfolio of work demonstrating a personal style for presentation and exhibition. Photography as a fine art and as a commercial application will be explored. Technical, aesthetic, cultural, and historic points of view will be considered. To cover the costs of printing, a $10.00 laboratory fee will be charged at the time of registration.

ART 21 - Digital Illustration Design I
3.0 units
CSU/UC

Recommended Preparation: ENGL105 or equivalent multiple measures placement. ART 2 Drawing or ART 10 Beg. Painting and ART 1A Two-Dimensional Design
25.5 hours lecture/76.5 hours lab
A course that explores conceptual ideas, image generation, manipulation, coloring, and effects for print and web media using Adobe Creative Cloud programs. Students will develop vector and bitmap images for logo designs, icons, avatars, characters, objects, environments, and basic storyboarding. Students will draw, paint, and apply special effects and filters with the tools available within the Adobe Creative Cloud. Basic design principles, six step design process and personal expression will be used to create powerful conceptual imagery. This course has been approved for hybrid and online delivery. To cover the costs of printing each project assignment a $10.00 lab fee will be charged at the time of registration. Students must supply additional materials and supplies at an estimated cost of $70.

ART 22 - Digital Illustration Design 2
3.0 units
CSU/UC

Prerequisite: ART 21 Digital Illustration Design 1
Digital illustration 2 is a challenging and expressive area of graphic design. With Adobe Illustrator, Adobe Photoshop, Adobe After Effects, and Autodesk Maya various styles will be explored in the world of storyboarding. The art of narration will be explored in comics, graphic novels, and various storyboards both traditional and digital (still and animated). In this advanced digital illustration course, you'll learn professional illustration conception, production and finish. Students will execute illustration projects using professional procedures and equipment. Emphasis is on student creative and technical development. Written papers and portfolio review required. To cover the costs of printing proofs for each project assignment, a $10.00 lab fee will be charged at the time of registration.

ART 23 - Beginning Printmaking
3.0 units
CSU/UC
C-ID ARTS 220

Recommended Preparation: ENGL105 or equivalent multiple measures placement, ART 2 Drawing.
25.5 hour lecture/76.5 hours lab
An introduction to traditional and contemporary approaches to intaglio (etching), relief (woodcut and linocut), serigraphy (silkscreen) and monoprint printmaking. Both personal and commercial design will be explored. As well as a variety of subject matter and artists. Technical, historical, aesthetic and cultural points of view will be considered.

ART 25 – Graphic Design 1
3.0 units
CSU/UC
C-ID ARTS 250
General Education Area C

Recommended Preparation: ENGL105 or equivalent multiple measures placement; ART 1A Two-Dimensional Design, ART 19A Beginning Digital Photography
25.5 hours lecture/76.5 hours lab
A visual communication course using image generation/manipulation and text components in Adobe Photoshop. The integration of images, text, and graphics will be conceptualized then utilized to produce commercial based products such as posters, ad campaigns, product packaging, and cover designs. Production, printing, presentation and critiques, emphasizing the six step design process, basic design principles, personal expression through digital graphic design processes will be used to meet crucial deadlines. This course has been approved for hybrid and online delivery. To cover the costs of printing proofs for each project assignment, a $10.00 lab fee will be charged at the time of registration. All students will provide additional materials and supplies with an estimated cost of $70.

ART 26 – Graphic Design 2
3.0 units
CSU/UC

Prerequisite: ART 25 Graphic Design 1
Graphic Design 2 is a continuation of Graphic Design 1 (Art 25) and more fully explores the interaction of text and image. You will become more independent in your use of fundamental components of graphic communication. You will create independent and creative solutions to a series of design problems. Your knowledge of and exposure to contemporary design issues and graphic design history will be an important component of this course. You will be expected to expand your proficiency in all aspects of the design process, including creative brainstorming, conceptualizing, critical thinking, collaboration, and presentation. To cover the costs of printing proofs for each project assignment, a $10.00 lab fee will be charged at the time of registration. All students will provide additional materials and supplies with an estimated cost of $70.

ART 30 – Introduction to Sculpture
3.0 units
CSU/UC
General Education Area C
CSU GE Area C1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
26.5 hour lecture/76.5 hours lab
A course introducing contemporary art issues, historical overview, and aesthetic problem solving, utilizing a variety of materials and common techniques familiar to sculpture and 3-dimensional design as well as material use to render in the fashion of virtual three-dimensional rendering.

ART 36A - Beginning Ceramics
3.0 units
CSU/UC
General Education Area C
CSU GE Area C1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
25.5 hour lecture/76.5 hours lab
A beginning course in ceramics exploring basic handbuilding and wheelthrowing techniques. Basic methods of forming, decorating, glazing and firing ceramic materials will be covered. The elements and principles of ceramics will be presented from historical, cultural, aesthetic, and technical points of view. To

cover the cost of glazes, a $10.00 lab fee will be charged at the time of enrollment.

ART 36B - Intermediate Ceramics
2.0 units
CSU/UC

Prerequisite: Art 36A Beginning Ceramics
102 hours lab
Further development of hand-building, and wheel-throwing, clay, glazes and firing processes. Aesthetic exploration of ideas. To cover the cost of glazes, a $10.00 lab fee will be charged at the time of enrollment.

ART 36C - Advanced Ceramics
2.0 units
CSU

Prerequisite: Art 36B Intermediate Ceramics
102 hours lab
Advanced development of hand-building and/or wheel-throwing techniques, clay, glazes and firing processes. Beginning to develop a personal style in ceramics. To cover the cost of glazes, a $10.00 lab fee will be charged at the time of enrollment.

ART 36D - Portfolio Ceramics
2.0 units
CSU

Prerequisite: Art 36C Advanced Ceramics
102 hours lab
Advanced development of handbuilding and/or wheelthrowing techniques, clay, glazes, and firing processes. Continuing to develop a personal style in ceramics. Producing a body of work for presentation/exhibition. To cover the cost of glazes, a $10.00 lab fee will be charged at the time of enrollment.

ART 38 – 3-D Computer Modeling and Animation
3.0 units
CSU/UC

25.5 hour lecture/76.5 hours lab
This course introduces students to the use of software techniques to create and animate three-dimensional environments and objects. Students will learn to create photo-realistic models and scenes enhanced by lighting, shadows, reflection, and textures, and will learn to produce camera fly-through and basic character animation sequences. To cover the costs of printing proofs for each project assignment, a $10.00 lab fee will be charged at the time of registration. This course has been approved for online delivery.

ART 39 – 3-D Introduction to Digital Art
3.0 units
CSU
General Education Area C

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
26 hour lecture/75 hours lab
Introduction to the fundamental concepts, practices, and theories of digital art production. Topics include integration of traditional design, color, and compositional principles with contemporary digital tools. This class will be structured around three components—studio work, the development of technical skills and modular design, and introduction to the broad field of new media/electronic and time-based arts. To cover the costs of printing proofs for each project assignment, a $10.00 lab fee will be charged at the time of registration.

ART 43A - Beginning Jewelry Hand-Building
3.0 units
CSU

Recommended Preparation:
ENGL105 or equivalent multiple measures placement.
25.5 hour lecture/76.5 hours lab
An introductory jewelry course with focus on the fundamentals of hand-fabricated and cast jewelry plus basic metalsmithing. Processes will include soldering, riveting, hammer forming and other fundamental methods suitable for but not limited to jewelry. The elements and principles of jewelry design will be presented from historical, cultural, aesthetic, and technical points of view. This course requires a $25.00 laboratory fee to cover the costs of metals and soldering, which is collected at the time of enrollment.

ART 43B - Beginning Jewelry Design: Casting
2.0 units
CSU

Recommended Preparation:
ENGL105 or equivalent multiple measures placement.
17 hour lecture/51 hours lab
An introductory class in producing jewelry using casting processes including pouring, centrifuge, vacuum casting, and other basic methods. Drawing designs and stone cutting and setting will be included. To cover the costs of metals and soldering, a $25.00 materials fee will be charged at the time of enrollment.

ART 43C - Intermediate Jewelry Design
1.0 unit
CSU

Prerequisite: Art 43A Beginning Jewelry and Hand-Building or Art 43B Beginning Jewelry Design: Casting
51 hours lab
An intermediate jewelry design class using refined production methods learned in beginning jewelry design to producing body ornaments. Focus will be on concept and design incorporating complex methods of construction that emphasize craftsmanship, aesthetics, and individual taste. To cover the costs of metals and soldering, a $25.00 materials fee will be charged at the time of enrollment

ART 43D - Advanced Jewelry Design 1.0 unit
CSU

Prerequisite: Art 43C Intermediate Jewelry Design
51 hours lab
A class in advanced jewelry design with emphasis on professional aspects design and construction including stone setting, choice of metals, finish, wear ability, and unity of piece. A professional formal portfolio using photographs and descriptions will be produced. Students will be encouraged to submit work to competitions and local sales venues. To cover the costs of metals and soldering, a $25.00 materials fee will be charged at the time of enrollment.

ART 49 - Art Work Experience
1.0-8.0 units
CSU
General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
600 hours lab (R)
This work based learning course is designed to assist students with educational or career goals in art, who are working in the field of art, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the

workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

ART 50 – Welding for Artists (History of Welded Sculpture)
1.0 unit

Co-requisite: WT-50 Welding for Artists (Design and Fabrication)

17 hours lecture (R)

Welding for artists is designed to introduce students to art sculpture with an emphasis on fabricated and welded steel designs from a historic and contemporary perspective. This class will focus on welding and metal fabrication as a fine art medium. This course is being offered in conjunction with WT-50, a two unit lab class and must be taken simultaneously for combined three-units.

AUTOMOTIVE TECHNOLOGY

AT 49 - Automotive Technology Work Experience 1.0-8.0 units
CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

600 hours lab (R)

This course enables students with educational or career goals in automotive technology, who are working in the field of automotive technology to build related job specific skills through individualized learning objectives and enhance their workplace performance. Attendance of an on campus orientation session is required for all Work Experience enrollments. Students complete an online expanded orientation module addressing workplace success skills throughout the term. Subsequent enrollments require new individualized learning objectives. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours.Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Vocational, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for hybrid delivery.

AT 50 – Car Care Basics
3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 Hours Lecture, 51 Hours Lab

This course was designed to: 1. Introduce shop procedure and safety to the student; 2. Give students the skills to perform vehicle maintenance and basic roadside repairs; 3. Give students the skills to diagnose and repair minor vehicle malfunctions. The course has been approved for Hybrid Delivery.

AT 54 - Brakes
3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/102 hours lab

This course is designed to provide the student with skills in automotive brakes; disassembly and repair of drum, disc, hydraulic systems, including power and manual brakes. Several anti-lock brake systems (ABS) will be covered. Machining of drums, rotors, and adjustments will also be studied. This course adhears to NATEF (National Automotive Technician Education Foundation) standards. This course has been approved for Hybrid Delivery.

AT 56 - Steering and Suspension
3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/102 hours lab

This course is designed to provide the student with skills in alignment of front ends and rear wheel alignment where applicable and inspection and repair of steering and suspension components. Basic and computerized equipment will be utilized. The contents of this course conforms to NATEF (National Automotive Technician Education Foundation) standards for steering and suspension. This course has been approved for Hybrid Delivery.

AT 58 – Automotive Heating and Air Conditioning
3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/102 hours lab

This course is designed to provide the student with theory and operation of common air conditioning and heating systems including diagnosis and repair and recovery of R-12 and 134A refrigerants. This course has been approved for Online and hybrid delivery.

AT 60 – Shop Management and Service Writer
2.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hour lecture

This course is designed to provide the student with the skills needed to write service at an automotive repair shop. Shop management techniques will also be covered. Communication, organization, and filling out repair orders to meet all legal requirements will be emphasized. This course has been approved for online and hHybrid delivery

AT 64 – Diesel Repair and Maintenance
3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab (R)

This course was designed to provide the student with the skills needed to diagnose and repair common malfunctions found in diesel engines and other light diesel systems. Preventive maintenance procedures will also be emphasized. This course has been approved for hybrid delivery

AT 66 - Manual Drive Train
4.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/102 hours lab (R)

This course is designed to provide the student with theory and practical experience in operation, repair and adjustment of common manual transmissions, drive lines, differentials, transfer cases and 2 and 4-wheel drive systems. Clutches, wheel bearings and axle repair will also be studied. This

course has been approved for hybrid delivery.

AT 68 - Automatic Transmissions 3.0 units

Recommended Preparation ENGL105 or equivalent multiple measures placement.
17 hour lecture/102 hours lab
This course is designed to provide the student with theory and operation of common automatic transmissions including diagnosis, adjustment and repair of common automatic transmission problems. This course has been approved for hybrid delivery

AT 70 - General Automotive Lab 2.0 units

Corequisite: Student must be enrolled in one additional automotive course that has a safety component.
102 hours lab
This course is designed to provide the student with skills in developing increased speed, accuracy, and expertise in all phases of automotive training.

AT 72 - Engine Repair and Machining-Short Blocks 4.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
17 hours lecture/153 hours lab
This course is designed to prepare the student with basic, through increasingly advanced, skills in overhaul procedures for the owner or rebuilder. Safety, basic hand tools, engine removal and replacement, cleaning techniques, disassembly and assembly of engine components, measuring, diagnosis of oil consumption and poor performance with corrective measures will be covered. Emphasis will be on gasoline engine overhaul as it relates to home, small farm shop, and commerical shop. This course has been approved for hybrid delivery.

AT 74 - Engine Repair and Machining-Cylinder-Heads 3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
17 hours lecture/102 hours lab
This course is designed to prepare the student with basic, through increasingly advanced, skills in overhaul procedures for the owner or rebuilder. Safety, basic hand tools, cylinder head removal and replacement, cleaning techniques, disassembly and assembly of cylinder head components, measuring, diagnosis of oil consumption and poor performance with corrective measures will be covered. Emphasis will be on cylinder head overhaul as it relates to home, small farm shop, and commerical shop. This course has been approved for hybrid delivery.

AT 76 - Automotive Machining Lab 2.0 units

Co-requisition: AT 72 or at 74
102 hours lab
This course is designed to provide the student with common automotive machine shop experiences. Precision machinery techniques will be emphasized with blueprinting methods used where appropriate. This course is to be taken concurrently with AT-72 Engine Repair Short Block and Machining or AT-74 Engine Repair and Machining—Cylinder Heads.

AT 80 – Basic Electrical 3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
34 hours lecture/51 hours lab
This course is designed to provide the student with theory, diagnosis and repair of chassis electrical systems. Extensive use of voltmeters, ohmeters, and short circuit testers, and common testing tools will be emphasized. Isolate a malfunction to a specific system in which a fault exists. This course has been approved for Hybrid Delivery.

AT 82 – Engine Performance I 3.0 units

Prerequisite: AT-80 Basic Electrical
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
34 hours lecture/51 hours lab
This course was designed to provide the student basic engine performance diagnostic and repair skills. Testing with various meters and shop equipment will be studied. Ignition and fuel system principles and diagnosis will be emphasized. This course has been approved for Hybrid Delivery

AT 84 – Engine Performance II 3.0 units

Prerequisite: AT-82 – Engine Performance I
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
34 hours lecture/51 hours lab
This course is designed to provide the student with advanced theory, diagnosis, and repair of various control modules, computer sensors and circuits. Extensive use of various meters, lab scopes, and other shop equipment will be used. Vehicle on-board diagnosis systems will be emphasized. This course has been approved for online and hybrid delivery

AT 88 – Vintage Vehicle Repair 3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
17 hours lecture/102 hours lab
This course is designed to provide the student with work in testing machines in ignition systems, conventional and electronic, fuel adjustments, and carburator overhaul.Older vehicles will be covered with emphasis on manufacturer's tune-up techniques. The course will contain classroom instruction, demonstrations, as well as hands-on work in the Automotive Lab. This course has been approved for Hybrid Delivery.

AT 90 – Automotive Survival 1.0 unit

18 hours lecture
This is an introductry seminar course designed for the novice from the stand-point of owner survival in the marketplace. Automotive vocabulary, preventive maintenance, and consumer issues will be addressed.

AT 90A – Automotive Survival Lab 0.5 units

Recommended Preparation: AT 90 Automotive Survival
24 hours lab
The course is designed to provide the student with hands on experience in the areas of vehicle maintenance, preventive maintenance, minor tune-up, and simple adjustments.

AT 91 – Smog Check Training Level 2 32-Hour Course 1.0 unit

Prerequisites: Prior to taking the Smog Check Training, students must either satisfy BAR specified criteria, as listed below, or successfully complete the Level 1 Engine and Emission Controls Fundamentals Training. BAR specified requirements: Possess ASE A6, A8 and L1 certification; or possess an AA/AS degree or Certificate in automotive technology and have 1 year experience; or have 2 years' experience and have completed BAR specified training.
8 hours lecture/24 hours lab
The Smog Check Training 32 Hour Course is intended to provide students the knowledge, skills, and abilities needed to perform Smog Check inspections. Students who successfully complete this training will have met the California State Bureau of Automotive Repair's training requirements to qualify to take the Smog

Check Inspector state licensing examination.

AVIATION

AERO 1A - Aviation Ground School
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
An aviation ground school course specifically designed to provide complete explanations of aeronautical concepts. It is designed to prepare the student for the Federal Aviation Administration (FAA) written examinations dealing with Visual Flight Rules (VFR) and the Private Pilot License.

BIOLOGY

BIOL 1 - Principles of Molecular and Cellular Biology
4.0 units
CSU/UC
General Education Area A
CSU GE Areas B2 & B3
IGETC Area 5B & 5C
C-ID BIOL 190
Prerequisite: MATH 60 Intermediate Algebra or equivalent multiple measures placement and Chemistry 1A General Chemistry I
51 hours lecture/51 hours lab
A course in principles of biology, with special emphasis given to molecular and cellular biology. Topics include the chemical basis of life, prokaryotic and eukaryotic cells, structure and function, cell metabolism, cellular communication, classical genetics, molecular genetics, and biotechnology. This course is designed to meet the core requirements for biology and related majors. (This course is the recommened preparation for Bio 4, Biol 20, and Biol 25.) This course has been approved for hybrid (online/traditional) delivery.

BIOL 4 - Principles of Evolutionary, Organismal, and Ecological Biology
5.0 units
CSU/UC
General Education Area A
CSU GE Areas B2 & B3
IGETC Area 5B & 5C
C-ID BIOL 140
Prerequisite: MATH 60 or equivalent multiple measures placement.
Recommended Preparation: Biology 1
51 hours lecture/102 hours lab
A course in principles of biology, with special emphasis given to evolution, organismal and ecological biology. Topics include evolution, classification, diversity of life; (unicellular and multicellular organisms); animal fungus and plant structure, development and function; and ecological relationships. This course is designed to meet the core requirements for biology and related majors. This course has been approved for hybrid (online/traditional) delivery.

BIOL 10 - Natural History of Plants & Animals
4.0 units
CSU/UC (Unit limitation)
General Education Area A
CSU GE Areas B2 & B3
IGETC Area 5B & 5C
Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.
51 hours lecture/51 hours lab
An introductory course dedicated to the study of natural environments by integrating lecture, laboratory and field experiences. Emphasis is placed on the natural history of local forms of plants and animals, their ecological relationships, identification techniques and the integrity of nature. This course has been approved for hybrid delivery. Access to a computer with internet access is required.

BIOL 20 - Microbiology
5.0 units
CSU/UC
General Education Area A
CSU GE Areas B2 & B3
IGETC Area 5B & 5C
Recommended Preparation: Biology 1
51 hours lecture/102 hours lab
This is an introductory course covering the biology (morphology, anatomy, physiology, classification, identification and development) of micro-organisms (viruses, protozoa, parasitic worms, algae, fungi, with emphasis on bacteria), their significance and their role in human affairs.

BIOL 21 - Human Anatomy with Lab
4.0 units
CSU
Recommended Preparation: ENGL 105 or equivalent placement through the multiple measures process, Math 60 - Intermediate Algebra or the equivalent placement through the multiple measures process. Biology 1 and Chem 1A
51 hours lecture/51 hours lab
One semester of a two semester sequence covering structure and function, integration and homeostasis of the human body at the cellular, tissue organ, organ system and organism level. This semester includes the structures of the integumentary, skeletal, muscular, nervous and sensory systems, cardiovascular, lymphatic, immune, respiratory, urinary, digestive, endocrine and reproductive systems. This course has been approved for hybrid delivery.

BIOL 22 - Human Physiology with Lab
4.0 units
CSU
Recommended Preparation: ENGL 105 or equivalent placement through the multiple measures process, Math 60 - Intermediate Algebra or the equivalent placement through the multiple measures process. Biology 1 and Chem 1A
51 hours lecture/51 hours lab
One semester of a two semester sequence covering structure and function, integration and homeostasis of the human body at the cellular, tissue organ, organ system and organism level. This semester includes the functions of the integumentary, skeletal, muscular, nervous and sensory systems, cardiovascular, lymphatic, immune, respiratory, urinary, digestive, endocrine and reproductive systems. This course has been approved for hybrid delivery.

BIOL 25 - Human Anatomy and Physiology I
4.0 units
CSU/UC
General Education Area A & E1
CSU GE Areas B2 & B3
IGETC Area 5B & 5C
C-ID BIOL 115S
Recommended Preparation: ENGL 105 or equivalent placement through the multiple measures process, Math 60 - Intermediate Algebra or the equivalent placement through the multiple measures process. Biology 1 and Chem 1A
51 hours lecture/51 hours lab
First semester of a two semester sequence covering structure and function, integration and homeostasis of the human body body at the cellular, tissue organ, organ system and organism level. This semester includes the integumentary, skeletal, muscular, nervous and sensory systems. This course has been approved for hybrid (online/traditional) delivery.

BIOL 26 - Human Anatomy and Physiology II
4.0 units
CSU/UC
General Education Area A & E1
CSU GE Areas B2 & B3
IGETC Area 5B & 5C
C-ID BIOL 115S
Prerequisite: BIOL I or BIOL 25 Human Anatomy and Physiology I
51 hours lecture/51 hours lab
Second semester of a two semester sequence covering the structure and function, integration and homeostasis of the human body at the cellular, tissue organ, organ system and organism level. This semester includes the cardiovascular, lymphatic, immune, respiratory, urinary, digestive, endocrine and reproductive systems. This course has been approved for hybrid (online/traditional) delivery.

BIOL 32 - General Biology
3.0 units
CSU/UC (unit limitation)
General Education Area A
CSU GE Area B2
IGETC Area 5B
Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.
51 hours lecture
A general survey of the living world with emphasis on the basic biological principles as illustrated in plant and animal groups. This course has been approved for online delivery.

BIOL 32L - General Biology with Laboratory
4.0 units
CSU/UC
General Education Area A
CSU GE Area B2 B3
IGETC Area 5B 5C
Recommended Preparation: ENGL 105 or equivalent placement
51 hours lecture/51 hours lab
A general survey of the living world with emphasis on the basic biological principles as illustrated in plant and animal groups. This course includes a laboratory section supporting the basic concepts of the course. This course has been approved for hybrid delivery.

BUSINESS

BUS 1A - Accounting Principles – Financial
4.0 units
CSU/UC
C-ID ACCT 110
Recommended Preparation: Successful completion of ENGL105 and Elementary Algebra or equivalent multiple measures placement.
68 hours lecture
A comprehensive course in financial accounting covering accounting information systems, the measuring and reporting of business transactions, and financial statement preparation under generally accepted accounting principles. Emphasis is placed on balance sheet valuation, quality of earnings, cash flow measurement, ethics and internal controls. This course has been approved for correspondence, online and hybrid delivery.

BUS 1B - Accounting Principles – Managerial
4.0 units
CSU/UC
C-ID ACCT 120
Prerequisite: BUS 1A – Accounting Principles-Financial
68 hours lecture
An introduction to managerial accounting, planning and decision making. The course includes a study of cost behaviors, classifications, capture and reporting. Emphasis is placed on costs systems, decision making using accounting data, budgeting and manufacturing and cost accounting and the preparation of reports based on accounting data. This course has been approved for correspondence, online and hybrid delivery.

BUS 1C - Federal Income Tax
3.0 units
CSU
Prerequisite: BUS 1A – Accounting Principles-Financial
51 hours lecture
Structure of personal income taxation, tax planning and underlying social and economic issues. Emphasis on tax concepts rather than tax return preparation. (FT)

BUS 2 - Introduction to Business
3.0 units
CSU/UC
C-ID BUS 110
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
A survey course designed to provide students with familiarity with basic principles and practices found in contemporary business, knowledge of business terminology and an understanding of how businesses operate within the U.S. and globally. This course has been approved for correspondence and online delivery. This course uses a free Open Educational Resource textbook. This course has been approved for hybrid delivery.

BUS 10 – Managing Diversity and Human Resources
3.0 units
CSU
Recommended Preparation ENGL105 or equivalent multiple measures placement.
51 hours lecture
A course for practicing, newly-appointed, or potential supervisors and managers who hold or who will hold from first-line up to middle-management positions. Course will develop broader perspectives and new insights in managerial skills to manage a multicultural workplace. It focuses on the workplace impact of various historical, social, and cultural experience/perspectives related to gender, age, ethnicity, and disability. This course has been approved for online, hybrid and correspondence delivery.

BUS 13 - Basic Accounting
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
A beginning course in accounting and bookkeeping principles develops entry-level accounting skills.

BUS 18 - Records Management
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture.
Develops an understanding of the scope and problems of the administrative management of records. Covers all aspects of a records management system from establishment through filing, storing and retrieving. This course has been approved for online and correspondence delivery.

BUS 19 - Office Administration
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
The student experiences the role of the office worker and performs functions that make up an office support system. A variety of tasks will be performed to sharpen office skills and knowledge of

procedures. Importance of human relations and interpersonal communications skills is stressed. This course has been approved for online, hybrid and correspondence delivery.

BUS 22 - Business Law
3.0 units
CSU/UC
General Education Area B
C-ID BUS 125
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
An introduction to the legal system with emphasis on business transactions. Topics include contracts, sales, torts, agency relationships, and commercial paper. A fundamental understanding of legal procedure, sources of law, law classifications, dispute resolution, and social /ethical considerations of law. This course has been approved for online, hybrid and correspondence delivery. This course may us a free Open Educational Resource textbook.

BUS 25 - Small Business Management
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
Provides complete coverage of small business operations including business functions; sales, production, procurement, personnel, and finance. Managerial functions; planning, organizing, actuating, and controlling, with examples of actual business situations used to emphasize important principles. This course has been approved for correspondence and online delivery. This course may use a free Open Education Resource textbook.

BUS 27- Business Communications
3.0 units
CSU
C-ID BUS 115
Prerequisite: ENGL-1 College Composition
51 hours lecture
Instruction in the principles of effective business communications. Contemporary approaches to planning, composing and revising common written and oral business communications is explained and applied. Emphasis is on the writing of clear, concise, and effective letters, memorandums, e-mails and business reports. This course is designed for business majors. This course has been approved for correspondence, online and hybrid delivery. This course uses a free Open Educational Resource textbook.

BUS 34A - Microsoft Word, Beginning
3.0 units
CSU
Prerequisite: COT 52 Keyboarding, Level 1
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
25.5 hours lecture/76.5 hours lab
Basic operations of Microsoft Word. Includes file management, navigation with menus and toolbars, document creation and revision, formatting and layout, tabs, page numbering, multi-column work, basic find and replace, tables, graphs, and envelopes/labels. In addition, a study of concepts of word processing will provide students with the background necessary to help them adapt to various situations they will encounter when employed. This course has been approved for online and Hybrid (online/traditional) delivery.

BUS 34B - Microsoft Word, Advanced
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
25.5 hours lecture/76.5 hours lab
Provides concentrated training in advanced operations of Microsoft Word, including automated form letters, advanced find/replace, sorting, advanced formatting with styles and templates, repetitive typing shortcuts, footnotes, shared documents, indexes, online forms, basic macros, and hyperlinks. In addition, a study of concepts of word processing will provide students with the background necessary to help them adapt to various situations they will encounter when employed. This course has been approved for online and hybrid (online/traditional) delivery.

BUS 49 - Business Work Experience
1.0-8.0 units
CSU
General Education Area E1
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
600 hours lab (R)
This work based learning course is designed to assist students with educational or career goals in business, who are working in the field of business, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

BUS 75 – Planning and Launching a New Business Venture
1.0 units
17 hours lecture
An exploratory course in the fundementals of planning and starting a new business venture. This is a project based course developing a business plan. Topics include the development of a competitive business model, assessing industry and market conditions, choosing a form of business ownership, and the structure and content found in a successful business plan.

BUS 76 – Marketing the Small Business Venture
1.0 unit
17 hours lecture
This course provides students with the fundamentals of marketing a small business concern. The student will be introduced to the concepts of market planning, strategy, research, competitor analysis, target markets, and the development of a marketing mix for a marketing plan.

BUS 77 – Financing the New Business Venture
1.0 unit
17 hours lecture
A course in small business and entrepreneurship financing. Topics

include estimating start-up costs, projecting sales, funding new business ventures, the basics of financial statement analysis, budgeting, cash flow management, and the time value of money. Emphasis is placed on developing useful financial information used in small businesses and business plans.

BUS 78 – The Customer Service Advantage
1.0 units

17 hours lecture
This course provides students with the principles that support customer service excellence. The student will be introduced to the concepts of customer satisfaction, servicing the internal and external customers, interpersonal communications, consumer retention, and managing conflict.

BUS 79 – Computer Info Systems for Small Business Ventures
2.0 units

17 hours lecture/51 hours lab
This course introduces students to information system concepts, computer technologies, and applications commonly found in small business. Students will learn the basics behind typical information technologies used to manage small business operations. Emphasis is placed on leveraging spreadsheet, database, bookkeeping, and word processing software applications.

BUS 84 – Business Mathematics
3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
Mathematics used in business transactions, interest, discount, mark-up, depreciation, payroll, taxes, and other business computations.

CHEMISTRY

CHEM 1A - General Chemistry I
5.0 units
CSU/UC
General Education Area A
CSU GE Areas B1 & B3
IGETC Area 5A & 5C
C-ID CHEM 110

Prerequisite: One year of high school chemistry or Chemistry 45 or the equivalent and MATH 60 Intermediate Algebra or equivalent multiple measures placement.

51 hours lecture/102 hours lab
This course introduces atomic structure, bonding, stoichiometry, thermochemistry, gases, matter and energy, oxidation-reduction, chemical equations, liquids and solids, solutions, chemical energetics and equilibrium. The first semester of a one-year course in chemistry intended for majors in the natural sciences (chemistry, biochemistry, biology, physics, pre-medicine), mathematics, and engineering. This course has been approved for online and hybrid delivery.

CHEM 1B - General Chemistry II
5.0 units
CSU/UC
General Education Area A
CSU GE Areas B1 & B3
IGETC Area 5A & 5C
C-ID CHEM 120S

Prerequisite: Chemistry 1A General Chemistry I or the equivalent. MATH 60 Intermediate Algebra or equivalent multiple measures placement.
51 hours lecture/102 hours lab
A continuation of Chemistry 1A intended for majors in natural sciences, mathematics, and engineering. Topics covered or reinforced in both the lecture and laboratory: Chemical energetics and equilibria, solutions and ionic equilibria, acid-base chemistry, electrochemistry, coordination chemistry, oxidation-reduction, and thermodynamics, kinetics, nuclear chemistry, descriptive chemistry, organic chemistry, the chemistry of family groups of the periodic table,qualitative and quantitative analysis.

CHEM 8 - Introduction to Organic and Biochemistry
4.0 units
CSU/UC
General Education Area A
CSU GE Areas B1 & B3
IGETC Area 5A & 5C
C-ID CHEM 102

Prerequisite: CHEM 1A or CHEM 45
51 hours lecture/51 hours lab
An introduction to organic chemistry and biochemistry. Emphasis is on the relationship between structure, properties and function of simple and complex molecules. For nursing and allied health students. Tis course has been approved for online and hybrid delivery.

CHEM 40 – Survey of Chemistry and Physics
3.0 units
CSU

Prerequisites: Elementary Algebra
51 hours of lecture
This is an investigation of the basic principles of physics and chemistry including matter, physical and chemical properties, energy, motion, light, atomic structure, bonding, solutions and chemical reactions. The interdependence of chemistry and physics will be emphasized. This course is intended for non-science majors and recommended for students in the California State Teacher Preparation Program. This course has been approved for online and hybrid delivery.

CHEM 40L – Teachig Laboratory for Survey of Chemistry and Physics
1.0 units
CSU

Co-requisites: Chem 40
This is an investigation of the basic principles of physics and chemistry using laboratory instruments and hands-on experiment. The teaching laboratory will cover principles of data taking, data analysis, and technical writing skills for scientific reports. This course is intended for non-science majors and recommended for students in the California State Teacher Preparation Program. This course is web-enhanced.

CHEM 45 - Introduction to General Chemistry
4.0 units
CSU/UC (unit limitation)
General Education Area A
CSU GE Areas B1 & B3
IGETC Area 5A & 5C
C-ID CHEM 101

Prerequisite: One year of high school algebra or MATH 60 intermediate algebra or equivalent multiple measure placement
Recommended Preparation: one year high school Chemistry
51 hours lecture/51 hours lab
An introduction to chemistry, principally inorganic. Emphasis is on basic concepts and skills. This course is for students with no prior chemistry and is intended a preparation for major's in chemistry, allied health, and general education. This course has been approved for online and hybrid delivery.

CHEM 45A - Introduction to General Chemistry Discussion Session
1.0 units
CSU/UC (elective)

Co-requisite: CHEM 45
This is a required co-requisite for students enroll in CHEM 45 who have not taken any basic chemistry courses (including introduction to physical science or equivalent) in the past 4 years. It is strongly recommended for all students enroll in CHEM 45. Students will use quantitative strategies to solve chemistry in topics of atomic theory, periodic properties, chemical bonds, stoichiometry, gas laws, kinetics and

equilibrium of chemical reactions, acids and bases, redox reactions, and thermodynamics.

CHILD DEVELOPMENT

CD 11 - Observation and Assessment
3.0 units
CSU
C-ID ECE 200
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
34 hours lecture/51 hours lab
This course focuses on the appropriate use of assessment and observation strategies to document development, growth, play, and learning in order to join with families and professionals in promoting children's success and maintaining quality programs. Recording strategies, rating scales, portfolio, and multiple assessment methods are explored. This course has been approved for online delivery.

CD 12 - Child, Family and Community
3.0 units
CSU
General Education Area E1
C-ID CDEV 110
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course addresses early childhood education competencies related to the role of the family in the care and education of the child, and the role of community in providing services to children and their families. Key concepts include acknowledgement that children develop in the context of their families and communities and that building relationships with families in an integral part of competent and professional early childhood practice. This course has been approved for online and correspondence delivery.

CD 15 - Pre-School Administration
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course is designed to meet the State Department of Education requirements for directors of public funded child development programs, and the Supervisory Child Development Permit. Topics covered are the development, procedures and evaluation of child development programs; staff and parent handbooks; staff orientation, and in-service; parent correspondence; marketing strategies, business plans; financial reports, evaluation and accreditation. This course has been approved for online and correspondence delivery.

CD 16 - Introduction to Curriculum
3.0 units
CSU
C-ID ECE 130
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course presents an overview of knowledge and skills related to providing appropriate curriculum and environments for all young children from birth to 6. Students will examine teachers' role in supporting development and fostering the joy of learning for all young children using observation and assessment strategies emphasizing the essential role of play. An overview of content areas will include but not be limited to: language and literacy, social and emotional learning, sensory learning, art and creativity, math and science. This course has been approved for online and correspondence delivery.

CD 17 - Children's Literature
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
Designed to help teachers build language opportunities into every curriculum area; to explore methods of fostering language skills of the young child, and introduce pre-reading experiences. Includes the study of children's literature, standards for evaluating books, techniques of storytelling, and puppetry. This course has been approved for online delivery.

CD 19 - Children's Nutrition, Health and Safety
3.0 units
CSU
C-ID ECE 220
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
Introduction to the laws, regulations, standards, policies and procedures and early childhood curriculum related to child health, safety and nutrition. The key components that ensure physical health, mental health and safety for both children and staff will be identified along with the importance of collaboration with families and health professionals. This course has been approved for online and correspondence delivery.

CD 20 - Principles and Practices of Teaching Young Children
3.0 units
CSU
C-ID ECE 120
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
An examination of the underlying theoretical principles of developmentally appropriate practices applied to programs, environments, emphasizing the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, creative, and intellectual development for all children. This course has been approved for online and correspondence delivery.

CD 22 - The Infant Toddler
3.0 units
CSU
General Education Area E1
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
Principles and philosophy of infant care for children up to three years of age including physical and mental growth, cognitive, social/emotional, language and self-identity development, health and nutrition. Parent education, community resources, inclusion and cultural/ethnic diversity will be explored. This course has been approved for online and correspondence delivery.

CD 23 - Adult Supervision in the Child Care Setting
3.0 units
CSU
Prerequisite(s): Twelve (12) units of Early Childhood Education Prerequisite Skills
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course is a study of the methods and principles of supervising student teachers, assistant teachers, parents and volunteers in early childhood education/child development classrooms. Emphasis is on the role of classroom teachers who function as mentors to new teachers while simultaneously addressing the needs of children, parents and other staff. Required by the Child Development permit for administrators of ECE/CD programs. This course has been approved for online delivery.

CD 24 – Practicum
4.0 units
CSU
C-ID ECE 210
Prerequisites: CD-12; CD-16; CD-20 and PSY-31/CD-31
34 hours lecture/102 hours lab
A demonstration of developmentally appropriate early childhood teaching competencies under guided supervision. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Child centered, play-oriented approaches to teaching, learning, and multiple measures ; and knowledge of curriculum content areas will be emphasized as student teachers design, implement and evaluate experiences that promote positive development and learning for all young children. This course has been approved for online delivery.

CD 25 - Teaching in a Diverse Society
3.0 units
CSU
C-ID ECE 230
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
Examination of the development of social identities in diverse societies including theoretical and practical implications of oppression and privilege as they apply to young children, families, programs, classrooms and teaching. Various classroom strategies will be explored emphasizing culturally and linguistically appropriate anti-bias approaches supporting all children in becoming competent members of a diverse society. This course has been approved for online and correspondence delivery.

CD 26 - Administration II
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course addresses advanced administration skills, knowledge, and techniques needed to organize and operate a child development facility. Emphasis will be on principle-centered leadership, staffing, and staff development opportunities, personnel policies, problem solving techniques, regulatory laws, funding opportunities, budget and fiscal management and working with a board, parents, volunteers and the community. This course has been approved for online delivery.

CD 27 - Children with Special Needs
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course focuses on identifying and referring children with special needs, including, physical, neurological and sensory challenges, developmental delays, learning disabilities, and giftedness and emotional and behavioral disorders. Emphasizes multidisciplinary planning to aid caregivers in modification, adaption, accommodation and teaching techniques involved in the inclusive classroom. This course has been approved for online delivery. Access to a computer with internet access is required.

CD 28 - Child Guidance
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
A course to explore the relationship between the parenting figure and the child. Emphasis will be placed on social and emotional development; characteristic behavior patterns of both children and adults. This course would be of interest to any adult involved or interested in children. This course has been approved for online delivery.

CD 30 - Early Steps to Reading Success
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course is designed to prepare current or future childhood teachers and caregivers to enhance the early literacy outcomes of young children by improving teacher's knowledge of early literacy development, and their skills in teaching literacy to young children from birth to age 5. This course has been approved for online delivery.

CD 31 - Child Development: Conception through Adolescence
3.0 units
CSU/UC
General Education Area E1
CSU GE Area D7 & E
IGETC Area 4G
C-ID CDEV 100
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course examines the major physical, psychological, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. Emphasis will be on interactions between the maturational process and environmental factors. Students will be expected to observe children, analyze characteristic of children at different developmental stages and investigate research methodologies. This course has been approved for online and correspondence delivery.

CD 49 - Child Development Work Experience
1.0-8.0 units
CSU
General Education Area E1
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
600 hours lab (R)
This work based learning course is designed to assist students with educational or career goals in child development to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical

Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

CD 50 - ECE Child Health and Safety
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

18 hour lecture

Introduction to child health and safety to include American Red Cross or American Heart Association certification in infant, child and adult CPR/Pediatric First Aid. Course is repeatable to maintain certification. A $20.00 lab fee will be collected at the time of registration.

COMPUTER APPLICATIONS

CA 31 - Computer Applications
2.0 units
CSU/UC

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/51 hours lab

Use of currently and widely-used application software, including spreadsheets, data bases, word processors and graphics programs. Practical experience for familiarity and skill in operating software as well as problem solving in business applications will be stressed. Course is designed to meet the prepatory needs of students seeking to pass the Microsoft Office Specialist [MOS] exams in Word, Access, and Excel. This course has been approved for online and hybrid delivery. Access to a computer with internet access is required.

CA 32 - Computer Applications II
2.0 units
CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/51 hours lab

In addition to a quick review, this course covers topics that are not covered in Computer Applications I. It is designed to teach students how to use easy but powerful features availiable in widely used software. The emphasis will be on a word processor and a spreadsheet. This course has been approved for online delivery.

CA 52 – Word Processing for Business
3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

25.5 hour lecture/76.5 hours lab

This course covers a recent version of Microsoft Word for students who have a basic understanding of computers and desire comprehensive knowledge of a business tool to view, edit and create professional looking business documents. This course is designed to prepare students to take the Microsoft Office Specialist [MOS] exam on the Microsoft Word application. This course has been approved for hybrid delivery.

CA 53 – Spreadsheet Application for Business
3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

25.5 hour lecture/76.5 hours lab

This course covers a recent version of Microsoft Excel for Windows for students who have an understanding of computers and desire comprehensive knowledge of a business tool used to organize, edit, and present data using spreadsheets. This course is designed to prepare students to take the Microsoft Office Specialist [MOS] exam on the Microsoft Excel application.

CA 55 - Using a Word Processor
0.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

5 hours lecture/15 hours lab

This course teaches the fundamentals of Microsoft Windows and Word for Windows. It acquaints the students with the proper way to solve word processing problems in a Windows environment. This course has been approved for online and hybrid delivery.

CA 56 - Using a Spreadsheet
0.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

5 hour lecture/15 hours lab

Use of a widely-used spreadsheet program. Practical experience for familiarity and skill in operating the software, as well as problem solving in business applications will be stressed. This course has been approved for online and hybrid delivery.

CA 58 – Presentation Application for Business
1.5 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

12.75 hour lecture/38.25 hours lab

This course covers a recent version of Microsoft PowerPoint for students who have a basic understanding of computers and desire an understanding of the strategies applied to planning, preparing, and creating high-quality business presentations. This course is designed to prepare students to take the Microsoft Office Specialist [MOS] exam on the Microsoft PowerPoint application.

CA 60 – Email and Calendar Application for Business
1.5 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

12.75 hour lecture/38.25 hours lab

This course covers a recent version of Microsoft Outlook for students who have a basic understanding of computers and desire comprehensive knowledge of a business tool to organize and manage email messages, appointments, meetings, contacts and tasks. This course is designed to prepare students to take the Microsoft Office Specialist [MOS] exam on the Microsoft Outlook application.

COMPUTER OFFICE TECHNOLOGY

COT 50 - Keyboarding, Level 1
1.0 unit

51 hours lab

A course to enable a beginning keyboarding student to acquire the ability to keyboard by touch, develop proper keyboarding techniques, build speed and accuracy skills and apply these skills to personal and business communications. This course has been approved for online delivery.

COT 52 - Keyboarding, Level 2
1.0 unit

Prerequisite: COT 50

51 hours lab

Reviews basic production techniques. Presents a variety of office situations where emphasis is upon office skill development including editing, abstracting information, decision making, setting priorities, work flow, following directions and working under pressure. This course has been approved for online delivery.

COT 59 - Business Machines: 10 Key
1.0 unit
34 hours lab
A course to enable the student to acquire ability to operate the electronic calculator by touch with correct utilization of function keys. Training on various computations using the Electronic Printing Calculator in areas of retailing, financial management and accounting.

COMPUTER SCIENCE

CS 1 - Computer Literacy
3.0 units
CSU/UC
Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.
34 hours lecture/51 hours lab
This course introduces students to the following areas in computer science: An operating system such as Windows, Application programs which include a word processor, spreadsheet, database and presentation, A programming language; The Internet and the creation of web pages; Internal structure and basic functions of computers; Cultural implications of computers on our society. This course has been approved for online delivery.

COUNSELING & GUIDANCE

CG 1 - Strategies for Creating Success in College and in Life
3.0 units
CSU/UC
General Education Area E1
CSU GE Area E
Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course is designed to enable students to develop and improve skills needed to be successful in college and in life. These skills include study techniques, goal setting, test-taking, note-taking, memory techniques, time management and personal issues such as stress management, drug and alcohol addiction, communication and decision making. This course has been approved for correspondence, hybrid and online delivery.

DEVELOPMENTAL STUDIES

DS 110 - Computer Access 1
0.5-3.0 units
25.5-153 hours lab (R)
Designed for students with learning, visual, physical, or language impairments. Provides training in computer access technologies within the context of document processing. This course has been appoved for online and hybrid delivery.

DS 111 - Computer Access II
0.5-3.0 units
25.5-153 hours lab (R)
Designed for students with learning, visual, physical, or language impairments. Provides training in computer access technologies within the context of advanced document processing skills and basic spreadsheet and data base programs.

DS 112 - Computer Access Projects
0.5-3.0 units
25.5-153 hours lab (R)
Designed for students with learning, visual, physical, or language impairments. Provides an opportunity for the student who is already familiar with computers and/or adaptive technologies to work on independent projects, perfect job skills or attain greater mastery of the technology(s). This course has benn approved for online and hybrid delivery.

DS 113 - Developmental Skills: Personal Assessment
0.5-1.0 unit
8.5-17 hour lecture (R)
A course designed to provide the learning disabled student with specific information about his/her own learning process. Explores existing concepts, theories, and practices related to self-appraisal, defense mechanisms, self-concept and interpersonal relations as these relate to their disability. Credit for this course will not apply to the associate degree.

DS 114 - Developmental Skills: Reading
0.5-1.5 units
25.5-76.5 hours lab (R)
An individualized program to improve the reading comprehension skills of the learning disabled student. Emphasis will be placed on reading comprehension, vocabulary, and critical thinking. This course has been approved for online, coreespondence and hybrid delivery.

DS 115 - Developmental Skills: Writing Skills
3.0 units
51 hours lecture (R)
A course designed to instruct the learning disabled student in writing skills. Emphasis will be placed on vocabulary development, in-depth sentence formation, and critical thinking. This course has been approved for online, hybrid and correspondence delivery.

DS 116 - Developmental Skills: Math
0.5-1.5 units
76.5 hours lab (R)
An individualized program to improve the math skills of the learning disabled student. Emphasis will be placed on developing the student's skills for vocational competency or through the beginning algebra academic level, depending upon the student's goal. This course has been approved for online, hybrid and correspondence delivery.

DS 120 - Adaptive Fitness
1.0 unit
51 hours lab (R)
This course is designed to provide development and maintenance of strength, flexibility and aerobic fitness, through sport and fitness activities, for students with a verified physical disability. Repeatable as needed, pursuant to special class repetition standards. This course has been approved for online and hybrid delivery.

DS 121 - Adaptive Individual Sports: Bowling
1.0 unit
51 hours lab (R)
This course will allow students who have a substantial developmental delay or disorder in physical development regardless of ability to have the opportunity to develop and improve their bowling skills ranging from equipment adjustment to advanced bowling skills. Students will develop greater degrees of functional skills including: social independence, fundamental motor skill, object control, problem solving, physical well-being and the ability to participate in the lifelong sport of bowling. Repeatable as needed, pursuant to special class repetition standards.

DS 122 - Adaptive Individual Sports: Weight Training
1.0 unit
51 hours lab (R)
This course will allow students who have a substantial developmental delay/physical limitation regardless of ability to have the opportunity to develop

and improve strength, bone health, and daily function. Weight training skills will range from proper safety guidelines in equipment usage, lifting, workout selections, spotting fundamentals and practice procedures. Students will develop a well-rounded exercise routine that will help improve their health, physical function, self-esteem, and behavior. Repeatable as needed, pursuant to special class repetition standards. This course has been approved for online and hybrid delivery.

ECONOMICS

ECON 10 - Macro-Economics
3.0 units
CSU/UC
General Education Area B
CSU GE Area D2
IGETC Area 4B
C-ID ECON 202

Prerequisite: Elementary Algebra or equivalent multiple measures placement
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
An introduction to modern macroeconomic analysis. Emphasis is placed on market systems, aggregate measures of economic activity, fiscal and monetary policy, and public policy recommendations. This course has been approved for hybrid, online and correspondence delivery. This course may use a free Open Education Resource textbook.

ECON 11 - Micro-Economics
3.0 units
CSU/UC
General Education Area B
CSU GE Area D2
IGETC Area 4B
C-ID ECON 201

Prerequisite: Elementary Algebra or equivalent multiple measures placement
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
An introduction to market systems, supply and demand model, and decision making in different market structures. Topics include the supply and demand framework, elasticity, government intervention, and decision making in the market structures of perfect competition, monopoly, monopolistic competition, and oligopoly. This course has been approved for correspondence, hybrid and online delivery. This course may use a free Open Education Resource textbook.

EDUCATION

ED 1 – Tools for Teaching
3.0 units
CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This interactive course presents an overview of knowledge and skills related to designing and delivering appropriate curriculum and fostering a supportive learning environment for adult learners. The course examines the teaching and learning transaction and key teacher responsibilities and activites. Specific attention is paid to relevant learning theories and teaching techniques that maximize the effectiveness of instruction. Students will examine the teachers' role in fostering the joy of learning for adults using instructional systems design principles. Students engage in the production and presentation of an instructional package including instructional strategies, materials and technologies, classroom management practices, and the multiple measures of learning. This course has been approved for hybrid delivery.

ED 2 – Introduction to Elementary Classroom Instruction
3.0 units
CSU
C-ID EDUC 200

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This interactive course introduces students to the concepts and issues related to teaching diverse learners in today's contemporary schools, Kindergarten through grade 12 (K-12). Topics include teaching as a profession and career, historical and philosophical foundations of the American education system, contemporary educational issues, California's content standards and frameworks, and teacher performance standards. In addition to class time, the course requires a minimum of 45 hours of structured fieldwork in public school elementary classrooms that represent California's diverse student population, and includes cooperation with at least one carefully selected and campus-approved certificated classroom teacher. This course has been approved for online delivery.

EMERGENCY MEDICAL TECHNICIAN or RESPONDER

EMT 21 – Emergency Medical Responder
2.5 units
CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
36 hours lecture/29 hour lab (R)
This course meets public safety standards published by U.S. Department of Transportation's Emergency Medical Responder curriculum. The course will prepare the student for certification (two-year) by the Northern California Emergency Medical Service. This course is repeatable as necessary to maintain certification. Additional State Certification Fees will apply. This course has been approved for hybrid delivery.

EMT 60 - Emergency Medical Technician 1 (Basic)
6.5 units

Prerequisite: Current CPR certification or equivalent
85 hours lecture/69 hours lab (R)
Covers all techniques of emergency medical care and transportation of the sick and injured within the responsibilities of the Emergency Medical Services Authority requirements referenced in Title 22, Division 9, Chapter 2, Article 1 of the California Administrative Code. Upon successful completion, the student will be eligible to take the Certification Exam for Emergency Medical Technician-1 Ambulance or Emergency Medical Technician - B (Basic). The student will be required to complete an additional 32 hours of on-the-job emergency training outside the scheduled classroom hours to meet state requirements. The student must possess a valid CPR card from ASHI, ARC or AHA. This course may be taken as necessary for certification. Approved for hybrid delivery.

EMT 61 - Emergency Medical Technician-B Refresher
1.0 unit

Prerequisites: Current EMT-B, certification that has been expired for no more than one year. Must possess a valid CPR card and demonstrate ability to perform CPR skills to current ASHI, ARC, or AHA standards.
14 hours lecture/18 hours lab
A 32 hour course that provides, to the certified EMT-B (Basic) student, a review of didactic knowledge and practical skills required to recertify, as outlined by the State of California regulations. For EMT-B's who are maintaining certification with

the National Registry of EMT's (NREMT), this course is also approved for the required Transition course. Repeatable as necessary to maintain certification

ENGLISH

ENGL 1 - College Composition
3.0 units
CSU/UC
General Education Area D1
CSU GE Area A2
IGETC Area 1A
C-ID ENGL 100
Prerequisite: Successful completion of ENGL105 or equivalent multiple measure placement.
51 hours lecture
A refinement of the skills of writing and critical reading, emphasizing the relationship between purpose and form, clarity, coherence and unity, accuracy of expression, the development of the writer's voice and style, the elements of critical thinking, and the development of the research paper and specific strategies to prepare for university studies. This course has been approved for online and correspondence delivery.

ENGL 2 - Introduction to Literary Types
3.0 units
CSU/UC
General Education Area C
CSU GE Area C2
IGETC Area 3B
C-ID ENGL 120
Prerequisite: English 1
51 hours lecture
This course introduces representative works from major genres, develops students' close reading and analytical writing skills, and promotes appreciation and critical understanding of the cultural, historical, and aesthetic qualities of literature.

ENGL 3 – British Literature I
3.0 units
CSU/UC
General Education Area C
CSU GE Area C2
IGETC Area 3B
C-ID ENGL 160
Prerequisite: English 1
51 hours lecture
This course surveys British literature from the Middle Ages to the late eighteenth century. Areas of focus include the literary traditions and context as well as relevant historical, philosophical, social and political developments.

ENGL 4 – British Literature II
3.0 units
CSU/UC
General Education Area C
CSU GE Area C2
IGETC Area 3B
C-ID ENGL 165
Prerequisite: English 1
51 hours lecture
This course surveys British literature from the late eighteenth century to contemporary British and post-colonial texts. Areas of focus include the literary traditions and context as well as relevant historical, philosophical, social and political developments. This course is approved for hybrid (traditional/online) delivery.

ENGL 5 – Survey of World Literature II
3.0 units
CSU/UC
General Education Area C
CSU GE Area C2
IGETC Area 3B
C-ID ENGL 145
Prerequisite: English 1
51 hours lecture
This course is a comparative study of selected works, in translation and in English, of literature from around the world, including Europe, the Middle East, Asia, and other areas, from the mid or late seventeenth century to the present.

ENGL 7 – Argumentative Writing and Critical Thinking Through Literature
4.0 units
CSU/UC
General Education Area C
CSU GE Area A3
IGETC 1B
C-ID ENGL 110
Prerequisite: English 1
68 hours lecture
This course offers instruction in analytical, critical, and argumentative writing, critical thinking, research strategies, information literacy, and proper documentation through the study of literary works from major genres, while developing students' close reading skills and promoting an appreciation of the aesthetic qualities of literature. This course has been approved for Hybrid (online/traditional) Delivery.

ENGL 9 - Critical Thinking and Composition
3.0 units
CSU/UC
General Education Area D1
CSU GE Area A3
IGETC Area 1B
C-ID ENGL 105
Prerequisite: English 1
51 hours lecture
This course is designed to develop critical thinking, reading, and writing skills beyond the level achieved in English 1. The course will focus on the development of logical reasoning and analytical and argumentative writing skills. This course has been approved for online and correspondence delivery.

ENGL 10 – Shakespeare
3.0 units
CSU/UC
General Education Area C
CSU GE Area C2
IGETC Area 3B
Prerequisite: English 1
51 hours lecture
Plays of Shakespeare will be analyzed and discussed. The development and evaluation of Elizabethan and Jacobean drama will be studied and Shakespeare's achievements considered in that light. Each student will produce an independent paper on a work, character, or theme of interest.

ENGL 12 - Survey of American Literature II
3.0 units
CSU/UC
General Education Area C
CSU GE Area C2
IGETC Area 3B
C-ID ENGL 135
Prerequisite: English 1
51 hours lecture
This course introduces students to a wide range of American authors and their relationship to major literary and intellectual movements from the second half of the nineteenth century to the present. This course will include the emergence of realism and naturalism in the post-war industrial era. Humorists, local color writers, the revival of poetry, nationalism, cosmopolitanism, and the fiction of the early twentieth century will be studied. This course has been approved for correspondence delivery.

ENGL 22 – Creative Writing
3.0 units
CSU/UC
General Education Area C
C-ID ENGL 200
Prerequisite: English 1
51 hours lecture
An introduction to the craft of creative writing through the study and analysis of works by established and peer writers. Students will practice writing in various genres and will be introduced to the workshop method.

ENGL 33 – Studies in Fiction
3.0 units
CSU/UC
General Education Area C
CSU GE Area C2
IGETC Area 3B
Prerequisite: English 1
51 hours lecture
This course will examine the nature of prose fiction and its various forms, explore periods and themes evident in a given work, and emphasize a critical apparatus that will allow students to critically reflect on and engage with various types of literature.

ENGL 34 – Studies in Poetry
3.0 units
CSU/UC
General Education Area C
CSU GE Area C2
IGETC Area 3B
Prerequisite: English 1
51 hours lecture
This course will examine the aesthetic, semiotic, and prosodic qualities of poetry from both the 20th and 21st centuries. Through selected readings, this course will foster close reading/analysis of contemporary poetry, providing an understanding of poetic form and function (poetics).

ENGL 105- Introduction to College Reading, Writing, and Critical Thinking
3.0 units
51 hours lecture
Development of reading, writing, and critical thinking skills including reading for comprehension, summarizing, paraphrasing and directly quoting, writing responses to readings, integrating ideas from multiple sources to support a single idea, appropriately citing sources and writing essays. This course has been approved for correspondence and online delivery.

ENGL 105A- Reading and Writing Support
1.0 units
Corequisite: ENGL 105 or ENGL 1
51 hours lab
The emphasis of this course is to provide support for students in college level reading, writing and critical thinking. Course includes review and application of the basic skills needed for clear written expression. Students will explore grammar, sentence and paragraph structure, essay organization, research and reading skills in the context of work being completed in ENGL 105 Introduction to College Reading, Writing and Thinking or ENGL 1 Freshman Composition. This course has been approved for correspondence and online delivery.

ETHNIC STUDIES

ES 1 - Ethnic Minorities in America
3.0 units
CSU/UC
General Education Area B
CSU GE Area D3
IGETC Area 4C
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
A survey of the history, culture and folklore of the American people. This course has been approved for online and correspondence delivery.

FILM

FILM 1 - History of the Cinema
3.0 units
CSU/UC
General Education Area C
CSU GE Area C1
IGETC Area 3A
Recommended Preparation ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course is designed as an introduction to film history, focusing on methods and analysis. Works of Edison, Lumieres, Chaplin, J. Ford, Hitchcock, Wells, Allen, Brooks, Coppola and other will be examined.

FIRE TECHNOLOGY

FS 3 - Fundamentals of Fire Prevention
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
The history and philosophy of fire prevention, organization and operation of fire prevention bureaus, use of fire codes, identification and correction of fire hazards, and the relationship of fire prevention with fire safety education and detection/suppression systems. This course has been approved for online, hybrid and correspondence delivery.

FS 4 - Fire Protection Equipment and Systems
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course provides an introduction to the design and operation of fire detection and alarm systems, heat and smoke control systems, special protection and sprinkler systems, water supply for fire protection, and portable fire extinguishers. This course has been approved for online, hybrid and correspondence delivery.

FS 5 - Fire Orientation and Organization
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course provides an overview to fire protection and emergency services; career opportunities in fire protection and related fields; culture and history of emergency services; fire loss analysis; organization and function of public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; basic fire chemistry and physics; introduction to fire protection systems; introduction to fire strategy and tactics; life safety initiatives. This course has been approved for online, hybrid and correspondence delivery.

FS 6 - Building Construction for Fire Protection
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course provides for the study of the components of building construction that relate to fire safety. The elements of construction and design of structures are shown to be key factors when inspecting buildings, preplanning fire operations and operating at fires. The development and evolution of building and fire codes will be studied in relationship to past fires in

residential, commercial, and industrial occupancies. This course has been approved for hybrid and correspondence delivery.

FS 8 – Wildland Fire Suppression
2.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
16 hours lecture/48 hours lab
Training in the use of tools of wildland fire suppression, and experience in the cooperative working relationship of a wildland fire suppression crew. Subject coverage includes responsibility as a fire crewperson, safe working habits, hand tools of firepumps, map and compass,tool maintenance, pumping operations and safety , air operations and safety, tractor operations and safety, wildland fire tactics, structural fire tactics, mop-up activities, fireline location and construction and radio use.

FS 13 - Fire Behavior and Combustion
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course of study presents theories and fundamentals of how and why fires start, spread and are controlled; an in-depth study of fire chemistry and physics; fire characteristics of materials; extinguishing agents; and fire control techniques. This course has been approved for online, hybrid and correspondence delivery.

FS 14 - Principles of Fire Safety and Survival
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course will introduce the student to fundamental issues relating to firefighting safety and survival. Students will evaluate case studies in which firefighters have been killed or injured. In addition, each student will be required to give an oral presentation based on an analysis of a "near miss" fatal fire/rescue scenario. Additionally, this course will introduce the student to the National Firefighter Life Safety initiatives, which focus on the need for both cultural and behavioral change throughout the emergency services disciplines. This course has been approved for online, hybrid and correspondence delivery.

FS 20 - First Aid and CPR for the Public Safety Employee
0.5 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
8 hours lecture (1 day) (R)
Manipulative and technical training in emergency care procedures, including examining the victim; observing surroundings, determining case histories, maintaining an airway, performing resuscitation and cardiopulmonary resuscitation, controlling bleeding, treating cerebrovascular injuries, treating shock, seizures, childbirth, performing manual lifts and carries, and improvising and providing transportation. A $10.00 Certification fee applies. May be repeated as needed for recertification.

FS 23 - Firing Operations (S-219)
1.0 units
CSU
Prerequisites: FS 75 Fire behavior (S-290)
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
16 hours lecture (2 day)
This course introduces the roles and responsibilities of a firing boss, common firing devices, and general firing operations and techniques. Although comprehensive in nature, the coursework is not a substitute for the dynamic fire environment.

FS 26 - Basic Air Operations (S-270) 1.0 unit
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
16 Hours Lecture (2 Day)
This course covers aircraft types and capabilities, aviation management and safety, tactical and logistical uses of aircraft, and requirements for helicopter take-off and landing areas.

FS 49 - Fire Science Work Experience
1.0-8.0 units
CSU
General Education Area E1
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
600 hours lab (R)
This work based learning course is designed to assist students with educational or career goals in fire technology, who are working in the field of fire suppression, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid and correspondence delivery

FS 50 – Rapid Intervention Crew (RIC) Operations
0.5 units
Recommended Preparation: ENGL105 or equivalent multiple measures placement. Fire Fighter I Training, FS 80 Fire Fighter Survival or equivalent.
4 hours lecture/20 hours lab
The Rapid Intervention Crew (RIC) Operations course trains fire fighters to rescue a downed fire fighter in an immediately dangerous to life and health (IDLH) environment was developed in the continuing effort to reduce the number of fire fighter injuries and deaths that occur regularly. Students train using evolutions and scenarios based off tragedies suffered by fellow fire fighters from departments across the country. Students receive information on how to locate and use these LODD studies as training and prevention tools throughout their careers. The course focuses on the three phases of a RIC operation: 1) pre-deployment, 2) deployment, and 3) rescue. During the class, you will also gain a greater understanding of RIC

operations terminology and the RIC mindset.

FS 51 – Introduction to Fire Technology Careers
1.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hours lecture

This course provides the basic knowledge to begin a career in the field of Fire Technology. Students will be introduced to the major branches of the fire service communities and the procedures used to complete an application for each of these departments.

FS 52 - Incident Command System (I-200/300)
2.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture

This course provides an introduction to the incident command system. Emphasis is placed on system design principles, components of the system, positional responsibilities, and the common responsibilities of personnel assigned to the organization.

FS 53 – Introduction to Incident Command System (ICS-100)
0.5 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

8.5 hours lecture

This course is an introduction to ICS, basic features of ICS, incident commander and command staff function, general staff functions, facilities, and common responsibilities. It provides a foundation upon which to enable entry-level personnel to function appropriately in the performance of incident-related duties. ICS 100 (I-100, IS-100, Q462)

FS 54 – National Incident Management System (NIMS-700a)
0.5 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

b. hours lecture

This course introduces and overviews the National Incident Management System (NIMS). NIMS provides a consistent nationwide template to enable all government, private-sector, and nongovernmental organizations to work together during domestic incidents

FS 56 – Helicopter Crewmember (S-271) 2.0 units
Prerequisite: FS-61 Basic Firefighter Training (Basic 32)

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

32 hours lecture/8 hours lab

This course is designed to meet the training needs of a helicopter crew member. Upon completion, the student will be able to demonstrate proficiency in all identified areas of helicopter use to safely achieve efficiency and standardization.

FS 57 - Vehicle Extrication
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

8 hours lecture/8 hours lab

This course provides students with hands-on experience in the procedures utilized during an automobile extrication incident. Course certified by of the California State Fire Marshal. Additional State Certification Fees apply. This course may be taken as needed due to the evolving extrication methods, various vehicle technological changes, and new modern tools used in the various rescue plans as well as victim care requirements.

FS 58 – Introduction to Wildland Fire Behavior (S-190)
0.5 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement

8.5 hours lecture.

This course provides instruction in the primary factors affecting the start and spread of wildfire and recognition of potentially hazardous situations. S-190 is typically taught in conjunction with or prior to Basic Firefighter Training, S-130. It is designed to meet the fire behavior training needs of a firefighter type 2 (FFT2) on an incident as outlined in the PMS 310-1, Wildland Fire Qualification System Guide and the position task book developed for the position.

FS 59 – Confined Space Awareness
0.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

8.5 hours lecture

This course will introduce fire service personnel to the codes that impact operations within confined spaces, the hazards of confined spaces, equipment and procedures required to deal with a confined space rescue safely and legally, basic operational positions, and their responsibilities as set forth by CAL-OSHA. A $20.00 State Fire Marshall certificate fee is applied.

FS 60 - Wildland Firefighter (CalFIRE Basic Training)
3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

Previous or concurrently: FS 61, FS 51, FS59, FS72, FS80, FS 81 FS 20, FS 98.21 or equivalent.

32 hours lecture/48 hours lab (3 weeks)

This course provides students with the knowledge and skills to perform basic firefighter tasks (safely, effectively and competently). Topics include: fire physics and terminology; fireline safety; aircraft safety; self-contained breathing apparatus; mobile equipment orientation; fire equipment orientation; wildland and structure firefighting operations. The curriculum is based on CAL FIRE policy, the 2013 edition of NFPA 1001Standard for Fire Fighter Professional Qualifications, the 2016 edition of NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications, and the 2013 edition of NFPA 472 Standard for Competence of Responders to Hazardous Materials/Weapons of Mass Destruction Incidents. The seven overarching themes of the California State Fire Fighter 1 curriculum are: general knowledge germane to the profession, fire department communications, fire ground operations, rescue operations, preparedness and maintenance, wildland suppression activities, and hazardous materials/WMD.

FS 60A - Basic Fire Crew Firefighter
3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture (2 weeks)

This course provides basic knowledge, skills and ability for those individuals seeking a position on an operational CAL FIRE hand crew. This course requires instructor authorization prior to enrollment. (CAL FIRE 58)

FS 61 - Basic Firefighter Training (Basic 32)
2.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

This course provides basic training in wildland fire suppression and crew person subject overage includes wildland fire behavior, skills of wildland fire suppression, practice with common fireline hand tools, and working safely in wildland fire environment. [Meets U.S. Forest Service and Bureau of Land Management requirements for Firefighter Type 2: L-180, S-130 and S-190.] To be awarded the certificates at the end of the course students must successfully complete the Federal Emergency Management Agency (FEMA) IS-100 (Introduction to the Incident Command System, ICS-100) and IS-700 (An introduction to the National Incident Management System) online at https://training.fema.gov/ (free to students).

FS 64 Instructor 1 Instructor Methodology
2.5 units

Recommended Preparation: Introduction to the Incident Command System (IS-100.B) FEMA or National Incident Management System (IS-700.A, FEMA)

This course provides the skills and knowledge needed for the entry level professional instructor to perform his or her duties safely, effectively, and competently. The curriculum is based on the 2012 edition of NFPA 1041 Standard for Fire Service Instructor Professional Qualifications. At the end of this course, candidates for Instructor I certification will be able to teach and deliver instruction from a prepared lesson plan utilizing instructional aids and evaluation instruments. The Instructor I will also be able to adapt a lesson plan and complete the reporting requirements to the local jurisdiction

FS 65A – Driver Operator 1A – Emergency Vehicle Operations
1.5 units

18 hours lecture/27 hours lab

This course provides the student with information on driver responsibilities, recognized standards, and related laws for fire apparatus. Topics include basic inspections, documentation, maintenance, and troubleshooting fire apparatus, and techniques on driving and positioning fire apparatus. Each student also has the opportunity to increase his or her driving skills during simulated driving conditions.

FS 65B – Driver Operator 1B - Pump Operations
1.5 units

Prerequisite(s): FS 65A Driver Operations 1A

18 hours lecture/27 hours lab

Course provides the student with the information, theory, methods and techniques for operating fire service pumps, including: types of pumps, engine and pump gauges maintenance, unsafe pumping conditions, pressure relief devices, cooling systems, water supplies, drafting field hydraulics, and pumping operations.

FS 65C – Wildland Fire Apparatus Operations
0.5 units

Prerequisite(s): FS 65A Driver Operations 1A. FS 65B Driver Operator 1B, OSFM Fire Fighter I

7 hours lecture/17 hours lab

This course is designed to provide students with accepted statewide protocol and procedures for operation of a wildland fire apparatus. Course topics include: preventive maintenance, routine tests, inspections, and servicing functions on the systems and components unique to wildland fire apparatus. In addition students will participate in activities to practice proper operation of a wildland fire apparatus and production of an effective fire stream. Course certified by of the California State Fire Marshal. Additional State Certification Fees apply.

FS 68 – Essentials of Fire Fighting
2.0 units

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

32 hours lecture/8 hours lab

This course will introduce the student to the basic fundamentals of Structure firefighting. It will introduce the student to personal protective equipment, water supply and the different tools used in the industry. Its focus will be on the skills needed to obtain entry level skills to gain employment with a Fire Department.

FS 70 – Heavy Equipment Boss (S-236)
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

24 hours lecture (1 week)

This course is designed to meet training recommended for the dozer boss on an all risk incident. Trainees will be taught to ensure that a dozer has been properly inspected and signed up, ensure a dozer operator is qualified and signed up, determine the capabilities and limitations of the dozer and operator to perform an assignment, and the actions to complete an assignment. Must have Firefighter Type 1 qualifications to receive NWCG Certificate.

FS 70A - Single Resource Academy (S-230, S-231, S-232)
2.0 units

Prerequisite(s): FS 98.18 (Annual Fire Refresher Training – RT-130) and FFT 1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

28 hours lecture/4 hours lab

This course is designed as a classroom skill course to produce proficiency in the performance of all duties associated with the single resource Engine Boss, Crew Boss and Dozer Boss from initial dispatch through return to home unit. Instructional topics include: preparation and mobilization, assignment preparation, tactics and safety, off-line duties, demobilization, and post-incident activities. This course may be taken as needed to meet legally mandated training requirements.

FS 70B - Engine Boss (Single Resource)
1.0 units

Prerequisite(s): FS-70A Single Resource Academy (S-230, S-231, S-232) **or** Firefighter Type 1 qualifications and have successfully completed an agency S-230 course. **Recommended Preparation:** ENGL105 or equivalent multiple measures placement.

16 Hours Lecture

This course is designed as a classroom skill course to produce trainee proficiency in the performance of all duties associated with the single resource engine boss, from initial dispatch through return to home unit. Instructional topics include: preparation and mobilization, assignment preparation, tactics and safety, off-line duties, and demobilization, post-incident activities. This course may be taken as needed to meet legally mandated training requirements. Must have Firefighter Type 1 qualifications and have successfully completed an agency S-230 course, or FS-70A Single Resource Boss Academy to receive NWCG certificate.

FS 70C - Single Resource Crew Boss
1.0 units

Prerequisite(s): FS-98.18Annual Fighter Training **or** Firefighter Training 1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
24 Hours Lecture
This course is designed as a classroom skill course to produce trainee proficiency in the performance of all duties associated with the single resource crew boss, from initial dispatch through return to home unit. Instructional topics include: preparation and mobilization, assignment preparation, tactics and safety, off-line duties, and demobilization, post-incident activities.

FS 72 – HazMat First Responder - Operations
1.0 unit
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
24 hours lecture (1 week) (R)
This course provides information about basic strategies to safe-guard the health and safety of emergency responders when their work involves potential exposure to hazardous materials. Topics include detection of the presence of hazardous materials, hazardous materials references and safe work practices around potentially hazardous materials. This course may be taken as necessary to maintain certification. Additional State Certification Fees apply.

FS 72A – HazMat First Responder - Refresher
0.5 unit
Prerequisite: FS 72 First Responder - Hazardous Materials
9 hours lecture (2 days) (R)
This course is designed to refresh students who are likely first responders to Hazardous Materials events. Within the operational role, course topics include risks and outcomes of hazardous materials, operational roles, safety procedures, stabilization of the scene, decontamination of victims and equipment and communication and coordination with agencies. This course is certified by the California Specialized Training Institute and students successfully completing the class will be issued a CSTI certificate. There will be a state certification fee for this class. This course may be taken as necessary to maintain certification.

FS 73A - Incident Business Management (S-260)
1.0 unit
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
20 hours lecture (1 week)
This course provides the basic knowledge for entry-level business management positions at an incident such as: finance positions, commissary manager, personnel time recorder, equipment time recorder and compensation for injury specialists.

FS 73B - Applied Incident Business Management (S-261)
1.0 unit
Prerequisite: FS 73A Incident Business Management (S-260)
20 hours lecture (1 week)
This course provides additional knowledge for business management positions at an incident such as: compensation for injury specialists, commissary and claims specialist. Students will have a working knowledge of these functions and how they relate to other functions in the incident command system.

FS 74 - Fire in the Interface (S-215)
1.0 unit
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
24 hours lecture (1 week)
This course is designed to meet the training needs for initial attack incident commanders and company officers confronting wildland fires that threaten life and property and improvements in the wildland/urban interface. Must be qualified as a Firefighter Type 1 and the instructor will verify qualifications before signing the registration card.

FS 75 - Fire Behavior (S-290)
2.0 units
Prerequisite: FS 61 – Basic Firefighter Training (Basic 32) **or** FS 60 - Wildland Firefighter (CalFIRE Basic Training); **or** S-190 Certification
37 hours lecture (1 week)
This course provides instruction in the identification and prediction of wildland fire behavior problems in various fuel types and under varying weather conditions.

FS 76 - Firefighter Type 1 (Squad Boss) (S-131)
0.5 unit
Prerequisite: FS-61 Basic Firefighter Training (Basic 32) **or** FS-60-Wildland Firefighter (CalFIRE-Basic Training). ***This prerequisite is mandated by federal requirements through NWCG (National Wildland Coordinating Group).***
8 hours lecture
This course is designed to be interactive in nature. It contains several tactical decision games designed to facilitate learning the objectives through class discussion.

FS 77 - Human Factors on the Fireline (L-180)
0.5 unit
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
9 hours lecture (1 week)
This training course addresses human performance content that relates to the individual, including situation awareness, communication, decision making, risk management, and teamwork skills. The desired outcome of this training is improved awareness of human performance issues on the fireline so that individual firefighters can integrate effectively into teams/crews working in dynamic, high-risk environments.

FS 78 - Followership to Leadership (L-280)
1.0 unit
Prerequisite: This prerequisite is mandated by federal requirements through NWCG (National Wildland Coordinating Group). FS 77 Human Factors on the Fireline L-180 **and** FS 61-Basic Firefighter Training (Basic 32) **or** FS 60 – Wildland Firefighter (CDF Basic 67).
17 hours lecture (1 week)
This training course is designed as a self-assessment opportunity for individuals preparing to step into a leadership role. The course combines one day of classroom instruction followed by a second day in the field with students working through a series of problem solving events in small teams (Field Leadership Assessment Course). Must have experience on fire incident assignments in operations or support functions to receive NWCG Certificate.

FS 79A – Ground Support Unit Leader (S-355)
2.0 units
Prerequisite: None.
32 hours lecture
This course is designed to meet the national core training needs of the Ground Support Unit Leader.

FS 80 - Fire Fighter Survival
1.0 units
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
17 hours lecture
This course will supply the student with a greater understanding of the need for situational awareness, firefighter survival skills, and the technical survival skills to help you avoid committing fatal errors on the fire ground. Avoiding situations that

could cause you to become lost, trapped, or injured is the best way to prevent tragedies at a fire scene. The Fire Fighter Survival course will aid in preventing fire fighter emergencies by teaching personnel to be resourceful when facing dangerous entrapment situations. There is a state certification fee of $20.00.

FS 81 – Wildland Fire Fighter Safety and Survival
0.5 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

8.5 hours lecture

This course is designed to look at Wildland fire entrapments, their causes and what a firefighter can do to avoid them. Several topics will be looked at, discussed and studied from near misses and entrapments in the wildland fire service. Emphasis will be learning from history and why fire entrapments occur and how they might be avoided. Using Office of the State Fire Marshall (OSFM) 4000 Policy. This is an OSFM class and there is a $20.00 certificate fee

FS 84 - Lessons Learned (Fatality Fire Case Studies)
1.0 unit

Prerequisite: S-130 (Basic Firefighter), S-190 (Fire Behavior), and have one season of experience in wildland fire suppression as mandated by the federal requirements of NWCG.

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

16 hours lecture/4 hour lab (4 weeks)

The purpose of the Lessons Learned training course is by its nature firefighting is a dangerous undertaking. Wildland fires are dangerous because they are dynamic and constantly changing as the result of many complex factors. Unfortunately, sometimes wildland fires bring death and injury to firefighters. Each firefighter fatality should motivate us to study the incident, learn from it, and share the lessons of this blunt but effective teaching tool so that others may engage wildland fires without paying such a price.

FS 85 - Understanding Maps, Compass, and GPS
1.0 unit

Recommended Preparation ENGL105 or equivalent multiple measures placement.

16 hours lecture (1 week)

Learn to navigate using topographic and other maps used with the compass and Global Positioning Systems (GPS). Discusses topography contours, map scales, and map projections. Navigate in the field using inexpensive modern compass and GPS receiver to define desired directions of travel and use them on the ground. Discussion of different hand-held GPS receivers, their usefulness, accuracy, and important features for use in the field. Students will learn how to use the GPS receiver and/or compass with map to determine accurate altitude information in land navigation and how to minimize navigation errors caused by the effects of weather and other natural interference.

FS 86 - Emergency Vehicle Operation
0.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

8 hours lecture (1 week)

This course is designed to simulate situations where individuals will be maneuvering apparatus while driving in emergency situations. The course will simulate emergency vehicle operations with becoming familiar with route selection, lights and sirens, negotiating intersections, following and passing vehicles, high-speed driving, dealing with adverse conditions and contingencies. Course is repeatable as necessary to maintain certification.

FS 87 - Expanded Dispatch Recorder (D-110)
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

16 hours lecture (2 days)

This course is designed to train potential dispatch recorders on the structure of an expanded dispatch organization and effectively perform within that organization. The course will instruct the student on the use of local telecommunications equipment. It will provide the student with a working knowledge of the purpose and process of completing the resource order and other dispatch forms. It will also provide instruction on established dispatch procedures.

FS 89 – Wildland Fire Chainsaws (S-212)
1.5 unit

Prerequisite(s): FS-61 Basic Firefighter Training (Basic 32) or FS 60A or equivelent

24 hours lecture/4 hours lab (1 week)

This course provides an introduction to the function, maintenance and use of internal combustion engine powered chainsaws and their tactical wildland fire application. Field exercises support entry level training for firefighters with little or no previous experience in operating a chain saw, providing hands-on cutting experience in surroundings similar to fireline situations. Repeatable as needed for certification.

FS 90 – Portable Pumps and Water Use (S-211)
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

16 hours lecture/4 hours lab (1 week)

This course is designed to meet training needs of a Firefighter Type 1 or Incident Commander Type 5. Course content will provide the knowledge and skills needed to design, set up, operate, troubleshoot, and shut down portable water delivery systems.

FS 91- I-Suite Incident Based Automation
1.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

25.5 hours lecture

I-suite is a data entry system used on wildland fire incidents. This course well teach students how to use the I-suite computer system, how to enter data online, and how to interface with other data systems on a wildland fire incident.

FS 92A Company Officer 2D: Human Resource Manangement for Company Officers
2.0 units

Prerequisites: Meet educational requirements for FF II. A copy of your Firefighter II certificate must be presented to the instructor on the first day of class.

40 hours lecture

This course is designed for experienced firefighters seeking promotion to the rank of company officer. This course prepares or enhances the ability of first time supervisors through provision of information on the use of human resources to accomplish assignments, evaluating member performance, supervising personnel, and integrating health and safety plans, policies and procedures into daily activities as well as the emergency scene. This course is part of a series of five core professional development courses required for the California State Fire Training Company Officer Certification. Successful students in this course earn credit towards the

degree while meeting California State Fire Training certification requirements. For students seeking a California State Fire Training course completion certification, there is a supplemental $81.00 SFT fee which must be paid by the second day of the class. This fee is not collected during the registration process. Additional details will be provided on the first day of class.

FS 92B Company Officer 2D: General Administrative Functions for Company Officers
1.0 units

Prerequisites: Meet educational requirements for FF II. A copy of your Firefighter II certificate must be presented to the instructor on the first day of class.
Units
20 hours lecture
This course is designed for practicing firefighters seeking promotion to the rank of company officer. This course prepares or enhances the ability of first time supervisors through provision of information on general administrative functions and the implementation of department policies and procedures and addresses conveying the fire department's role, image and mission to the public. This course part of a series of five core professional development courses required for the California State Fire Training Company Officer Certification. Successful students in this course earn credit towards the degree while meeting California State Fire Training certification requirements.
For students seeking a California State Fire Training course completion certification, there is a supplemental $81.00 SFT fee which must be paid by the second day of the class. This fee is not collected during the registration process. Additional details will be provided on the first day of class.

FS 92C Company Officer 2C: Fire Inspections and Investigation for Company Officers
2.0 units

Prerequisites: Meet educational requirements for FF II. A copy of your Firefighter II certificate must be presented to the instructor on the first day of class.
40 hours lecture
This course is designed for practicing firefighters seeking promotion to the rank of company officer. This course prepares or enhances the ability of first time supervisors through provision of information on conducting inspections, identifying hazards and addressing violations, performing a fire investigation to determine preliminary cause and securing the incident scene and preserving evidence. This course part of a series of five core professional development courses required for the California State Fire Training Company Officer Certification. Successful students in this course earn credit towards the degree while meeting California State Fire Training certification requirements. For students seeking a California State Fire Training course completion certification, there is a supplemental $81.00 SFT fee which must be paid by the second day of the class. This fee is not collected during the registration process. Additional details will be provided on the first day of class.

FS 92D Company Officer 2D: All Risk Command Operations
2.0 units

Prerequisites: FS 52 Incident Command System for Single Resource, FS 93 Fire Fighter I and Initial Action Incidents Hazardous Material Incident Commander
40 hours lecture
This course provides information on conducting incident size-up, developing and implementing an initial plan of action involving single and multi-unit operations for various types of emergency incidents to mitigate the situation following agency safety procedures, conducting pre-incident planning, and develop and conduct a post-incident analysis. This course is for students seeking a California State Fire Marshal's Office course completion certification, there is a supplemental $81.00 fee which must be paid by the second day of the class. This fee is not collected during the registration process. Additional details will be provided on the first day of class.

FS 92E Company Officer 2E: Wildland Incident Operations for Company Officers
2.0 units

Prerequisites: Must complete or provide copy of S-290 Intermediate Fire Behavior Certificate (classroom delivery only) as well as meet the educational requirements for Fire Fighter II as stated in the California State Fire Training certification process. A copy of your Firefighter II certificate and NWCG S-290 must be presented to the instructor on the first day of class.
40 hours lecture
This course is designed for practicing firefighters seeking promotion to the rank of company officer. This course prepares or enhances the ability of first time supervisors through provision of information on evaluating and reporting incident conditions, analyzing incident needs, developing and implementing a plan of action to deploy incident resources completing all operations to suppress a wildland fire, establishing an incident command post, creating an incident action plan, and completing incident records and reports. This course part of a series of five core professional development courses required for the California State Fire Training Company Officer Certification. Successful students in this course earn credit towards the degree while meeting California State Fire Training certification requirements. For students seeking a California State Fire Training course completion certification, there is a supplemental $81.00 SFT fee which must be paid by the second day of the class. This fee is not collected during the registration process. Additional details will be provided on the first day of class.

FS 93 Fire Fighter I
18.5 units

Prerequisite: FS 20 1st aid for Public Safety Employees or HO 120 CPR or equivalent
160 hours lecture/480 hours lab
This course provides the skills and knowledge needed for the entry level fire fighter, career or volunteer, to perform his/her duties safely, effectively, and competently. The curriculum is based on the 2013 edition of NFPA 1001 Standard for Fire Fighter Professional Qualifications, the 2012 edition of NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications, and the 2008 edition of NFPA 472 Standard for Competence of Responders to Hazardous Materials/Weapons of Mass Destruction Incidents. The seven overarching themes of the California State Fire Fighter I curriculum are: general knowledge germane to the profession, fire department communications, fire ground operations, rescue operations, preparedness and maintenance, wildland suppression activities, and hazardous materials/WMD. Student will receive a California State Fire Marshall Fire Fighter 1 certificate

FS 94 Strike Team Leader (S-330)
1.5 unit

Prerequisite: FS 23 Firing Op, FS 74 Fire in the Interface, FS 88 Initial Attack Incident Commander
or equivalent
25.5 hours lecture

This course is designed to teach the student the management skills necessary to perform specific functions within the Incident Command System. Tactics are only addressed when necessary. Course covers the basic responsibilities of Strike Team leader, pre-incident responsibilities, assembly and travel procedures, responsibilities and the demobilization process.

FS 95 Initial Attack Incident Command
0.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

5 hours lecture/12 hours lab

A course designed to bring out the responsibilities of the individual in charge of the initial attack of small, non-complex fires that are routinely suppressed by local initial attack forces and assure that local policies and practices are understood by the initial attack leader.

FS 96 – Low Angle Rope Rescue
0.5 unit

27 hours lab

A course designed to train firefighters and emergency medical personnel in low angle rescue techniques. Students will learn about equipment, identification, and care. Note: Students must provide their own safety equipment which will include helmet, gloves, long pants, long sleeve shirt, and work boots with aggressive soles for traction on steep slopes. Students may re-enroll in course for credit as legally mandated to meet training requirements as a condition of continued paid or volunteer employment.

FS 97 – Fire Control 4: Controlling Ignitable liquids and Gases
0.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6.5 hours lecture/9.5 hours lab

This course provide the knowledge and skills that prepare a firefighter to extinguish an ignitable liquid fire, control a flammable gas fire, and develop an incident action plan for a pipeline emergency. Participants will learn and practice modern vehicle firefighting techniques.

FS 98.18 – Annual Fire Refresher Training 0.5 unit

Prerequisite(s): FS-61 Basic Firefighter Training (Basic 32)

8 hours lecture (1 Day)

Purpose of wildland fire suppression is to minimize damage to resources, property and the environment. This should be accomplished in the most operationally effective and fiscally responsible manner. But above all, we need to remember that no resource or property values are worth endangering life. Providing for the safety of firefighters is the number one priority and responsibility of every individual. This course requires an additional fee of $2.00 to cover the costs of handouts and a pocket guide. This course may be taken as legally mandated.

FS 98.20 – Annual Hired-Equipment Refresher Training
0.5 unit

8 hours lecture (1 Day) (R)

This course provides an annual review and update of regulations and guidelines for the safe operation of fire suppression equipment. This course requires an additional fee of $2.00 to cover the costs of handouts and a pocket guide. Also required is a $20.00 fee for State Fire Training Certification/Registration fee as mandated by Cal Fire. This course may be taken as legally mandated.

FS 98.21 – Volunteer Firefighter Academy
2.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

32 hours lecture/34 hours lab

This Volunteer Firefighter Program will reduce confusion among volunteer firefighters by setting clear, realistic and achievable standards for certification as a volunteer firefighter that are consistent with recognized standards. It is designed to be an improvement over the current State Fire Marshal Volunteer Firefighter certification by incorporating pertinent portions of the California State Fire Marshal Firefighter-1 requirements. This course may be taken as legally mandated for certification requirements. An additional State Certification Fee will be required.

GEOGRAPHY

GEOG 2 - Cultural Geography
3.0 units
CSU/UC
General Education Area B
CSU GE Area D5
IGETC Area 4E
C-ID GEOG 120

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

The study of the varieties of human use and misuse of ecological landscapes. Emphasis is placed on the regional distribution of population, settlement patterns and migration, religion, ethnicity, political organization, economic systems, agriculture and industry. This course has been approved for hybrid, online and correspondence delivery.

GEOLOGY

GEOL 1 - Physical Geology
4.0 units
CSU/UC
General Education Area A
CSU GE Areas B1 & B3
IGETC Area 5A & 5C
C-ID GEOL 101

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture/51 hours lab

Pursuit of understanding the physical classification of rocks and minerals of the earth as a whole and its past, present and future evolutionary processes. Unifying concepts such as plate tectonics and its implications, the magnitude of geologic time, uniformaterianism, and the ramifications of the fossil record will be explored. This course includes field trips to areas of geological interest.

GEOL 5 - Historical Geology & Paleontology
4.0 units
CSU/UC
General Education Area A
CSU GE Areas B1 & B3
IGETC Area 5A & 5C
C-ID GEOL 111

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture/51 hours lab

This course is designed to provide a descriptive geological history of the earth using the principles and methods of interpretation and reconstruction of the changes that have occurred on the earth in the fossil record.

GUNSMITHING
SHORT TERM COURSES

GSS 49 - Gunsmithing Work Experience
1.0-8.0 units
CSU
General Education Area E1
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
600 hours lab (R)
This work based learning course is designed to assist students with educational or career goals in gunsmithing who are working in the field of law gunsmithing, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

GSS 50 - Fundamentals of Rifle Shooting
0.5 unit
32 hours lab (1 week)
This course is designed to provide instruction in basic through advanced skills of rifle shooting. The fundamentals of rifle marksmanship will be covered with emphasis on safety and shooting discipline. The student will be introduced to both conventional small bore rifle bulls eye through advanced metallic silhouette shooting.

GSS 50.01 - Recoil Pad and Sling Swivel Installation
1.0 unit
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
6 hours lecture/33 hours lab (1 week)
This course is designed to cover the installation and fitting of recoil pads and sling swivels to firearm stocks, wood, hollow wood and synthetic. Includes determining pitch, cutting stock, locating, drilling and tapping pad screw holes and sealing of stock. This also covers fitting of pads using a fixture and without one.

GSS 50.03 - Open and Optical Sight Installation
1.0 unit
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
6 hours lecture/33 hours lab (1 week)
This course is designed to cover cutting dovetails, drilling and tapping for open sights and soft soldering, sights and ramps. Covers the installation of open and peep rear sights and blade and ramp front sights. This course will also cover drifting of sights when necessary.

GSS 51 - Fundamentals of Pistol Shooting
0.5 unit
32 hours lab (1 week)
This course is designed to provide instruction in basic through advanced skills of pistol shooting. The fundamentals of pistol marksmanship will be covered with emphasis on safety and shooting discipline. The student will be introduced to conventional small bore pistol bull's eye through metallic silhouette shooting.

GSS 51.01 - Stock Inletting
1.0 unit
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with the knowledge to inlet and install forend tips and grip caps. The students will also learn to shape a center fire rifle stock. The inletting and shaping of two-piece stocks will also be covered, as well as the use of inletting tools and markers.

GSS 51.03 - Stock Inletting
1.0 unit
6 hours lecture/34 hours lab
This course is designed to cover the shaping and sanding of conventional rifle stocks, includes stocks for rifles, shotguns, .22's and two-piece stocks for any type of long gun.

GSS 51.05 - Glass Bedding for Strength and Accuracy
1.0 unit
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
6 hours lecture/33 hours lab (1 week)
This course is designed to cover the reinforcing and glass bedding of stocks for strength as well as the repairing of broken stock and shocks for heavy recoiling calibers.

GSS 51.06 - Wood Stock Finishing
1.0 unit
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with knowledge and skills to produce a high quality finished stock. The use of sanding techniques, stains and various finishes will be covered.

GSS 52 - Fundamentals of Shotgun Shooting
0.5 unit
32 hours lab (1 week)
This course is designed to provide instruction in basic through advanced skills of shotgun shooting. The fundamentals of shotgun shooting will be covered with emphasis on safety and discipline. The students will be introduced to straightaway targets and advance to moving targets.

GSS 52B - Firearms Training
0.5 unit
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
8 hours lecture/8 hours lab (R)
A course certified to qualify students to meet the minimum California requirement for Carry Concealed Weapons permit. (This course shall not exceed 16 hours per California Penal Code Section 12050.) Repeatable as necessary to maintain certification.

GSS 52BR - Firearms Training Refresher
0.5 unit
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
8.5 hours lecture (R)
This course is a refresher course to meet state requirements for concealed weapons permit. Repeatable as needed to maintain certification.

GSS 52.01 - Gunsmith Machining 1
2.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

12 hours lecture/66 hours lab (2 weeks)
This course is designed to cover tool sharpening, types of steels, cutting speeds, use of precision measuring tools, cutting and turning steel in chuck and between centers to precise dimensions, cutting “V”, square and buttress threads and the design and fabrication of simple bolt and action holding fixtures.

GSS 52.02 - Gunsmith Machining 2
2.0 unit

Prerequisite: GSS 52.01 - Gunsmith Machining 1

12 hours lecture/66 hours lab (1 week)
This course is designed to cover turning of short tapers between centers, grinding and use of form tools, turning inside and outside radius as well as freehand radiusing. Includes cutting of barrel cone and safety breaching as well as American and European barrel transition contours.

GSS 52.03 - Gunsmith Machining 3
2.0 unit

Prerequisite: GSS 52.02 - Gunsmith Machining 2

12 hours lecture/66 hours lab (1 week)
This course is designed to cover basic milling operations, cutting speeds, types of cutters and types of cutting. For hardened and unhardened firearm steels with an emphasis on safe procedures for firearm parts.

GSS 52.04 - Gunsmith Machining 4
1.0 unit

Prerequisite: GSS 52.03 - Gunsmith Machining 3

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the cutting of internal threads and the machining of internal tapers on a lathe as used in firearm manufacture.

GSS 52.05 - Gunsmith Machining 5
1.0 unit

Prerequisite: GSS 52.04 - Gunsmith Machining 4

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the use of a dividing head on a milling machine, the manufacturing of octagonal barrels; square parts and multifaceted parts are covered. Includes dimensional limits for adequate protection against barrel burst from modern high intensity cartridges.

GSS 52.06 - Gunsmith Machining 6
1.0 unit

Prerequisite: GSS 52.05 - Gunsmith Machining 5

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the turning of long work pieces such as barrels or long straight shafts. Includes taper turning, stopping chatter, turning long increasing radii.

GSS 54.05 - Hardening & Tempering of Carbon Steels
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the hardening and tempering of carbon and carbon alloy steels as used in firearms.

GSS 55.04 - Stock Refinish and Repair
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with knowledge and skills required to repair and refinish stocks, the raising of dents, filling of cracks, reinforcing weak area and re-cutting of checkering will be covered in depth. Sealing and matching finish of repaired areas will also be covered.

GSS 56.01 - Headspace
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the measurement, dangers of and correction of headspace in all types of firearms, included are screw-in and pin-in barrels as well as pivot barrel guns. Also covered are systems where the barrel is not removable.

GSS 56.03 - Bolt Action Barrel Fitting
1.0 unit

Prerequisite: GSS 52.02 Gunsmith Machining 2

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the threading, fitting and chambering of barrel to bolt action receivers, cone breech, safety breech and mauser types.

GSS 56.04 - Barrel Contouring
1.0 unit

Prerequisite: GSS 52.02 Gunsmith Machining 2

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the lathe turning of barrels to pre-selected diameters, tapers and contours, as used in bolt action rifles. Also covered is the polishing to get all irregularities and machining marks out of the barrel.

GSS 57.01 - Bolt Action Breeching and Headspace
1.0 unit

Prerequisite: GSS 52.02 Gunsmith Machining 2

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the breeching and head spacing of bolt-action rifles. Information learned is usable for most other types of rifles. Included is threading, fitting shank to bolt and chambering.

GSS 57.02 - Action Blueprinting
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the truing of the face, lugs and threads of a bolt-action receiver and truing the lugs, lip and face of a bolt to gain the best possible accuracy from an action.

GSS 57.03 - Action and Bolt Modifications
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the preparation of military action for sporting use, covers installation and adjustment of triggers and safeties, drilling and tapping, bolt alterations and removal of clip bridges.

GSS 57.06 - Trueing Exterior of Action
1.0 unit

Prerequisite: GSS 52.03 Gunsmith Machining 3

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the trueing of the exterior of commercial and military actions using a lathe and/or mill depending on the type of action.

GSS 57.08 - Bottom Metal Modifications
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the custom modifications to trigger guards and floor plates of bolt-action rifles. Includes sculpturing of guard bows, various types of floor plate releases, filing holes and altering profiles.

GSS 57.15 - Bolt Action Rifle Feeding
1.0 unit

Prerequisite: GSS 52.04 Gunsmith Machining 4

6 hours lecture/33 hours lab (1 week)
This course covers the alteration of bolt-action fixed magazine center fire rifles, to feed a different size cartridge for which they were originally designed.

GSS 58.02 - Pressure Bedding and Pillar Bedding
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the pressure bedding of bolt-action rifle barrels in wood stocks and the pillar bedding of actions in composite and/or wood stocks.

GSS 59.02 - Metal Preparation for Refinishing and Caustic Bluing
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the metal preparation and caustic bluing of ferrous firearm parts. Includes metal preparation, degreasing, bluing, and neutralizing of firearm parts.

GSS 59.03 - Parkerizing
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with the process of phosphate coating - parkerizing of steel firearm parts, as used on some military firearms and for extreme weather protection.

GSS 59.04 - Color Case Hardening
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with the old style color case hardening process as used on firearm parts 100 years old. This course includes metal preparation, color hardening and after treatment.

GSS 59.05 - Rust Bluing
1.0 unit

Recomended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the cold rust, niter, bluing process used until the early 20th century. This is one of the processes used for soft soldered barrels and for restoration of 19th century firearms.

GSS 59.07 - Niter Bluing and Heat Coloring 1.0 unit
Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the nitrogen and heat coloring processes commonly used until the 1930's to give firearm parts the bright royal blue straw or other selected colors as found on many antique firearms.

GSS 59.09 - Alternative Metal Finishes 1.0 unit
Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover alternative metal finishes available to the gunsmith. Topics will include Teflon Coating, Powder Coating, Aluminum Anodizing as well as other metal finishes.

GSS 60 - Firearms Safety
0.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

7.5 hours lecture/4 hours lab (1 week)
This course has been designed to provide instruction on safety procedures for firearms (Rifle, Pistol, Revolver and Black Powder). This course will introduce the moral and legal aspects of hand carried firearms. The elements of California's Hunters Safety Course will be covered.

GSS 60.01 - DFR Recoil Operated Auto Shotguns
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the function and repair of recoil operated Auto shotguns in use today. The base firearm studied will be the Browning A-5 and clones. Other models will be studied showing their differences with the Browning design.

GSS 60.02 - DFR Gas Operated Auto Shotguns
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the design, function and repair of gas-operated shotguns in use today. Includes all aspects of their working, what can go wrong and the correct fixes. The base gun is the Remington 1100; 11-87. Other guns will be studied where they differ from the Remington.

GSS 60.04 - DFR Pump Shotguns
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the design, function and repair of pump shotguns in common use today. The base gun studied is the Remington 870, but also covered in detail are the Savage 30, 77 and 520; Mossberg 500, 550 and cones; the Ithaca 37 and 87 and the Winchester 1200 and 1300.

GSS 61.01 - DFR Single Action Revolvers
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the fitting, timing and repair of single action revolvers. Includes cylinder fit, barrel-cylinder gap, bolt and hand fit and timing, action shooting and modifications for cowboy and fast draw shooting.

GSS 61.02 - DFR Smith & Wesson Revolvers
1.0 unit

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with knowledge and skills in the design, function and repair of all systems of the Smith and Wesson type revolvers. This course also covers fitting of barrels and cylinders as well as all moving parts, and smoothing of the action.

GSS 61.03 - DFR Colt and Ruger Double Action Revolvers
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the design, function and repair of Colt D, E, F and I frame revolvers, covers all phases of repair including endshake, range and throw-by.

GSS 62.03 - Misfire Correction
1.0 unit

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the causes and cures of misfiring in all types of sporting arms. Includes firing pin placement, energy and velocity and how to adjust for optimum performance.

GSS 62.04 - Correcting Oversize Firing Pin Holes
1.0 unit

Prerequisites: GSS 52.01 Gunsmith Machining 1

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the correction of oversize firing pin holes by the bushing and welding methods. Includes the refitting of firing pins and heat-treating when needed.

GSS 63.01 - Single Triggers
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the design, function and repair of single trigger systems as found in double guns. Includes single nonselective and single selective triggers as well as single double triggers and double single triggers.

GSS 63.02 - Ejectors
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the design, function and repair of ejectors as found in double guns. Includes hammer types and spring-loaded types. Fitting, timing and repair of the complete system.

GSS 63.03 - Double Gun Locks
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with the knowledge and skills of design, function and repair of hammerless double gun locks in common usage over the past 120 years. This course also provides information covering most types of self-cocking systems.

GSS 63.04 - Double Gun Locking Systems
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with knowledge and skills of the design, function and repair of locking systems in common use in pivot barrel guns during the past 130 years.

GSS 63.05 - Double Gun Hinge Pins and Headspace
1.0 unit

Prerequisites: GSS 52.01 Gunsmith Machining I and GSS 54.01 Oxyacetylene Welding for Gunsmiths

6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with knowledge and skills in the function, fabrication and replacement of hinge pins in pivot barrel guns and the adjustment of headspace in pivot barrel shotguns and rifles.

GSS 64.01 - Composition Stock Fitting, Bedding and Finishing
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with the skills necessary to fit a composition stock to a barreled action, magazine and trigger guard assembly as well as bedding the stock to the action, including fitting accessories and finishing.

GSS 66.01 - Non-Bolt Action Rifle Barrel Fitting
1.0 unit

Prerequisites: GSS 52.02 Gunsmith Machining 2 and GSS 56.03 Bolt Action Barrel Fitting

6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with the skills necessary to thread and fit barrels to lever and pump action rifles in common use today, as well as single shots.

GSS 66.02 - Revolver Barrel Fitting and Ranging
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the removal and fitting of revolver barrels, screw-in and pin-in types. Includes adjusting barrel-cylinder gap, throat and tightening loose barrels.

GSS 66.03 - .22 Barrel Fitting
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the fitting of replacement barrels to the various .22 rim fire rifles in use today. Includes tightening, re-indexing and setting barrels back but does not cover adjusting of fitting barrels of pivot barrel guns.

GSS 67.01 - Blowback Principle
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the blowback principle as a locking system. Includes troubleshooting, balancing for heavier or lighter loads, extraction-ejection problems, a thorough understanding of the principle is extremely useful in diagnosing problems in all types of automatics.

GSS 68.01 - DFR Locked Breech Single Action Auto Pistols
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the design, function and repair of common locked breech single action pistols. This course also includes locking systems, feeding, extractors, ejection, magazines, etc., with emphasis on problem solving and reliability. The base firearm is the Colt-Browning type 45 auto.

GSS 68.02 - DFR Locked Breech Double Action Auto Pistols
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course will cover the design, function and repair of double action locked breech auto pistols. Emphasis is on repair and reliability. Most current designs are studied.

GSS 68.03 - DFR Blowback Auto Pistols
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course will cover the design, function and repair of blowback operated auto pistols in use today. Most systems and types are studied, including headspace, sear systems, feeding, ramps, magazines and extractors.

GSS 69.01 - DFR Auto Rifles
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the design, function and repair of modern auto sporting rifles excepting “assault” rifles.

GSS 69.02 - DFR Pump Rifles
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

1.0 Unit

This course is designed to provide the student with knowledge and skills in design, function and repair of center fire pump rifles in common use today. This course includes fire control, feeding, extraction, ejection and accuracy, as well as fabrication of parts for obsolete models.

GSS 69.03 - DFR Lever Action Rifles
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the design, function and repair of lever action rifles in common use today. The base gun is the Winchester 94. The Marlin 336 and Savage 99 are also studied in detail. Lesser models such as the Winchester 76, 86, 88 and Marlin 92, 94 and 95 are studied to a lesser degree.

GSS 69.04 - Non-Bolt Action Feeding
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to provide the student with skills and abilities to repair and adjust all feed systems, except those found in bolt action, center fire rifles. This course also includes tube feed and magazine feed .22’s, shotguns, handguns and center fire rifles. Converting to a larger or smaller cartridge is also covered.

GSS 70 - Checkering
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/46 hours lab (1 week)

An introductory course designed to provide the students with the basic skills of checkering. Instruction includes tools and equipment and their use, pattern design, layout and transfer, cutting of patterns and borders.

GSS 70.01 - DFA Triggers 1
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the design, function and adjustment of all types of trigger systems except trigger systems with three or more sears and/or adjustable levers. Includes virtually every type of trigger system found in modern sporting firearms except high quality target guns. Conventional, articulated, cam, Colt-type and double sear-types are covered.

GSS 70.02 - DFA Triggers 2
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the design, function and adjustments of multiple sear adjustable lever triggers systems as used in high-grade firearms and air guns.

GSS 71 - Custom Rifle Seminar
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/46 hours lab (1 week)

A course designed to provide the student with an overview of advanced state of the art in design, technique and tools for the custom classic rifle maker, including tools and equipment and their use, design, checkering, metal accessories, wood finish, metal finish, laying out a blank and metal checking.

GSS 71.01 - DFR .22 Autos
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the design, function and repair of .22 automatic rifles in common use today. All aspects are studied including extraction, ejection, fire control, headspace and feeding, with emphasis on malfunction repairs.

GSS 71.02 - DFR Bolt Action .22’s
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to provide the student with knowledge and skills in design, function and repair of bolt action .22 rifles. The simplest single shots to advanced target models are studied. All systems are covered from cartridge feed systems and extraction to triggers.

GSS 71.03 - DFR Pump and Lever Action .22’s
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover the design, function and repair of the pump and lever action .22 rifles in common use today. Includes rifles made by Browning, Remington and Winchester but does not cover the Marlin Model 39.

GSS 71.04 - DFR Marlin Model 39
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)

This course is designed to cover all aspects of the design, function and repair of these fine .22 rifles. Includes the very old models made before 1900 up to the present version and the center fire variants.

GSS 72 - Fiberglass Stockmaking
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/46 hours lab (1 week) (R)

A course introducing skills, procedures, and techniques of finishing a fiberglass stock, including history, materials, bedding, filling, sanding, painting, accessories, and accuracy.

GSS 72.01 - Metallic Cartridge Reloading
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the basics of metallic cartridge reloading, both pistol and rifle. Covers sorting, cleaning, lubing, sizing, de-repriming, selection of charge, charging, seating and crimping.

GSS 73.02 - Spring Making
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the making of irregular shaped wire springs from basic round spring stock, using a semi-universal spring winding fixture that the student fabricates and the making of flat or "v" springs.

GSS 75.02 - Firearm Laws and Regulations
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the study of the thousands of Federal and State Firearms Laws.

GSS 77 - Accurizing M1-M1A for Competition
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/44 hours lab (1 week)
This course is designed to present state of the art bedding techniques of M1-M1A rifles for national match competition. Mechanics aspects of tuning for accuracy and reliability will be discussed and accomplished. Participants will have an opportunity to test fire their rifles before and after accurizing. This course requires an additional fee of $19 to cover the costs of course handouts, bedding material, sandpaper, steel, wood finish, and small parts (pins, roll pins, small springs, etc.).

GSS 78 - Design & Repair: .22 Autopistols
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/46 hours lab 1.0 Unit
An advanced course designed to train the student to fine tune .22 autopistols to very close factory specifications. Diagnosis and repair of malfunctioning pistols will be emphasized.

GSS 79 - Basic Correctional Armorer's School
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/34 hours lab (1 week)
An introductory course designed to train correctional officers to maintain their firearms and department firearms to factory service.

GSS 80 - Custom Rifle Seminar-Metalsmithing
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/46 hours lab (1 week)
A course designed to provide the student with an overview of advanced state of the art in design, technique and tools for custom rifle metalsmith. Instruction includes tools and equipment and their use. The course includes common metal customizing and modifications.

GSS 81 - Custom Rifle Seminar-Single Shot Rifle
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/46 hours lab (1 week)
An introductory course designed to provide the student with an overview of the methods and techniques of updating and customizing the single shot rifle.

GSS 82 - General Gunsmithing
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/46 hours lab (1 week)
A course designed to introduce the student to gunsmithing basics to include, firearms malfunctions, diagnosis and repair.

GSS 83 - General Gunsmithing-Advanced
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/46 hours lab (1 week)
An advanced course in general gunsmithing problems and techniques including drilling and tapping for sights, spring making and silver soldering.

GSS 84 - L.E.A.S./Design and Repair Colt & Ruger Revolvers
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/34 hours lab
A course designed to train the student to fine tune and maintain Colt and Ruger revolvers to very close factory specifications, and to diagnose malfunctions and adjust or repair malfunctioning revolvers.

GSS 85 - L.E.A.S./Design and Repair Smith & Wesson Revolvers
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/34 hours lab (1 week)
Trains the student to fine tune Smith & Wesson revolvers to very close factory specifications, and to maintain, diagnose malfunctions and adjust or repair these malfunctioning revolvers.

GSS 87 - L.E.A.S./Design & Repair Double Action Autopistols I
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/34 hours lab (1 week)
An advanced course designed to train the student to fine tune the following families of double-action autopistols to very close factory specifications and to maintain them, diagnose malfunctions and adjust or repair these malfunctions. Firearms to be covered are Smith & Wesson autopistols, Sig Sauer 220 series, Beretta and Glock.

GSS 88 - L.E.A.S./Design and Repair Single Action Autopistols
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/34 hours lab (1 week)
A course designed to train the student to fine tune single action autopistols to very close factory specifications, and to maintain, diagnose malfunctions and adjust or repair these malfunctioning autopistols.

GSS 89 - L.E.A.S./Design and Repair Full Autos, Phase I
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/34 hours lab (1 week)
An advanced course designed to train law enforcement armorers in the repair and maintenance of fully automatic firearms.

GSS 90 - Customizing the Colt-Type Autopistol, Basic
2.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/51 hours lab (1 week)
A course designed to cover the specific basic alterations and modifications to the Colt 1911A1 type autopistols as used in custom pistolsmithing today.

GSS 91 - Customizing the Colt-Type Autopistol, Advanced
2.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

8 hours lecture/88 hours lab (2 weeks)
A course designed to cover the common advanced alterations and modifications to the Colt 1911A1 type autopistols as used in custom pistolsmithing today. This course requires an additional fee of $19 to cover the costs of course handouts, blocking, sandpaper, small parts (pins, roll pins, small springs, etc.), steel, cutting oil, welding rod and gases.

GSS 93 - L.E.A.S./Design and Repair-Counter Sniper/Varmint Rifle
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/34 hours lab (1 week)
An advanced course designed to train law enforcement officers and gunsmiths in the accurizing and maintenance of super accurate bolt action rifles. This course requires an additional fee of $19 to cover the costs of course handouts, bedding material, small parts (pins, roll pins, small springs, etc.), and steel.

GSS 94 - Ballistics, Handloading & Testing
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/46 hours lab (1 week)
A course designed to provide the student with detailed knowledge of small arms ammunition. This course requires an additional fee of $19 to cover the costs of course handouts, case lube, powder, primers, and bullets.

GSS 95 - Law Enforcement Armorer School-Basic
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/34 hours lab (1 week)
An introductory course designed to train law enforcement officers to maintain departmental firearms to factory service levels. Firearms to be covered are Smith & Wesson revolver, Glock, Colt AR-15 and Remington 870 shotgun.

GSS 98.02 Cowboy Action Shooting Long Guns
1.0 unit

4 hours lecture/44 hours lab (1 week)
This course is designed to present specialized techniques that deal with the fine-tuning of Winchester and Marlin lever action rifles for cowboy action shooting. The tuning of Winchester Model 97 shotguns and double shotguns will also be covered. This course requires an additional fee of $19 to cover the costs of course handouts, bedding materials, sandpaper, small parts (pins, roll pins, small springs, etc.), steel, welding rod and gases.

GSS 98.03 Cowboy Action Shooting Short Guns
1.0 unit

4 hours lecture/44 hours lab (1 week)
This course is designed to present specialized techniques that deal with the fine-tuning of Colt, Colt style and Ruger single action revolvers for the very popular sport of cowboy action shooting. This course requires an additional fee of $19 to cover the costs of course handouts, sandpaper, small parts (pins, roll pins, small springs, etc.), steel, welding rod and gases.

GSS 98.04 Advanced Knife Making
1.0 unit

6 hours lecture/34 hours lab (1 week)
This course is designed to present basic techniques learned in the "Introduction to Knife Making," course. This course will deal with hollow grinding working with different metal types and handle materials.

GSS 98.05 Design, Function and Repair Smith & Wesson Revolver
1.0 unit

4 hours lecture/44 hours lab (1 week)
This course is designed to present information about Smith & Wesson revolvers in great detail. Areas of instruction will cover specifics such as: various ways to time the hand and cylinder stop, ranging sprung frames, making the revolver shoot where it points, over and under indexing, off center sights, bent sight, barrel on different axis than frame, cylinder fit, correcting bad notches, and correcting irregular ratchet pads.

GSS 98.06 L.E.A.S. Design, Function and Repair Patrol Rifles
1.0 unit

6 hours lecture/34 hours lab (1 week)
This course is designed to present instruction that will cover the repair and maintenance of the following firearms to factory specifications: Shotguns - Remington 870, Remington 700, Ruger Mini-14, and Colt AR-15.

GSS 98.08 Custom Build 1911
1.0 unit

8 hours lecture/88 hours lab (2 weeks)
This course is designed to present coverage of modifications to the Colt type 1911 auto pistols, as used in Bullseye, Carry, Open or Stock competition. The student will learn different types of compensator systems as well as ergonomic enhancement techniques to fine-tune the Colt 1911 to any specifications. Precise barrel installation or maximum accuracy and detailed trigger work will be strongly emphasized. .

GSS 98.09 Color Case Hardening
1.0 unit

4 hours lecture/44 hours lab (1 week)
This course is designed to present the old methods of color case hardening. This will include learning how to fabricate a furnace with commonly found materials. This course requires an additional fee of $19 to cover the costs of course handouts, charcoal, blocking and shielding materials, and various color compounds.

GSS 98.12 Modern and Cowboy Action Belts and Holsters
1.0 unit

4 hours lecture/44 hours lab (1 week)
This course will teach the student how to select different grades of leather to fabricate cowboy belts and holsters. The student will also become familiar with tools that are needed and their proper use. The student will learn how to lay-out and cut their leather patterns. The course will teach leather forming techniques, gluing and bonding, punching holes for hand sewing, and will learn a variety of dyes and types of finishes used on leather. This course requires an additional fee of $19 to cover the costs of course handouts, dye, glue, leather, and oil.

GSS 98.13 Metallurgy for Gunsmiths
1.0 unit

12 hours lecture/36 hours lab (1 week)
This course introduces gunsmithing students to the theory of metallurgy. The student will learn to predict the behavior of metals, particularly common grades of steel, when exposed to heating and cooling cycles. This course requires an additional fee of $19 to cover the costs of various types of metal of specific composition for testing, heat treating, etc. Chemicals for altering metals, sandpaper (course, medium, fine, very fine, grits), emery cloth (course, medium, fine and very fine grits), sanding belts, polishing wheels and polishing compound.

GSS 98.21 Hand Guns Special Projects
1.0-3.0 units

151 hours lab
This course is designed to provide the student with the skill development necessary to repair hand guns in a timely manner. This course has been approved for open entry/open exit.

GSS 98.22 DFR Long Guns Special Projects
1.0-3.0 units

151 hours lab
This course is designed to provide the student with skill development necessary to repair long guns in a timely manner. This course has been approved for open entry/open exit.

GSS 98.23 Machine Shop Special Projects
1.0-3.0 units

Prerequisite(s): GSS 52.01 Gunsmith Machining 1
151 hours lab
This course is designed to provide the student with the skill development to machine custom tools and gun parts. This course has been approved for open entry/open exit.

GSS 98.24 Stockmaking Special Projects
1.0-3.0 units

151 hours lab
This course is designed to provide the student with the skill development necessary to complete gun stocks to industry standard. This course has been approved for open entry/open exit.

GSS 112 - Machine Shop for Gunsmiths
2.0 units

8 hours lecture/92 hours lab (2 weeks)
An introductory course designed to help the beginner or the pro in the use of machine shop equipment as it relates to gunsmithing. This course requires an additional fee of $19 to cover the costs of course handouts, cutting oil, sandpaper, small parts (pins, roll pins, small springs, etc.), and steel.

GSS 112B - Introduction to Knifemaking
1.0 unit

4 hours lecture/46 hours lab (1 week)
A course of instruction in the design, fabrication, and finishing of common sheath knifes and accessories.

GSS 114 - Basic Rifle Barreling
1.0 unit

4 hours lecture/46 hours lab (1 week)
This course is designed to help the beginner or the pro in the use of machine shop equipment to barrel action rifle receivers. This course requires an additional fee of $19 to cover the costs of course handouts, cutting oil, sandpaper, small parts (pins, roll pins, small springs, etc.), and steel.

GSS 116 - Stockmaking - Phase I
1.0 unit

4 hours lecture/46 hours lab (1 week)
This course is designed for the beginner or the pro in inletting and fitting accessories to a semi-inlet stock blank.

GSS 117 - Gas Tungsten Arc Welding for Gunsmiths
1.0 unit

50 hours lab (1 week)
This course is designed to develop the manipulative skills, technical knowledge and applications of the gas tungsten arc welding (GTAW) process as they relate to firearm repair. Students will apply the gas tungsten arc welding process (GTAW) to selected metal types, joint designs and gun parts.

GSS 119 - Advanced Rifle Barreling
1.0 unit

4 hours lecture/46 hours lab (1 week)
Providing the student with specific techniques in the manufacture of rifle barrels, in barreling rifles for precision accuracy, and barreling of less common action types. This course requires an additional fee of $19 to cover the costs of sandpaper (course, medium, fine, very fine, grits), emery cloth (course, medium, fine and very fine grits), sanding belts, polishing wheels and polishing compound, welding rod (STAW), cutting oil, bluing salts, cleaning chemicals, degreaser.

GSS 120 - Stockmaking-Phase II
1.0 unit

4 hours lecture/46 hours lab (1 week)
An introductory course designed to help the beginner or the pro in the shaping and finishing of a semi-inlet stock blank.

GSS 120B - Stock Refinish and Repair/Recoil Pad Installation
1.0 unit

4 hours lecture/46 hours lab (1 week)
A course of instruction in restoration of gunstocks involving refinishing and repairing. Installation of rubber recoil pads will be covered as well.

GSS 123 - Basic Hard Metal Engraving
1.0 unit

8 hours lecture/92 hours lab (2 weeks)
An introductory course designed to provide the students with basic skills of firearms engraving. Instruction includes tools and equipment and their use, pattern design, design transfer, cutting, stippling and other basic engraving skills and techniques. This course requires an additional fee of $19 to cover the costs of course handouts and practice plates.

GSS 124 - Welding Fabrication for Gunsmiths
1.0 unit

50 hours lab (1 week)
Students will select and fabricate gunsmith related projects using appropriate welding processes and techniques. Students will also have an opportunity to learn or improve welding skills related to the gunsmith vocation.

GSS 127 - Advanced Engraving
2.0 units

8 hours lecture/92 hours lab (2 weeks)
An advanced course designed to cover advanced metal engraving techniques applicable to major portions of the firearm. The scope of instruction includes advanced design and layout, high relief engraving, compatible background style, straight line or border inlays, inlaid game scenes.

GSS 129A - Design, Function and Repair-Spring Piston Air Guns
1.0 unit

4 hours lecture/46 hours lab (1 week)
Present an overview of airgun power plants focusing on the spring piston air guns. Cover the initial inspection, special tools, disassembly, preparation of the compression cylinder for installation of new parts, install new parts, reassembly and subsequent testing. Limited tuning and improving the operation will be addressed. Also proper lubrication and maintenance will be covered. The special tools used for disassembly and assembly

will be introduced. This course requires an additional fee of $19 to cover the costs of course handouts, cutting oil, glue, sandpaper, small parts (pins, roll pins, small springs, etc.), steel, welding rod and gases.

GSS 129B - Design, Function and Repair-Pneumatic Air Guns
1.0 unit

4 hours lecture/46 hours lab (1 week)
Present an overview of airgun power plants focusing on the multi-pump and single stroke type sporting guns. Cover the initial inspection, special tools, disassembly, preparation of the compression cylinder and valve chamber for installation of new parts, install new parts, reassembly and subsequent testing. Limited tuning and improving the operation will be addressed. Also proper lubrication and maintenance will be covered. The special tools used for disassembly and assembly will be introduced. This course requires an additional fee of $19 to cover the costs of course handouts, cutting oil, glue, sandpaper, small parts (pins, roll pins, small springs, etc.), steel, welding rod and gases.

GSS 129C - Design, Function and Repair-CO_2 Air Guns
1.0 unit

4 hours lecture/46 hours lab (1 week)
Present an overview of airgun power plants focusing on the CO_2 air guns. Cover the initial inspection, special tools, disassembly, preparation of the air cylinder and valve chamber for installation of new parts, install new parts, reassembly and subsequent testing. Limited tuning and improving the operation will be addressed. Also proper lubrication and maintenance will be covered. The special tools used for disassembly and assembly will be introduced. This course requires an additional fee of $19 to cover the costs of course handouts, cutting oil, glue, sandpaper, small parts (pins, roll pins, small springs, etc.), steel, welding rod and gases.

GSS 130 - Professional Engraving
1.0 unit

4 hours lecture/46 hours lab (1 week)
An advanced course designed to cover the techniques of engraving as used by different masters in the art of firearms engraving.

GSS 133 – Scrimshaw
1.0 unit

4 hours lecture/46 hours lab (1 week)
An introductory course designed to provide the students with the basic skills of the art of scrimshaw. Instruction includes tools and equipment and their use, pattern design, design transfer. This course requires an additional fee of $19 to cover the costs of sandpaper (course, medium, fine, very fine, grits), emery cloth (course, medium, fine and very fine grits), sanding belts, polishing wheels and polishing compound, wood block for practice blocks, bone or facsimile bone for practice blocks, horn for practice blocks.

GSS 134 - Caustic Bluing
1.0 unit

4 hours lecture/44 hours lab (1 week)
A course designed to introduce the student to bluing, commercial black oxide finish on firearms. Preparation of surface finish, care and use of chemicals. Understanding chemical process and control, professional technique and equipment. This course requires an additional fee of $19 to cover the costs of course handouts, bluing salts, oil, and sandpaper.

GSS 135 - Parkerizing
1.0 unit

4 hours lecture/46 hours lab (1 week)
A course designed to introduce the student to parkerizing, to produce a phosphate nonrusting finish on firearms. Surface preparation, mixing of chemicals, operations, techniques and controls. This course requires an additional fee of $19 to cover the costs of sandpaper (course, medium, fine, very fine, grits), emery cloth (course, medium, fine and very fine grits), sanding belts, polishing wheels and polishing compound, chemicals for Parkerizing process, degreaser, cleaning chemicals.

GSS 136 - Cold Rust and Niter Bluing
1.0 unit

4 hours lecture/46 hours lab (1 week)
A course designed to introduce the student to rust bluing finish on firearms. Surface preparation and use of chemicals and other appropriate equipment. Understanding control of equipment, chemicals and operating procedures. This course requires an additional fee of $19 to cover the costs of sandpaper (course, medium, fine, very fine grits), emery cloth (course, medium, fine and very fine grits), sanding belts, polishing wheels and polishing compound, degreaser, cleaning chemicals, chemicals for Cold Rust process, chemicals for Niter Bluing process.

GSS 143 - Custom Gunmaking-Muzzleloader Kit Guns
1.0 unit

4 hours lecture/46 hours lab (1 week)
The student will completely assemble a muzzleloading firearm during class. Working with hand tools in a small shop will be featured.

GSS 147 - Assembly and Tuning of Gas Operated LEAS Repeating Rifles
1.0 unit

6 hours lecture/34 hours lab (1 week)
An advanced course that will cover the assembly and tuning of AR-15.

GSS 148 - Advanced Correctional Armorer School
1.0 unit

6 hours lecture/34 hours lab (1 week)
An advanced level course designed to train correctional armorers to maintain the departments' specialized firearms to factory service levels.

HEALTH

HLTH 2 - Personal Health
3.0 units
CSU/UC
General Education Area E1
CSU GE Area E

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture
A study of personal and community health today, emphasizing behavioral and sociological aspects of health, nutrition, weight control, diseases, drugs and narcotics, family life and environmental health. This course has been approved for online, hybrid and correspondence delivery.

HLTH 25 - Understanding Nutrition
3.0 units
CSU/UC
General Education Area E1
CSU GE Area E
C-ID NUTR 110

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture
Scientific concepts of nutrition related to the function of nutrients in basic life processes and current health issues with emphasis on individual needs. Analyze your diet, construct a nutritional diet, interpret eating disorders, plan adequate diets for children, infants, pregnancy, athletes, adults and the elderly. Evaluate food additives. Appraise world hunger problems. This course has been approved for online and correspondence delivery.

HEALTH OCCUPATIONS

HO 3 - Medical Terminology
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course covers basic medical terminology and the vocabulary of medical specialties. Special emphasis is on the use of prefixes and suffixes, and non-technical explanations of medical terms and descriptions of anatomy, physiology, and pathology. Students learn to utilize medical terminology as it applies to the structure of the human body, common laboratory tests, radiological and operative procedures, as well as basic pharmacology. This course has been approved for online and hybrid delivery.

HO 49 - Health Occupations Work Experience
1.0-8.0 units
CSU
General Education Area E1
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
600 hours lab (R)
This work based learning course is designed to assist students with educational or career goals in health occupations, who are working in the field of health, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

HO 70 - Medical Assisting Core
4.0 units
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
68 Hours lecture
This course is designed to provide entry level skills training required for the profession of medical assisting. The course covers core components required for advancement in both the administration and clincal medical assisting certificate progrom. This course has been approved for hybrid delivery.

HO 71 - Medical Assisting Administrative
6.0 units
Prerequisites: HO 70 Medical Assisting Core
Recommended Preparation: ENGL105 and Elementary Algebra or equivalent multiple measures placement.
68 hours lecture/102 hours lab
This course is designed to provide entry level information and skill training required for the profession of Administrative Medical Assisting. This course covers components required to become eligible for examination by the California Certifying Board of Medical Assistants for California Certified Medical Assistant Basic and Administrative Specialty. Course content will include course work in medical office reception, records, finance, insurance billing, and office management. This course has been approved for hybrid delivery.

HO 72 - Medical Assisting Clinical
6.0 units
Prerequisites: HO 70 Medical Assisting Core
Recommended Preparation: ENGL105 and Elementary Algebra or equivalent multiple measures placement.
68 hours lecture/102 hours lab
This course is designed to provide entry level information and skill training required for the profession of Clinical Medical Assisting. This course covers components required to become eligible for examination by the California Certifying Board of Medical Assistants for California Certified Medical Assistant Basic and Clinical Specialty. Course content will include course work in medical office exam room procedures, specialty procedures, pharmacology, minor office surgery, laboratory procedures, nutrition and patient education. This course has been approved for hybrid delivery.

HO 80A -Geriatric (Long-Term Care) Nurse Assistant
6.0 units
Prerequisite: After enrolling in CNA program: Verify that he or she does not have a criminal record and can work in a healthcare setting, provide documentation of recent tuberculosis testing and vaccinations or titers and medical clearance required for entry in to a clinical setting.
Recommended Preparation: ENGL105 or equivalent multiple measures placement and HO 3 Medical Terminology
72 hours lecture/122 hours lab
This course will provide specific knowledge and clinical skills training required for Nurse Assistants. Geriatric and Long-Term Care are emphasized. Areas covered will include role responsibilities, communications, infection control, safety and emergency procedures, personal care and the patient environment, nutrition and feeding, elimination needs, vital signs, charting and reporting, modified care for special needs, and restorative nursing. Completion of course with a grade of "C" (75%) or higher qualifies the student to take the "California Nurse Assistant Competency Examination." This is a web-enhanced course, access to a computer with internet access is required.

HO 88 – Phlebotomy
3.5 units
Prerequisites: HO 3 Medical Terminology
Before beginning clinical rotation the student must:
a. Show proof of vacinations: HEP B series, MMR and varicella.
b. Proof of negative tuberculosis test.
c. Drug testing. This will be scheduled for you.
d. High school diploma or GED.
e. Background check
42.5 hours lecture/51 hours lab
This course prepares students to be able to perform venipunctures, capillary punctures, and basic laboratory tests expected of entry-level phlebotomy positions in hospitals and other health care settings consistent with health care regulations in California. With successful completion of this course, including 50 successful venipunctures and 10

successful skin punctures, the student will be eligible to sit for the exam to become a Certified Phlebotomist Technician with the State of California. This course has been approved for hybrid delivery.

HO 120 - Cardiopulmonary Resuscitation (CPR)
0.5 units
8.5 hours lecture (1 Week)
This course is designed to teach Cardiopulmonary Resuscitation (CPR) methods and update those methods according to the most current standards. This course is certified by the American Red Cross. This course may be taken as needed for legal mandated training or certification.

HISTORY

HIST 14 - World History, Beginning to 1500
3.0 units
CSU/UC
General Education Area B & C
CSU GE Area C2 & D6
IGETC 3B & 4F
C-ID HIST 150
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
A study of the major civilizations of the world from the beginning of civilization to 1500. Covers the classical and medieval traditions of the West and the major non-western cultures of the world. This course meets a requirement for the California Elementary School Teaching Credential. This course has been approved for hybrid, online and correspondence delivery.

HIST 15 - World History, 1500 to Present
3.0 units
CSU/UC
General Education Area B & C
CSU GE Area C2 & D6
IGETC Area 3B & 4F
C-ID HIST 160
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
A study of the major civilizations of the world from 1500 to the present. Stresses the dynamism and expansion of the West, the cross-cultural interaction in the modern era and the resurgence of non-western independence into the 20th century. This course meets a requirement for the California Elementary School Teaching Credential. This course has been approved for hybrid, online and correspondence delivery.

HIST 16 - U.S. History
3.0 units
CSU/UC
General Education Area B
CSU GE Area C2 & D6
IGETC Area 3B & 4F
C-ID HIST 130
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
Traces the transition of the U.S. into a nation, stressing the development of political and economic institutions, social movements, the challenge of sectionalism and geography. This course has been approved for hybrid, online and correspondence delivery.

HIST 17 - Post-Civil War - U.S. History
3.0 units
CSU/UC
General Education Area B
CSU GE Area C2 & D6
IGETC Area 3B & 4F
C-ID HIST 140
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
A course tracing the development of the U.S. into a world power, stressing growth in territory, population, industry and world influence from reconstruction to the present. Also traces the continuing development of the political institution brought about by industrialization and becoming a world power. This course has been approved for hybrid, online and correspondence delivery.

HUMAN SERVICES

HUS 10 - Introduction to Social Work and Human Services
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
Survey of human services and social work, an exploration of helping skills as applied to human problems such as poverty, parenting, education, substance abuse, illness and mental health. This course has been approved for online, hybrid and correspondence delivery.

HUS 22 - Substance Abuse Treatment
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course is designed to provide students with an overview of substance abuse. This course has been approved for correspondence delivery.

HUS 24 - Group Facilitator Process/Human Services
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
A course designed to develop professional competency and training for group facilitation. The dynamics of group interaction with emphasis upon various types of groups will be covered. This course has been approved for correspondence delivery.

HUS 25 - Family Treatment Approaches
2.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
34 hours lecture
An examination of the systems approach in the dynamics of family therapy as it relates to treatment of dysfunctional, addictive families. This course has been approved for correspondence delivery.

HUS 30 - Pharmacology of Drugs of Abuse
3.0 units
CSU/UC
General Education Area E1
CSU GE Area E
Recommended Preparation: ENGL105 or equivalent multiple measures placement and HUS 32 Understanding Addiction
51 hours lecture
Focus on the neurological, physiological, and psychological effects of the psychoactive substances: ethanol, marijuana, cocaine, heroin, amphetamines, PCP, LSD, and synthetic drugs such as Ecstasy (MDMA), China White (fentanyl), and Spice (cannabinoid). In addition, other non-substance addictions will be explored, i.e. gambling, food, and sexual addictions. Drug testing

and the new National Institute of Drug Abuse guidelines will be discussed. This course has been approved for correspondence, hybrid and online delivery

.HUS 31 - Crisis Intervention Strategies
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
Introduces the basic concepts, theory and application of crisis intervention, including the application of concepts to specific crisis in the field and at the workplace, and the use of an effective referral system. This course has been approved for hybrid and correspondence delivery.

HUS 32 - Understanding Addiction
3.0 units
CSU
Recommended Preparation ENGL105 or equivalent multiple measures placement.
51 hours lecture
Focusing on the underlying developmental and psychopathology of addiction, alcoholism, and codependency, this course emphasizes the familiar nature of alcohol/drug addiction and explores the process of denial and use of defense mechanisms. This course has been approved for correspondence delivery.

HUS 35 - Ethical Issues
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course explores the legal, ethical, professional and personal issues involved in the treatment of substance use disorder and other addictions. Emphasis is placed on professional responsibility and patient rights as well as issues of the work place, professional growth, and personal boundaries. This course has been approved for online, hybrid and correspondence delivery.

HUS 37 - Case Management and Documentation
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course focuses on case management and client record documentation. Topics include screening and assessment, record documentation and treatment planning, ethics, clients' rights, professional boundaries, confidentiality, diversity, inclusiveness, and cultural awareness. This course has been approved for online, hybrid and correspondence delivery.

HUS 40 - Field Instruction Seminar I
1.0 unit
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
17 hour lecture
This course provides specialized instruction for field work practice in selected settings that will afford students the opportunity to apply their knowledge and develop their skills in Human Services. . It is strongly recommended to take this course in conjunction with HUS 49. This course has been approved for online and hybrid delivery.

HUS 41 - Field Instruction Seminar II
1.0 unit
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
17 hour lecture
This course provides specialized instruction for field work practice in selected settings that will afford students the opportunity to further refine the knowledge and skills gained in their core classes to the process of helping others. It is strongly recommended to take this course in conjunction with HUS 49. This course has been approved for online delivery.

HUS 42 - Field Experience in Human Services
3.0 unit
CSU
Prerequisite: HUS 10 Introduction to Social Work and Human Services
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
17 hour lecture/102 hours field experience
This course offers the student a supervised field experience in a community organization, agency, or institution, allowing the student to apply knowledge and learn new skills outside of the classroom environment. Between 96-108 hours of field experience are required. A weekly class meeting provides the academic element to this experiential course offering and reinforces the application of concepts gained in the prerequisite course. This course is designed to provide the student with an opportunity to develop skills that would facilitate gaining employment in the human services field.

HUS 48.05 Everyday Enlightenment: The way of the Peaceful Warrior
2.1 Units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
24 hours lecture/24 hours lab
This course will allow students to explore their deepest selves to find their highest inner potential. They will learn to integrate their mind, body and emotions with their sub-conscience self, their conscience self and their spiritual self to better improve their abilities to face their fears, insecurities and self-doubts. They will improve the quality of their lives through inner peace, wisdom and balance.

HUS 49 - Human Services Work Experience
1.0-8.0 units
CSU
General Education Area E1
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
600 hours lab (R)
This work based learning course is designed to assist students with educational or career goals in human services, who are working in the field of human services, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career

Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

HUS 61 - Principles/Practices Residential Care Paraprofessional Counselors
3.0 units
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
A study of the principles and practices of child care in a residential setting. Research theories identifying developmental planning, developmental needs, separation, cottage life, discipline group process and the job. Concepts will be identified with practical applications and implications for use in the residential care setting. This course has been approved for correspondence delivery.

HUMANITIES

HUM 1 - Western Civilization: Prehistoric to 1600
3.0 units
CSU/UC
General Education Area C
CSU GE Area C2
IGETC Area 3B
C-ID HIST 170
Recommended Preparation: English 1 or equivalent multiple measures placement
51 hours lecture
Survey of the development of western culture and civiliation to the Reformation**.** This course has been approved for, correspondence, and on-line delivery

HUM 2 - Western Civilization: 1600 to Present 3.0 units
CSU/UC
General Education Area C
CSU GE Area C2
IGETC Area 3B
C-ID HIST 180
Recommended Preparation: English 1 or equivalent multiple measures placement.
51 hours lecture
The development of Western civilization from 1600 to present, with emphasis on the inter-relations between historical occurrences and the world view revealed in philosophy, literature, music, painting, and architecture and how the respective world views evolved into our present views. This course has been approved for online and correspondence delivery.

INDUSTRIAL TECHNOLOGY

IT 22 - Operations, Maintenance and Safety
1.0 unit
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
17 hour lecture
This course integrates personnel safety, equipment protection and safety tagging procedures with operational and maintenance events expected in a power generation, process or geothermal plant. Specific topics include material and safety data sheets (MSDS), hazardous materials (HAZ/MAT), chemical alert placards and confined space procedures. This course has been approved for online delivery.

IT 72 - Facilities Maintenance – Welding 2
2.0 units
102 hours lab
This course is designed to prepare students with basic, through increasingly advanced, skills covering aspects of maintenance and repair procedures utilizing: soldering, brazing, welding, and joining of PVC. Field work will include fabrication, as well as maintenance and repair of equipment and facilities utilizing a portable shop.

INTERDICIPLINARY STUDIES

IDS 1 Introduction to Sign Language
4.0 units
CSU only
Recommended Preparation: English 105 or equivalent multiple measures placement.
An introductory course designed to teach students basic skills in American Sign Language vocabulary, finger spelling, culture, and grammatical structures. The student will gain the manual skills to engage in basic dialog, visual cues and the receptive skills to understand general ASL conversation. IDS 1 is equivalent to two years of high school ASL.

IDS 2 Intermediateto Sign Language
4.1 units
CSU only
Prerequisite: IDS 1 with a C or better or equivanant
This course is a continuation of Introduction to American Sign Language, designed for the student desiring to increase vocabulary and fluency in performing and receiving American Sign Language Information. Emphasis is on the structure to American Sign Language including lexical, morphemic and syntactical elements. The student will learn the intermediate skills to engage in descriptive, complex dialog and stories at a moderate skill level. Topics include American Sign Language contrast and comparisons to other languages, language development and acquisition and societal and legal issues.

MATHEMATICS

MATH 1A - Analytic Geometry and Calculus I
5.0 units
CSU/UC
General Education Area D2
CSU GE Area B4
IGETC Area 2A
C-ID MATH 211
Prerequisites: Completion of Pre-calculus or MATH 7 Trigonometry and MATH 8 Advanced Algebra with a grade of 'C' or better or equivalent multiple measures placement.
85 hours lecture
A first course in differential and integral calculus of a single variable: functions; limits and continuity; techniques and applications of differentiation and integration; Fundamental Theorem of Calculus. Primarily for science, technology, engineering & math majors. This course has been approved to be web-enhanced and online delivery. Access to a computer with internet access is required.

MATH 1B - Analytic Geometry and Calculus II
5.0 units
CSU/UC
General Education Area D2
CSU GE Area B4
IGETC Area 2A
C-ID MATH 221
Prerequisite: MATH 1A Analytic Geometry and Calculus I or equivalent multiple measures placement.
85 hours lecture
Continuation of Math 1A. A second course in differential and integral calculus

of a single variable: intergration, techniques of integration; infinite sequences and series, polar and parametrice equations: applications of integration. Primarily for science, technology, engineering & math majors. This course has been approved to be web-enhancedan online delivery. Access to a computer with internet access is required.

MATH 7 - Trigonometry
3.0 units
CSU
General Education Area D2
CSU GE Area B4
Prerequisite: MATH 60 Intermediate Algebra or equivalent multiple measures placement.
Co-requisite: MATH 167 Trigonometry Lab
51 hours lecture
A study of the numerical, graphical, and analytical properties of trigonometric functions, oblique triangles, inverse functions, and applications. This course has been approved for online delivery. This course uses a free Open Educational Resource textbook.

MATH 8 - Advanced Algebra
3.0 units
General Education Area D2
CSU/UC
CSU GE Area B4
IGETC Area 2A
Prerequisite: MATH 60 Intermediate Algebra or equivalent multiple measures placement.
Co-requisite: MATH 168 College Algebra Lab
51 hours lecture
This course solidifies the basic foundation needed by students planning to study the analytic geometry and calculus sequence. Topics include: general theory of equations, polynomial and rational inequalities, conic sections, exponents and logarithms; an introduction to sequences, series, matrices and their applications. This course is recommended for math, science, engineering and business students.

MATH 11A - Concepts of Elementary School Mathematics I
3.0 units
CSU/UC
General Education Area D2
CSU GE Area B4
C-ID MATH 120
Prerequisite: MATH 60 Intermediate Algebra or equivalent multiple measures placement.
51 hours lecture
A course focusing on the development of quantitative reasoning skills through in-depth, integrated exploration of topics in mathematics, including real number systems and subsystems. Emphasis is one comprehension and analysis of mathematical concepts and applications of logical reasoning. One of two courses designed especially for students preparing for credentials in elementary education. This course has been approved for online delivery. Access to a computer with internet access is required.

MATH 11B - Concepts of Elementary School Mathematics II
3.0 units
CSU/UC
General Education Area D2
CSU GE Area B4
Prerequisite: MATH 60 Intermediate Algebra or equivalent multiple measures placement.
51 hours lecture
A course covering the study of real numbers, measurement, logic and mathematical reasoning; introduction to probability and statistics and some concepts of algebra, non-metric and metric geometry. One of two courses designed especially for students preparing for credentials in elementary education. This course has been approved for online delivery access to a computer with internet access is required.

MATH 40 - Elementary Statistics
3.0 units
CSU/UC
General Education Area D2
CSU GE Area B4
IGETC Area 2A
C-ID MATH 110
Prerequisite: MATH 60 Intermediate Algebra or equivalent multiple measures placement.
Co-requisite: MATH 164 Elementery Statistics Lab
51 hours lecture
The use of probability techniques, hypothesis testing, and predictive techniques to facilitate decision-making. Topics include descriptive statistics; probability alnd sampling distributions; statistical inference; correlation and linear regression; analysis of variance; chi-square and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Applications using data from disciplines including business, social scieces, psychology, life science, health science, and education. This course has been approved for online, hybrid and correspondence delivery.

MATH 60 - Intermediate Algebra
4.0 units
General Education Area D2
51 hours lecture/51 hours lab
This course is a continuation of Beginning Algebra and is designed to develop the algebra skills necessary for college level math courses. Topics include: linear, quadratic, inverse, exponential, and logarithmic functions; real and complex solutions of quadratic equations; systems of equations and inequalities, sequences and the Binomial Theorem. This course satisfies the Mathematics competency requirement and AREA D2 (Language and Rationality) requirement for the AA/AS degree. This course has been approved for online, and correspondence delivery. This course has been approved to be web-enhanced. Access to a computer with internet access is required.

MUSIC

MUS 6 - Music History from Antiquity to 1750
3.0 units
CSU/UC
General Education Area C
CSU GE Area C1
IGETC Area 3A
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
An introductory survey course in Western music history that covers music, the beginning of opera, composers, styles, genres and periods from antiquity to the end of the Baroque era. This course has been approved for online, hybrid and correspondence delivery.

MUS 7 - Music History from 1750 to Modern Era
3.0 units
CSU/UC
General Education Area C
CSU GE Area C1
IGETC Area 3A
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
An introductory survey course in Western music history that covers music, composers, styles, genres and periods from early Rococo to the modern music era. This course has been approved for online, hybrid and correspondence delivery.

MUS 12 - Music Appreciation
3.0 units
CSU/UC
General Education Area C
CSU GE Area C1
IGETC Area 3A
C-ID MUS 100
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
A survey course that covers the elements of music (melody, harmony, rhythm and form), instruments, voices, program and dramatic music, vocal and instrumental music, sacred and secular music, folk, popular, jazz, music of other cultures and historical music from primitive times to the present. Emphasis is placed on listening to music and attending performances. This course has been approved for online, hybrid and correspondence delivery.

NURSING

Licensed Vocational Nursing

Acceptance into the Vocational Nursing Program is required before enrollment in nursing courses

VN 50 - Pharmacology
4.0 units
Corequisite: VN 51; VN 52
68 hours lecture
Introduction to the principles of pharmacology, medication administration, and computation of medication dosage. Includes the study of major drug categories. This is a web-enhanced course. Access to a computer with internet access is required.

VN 51 - Nursing Fundamentals
4.0 units
Prerequisites: BIOL 25 & 26, ENGL 1, HLTH 25, HO 3, HO 120 or AHA CPR, MATH 60, PSY 1, PSY 18.
Corequisites: VN 50; VN 52
68 hours lecture
Introduction to nursing fundamentals and the healthcare profession. Topics will include history of nursing, nursing concepts, legal and ethical issues, nursing process, basic patient needs and the nursing care required for alterations in basic needs. This is a web-enhanced course. Access to a computer with internet access is required.

VN 52 - Clinical Lab I
7.0 units
Corequisite: VN 50; VN 51
357 hours lab
Application of basic nursing skills in a laboratory setting and experience in giving supervised nursing care to selected patients in health care facilities. Total clinical hours are 357. Clinical hours may vary from week to week. This is a web-enhanced course. Access to a computer with internet access is required.

VN 53 - Adult Nursing Theory
7.0 units
Prerequisite: VN 50; VN51; VN 52
Corequisite: VN 54
119 hours lecture
Presents disease conditions in a systems based format with emphasis on pathophysiology, etiology, treatment, and nursing concerns with focus on nursing care and the nursing process. This is a web-enhanced course. Access to a computer with internet access is required.

VN 54 - Clinical Lab II
6.0 units
Prerequisite: VN 50; VN 51, VN 52
Corequisite: VN 53
306 hours lab
Application of various nursing skills in a clinical setting and experience in giving supervised nursing care, with increasing levels of independence, to selected patients in health care facilities. Total clinical hours are 306. Clinical hours may vary from week to week. This is a web-enhanced course. Access to a computer with internet access is required.

VN 55 – Nursing Leadership and Professional Development
2.0 units
Prerequisite: VN 51; VN 52; VN 53; VN 54; VN 55
Corequisite: VN 56; VN 57; VN 58; VN 60
34 hours lecture
Instruction on the transition from student to Licensed Vocational Nurse including leadership and professional development. This is a web-enhanced course. Access to a computer with internet access is required.

VN 56 - Clinical Lab III
6.0 units
Prerequisite: VN 51; VN 52; VN 53; VN 54
Corequisite: VN 55; VN 57; VN 58; VN 60
306 hours lab
Application of various nursing skills in a clinical setting and experience in giving supervised nursing care, with increasing levels of independence, to selected patients in health care facilities including maternal and pediatric nursing. Total clinical hours are 306. This is a web-enhanced course. Access to a computer with internet access is required.

VN 57 - Maternity Nursing
2.0 units
Prerequisite: VN 51; VN 52; VN 53; VN 54
Corequisite: VN 55; VN 56; VN 58; VN 60
34 hours lecture
Course includes human sexuality, conception, pregnancy, labor, delivery, postpartum and care of the newborn. This is a web-enhanced course. Access to a computer with internet access is required.

VN 58 - Pediatric Nursing
2.0 units
Prerequisite: VN 51; VN 52; VN 53; VN 54
Corequisite: VN 55; VN 56; VN 57; VN 60
36 hours lecture
Study of the normal growth and development of the infant through the adolescent as well as common diseases affecting these groups and appropriate nursing care. This is a web-enhanced course. Access to a computer with inernet access is required.

VN 59 – Intravenous Therapy and Blood Withdrawal
2.0 units
Prerequisite: Successful completion of all Vocational Nursing courses or current LVN license in the state of California
31 hours lecture/9 hours lab
Designed for the Licensed Vocational Nurse student currently enrolled in the Licensed Vocational Nursing program to prepare for IV and Blood Withdrawal Certification through the Board of Vocational Nursing and Psychiatric Technicians. Students will demonstrate competency to the satisfaction of the BVNPT that they are properly trained and prepared to withdraw blood from a patient and start and superimpose intravenous fluids. Upon successful completion the student will be prepared to withdraw blood and start and superimpose intravenous fluids in an organized healthcare system. The student must complete 30 theory hours and 9 clinical hours and perform a minimum of 3 individually supervised successful venipunctures and 3 individually supervised skin punctures by each student on live human subjects. This is a web-enhanced course. Access to a computer with internet access is required.

VN 60 –NCLEXVN Review
2.0 units
Prerequisite: VN 50; VN 51; VN 52; VN 53, VN 54
Corequisite: VN 55; VN 56, VN57, VN 58
30 hours lecture
Course designed to prepare the Licensed Vocational Nursing student for successful completion of the state board examination for licensure. This is a web-enhanced course. Access to a computer with internet access is required.

PHILOSOPHY

PHIL 1 - Introduction to Philosophy
3.0 units
CSU/UC
General Education Area C
CSU GE Area C2
IGETC Area 3B
Recommended Preparation: ENGL 1 or equivalent multiple measures placement
51 hours lecture
An introduction to the writings of the most noted philosophers of the Western world along with an examination of some of the main problems in philosophy, such as the nature of knowledge, ethics, philosophy of science, free will vs. determinism and the mind-body problem. This course has been approved for online delivery.

PHIL 10 - Comparative World Religions
3.0 units
CSU/UC
General Education Area C
CSU GE Area C2
IGETC Area 3B
Recommended Preparation: ENGL 1 or equivalent multiple measures placement
51 hours lecture
This course introduces the learner to the profound ideas and practices of religions around the world - America, Africa, India, China and Japan. The history and 'world view' of each religion is examined, with readings from various religious texts. This course has been approved for online and correspondence delivery.

PHYSICAL EDUCATION

PE 15 - Introduction to Kinesiology
3.0 units
CSU/UC
CSU Area E2
General Education Area E2
C-ID KIN 100
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course will introduce students to the interdisciplinary approach to the study of human movement. Topics include employment fields, leadership, theory, history, and principles of sport, physical education and sub-disciplines in kinesiology. This course has been approved for online and hybrid delivery.

PHYSICAL EDUCATION ACTIVITIES COURSES

PEAC 2A - Men's Varsity Soccer
3.0 units
CSU/UC (Unit limitation)
General Education Area E2
170 hours lab (R)
Intercollegiate varsity soccer competition. Since skills/proficiencies are enhanced by supervised repetition and practice, This course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 2B – Pre-Season Skills and Conditioning for Soccer
0.5 units
CSU/UC (Unit limitation)
General Education Area E2
25.5 hours lab
Pre-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity soccer competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 2C - Women's Varsity Soccer
3.0 units
CSU/UC (Unit limitation)
General Education Area E2
170 hours lab (R)
Intercollegiate varsity soccer competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 2D – Off-Season Skills and Conditioning for Soccer
1.5 units
CSU/UC (Unit limitation)
General Education Area E2
76 hours lab
Off-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity soccer competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 5A - Men's Varsity Basketball-Fall
2.0 units
CSU/UC (Unit limitation)
General Education Area E2
110 hours lab (R)
Fall semester intercollegiate mens varsity basketball competition (1st half of season). Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 5A.02 - Men's Varsity Basketball-Spring
1.0 units
CSU/UC (Unit limitation)
General Education Area E2
60 hours lab (R)
Spring semester intercollegiate mens varsity basketball competition (second half of season). Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 5B – Pre-Season Skills and Conditioning for Basketball
1.5 units
CSU/UC (Unit limitation)
General Education Area E2
76 hours lab
Pre-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity basketball competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 5C - Women's Varsity Basketball-Fall
2.0 units
CSU/UC (Unit limitation)
General Education Area E2
110 hours lab (R)
Fall semester intercollegiate Women's Varsity Basketball competition (first half of season). Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 5C.02 - Women's Varsity Basketball-Spring
1.0 units
CSU/UC (Unit limitation)
General Education Area E2
60 hours lab (R)

Spring semester intercollegiate womens varsity basketball competition (second half of season). Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 5D – Off-Season Skills and Conditioning for Basketball
1.0 units
CSU/UC (Unit limitation)
General Education Area E2
51 hours lab
Off-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity basketball competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year

PEAC 6 - Varsity Wrestling
3.0 units
CSU/UC (Unit limitation)
General Education Area E2
170 hours lab (R)
Intercollegiate Varsity Wrestling Competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 6B – Pre-Season Skills and Conditioning for Wrestling
0.5 units
CSU/UC (Unit limitation)
General Education Area E2
25.5 hours lab
Pre-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity wrestling competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 6D – Off-Season Skills and Conditioning for Wrestling
1.5 units
CSU/UC (Unit limitation)
General Education Area E2
76 hours lab
Off-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity wrestling competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year

PEAC 7 - Varsity Baseball
3.0 units
CSU/UC (Unit limitation)
General Education Area E2
170 hours lab (R)
Intercollegiate Varsity Baseball Team Competition. This course may be taken for a total of two enrollments. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 7D – Off-Season Skills and Conditioning for Baseball
3.0 units
CSU/UC (Unit limitation)
General Education Area E2
175 hours lab
Off-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity baseball competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 9 - Women's Varsity Volleyball
3.0 units
CSU/UC (Unit limitation)
General Education Area E2
170 hours lab (R)
Intercollegiate Women's Varsity Volleyball Competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 9B – Pre-Season Skills and Conditioning for Volleyball
0.5 units
CSU/UC (Unit limitation)
General Education Area E2
25.5 hours lab
Pre-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity volleyball competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 9D – Off-Season Skills and Conditioning for Volleyball
1.5 units
CSU/UC (Unit limitation)
General Education Area E2
76 hours lab
Off-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate women's varsity volleyball competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 10 - Women's Varsity Softball
3.0 units
CSU/UC (Unit limitation)
General Education Area E2
170 hours lab (R)
Intercollegiate Women's Varsity Softball Competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 10D – Off-Season Skills and Conditioning for Softball
3.0 units
CSU/UC (Unit limitation)
General Education Area E2
175 hours lab
Off-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate women's varsity softball competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 16 – Walking For Fitness
1.0 unit
CSU/UC (Unit limitation)
General Education Area E2
51 hours lab
Students will participate in brisk walking program that will enhance their cardiovascular conditioning and endurance. This course has been approved for online and hybrid delivery.

PEAC 32D - Fitness Center
1.0 unit
CSU/UC (Unit limitation)
General Education Area E2
51 hours lab
Instruction in and application of physical fitness principles. Students will engage in a physical conditioning program with an emphasis in body toning, flexibility, weight control, cardiovascular development and muscular strength and endurance using equipment in the fitness center. This course has been approved for online and hybrid delivery.

PEAC 34 - Golf Skills
1.0 unit
CSU/UC (Unit limitation)
General Education Area E2
51 hours lab
Development of sufficient proficiency in golf to recognize and enjoy the game as a lifetime activity; includes U.S.G.A. rules and etiquette and the fundamental mechanics involved in the use of irons and woods. Each student must purchase a 5-play card (45 total holes of golf) from Diamond Mountain Golf Club at the prevailing rate. The registration fee includes an unlimited number of range balls during the scheduled class times.

PEAC 44 – Yoga
1.0 unit
CSU/UC (Unit limitation)
General Education Area E2
51 hours lab
Introduction to basic yoga postures. Study and practice of exercises for self-awareness, breathing, relaxation, visualization and meditation. This course has been approved for online and hybrid delivery.

PHYSICAL SCIENCE

PHSC 1 - General Physical Science
3.0 units
CSU/UC (unit limitation)
General Education Area A
CSU GE Area B1
IGETC Area 5A
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
A brief introduction to physics, chemistry, geology, and astronomy. Not intended for science majors. This course has been approved for online delivery.

PHYSICS

PHYS 2A – General College Physics I
4.0 units
CSU/UC
General Education Area: A
CSU GE Areas B1 & B3
IGETC Area 5A & 5C
C-ID PHYS 105
Prerequisite: Math 7 OR MATH 60 Intermediate Algebra or equivalent multiple measures placement and concurrent enrollment in Math 7 Trigonometry
Recommended Preparation: ENG 105 or equivalent multiple measures placement
51 hours lecture/51 hours lab
This course provides an introduction to the principles and applications of mechanics, using the mathematical tools of algebra and right triangle trigonometry. Topics include vectors, kinematics, Newton's laws, gravity, energy and momentum, mechanics of rigid bodies, heat, fluids and simple harmonic motion. This course has been approved for web-enhancedand online delivery. Access to a computer with internet access is required.

PHYS 2B - General College Physics II
4.0 units
CSU/UC
General Education Area A
CSU GE Areas B1, B3
IGETC Area 5A, 5C
C-ID PHYS 110
Prerequisite: PHYS 2A General Physics I
51 hours lecture/51 hours lab
This course is a continuation of PHYS 2A, covering mechanical waves (including sound), electricity, magnetism, geometric optics, interference and diffraction and elementary modern physics. This course has been approved for web-enhanced and online delivery. Access to a computer with internet access is required.

POLITICAL SCIENCE

PLSC 1 - American Institutions
3.0 units
CSU/UC
General Education Area B
CSU GE Areas D8
IGETC Area 4H
C-ID POLS 110
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
Designed to acquaint the individual with the basic principles of American national, state and local governments. Content will include the U.S. Constitution (origin and development), general functions and relationships of the three levels of government, political parties and electoral processes. This course may be used for partial fulfillment of the U.S. History and American Institutions requirement for graduation from four-year colleges. This course has been approved for hybrid, online, hybrid and correspondence delivery.

PLSC 11 - Student Leadership
1.0 unit
CSU
51 hours lab
Practical experience in group leadership situations involving parliamentary procedure, organization, goal setting, budgeting, and agenda setting. This course has been approved for hybrid delivery.

PSYCHOLOGY

PSY 1 - Introduction to Psychology
3.0 units
CSU/UC
General Education Areas B & E1
CSU GE Areas D9 & E
IGETC Area 4I
C-ID PSY 110
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
Psychology is the scientific study of behavior and mental processes. The content foucuses on the exploration of major psychological theories and concepts, methods, and research findings in psychology. Topics include the biological bases of behavior, perception, cognition and consciousness, learning, memory, emotion, motivation, development, personality, social psychology, psychological disorders and therapeutic approaches, and applied psychology. This course has been approved for online, correspondence, and hybrid delivery.

PSY 5 – Intro to Research Methods
3.0 units
CSU/UC
General Education Area B
CSU GE Area D9
IGETC Area 4I
C-ID PSY 200
Prerequisite: PSY 1 Introduction to Psychology and MATH 40 Statistics.
51 hours lecture
This course surveys various psychological research methods with an emphasis on research design, experimental procedures, descriptive methods, instrumentation, and the collection, analysis, interpretation, and reporting of research data. Research design and methodology will be examined through a review of research in a variety of the sub disciplines of psychology. This course has been approved for hybrid and online delivery.

PSY 6 – Abnormal Psychology
3.0 units
CSU/ UC
General Education Area B
CSU GE Area D9
IGETC Area 4I
C-ID PSY 120
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course introduces the scientific study of psychopathology and atypical

behaviors, broadly defined. Students investigate abnormal behavior from a variety of perspectives including biological, psychological, and sociocultural approaches. An integrative survey of theory and research in abnormal behavior, and intervention and prevention strategies for psychological disorders are also introduced. This course has been approved for correspondence, online and hybrid delivery.

PSY 18 - Life Span Development
3.0 units CSU/UC
General Education Area E1
CSU GE Area D7 & E
IGETC Area 4 G & 4I
C-ID PSY 180
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course is designed to provide an overview of the physical, cognitive, social and emotional development from conception through the life-span. The emphasis will be on the practical application of developmental principles. This course has been approved for online and hybrid delivery.

PSY 31 - Child Development: Conception through Adolescence
3.0 units
CSU/UC
Associate Degree Area E1
CSU GE Area D7 & E
IGETC Area 4G & 4I
C-ID CDEV 100
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course examines the major physical, psychological, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. Emphasis will be on interactions between the maturational process and environmental factors. Students will be expected to observe children, analyze characteristic of children at different developmental stages and investigate research methodologies. This course has been approved for on-line and correspondence delivery.

PSY 33 - Psychology of Personal and Social Adjustment
3.0 units
CSU
General Education Area E1
CSU GE Area E
C-ID PSY 115
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course provides an introduction to theory, research, and practical application relevant to personal fulfillment, human relationships, and social functioning. Topics explored in this course include personality development, interpersonal relationships including intimate relationships, stress and stress management, traditional and changing gender roles, and adjusting to our ever changing modern society. This course has been approved for online, hybird and correspondence delivery.

SOCIOLOGY

SOC 1 - Introduction to Sociology
3.0 units
CSU/UC
General Education Area B
CSU GE Area D
IGETC Area 4J
C-ID SOCI 110
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
Basic concepts of sociology are covered with an emphasis on culture, socialization, social norms, roles, groups, community and ecology, social institutions, social classes, social changes and social policy. This course has been approved for online, hybrid (on-line/traditional), and correspondence delivery. This course uses a free Open Educational Resource textbook

SOC 2 - Social Problems
3.0 units
CSU/UC
General Education Area B
CSU GE Area D
IGETC Area 4J
C-ID SOCI 115
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
Investigation and analysis of major social problems in the United States at the present time. This course has been approved for online, correspondence and hybrid delivery.

SOC 3 - Family Relations
3.0 units
CSU/UC
General Education Areas B & E1
CSU GE Area D & E
C-ID SOCI 130
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
Sociological analysis of the family, including historical and recent changes, present nature and the socio-cultural and economic forces shaping these changes. This course has been approved for hybrid, online and correspondence delivery.

SOC 4 - Introduction to Gender
3.0 units
CSU/UC
General Education Area B
CSU GE Area D4
IGETC Area 4D
C-ID SOCI 140
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
Sociological analysis of the social construction of masculinity and femininity historically and cross-culturally. It examines the debates on sex and gender. It analyzes the impact of economic and political change on gender expectations and practices. This course has been approved for hybrid, online and correspondence delivery.

SPANISH

SPAN 1 - First Course in Spanish
4.0 units
CSU/UC
General Education Area C
CSU GE Area C2
IGETC Area 6A
C-ID SPAN 100
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
58 hours lecture/34 hours lab
This introductory course teaches beginning language acquisition in a cultural context through listening, speaking, reading and writing. The students will interact with authentic language in cultural context.

SPAN 2 - Second Course in Spanish
4.0 units
CSU/UC
General Education Area C
CSU GE Area C2
IGETC Area 3B & 6A
Prerequisite: SPAN 1 First Course in Spanish
58 hours lecture/34 hours lab
A continuation of beginning Spanish in the study of the fundamentals of Spanish grammar with practice in pronunciation, understanding, speaking, reading, and writing. A more in depth presentation of Hispanic culture, geography, and history is included.

SPEECH

SPCH 1 – Public Speaking
3.0 units
CSU/UC
General Education Area D2
CSU GE Area A1
IGETC Area 1C
C-ID COMM 110
Prerequisite: ENGL 1 College Composition
51 hours lecture
Theory and techniques of public speaking in democratic society. Discovery, development, and criticism of ideas in public discourse through research, reasoning, organization, composition, presentation, and evaluation of various types of speeches including informative and persuasive speeches. This course has been approved for online and hybrid delivery. Students must be have regular access to a computer with Internet and be able to navigate an online learning system. This course uses a free Open Educational Resource textbook.

TUTORING

TUTR 50 - Fundamentals of Peer Tutoring
0.5 unit
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
8 hour lecture
This course is designed for peer tutors working in the college tutorial center. This course will focus on the practical skills necessary to function effectively as a peer tutor in the student's chosen areas of study. Students will participate in supervised tutoring in the College's Learning Center.

VOCATIONAL NURSING

See Nursing

WELDING TECHNOLOGY

WT 20 - Power Plant and Field Pipe Welding I
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
17 hour lecture/102 hours lab (R)
This is the first of a four course sequence to prepare students in power plant and field welding. This course deals with shop safety, oxyacetylene cutting (OAC), air carbon arc cutting (CAC-A), shielded metal arc welding (SMAW) and pipe welding. Pipe coupons will be prepared and welded in the horizontal rolled (1G) position. American Welding Society (AWS) welding qualifications on plate and pipe will be prepared and completed. Repeatable as required for qualification by the American Welding Society (AWS) D1.1 Section 4. Period of Effectiveness. (Instructor Authorization Required for Course Repetition.) This course has been approved for hybrid delivery.

WT 21 - Power Plant and Field Pipe Welding II
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
17 hour lecture/102 hours lab (R)
This is the second course of a four course sequence dealing with pipe welding, in the 2G and 5G positions, using the shielded metal arc welding (SMAW) process. Gas tungsten arc welding (GTAW) will be introduced to prepare the student for welding on pipe using the GTAW process. American Welding Society (AWS) welding-qualification will be prepared and completed on one inch plate in the 3G and 4G positions. Repeatable as required for qualification by the AWS D1.1 Section 4 Period of Effectiveness. (Instructor Authorization Required for Course Repetition.) This course has been approved for hybrid delivery.

WT 22 - Power Plant and Field Pipe Welding III
3.0 units
CSU
Recommended Preparation ENGL105 or equivalent multiple measures placement.
17 hour lecture/102 hours lab (R)
This is a fundamental class dealing with pipe welding in the 6G position using the shielded metal arc welding (SMAW) process. Joint designs will be performed using the gas metal arc welding (GMAW), and the gas tungsten arc welding (GTAW) process in preparation for welding root passes on pipe. Welding symbols are presented and reviewed in order to enable students to interpret welding blueprints. This is the third of a four course sequence to prepare students for power plant and field pipe welding. American Welding Society (AWS) qualifications in GTAW, GMAW, and flux core arc welding (FCAW) will be prepared and completed. Repeatable as required for qualification by the AWS D1.1 Section 4 Period of Effectiveness. (Instructor Authorization Required for Course Repetition.) This course has been approved for hybrid delivery.

WT 23 - Power Plant and Field Pipe Welding IV
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
17 hour lecture/102 hours lab (R)
This class deals with pipe welding in the 2G (vertical fixed), 5G (horizontal fixed), and 6G (45° fixed) positions using gas tungsten arc welding (GTAW) for the root pass and shielded metal arc welding (SMAW) for the fill and cover passes. American Welding Society (AWS) pipe qualifications will be prepared and completed in the 2G, 5G and 6G positions. Repeatable as required for qualifications by the American Welding Society D1.1 Section 4 Period of Effectiveness. (Instructor Authorization Required for Course Repetition.) This course has been approved for hybrid delivery.

WT 25 – SolidWorks Fundamentals
3.0 units
CSU
34 hour lecture/151 hours lab
This course is the first in a two part series using computer-aided-design (CAD) software. Part of our advanced manufacturing program, this course teaches students how to use SolidWorks and mechanical design automation software to build parametric models of parts and assemblies, and how to make drawings of those parts and assemblies.

WT 31 – GTAW for Gunsmiths
3.0 units
CSU
17 hour lecture/102 hours lab
This course is designed to develop the manipulative skills, technical knowledge and application of the tungsten arc welding (GTAW) process as they relate to

firearm repair. The student will be required to provide their own tungsten welding electrodes for this course at a cost of approximately $30.00. Must be accepted into the gunsmithing program prior to enrollment. This course has been approved fory hybrid delivery.

WT 32 – Advanced GTAW for Gunsmiths
3.0 units
CSU

Recommended Preparation: Concurrent enrollment or credit for WT 31 or instructor approved work experience classes.

17 hour lecture/102 hours lab
This course is designed to provide an opportunity for the student to further their understanding in applying the specialized gas tungsten arc welding (GTAW) process to aluminum and stainless steel as it relates to firearm repair. Students will work on the design, function and repair of gunparts and related equipment using the GTAW process. The student will be required to provide their own tungsten welding electrodes for this course at a cost of approximately $30.00. Must be accepted into the gunsmithing program prior to enrollment. This course has been approved for hybrid delivery.

WT 36 - Welding Theory and Practice – Oxyacetylene
1.0-3.0 units
CSU

153 hours lab (R)
This is an elective welding course where students will apply the oxyacetylene welding (OAW) and oxyacetylene cutting (OAC) processes to selected projects. This course may be taken for a total of three enrollments, not to exceed three units. This course has been approved for open entry/open exit.

WT 37 - Welding Theory and Practice-Shielded Metal Arc Welding
1.0-3.0 units
CSU

153 hours lab (R)
This is an elective welding course where the student will apply the shielded metal arc welding (SMAW) process to selected projects. This course has been approved for open entry/open exit. This course may be taken for three enrollments not to exceed three units, or as required to maintain welding qualifications per American Welding Society (AWS) D1.1 Section 4 Period of Effectiveness. (Instructor Authorization Required for Course Repetition.)

WT 38 - Welding Theory and Practice - Gas Metal Arc Welding
1.0-3.0 units
CSU

153 hours lab (R)
This is an elective welding course where students will apply the gas metal arc welding (GMAW) process to selected projects. This course has been approved for open entry/open exit. This course may be taken as required for qualification by the American Welding Society D1.1, Section 4.1.3. (Instructor Authorization Required for Course Repetition.)

WT 39 - Welding Theory and Practice - Gas Tungsten Arc Welding
1.0-3.0 units
CSU

153 hours lab (R)
This is an elective welding course where students will apply the gas tungsten arc welding (GTAW) process to selected projects. This course has been approved for open entry/open exit. This course may be taken as required for qualification by the American Welding Society D1.1, Section 4.1.3. (Instructor Authorization Required for Course Repetition.)

WT 42 - Intermediate Shielded Metal Arc Welding
3.0 units
CSU

153 hours lab (R)
This is the second in a three course series of fundamental elective classes dealing with the shielded metal arc welding process (SMAW). Filler rods will be selected and applied to joint designs which meet industrial specifications. Repeatable as required for qualification by the American Welding Society D1.1, Section 4 Period of Effectiveness (Instructor Authorization Required for Course Repetition.)

WT 43 - Advanced Shielded Metal Arc Welding
3.0 units
CSU

153 hours lab (R)
This is the last in a three-course sequence of fundamental elective classes dealing with the shielded metal arc welding (SMAW) process. Specialized filler rods will be selected and applied to joint designs which meet industry standards. Repeatable as required for qualification by the American Welding Society (AWS) D1.1, Section 4 Period of Effective. (Instructor Authorization Required for Course Repetition.)

WT 44 - Gas Metal Arc Welding
3.0 units
CSU

153 hours lab (R)
This course is designed as an elective class to develop the manipulative skills, technical knowledge and application of the gas metal arc welding (GMAW) spray transfer process and flux core arc welding with gas (FCAW-G). The processes will be applied to recognized joint designs on ferrous materials. GMAW will also be explored in welding nonferrous materials (aluminum). Repeatable as required for qualification by the American Welding Society (AWS) D1.1, Section 4.1.3. (Instructor Authorization Required for Course Repetition.)

WT 45 - Gas Tungsten Arc Welding
3.0 units
CSU

153 hours lab (R)
This is an elective course designed to develop the manipulative skill, technical knowledge and application of the gas tungsten arc welding (GTAW) process. The process will be applied to selected joint designs on ferrous and nonferrous materials. Repeatable as required for qualification by the American Welding Society D1.1, Section 4.1.3. (Instructor Authorization Required for Course Repetition.)

WT 49 - Welding Technology Work Experience
1.0-8.0 units
CSU
General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

75-600 hours lab (R)
This work based learning course is designed to assist students with educational or career goals in welding technology, who are working in the field of welding technology, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and

completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

WT 50 – Welding for Artists (Design and Fabrication)
2.0 unit
Co-requisite: ART-50 Welding for Artists (History of Welded Sculpture)
102 hours lab (R)
Students will become proficient in the use of oxy-acetylene, arc/stick, TIG, and MIG welding techniques in addition to metal cutting tools found in a welding studio. Students will also become knowledgeable with stationary tools common to a welding shop such as: breaks, shears, bench grinders, hand grinders and drills. This class will focus on welding and metal fabrication as a fine art medium.

WT 51- Blueprint and Symbol Reading for Welders
2.0 units
34 hours lecture
This course is an introduction to blueprint and symbol interpretation practices commonly used in the welding and metal fabrication industries. This course will cover drawing types, symbols, views, dimensions and tolerances. This course will further develop the student's range of thinking required to assemble simple components and complex assemblies from welding prints. This course has been approved for online delivery.

WT 52 – Robotic Operations and Programming
3.0 units
17 hours lecture
102 hours lab
This course is the first in a two part series in robotics. The course will provide a student with the skills to safely setup, program, and operate a robot using basic software functions. This course has been approved for hybrid delivery.

WT 53 – Robotic Welding Operations and Programming (Advanced)
3.0 units
Prerequisite: WT 52 and WT 38 or concurrent enrollment in WT 38
17 hours lecture
102 hours lab
This course is the second in a two part series that expands on robotic programming. Emphasis will be on robotic welding and Arc Tool operations and programming. The course will also demonstrate the proper use of fixturing to secure weldments.

WORK EXPERIENCE

WE 1 - General Work Experience
1.0-8.0 units/ CSU
General Education Area E1
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
75-600 hours lab (R)
This work based learning course is designed to assist students in developing job specific skills, enhancing soft skills in the workplace, exploring careers, and developing an understanding of how one's current job fits into the context of career development. All Work Experience enrollments require attendance of a face-to-face orientation Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in this course shall not exceed 6 units per term. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Vocational, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid Delivery.

WE 2 - Occupational Work Experience
1.0-8.0 units
CSU
General Education Area E1
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
75-600 hours lab (R)
This work based learning course is designed to assist students with educational or career goals related to a transfer major at another institution, who are working in a related position, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in this course shall not exceed six units. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Vocational, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid Delivery.

NON-CREDIT COURSES

AUTOMOTIVE

AT 150 Automotive Maintenance
0.0 units
17 hours lecture 34 hours lab
This course was designed to introduce shop procedure and safety to the student. The students will also acquire skills necessary to perform vehicle maintenance procedures such as change engine oil, transmission fluid, engine coolant and other fluids. Visual inspection of other automotive systems will also be

covered. This course is design to provide entry level skills for employment. The course has been approved for Hybrid delivery.

AT 151 Automotive Chassis System
0.0 units

17 hours lecture 34 hours lab
This course was designed to introduce shop procedure and safety to the student. Students will acquire the skills necessary to perform vehicle brake overhaul procedures and suspension alignment. Visual inspection procedures for brake, steering, and suspension systems will also be covered. This course is design to provide entry level skills for employment. The course has been approved for Hybrid delivery.

BASIC SKILLS

BS 156 - Practical Writing
0.0 unit

36-50 hours
This course uses practical applications of writing to enable students to develop and improve their basic reading and writing skills in everyday situations and the workplace. Emphasis is placed on effective use of grammar that is clear and relevant in both academic and vocational tasks. While in the classroom they will learn, through lecture and writing exercises, the importance of workplace communication in written and electronic form. They will also be instructed in basic skills writing mechanics and critical thinking skills that will help them become more successful in college, career, and everyday life.

BS 170 Basic Skills: Pre High School Equivalency Preparation I
0.0 units

68 hours lecture/68 hours lab
This course is designed for students who complete the basic skills pre-test at a 6th-9th grade level in reading and math. This course provides basic skills review and practice in the five core curricular areas of language arts reading, language arts writing, science, social studies, and math. Emphasis is placed on these particular areas to provide the necessary basic skills foundation required in preparing for the high school equivalency test. Instruction is provided at designated reading and math levels to maximize student learning and to acquire the higher level thinking skills necessary to prepare for the high school equivalency test. This course may be repeated until student is assessed at the 10th grade level. This course has been approved for open entry/open exit.

BS 171 Basic Skills: Pre High School Equivalency Preparation II
0.0 units

40 hours lab
This course is designed for students who complete the basic skills pre-test at the 10th grade level or higher in reading and math and who need additional review and practice before taking the test. The course provides short term, in depth instruction focused on content areas of the high school equivalency test, higher level thinking skills, test taking practice, and testing strategies needed to successfully pass the test. This course may be repeated until the High School Equivalency test is passed. This course has been approved for open entry/open exit.

CAREERS

CARS 151 - Career Life Skills
0.0 unit

34 hours lecture (R)
This course is designed to aid the student to assess and develop the personal and workplace skills and behaviors needed to be an effective employee. Skills include positive self-esteem, decision-making, goal-setting, and stress management, among others. This course may be taken for a total of four enrollments.

CARS 153 - Career/Employment Strategies
0.0 unit

34 hours lecture (R)
This course is designed to help the student develop the skills to locate the best employment opportunities, to write winning resumes and to successfully interview. The course also looks at students making realistic self-appraisal of values, interests and capacities and applying these toward the selection of a future career. This course may be taken for a total of four enrollments.

COMPUTER APPLICATIONS

CA 150 - Computer Skills for Senior Adults
0.0 unit

8 hours lecture/24 hours lab (R)
This course is designed to provide the senior adults with an opportunity to familiarize themselves with various computer technologies. Subjects will include, but not be limited to, the Windows operating system, Windows applications (e.g. NotePad, Calculator, Paint, and WordPad), spreadsheets, the Internet, and E-mail. While the course is open to all ages and levels of expertise, it is geared toward the older adult who has little to no previous experience with the computer. This course may be taken for a total of four enrollments.

COUNSELING & GUIDANCE

CG 150 - College Success Skills Workshop Series
0.0 unit

48 hours lecture (R)
By attending success skills workshops, students will develop strategies to improve college success.

CG 155 - Study Strategies Lab
0.0 unit

90 hours lab (R)
This lab course is designed to provide students with study skills as well as course specific help in classes in which the student is experiencing difficulty. Student to student tutorial assistance, study strategies and instructor intervention will provide the student with the academic support to be successful in the classroom. The second year students will be expected to expand on the skills learned in first year and implement opportunities to support first year students. This course may be taken for a total of four enrollments.

CG 158 - New Student Orientation
0.0 unit

15 hours lecture
A workshop designed to assist new students in their transition to Lassen Community College. During orientation, new students are provided with opportunities to meet other students, faculty staff, participate in course placement testing, a campus tour, information about college programs and services, financial assistance, multiple measures , counseling and registration.

DEVELOPMENTAL STUDIES

DS 153 - Developmental Studies-Community Awareness I
0.0 unit

68 hours lecture (R)
For the non-reading, non-writing, and/or non-verbal student who wishes to explore their community and their place within it. This course may be taken as needed. This course has been approved for online and hybrid delivery.

DS 155 – Adaptive Aquatics for the Physically Limited
0.0 unit

24 hours lab (8 weeks) (R)
This course is designed to give adapted physical education students, including students with a need for rehabilitation and students with chronic medical diagnoses or permanent disabilities, an opportunity to improve strength, cardiovascular endurance, flexibility, balance, and/or gait through aquatic skills and movement. A $40 fee will be charged at registration to cover the cost of aquatic facility usage.

DS 158 - Developmental Studies – Adaptive Arts & Crafts
0.0 unit

68 hours lab (R)
This course is designed for students with developmental disabilities or senior citizens with disabilities to increase skill development in a broad range of arts and crafts techniques. The focus will be on completion of arts and crafts projects using a variety of methods and materials based on individual needs, skills, and abilities. This course may be taken as needed. The students will construct a take home craft project at $1.50 per project per week plus additional consumable materials for each project (glue, glue sticks, paints, gems, etc.) at a value of $4.50 per student for the 17 week semester. An additional fee of $30.00 will be charged at time of registration to cover the cost of materials. This course has been approved for online and hybrid delivery.

ENGLISH

ENGL 150 - ESL Basic Skills
0.0 unit

34 hours lecture/51 hours lab (R)
This skills development course is for the ESL/foreign student will provide, through a combination of lecture and lab, individualized instruction in the acquisition of basic language skills, including reading comprehension, vocabulary development, oral and written expression, and critical thinking. This course may be taken for a total of four enrollments.

ENGL 151 - ESL Intermediate Skills
0.0 unit

Prerequisite: ENGL 150 ESL Basic Skills.
34 hours lecture/51 hours lab
This noncredit course reinforces and expands non-native English speakers' literacy and speaking skills from basic level to an intermediate level. Students will engage in collaborative activities that integrate reading, writing, speaking, and listening. New vocabulary will be stressed and basic grammar introduced in context. All instruction is conducted in English and emphasis is on developing language which will enable students to become successful workers in the U.S. job market. This course may be taken for a total of four enrollments.

ENGL 155 - English Writing Lab – Basic Skills
0.0 unit

68 hours lab (R)

This lab course is designed to provide students with general study skills as well as course specific help in the Basic English and Writing courses (ENGL 103 and ENGL 102). Student to student tutorial assistance, study strategies and instructor intervention will provide the student with the academic support to be successful in the classroom. This course may be taken for a total of four enrollments.

ENGLISH AS A SECOND LANGUAGE

ESL 155 - Citizenship Test Preparation
0.0 unit

18 hours lecture/36 hours lab (9 weeks) (R)
This course is a developmental course for ESL/foreign students, which may be repeated as often as needed until naturalization is attained. A combination of lecture, lab, class discussion, workbook assignments, computer programs, videos and individualized instruction will present concepts related to US history and civic responsibilities. The student will practice language skills essential to obtaining and completing the INS application and practice the written and oral naturalization test. This course may be taken for a total of three enrollments.

FIRE TECHNOLOGY

FS 156 - Pump Operations
0.0 unit

16 hours lab (1 week) (R)
This course provides the student with the information, theory, methods, and techniques for operating fire service pumps. (Course Certified by the California State Fire Marshal.) This course may be taken for a total of four enrollments.

MATHEMATICS

MATH 156 - Math Lab – Precollegiate Algebra
0.0 unit

68 hours lab (R)
This lab course is designed to provide students with general study skills as well as course specific help in any of the following courses: Technical Math, and Intermediate Algebra (Math 60). Student to student tutorial assistance, study strategies and instructor intervention will provide the student with the academic support to be successful in the classroom. This course may be taken for a total of three enrollments.

MATH 164 – Elementary Statistics Lab
0.0 units

Co-requisite: MATH 40 Elementary Statistics.
51 hours Lab
The purpose of this course is to help Math 40 students with math deficiencies which impede their successes in the course. Students will learn how to use technologies to solve problems related to course work, develop skills to solve word problems, strengthen their weaknesses related to topics in algebra and learn good study habits. This course has been approved for online, hybrid and correspondence delivery.

MATH 167 – Trigonometry Lab
0.0 units

Co-requisite: MATH 7 Trigonometry.
51 hours Lab
This course is to assist students in their successful completion of college level Trigonometry. Students will study numerical, graphical, and analytical properties of trigonometric functions, oblique triangles, inverse functions, and applications as well as the algebraic properties required for these topics. This course uses the text required in MATH 7 and additional materials supplied by the instructor.

MATH 168 – College Algebra Lab
0.0 units

Co-requisite: MATH 8 Advanced Algebra.
51 hours Lab
This course is to assist students in their successful completion of College Algebra. Students will study the general theory of equations, polynomial and rational inequalities, conic sections, exponents and logarithms; sequences, series, matrices and their applications. This course uses the text required in MATH 8 and additional materials supplied by the instructor.

Administration

Dr. Trevor Albertson
Interim Superintendent/President
Ph.D. World Cultures & History, University of California, Merced
M.A. International Affairs, Catholic University of America

Carie Camacho
Interim Dean of Instructional Services
M.S., School Counseling, University of Laverne
B.A., Sociology, California State University, Chico

Roxanna Haynes
Interim Dean of Instructional Services
M.A., Organizational Management, University of Phoenix
B.A., Law and Society, University of California, Santa Barbara

Dr. Randall Joslin
Interim VP Administrative Services
DPA Public Administration, University of La Verne
MPA Public Administration, University of La Verne
B.S. Industrial Technology, Southern Illinois University
Associate of Applied Science Criminal Justice, Personnel Administration and Avionic Systems Technology, Community College of the Air Force.

Garrett Taylor
Interim Associate VP of Fiscal
M.B.A., Capella University
B.S., Accounting, University Nevada, Reno

Brady Reed
Interim VP of Student Services
M.A. Education, Humboldt State University
B.A. Physical Education and Spanish, Humboldt State University

Davis Murphy
Interim Associate Dean of Student Services
B.S., Business, St. Gregory's University

Glen Yonan
Director of Athletic Operations
M.S., Sports Management, United States Sports Academy
B.A., Sociology, California State University, Chico

Board of Trustees

Sophia Wages - President
Louis Hamilton - Vice President
Kim Dieter
Shaun Giese
Buck Perks
Tim Purdy
Alan Siemer
Christian Richer - Student Trustee

Faculty

Michael Anderson
Instructional Designer
M.S. Instructional Science & Technology, California State University Monterey Bay

Cheryl L. Aschenbach,
English, Physical Education
M.A., English, National University
M.A., Physical Education, California State University, Chico
B.A., Physical Education, California Lutheran University

Hasib Azhand
Business Instructor
B.S., Business Administration, University of Redlands
B.A., Political Science Minor in Prelaw, California State University, San Bernardino

Colleen Baker
History
M.A., Education, (Educational Counseling) California State University, San Bernardino
M.A., Education, (Vocational Counseling) California State University, San Bernardino
B.A., Social Sciences, California State University, San Bernardino

Buck Bauer
Director of NRA and Gunsmithing/Instructor
A.S., Gunsmithing, Lassen Community College
A.S., Firearms Repair, Lassen Community College

Barbara Baston
Counselor
M.A., Rehabilitation Counseling, San Diego State University
B.A., Liberal Studies, Chico State University

Sandra Beckwith
Psychology
M.S., Human Development, University of Texas at Dallas
B.S., Psychology, Colorado State University

Thomas Downing
Director of POST and Administration of Justice/ Instuctor
B.A. Criminal Justice Management, Union Institute & University Cincinnati, OH
A.A. Administrative Justice, Lassen Community College

Noelle Eckley
Mathematics
M.A., Mathematics, California State University, San Francisco
B.A., Mathematics, California State University, San Francisco

Lisa Gardiner
Work Experience Coordinator
M.A., Social Work, Health and Human Services, California State University, Long Beach
B.A., Liberal Studies, California State University, Chico

Heidi Gray
Nursing
Bachelor of Science: Nursing, Nevada State College

Laura Greer
Child Development
M.A., Leadership in Early Childhood Education, Brandman University
B.A., Child Development, California State University, Chico
A.A., University Studies, Lassen Community College

Cynthia Howe
Learning Disabilities
M.Ed., Counseling, University of San Diego, San Diego
B.S., Business Management and Marketing, Franklin University, Columbus, OH

James Kleckner
Art
M.A., Fine Arts, University of Iowa
B.A., Fine Arts, Sonoma State University

Kory Konkol
Welding Technology
A.S., Power Generation Technology, Lassen Community College

Chad Lewis
Automotive Technology
ASE Master Auto Technician
ASE Master Medium/Heavy Truck Technician
ASE L1 Advanced Engine Performance
ASE Service Consultant
ASE Master Engine Machinist
SCBAR Smog Check Inspector
SCBAR Smog Check Repair

Yuting Lin
Chemistry
M.S. Chemistry, University of North Carolina
B.S. Chemistry, University of Washington

Janet Marinoni
AEBG Counselor
M.A. Counseling Psychology, Humboldt State University, Arcata CA

John Martin
Gunsmithing
Professional Gunsmith Certificate
Gunsmith Welding Certificate
NRA Basic Armor Certificate
NRA Basic Fiberglass Stock Certificate

Cory McClellan
English
MFA, English: Creative Writing, University of Massachusetts, Amherst
B.A., English: Creative Writing, University of Arizona

Natalia McClellan
Mathematics
M.S., Mathematics, Oregon State University
B.A., Mathematics, University of Cumberland

Shar Murphy
Director of Academic Resource Center
Master of Library Science, University of Arizona
B.S., Social Science/Physical Science, Montana State University

Christi Myers
Director of Nursing and CNA/Instructor
A.S., Nursing, West Coast University

Jackson Ng
Computer Science
M.S., Computer Science, California State University, Chico
B.S., Business, University of California, Berkeley

Carrie Nyman
Adaptive Physical Education
B.S., Education, Auburn University

Jeffrey Owens
English
M.A., English, University of Nevada, Reno

Toni Poulsen
History and Health
M.A., Social Science, California State University, Chico
M.A., Physical Education, California State University, Chico
B.A., Social Science, California State University, Chico

Elroy Rodriquez
Mathematics
M.S. Statistics, University of California San Diego
B.A. Mathematics, Metropolitan State College of Denver

Thomas Rogers
EOP&S Counselor/Wreseling Coach
M.E., Counseling and Development, Montana State University
B.A., General Arts, Social Sciences, Minor Sociology and Psychology, Villanova University

Adam Runyan
Counselor
M.A., Counseling and Human Services, University of Colorado
B.A. Sociology/English, Adams State University

Andy Rupley
Business
M.S., Business Administration, Morrison University
B.S., Marketing, University of Nevada, Reno
A.A., Business, Feather River College

Mark Sabo
Human Services
M.A. Counseling, Simson University
M.A. Psychology, Simson University
B.A. Psychology, Simson University

Robert Schofield
Mathematics
B.S., Mathematics, California State University, Chico
B.S., Computer Science, California State University, Chico

Orlando Shannon
Academic Counselor
M.A., Professional Counseling Liberty University
B.A., Sociology, CSU Chico
A.A., Liberal Studies, Lassen Community College

Alison Somerville
Academic Counselor
M.S., Counselor Education, California State University, Sacramento
B.A., Liberal Studies, California State University, Sonoma

Richard Swanson
Journalism, English
M.A., Critical Study in Teaching English, Michigan State University
M.A., Journalism, Michigan State University
B.A., English, Indiana University

Crystal Tobola
Biology
M.S., Biology, University of Nebraska at Kearney
B.S., Biology, California State University, Fresno

Celeste Wiser
Nursing
M.A., Nursing Education, Grand Canyon University
B.S., Nursing, Linfield College

Dan Weaver
Director of Fire Science/Instructor

Brian Wolf
Agriculture
B.A., Agriculture, California State University, Chico

Confidential and Supervisory Personnel

Dana Armeson
Correspondence Technician
A.A., Liberal Arts, Lassen Community College

Terry Bartley
Director of Fiscal Services
A.A., General Education, Yuba Community College

Francis "Beau" Beaujon
Residential & Campus Activities Manager
B.A., Physical Education, West Virginia University

Gregory Collins
Director of Facilities and Operations
B.A., Environmental Design University of California, Davis

David Corley
Director of Technology and Effectiveness
M.A., Science, National University
B.A., Arts, Simpson University

Bridget Gowin
Outreach Coordinator
B.S., Animal Science, California State University, Chico

Carol Growdon
Coordinator of Special Grants
A.A, Liberal Arts, Mendocino College

Melissa Hill
Human Resource Technician
B.S., Finance and Accounting MGMT, Business and Social Science, Northeastern University

Eric Imrie
Athletic Trainer
B.S. Kinesiology emphasis in athletic Training, Humboldt State

Julie Johnston
Executive Assistant II
Office of the President
Public Information Officer/Marketing Director
A.A., Business Administration, University of Phoenix

Fran Oberg
Executive Assistant I Academic Services
A.A., Ornamental Horticulture, Utah State University
A.S., Accounting, Lassen Community College
A.S., Mathematics, Lassen Community College

Chrisdee Pelfrey
Manager-Custodial and Security Services

Victoria Ramsey
Director of Human Resources

Michelle Williams
Grant Operations Manager
B.S. Agriculture and Education, CSU Chico
A.A. General Education, Lassen Community College

Classified Personnel

Grace Appel
Bookstore Assistant
B.A. History, University of California, Riverside

Monteil Ackley
Administrative Assistant II-CalWORKs
A.S. Business Administration, Lassen Community College
A.A. GS: Social Science, Lassen Community College
A.A. US: Social Science, Lassen Community College
CA CSU GE, Lassen Community College

Angela Barrier
Financial Aid Technician III
A.A., Liberal Arts, Lassen Community College

Tara Bias
Administrative Assistant III
Student Equity and Success
A.A-T, Psychology, Lassen Community College
AA-T, Sociology, Lassen Community College
AA. GS, Social Science, Lassen Community College
A.A. US: Social Science, Lassen Community College
CA, CSU GE, Lassen Community College

Michael Blaschak
Instructional Support Specialist II-Math Science
B.S. Physics, California State Polytechnic University

Janet Butcher
Child Development Associate Teacher

Nick Cardona
Maintenance Specialist IV-Multi-Trade

Karen Clancy
Admissions and Records Technician
B.A, Liberal Studies, California State University, Chico
A.A., Liberal Arts, Lassen Community College

Marie Clark
Bookstore Assistant

Patrick Clancy
Maintenance Specialist IV - Multi-Trade

Heather DelCarlo
Program Assistant-CalWORKs
A.A., University Studies, Lassen Community College
A.A., Early Childhood Education, Lassen Community College

Pionette Eldebechel
Administrative Assistant II-EOP&S
A.A. Administration of Justice, Lassen Community College

Jacob Freitas
Information Technology Specialist II
A.A., Computer Networking & Information Technology, High Tech Institute

William Freedman
Administrative Assistant II/Dorms
M.S. Coaching and Athletic Administration, Concordia University
B.S. Finance/Economics CSU-Hayward

Ember Greenman
Financial Aid Technician II

Tara Harkema
Financial Aid Technician II

Sara Goings
Administrative Assistant II-Child Care
B.S., Health Science Education, California State University
A.A., Child Development, Butte Community College

Cathy Harrison
Administrative Assistant III-Counseling
A.A., Art, Fullerton College

Jonathan Herring
Instructional Support Specialist II-Gunsmithing
A .S. General Gunsmithing, Lassen Community College
A. S. Firearms Repair, Lassen Community College

Brenda Hoffman
Administrative Assistant III - Athletics
A.A., Marketing, South Central Career College
A.A., Administration of Justice, Lassen Community College
A.A., Correctional Science, Lassen Community College

Zachary Hoffman
Maintenace Specialist II

Brennan Holquin
Maintenance Specialist II

Sandra Jonas
Student Success Coordinator
B.A., Social Science, California State University, Chico
A.A., Liberal Arts, Lassen Community College
A.A., University Studies, Lassen Community College

Susan Kelley
Instructional Support Technician

Rockefeller Kotaro
Instructional Support Specialist I-Automotive
A.A., Criminal Justice, Lassen Community College

Jeffrey Lang
Maintenance Specialist III – Plumber

Meggin Lewman
Instuctional Support Specialist III
B.A. Economics second major Management, Sonoma State University

Christina Madrid
Child Development Teacher
B.A., Child Development, Ashford University
A.A., Child Development, Porterville College

Josetta Mata
Bookstore Operations Technician

Logan Merchant
Information Technology Specialist II

Joseph Morgan
Maintenance Specialist IV/Multi-Trade

K.C. Mesloh
Transfer Center Assistant
M.A. Psychology, American Public University
B.A. Psychology, Bellevue University
A.A., General Business, Lassen Community College

Carol Montgomery
Program Assistant- EOP&S
A.S., Business Administration, Lassen Community College
A.S., Accounting, Lassen Community College

Tiffany Montgomery
Instructional Support Specialist I-DSPS
A.A. Liberal Arts, Truckee Meadows Community College

Codi Mortell
Administrative Assistant III-Academic Services
B.A., Liberal Studies/History, Bellevue University
A.A., University Studies, Lassen Community College

Lisa Nakken
Child Development Meal Coordinator

Devin Nelson
Maintenance Custodian

Motare Ngiratmab
Academic Advisor/Special Programs
A.A., Automotive Technology, Lassen Community College

Jessie Null
Admissions & Records II
B.S. Business/Integrated Supply Chain & Operations Management, University of Phoenix

Carl Oberriter
Instructional Support Specialist III, Business

Anna Pasqua
Instructional Site Administration Coordinator
B.A. Sociology, California State University, Sacramento

Jennifer Pusatero
Child Development Associate Teacher
A.S. Early Childhood Education, Lassen Community College

Clinton Ramsey
Purchasing Technician

Susan Rentfrow
Accounting Technician I
A.S., Accounting, Lassen Community College
A.S., Office Administrative Assistant, Lassen Community College

Cathy Ritola
Food Service Coordinator

Dale Roberts
Maintenance Custodian

Bruce "Eddie" Sager
Maintenance Custodian

Patricia Shannon
Account Technician II/Payroll
B.S., Business, University of Phoenix
A.A., Business, Lassen Community College

Tiffany Stone
Administrative Assistant III, Kinship/ILP

Chelsy Strawn
Child Development Associate Teacher
A.A. Child Development, Lassen Community College

Lou Tangelbad
Maintenance Custodian
A.S., Accounting, Lassen Community College
A.S., Business Administration, Lassen Community College
A.A., Liberal Arts, Lassen Community College

Brennan Temol
Food Services Worker

Aaron Vial
Financial Aid Technician II
B.A. Business Administration, California State University, Chico

Jennifer Tupper
Instructional Support Specialist III-Student Success
B.A., Management/Marketing, Sonoma State University
A.A., Mathematics/Science, Lassen Community College

Angela Waelti
Admissions & Records Assistant II
A.A. Photography, Madison Area Technical College

Julie Williams
Correspondence Technician
B.A., Liberal Studies, Oregon State University

Suzanne Williams
Instructional Support Specialist II, Agriculture

Austin Whitestone
Instructional Support Specialist I-Welding
A.A. Welding Technology, Lassen Community College

Adjunct Faculty

Lynda Alberico
lalberico@lassencollege.edu

Dennis Allison
dallison@lassencollege.edu

Deborah Anderson
deanderson@lassencollege.edu

Frank Avilla
favilla@lassencollege.edu

Zeane Barber
zbarber@lassencollege.edu

Joanna Beckman
jbeckman@lassencollege.edu

Michael Beck
mbeck@lassencollege.edu

Lisa Beckman
lbeckman@lassencollege.edu

Allison Beckwith
abeckwith@lassencollege.edu

Michelle Beckwith
mbeckwith@lassencollege.edu

Jennifer Bell
jbell@lassencollege.edu

Monica Benes
mbenes@lassencollege.edu

Angela Blank
ablank@lassencollege.edu

Kathleen Bollinger
kbollinger@lassencollege.edu

Elizabeth Braccialini
ebraccialini@lassencollege.edu

Lisa Bright
lbright@lassencollege.edu

Julie Brown
jbrown@lassencollege.edu

Robert Brown
rbrown@lassencollege.edu

Adam Butler
abutler@lassencollege.edu

Kysandra Callison
kcallison@lassencollege.edu

Marilyn Chapman
mchapman@lassencollege.edu

Robert Chavez
rchavez@lassencollege.edu

Kimberly Clain
kclian@lassencollege.edu

Sarah Cottrell
scottrell@lassencollege.edu

Hillary Colby
hcolby@lassencollege.edu

Steve Datema
sdatema@lassencollege.edu

Julie Deal
jdeal@lassencollege.edu

Matthew Falkowski
mfalkowski@lassencollege.edu

Amy Fiddament
afiddament@lassencollege.edu

Will Freedman
wfreedman@lassencollege.edu

Micah Freeman
mfreeman@lassencollege.edu

Kim Fritts
kfritts@lassencollege.edu

Lynn Fuller
lfuller@lassencollege.edu

Jessica Gillespie
hgillespie@lassencollege.edu

James Graham
jgraham@lassencollege.edu

Robert Hamilton
rhamilton@lassencollege.edu

Stephen Hawks
shawks@lassencollege.edu

Craig Hemphill
chemphill@lassencollege.edu

Dana Higgins
dhiggins@lassencollege.edu

Coby Hoffman
choffman@lassencollege.edu

Derrick Jackson
djackson2@lassencollege.edu

Ellen Jones
ejones@lassencollege.edu

Imaan Kerchgani
ikerchgani@lassencollege.edu

Andrew Kerby
kandrew@lassencollege.edu

Matthew Lucas
mlucas@lassencollege.edu

Raymond Mandel
rmandel@lassencollege.edu

Laura Manson
lmanson@lassencollege.edu

Noah Markel
nmarkel@lassencollege.edu

Debra Marsino
dmarsino@lassencollege.edu

Whitney Mauck
wmauck@lassencollege.edu

John Mcgarva
jmcgarva@lassencollege.edu

John Mineau
jmineau@lassencollege.edu

Beverly Mendoza
bmendoza@lassencollege.edu

Heidi Morgan
hmorgan@lassencollege.edu

Liudmila Mullin
lmullin@lassencollege.edu

Brent Mumma
bmumma@lassencollege.edu

Janiska Nordstrom
jnordstrom@lassencollege.edu

Nyls Nyman
nnyman@lassencollege.edu

Natalie Nyman
ncnyman@lassencollege.edu

Christopher O'Brien
cobrien@lassencollege.edu

Randle Panfilio
rpanfilio@lassencollege.edu

Leslie Perdue
lperdue@lassencollege.edu

Kristin Pfanku
kpfanku@lassencollege.edu

Joelle Porter
jporter@lassencollege.edu

Dean Ramser
dramser@lassencollege.edu

Thomas Romero
tromero@lassencollege.edu

Laura Rotlisberger
lrotlisberger@lassencollege.edu

Robert Schmidt
rschmidt@lassencollege.edu

Denise Stevenson
dstevenson@lassencollege.edu

Toni Surian
tsurian@lassencollege.edu

Dylan Sutton
dsutton@lassencollege.edu

Sharon Taschenberg
staschenberg@lassencollege.edu

James Tucker
jtucker@lassencollege.edu

Robert Wilkerson
rwilkerson@lassencollege.edu

Daniel Williams
dwilliams@lassencollege.edu

Suzanne Williams
swilliams@lassencollege.edu

Emeritus Faculty

Lynda Alberico
Counseling
Dan Anderson
Chemistry
Liona Baker
Vocational Nursing
Benjamin H. Barker
Art
Nancy Bengoa-Betterbide
Administration of Justice
Robert Bengard
Power Generation Technology
Tina Bishop
Counseling
I.D. "Doc' Blevins
Automotive Technology
Ross Brosiud
Physical Education.Health
Robert Brower
History, Humanities
Dwight Brown
Computer Science
Rosanna Brown
Librarian
Warren E. Chapman
Art, Photography
Bernadette Chavez
Psychology
Ellen B. Collins
Business, Psychology
Robert H. Dunlap
Gunsmithing
Elaine Edwards
Work Experience
Elizabeth Elam
Child Development
Joe R. Fitschen
English, Philosophy
David Foster
Mathematics
Deanna Foster
English
Robert C. Genasci
Physical Education, Athletics
Micheal Giampaoli
Art
Kenneth B. Goodman
Business
Janet Goodrich
Psychology, Counseling
James Goubert
Counseling/Work Experience
John W. Hamilton
Forestry
Robert Hershberger
Agriculture
Robert L. Irvin
Counseling, History
Robert Jones
Biology, Physical Education
Bob J. Kellenbeck
Mathematics
Linda Kennedy
Business, English, Administration of Justice
James B. Lytjen
Physical Education
Track/Cross Country Coach
William Mark
Ethnic Studies, Political Science
James H. McMillin
Biology, Natural Science
Robert Middleton
Humanities, History
Ed Mincher
Science
Van Mitchell
Chemistry
Gary Motta
Physical Science, Mathematics
Sue Mouck
Biology
John Mulcahy
Welding
Donna Pritchard
Physical Education
Harold L. Powell
History
Kathy Rhymes
English
Robert Shepherd
Speech
Robert Splettstoesser
Engineering
Richard Springer
Counseling, DSP&S
Ross Stevenson
Mathematics
James W. Sweet
Construction Trades
Stephen Taylor
Gunsmithing
Brian Tobin
History, English
Lylse Trabert
English, Philosophy
John W. Vest
Gunsmithing
Thomas T. Weeks
Automotive Technology
Ann Wingate
Counseling
John F. Wise
Gunsmithing

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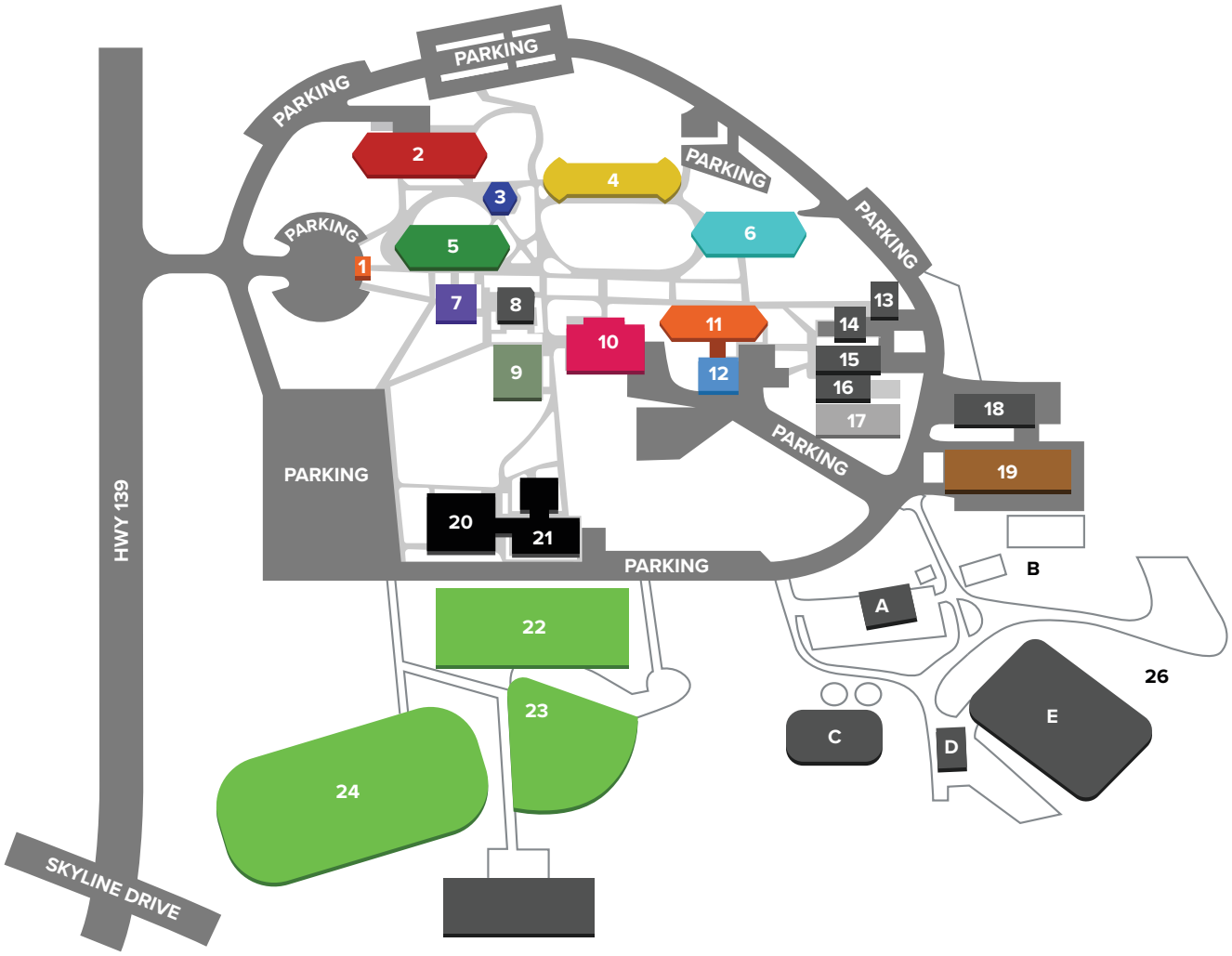
Boardroom

Lassen Community College | Main Campus



1. Bus Stop
2. Creative Arts (CA)
3. Boardroom
4. Residence Hall
5. Humanities (HU)
6. Math/Science (MS)
7. Academic Services/ Administration
8. Student Quad
9. Business Office
10. Cougar Café
11. Admissions/ Student Services/ Voc Tech (VT)
12. Gunsmithing
13. Correspondence Office
14. Storage
15. "M" Building
16. Storage
17. Child Development Center (CDC)
18. Shipping & Receiving/ Maintenance
19. Trades (TR)
20. Sports Complex
21. Athletic Offices
22. Practice Soccer Field
23. Softball Field
24. Soccer Field/ Track
25. Storage/ Co Gen
26. Agriculture / Equine Complex

An Accredited Institution (ACCJC)

www.lassencollege.edu ❖ www.facebook/LassenCommunity College

530.257.6181 ❖ PO Box 3000 ❖ 478-200 Hwy 139 ❖ Susanville, CA 96130

AGRICULTURAL STUDIES

ARTS AND HUMANITIES

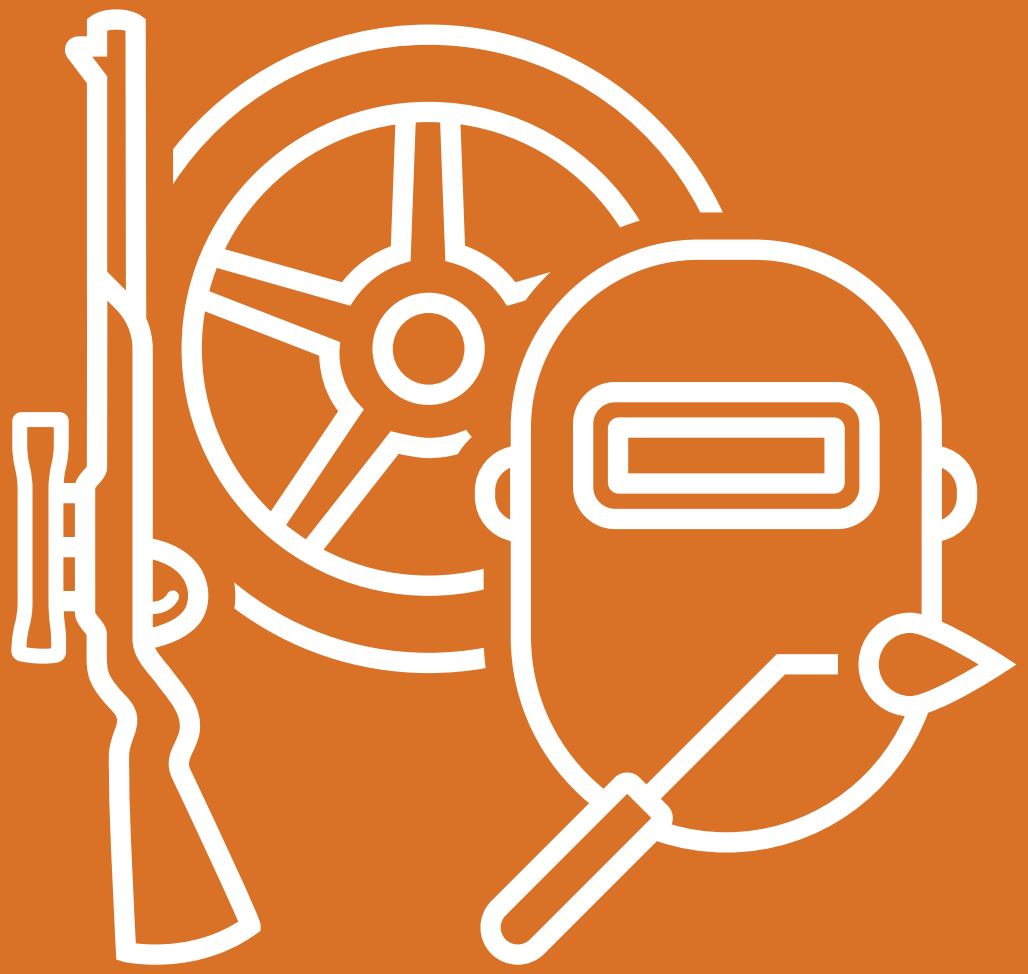
BUSINESS

HEALTH AND PUBLIC SERVICES

NATURAL SCIENCES

SOCIAL SCIENCE AND EDUCATION

TECHNICAL STUDIES



Join Cody the Cougar and see what Lassen Community College can do for YOU!!!

LCC...Start here, succeed anywhere.

Like us @ LassenCollege
Follow us @ lassencollege
Tweet us @ Lassen_College

#LCCsuccess

#StartHereSucceedAnywhere

Programs Degrees Certificates

Administration of Justice
A.S. Degree in Administration of Justice for Transfer
A.A. Degree Administration of Justice
C.A Administration of Justice
C. Acc. Administration of Justice

Agriculture
A.S. Degree Agriculture Animal Science for Transfer
A.S. Degree Agriculture Business for Transfer
A.A. Degree University Studies: Emphasis in Agriculture Sciences
A.S. Degree Agriculture Science and Technology
C.A. Agriculture Science and Technology
C. Acc. Animal Science
C. Acc. in Horsemanship
C. Acc. in Agriculture Business

Allied Health
A.A. Degree University Studies: Emphasis in Allied Health

Art
A.A. Degree in Studio Art for Transfer

Automotive Technology
A.S. Degree in Automotive Technology
C.A. in Advanced Mechanics
C.A. in Engine Repair
C. Acc. Basic Mechanics
C. Acc. in Electrical
C.C. in Automotive Chassis and Maintenance

Biological Science
A.S. Degree in Biology for Transfer

Business
A.S. Degree in Business Administration for Transfer
A.A. Degree in Economics for Transfer
C.A. Small Business Management

Child Development
A.S. Degree in Early Childhood Education for Transfer
A.A. Degree in Child Development
C.A. in Child Development

English
A.A. Degree in English for Transfer

Fire Technology
A.S. Degree in Fire Technology
C.A in Fire Technology
C.A. in Basic Wildland Firefighter
C. Acc. in CAL FIRE Basic Academy

General Education Transfer Certificates
C.A. California State University General Education
C.A. Intersegmental General Education Transfer Curriculum

Geographic Information System
C.A. in Geographic Information Systems

Gunsmithing
A.S. Degree in Firearms Repair
A.S. Degree in General Gunsmithing
C.A. in Firearms Repair
C.A. in General Gunsmithing
C. Acc in Gunsmith Machinist and Metal Finishing
C. Acc. in Long Guns
C. Acc. in Pistolsmith
C. Acc. in Riflesmith

Health Occupations/Medical Assisting
C.A. in Medical Assisting
C. Acc. in Administrative Medical Assisting
C. Acc. in Clinical Medical Assisting

History
A.A. Degree in History for Transfer

Humanities
A.A Degree University Studies: Emphasis in Humanities

Natural Science
A.A. Degree University Studies: Emphasis in Natural Sciences
A.A. Degree General Studies: Emphasis in Natural Sciences

Nursing
A.A. Degree University Studies: Emphasis in Allied Health
A.S. Degree in Vocational Nursing
C.A. in Vocational Nursing

Nutrition and Dietetics
A.S. Degree in Nutrition and Dietetics for Transfer

Physical Education
A.A. Degree in Kinesiology for Transfer
A.A. Degree University Studies: Emphasis in Physical Education

Psychology
A.A. Degree in Psychology for Transfer

Social Science
A.A. Degree University Studies: Emphasis in Social Sciences
A.A. Degree General Studies: Emphasis in Social Sciences

Sociology
A.A. Degree in Sociology for Transfer

Welding Technology
A.S. Degree in Welding Technology
C.A. in Welding Technology, Two-Year
C.A. in Welding Technology, One-Year
C. Acc. in Welding Technology

A.S.– Associate in Science
A.A.– Associate in Arts
C.A.– Certificate of Achievement
C. Acc.– Certificate of Accomplishment
C.C.– Certificate of Completion

Explore our career pathways today:

LCC

LASSEN COMMUNITY COLLEGE

2021-2022 CATALOG

LASSEN COLLEGE ACADEMIC CALENDAR

2021-2022

June 2021

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July 2021

				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Aug. 2021

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Oct. 2021

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31						

Nov. 2021

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28	29	30				

Dec. 2021

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26	27	28	29	30	31	

SUMMER SESSION (2021)
First 4 Weeks (6/7 - 7/2)
Second 4 Weeks (7/6 - 7/30)
8 Week (6/7 - 7/30)

FALL SEMESTER BEGINS 8/11
★**CLASSES START** 8/16
SPRING SEMESTER BEGINS 1/13
★ **CLASSES START** 1/18

NO CLASSES- CAMPUS OPEN
8/2-8/10, 12/17-12/23
1/4-1/12, 5/31-6/3

PROFESSIONAL DEVELOPMENT
"FLEX" - NO CLASSES
8/11, 8/12, 8/13
1/13, 1/14, 2/17, 3/16

CONVOCATION - NO CLASSES
9/1, 2/1

CAMPUS CLOSED (CSEA "Holidays")
11/26, 12/27-12/30, 4/15

SPRING BREAK
4-11-4/14

HOLIDAYS
7/5, 9/6, 11/11, 11/25, 12/24, 12/31
1/3, 1/17, 2/18, 2/21, 5/30

FINALS WEEK
COMMENCEMENT (5/27)

SUMMER SESSION (2022)
First 4 Weeks (6/6-7/1)
Second 4 Weeks (7/5-7/29)
8 Week (6/6-7/29)

TEACHING DAYS
FALL (84 days)
SPRING (84 days)
CONVOCATION (2 days)
FLEX DAYS (7 days)
TOTAL 177

Jan. 2022

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	★18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Feb. 2022

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20	21	22	23	24	25	26
27	28					

March 2022

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20	21	22	23	24	25	26
27	28	29	30	31		

April 2022

					1	2
3	4	5	6	7	8	9
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17	18	19	20	21	22	23
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May 2022

1	2	3	4	5	6	7
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22	23	24	25	26	27	28
29	30	31				

June 2022

			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July 2022

					1	2
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

LCC
LASSEN COMMUNITY COLLEGE

Board Approved: 11/12/2019

Message from the Superintendent/President

Welcome to Lassen Community College!

We are glad you are here and can assure you that you will never regret the decision to pursue an educational goal. As your partner on this journey ahead, we want to ensure that you have the tools and support you need to make this trip a successful one. What is contained in this catalog forms your map and guide along the way. For any questions you have, the answer is likely found herein—but, the faculty and staff are always willing to assist in helping you find and stay on your pathway to success.

In the end, however, we believe that the most important key to completing your educational goal is your own commitment and hard work. You certainly have it in you to reach your dreams! We believe in you and your goals, and that you will succeed. Between our faculty, staff, and administrative teams you will find a wealth of support. Do not fail to ask for help. If you reach out, someone will assist you. It is an aspect of what we do that we take great pride in as an institution.

Most importantly, enjoy the ride. College—whatever path you are taking—is a transformative experience. Take an opportunity to appreciate all the prospects this journey will afford you. From academics to athletics to student life and friendships, this is the time to grow. Enjoy the experience—it will be one of the most important of your life.

Once a Cougar—always a Cougar!

Trevor Albertson, PhD, President (Interim)

Message from the Associated Student Body

Welcome to Lassen Community College!

You will find that the Associated Student Body (ASB) is a vital organization made up entirely of students like you. We have a vision of a diverse, sustainable campus with a thriving culture, where students can find all the resources they need to succeed. In pursuit of that vision we sit on all campus committees, organize and sponsor events, oversee clubs, attend state-wide events, work to improve student success, and much, much more! Do you want to see what clubs are available to join? Do you want to learn about, or participate in shared governance? Do you want to start a club of your own? It's easy, and we will show you how. Contact us at asb@lassencolle.edu

The ASB is students helping students, so if you would be interested in joining our team to work on any of the many different projects we have going, start your own, or just give your input, you would be more than welcome.

Have a great year.

Lassen Community College District Strategic Plan

Recommendation for revisions by Consultation Council – October 12, 2020
Approved by Board of Trustees – December 15, 2020

Vision

- Lassen College wil be a highly efficient self-sustainin rural community college, a Catalyst for the region's image, economy, and human capital, and an example of a "we can" culture of collective impact by being:
  - The academic leader by ensuring quality instruction and encouraging student success
  - The educational leader by expanding outreach and student access with an equity mindset
  - A trusted steward by providing capable leadership and accountability
  - The economic and workforce development leader for the community
  - The cultural leader in the community
  - The Civic and Social Leader in the community

Mission

Lassen Community College provides educational 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.

Strategic Goals

1. **Institutional Effectiveness**: Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support the learning environment, while ensuring responsible stewardship of public trust and resources.
2. **Learning Opportunities:** Provide an array of rigorous academic programs delivered via a variety of modalities that promote student learning and meet the needs of the local and global community.
3. **Resource Management:** Manage human, physical, technological and financial resources to sustain fiscal stability and to effectively support the learning environment.
4. **Student Success:** Provide a college environment that reaches-out-to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student 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 Values:

Student Success:

- Students reaching their goals
- Students being prepared for transfer to four-year institutions
- Students being prepared for employment
- Doing what is best for students
- Learning as a priotity over teaching
- Students needs; they are paramount in the learning process
- Recongnizing and minimizing barriers to student success

Educational Excellence:

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

Honesty/ Integrity:

- Trust in relationships
- Dependability
- Transparency
- Collaboration
- Sustainability
- Accountability

Dignity/Respect:

- Open forum for exchange of ideas
- Civility
- Collegiality
- Diversity
- Active listening and communication

Institutional Student Learning Outcomes

1. **Communication** - Ability to listen and read with comprehension and the ability to write and speak effectively
2. **Critical Thinking** - Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
3. **Life Long Learning** - Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems
4. **Personal/Interpersonal Responsibility** - Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures

LCC
LASSEN COMMUNITY COLLEGE

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NON-DISCRIMINATION POLICY

Lassen Community College is committed to equal opportunity in education and employment, regardless of sex, race, color, religion or national origin. This includes admissions to the college, enrollment in courses, student services, activities, financial aid and employment in accordance with provisions of Title VI of the 1964 Civil Rights Act, Title IX of the Educational Amendment of 1972 (45CRF 86); Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Student, staff and all others associated with the college should understand the importance of reporting concerns about possible violations of the policy. Lassen's commitment to equal opportunity demands full investigation of possible violations and an opportunity for a full and impartial hearing on any matter relating to these laws and policies. Further related inquiries should be directed to the Equal Employment Opportunity Officer at (530) 251.8811.

DISCLAIMER

The college reserves the right to amend, modify or otherwise revise any provision in this catalog for reasons including but not limited to: changes in State Law, Education Code, Title 5 or other governing regulations pursuant to the operation of the college; changes in Board of Trustee Policies or Administrative Regulations or changes relating to funding, fees, instruction, support services or staffing of the college or any program or course thereof. These changes may be made without prior notice and may supersede this publication or portion thereof.

CONSUMER INFORMATION

In full accord with Section 504 of the Rehabilitation Act of 1973 which prohibits discrimination on the basis of disability and federal and state legislation to prohibit discrimination, Lassen Community College pledges that its policies and practices aim at providing all persons equal opportunity for education, school or interschool activity and employment regardless of age, race, religion, color, sex, marital status, national origin or disability. Further related inquiries should be directed to Equal Employment Opportunity Officer, Lassen Community College, PO Box 3000, Susanville, CA 96130.

Board Policies and Administrative Procedures are available to the public and may be viewed from our website or by following this link: **http://www.boarddocs.com/ca/lccca/board.nsf/public.**

For consumer information, contact Lassen Community College at 530.257.6181 or visit our website at: **www.lassencollege.edu.**

College Guiding Principles

Vision

Be a catalyst influencing the region's positive image, economy and human capital by fostering a "we can" culture of collective impact by being:

- The academic leader by ensuring quality instruction and encouraging student success
- The educational leader by expanding outreach and student access
- A trusted steward by providing capable leadership and accountability
- The economic and workforce development leader for the community
- The cultural leader in the community
- The civic and social keader in the community

Mission Statement

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

Institutional Student Learning Outcomes

Upon the completion of any course, educational activity, or program, the student will demonstrate improvement in one or more of these areas:

- **Communication**
  Ability to listen and read with comprehension and the ability to write and speak effectively
- **Critical Thinking**
  Ability to analyze a situation, identify and research a problem, propose a solution or desired outcome, implement a plan to address the problem, evaluate progress and adjust the plan as appropriate to arrive at the solution or desired outcome
- **Life Long Learning**
  Ability to engage in independent acquisition of knowledge; ability to access information including use of current technology; ability to use the internet and/or library to access and analyze information for relevance and accuracy; ability to navigate systems
- **Personal/Interpersonal Responsibility**
  Ability to develop and apply strategies to set realistic goals for personal, educational, career, and community development; ability to apply standards of personal and professional integrity; ability to cooperate with others in a collaborative environment for accomplishment of goals; ability to interact successfully with other cultures.

Philosophy and Criteria for Associate Degree and General Education AP 4025

Lassen Community College offers a breadth of courses that are intended to prepare students to think and communicate clearly and effectively; to use mathematics; to understand the modes of inquiry in the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding. These courses will give students sufficient depth in a field of knowledge to contribute to lifetime interest as well as give the student the tools to navigate through complex life experiences.

General Education, included in the Associate Degree, is designed to introduce students to a variety of means to comprehend the modern world. This experience will assist students in their evaluation and appreciation of the physical environment, the culture and the society in which they live.

The criteria used to determine inclusion in the Associate Degree and General Education offerings includes those classes that foster understanding and evaluation of the natural sciences, social and behavioral sciences, humanities, language and rationality, and physical health and activities.

Lassen Community College programs are consistent with the institutional mission, purposes, demographics, and economics of the community it serves.

General Information

History and Location

The forerunner of Lassen Community College began on May 4, 1925, when the Junior College department of the Lassen Union High School District was established and began conducting classes on the Lassen High School Campus.

A separate facility was created in 1941 with the remodeling of a Main Street garage into a classroom building. In 1945, because of increasing enrollment, a new building was built adjacent to the high school. The modern era of Lassen Community College began in March 1965 with the establishment of the Lassen Community College District and the separation from the high school district. A separate Board of Trustees was elected and planning began for a new campus.

The new campus, located on Highway 139, today consists of 165 acres and 39 structures, including 19 main buildings. It began operations in September 1971. In addition to classrooms, laboratories and offices, it has a library, college union, computer rooms, a large gymnasium and outdoor recreation facilities.

Lassen Community College is located in Susanville in the high mountain lake country of northeastern California. The campus looks out over the city to Diamond Mountain and the Sierra Nevada Mountains. Eagle Lake, the third largest lake wholly contained in California, is only 20 miles away.

Accreditation

Lassen Community College is accredited by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, 10 Commercial Blvd., Suite 204, Novato, CA 94949, (415) 506-0234, an institutional accrediting body recognized by the Council for Higher Education Accreditation and the U.S. Department of Education. Additional information about accreditation, including the filing of complaints against member institutions, can be found at: **www.accjc.org**.

College Catalog

This catalog serves as a guide to Lassen Community College providing information on entering college, on courses, programs, services, degree/certificate requirements, and campus activities.

Catalog Rights

A catalog is in essence an agreement between the student and the college. Students earn degrees and certificates under the programs and policies outlined in a specific catalog. Students, who maintain continuous enrollment, meaning they attended at least one semester or summer session during the academic year, may choose to graduate under the catalog in effect at the time they first enrolled at Lassen Community College or any catalog up to the time of graduation. Students who are considered returning students without continuous enrollment must follow the catalog requirements in effect at the time of re-enrollment.
For the purposes of catalog rights, the academic year begins each fall and ends with the subsequent summer session.

Choice of Catalog

Degree requirements are published in each academic catalog and include**:** major requirements, general education requirements, reading, writing and math competencies, and other college requirements such as residency and grade point average. Degree requirements may be fulfilled under different catalog years provided the student is eligible to use the respective catalogs.

Eligibility is determined by:

1. **Major requirements**: All major courses must be selected from any one catalog in effect during the student's most recent period of continuous enrollment.
2. **General Education requirements**: A course may be used to fulfill an area requirement if it is on the approved general education list at the time the course is taken. A General Education course taken at another college can meet an area requirement when a Lassen Community College counselor determines that the course is equivalent to a Lassen Community College course listed in that area; or the course is listed in that area at the College where the course was taken.
3. **Other district requirements** may be completed by fulfilling those requirements listed in any one catalog in effect during the student's most recent period of continuous enrollment.

Class Schedule

Each semester, Lassen Community College publishes a schedule of courses that will be offered during the semester. The schedule of courses contains the most updated information on courses and is considered an addendum to this catalog.

Lassen Community College offers day and evening courses. Courses are also offered via online, hybrid or by correspondence delivery. Courses are usually semester length, although shorter-term courses could be offered.

The current semester course schedule can be accessed online at www.lassencollege.edu The online schedule is searchable by location, course number, instructor name, start date, time, and course title. The online schedule is updated daily. Not all courses listed in the college catalog are offered every semester.

How to Use this Catalog

This catalog is designed to assist all types of students - those just beginning college for the first time, those considering transferring to another community college or four-year institution, and those already attending Lassen Community College – in choosing the program of study that best fits their aspirations and goals. In this catalog, you will find information regarding the admissions process and registration issues, financial aid information and academic requirements. In addition, the catalog describes aspects of student life and opportunities to assist you in having a successful experience at Lassen Community College.

Student Success and Support Program

The statewide California Community College program emphasizing student success previously called "Matriculation" assists students in successfully completing their educational and career goals. The program includes student services in the areas of admissions, self-guided placement, orientation, counseling, advising and follow-up. New students who are taking English or Mathematics, who are seeking a degree or certificate, or participating in collegiate activities are required to participate in orientation, self-guided placement and counseling. Students are exempt from the requirement to participate in the student success program steps (orientation and educational planning) if they provide documentation of having completed an associate degree or higher from an accredited institution. Other criteria for exemption from specific components can be found in the Counseling Office located in Student Services building or by contacting 530.251.8842.

Students Rights Regarding the Student Success Program

Students who meet the exemption criteria may choose whether or not to participate in the student success program planning (orientation and educational planning).

Students may challenge required participation in the Student Success program by filing a complaint with the Vice President of Student Services. If the matter is not resolved, it may be appealed to the Superintendent/President. The Vice President of Student Services shall keep a record of all petitions filed regarding the Student Success program.

Students who are planning to pursue exemption status for any of the components must:

- Contact a counselor

Students who believe they have been the victims of unlawful discrimination as it relates to the implementation of matriculation may file a complaint with the Director of Human Resources.

Quick Guide to LCC Enrollment

New Student Registration

STEP 1 – Complete an online Application for Admission-OpenCCC

Go to our website: www.lassencollege.edu. Click on **APPLY** to begin the 2-step application process. First create a user account, ***then*** sign-in to complete and submit the 9-part application. You will see a confirmation page. Once your application is processed, you will be *emailed* your **Student ID #, UserName and temporary password.** Your log-in information can be used to access **MyLassen LCC Portal** where you can register for classes, check financial aid, access student email, see department information, and view LCC announcements.

STEP 2 – Login to MyLassen-LCC Portal. (In Student Resources or upper right corner of website)

Use your LCC email address (username@cougars.lassencollege.edu) and the temporary password to log into MyLassen Portal. Change your password and choose security questions.

STEP 3 – Complete the MANDATORY online New Student Orientation.

STEP 4 – Go to FINANCIAL AID. (* International Students are ineligible for federal financial Aid)

Fill out the **FAFSA** (*Free Application for Federal Student Aid)* at www.fafsa.ed.gov and/or apply for the Promise Grant (CA Residents only) for your opportunity to qualify for financial aid.

STEP 5 – Obtain a copy of your high school, college, and/or military transcripts for LCC Counselor

Transcripts from high school, other colleges or the military as well as SAT or ACT scores can be helpful for course placement. You may be able to receive course credit for AP or CLEP test scores. Please bring them to counseling.
CSU Advanced Placement chart at: https://www2.calstate.edu/apply/transfer/pages/advanced-placement-ap.aspx
IGETC Advanced Placement chart at: https://admission.universityofcalifornia.edu/counselors/files/ap-satisfy-admission-and-igetc-req.pdf
CLEP chart at: https://clep.collegeboard.org/develop-your-clep-program/create-a-clep-policy/ace-credit-recommendations/b-level-score-recommendations*
nternational Students must also demonstrate English proficiency through additional testing prior to admission.

STEP 6 – See a COUNSELOR.

You can see a counselor on a first come, first serve basis once you have completed the New Student Orientation. Meeting with a counselor provides you with information on which courses are required to meet your educational goals.

STEP 7 – Register for classes on MyLassen LCC Portal – On the LCC homepage

If unable to register online, fill out a registration card and submit to Admissions & Records. Payment is required two business days before classes begin.

STEP 8 – Evaluation of other college course work

Please complete the Transcript Evaluation Request form here is the link: http://www.lassencollege.edu/get-started/Documents/Transcript%20Evaluation%20Request.pdf

Optional Steps – If applicable

- **Transfer students** - Send all official college transcripts to Admissions and Records
- **Apply for Housing** – If interested in on-campus housing (dorms) – Contact Housing Office
- **Apply for EOP&S (If Eligible)** – Extended Opportunity Program and Services (CA residents only)
  - Must have completed ALL 7 steps above, and have all official college transcripts on file in Admissions.
  - Check EOP&S for additional details on eligibility and requirements.
- **Attend College Success "BOOTCAMP" Student Orientation**-August 2nd - 13th, 2021
- **Get your Books at http://bookstore.lassencollege.edu**

QUESTIONS? CONTACT US!

- **Admissions and Records** – 530.251.8808, fax 530.251.8802, email – lccadmissions@lassencollege.edu
- **Financial Aid** – 530.251.8849, fax 530.251.8894 – lccfinaid@lassencollege.edu
- **Career/Transfer Center** – 530.251.8833 - lcccareertransfer@lassencollege.edu
- **Counseling Office** – 530.251.8842, fax 530.251.8885, email – lcccounseling@lassencollege.edu
- **IT Help desk** 530.251.8844, email – help@lassencollege.edu
- **EOP&S Advisor** – 530.257.6181 ext. 8953, email eops@lassencollege.edu
- **Housing Office** – 530.251.8879, email – fbeaujon@lassencollege.edu
- **Orientation and Student Success** – 530.257.6181 ext. 8911, email - jtupper@lassencollege.edu

Apply to Lassen Community College

Lassen Community College Students

Lassen Community College is an open enrollment institution to the following prospective students:

1. California residents who are high school graduates, who possess a high school diploma, High School Equivalency (HiSET) diploma, or a General Education Development (GED) Certificate.
2. Non-high school graduates over the age of 18 who can benefit from the instruction offered in a college.*
3. A Special Admit student, defined as any person under the age of 18 without a high school diploma who can benefit from the instruction offered in a college.*
4. International students who qualify in accordance with the Lassen Community College District policy.*
5. Out of state students who qualify in accordance with (1) or (2) above.

**The Lassen Community College Governing Board establishes admission criteria for students in these groups.*

Application Process

To enroll at Lassen Community College you must submit a completed application through our website:

- Go to the college web site at **www.lassencollege.edu** select the Apply box on the main page to begin the application process for admission to Lassen Community College.

Transcripts

From High School – Students should bring their high school transcripts to their first counseling session. These will be used as part of the multiple measures for placement and course scheduling.

From Other Colleges- Students who have attended other colleges or universities should provide an official transcript to Lassen College Admission and Records prior to meeting with a counselor.

Transcripts can be mailed to: Lassen Community College, Admissions and Records, P.O. Box 3000 Susanville, CA 96130

Military Transcripts- Military transcripts can be evaluated by providing an official copy to Lassen Community College Attn: Veterans' Office PO Box 3000 Susanville, CA 96130.

Lassen College can evaluate transcripts from other institutions to meet Associate degree, or certificate, general education, program requirements and/or elective unit. Lassen College accepts credits from colleges/universities that maintain regional accreditation at the time of attendance. Please bring your transcripts to the Counseling Department to be evaluated. Once evaluated the student and counselor can determine what coursework will be required to complete their education goal.

Special Admission Procedures

Certain populations of students have additional requirements for admission.

Special Admit Students – Lassen College Board Policy only admits special part-time students in grades 9-12 who do not have a high school diploma or have not passed the California High School Proficiency or GED examinations.

The Special Admit forms with special admit criteria are available in the Admissions and Records Office or the Counseling Office.

International Students -Lassen Community College encourages and supports students from other countries who have the academic background and potential to succeed in college. To be considered for admission the applicant must complete and return the ***International Application for Admission*** by June 15th, for the Fall semester and October 15th, for the Spring semester. For specific requirements go to **www.lassencollege.edu** Admission/international students or email lccadmissions@lassencollege.edu.

An international student with an F-1 Student Visa status must also:

1. Provide a copy of your high school transcripts.
2. Enroll each semester and complete a minimum of 12 units with a minimum 2.0 grade point average to maintain F-1 student status. Failure to maintain a full course of study may lead to dismissal from Lassen Community College and deportation from the United States.
3. Visa and I-20 must be valid at least six months ahead of the expiration date at all times.
4. Comply with all U.S. Immigration and Naturalization Service and Lassen Community College requirements.
5. Pay the non-resident tuition and other fees as required at registration.

International students are subject to the same academic standards for grading, probation and disqualification as all other students.

Vocational Gunsmithing Program-The College has limited enrollment in the Vocational Gunsmithing program. There is a process that students must follow to get themselves on the Gunsmithing waitlist. Information about the program may be found online at: http://www.lassencollege.edu/academics/programs/gunsmithing/Pages/default.aspx

Vocational Nursing Program -The College has limited enrollment in the Vocational Nursing program. There is an application process that students must follow. Information and program packets, including current requirements (page 81of catalog), can be obtained by contacting 530-251-8870 or email LCCNursing@lassencollege.edu

Residency Information

Residency Requirements - The California Education Code requires that Lassen Community College shall apply uniform rules determining a student's residency classification. A residency classification is to be determined for each student at the time of each registration and whenever a student has not been in attendance for more than one semester. Each student shall provide the required information and evidence of residency outlined in "Establishing Residency" below. The day immediately preceding the first day of instruction for any term shall be the residency determination date and is determined when the student completes the Application for Admission.

Establishing Residency - In order to establish California residency, a student must first be a citizen of the United States, a permanent resident or an applicant for permanent residency, or on a visa status that does not preclude him/her from establishing domicile in the United States. The law also requires that the students show no contrary intent, that is, they must not have maintained residence status in their former state; driver license, taxes, car registration, etc. **The burden of proof rests with the student, not the District.** The residency laws do not permit campus officials to waive any portion of the residency requirements. Students must submit a request for reclassification prior to registration.

Determining Residency - Non-resident students do not automatically become California residents by merely living in the state more than one year. State law requires proof of intent to establish California residency.

Indications of intent include, but are not limited to, the following:

1. A record of filing a California state income tax return
2. A W-2 form with a California address
3. Maintaining permanent military address or "Home of Record" in California while in the armed forces
4. The possession of a California driver's license
5. Registering to vote in California
6. Establishing and maintaining an active California bank account
7. The possession of a California hunting or fishing license
8. Owning residential property in California
9. Financial independence from a parent or guardian to include the following:
    a. not be claimed on parent or guardian's income tax return for the school year;
    b. not receive more than $750 in support from parents or guardians in any one year;
    c. not live with parents or guardian for more than six weeks in any one year.

Appeal of Non-Resident Classification - Students who have been classified as non-residents have the right to review their classification and make a written appeal. Appeals are to be processed as follows:

1. The written appeal is to be submitted to the Admissions and Records Office within 30 calendar days of final notification by Lassen Community College regarding their classification.
2. The Admissions and Records Office will forward the appeal, within five working days of receipt, to the CSSO with a copy of the original application for admission, the residency questionnaire, and evidence or documentation provided by the student with a cover statement indicating upon what basis the residence classification decision was made.
3. Within 30 calendar days of receipt, the CSSO shall send a written determination to the student. The determination shall state specific facts on which the appeal decision was made.

Incorrect Classification – If the college incorrectly classifies your residency on the basis of false or miss leading facts, you will be required to pay the nonresident fees.

Financial Aid

Apply for Financial Aid

Every student should apply for financial aid, regardless of income. Not all types of aid are based on financial need. You cannot know for sure if you are eligible for assistance unless you apply.

1. Complete the Free Application for Federal Student Aid (FAFSA) online at **www.fafsa.ed.gov** listing Lassen Community College; school code 001217. FAFSA applications need to be filed annually and will be available October 1st of the current year. Since some forms of funding are limited, for best consideration you are encouraged to file your FAFSA annually by March 2nd. FAFSA applications are accepted and funds awarded to students throughout the school year.
2. California residents should complete and submit a California College Promise Grant (CCPG) prior to registering for classes. This application is available in the Financial Aid Office and online. Those who qualify as an AB540 admission should submit a CA Dream Act application to determine their eligibility for the California College Promise Grant (CCPG). The CA Dream act application is at www.dream.csac.ca.gov.
3. The U.S. Department of Education randomly selects some FAFSA applicants for what is called verification. Those selected for verification will be asked to submit the required additional forms.
4. Once all verification requirements have been satisfied you will be issued a Financial Aid Award Letter. The Award Letter will list the types of awards and amounts available to you. Student Loans and Work Study have additional requirements.
5. Students seeking federal and state assistance are expected to declare an education goal and to meet with an Academic

Counselor to complete and follow an Educational Plan, successfully completing courses each semester as you progress toward your educational objective.

Orientation

Mandatory Online Orientation

To learn about college policies, practices, and procedures, as well as answer any questions you may have, new students who plan to earn a degree, certificate, or transfer must complete Lassen College's orientation. Orientation must be done before you can register for classes. Online orientation can be found under new students tab on the LCC website. For more information please call 530.251.8842.

College Success "BOOTCAMP" Student Orientation

A series of workshops, along with a free daily lunch, geared towards helping LCC students discover what it takes to succeed in higher education. For more information please call 530.257-6181 x8911.

Counselor

Meet With a Counselor

All students are encouraged to meet with a counselor. After completing orientation to discuss course selection. Students, with the assistance of a counselor, are encouraged to plan a program of study that will follow their education plan. In addition, counselors are available all year from 8:00AM to 4:00PM and evening hours during the first week prior to registration and the first week of classes. If you have further questions, contact the Counseling Office at 530.251.8842.

15 TO FINISH

Why would a counselor encourage you to take 15 units a semester, or 30 in a year?

- Saves you time and money in tuition and living expenses!
- 15 units a semester and in good standing? You could be eligible for the Completion Grant, an additional $1,500 (see the Financial Aid office for more details and page 29).
- You can graduate with your degree in 2 years!
- Ready for fall cycle of admission into a four year university.
- Start your career and earn a livelihood sooner.

Register

Register

After you have completed your application for admission, your financial aid application, orientation, and counseling, you will be ready to register. Registration is the process by which students officially enroll in courses. Lassen Community College has three terms; fall, spring and summer in which a student may register. Students may register online at the Lassen Community College web site: **www.lassencollege.edu**, via My Lassen LCC Portal or in person at the Admissions and Records Office.

Money Matters

Enrollment Fees and Non-Resident Tuition

Students (California and non-residents) are required to pay an enrollment fees and, if applicable, non-resident tuition. California High School students are exempt from paying any registration fees according to Lassen College Administrative Procedure 5030. All fees are due at the time of registration. The fees structure is as follows:

California Resident Enrollment Fee

1 unit or more .....$46 per unit
0.5 units .....$23 per ½ unit

Non-Resident Tuition for 6.5 or More Units

6.5 or more units, including Enrollment Fee …. $316 per unit

Non-Resident Tuition for 6 or Less Units

1 - 6 units, including Enrollment Fee .....$92 per unit
0.5 units, including Enrollment Fee .....$52 per ½ unit

NOTE: The fees listed in this catalog are those in effect at the time of printing. Enrollment fees are subject to change through California State Legislation. Other fees are subject to change through Lassen Community College Board of Trustees action as judged to be in the best interest of the College. Please consult the current course schedule for the appropriate fees.

Non-Resident Fee Exemption–AB540

Effective January 1, 2002, AB540 provides an exemption from paying non-resident fees for certain non-resident students. While this exemption allows students to pay resident fees, it does not grant them resident status that would give them eligibility for any state funded program. To be eligible for this exemption a student must meet both of the following criteria:

- Attendance at a high school in California for three or more years.
- Graduation or attainment of a high school equivalency from a California high school.

Effective January 1, 2013, financial aid is available to students who qualify for the Dream Act.

Priority Registration (AP 5055)

Registration Priority, enrollment five working days prior to the first day of regular enrollment, shall be provide to continuing students not on academic or progress probation for two consecutive terms and who have completed orientation, assessment and developed a student education plan while meeting one of the following categories:

- Armed forces or a veteran
- Former or current foster youth
- Students receiving services through Disabled Student Program or Extended Opportunity Program and Services (EOPS)
- Students Participating in the CalWORKs program
- First time students who have completed orientation, and developed a student education plan
- Continuing students who have not lost registration priority as defined in these policies and procedures.

Credit by Examination

Credit by Examination, also known as Credit for Prior Learning. A student may challenge a course for college credit by completing a Credit by Examination application using the procedure adopted by the Lassen Community College Curriculum/Academic Standards Committee. Students can also see if credit can be issued for prior experiences. Credit for Prior learning cannot be counted in determining 12 semester hours of credits in residence required for an associate's degree. Students interested in transferring to a university need to be aware if credit will be accepted at the receiving institution or if there is a unit limitation. More information can be found at AP 4235 Specific information as to the procedure to be used in applying is available at the Admissions and Records Office.

Health Fee

The Health fee is collected to cover the cost of student accident insurance. Health fees are as follows:

Fall and/or Spring Semester

Part time students - 0 to 11.5 units..... $5.00
Full time students - 12 or more units..... $7.50

Summer Session

Part time students – 0 to 5.5 units..... $3.50
Full time students – 6 or more units..... $5.00

Health Fee Waivers/Exemptions - this fee can be waived for students who depend exclusively upon prayer for healing in accordance with the teachings of a bona fide religious sect, denomination or organization. A student may request to be exempted by petitioning through the Vice President of Student Services Office. The Health fee may not be waived when a student qualifies for a California College Promise Grant (CCPG). Health Fees are not optional.

Health Fee Refunds – The Health fee is automatically refunded on cancelled classes. It is also refunded to students who totally withdraw within the first two weeks of full term courses. For the refund status on short-term classes, contact the Admissions and Records Office.

Instructional and Other Material Fees

In addition to enrollment fees, the College may charge an instructional materials fee to students for instructional and other materials necessary for some courses. Check with the Admissions and Records Office for the most current fee information. These fees may not be waived with the California College Promise Grant (CCPG) and are not optional.

Instructional and Other Material Fees Refunds - The instructional and other materials fees are automatically refunded on cancelled classes or for classes dropped by the end of the second week of a full term class. Check with the Admissions and Records Office on refund status for short-term classes.

Student Activities Fee

The Student Activity Fee -This optional $3.00 per semester student activities fee (fall and spring terms only) is assessed on all students taking 6 units or more. The money collected from this fee supports the activities of the Associated Student Body (ASB) at Lassen Community College. This fee pays for ASB sponsored social activities, recreational and athletic activities, and other programs. A list of students who paid this optional fee will be provided to the Lassen Community College Associated Student Body and they will use the list to provide you with access to their sponsored activities, entrance to college athletic contests, etc.

The Student Activity Fee Waiver - Students may complete a waiver request or submit a signed and dated written request when registering for the course to opt out of paying this fee.

Student Activity Fee Refunds - Because this is an optional fee, it is not refundable.

Transcript Request Fees

Transcript requests must be submitted to the Admissions and Records Office. The first two Official Transcripts are provided for free. Charges for additional transcripts are as follows:

- $5 per Official Transcript request – please allow five (5) business days.
- $10 per express Official/Non-Official Transcript request – please allow twenty-four (24) hours.
- $15 per On-Demand Rush Official/Non-Official Transcript request – not available during busy times.

All transcript requests must be submitted to the Admissions and Records Office lccadmissions@lassencollege.edu.

Lassen Community College transcripts will be withheld for any indebtedness due until satisfactory repayment arrangements are made with the Business Office. Transcript Request Forms are available at the Admissions and Records Office or may be printed from the Admission and Records page at the college website - **www.lassencollege.edu**.

Student Representation Fee

This is an optional fee of $1.00 per semester. The money collected from this fee is used to provide support for students or representatives who state positions and view-points before city, county and district governments and before offices and agencies of the state and federal government. Payment of this fee provides the student with ASB (Associated Student Body) membership.

Student Representation Fee Waiver - Students may petition in writing, at the time of registration, to waive this fee for religious, political, financial or moral reasons through the Admissions and Records Office.

Student Representation Fee Refunds - Because this is an optional fee, it is not refunded.

After Enrollment

Buy Your Textbooks

The bookstore carries required textbooks and supplies for classes offered at the college. Miscellaneous school supplies are available along with logo clothing, art supplies, and various snacks. The community is invited to stop by and see what the bookstore has to offer. The bookstore is located in the Student Union – housed with the Cougar Café: Cougar Café hours are Monday – Thursday from 7:30 a.m. to 6:30 p.m. and Friday from 7:30 a.m. to 2:00 p.m. Bookstore is staffed from 8:30 a.m. to 4:00 p.m.

All college texts are now ordered online. Go to **http://bookstore.lassencollege.edu** to purchase your texts. It's a simple process. Select Textbooks and follow the directions. Once you have chosen all of your textbooks you will be directed to Checkout where you will pay for your books. The Bookstore accepts payment by credit Visa & Master card (only these books can be shipped), Scholarship, Department of Rehabilitation, EOP&S, Cal Works, or you can pay when you pick up your books.

After you have completed the process you will receive an e-mail confirming your order. When the Bookstore has completed your order, you will receive an e-mail notifying you your books are ready. Books can be picked up between 8:30 a.m. to 4:00 p.m. Students must bring their student identification card with them in order to pick up their books. If you are unable to pick your books up at these times you may either have your texts mailed directly to your home or you may contact 530.251.8881 to make special arrangements for pick up.

Refunds

Students are eligible for a refund during the first 2 weeks of class (full semester classes) and must have the current receipt. The refund will be processed through the student accounts office at the conclusion of the semester or upon written request from the student. It is the responsibility of the student to officially withdraw from a course to be eligible for a refund.

College books are often as expensive or more expensive, than the tuition costs paid by most California residents. There are several ways to save money on book costs:

1 Buy used books in the bookstore or check the bulletin boards. The Bookstore works with several vendors to purchase as many used books as possible.
2 Use the Lending Library. All students may use the Lending Library located in the ARC/Library. It is on a first come first serve basis. For specific information please call 530.251.8830.
3 See if you qualify for CalWORKs or EOP&S and they can assist you in book vouchers or with their lending libraries.

Education Plan

All students are encouraged to meet with a counselor during their first semester of enrollment to prepare an educational plan. The educational plan outlines the courses that a student will need to complete in order to reach his or her educational goal. Plans can be revised at any time whenever the counselor and student believe it is appropriate or necessary. College research shows that students with firm educational goals are more successful in their college careers.

Lassen Community College counselors are knowledgeable about prerequisites and transfer requirements. They will assist you in arranging your academic plan so that you will fulfill all the requirements for graduation and/or transfer to another institution. To avoid any misunderstanding in this regard, the student should schedule to complete an education plan during their first semester and also must see a counselor when a change of educational plan is considered.

Course Enrollment Policies

Attendance

A student must be officially enrolled to attend classes. The student is responsible for adding and dropping classes. Regular attendance is a critical factor in student success. A student withdrawing from Lassen Community College has the responsibility of

notifying Admissions and Records and completing all necessary paperwork.

Changes in Course Enrollment

The last day to add or drop a course is advertised as Important Dates every term in your portal and on our website.

Adding Courses -There is an acceptable time frame for adding classes after they have already begun. Students may enroll in open courses that begin in the first week of the semester through the end of the first calendar week of instruction without the instructor's signature. Students may enroll during the second week of a full-term class with instructor and counselor signature. For courses that begin after the first day of a term please ask for assistance from the Admissions and Records Office.

Dropping Courses - A student may drop a full term course at any time through the end of the second week of a semester without the course appearing on the student's record. After that time, a student officially withdrawing will receive a "W" on their academic transcript. Students may drop a course with a "W", up to the end of the fourteenth week or 75% of the course whichever is less. **It is the students' responsibility to drop a course.** Failure of a student to drop from a course may result in an "F" in the course. The instructor may also initiate the dropping of a student.

Withdrawal from College - Withdrawal from college is defined as the cancellation of enrollment in all classes in which the student is enrolled. Responsibility for withdrawal rests with the student. This may be done online using My Lassen LCC Portal or by submitting a completed Add/Drop form in the Admissions and Records Office. Ceasing to attend classes does not constitute official withdrawal.

Refunds on dropped or withdrawn courses - For information on refunds for dropped or withdrawn courses see Money Matters page 10.

If you received Federal Financial Aid and then withdrew from all of your courses, you may owe money back to the federal government. See the Financial Aid Office staff for options available to you. For more information see "Financial Aid and Scholarships" in this catalog.

Audit Policy (AP 4070)

When a student audits a course, this means the student intends to sit in on that course on a regular basis, but does not wish to receive any academic credit for it. Auditing is allowed at Lassen Community College under the following conditions.

1. The fee for auditing a course is $15 per semester unit. Students enrolled in courses for 10 or more semester credit units shall not be charged a fee to audit three or fewer units per semester.
2. Students may audit classes only when they have exhausted repetiion opportunities for the course and have met all prerequisites.
3. Auditing a course is allowed on a space available basis. The determination may not be made until after the first class meeting, to ensure that priority is given to students enrolled in the course for credit towards a degree or certificate.
4. The instructor must approve any student wishing to audit a class. Students auditing a course shall not be permitted to change his or her enrollment to receive credit for the course.

For more information regarding fees and refunds on audited courses, refer to "Money Matters" found on page 10 in this catalog.

Audited courses appear on the student's academic transcript and are annotated as such by each course audited with 'AU'. Auditing forms are available in the Admissions and Records Office.

Cancellation of Courses

Lassen Community College reserves the right to cancel planned or scheduled courses due to insufficient enrollment, inability to assign a qualified instructor, or for other circumstances unforeseen at the time of the Schedule of Classes publication. In the event a course is cancelled, efforts will be made to help students enroll in other courses consistent with their interests.

Course Conflict/Overlapping Courses

State law prohibits students from enrolling in courses that meet at the same time. Students that have classes overlapping may pick up the *Alternate Time Petition* form from the Admissions and Records or counseling offices to request approval to take courses that overlap. Special permission may be granted if a solution to the overlap can be found.

Repetition of Courses

Courses may be repeated when the following conditions exist:

1. **Student Repetition – Satisfactory Grade Received**
   a. Satisfactory grade as indicated by a grade of A, B, or C.
   b. Students earning a satisfactory grade may not enroll in that course again unless an exception applies (see number 3 below).
   or
   c. The District has designated the course as repeatable in the catalog - repeatability is limited to:
      1) Courses in which student athletes enroll to participate in an organized competitive sport sponsored by the District or a conditioning course which supports the organized competitive sport,
      2) Active participatory courses in physical education, and visual or performing arts that are related in content are limited to up to four enrollments total in levels and/or variations. (A course related in content includes any course with similar primary educational activities in which skill levels or various are separated into distinct courses with different student learning outcomes for each level or variation.)
   d. Students may enroll for a maximum of 3 non-satisfactory attempts, including summer sessions, in each course taken for credit. Enrollments include any combination of "W" and repetition with a grade.
2. **Student Repetition– Unsatisfactory Grade Received**

a. Unsatisfactory grade as indicated by a grade of D, F, FW, or NP.
b. Students may enroll for a maximum of 3 non-satisfactory attempts, including summer sessions, in each course taken for credit. Enrollments include any combination of "W" and repetition with a grade. The third attempt requires completion of paperwork and the signature of the Vice President of Student Services or designee.

3. **Exceptions that permit additional enrollments:**
   a. A satisfactory grade may or may not have been recorded; and
   b. Required for legally mandated training; or
   c. A minimum of thirty-six (36) months have elapsed and the District has established a recency prerequisite for the course or an institution of higher education to which the student seeks to transfer has established a recency requirement that applies to the course or
   d. Significant change in industry or licensure standards such that repetition of the course is necessary for that student's employment or licensure. Documentation is required from agency to repeat course or
   e. Extenuating circumstances exist which justify such repetition (i.e. verified cases of accidents, illness or other circumstances beyond the control of the student) or
   f. Complete one time the entire curriculum of the course for variable unit courses offered on an open-entry/open-exit basis
4. **Students Eligible for Disabled Student Programs and Services (DSP&S)** are permitted additional repetitions of developmental studies courses to provide accommodations for a student's educational limitations, pursuant to state and federal nondiscrimination laws, under the following circumstances:
   a. When continuing success of the student in other general and/or developmental studies courses is dependent on additional repetitions of a developmental studies course;
   b. When additional repetitions of a specific developmental studies course is essential to completing a student's preparation for enrollment into other regular or developmental studies courses; or
   c. When the student has a student educational contract, which involves a goal other than completion of the developmental studies course in question and repetition of the course will further the achievement of that goal.
   d. Questions can be directed to the Disabled Students Coordinator at 530.251.8867.

Whenever course repetition occurs, the permanent academic record shall be annotated in such a manner that all work remains legible, insuring a true and complete academic history.

For certain exceptions, a petition must be filed by the student and signed by the Vice President of Academic Services or designee granting permission for the repetition.

Note: Financial Aid may not be awarded for some repeated courses.

Basic Skills Limitation

Enrollment in pre-collegiate basic skills course work (generally numbered 100-109) is limited to 30 units of instruction except for students enrolled in English as a Second language courses or who are identified as having a learning disability. The 30 unit limitation may be waived if a student shows significant, measurable progress toward the development of skills appropriate to their enrollment in college-level courses.

Waiver or Substitution of Courses

A student may request permission to waive or substitute a course for one that is required to complete degree or certificate requirements. Petitions regarding requirements must be approved by the Vice President of Academic Services. Students may petition through the Counseling Office.

Change of Records

Any change of a student's address or residence, phone number, email address or change of major must be reported in writing to the Admissions and Records Office. Although this may not seem crucial at the time the change is made, financial aid checks, paychecks, tax documents, and important registration and graduation information from the college may not reach its intended destination if this information is not kept up to date. For a change or correction of a student's name, the student must provide a valid photo ID.

Academic Policies

Lassen Community College has a number of policies, regulations and requirements that students must follow. Some of these are locally established by the Lassen Community College District Board of Trustees, while others are set by the State of California in the Education Code and Title 5. They cover such areas as grades, course credit, honors, probation, dismissal and graduation.

Academic Calendar

Lassen Community College operates on a semester basis with a summer session. The Academic Calendar is available online at **www.lassencollege.edu** or on the inside front cover of this catalog.

Academic Freedom

The Lassen Community College District seeks to encourage and protect academic freedom and responsibility in all academic environments. The District is committed to the free pursuit and dissemination of knowledge, and supports the integrity of the teaching-learning process. The Board of Trustees, administration, faculty, staff and students all bear an obligation to protect, preserve and

promote academic freedom. For faculty, academic freedom constitutes the right to interpret their fields and to communicate without interference or penalty. For students, academic freedom allows them to think critically and to express and defend their views without penalty from the faculty or college.

Classifications of Students

- Full-time – Enrolled in 12 or more units for the fall or spring semester or in six or more units for summer
- Part-time – Enrolled in less than 12 units for the fall and spring semester or for less than six units for summer
- Freshman – A student who has completed less than 30 units
- Sophomore – A student who has completed 30 units or more
- Graduate – A student who has been awarded an associate degree

Final Examinations

The college requires final examinations in all lecture courses. The college publishes a time schedule for final examinations early in each semester, so that students may be notified in sufficient time regarding the examination schedule.

Grade Reports

As soon as possible following final examinations at the end of each semester, a student's grades will be accessible through My Lassen LCC Portal or through the Admissions and Records Office.

Grading

A student's work, upon the completion of each course, is graded using one of the following grading categories:

1. Letter grades only A, B, C, D, F
2. Pass (credit)/No Pass (no credit)
3. Letter or Pass (credit)/No Pass (no credit)
4. Failure to withdrawal – FW

Every course for which a student registers will be posted on the student's transcript with the following exceptions:

- A course dropped prior to the end of the second week of instruction of a full term course or 30 percent for shorter than term length courses.
- A course that Lassen Community College cancels.
- A course dropped in order to transfer to a parallel course.
- The table below shows the possible grades and the corresponding grade points.

A – Excellent	4 grade points per unit
B – Good	3 grade points per unit
C – Satisfactory	2 grade points per unit
D – Passing less than satisfactory	1 grade point per unit
F – Failing	0 grade points per unit
P – Pass at least satisfactory	0 grade points per unit
NP – Less than satisfactory or failing	0 grade points per unit
FW – Failure to withdraw	
I– Incomplete	Does not affect grade point standing
W – Withdrawal	Does not affect grade point standing
IP – In progress	Does not affect grade point standing
RD – Report delayed	Does not affect grade point standing
MW – Military withdrawal	Does not affect grade point standing

Incomplete Grades - Incomplete academic work for unforeseeable, emergency, and justifiable reasons at the end of the term may result in an "I" symbol being entered in a student's record. The condition for the removal of the "I" shall be stated by the instructor in a written record. This record shall contain the conditions for the removal of the "I", the grade assigned in lieu of its removal, and the period of time allowed, as determined by the instructor, to make up the "I" grade. This record must be given to the student with a copy on file with the registrar until the "I" is made or the time limit has passed.

IP - In Progress Grade – The "IP" symbol shall be used only following the grade point averages. If a student enrolled in an open-entry, open-exit course is assigned an "IP" at the end of an attendance period and does not enroll in that course during subsequent attendance period, the appropriate faculty will assign an evaluative symbol (grade) to be recorded on the student' s permanent record

of the course.

RD - Report Delayed - The "RD" symbol can be assigned by the registrar only. It is used only when there is a delay in reporting the grade of a student due to circumstances beyond the control of the student. It is a temporary notation to be replaced by a permanent symbol as soon as possible. "RD" shall not be used in calculating grade point averages.

W – Withdrawal - Withdrawal from a course or from the college is defined as the cancellation of enrollment in courses in which the student is enrolled. **Responsibility for withdrawal rests with the student**. This may be done online using My Lassen LCC Portal or by submitting a completed Add/Drop form in the Admissions and Records Office. Ceasing to attend classes does not constitute official withdrawal. Failure of a student to withdraw formally may result in an "F" in the courses in which the student is enrolled.

Pass/No Pass (Formerly Credit/No Credit)

It is the policy of Lassen Community College to enable students to enroll in designated courses on a pass/no pass basis. This can be done at the Admissions and Records Office.

Eligibility Requirements for Pass/No Pass (Credit/No Credit) - The student must elect to be evaluated on a pass/no pass basis no later than:

1. The end of the fifth week of a regular, full-term course.
2. Thirty percent of a class shorter than full-term, but longer than two weeks.
3. The time of enrollment for a class two weeks or shorter length

Military Withdrawal

Military Withdrawal occurs when a student who is a member of an active or reserve United States military service receives orders compelling a withdrawal from courses. Military withdrawals shall not be counted in progress probation and dismissal calculations. Contact the VP of Student Service to initiate the withdrawal.

Grade Point Average (GPA) Calculation

GPA is computed by dividing the total number of grade points earned by the total number of units attempted, not including units in courses where the grade is P-Pass (CR-Credit), NP-No Pass (NC-No Credit), I, IP, RD or W. In calculating degree-applicable grade point averages, grades earned in non-degree applicable courses are not included.

The GPA is used in determining eligibility for academic achievement, academic and progress probation/dismissal, eligibility for an associate degree and/or certificate of completion, graduation with honors/high honors, and some scholarships. Students are encouraged to pay constant attention to their grade point average.

Prerequisites, Co-requisites and Recommended Preparation

Prerequisites - Some courses have prerequisites. A prerequisite is a course that a student must take prior to another course and usually has information that is needed in the next course. For example, you must complete, BUS 1A Accounting Principles Financial to be eligible for BUS 1B Accounting Principles Managerial. When a course is listed as a prerequisite, that course must have been completed with a grade of "C" or better. Sometimes you can fulfill the need to take a prerequisite through the use of multiple measures. These multiple measures include completion of a course taken at another institution, plus other measures of your readiness to successfully complete courses with a prerequisite.

Co-requisites - are courses that a student is required to take concurrently in order to enroll in a particular course.

Recommended Preparation - Some courses have "recommended preparation" which means that the student is advised to, but not required to complete, before or in conjunction with enrollment in the recommended preparation course.

Prerequisite Challenge - Students have the right to challenge a course prerequisite. A challenge by a student can be made under any of the following conditions:

- Prerequisite or co-requisites has not been properly established.
- A prerequisite or co-requisite is either unlawfully discriminatory or is being applied in an unlawfully discriminatory manner.
- The student has the knowledge and ability to succeed in the course despite not meeting the requirements.
- The student will be subject to undue delay in attaining the goal of his/her educational plan because the prerequisite or co-requisite course has not been made reasonably available.
- The student seeks to enroll in a course which has a prerequisite established to protect health and safety and the student demonstrates that he or she does not pose a threat to himself/herself or others.

For additional information and the appropriate forms, please contact the Counseling Office at 530.251.8842 or stop by the office.

Student/Faculty Grade Disputes

Students are responsible for maintaining standards of academic performance established for each course in which they are enrolled. Situations creating concern should first be discussed directly with the instructor. If this action does not produce adequate clarification of the issue and a satisfactory resolution, a student may process an appeal. The Vice President of Academic Services will administer the appeal process.

Academic Renewal

It is the intent of the Lassen Community College District to alleviate previously recorded, substandard academic performance that is

not reflective of a student's demonstrated ability. The petition eligibility requirements and the application are available from the Admissions and Records Office or on the Lassen Portal/Menu/Student Service/Student forms.

Non-Traditional Ways to Earn Credit (Credit for Prior Learning AP4235)

Credit by Examination

Credit by Examination, also known as Credit for Prior Learning. A student may challenge a course for college credit by completing a Credit by Examination application using the procedure adopted by the Lassen Community College Curriculum/Academic Standards Committee. Students can also see if credit can be issued for prior experiences. Credit for Prior learning cannot be counted in determining 12 semester hours of credits in residence required for an associate's degree. Students interested in transferring to a university need to be aware if credit will be accepted at the receiving institution or if there is a unit limitation. More information can be found at AP 4235

Credit by Examination Fees -The fee for Credit by Examination is equal to the per unit enrollment fee set by the State of California for California Community Colleges. If a student is eligible for the California College Promise Grant (CCPG) it does not pay for credit earned through Credit by Examination. Credit by Examination units will not be counted for Financial Aid purposes. Payment is due at the time the Credit by Examination is entered by Admissions and Records staff.

Credit by Examination Refunds - No refund is given after a student has officially submitted their completed petition to the Admissions and Records Office.

Advanced Placement Examination Credit for General Education Credit

Lassen Community College may award general education credit toward associate degrees to the students scoring a 3, 4, or 5 on Advanced Placement examinations. Students should have test scores sent to the Counseling Office. Each transfer institution will determine the number of units awarded and courses satisfied according to individual campus policies. For specific course information, students are encouraged to meet with a counselor or refer to LCC District Procedure AP 4235. The California State University (CSU) and University of California (UC) campuses award Advanced Placement credit to general education. Please see the appropriate links

https://www2.calstate.edu/apply/transfer/pages/advanced-placement-ap.aspx

https://admission.universityofcalifornia.edu/counselors/files/ap-satisfy-admission-and-igetc-req.pdf

Each CSU and UC campus determines how they use AP credit in the major. Please see chart as to how Lassen College awards AP credit to meet general education credit.

International Baccalaureate (IB) Credit for General Education Credit

Lassen Community College may award general education credit towards associate degrees to students scoring a 5, 6, or 7 on International Baccalaureate tests. Students should have test scores sent to the Counseling Office. Each transfer institution will determine the number of units awarded and the courses satisfied according to individual campus policies. For specific course information, students are encouraged to meet with a counselor.

College Level Examination Program (CLEP) Credit for General Education Credit

Lassen Community College may award general education credit towards associate degrees for successful performance on CLEP General Examinations. Upon submission of CLEP Examination Reports to the Counseling Office, units of credit may be awarded, provided a specific score for awarding credit is obtained. Credit awarded may be substituted for coursework applicable to degree and certificate requirements, and also may be used for transfer to four year colleges and universities, subject to limitations imposed by those institutions. For specific course information, students are encouraged to meet with a counselor. The California State Universities requires a passing score of at least 50 on the CLEP exam. Each campus in the CSU system issues CLEP credit for general education yet each campus determines how it will apply external examinations toward credit in the major. Please click on CSU link to see how they award CLEP credit, https://www2.calstate.edu/apply/transfer/Pages/college-level-examination-program.aspx#:~:text=The%20CSU%20requires%20a%20passing%20score%20of%20at,apply%20external%20examinations%20toward%20credit%20in%20the%20major Please see chart on how Lassen College awards general education credit. Please meet with your counselor if you have any questions.

Honors

Students who have completed 12 or more semester units of letter-graded work at Lassen Community College are recognized for their academic achievements. Graduation honors will be indicated in the commencement program and on the student's transcript. The designation of honors in the commencement program is based on the cumulative grades earned during the semester preceding a student's graduation. Transferable units from other colleges will be reviewed to determine units attempted, but will not be included in the students cumulative GPA.

Academic Honors Awarded

Dean's Honors – a cumulative GPA of 3.25 to 3.49 for students enrolled in 12 or more academic units (overall).
Vice Presidential Honors – a cumulative GPA of 3.5 to 3.74 for students enrolled in 12 or more academic units (overall).
Presidential Honors – a cumulative GPA of 3.75 or higher for students enrolled in 12 or more academic units (overall).

Probation and Dismissal

Pursuant to the Education Code and District Policy, a student can be placed on probation for two reasons:

- Unsatisfactory academic performance.
- Unsatisfactory progress in course work.

Failure to fulfill academic responsibility is considered to be a serious matter by the college. Accordingly, the following probation and suspension policies have been adopted:

1. **Academic Probation**: A student who has attempted at least 12 semester units at Lassen College as shown by the official academic record shall be placed on probation if the student has earned a Lassen College grade point average of less than 2.0.
2. **Progress Probation**: A student who has enrolled in at least 12 semester units at Lassen College as shown by the official academic record shall be placed on progress probation when the percentage of all units in which entries of ”W”, “I” and “NP” are recorded reaches or exceeds fifty percent from Lassen College units.
3. **Removal of Academic Probation**: A student on academic probation for a grade point deficiency shall be removed from probation when the student’s accumulated grade point average from Lassen College units is 2.0 or higher.
4. **Removal of Progress Probation**: A student on progress probation because of an excess of units for which entries of “W”, “I” and “NP” are recorded shall be removed from probation when the percentage of units in this category drops below fifty percent for Lassen College units.
5. **Academic Dismissal**: A student who is on academic probation shall be subject to dismissal if the student earned a cumulative grade point average from Lassen College of less than 2.0 for three consecutive semesters, including summer.
6. **Progress Dismissal**: A student who is on progress probation shall be subject to dismissal if the percentage of units in which the student has been enrolled at Lassen College, for which entries of “W”, “I” and “NP” are recorded for three consecutive semesters reaches or exceeds fifty percent, including summer.
7. **Notification of Probation and Dismissal**: Lassen Community College shall make every reasonable effort to notify a student of academic probation or dismissal at or near the beginning of the semester in which it will take effect; but in any case, no later than the start of the fall semester. Lassen Community College shall also make every reasonable effort to provide counseling and other support services to a student on probation to help the student overcome any academic difficulties.

Reinstatement – Students will be eligible for reinstatement following a semesters’ absence upon petition to the Vice President of Student Services and approval**.**

Unit of Work

College work is measured in terms of the “semester unit”. A semester unit calls for one-hour of lecture, three hours of laboratory or any combination thereof per week for one semester. In lecture type courses, one hour in the classroom and two hours of outside preparation ordinarily constitute a unit of work. In the laboratory, three hours in the classroom may constitute one unit of work. The number of units of credit offered for each course may be found under “Course Descriptions”.

Unit Limitations

Students who wish to register for more than 18 units must have the written approval of a counselor and must petition to the Vice President of Student Services. Students, who enroll in more than 18 units without obtaining the required approval, will be administratively dropped from the most recently added courses. The student and instructor will be notified should this occur.

Non-Traditional Learning

Lassen Community College recognizes that people have had learning experiences in many non-college situations equivalent to those obtained in college courses. We provide for evaluation of such non-traditional learning experience as Advanced Standing, USAFI/DANTES, formal military service schools and military service.

Students interested in transferring to a university need to be aware if credit will be accepted at the receiving institution or if there is a unit limitation

Students planning to transfer to a four-year college or university should note that non-traditional credit accepted by Lassen Community College may not be acceptable for transfer.

Students should check with prospective transfer colleges regarding their policies on non-traditional credit. Re-evaluation at the four-year institution may be an advantage to the transfer student since upper division credit may be allowed.

Student Life and Activities

Associated Student Body

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

During the spring semester, students will elect ASB officers to represent the students to the college administration and the District Governing Board. The elected officers include the President, Vice-President, fifteen Senators, and Student Trustee. The Associated Student Body appointed officers are the Secretary and Treasurer.

The Associated Student Body President appoints students to serve on Lassen Community College committees. The Executive Council and Student Body Council exercise the powers and duties of the ASB Government.

The Associated Student Body and the Vice President of Student Services will approve new clubs and student organizations. If students are interested in becoming a member of a club or if they want to start their own organization, they should contact the ASB.

The ASB officers meet once each week. ASB meetings are open to the public and include an opportunity for students and others to share their views. Stop by the help desk in BaseCamp to find out more.

Organizations

In order to secure the most from college life, students are encouraged to participate in one or more of the many clubs on campus. These clubs offer many diversified opportunities to students for both social and educational contracts. Each club elects its officers and plans its own program for the semester. How successful it becomes depends largely upon the enthusiasm of its membership. If students are interested in becoming part of a club or if they want to start their own organization they should stop by the Associated Student Body Office, located in the Student Dormitory Building.

Athletics

Lassen Community College athletics emphasizes and takes pride in their athlete's pursuit of their educational goals. The College provides a well-rounded program of intercollegiate athletics. Lassen Cougar teams compete in men and women's basketball, soccer and rodeo, men's baseball and wrestling, and women's softball and volleyball. Lassen Community College is a member of the California Community College Athletic Association (CCCAA) participating in both the Golden Valley Conference, as well as the Big Eight Conference in wrestling. Lassen Community College is also a member of the National Intercollegiate Rodeo Association (NIRA).
Eligibility Criteria:
1. No student shall represent the college in any athletic contest unless they are enrolled in a minimum of twelve units (15 units for rodeo) of academic work in regular or special courses as defined in the LCC curriculum.
2. All athletes must follow a current Educational Plan approved by their academic counselor.
Questions regarding athletic eligibility should be directed to the Director of Athletic Operations at 530-251-8815 or check the website at www.lassenathletics.com

Campus Activities

Student engagement opportunities for Lassen Community College students extend beyond the classroom to events on and off campus. Orientation and Student Success, located at Basecamp, in CA 209, is a center dedicated to enhancing the college experience for all students. OSS provides avenues to develop leadership skills through the student ambassador program, and enhance the college experience through varies student engagement activities. Through these interactions, students form relationships with friends, staff and faculty that will benefit them during their time at Lassen College and beyond. Without these connections to the campus, many students would lack the support system they need to be successful:

- Lassen Fest Pool Party
- WOW Week of Welcome
- Bagel Thursdays
- LCC Meetups
- Cougar Countdown
- Winter Welcome
- Study Place
- College Success Huddles
- Student Help Desk

For questions regarding student engagement contact the Director of Orientation and Student Success at 530.257.6181 x8911 or email jtupper@lassencollege.edu.

Students Rights, Freedoms And Responsibilities

Responsibility

Students are responsible for their own academic success. Regular attendance and participation are crucial factors in student success.

Rights and Freedoms

Lassen Community College is an academic community with membership consisting of students, faculty and staff. Its purpose is to provide an agreeable atmosphere for developing men and women both scholastically and socially. Free inquiry and expression are necessary aids in the development of resourceful and analytic thought processes.

This community requires a system of guidelines for organized activity on campus. Primary responsibility for preserving the system of order rests with individuals of the community. Students must accept responsibility for their actions and values, recognizing that they reflect upon the entire college community.

Access

Within the limits of its facilities, this institution shall be open to all students who are qualified according to its admission standards. Under no circumstances shall a student be barred on the basis of race, color, sex, creed, religion, nationality, age, marital status, or disability.

Expression

Students are free to express their views on issues of institutional policy and on matters of general interest to the student body. They are free to support causes by orderly means, which do not disrupt the regular and essential operation of the college. Students, through established school committees, may help establish policies concerning student academic and nonacademic affairs.

Association

Students are free to form and join associations according to standards set by the Associated Student Body and the Student Rules of Conduct.

Disclosure

Information about students or student's beliefs and views, which teachers, counselors or administrators may obtain, are confidential. Students can consent to the disclosure of judgments on ability and character if circumstances warrant.

Student Rules of Conduct

Standards of conduct are applicable to all members of the college community, visitors, and guests. Student rules of conduct are designed to promote individual and group governance in accordance with dignity, decency, and maturity.

In particular, such standards are directed toward social and living relationships pertinent to the college. The following misconduct for which students are subject to college discipline applies at all times on campus and applies to any off campus function sponsored or supervised by the college

- Dishonesty, such as cheating, plagiarism, or knowingly furnishing false information to the college.
- Forgery, alteration, or misuse of college documents, records or identification.
- Obstruction or disruption of teaching, research, administration, disciplinary proceedings, or other college activities, including its public service functions or of other authorized activities.
- Physical abuse of any person or conduct, which threatens or endangers the health or safety of any such person.
- Theft of or damage to, property of the college, its officers, employees, students, or visitors.
- Unauthorized entry to or use of college facilities.
- Violation of college policies or of campus regulations, including campus regulations concerning the registration of a student organization or the time, place, and manner of public expression.
- Intoxication from the use of alcohol or being under the influence of unlawful drugs or unlawfully distributing, selling, or possessing of the same on college property or at events sponsored by the college.
- Failure to comply with directions of college officials acting in performance of their duties.
- Gambling on college property.
- Hazing or any act that injures, degrades, or disgraces any fellow student or person attending the college.
- Sexual harassment.

Student Discipline

The Vice President of Student Services shall exercise general supervision over the conduct of students. The authority for sanctions for students who fail to accept responsibility to abide by Standards of Conduct is provided in the Lassen Community College Policy Book, Section 5380 and in compliance with the California Education Code.

The following shall comprise the range of official college sanctions, which may be taken as a result of any disciplinary hearing. Sanctions may be imposed only after a disciplinary hearing at which the student has had the opportunity to be present.

1. **Warning** - Notice to the student that continuation or repetition of specified conduct may be cause for other disciplinary action.
2. **Censure -** Written reprimand for violation of specified regulation.
3. **Conduct Probation** - Exclusion from participation in designated privileges or extracurricular college activities for a specified period of time.
4. **Restitution** - Reimbursement for damage or misappropriation of property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.
5. **Interim Suspension** - Exclusion from Classes and other designated privileges or activities for a definite period of time. (Education Code Section 10601)
6. **Expulsion** - Permanent termination of the student's status without possibility of re-admission to the college. (Code of Conduct cf. 5412.2)

Student Grievance and Appeals

The Governing Board of Lassen Community College authorizes the establishment of procedures through which students can resolve issues concerning potential violations of their rights related to alleged misinterpretation, misapplication, or violation of specific district policies. These procedures are outlined in the following Board Policies: AP 4236 and AP 5530.

Any student who has a grievance related to college instruction or student services (other than an alleged criminal or discriminatory violation) should make a reasonable effort to resolve the matter on an informal basis prior to submitting a formal "statement of grievance". If not resolved at this level, students have the option of writing and sending a complaint via an online grievance portal. A link to this portal is available on the LCC main webpage. Complaints or grievances that are academic in nature, as well as alleged violations related to financial aid, student accounts, illegal discrimination, and/or Title IX (sexual misconduct, sexual harassment, etc.)

may be documented and submitted via the online portal. Once a complaint is submitted, it will first be retrieved and reviewed by the Office of Human Resources and will be dealt with by HR or sent to the appropriate area administrator to address the issue.

Students will be contacted within ten days of a submitted complaint, and will be given further directions as needed. Usually it will be required to meet with the appropriate educational administrator to discuss resolution of the grievance. After a discussion and/or written correspondence with the appropriate administrator, an attempt will be made to resolve the grievance, and the administrator will render a decision and notify the student no later than ten school days later.

If a student is not satisfied with the decision rendered, they may appeal within ten school days to have their case reviewed by the Grievance/Appeals Committee. The student has a right to appear before the committee at some point during its deliberations to present relevant witnesses or information concerning their grievance. The committee shall render a decision within ten school days of its meeting, and the decision of the committee shall be final.

Grade Changes, Academic Grievances and Appeals

Education Code, Title 3, Section 76224, states in the absence of mistake, fraud, incompetence or bad faith, the determination of a student's grades by an instructor shall be final once they have been filed with the Admissions and Records Office. If the presence of mistake, fraud, bad faith or incompetence is determined, the Vice President of Academic Services may delete the grade from the transcript.

Students are responsible for maintaining standards of academic performance established for each course in which they are enrolled. Situations creating concern should first be discussed directly with the instructor. If this action does not produce adequate clarification of the issue and a satisfactory resolution, a student may process an appeal. The Vice President of Academic Services will administer the appeal process.

Drug Free Campus

The Lassen Community College District is committed to providing a safe and healthy working environment and to ensure a drug free campus. In compliance with the Drug Free Schools and Campuses Act of 1990 the following regulations are in effect:

1. The unlawful manufacturing, distributing, dispensing, possession, or use of a controlled substance is prohibited on campus.
2. The term "controlled substance" is defined in the schedules I through V of Section 202 of the Controlled Substance Act 2IUSC812.
3. Penalties for Campus Drug Use: State and Federal penalties apply to anyone convicted of the manufacturing, distributing, dispensing, possessing, or use of controlled substances.

Misdemeanor Convictions for campus drug use can result in a fine and incarceration of up to a year in a county jail.

Felony Convictions for campus drug use can result in a substantial fine and a lengthy jail sentence in state prison. Felony convictions include the manufacture, possession for sale or use of substances such as amphetamines (whites, uppers), barbiturates, codeine, cocaine/ crack, heroin, L.S.D., methamphetamine, (crank, crystal), marijuana, P.C.P., and Quaaludes.

Dangers of Drugs in the Workplace

Drug Addiction is a major health problem. The death, disabilities and diseases stemming from drug abuse excel the morbidity and mortality rate of any other disease.

The campus is harmed. Excellent students and their careers are affected. Students are excessively sick, produce inferior work or perform unsatisfactorily. The detrimental effects of this problem are reflected everywhere.

People who abuse drugs affect public health and safety. The losses suffered must not be measured in dollars and cents alone but also in lives.

Dangers of Drug Use

Alcohol

- Decreased performance
- Poor judgment and coordination
- More accidents
- Drowsiness and mood swings
- Lower morale and increased conflicts with others
- Shortened attention span
- Impairment of judgment and decision-making ability

Cocaine/Crack Cocaine

- Lack of dependability
- Irritability and depression
- Crime (stealing to cover cost of drug)

Marijuana

- Disruption of space and distance
- Slower physical reflexes and poor coordination
- Forgetfulness and diminishing mental powers
- Drowsiness and mood swings

Opiates

Heroin, Pain Pills, Codeine, Darvon, Vicodin, and Percodan

- Impaired judgment and lowered efficiency
- Disinterest in classroom safety
- Increase in illness
- Drowsiness and mood swings

Smoking

To provide a safe and healthy environment to learn and work smoking in District facilities and vehicles is prohibited. Smoking is prohibited within 20 feet of a main exit, entrance or operable window of any campus building. It is the intent of this policy to promote comfort, health, and well-being of all district students, staff and visitors and maintain the safety of District facilities. Smoking means the carrying or holding of lighted cigarettes, cigars, cloves, bidis, pipes, hookah, marijuana, other lighted weed or plant, electronic

cigarettes, or other similar smoking device or equipment; OR emitting or exhaling the smoke of lighted cigarettes, cigars, cloves, bidis, pipes, hookah, marijuana, other lighted weed or plant, electronic cigarettes, or other similar smoking device or equipment. Smoking also includes the use of mouth or smokeless tobacco (to include dipping, chewing, etc.) or similar chew or spit product. (AP3570)

Student Assistance Program

A student desiring additional information regarding drug abuse may contact one of the counselors.

Student Acknowledgment

Part of the Drug Free Schools and Campus Act requires that students be given information regarding substance abuse. This information can be found in the college Catalog, Class Schedule, Student Handbook and Counseling Office. (Education Codes 87009, 87011, 87405, 87732, 87733, 88002)

Sexual Harassment Policy

The Lassen Community College District enforces a policy prohibiting sexual harassment and will respond promptly and effectively to reports of sexual harassment. Sexual harassment is unlawful discrimination in the form of unwelcome sexual advances, request for sexual favors and other verbal, visual or physical conduct of a sexual nature, made by someone from or in the workplace or in the educational setting. The District will take appropriate action to prevent, to correct and if necessary, to discipline behavior that violates this policy. For a complete copy of the policy prohibiting sexual harassment or to make a complaint, contact the Office of Human Resources.

Family Education Rights and Privacy Act (FERPA)

The confidentiality of student records shall be maintained in accordance with the Education Code and in compliance with federal regulation as outlined in the Family Education Rights and Privacy Act. Lassen Community College will release directory information only as specified in Board Policy 5040 to include the students name, honors and involvement in ASB or other extracurricular activities. Release of any other information requires the student's written permission.

Access to Educational Records

All former and present students have the right to review and inspect their educational records in the Office of Admissions and Records provided they make a written request fifteen (15) days in advance. Such a review will be under the direct supervision of a classified or certificated employee in the Admissions and Records Office. Expressly exempted from the right of review and inspection are the following materials:

- Financial records of the parents or legal guardians of the student(s).
- Confidential letters and statements of recommendation maintained by the College on or before January 1, 1975, provided that such letters or statements are not used for purposes others than those for which they were specifically intended.
- Records of instructional, supervisory, counseling, and administrative personnel which are in the sole possession of such personnel and are not accessible or revealed to any other person except a substitute.
- Records of employees of Lassen Community College, made and maintained in the normal course of business which relate exclusively to such person in that person's capacity as an employee, are not available for use for any other purpose.

Vaccinations/Immunizations

California Community Colleges do not require proof of immunization for enrollment however students are urged to update their immunization status. Upon transfer, many universities require MMR and Hepatitis B clearance as a condition of admission. Depending on the major, immunizations may be necessary prior to acceptance into selected programs. Students should consult with the specific department for further information.

College Services

Academic Resource Center (ARC) – Library & Learning Center

The Lassen Community College Academic Resource Center (ARC), located on the campus' center in the Humanities building, presents a picturesque view of the campus, Honey Lake Valley and Sierras via its two-story windows. The ARC offers a wide array of resources and services to students, faculty and staff including Wi-Fi, a café, comfortable seating, instruction and tutoring. Fully technologically equipped, two study rooms allow for quiet or group study sessions. Over 12,000 books, hundreds of course reserves, a textbook lending program, periodicals and media are easily reachable in-house; twenty-five online databases, nearly 200,000 eBooks, the library catalog and tutoring are accessible 24/7, both on and off-campus. Computers on both levels are equipped with Microsoft Office, the Internet and free limited printing. In addition, students may checkout textbooks, laptops and calculators without charge. Friendly research help is always obtainable. One-on-one assistance from trained peer tutors and instructors in a variety of subjects including math, writing, reading and the sciences is available. Also, small group tutoring as well as online tutoring are complimentary. Proctoring is attainable for those requiring supervised test-taking. Additional information about the ARC may be found at http://lassencollege.libguides.com or by contacting the Library at (530) 251-8830.

Admissions and Records

The Admissions and Records Office is responsible for the admissions and registration process of the College. Services include:

- Registration - online
- Maintenance of student's transcripts
- Transcript requests
- Residency

- International student admission
- Petitions for exceptions

All inquiries for Admissions and Records services may be directed by sending correspondence to Lassen Community College, Admissions and Records, P.O. Box 3000, Susanville, CA 96130 or by calling 530.251.8808 or by faxing 530.251.8802.

BaseCamp

Basecamp is here to assist all students in the process of attending and completing their educational program at Lassen Community College. The mission of BaseCamp is to ensure ALL students no matter their cultural, ethnic, religious, gender, sexual orientation, or socio-economic standing are afforded every opportunity to meet their educational and career goals at Lassen Community College. BaseCamp meets our mission through initiatives, programs and collaboration with all departments on campus in student, academic and business services. Some of the services available through Basecamp are bulleted below. For more information and the most current list of services and programs, visit our website at www.lassencollege.edu/student-services/basecamp. If you have suggestions for ways we can better serve students, please contact Interim VP of Student Services, Brady Reed at breed@lassencollege.edu. We are located in Creative Arts room 209 or you can reach Basecamp by calling 530.257.6181 ext. 8946.

• CalWORKs

We are a California Community College program serving CalWORKs students and their families by providing educational and career opportunities combined with an array of high-quality support services that enable students to complete their educational goals, find meaningful employment, and successfully transition into the workforce. Through collaboration and advocacy with our college and community partners, we prepare a segment of California's workforce by promoting the economic self-sufficiency of CalWORKs students through the attainment of a higher education.

Students currently receiving Temporary Assistance for Needy Families (TANF) Cash Aid are potentially eligible for services through the CalWORKs program. Call 530.257.6181 ext. 8991, for information on supplementary childcare funding, job placement, career and job search assistance, CalWORKs work study and advisement and support services.

• Career and Transfer Center – Student Services/Vocational Trades Building

The Lassen Community College Career and Transfer Center is located in the Student Services/Vocational Trades Building in the middle of campus, with a white location flag out front. Opened in August of 2019 it is a spacious welcoming center for all students. The Career and Transfer Center offers a wide variety of resources and services for students and staff including Wi-Fi, computers, classroom seating, and white board. Technologically equipped, the center has six individual computer stations, and a twelve seat classroom which allows for individual career and transfer exploration, as well as seminars and workgroup presentations. Computers are equipped with Microsoft Office, the Internet and free limited printing. Open daily M-F 8:00-4:30 or by appointment, the friendly staff is trained to assist with career and college transfer needs. Drop in assistance is offered for: Career assessments, selecting a major, exploring jobs & salaries, searching for college transfer degrees, typing tutor, and job board. By appointment services offered: College transfer applications, job applications, interviewing skills, resume, cover letter and high school equivalency testing. Monthly workshops and seminars are offered to help students move toward a successful career and college degree, advertised in the portal. Additional information about the Career and Transfer Center may be found at http://www.lassencollege.edu/student-services/counseling/career-and-transfer-center/Pages/default.aspx or by calling (530) 251-8833.

• DSPS - Disabled Student Programs & Services

Special courses and services are offered for students with verified disabilities on an ongoing basis. Psycho-educational diagnostic testing is also available for students with possible learning disabilities or acquired brain injuries. Counseling and registration assistance is available for all students with disabilities. Students may contact the DSPS Office at 530.251.8867 or the Learning Disabilities Program at 530.251.8867. For more information see:
www.lassencollege.edu/student-services/basecamp/dsps/Pages/default.aspx

High Tech Center – The High Tech Center is a computer lab designed to serve students with various disabilities and special needs. The computers are designed or equipped with special software that accommodates or assists students with their learning and college course work. Special software is available for disabled students. Students may contact the High Tech Center at 530.251.8867.

• EOP&S - Extended Opportunity Programs & Services

The Extended Opportunity Programs and Services (EOP&S) is a state funded program which provides special Above and Beyond Services to eligible students. It serves about 300 students a year providing above and beyond student success services to assist them in reaching their educational goals. The services provided to students eligible for the EOP&S program include:

- Academic Advising and Counseling
- Develop Educational Plans
- Book Grants and Book Lending
- Progress Reporting
- Transfer Assistance/Fee Waivers
- 4 year college campus tours
- Health & ASB Fees Paid
- Meal tickets
- Gas Cards
- School supplies
- Priority Registration
- Various Support Services
- Caps and Gowns
- Lap Top Loans
- Tutoring
- Computer Lab

Access to higher education is not a privilege for a chosen few, but a right for all that desire to learn. EOP&S services provide positive encouragement to qualified applicants who are full time, low income, underrepresented, and under prepared. This program is funded by a state grant and provides services above and beyond those already provided by Lassen Community College.

To be eligible for EOP&S services a student must meet the following criteria.

1. Be a California resident
2. Be enrolled as a full-time student (12 or more units per term)
3. Have fewer than 70 units of degree applicable college credits
4. Complete and submit the California College Promise Grant (CCPG)
5. Be educationally disadvantaged

The EOP&S Program creates an environment that is responsive to the needs of the students it serves and is culturally sensitive to the diversity of students that qualify for the EOP&S student success driven services it provides. For more information call 530.257.6181 ext. 8953.

• CARE - Cooperative Agencies Resources for Education

The Lassen Community College Cooperative Agencies Resources for Education program (CARE) is a state funded program focusing on providing financial, educational and emotional assistance and support to students who are CalWORKs/TANF eligible, single head of household wanting to attend college. The program provides off-campus childcare reimbursement for infants and children under the age of 14 years. CARE Student Support Group meetings are held monthly to discuss issues and concerns of the student. The aim of CARE is to help students with the cost of coming to school, increase their educational skills, become more confident and self-sufficient, enhance their employability, and move from welfare to independence.

Services provided to students eligible for CARE include:

- Child care allowances
- Transportation
- Textbooks and school supplies
- Uniforms
- Informational workshops for single parents
- Conferences
- Grants

To be eligible for the CARE program, student must meet the following criteria;

1. Eligible for the EOP&S Program
2. Maintain a full-time program of study (12 units or more).
3. TANF/CalWORKs as a single head of household and currently receiving cash aid.
4. 18 years of age or older.

For more information call 530.251.8837.

• Foster Youth Services Success Initiative (FYSI)

The purpose of the FYSI is to remove barriers that youth from foster care often encounter when attempting to access or attend an institute of higher education. The FYSI aims to improve outcomes for foster youth students by improving the following key areas:

- Access to student services and resources
- Access to academic support
- Outreach and retention
- Academic performance
- Completion of units
- Completion of programs and degrees
- Transfer rates to baccalaureate

Lassen Community College has a designated FYSI Liaison located within BaseCamp in CA 209. For more information please contact Brady Reed, Interm VP of Student Services at breed@lassencollege.edu

• Kinship Care

The mission of Lassen Community College Kinship Care Education is to provide needed training and support for Kinship Care Providers in the Lassen Community College District. Kinship providers who are caring for relatives (siblings, grandchildren, nieces, nephews, or family friend, etc.) are presented with unique challenges. The Lassen Community College Kinship Care Education program recognizes these challenges and strives to support the providers by offering free educational training workshops, providing high quality resource material and much needed support. Some of the training topics offered are: Parenting Skills, Effects of Fetal Alcohol Syndrome, Anger Management, and Strategies for Working with Difficult Children, Separation and Attachment, and many more. For more information please call 530.257.6181 ext. 8901 or email kinship@lassencollege.edu

• Orientation and Student Success

The Orientation and Student Success program supports students and the College by providing programs and services aimed at helping students at LCC. This includes everything from Orientation and Welcome Week, to student led activities to a quiet place to study.

• TRIO TRACS" at Lassen College

TRIO Student Support Services (SSS) is a federally-funded program and is called "TRIO TRACS" at Lassen College. It supports college success for low-income and first-generation college students, as well as students with disabilities. It provides academic counseling, personal coaching, workshops, fieldtrips, and other support necessary for eligible students to persist at LCC and to reach

their educational goals. The TRIO TRACS Program can make college less difficult by helping students with college coursework, exploring career options, and managing life's demands. TRIO is actively engaged in creating a positive caring community that promotes diversity, leadership, and student success.

Bookstore

The bookstore carries required textbooks and supplies for classes offered at the college. Miscellaneous school supplies are available along with logo clothing, art supplies, and various snacks. The community is invited to stop by and see what the bookstore has to offer. The bookstore is located in the Student Union – housed with the Cougar Café: Bookstore is staffed from 8:30 a.m. to 4:00 p.m.

Student Union/ Cougar Café

The student union café also serves a wide variety of items for breakfast and lunch. The community is invited to stop by and see what the student union has to offer. Cougar Café is open from Monday-Thursday 7:30 a.m. to 6:30 p.m. and Friday 7:30 a.m. to 2:00 p.m.

Work Experience & Internships

Work Experience Education is an academic program in which students build work skills through specified learning that they pursue in their individual work settings. There are three types of Work Experience courses: General Work Experience (WE 1), Vocational Work Experience (vocational courses numbered '49' such as AJ 49 or HUS 49), and Occupational Work Experience (WE 2). Upon completion of their Work Experience course students earn transferable credit with a letter grade. For more information contact Lisa Gardiner @ lgardiner@lassencollege.edu or 530-251-8856.

General Work Experience - assists students in learning about the world of work and is open to students regardless of major or job. Through this course, students develop and/or improve basic work habits and entry level job skills. No more than 6 units may be earned in General Work Experience (WE-1).

Vocational Work Experience - provides students with opportunities to develop or add marketable skills that are related to their vocational career objective.

Work Experience - provides students with opportunities to develop or add marketable skills related to their transfer major at California State Universities and Colleges. Students transferring to private or out of state universities and colleges should meet with their counselor to determine the transferability of work experience credits. The University of California does **not** allow transfer credit for Work Experience.

How the Work Experience Program Works – At the beginning of the semester students attend one of several Work Experience Orientations listed on the class schedule. During the orientation, students are given all the information they need to successfully complete the program. Students begin by meeting with their supervisor to create individualized measurable occupational learning objectives that identify new skills to be learned on the job by the end of the semester. Next they submit their objectives to the Work Experience Education office for approval. Throughout the course, students work toward accomplishing their learning objectives and demonstrating good basic work skills on the job. The Work Experience Instructor/Coordinator visits the worksite to complete an evaluation and provides support and assistance to student and employer throughout the program. Grades for Work Experience are based on completion of identified learning objectives, demonstration of good basic work skills and timely submission of all Work Experience assignments. Eligible students must meet the following criteria:

1. Be working in a paid or volunteer position for a licensed business. Students who do not have a job or internship and would like assistance should contact the Work Experience Education office. Students must have a cooperative employer by the end of their third week of their Work Experience course (end of the first week summer session) to remain in the program.
2. Register for 1-8 units of Vocational or Work Experience or 1-6 units of General Work Experience. Students who are working in a position related to their college major, and are taking or have taken a course in that area should enroll in the area's Work Experience class. Interested vocational students may earn college credit in the following majors: Administration of Justice, Agriculture, Art, Automotive Technology, Business, Child Development, Correctional Science, Fire Technology, Gunsmithing, Health Occupations, Human Services, Journalism, and Welding Technology. One unit of credit may be earned for every 75 hours of paid work experience or for every 60 hours of volunteer experience. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Vocational, Occupational and General Work Experience enrollments. Enrollment limitations exist. See a counselor or the Work Experience Coordinator for further information.
3. Attend a Work Experience Orientation during the first two weeks of the course to get started in the program and receive all necessary course materials.

Counseling

The Counseling Office, located in the Student Services Building, provides services to help students define their academic and career goals including academic counseling and advising, personal counseling, student orientation, career assistance, and information regarding transferring to a four year college or university.

Academic Counseling: Counselors are available to assist students in interpreting multiple measures placement, selecting courses, formulating an educational plan, discussing educational concerns, and providing guidance toward student educational goals.

Articulation Agreements: Articulation is an agreement between Lassen Community College and four-year colleges and universities that identify Lassen Community College courses that will transfer and meet four-year college and university requirements. These agreements are maintained by the Counseling Office and are listed at **www.assist.org**, the website for ASSIST, California's

official statewide repository of transfer course information.

Personal Counseling: Lassen College now has a Behavioral Health Program Manager to assist students with mental health needs, along with providing workshops and trainings. If you or a classmate is feeling depressed, anxious, or has any other mental health concerns please do not hesitate to reach out at (530) 257-6181 ext. 8902 or by email sharrington@lassencollege.edu. Staff and faculty may also consult with the Behavioral Health Program Manager if they have any questions or would like to refer a student for services.

New Student Orientation: Student Orientation is designed to help incoming students familiarize themselves with the programs, facilities, policies, and procedural expectations of the College. It is common for colleges to use their own language, terms and vocabulary that are often very unfamiliar to students. Orientation programs provide students the tools to navigate their college experiences successfully. All new students must complete an online orientation session. Online orientation can be found under new students tab on the LCC website.

Educational Plans: Your educational plan is developed in consultation between you and your assigned counselor and it outlines all course work necessary for you to reach your educational goal. All new students whose educational goal is to transfer or complete a degree or certificate should complete an educational plan by the beginning of their second semester. Plans are subject to revision whenever a student changes their anticipated major or field of study or if they change the course pattern outlined in their current educational plan. Educational research has verified that students are more successful in college when they have a firm educational plan. They also take less time to accomplish their educational goals. You can make an appointment by contacting the Counseling Office at 530.251.8842.

Financial Aid

For more information on Financial Aid see the next section on "Financial Aid and Scholarships" in this catalog. (Page 27)

Housing

The residence hall provides accommodations for students with two and four person rooms. For an additional fee a student can request a single room, which will be assigned if availability allows. Laundry facilities, a common kitchen, and a television lounge are available for student use. At the west end of the building you will find two-story game room with floor to ceiling windows. Various nights during the semester you will find both table pool and foosball tournaments in this room as part of the Lassen Intramural Activities Program. In addition to foosball and pool table, various sports programs (indoor touch football, three-on-three basketball, dodge ball and lots more) make up the Lassen Intramural Competitive Activities Program on Mnnday and Thursday evenings. The non-competitive lunchtime activities occur Monday through Friday in the lounge and internet gaming has been implemented into the program as well. Most rooms accommodate two students; however, there are also some four-person rooms. A common bathroom joins the suites for two person rooms and a single bathroom is shared in the rooms that accommodate four residents. The room is furnished with a desk, chair, drawers, bookshelf, closet, sink/vanity area and an extra-long twin bed for each student. Students are **not** to bring their own furniture, as no storage is available. The rooms are controlled individually for heat. Telephone service is not provided. However Wi-Fi service is provided. The beds use extra-long twin sheets. Students will need to bring a good study lamp, trash can and personal items to decorate their room. No drugs, alcohol or sexually provocative material is allowed as decorations.

The Vice President of Student Services and other college staff are responsible for the residential program. The Housing Office is located in the Residence Hall and is open Monday through Friday. The Residence Manager is on duty Monday- Friday during the day. Six Residential Advisors assist in maintaining a safe and secure facility including locked doors and visitor check-in after 10:00 PM.

The guidelines for living in the Lassen Community College Residence Hall have been established to protect the health, safety, and social welfare of all community members, to provide a climate conducive to study, to discourage dishonesty, vandalism, and personal abuse. Rules are enforced to avoid infringement of the rights of others.

Each resident is responsible for his or her actions and each is entitled to a safe, secure, and mature atmosphere in which to reside and a living environment conducive to succeeding in his or her educational objectives. In order to maintain that environment, the residence hall has multiple cameras observing hallways and entry/exits on a 24/7 basis.

Information regarding rates is included in the residence hall application packet. Upon return, the completed dorm application must be accompanied by a security deposit to reserve a room. Applications can be obtained by writing to: Lassen Community College, Housing Office, PO Box 3000, Susanville, CA 96130 or via email to **fbeaujon@lassencollege.edu** or from the Lassen Community College website www.lassencollege.edu/campus-lif/residence-hall

Check-in times are scheduled on specific days during the two weeks prior to the first day of school. For more information please contact the residential life staff by phone at 530.251.8879 or by email at **fbeaujon@lassencollege.edu**

Career Technical Education CTE/Transitions (Formerly Tech Prep 2+2)

The Career Technical Education (CTE)/Transitions program offers high school students the opportunity to take an approved technical preparation class during their high school years and receive Lassen Community College credit. Students are able to develop high academic and employability competencies through approved technical preparation and instruction. This opportunity eases the transition from the high school to the college and offers an incentive for students to continue their education at a more advanced level. After completing an articulated CTE/Transitions class with a grade of "B" or better at the high school level, a high school student qualifies to receive earned credit at Lassen Community College in the articulated course(s) without having to repeat the course at the college level by submitting your high school transcripts and required form from the Credit Guidelines packet to the LCC Admissions

and Records Office and enroll.

CTE/Transitions credit is only available up to five years after high school graduation. “Credit by Exam” is granted based on articulated course content and exams or alternate assessments. Students must be in good standings and complete all requirements.
For a Credit Guidelines Packet or more information on the CTE/Transitions program visit the Lassen Community College Counseling Office or speak with your high school counselor.

Veteran’s Services

Lassen Community College is approved for veteran training under Public Law 890-358, as well as under the California State program. The Lassen Community College Veteran’s Certifying Official is a liaison between the Veteran’s Administration and the individual veterans, insuring timely educational benefit payments. Veterans or veteran family members eligible for government benefits should contact the college Financial Aid Office in the Student Services Building. All students expecting Veterans Benefits, degrees or certificates must file an official transcript of their record from all colleges previously attended.

After completing all necessary paperwork, the veteran is ready to meet with the veteran’s counselor to complete their schedule. Call 530.251.6181 ext. 8950 to receive more information.

Military Service Schools/Formal Military Service Schools

College units may be allowed for the successful completion of college-level training in formal service schools as recommended in “The Guide to the Evaluation of Educational Experience in the Armed Services”, published by the American Council on Education. Lassen Community College will grant college credit if the person has served at least six months in active service.
Active duty personnel should submit a copy of DD295 (veterans submit DD2l4) to the Financial Aid Office and the Veteran’s Counselor for evaluation.

Financial Aid and Scholarships

Financial Aid is dedicated funding that assist students with the costs of attending college, it is meant to help students achieve their academic goals. Funding sources include the Federal and State government as well as other public and private entities.

Every student interested in receiving Financial Aid is first required to fill out a FAFSA- **F**ree **A**pplication for **F**ederal **S**tudent **A**id on the web every academic year. The on–line application is found at www.fafsa.ed.gov ; this is the only viable website to file a FAFSA. (The school code for LCC is 001217.) Each student receiving Financial Aid is expected to enroll **only** in classes/courses that are needed to complete their education goal at LCC.

Eligibility Requirements

1. Submit a Free Application for Federal Student Aid (FAFSA) to the U.S. Department of Education to establish eligibility.
2. Have demonstrated financial aid eligibility according to federal and state regulations.
3. Have a high school diploma or the equivalent. Students who do not have a high school diploma or the equivalent may not be eligible for federal financial aid, but may be eligible for state and locally funded aid programs.
4. Enroll in an eligible program to complete an associate degree or an eligible certificate program or transfer requirements. Most forms of financial aid are only available to students enrolled in an eligible program.
5. Declare a major and obtain an education plan as approved by a Lassen Community College counselor, which must be on file.
6. Most important!! Students must maintain satisfactory academic progress (SAP). Once a student’s aid has been verified and awarded it is the student’s responsibility to maintain SAP in order to keep their eligibility for Federal financial Aid.

Satisfactory Academic Progress (SAP)

Lassen Community College complies with federal requirements to monitor financial aid recipients’ SAP toward a declared and eligible educational objective of an associate degree, certificate or transfer to a baccalaureate degree granting institution. Students receiving financial aid are expected to maintain a cumulative grade point average of at least 2.0, and to successfully complete each course that they attempt .Also students are expected to complete their educational goal within a reasonable timeframe. Beginning July 1, 2012 the maximum lifetime eligibility to receive a PELL grant has decreased from 9 full time years to 6 full time years.
In accordance with Federal Student Aid regulations, SAP procedures measure each student’s progress three unique ways qualitative, quantitative and incremental. Student’s failure to maintain SAP will first result in a semester on warning, if the student fails to meet SAP the next semester the student will be placed on Financial Aid Suspension along with disqualification of receiving Federal Financial Aid previously awarded. LCC has an appeal process that exists for those students who have had extraordinary and unexpected circumstances which caused the failure to maintain SAP.

Estimated Cost of Attendance (COA)

The table below is an estimate of the average annual cost of attendance (COA) at Lassen Community College. These are estimated and averaged costs as provided by the California Student Aid Commission with the exception of Fees and On Campus Housing, which are actual. The Student COA cannot be exceeded by the sum of all aid the student receives for the academic school year.

In State	Student Living **With Parent**		Student Living **On Campus**		Student Living **Off Campus**	
	Annual	Semester	Annual	Semester	Annual	Semester
Tuition and Fees (12 units/term @ $46/unit & $12.50/term)	$1,130	$565	$1,130	$565	$1,130	$565
Books & Supplies	$1,126	$563	$1,126	$563	$1,126	$563
Food	$9,082	$4,541	$7,098	$3,549	$5,572	$2,786
Housing	$0	$0	$3,000	$1,500	$11,182	$5,841
Transportation	$1000	$500	$342	$171	$918	$459
Personal	$3,276	$1,638	$2,638	$1,319	$3,844	$1,9222
TOTAL COA	**$15,614**	**$7,077**	**$15,334**	**$7,667**	**$24272**	**$12,136**
Out of State						
Tuition ($270/unit)	$6,480	$3,240	$6,800	$3,240	$6,480	$3,240
TOTAL COA Out of State	**$22,094**	**$11,047**	**$21,814**	**$10,907**	**$30,752**	**$15,376**

*Resident Tuition is $46.00 per unit. Non-Resident Tuition is $326.00 per unit (health & student fees included in total.)

Students enrolled at a less-than-half-time status for a term will be subject to adjustments to their COA budget and award eligibility.

Enrollment Status

Eligibility for many types of aid is based on a student's enrollment status in the term. Types of aid that is prorated based on a students' enrollment status include Pell Grant, Osher Scholarship and Cal Grant. Full-time 12+ units *100%,* 9-11.5 units *75%,* 6-8.5 *50%,* and 6 or fewer units check with financial aid.

Effects of Withdrawing, Dropping or Failing

For purpose of Financial Aid, every class/course attempted is counted towards you maximum lifetime eligibility usage; all drops, withdrawal, no-pass, and fail are calculated as zero points towards the students cumulative GPA. Federal financial aid recipients with no-show withdraw, or drop courses any time before completing more than 60% of the term are subject to repayment of some of the federal aid they received.

Determination of Withdrawal

The date of withdrawal and no-show dates are based on the official records of the college in accordance with federal regulations. The federal repayment calculation is called R2T4 (Return to Title IV) and the amount the student must repay before receiving any more federal financial aid such as the Pell Grant, FSEOG, work-study and Stafford Loan, is based on a comparison of the amount the student actually received in federal aid to the length of time enrolled for the term.

Repaying the Debt

You will be notified if you are required to repay a portion of your aid and will have 45 days to repay in full. If the amount owed is not repaid within those 45 days the debt will be referred to the U.S. Department of Education and you will not be eligible to receive any additional federal financial aid at any school until the amount due is repaid in full or satisfactory payment arrangements have been made with the U.S. Department of Education.

Repeating Courses

Federal Student Aid regulations allow students to repeat a previous passed course once with an A,B,C,D, or P grade and have it included in the determination of their enrollment status for calculating Federal Student Aid.

Types of Financial Aid Available

- **Federal Assistance Programs**
  Federal Pell Grant is a federally funded entitlement aid program providing from $600 to $6,495 per school year to those students with demonstrated financial need as measured and determined by the FAFSA.
- **Federal Supplemental Educational Opportunity Grant (FSEOG**) is a federally funded aid program that provides assistance to students with exceptional financial need as measured and determined by the FAFSA. Limited funding

is available and is intended to supplement Pell Grant funding.

- **Bureau of Indian Affairs** provides grants to help eligible Native American students meet their college costs. To be eligible students must be at least one-fourth American Indian, Eskimo or Aleut as certified by a tribal group served by the Bureau of Indian Affairs (BIA). Students must apply for BIA Higher Education Grants through their tribal agency.
- **Federal Work Study** provides part-time employment to students with a demonstrated financial need as measured and determined by the FAFSA to help meet the cost of their education. Students must work to earn their award. Positions are available on and off campus. Students must be enrolled full-time and funding is limited.
- **Federal Direct Loans** are subsidized and unsubsidized federally guaranteed low interest rate student loans and are not based on credit history. Students must attend a pre-loan entrance interview workshop to understand their borrowing responsibilities. To apply a separate loan request must be completed.
- **Federal Direct Subsidized Loan** is a need-based student loan program designed to assist students with educational expenses while attending at least half-time in an eligible program of study. The interest is subsidized by the federal government as long as the student is enrolled at least halftime.
- **Federal Direct Unsubsidized Loan** can be need based or non-need based. The interest on this loan is not subsidized by the federal government and begins to accrue when it is funded. Students have the option of making interest payments or deferring the interest payment.

State Assistance Programs

- **California College Promise Grant**
  The California College Promise Grant is available to California residents attending California Community Colleges and waives the enrollment fee for eligible students. Students may be eligible in a number of ways including as a recipient of public assistance benefits, meeting income standards or by demonstrating at least $1,104.00 of need as measured by the filing of a FAFSA.
  Students must reapply each school year.
  Those who qualify as an AB540 admission should submit a CA Dream Act application to determine their eligibility for the California College Promise Grant. The CA Dream act application is at www.dream.csac.ca.gov
  SB 1456 Establishes the Student Success Act of 2012 and requires students qualifying for the BOG Fee Waiver meet specific academic progress requirements; maintain a cumulative GPA of 2.0 and completion of at least 50% of the coursework attempted.
- **Cal Grant B/C -** Cal Grant funding is a state aid program with additional details of each type available at www.dream.csac.ca.gov. There are three types of Cal Grant awards that students may be eligible to receive.
- **Student Success Completion Grant (SSCG)**
  The Student Success Completion Grant (SSCG) is a financial aid program for Cal Grant B and C recipients attending a California Community College full-time (12 units or more). On top of the Cal Grant B or C award paid at community colleges, the Student Success Completion Grant pays full-time Cal Grant B or C recipients a maximum of $1,298 annually at $649 per semester for eligible students who enroll and attend 12 through 14.99 units per term and a maximum of $4,000 annually at $2,000 per semester for eligible students who enroll and attend 15 units or more per term.
  Eligibility Criteria
- Must be a Cal Grant B or C recipient that received a full-time Cal Grant payment
- Must be enrolled full-time (12 units or more)
- Must be meeting Federal Satisfactory Academic Progress (SAP) standards
- Must have unmet need to receive the SSCG
  The purpose of the SSCG grant is to provide students with additional financial aid to help offset the total cost of community college attendance, and to encourage full-time attendance and successful on-time completion.

Extended Opportunity Programs & Services (EOP&S) is a state program that provides special services and assistance to full-time eligible students who are California residents.

Institutional Assistance Programs

Scholarships

There are many scholarships available to assist you with the cost of education. Remember, scholarships are a form of gift aid and do not need to be repaid. You are encouraged to seek outside scholarships. Scholarship search websites like **www.fastweb.com** can provide many resources.

LCC has an annual scholarship and awards night in May. Scholarship applications are available in the Financial Aid office usually the first week of March. All students are encouraged to pick up the scholarship packet and apply.

Definition of College Terms

Academic Probation - A student may be placed on probation for failure to maintain a 2.0 G.P.A. or failure to complete sufficient number of units.

Academic Progress - Maintaining a 2.0 G.P.A. in at least twelve units each semester.

Academic Renewal - A petition to have previous Lassen Community College work (grades and credits) excluded from current grade point average, if that prior work is at least one years old.

Academic Suspension - A situation caused by low academic or progress performance, in which the suspended student cannot enroll without approval from the appropriate dean.

Academic Year - Fall and Spring semesters.

Administrative Unit Outcomes (AUO) - Administrative Unit Outcomes (AUOs) are based on what a "client" will experience, receive or understand as a result of the services provided by the unit. AUOs are also based on the specific contributions the unit makes to the effective operation of the college in supporting student learning.

Associate Degree (A.A. or A.S.) - A degree (Associate in Arts or Associate in Science) granted by a community college.

Associate Degree for Transfer (A.A.-T or A.S.-T) - A degree (Associate in Arts or Associate in Science) granted by a community college that guarantees admission to a CSU campus.

Bachelor's Degree (B.A. or B.S.) - A degree granted by a four-year college or university.

Basic Skills Courses - Courses in reading, writing, computation or English as a Second Language designed to prepare students to succeed in college level course work. Numbered 100-120 at Lassen Community College.

Certificate of Accomplishment - A Certificate of Accomplishment will be awarded for degree-applicable credit course work ranging from three (3) units to less than sixteen (16) units unless statutory or license requirements necessitate a higher unit value (appropriate statutory or license documentation must be attached). The course work must be within a specific educational program.

Certificate of Achievement - A Certificate of Achievement will be awarded for degree-applicable credit course work ranging from sixteen (16) units to forty-two (42) units. The course work must be within a specific educational program and approved to be offered at Lassen Community College by the Chancellor's Office of the California Community Colleges.

Certificate of Competency (Noncredit) - A noncredit Certificate of Competency will be awarded for a program or sequence of courses that result in the student demonstrating achievement of a set of competencies that prepare him/her to progress in a career path or to undertake degree-applicable or non-degree applicable credit courses. The certificate is in a recognized career field articulated with degree-applicable coursework, completion of an associate degree or transfer to a baccalaureate institution.

Certificate of Completion (Noncredit) - A noncredit Certificate of Completion will be awarded for a program or sequence of courses that prepare a student to progress in a career path or to undertake degree-applicable or non-degree applicable credit courses. The certificate is designed to result in improved employability or job opportunities.

Community Service Course - A course where the student pays for the full cost of instruction. Community service courses are not applicable to degrees or certificates, nor do they appear on a student's transcript.

Co-requisite - A course which must be taken at the same time as another course.

Course - A particular portion of a subject selected for study. This is identified by a course number, for example, Psychology 1.

Course Description - Brief statement about the content of a particular course.

Course Identification Numbering System (C-ID) - number next to a course signals that participating California colleges and universities have determined that courses offered by other California community colleges are comparable in content and scope to courses offered on their own campuses.

Credit - Refers to the units earned by completing a class.

Credit by Examination - Course or unit credits granted for demonstrated proficiency in a given area as determined by an examination.

Credit Course - Courses that are applicable to degrees and certificates. Numbered 1 -99 at Lassen Community College.

CSU - California State University System.

Education Plan - A list of courses required to complete educational goal.

Elective - Courses which are not required for the major or general education but are acceptable for credit. An elective course may be in the student's major area of study or any department of a college.

Federal Work Study (FWS) - A program of federal aid, which provides funds for student jobs.

Full-time Student - A student taking twelve or more units in the Fall or Spring semester, or six or more units in the summer semester.

General Education Requirements - Courses covering the broad area of thought and experience common to every person. The general education requirements for the Associate Degree and Transfer Degree may differ.

Good Standing - Indicates that a student's grade point average in the previous semester and cumulative grade point average is 'C' (2.0 G.P.A.) or better.

Grade Point Average - Grade point average (G.P.A.) indicates an overall level of academic achievement.

Hour - Same as credit, same as unit. (See Credit)

IGETC - The Intersegmental General Education Transfer

Curriculum permits a student to transfer from Lassen to a campus in either the California State University or some campuses of the University of California system without the need to take additional lower-division, general education courses to satisfy General Education requirements.

Lower Division/Upper Division - Lower Division are courses taken at the freshman and sophomore level and may be taken at a community college. Upper Division courses are taken at four-year institutions and may not be taken at the community college level.

Major - An organized program of courses leading to an Associate Degree, Occupational Certificate or Bachelor's Degree.

Matriculation - A process which brings a college and a student who enrolls for credit into an agreement for the purpose of realizing the student's educational objective.

Methods of Instructional Delivery - ways in which an instructor delivers course material and interacts with a student.

- **Traditional Classroom Delivery:** Instructor and student meet face to face in a classroom setting. Class format may vary to include lecture, lab, discussion or small group work.
- **Correspondence Delivery**: Instructor and student interact via mail or email. Packets of instructional material are sent to students to be completed and returned.
- **Hybrid Course –** A course in which some portion of the hours scheduled for traditional face to face delivery of instruction is replaced by online delivery. Exams and summative assessments must be administered during scheduled face-to-face hours. Access to a computer with internet access is required. [Requires separate Curriculum/Academic Standards Committee approval].
- **Online Delivery:** Instructor and student interact and deliver/receive instructional material online via email or course delivery software. Access to a computer with internet access is required
- **Online Course:** 100% of instruction delivered online, may include face to face proctored exams and instructor contact (for attendance accounting purposes more than 51% of course delivered by online instruction is considered online). [Requires separate Curriculum/Academic Standards Committee approval.]
- **Web-Enhanced Course -** A course in which additional information and resources may be made available to students online, and students may be required to do research and complete and/or submit assignments online. Quizzes may be administered online, but exams and summative assessments must be administered face-to-face. Access to a computer with internet access is required. [Requires separate Curriculum/Academic Standards Committee approval.]

Noncredit Courses - These courses are not applicable to degrees or certificates and are non-transferable. They are numbered 150-189 at Lassen Community College.

OER- Open Educational Resource textbook indicates course uses digital course textbook that is free of charge to students.

Open Entry/Open Exit - Courses that may be added to a program of study throughout the semester; and may be completed upon fulfillment of course requirements at any time during the semester.

Pass/No Pass - A grading system by which units of credit, where credit indicated is a least a 'C' level, may be earned but no letter grade is assigned. Such units are not used in computing the grade point average.

Prerequisite - A course that a student must complete prior to enrollment in a higher level course.

Recommended Preparation - A course that a student is encouraged to complete prior to enrollment in a particular course to enhance academic success.

Student Learning Outcome (SLO) - Student Learning Outcomes refer to overarching specific observable characteristics developed by local faculty that allow them to determine or demonstrate evidence that learning has occurred as a result of a specific course, program, activity or process.

Transcript - A list of all credit courses taken at a college or university showing the final grade received for each course.

Transfer - Changing from one college to another.

Transferable Course - A course acceptable for credit at another institution.

Units - The measure of college credit given a course, usually on the basis of one unit for each lecture hour per week; or one unit for two to three laboratory hours per week.

Units Attempted - (UA) Total number of units in the courses for which a student has enrolled and received an A, B, C, D, F, W, Pass/No Pass.

Units Completed - (UC) Total number of units in the courses for which a student has received a grade of A, B, C, D, F or Pass/ No Pass.

U.C. or UC - The University of California System.

Variable Units - The range of units that may be earned in a given course.

Withdrawal - Dropping all classes.

Lassen Community College
Programs, Degrees and Certificates

Associate Degrees for Transfer

Associate in Science Degree in
Administration of Justice for Transfer
Associate in Science in
Agriculture Animal Science for Transfer
Associate in Science in
Agriculture Business for Transfer
Associate in Arts Degree in Studio Art for Transfer
Associate in Science Degree in Biology for Transfer
Associate in Science Degree in
Business Administration for Transfer
Associate in Science Degree in
Early Childhood Education for Transfer
Associate in Arts Degree in Economics for Transfer
Associate in Arts Degree in English for Transfer
Associate in Arts Degree in History for Transfer
Associate in Arts Degree in Kinesiology for Transfer
Associate in Science in Nutrition and Dietetics for Transfer
Associate in Arts Degree in Psychology for Transfer
Associate in Arts Degree in Sociology for Transfer

Administration of Justice

Associate in Science Degree in
Administration of Justice for Transfer
Associate in Art Degree Administration of Justice
Certificate of Achievement in
Administration of Justice
Certificate of Accomplishment in
Administration of Justice

Agriculture

Associate in Science in
Agriculture Animal Science for Transfer
Associate in Science in
Agriculture Business for Transfer
Associate in Arts Degree University Studies:
Emphasis in Agriculture Sciences
Associate in Science Degree in
Agriculture Science and Technology
Certificate of Achievement in
Agriculture Science and Technology
Certificate of Accomplishment in Animal Science
Certificate of Accomplishment in Horsemanship
Certificate of Accomplishment in Agriculture Business
Certificate of Accomplishment Agriculture Irrigation

Allied Health

Associate in Arts Degree University Studies:
Emphasis in Allied Health

Art

Associate in Arts Degree in Studio Art for Transfer

Automotive Technology

Associate in Science Degree in Automotive Technology
Certificate of Achievement in Advanced Mechanics
Certificate of Achievement in Engine Repair
Certificate of Accomplishment Basic Mechanics
Certificate of Accomplishment in Electrical
Certificate of Completion in Automotive Chassis and Maintenance

Biological Science

Associate in Science Degree in Biology for Transfer

Business

Associate in Science Degree in
Business Administration for Transfer
Associate in Arts Degree in Economics for Transfer
Certificate of Achievement Administrative Office Technician
Certificate of Achievement in Small Business Management

Child Development

Associate in Science Degree in
Early Childhood Education for Transfer
Associate in Arts Degree in Child Development
Certificate of Achievement in Child Development
Certificate of Accomplishment in
Child Development-Associate Teacher

English

Associate in Arts Degree in English for Transfer

Fire Technology

Associate in Science Degree in Fire Technology
Certificate of Achievement in Fire Technology
Certificate of Accomplishment in Fire Technology
Certificate of Accomplishment in Basic Fire Fighter

General Education Transfer Certificates

Certificate of Achievement California State University General Education
Certificate of Achievement in Intersegmental General Education Transfer Curriculum

Gunsmithing

Associate in Science Degree in Firearms Repair
Associate in Science Degree in General Gunsmithing
Certificate of Achievement in Firearms Repair
Certificate of Achievement in General Gunsmithing
Certificate of Accomplishment in
Gunsmith Machinist and Metal Finishing
Certificate of Accomplishment in Long Guns
Certificate of Accomplishment in Pistolsmith
Certificate of Accomplishment in Riflesmith

Health Occupations/Medical Assisting

Certificate of Achievement in
Medical Assisting
Certificate of Accomplishment in
Administrative Medical Assisting
Certificate of Accomplishment in
Clinical Medical Assisting

History

Associate in Arts Degree in History for Transfer

Humanities

Associate in Arts Degree University Studies:
Emphasis in Humanities

Natural Science

Associate in Arts Degree University Studies:
Emphasis in Natural Sciences
Associate in Arts Degree General Studies:
Emphasis in Natural Sciences

Nursing

Associate in Arts Degree University Studies:
Emphasis in Allied Health
Associate in Science Degree in Vocational Nursing
Certificate of Achievement in Vocational Nursing

Nutrition and Dietetics

Associate in Science in Nutrition and Dietetics for Transfer

Physical Education

Associate in Arts Degree in Kinesiology for Transfer
Associate in Arts Degree University Studies:
Emphasis in Physical Education

Psychology

Associate in Arts Degree in Psychology for Transfer

Social Science

Associate in Arts Degree University Studies:
Emphasis in Social Sciences
Associate in Arts Degree General Studies:
Emphasis in Social Sciences

Sociology

Associate in Arts Degree in Sociology for Transfer

Welding Technology

Associate in Science Degree in Welding Technology
Two-Year Certificate of Achievement in Welding Technology
One-Year Certificate of Achievement in Welding Technology
Certificate of Accomplishment in Welding Technology

Lassen College Career Pathways

For additional Career information please reach out to our Career/Transfer Center at lcccareertransfer@lassencollege.edu.

Agricultural Studies

The Agricultural Studies Career Pathway will teach you effective animal husbandry skills, how to analyze the agricultural business market, and ranch management. This pathway prepares students to enter the workforce or to continue their education at a four year university. Certificates and nontransferable degrees would lead you to employment in occupations such as a landscaper, farm worker, artificial insemination (AI) of cattle, farm accountant, livestock feed sales, or park maintenance operator. Completing the transferrable degrees could lead to the following careers: agricultural sales/marketing, animal nutritionist, agricultural teacher, soil conservationist, veterinarians, or plant/animal geneticist.

TRANSFER DEGREES (AA & AS) 60 Units	NON-TRANSFER DEGREES (AA & AS) 60 Units	CERTIFICATES OF ACHEIVEMENT (CA) 16-42 Units	CERTIFICATES OF ACCOMPLISHMENT (COA) 3-15 Units
• Agriculture Animal Science AS-T • Agriculture Business AS-T • University Studies Agriculture Science AA	• Agriculture Science & Technology AS	• Agriculture Science & Technology CA	• Animal Science COA • Agriculture Business COA • Horsemanship COA • Agriculture Irrigation COA

Arts & Humanities

The Arts and Humanities Career Pathway will explore literary traditions, media studies, and the importance of the historical perspective. The Art/Humanities Career Pathways prepares students to transfer to a four year university and achieve their Bachelor of Arts degree. Earning a Bachelor's degree in this pathway could lead to a career as a writer, teacher, museum curator, artist, or gallery director.

TRANSFER DEGREES (AA & AS) 60 Units	NON-TRANSFER DEGREES (AA & AS) 60 Units	CERTIFICATES OF ACHEIVEMENT (CA) 16-42 Units	CERTIFICATES OF ACCOMPLISHMENT (COA) 3-15 Units
• English AA-T • History AA-T • Studio Arts AA-T • University Studies Humanities AA	N/A	N/A	N/A

Business

If you choose the Business Career Pathway, you will explore careers opportunities such as accounting, finance, management, leadership, human resource management, and economic concepts. This pathway will prepare students to enter the workforce or continue their education at a four year university. Examples of careers ғ in this area may include data entry/word processing, Information Technician (IT) specialist, Database administrator, help desk technician, bookkeeper, administrative assistant, and frontline management Those earning a four year degree may find themselves working as a general manager, accountant, business owner, marketing manager, or data analyst/statistician.

TRANSFER DEGREES (AA & AS) 60 Units	NON-TRANSFER DEGREES (AA & AS) 60 Units	CERTIFICATES OF ACHEIVEMENT (CA) 16-42 Units	CERTIFICATES OF ACCOMPLISHMENT (COA) 3-15 Units	Non Credit Certificates of Completion (COC
• Business Administration AS-T • Economics AS-T	N/A	• Administrative Office Technician CA • Small Business Management CA		• Information Technician (IT) Support Professional

Natural Science

The Natural Science Career Pathway will focus on studying basic scientific methodology, apply critical thinking skills to exam the different scientific fields, and analyze/observe real life examples. This pathway prepares students to continue their education at a four year institution to work toward a career as a science teacher, scientific researcher, physician, biologist, athletic trainer, occupational therapist, Geographic Information System (GIS) technician, and other careers in the scientific realm.

TRANSFER DEGREES (AA & AS) 60 Units	NON-TRANSFER DEGREES (AA & AS) 60 Units	CERTIFICATES OF ACHEIVEMENT (CA) 16-42 Units	CERTIFICATES OF ACCOMPLISHMENT (COA) 3-15 Units
• Biology AS-T • Kinesiology AS-T • University Studies: Natural Science AA • University Studies: Physical Education AA	• General Studies Natural Science AA • General Studies Physical Education	• Geographic Information Systems	N/A

Social Sciences & Education

This pathway will focus on understanding human beings, social problems, human diversity, and influences on development. Social Science and Education Career Pathway will prepare students to enter the workforce or continue their education at a four year university. Immediate workforce opportunities could include working as a child care site supervisor, classroom aide, or human services paraprofessional. If you decide to transfer to a four year university you could earn employment as a social worker, primary/secondary teacher, sociologist researcher, or college counselor.

TRANSFER DEGREES (AA & AS) 60 Units	NON-TRANSFER DEGREES (AA & AS) 60 Units	CERTIFICATES OF ACHEIVEMENT (CA) 16-42 Units	CERTIFICATES OF ACCOMPLISHMENT (COA) 3-15 Units
• Early Childhood Education AS-T • History for Transfer AA-T • Psychology for Transfer AA-T • Sociology for Transfer AA-T • University Studies Social Science AA	• Child Development AA • General Studies Social Science AA	• Child Development CA	• Child Development Associate Teacher COA

Technical Studies

The Technical Studies Pathway allows you to learn by doing and focus on automotive, gunsmithing and welding. This pathway will allow students to become employable as an automotive technician, smog inspector, welder, pipe welder, pipe fitter, structural welder, welding inspector, robotics, engineering, manufacturing/fabrication and sales, gun shop owner, gunsmith, and law enforcement armorer. This pathway can also work in collaboration with a transfer degree to move into fields such as engineering, automotive technology, and architecture.

TRANSFER DEGREES (AA & AS) 60 Units	NON-TRANSFER DEGREES (AA & AS) 60 Units	CERTIFICATES OF ACHEIVEMENT (CA) 16-42 Units	CERTIFICATES OF ACCOMPLISHMENT (COA) 3-15 Units	Non Credit Certificates of Completion (COC)
N/A	• Automotive Technology AS • Firearms Repair AS • General Gunsmithing AS • Welding Technology AS	• Advanced Mechanics CA • Engine Repair CA • Firearms Repair CA • General Gunsmithing CA • Welding Technology 1-yr CA • Welding Technology 2-year CA	• Basic Mechanics COA • Electrical COA • Long Guns COA • Machinist & Metal Finishing COA • Pistolsmith COA • Riflesmith COA • Welding Technology COA	• Automotive Chassis and Maintenance COC

Health & Public Service

This pathway will focus on understanding the criminal justice system, Incident Command System, and patient care. The Health and Public Services Career Pathway will allow students completing a non-transferable degree to become employable as a correctional officer, patrol officer, licensed vocational nurse, medical assistant, fire fighter. Students can continue their education and earn careers as a registered nurse, diet technician, dietician supervisor in a public safety service field, or college instructor.

TRANSFER DEGREES (AA & AS) 60 Units	NON-TRANSFER DEGREES (AA & AS) 60 Units	CERTIFICATES OF ACHEIVEMENT (CA) 16-42 Units	CERTIFICATES OF ACCOMPLISHMENT (COA) 3-15 Units
• Administration of Justice AS-T • Nutrition & Dietetics AS-T • University Studies Allied Health AA	• Administration of Justice AA • Fire Technology AS • Vocational Nursing AS	• Administration of Justice CA • Fire Technology CA • Medical Assisting CA • Vocational Nursing CA • Basic Wildland Firefighter CA	• Administration of Justice COA • Medical Assisting Administrative COA • Medical Assisting Clinical COA

Graduation:
Graduation is a time to celebrate achieving your academic accomplishment. Lassen College holds one graduation at the close of the spring term. Please submit your Petition to Graduate Form, found in your portal under forms, to the Counseling Office on or before the 10th week of the semester of graduation. This form must be submitted in order to participate in graduation and to receive your diploma. Nursing graduation is a separate, additional event for the nursing students. Please contact the nursing department for date and time.

Transfer:
If you are a student interesting in transferring to a four year institution please reach out to your counselor. It is critical to create an educational plan in order to adequately prepare to the institution of your choice. The Career/Transfer Center can assist you with career, program, and university exploration. A College/Career fair is hosts the annual event to help you explore a variety of opportunities on your journey.

Application assistance is provided as many institutions require you to apply 10 months before you intend to transfer. Please reach out to our Career/Transfer Center at lcctransfer@lassencollege.edu.

Degrees and Certificates

Philosophy and Criteria for Associate Degree & General Education

Courses that are designated to fulfill the general education and depth requirements shall meet the following philosophy. Lassen Community College offers a breadth of courses that are intended to prepare students to think and communicate clearly and effectively; to use mathematics; to understand the roles of inquiry in the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding. These courses will give students sufficient depth in a field of knowledge to contribute to lifetime interests as well as give the student the tools to navigate through complex life experiences. General education, included in the Associate Degree, is designed to introduce students to a variety of means to comprehend the modern world. This experience will assist students in their evaluation and appreciation of the physical environment, the culture, and the society in which they live. The criteria used to determine inclusion in the Associate Degree and General Education offerings includes those classes that foster understanding and evaluation of the natural sciences; social and behavioral sciences; humanities; language and rationality, including English composition and communication and analytical thinking; and physical health and activities. Lassen Community College programs are consistent with the institutional mission, purposes, demographics, and economics of the community it serves. (AP4025 Title V section 55061)

Associate Degree Requirements

Either an Associate in Arts or Associate in Science Degree shall be conferred upon those who satisfy all of the following requirements (Title V 51620-51626):

1. Completion of at least sixty (60) units of courses (numbered 1 – 99) used toward the degree, 12 of which must be completed 'in residence' at Lassen Community College.
2. Completion of a minimum of eighteen (18) units in a major or discipline as outlined in the college catalog.
3. A minimum grade of 'P' (Pass) or 'C' is required in each core course toward a degree or certificate of achievement with an overall 2.0 grade point average required in all course work. Please see the general education areas and courses that are applicable for the associate degree.
4. Completion of eighteen semester units of general education is required to give breadth. Students must complete one course from each of the following areas for a total of eighteen units:
   A. Natural Science (3 Units)
   B. Social and Behavioral Sciences (3 Units)
   C. Humanities (3 Units)
   D. Language and Rationality
      D1. English Composition (3 Units)
      D2. Communication and Analytical Thinking (3 Units)
   E. Health and Physical Activities (3 Units)
5. **Mathematics Competency Requirement:** In order to obtain the Associate Degree from Lassen Community College, a student

must meet the math competency requirement. This requirement may be satisfied by either:

A 'C' or better in any three to five unit mathematics course at or above the Math 60 level from an accredited college or university. Or Score 3 or higher on the AP Calculus or Statistics exam.

6. **Reading Competency Requirement:** In order to obtain an Associate Degree from Lassen Community College, a student must meet the reading competency requirement. This requirement may be satisfied by:
   A. A "C" or better in a transfer level composition course (ENGL-1); or higher or equivant from an accredited college or university
   B. Score 3 or higher on the AP Language and Composition or AP Composition and Literature exam; or
   C. Possess an AA or AS degree.
7. **Writing Competency Requirement:** In order to obtain the Associate Degree from Lassen Community College, a student must meet the writing competency requirement. This requirement may be satisfied by completion of English 1 or a higher level course, with a 'C' or better or the equivalent from an accredited college or university.
8. **Remedial Courses:** Courses numbered 100-109 do not count toward an Associate Degree.
9. **Applying for Your Degree/Certificate:** You must apply (petition to graduate) for your degree or certificate in the Counseling Office approximately Forms are due Oct 15 for December graduation and March 15 for May or August graduation. Forms can be found in your portal or on our website.

Associate Degrees for Transfer

The Student Transfer Achievement Reform Act (Senate Bill 1440, now codified in California Education Code sections 66746-66749) guarantees admission to a California State University (CSU) campus for any community college student who completes an "associate degree for transfer", a newly established variation of the associate degrees traditionally offered at a California Community College. The Associate in Arts for Transfer (AA-T) or the Associate in Science for Transfer (AS-T) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing these degrees (AA-T or AS-T) are guaranteed admission to the CSU system, but not to a particular campus or major. In order to earn one of these degrees, students must complete a minimum of 60 required semester units of CSU- transferable coursework with a minimum GPA of 2.0. Students transferring to a CSU campus that does accept the AA-T or AS-T will be required to complete no more than 60 semester units after transfer to earn a bachelor's degree (unless the major is a designated "high unit" major). This degree may not be the best option for students intending to transfer to a particular CSU campus or to university or college that is not part of the CSU system.

Students should consult with an academic counselor when planning to complete the degree for more information on university admission and transfer requirements.

The following are required for all AA-T and AS-T degrees:

1. Completion of a minimum of 60 CSU-transferable semester units.
2. Minimum grade point average (GPA) of at least 2.0 in all CSU-transferable coursework. (While a minimum of 2.0 is required for admission, some majors may require a higher GPA. Please consult with an academic counselor for more information.)
3. Completion of a minimum of 18 semester units with a "C" or better (or a "P" if the course is taken on a "pass-no pass basis") in all courses required as a part of an AA-T or AS-T major as identified by the college catalog. (Title 5 § 55063)
4. Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth) OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern general education requirements (37-39 units).

Course Identification Numbering System (C-ID)

The Course Identification Numbering System (C-ID) is a statewide numbering system independent from the course numbers assigned by local California community colleges. A C-ID number next to a course signals that participating California colleges and universities have determined that courses offered by other California community colleges are comparable in content and scope to courses offered on their own campuses, regardless of their unique titles or local course number. Thus, if a schedule of classes or catalog lists a course bearing a C-ID number, for example COMM 110, students at that college can be assured that it will be accepted in lieu of a course bearing the C-ID COMM 110 designation at another community college. In other words, the C-ID designation can be used to identify comparable courses at different community colleges. However, students should always go to www.assist.org to confirm how each college's course will be accepted at a particular four-year college or university for transfer credit.

The C-ID numbering system is useful for students attending more than one California community college and is applied to many of the transferable courses students need as preparation for transfer. Because these course requirements may change and because courses may be modified and qualified for or deleted from the C-ID database, students should always check with a counselor to determine how C-ID designated courses fit into their educational plans for transfer.

Credit Certificates

Certificate of Accomplishment

A Certificate of Accomplishment will be awarded for degree-applicable credit course work ranging from 3 units to 15.5 units unless statutory or license requirements necessitate a higher unit value (appropriate statutory or license documentation must be attached). The course work must be within a specific educational program. Does not have to be approved by the Chancellor's Office.

Certificate of Achievement

A Certificate of Achievement will be awarded for degree-applicable credit course work ranging from16 units to 42 units. The course work must be within a specific educational program and approved to be offered at Lassen Community College by the Chancellor's Office.8-15.5 units can be considered a certificate of Achievement if approved by the Chancellor's Office.

Noncredit Certificates

Noncredit Certificate of Completion

A noncredit Certificate of Completion will be awarded for a program or sequence of courses that prepare a student to progress in a career path or to undertake degree-applicable or non-degree applicable credit courses. The certificate is designed to result in improved employability or job opportunities.

Noncredit Certificate of Competency

A noncredit Certificate of Competency will be awarded for a program or sequence of courses that result in the student demonstrating achievement of a set of competencies that prepare him/her to progress in a career path or to undertake degree-applicable or non-degree applicable credit courses. The certificate is in a recognized career field articulated with degree-applicable coursework, completion of an associate degree or transfer to a baccalaureate institution.

General Education Student Learning Outcomes for Associate Degrees

Upon completion of this certification the student will be able to:

1. Understand and apply methods of inquiry for a variety of disciplines including the scientific method for scientific inquiry and appropriate methods for social and behavior science inquiries.
2. Explain and analyze relationships between science and other human activities.
3. Apply knowledge of the ways people act and have acted in response to their societies to express an appreciation for how diverse societies and social subgroups operate to understand social dynamics within historical and contemporary communities.
4. Understand ways in which people throughout the ages and in Western and non-Western cultures have responded to themselves and the world around them in artistic and cultural creation; apply this knowledge to make value judgments on cultural activities and artistic expressions and demonstrate an understanding of the interrelationship between the creative arts, the humanities and self.
5. Engage in verbal communication by participating in discussions, debates, and oral presentations utilizing proper rhetorical perspective, reasoning and advocacy, organization, accuracy, and the discovery, critical evaluation and reporting of information.
6. Compose effective written communications and essays with correct grammar, spelling, punctuation and appropriate language, style and format utilizing academically accepted means of researching, evaluating and documenting sources within written works.
7. Analyze, evaluate and explain theories, concepts and skills within varied disciplines using inductive and deductive processes and quantitative reasoning and application.
8. Demonstrate appreciation of themselves as living organism through their choices for physical health, activities, stress management, relationships to the social and physical environment, and responsible decision-making.

Courses that fulfill Career Technical Education And Non-Transfer Associate Degree General Education Requirements

AREA A. Natural Science (At least 3 units)

Agriculture 10, 19, 20
Anthropology 1
Biology 1, 4, 10, 20, 25, 26, 32, 32L
Chemistry 1A, 1B, 8, 45
Geology 1, 5
Physical Science 1
Physics 2A, 2B

AREA B. Social and Behavioral Science (At least 3 units)

Administration of Justice 5, 8, 10, 12, 20
Agriculture 2
Anthropology 2
Business 22
Child Development 31
Economics 10, 11
Ethnic Studies 1
Geography 2
History 14, 15, 16, 17
Political Science 1
Psychology 1, 5, 6, 18, 31, 33
Sociology 1, 2, 3, 4

AREA C. Humanities (At least 3 units)

Art 1A, 1B, 2, 3, 6, 7, 8, 10A, 19A
25, 30, 36A
English 2, 3, 4, 5, 7, 10, 12, 22, 33, 34
Film 1
History 14, 15, 16, 17
Humanities 1, 2
Interdisciplinary Studies 1, 2
Music 6, 7, 12
Philosophy 1, 10
Spanish 1, 2

AREA D. Language and Rationality (At least 3 units from AREA D1 and 3 units from AREA D2)

D1. English Composition
English 1, 9

D2. Communication and Analytical Thinking
Mathematics 1A, 1B, 7, 8, 11A, 11B, 40, 60

AREA E Health and Physical Activities (At least 3 units)

E1. Health and Activities
Biology 25, 26
Child Development 12, 22, 31
Counseling & Guidance 1
Health 2, 25
Human Services 30
Psychology 1, 18, 31, 33
Sociology 3
Work Experience - AGR 49, AJ 49, ART 49, AT 49, BUS 49, CD 49, FS 49, GSS 49, HO 49, HUS 49, WT 49, WE 1, & WE 2

E2. Physical Activities
(If the 3 units are taken in Physical Education (PE) or Physical Education Activities Courses (PEAC), the student must take at least 2 different courses.)
Agriculture 21B, 22
Physical Education 15
Physical Education Activities Courses 2A, 2B, 2C, 2D, 5A, 5B, 5C, 5D, 6, 6B, 6D, 7, 7D, 9, 9B, 9D, 10, 10D, 16, 32D, 34, 44

AREA F Ethnic Studies (at least 3 units)
Please see a counselor to determine the best way to complete this requirement.

For General Education Transfer Curriculum (CSU/IGETC) See Pages 64-65

Administration of Justice

DEGREES

Associate in Science in Administration of Justice for Transfer

Associate in Arts in Administration of Justice

CERTIFICATE OF ACHIEVEMENT

Administration of Justice

CERTIFICATE OF ACCOMPLISHMENT

Administration of Justice

Many career opportunities are open to students who complete the Administration of Justice Program, which is designed to prepare students for employment following graduation or for transfer to a California State University offering an upper division major in Administration of Justice. Curriculum covers prevention, discovery, control and treatment of crimes and criminals, evidence collection, criminal law, community relations and other elements of the profession. Professionally rewarding jobs are available in local, state and federal law enforcement. The program is updated with the assistance of an advisory committee consisting of law enforcement and correctional science professionals.

As an Administration of Justice major, you will:

- Study the history, philosophy and theories of crime; the structure of the criminal justice, courts and correctional systems; elements of community relations and current careers.
- Develop skills in criminal investigations and prosecution, community relations and communication.
- Identify an area of specialization in the administration of justice field.

Career Options

Police Officer
Sheriff's Deputy
Court Personnel
Parole Agent
Probation Officer
Correctional Officer
Juvenile Services
Detention Personnel
Community Relations Officer

Internships in Administration of Justice may be available for students interested in Work Experience opportunities

Career Preparation

The Associates in Science Degree in Administration of Justice for Transfer prepares the student for transfer to a California State University.

The Associates in Arts Degree and Certificate of Achievement in Administration of Justice are designed to prepare students for local employment upon graduation.

Program Highlights

Lassen Community College offers its Administration of Justice Degrees by way of traditional classroom study or by correspondence delivery.

Associate Degree and Certificate of Achievement in Administration of Justice can be completed within two (2) years.

Some positions however require a four-year degree for which Lassen Community College's program is a good base for transfer.

Note to Transfer Students:
The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."

Associate Degree for Transfer

Associate in Science in Administration of Justice for Transfer

Total units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units
Required Core Courses minimum grade of 2.0: 18 Units
Complete the following 6 Units:

Course No	Course Title	Units
AJ 12	Introduction to Criminal Justice	3.0
AJ 20	Criminal Law	3.0
Select 6 additional Units from the following:		
AJ 5	Introduction to Forensics	3.0
AJ 8	Criminal Court Process	3.0
AJ 9	Introduction to Correctional Science	3.0
AJ 14	Juvenile Procedures	3.0
AJ 23	Criminal Evidence	3.0
AJ 24	Community Relations	3.0
AJ-35	Investigative Techniques	3.0
Select 6 additional Units from the following:		
MATH 40	Elementary Statistics	3.0
PSY 1	Introduction to Psychology	3.0
SOC 1	Introduction to Sociology	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to Total 60 Units may be selected from electives. Courses must be numbered 1 – 49

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree in Administration of Justice for Transfer**, the student will be able to:

1. Demonstrate an understanding of the workings of the criminal justice system by applying definitions, concepts, and principles to law enforcement, corrections and the courts.
2. Apply critical thinking to research, evaluate, analyze and synthesize the appropriate procedures for the collection of evidence and data in criminal case preparation for law enforcement agencies.
3. Develop, organize and write an objective report that meets the legal and detailed requirements of law enforcement agencies.

Associate in Arts Degree in Administration of Justice

Total Units for the Associate in Arts Degree: 60 Units
Total Core Units: 27 units
Required Core Courses: 18 Units

Course No	Course Title	Units
AJ 9	Introduction to Correctional Science	3.0
AJ 12	Introduction to Criminal Justice	3.0
AJ 14	Juvenile Procedures	3.0
AJ 20	Criminal Law	3.0
AJ 23	Criminal Evidence	3.0
AJ 24	Community Relations	3.0
AJ 16	Supervision in Law Enforcement	3.0
AJ 35	Investigative Techniques	3.0
AJ 49	Administration of Justice Work Experience	1.0-8.0
AJ 52A	Arrest Methods and Procedures	2.5
AJ 52B	Firearms P.C. 832	0.5

Required Electives: 9 Units

AJ 5	Introduction to Forensics	3.0
AJ 8	Criminal Court Process	3.0
AJ 10	Criminology	3.0
AJ 11	Youth Gangs in America	3.0

Electives: 15 Units (The student may select from any courses numbered 1-99 to satisfy this requirement.)

General Education Requirements: 18 Units

Certificate of Achievement: Administration of Justice

Total Units for the Certificate of Achievement: 27 Units
Required Core Courses: 18 Units

Course No	Course Title	Units
AJ 9	Introduction to Correctional Science	3.0
AJ 12	Introduction to Criminal Justice	3.0
AJ 14	Juvenile Procedures	3.0
AJ 20	Criminal Law	3.0
AJ 23	Criminal Evidence	3.0
AJ 24	Community Relations	3.0
AJ 8	Criminal Court Process	3.0
AJ 10	Criminology	3.0
AJ 11	Youth Gangs in America	3.0
AJ 16	Supervision in Law Enforcement	3.0
AJ 35	Investigative Techniques	3.0
AJ 49	Administration of Justice Work Experience	1.0-8.0
AJ 52A	Arrest Methods and Procedures	2.5
AJ 52B	Firearms P.C. 832	0.5

Required Electives: 9 Units

AJ 5	Introduction to Forensics	3.0

Certificate of Accomplishment Administration of Justice

Total Units for Certifacate of Accomplishment
Required Core Corses: 15 Units

AJ 8	Criminal Court Process	3.0	AJ 24	Community Relations	3.0
AJ 9	Intro to Correctional Science	3.0	AJ 49	Work Experience	3.0
AJ 12	Intro to Criminal Justice	3.0			

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree** or the **Certificate of Achievement in Administration of Justice** the student will be able to:

1. Demonstrate an understanding of the workings of the criminal justice system by applying definitions, concepts, and principles to law enforcement, corrections and the courts.
2. Apply critical thinking to research, evaluate, analyze and synthesize the appropriate procedures for the collection of evidence and data in criminal case preparation for law enforcement agencies.
3. Develop, organize and write an objective report that meets the legal and detailed requirements of law enforcement agencies.
4. Be academically prepared to obtain an entry-level or midlevel position within the Criminal Justice System.

Agriculture

DEGREES

Associate in Science in Agriculture Animal Science for Transfer
Associate in Science in Agriculture Business for Transfer
Associate in Arts University Studies: Emphasis in Agriculture Sciences
Associate in Science in Agriculture Science and Technology

CERTIFICATE OF ACHIEVEMENT

Agriculture Science and Technology

CERTIFICATES OF ACCOMPLISHMENT

Agriculture Business
Animal Science
Horsemanship
Agriculture Irrigation

Agriculture is a vital component of our local, state, and national economies and offers many exciting employment opportunities. LCC's Agriculture program offers courses of study for students interested in completing an associate degree or certificates and students interested in transferring to a California State University. The curricula are updated with the assistance of an industry advisory committee.

Agriculture Animal Science for Transfer

The Associate in Science in Agriculture in Animal Science for Transfer degree is designed to provide students with the common core of lower division courses required by most universities to transfer and pursue a baccalaureate degree in agriculture or animal science. Students completing the 60 units required for the degree are guaranteed transfer to an Agriculture Science, Animal Science, or Agriculture Studies program at a California State University, where only 60 more units will be required for a baccalaureate degree.

Agriculture Business for Transfer

The Associate in Science in Agriculture Business for Transfer degree is designed to provide students with the common core of lower division courses required by most universities to transfer and pursue a baccalaureate degree in agriculture business or agriculture studies. Students completing the 60 units required for the degree are guaranteed transfer to an Agriculture Business, Agriculture Studies, Agribusiness, Ag Business or Food Industry Management program at a California State University, where only 60 more units will be required for a baccalaureate degree.

Agriculture Sciences

The Associate in Arts University Studies: Emphasis in Agriculture Science provides students with an opportunity to build a broad foundation of knowledge and skills in core agriculture areas including plants, soils, and livestock designed to enhances their vocational future in a constantly changing society. It can also provide transfer opportunities for those seeking an advanced degree.

Agriculture Science and Technology

The Associate in Science in Agriculture Science and Technology degree provides a broad set of courses to prepare students for employment in the field of agriculture.

The Agriculture Irrigation

The Agriculture Irrigation Certificate of Accomplishment will prepare students with the knowledge and hands-on experience to operate and maintain selected irrigation systems.

As an Agriculture major, you will:

- Study an agriculture curriculum including: agriculture business, plant science and animal science.
- Identify the agricultural career you are most interested in and build a course of study to better qualify you for a profession.

Career Options

Management
Supervision
Government
Marketing
Distribution
Sales and Service
Nursery Management and Operations Park Maintenance
Landscape Design
Teaching
Contracting & Maintenance
Fertilizer & Insecticide Application
Retail/Wholesale
Estimator

Some positions however require a four-year degree for which Lassen Community College's program is a good base for transfer.

Program Highlights

- Lassen has A.I./Embryo Transfer classes which train students to be an A.I./Embryo Technician.
- The Agriculture Department sponsors a rodeo team that competes against other schools from California and Nevada in the National Intercollegiate Rodeo Association.
- An 336 sq. ft. All-Season Greenhouse
- One program designed to provide the student with a very specific set of skills in areas such as general agriculture, animal science and plant science
- Depending on the selected course of study, a student will be provided with the skills to acquire an entry-level position in the industry.

Associate Degree and Certificate of Achievement in Agriculture can be completed within two (2) years

Internships in Agriculture may be available for students interested in Work Experience opportunities.

Note to Transfer Students:
The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."

Associate in Arts Degree University Studies: Emphasis in Agriculture Sciences

Total Units for the Associate in Arts Degree: 60 Units
Required Core Courses: 18 Units
Select 18 units from the following:

Course No	Course Title	Units
AGR 1	Agricultural Accounting	3.0
AGR 2	Agricultural Economics	3.0
AGR 10	Introduction to Animal Science	3.0
AGR 13	Feeds and Feeding	3.0
AGR 20	Introduction to Plant Science	4.0
AGR 40	Basic Agricultural Mechanics	3.0
AGR 41	Farm Tractors and Farm Power	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to Total 60 Units may be selected from electives. Courses must be numbered 1 – 49.

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies: Emphasis in Agriculture Sciences**, the student will be able to:

1. Demonstrate effective animal husbandry skills, analyze the current market in order to sell the crop or animal at a premium and report the profit or loss, in a ranching situation.
2. Apply effective business, sales and marketing skills when presented with an agribusiness situation.
3. Demonstrate an understanding of the basic methodologies of science.

Associate in Science Degree: Agriculture Business for Transfer

Total units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units
Total Core Units minimum grade 2.0: 21-24 Units
Required Core Units: 12-14

Course No	Course Title	Units
AGR 19	Soil Science ***OR***	3.0
CHEM 1A	General Chemistry I	5.0
AGR 2	Agricultural Economics	3.0
MATH 40	Elementary Statistics	3.0
ECON 10	Macro-Economics	3.0

Required Electives: 9-10 Units

AGR 1	Agricultural Accounting	3.0
AGR 3	Intro to Agricultural Business	3.0
AGR 10	Intro to Animal Science ***OR***	3.0
AGR 20	Intro to Plant Science	4.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Certificate of Accomplishment: Agriculture Business

Total Units for the Certificate of Accomplishment–Agriculture Business: 11 Units
Required Core Courses: 11 Units

Course No	Course Title	Units
AGR 1	Agricultural Accounting	3.0
AGR 2	Agricultural Economics	3.0
AGR 3	Introduction to Agriculture Business	3.0
CA 31	Computer Applications I	2.0

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree in Agriculture Business for Transfer** or the **Certificate of Accomplishment in Agriculture Business**, the student will be able to:

1. Analyze and make business decisions based on a business model.
2. Make business decisions using supply and demand.
3. Effectively and efficiently use computer programs, including Word and Excel.
4. Demonstrate an understanding of accrual accounting.

Associate in Science Degree: Agriculture Animal Science for Transfer

Total units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units
Total Core Units minimum grade 2.0: 20 Units
Required Core Units: 14

Course No	Course Title	Units
AGR 2	Agricultural Economics ***OR***	3.0
ECON 11	Micro-Economics	3.0
AGR 10	Intro to Animal Science	3.0
CHEM 1A	General Chemistry I	5.0
MATH 40	Elementary Statistics	3.0

Required Electives: 6 Units one course from each area:

Area 1: Animal Production

AGR 11	Beef Cattle Production	3.0
AGR 14	Equine Science	3.0

Area 2: Animal Heath

AGR 12	Animal Health and Sanitation	3.0
AGR 13	Feeds and Feeding	3.0

Completion of either the CSU General Education or IGETC option
Remaining Units to total 60 Units may be selected from courses numbered 1-49

Certificate of Accomplishment: Animal Science

Total Units for the Certificate of Accomplishment:
Animal Science: 15 Units

Course No	Course Title	Units
AGR 8	Introduction to Animal Production	3.0
AGR 10	Introduction to Animal Science	3.0
AGR 11	Beef Cattle Production	3.0
AGR 12	Animal Health and Disease	3.0
AGR 13	Feeds and Feeding	3.0

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree in Animal Science and Certificate of Accomplishment in Agricultural Animal Science**, the student will be able to:

1. Evaluate common management practices for farm animal health and reproduction.
2. Evaluate a genetic data sheet and rank the animals for a given scenario.
3. Plan a ranch management calendar for major animal species.
4. Plan a breeding program to maximize maternal heterosis.
5. Balance a ration using least cost principles.
6. Evaluate an animal production operation evaluating all production practices.

Associate in Science Degree: Agriculture Science and Technology

Total Units for the Associate in Science Degree: 60 units
Required Core Courses: 31 Units

Course No	Course Title	Units
AGR 1	Agricultural Accounting ***OR***	3.0
BUS 13	Basic Accounting	3.0
AGR 2	Agricultural Economics	3.0
AGR 9	Food Animal Selection	3.0
AGR 10	Introduction to Animal Science	3.0
AGR 11	Beef Cattle Production	3.0
AGR 13	Feeds and Feeding	3.0
AGR 14	Equine Science	3.0
AGR 19	Introduction to Soil Science	3.0
AGR 20	Introduction to Plant Science	4.0
AGR 40	Basic Agricultural Mechanics	3.0

Required Electives: 6 Units
The student may select 6 units from any of the following.

AGR 3	Introduction to Agricultural Business	3.0
AGR 8	Introduction to Animal Production	3.0
AGR 12	Animal Health and Disease	3.0
AGR 31	Bovine Embryo Transfer	3.0
AGR 41	Farm Tractors and Farm Power	3.0
AGR 61	Introduction to Bovine Reproduction	1.5

Electives: 5 Units (The student may select from any courses numbered 1 - 99 to satisfy this requirement.)

General Education Requirements: 18 Units

Certificate of Achievement: Agriculture Science and Technology

Total Units for the Certificate of Achievement Agriculture Science and Technology: 34 Units
Required Core Courses: 31 Units

Course No	Course Title	Units
AGR 1	Agricultural Accounting ***OR***	3.0
BUS 13	Basic Accounting	3.0
AGR 2	Agricultural Economics	3.0
AGR 9	Food Animal Selection	3.0
AGR 10	Introduction to Animal Science	3.0
AGR 11	Beef Cattle Production	3.0
AGR 13	Feeds and Feeding	3.0
AGR 14	Equine Science	3.0
AGR 19	Introduction to Soil Science	3.0
AGR 20	Introduction to Plant Science	4.0
AGR 40	Basic Agricultural Mechanics	3.0

Required Electives: 3 Units
The student may select 3 units from any of the following courses to satisfy this requirement.

AGR 3	Introduction to Agricultural Business	3.0
AGR 8	Introduction to Animal Production	3.0
AGR 12	Animal health and Disease	3.0
AGR 31	Bovine Embryo Transfer	3.0
AGR 41	Farm Tractors and Farm Power	3.0
AGR 61	Introduction to Bovine Reproduction	1.5

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree** or the **Certificate of Achievement in Agricultural Science and Technology** the student will be able to:

1. Demonstrate effective animal husbandry skills, analyze the current market in order to sell the crop or animal at a premium and report the profit or loss, in a ranching situation.
2. Apply effective business, sales and marketing skills when presented with an agribusiness situation.

Certificate of Accomplishment: Horsemanship

Total Units for the Certificate of Accomplishment: Horsemanship: 14 Units

Course No	Course Title	Units	Course No	Course Title	Units
AGR 14	Equine Science	3.0	AGR 53	Colt Training	2.0
AGR 23	Western Riding and Training	2.0	AGR 57	Beginning Horseshoeing	3.0
AGR 50	Basic Riding	2.0	AGR 51	Horsemanship	2.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment in Horsemanship**, the student will be able to:

1. Analyze pedigrees, evaluate horses for correct structure and balance, and select the most complete horse for the required task and design appropriate training program.
2. Demonstrate comprehension of correct procedures for horses and apply those practices in order to produce a well-trained horse in the Western or English disciplines.

Certificate of Accomplishment: Agriculture Irrigation

Total Units for the Certificate of Accomplishment–Agriculture Irrigation: 11 Units
Required Core Courses: 11 Units

Course No	Course Title	Units	Course No	Course Title	Units
AGR 19	Introduction to Soil Science	3.0	AGR 42	Farm Surveying, Irrigation and Drainage	3.0
AGR 20	Introduction to Plant Science	4.0	AGR 49	Agricultural Work Experience	1.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment in Agriculture Irrigation** the student will be able to:

1. Analyze and make recommendation to improve the soil and positively impaction the successful propagation of Plants.
2. Students will be able to implement at least two different irrigation systems.
3. Explain water movement in soil and understand water holding capacity.

Allied Health

DEGREES

Associate in Arts Degree University Studies:
Emphasis in Allied Health

AA Degree University Studies: Emphasis in Allied Health

The emphasis in Allied Health is designed to provide the lower division major courses to transfer to a university and earn a Bachelor's degree in a health or medical field. Students must meet with a counselor to ensure completion required coursework for chosen major and specific college/university.

As an Allied Health major, you will:

- Complete prerequisite courses for degrees in nursing, health care, occupational health and safety, or health care related fields.
- Explore a variety of science and general education courses.

Career Options

Community Health Educator
Family Planning Educator
Environmental Health Specialist
Health Program Coordinator
Physician's Assistant
Physical Therapist
Public Health Educator
Registered Nurse

Program Highlights

- Prerequisite courses for Registered Nursing (RN) upgrade programs
- Small class size
- Hands-on activities
- Associate Degree and Certificate of Achievement in Nursing and Allied Health can be completed within two (2) years.

Note to Transfer Students:
If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with a counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that Lassen Community College require for an associate degree in this major may be different from the requirements needed for the bachelor's degree.

Associate in Arts Degree University Studies:
Emphasis in Allied Health

Total Units for the Associate in Arts Degree: 60 Units
Required Core Courses: 20 Units

Course No	Course Title	Units
BIOL 20	Microbiology	5.0
BIOL 25	Human Anatomy and Physiology I	4.0
BIOL 26	Human Anatomy and Physiology II	4.0
CHEM 8	Introduction to Organic and Biochemistry	4.0
PSY 1	Introduction to Psychology	3.0

The following courses are generally required for health and medical degrees at four year colleges and universities. Please discuss with your counselor whether you need these and how they will fit into your General Education coursework:

ANTH 2	Cultural Anthropology	3.0
CD/PSY 31	Child Development: Conception Through Adolescence	3.0
HLTH 25	Understanding Nutrition	3.0
SOC 1	Introduction to Sociology	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies: Emphasis in Allied Health**, the student will be able to:

1. Analyze information available regarding risk factors to a healthy lifestyle as well as behaviors that promote a healthy lifestyle; understand the impact of positive and negative factors on one's own health; and make lifestyle choices and changes to best promote a wellness balance for one's own life.
2. Relate the structures and functions of the various body systems in a human organism to the metabolic activities of a single selected body cell.
3. Analyze and relate the appropriate identification techniques to be utilized in the diagnosis of a potential life threatening infection.
4. Demonstrate an understanding of the basic methodologies of science.

Art

DEGREE

Associate in Arts in Studio Art for Transfer

The Associate in Arts Degree in Art History for Transfer and the Associate in Arts Degree in Studio Art for Transfer are designed to provide students with strong foundations for the study of art history and studio art in order to transfer to a California State University.

Lassen's art curriculum offers introductory and intermediate level courses in painting, watercolor, computer art, drawing, sculpture, ceramics, printmaking and design, as well as courses in art appreciation and art history. Through the program's art theory and art practice classes, students develop an awareness and understanding of the materials, tools, rationale and significance of art in society.

The art curriculum's critical thinking and technical skills components encourage students to utilize independent thought processes and problem solving. This program provides transfer and employment opportunities as well as personal enrichment for students.

As an Art major, you will:

- Study a general visual arts curriculum that includes traditional course in drawing, painting, ceramics, photography, design, and art history, as well as digital imaging, courses using the latest software.
- Develop the techniques and skills necessary to begin to achieve your goals in the visual arts.
- Identify possible career courses and individual styles that suit your aims.

Career Options

Painter
Sculptor
Ceramist
Art Instructor
Illustrator
Printmaker
Computer Publishing Specialist
Graphic Designer
Gallery Director
Graphic Artist
Computer Artist

Some positions however require a four-year degree for which Lassen Community College's program is a good base for transfer.

- An excellent full service facility, including studios for ceramics, traditional photography and jewelry design.
- Experience instructors who continued to create their own work, sharing their passion with you.
- Small class sizes that allow personal dialog with instructors.
- The subtle beauty of the Great Basin for inspiration.
- Work experience positions are available for students to broaden their studies.

Associate Degree in Art can be completed within two (2) years

Internships in Art may be available for students interested in Work Experience opportunities.

Program Highlights

Note to Transfer Students:
The benefit for students completing the AA-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."

Associate Degree for Transfer™

Associate in Arts in Studio Arts for Transfer

Total units for the Associate in Arts Degree with a minimum grade point average of 2.0: 60 units
Required Core Courses minimum grade 2.0: 24 Units
Complete the following 12 units:

Course No	Course Title	Units
ART 1A	Two-Dimensional Design	3.0
ART 1B	Three-Dimensional Design	3.0
ART 2	Drawing	3.0
ART 7	Survey of Art History Renaissance Through Contemporary	3.0

Select 3 additional units from the following:

ART 6	Survey of Art History: Prehistoric To Renaissance	3.0

Select 9 additional units from the following:

ART 3	Beginning Life Drawing	3.0
ART 10A	Beginning Painting	3.0
ART 23	Beginning Printmaking	3.0
ART 25	Graphic Design 1	3.0
ART 30	Introduction to Sculpture	3.0
ART 36A	Beginning Ceramics	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts in Studio Art for Transfer** the student will be able to:

1. Solve basic problems of visual expression using various techniques and mediums.
2. Produce basic realistic and nonrealistic drawings of various subjects using alternate styles.
3. Produce visual works of art in a variety of mediums.
4. Interpret, evaluate and critiques orally and in writing visual works of art.
5. Demonstrate knowledge of specific historical and cultural art styles.

Automotive Technology

DEGREE
Associate in Science in Automotive Technology

CERTIFICATES OF ACHIEVEMENT
Advanced Mechanics
Engine Repair

CERTIFICATES OF ACCOMPLISHMENT
Basic Mechanics
Electrical

CERTIFICATE OF COMPLETION
Automotive Chassis and Maintenance

The Automotive Technology Program is designed to prepare the student with the necessary skills to acquire an entry-level position in the automotive industry. The Program is also designed to assist those already employed in the industry and those in the community to improve their skills. The Automotive Program offers course work in engine repair, chassis electrical, automatic transmissions and other components. The curriculum is updated with the assistance of industry advisory committee.
As an Automotive major, you will:

- Study the diagnostic procedures necessary to determine simple and complex problems, fix them and provide ongoing maintenance.
- Develop an in-depth understanding of why cars work the way they do, allowing you to better fix and maintain vehicles, and provide a higher level of service.
- Identify terms associated with automobiles as well as automotive components along with basic identification and proper use of various hand and power tools and shop equipment.

Career Options

Mechanic
Parts Person
Service writer
Service manager
Fleet Repair

Some positions however require a four-year degree for which Lassen Community College's program is a good base for transfer.

Program Highlights

- Fully equipped auto shop
- Hands-on training
- One-on-one instruction

Internships in Automotive Technologies may be available for students interested in Work Experience opportunities

Associate in Science Degree Automotive Technology

Total Units for the Associate in Science Degree: 60 Units
Required Core Courses: 39 Units

Course No	Course Title	Units
AT 50	Car Care Basics	3.0
AT 54	Brakes	3.0
AT 56	Steering and Suspension	3.0
AT 58	Automotive Heating and Air Conditioning	3.0
AT 60	Shop Management and Service Writer	2.0
AT 66	Manual Drive Train	4.0
AT 68	Automatic Transmissions	3.0
AT 70	General Automotive Lab	2.0
AT 72	Engine Repair and Machining-Short Block	4.0
AT 74	Engine Repair and Machining-Cylinder Heads	3.0
AT 80	Basic Electrical	3.0
AT 82	Engine Performance I	3.0
AT 84	Engine Performance II	3.0

Electives: 3 Units (The student may select from any courses numbered 1 – 99 to satisfy this requirement.)

General Education Requirements: 18 Units

Program Student Learning Outcomes

Upon completion of the **Automotive Technology Associate in Science Degree** the student will be able to:

1 Diagnose a specific automotive malfunction; execute the appropriate corrective steps and verify the problem has been resolved.
2 Perform general maintenance and upkeep procedures on a variety of automobiles.

Certificate of Achievement Engine Repair

Total Units for the Certificate of Achievement: Engine Repair: 20 Units
Required Core Courses: 17 Units

Course No	Course Title	Units
AT 50	Car Care Basics	3.0
AT 58	Automotive Heating and Air Conditioning	3.0
AT 60	Shop Management and Service Writer	2.0
AT 70	General Automotive Lab	2.0
AT 72	Engine Repair and Machining-Short Block	4.0
AT 74	Engine Repair and Machining-Cylinder Heads	3.0

Required Electives: 3 Units

Program Student Learning Outcomes

Upon completion of the **Certificate of Achievement – Engine Repair** the student will be able to:

1 Diagnose various automotive engine system malfunctions: execute the appropriate corrective steps and verify the problem has been resolved.
2 Perform automotive preventative maintenance according to industry standards.
3 Perform standard documentation found on automotive repair orders.

Certificate of Achievement Advanced Mechanics

Total Units for the Certificate of Achievement: Advanced Mechanics: 23 Units
Required Core Courses: 23 Units

Course No	Course Title	Units			
AT 50	Car Care Basics	3.0	AT 60	Shop Management and Service Writer	2.0
AT 54	Brakes	3.0	AT 66	Manual Drive Train	4.0
AT 56	Steering and Suspension	3.0	AT 68	Automatic Transmissions	3.0
AT 58	Automotive Heating and Air Conditioning	3.0	AT 70	General Automotive Lab	2.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Achievement – Advanced Mechanics** the student will be able to:

1 Diagnose common automotive drivetrain malfunctions, execute the appropriate corrective steps and verify the problem has been resolved.
2 Perform automotive preventative maintenance according to industry standards.
3 Perform standard documentation found on automotive repair orders.

Certificate of Accomplishment – Basic Mechanics

Total Units for the Certificate of Accomplishment – Basic Mechanics: 12 Units
Required Core Courses: 12 Units

Course No	Course Title	Units			
AT 50	Car Care Basics	3.0	AT 56	Steering and Suspension	3.0
AT 54	Brakes	3.0	AT 80	Basic Electrical	3.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment – Basic Mechanics** the student will be able to:

1 Diagnose basic automotive drivetrain malfunctions, execute the appropriate corrective steps and verify the malfunction has resolved.
2 Perform automotive preventative maintenance according to industry standards
3 Perform standard documentation found on automotive repair orders.

Certificate of Accomplishment – Automotive Electrical

Total Units for the Certificate of Accomplishment – Electrical: 12 Units
Required Core Courses: 12 Units

Course No	Course Title	Units			
AT 50	Car Care Basics	3.0	AT 82	Engine Performance I	3.0
AT 80	Basic Electrical	3.0	AT 84	Engine Performance II	3.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment – Automotive Electrical** the student will be able to:

1 Diagnose basic automotive electrical system malfunctions; execute the appropriate corrective steps and verify the problem has been resolved.
2 Perform preventative maintenance and basic electrical system testing to verify proper operation of automotive starting, charging, and lighting systems.

Certificate of Completion in Automotive Chassis and Maintenance

Total Hours for the Certificate of Completion in Automotive Chassis and Maintenance: 102 Hours

Course No	Course Title	Hours
AT 150	Basic Skills: Pre High School Equivalency I	51
AT 151	Basic Skills: Pre High School Equivalency II	51

Program Student Learning Outcome

Upon completion of the **Certificate of Completion in Automotive Chassis and Maintenance** the student will be able to:

1. Inspect steering and suspension components for wear.
2. Perform common chassis alignment adjustments.
3. Perform common brake system repairs.
4. Perform automotive maintenance in accordance with industry standards.
5. Perform standard documentation found on automotive repair orders.

Biological Science

DEGREE

Associate in Science in Biology for Transfer
Associate in Arts University Studies:
Emphasis in Allied Health

The Associate in Science in Biology for Transfer is designed to provide students with a strong foundation for the study of entry-level biological science, chemistry and physics in preparation for transfer to a California State University. It is an excellent starting point for students interested in pursuing a baccalaureate degree in any area of biological science (general biology, cellular and molecular biology, ecological, evolution, & organismal biology, animal biology, plant biology, or microbiology). The biology major is designed to provide undergraduate preparation leading to careers in health professions and education.

As a Biology major, you will:

- Study a broad overview of biological science including molecular & cellular biology and evolutionary, organismal, & ecological biology in addition to physical science including chemistry and physics.
- Develop a solid foundation in the basic elements of scientific inquiry.
- Prepare to study and complete a baccalaureate degree in one of the biological sciences at a California State University.

The University Studies Degree with an emphasis in Allied Health is designed to provide the lower division major courses to transfer to a university and earn a Bachelor's degree in a health or medical field. Students must meet with a counselor to ensure completion of required coursework for chosen major and specific college or university

As an Allied Health major, you will:

- Complete prerequisite courses for degrees in nursing, health care, occupational health and safety, or health care related fields.
- Develop a solid foundation in the basic elements of scientific inquiry.

Career Options

Clinical Laboratory Scientist
Field Biologist
Forensic Scientist
Medical Doctor
Pharmacist
Physical Therapist
Public Health Educator
Registered Nurse
Teacher
Veterinarian

Program Highlights

- The Associate in Science in Biology for Transfer degree includes the core curriculum of transfer to a California State University.
- Small class size.
- Individual tutoring.
- Laboratory opportunities.

Note to Transfer Students:
The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."

Associate Degree for Transfer

Associate in Science Degree in Biology for Transfer

Total units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units
Required Core Courses minimum grade 2.0: 32 Units

Course No	Course Title	Units
BIOL 1	Principles of Molecular and Cellular Biology	4.0
BIOL 4	Principles of Evolutionary and Organismal and Ecological Biology	5.0
CHEM 1A	General Chemistry I	5.0
CHEM 1B	General Chemistry II	5.0
MATH 1A	Analytic Geometry and Calculus I	5.0
PHYS 2A	General Physics I	4.0
PHYS 2B	General Physics II	4.0

Completion of either the CSU STEM (33 units) or IGETC STEM (31 units)
Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree in Biology for Transfer** the student will be able to:

1. Apply the scientific method by stating a question; researching the topic; determining appropriate tests; performing tests; collecting, analyzing, and presenting data; and finally proposing new questions about the topic.
2. Apply critical thinking to the examination of the principles of biology, chemistry, and physics using proper laboratory techniques and procedures.
3. Demonstrate a basic understanding of the language, laws, theories and processes that are essential to the understanding of the structure of matter and how the structure determines its physical and chemical properties.
4. Describe the structure and function of molecular and cellular components and explain how they interact in a living cell.
5. Describe how cells interact to develop tissues and organs and how these contribute to a functional organism.
6. Demonstrate an understanding of the mechanisms driving evolution and describe similarities and differences of the major taxonomic groups.
7. Describe how organisms interact with one another, and to their environment and are able to explain interactions at the population and community levels.

Associate in Arts Degree University Studies: Emphasis in Allied Health

Total Units for the Associate in Arts Degree: 60 Units
Required Core Courses: 20 Units

Course No	Course Title	Units
BIOL 20	Microbiology	5.0
BIOL 25	Human Anatomy and Physiology I	4.0
BIOL 26	Human Anatomy and Physiology II	4.0
CHEM 8	Introduction to Organic and Biochemistry	4.0
PSY 1	Introduction to Psychology	3.0

The following courses are generally required for health and medical degrees at four year colleges and universities. Please discuss with your counselor whether you need these and how they will fit into your General Education coursework:

ANTH 2	Cultural Anthropology	3.0
CD/PSY 31	Child Development: Conception Through Adolescence	3.0
HLTH 25	Understanding Nutrition	3.0
SOC 1	Introduction to Sociology	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies: Emphasis in Allied Health**, the student will be able to:

1. Analyze information available regarding risk factors to a healthy lifestyle as well as behaviors that promote a healthy lifestyle; understand the impact of positive and negative factors on one's own health; and make lifestyle choices and changes to best promote a wellness balance for one's own life.
2. Relate the structures and functions of the various body systems in a human organism to the metabolic activities of a single selected body cell.
3. Analyze and relate the appropriate identification techniques to be utilized in the diagnosis of a potential life threatening infection.
4 Demonstrate an understanding of the basic methodologies of science.

Business

DEGREE

Associate in Science in Business
Administration for Transfer
Associate in Science in Accounting
Associates in Arts Degree in Economic for Transfer
Associate in Science in
Administrative Office Technician

CERTIFICATE OF ACHIEVEMENT

Administrative Office Technician
Small Business Management

Business Administration for Transfer

The Associate in Science Degree in Business Administration for Transfer is designed to provide students with the common core of lower division courses required by most universities to transfer and pursue a baccalaureate degree in Business Administration. This includes business degrees with options such as accounting, finance, human resources management, management, and marketing. Students must meet with a counselor to ensure completion of required coursework for chosen major and specific college/university.

Accounting

The Business Program's purpose is to provide students with the opportunity to build a solid foundation in core business skills, accounting, and develop new skills designed to enhance their vocational future in a constantly changing society, and provide transfer opportunities for those seeking an advanced degree. The student will study an introductory business curriculum including accounting, economics, small business management and mathematics.

Economics for Transfer

The Associate in Arts in Economics for Transfer is designed to provide students with the common core of lower division courses required by most universities to transfer and pursue a baccalaureate degree in Economics. This includes economic degrees with the options such as environmental and international economics.

Administrative Office Technician

The Administrative Assistant portion of the Business program is designed to define and develop knowledge, skills and attitudes needed by office professionals. The program offers preparation for first-time employment, re-entry, or career advancement. The curriculum is periodically updated with the assistance of a business advisory committee. The student will study a variety of topics including keyboarding/word processing, integrated office applications, organization and supervision of office activities, business communication, and gener*a*l office procedures.

Small Business Management

The Certificate of Achievement in Small Business Management provides the knowledge and skills for students to be employed in entry level management positions and/or small business ownership. The student completing this certificate will have the basic knowledge of the stakeholder theory, legal implications in the business setting, structuring a small business, analyzing business documents, and contemporary U.S. business practices.

Career Options

Business Administration
Certified Public Accountant
Management Accounting
Auditor
Budget Analysis
Financial Accounts
Administrative Assistant
Bank Employee
Clerk
Data-Entry
Receptionist
Retail/Industrial Sales/Management
Small Business Ownership
Word Processor

Program Highlights

- Develop the skills needed for today's workplace by identifying your areas of interest early.
- Explore seemingly endless career opportunities from small retail shops to international corporations, every kind of company, organization and government agency relies on business expertise.
- Office Administrative Technician is among the most ubiquitous and comprehensive of professions with duties ranging from program management, content administration, staff supervision, and office administration to management analysis, travel arrangement, office machine maintenance, and dictation.

Associate Degree and Certificate of Achievement in Business can be completed within two (2) years.

Note to Transfer Students:
The benefit for students completing the AA-T or AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."

Associate Degree for Transfer

Associate in Science Degree in Business Administration for Transfer

Total units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units
Required Core Courses minimum grade 2.0: 26 Units
Complete the following 20 units:

Course No	Course Title	Units
BUS 1A	Accounting Principles-Financial	4.0
BUS 1B	Accounting Principles-Managerial	4.0
BUS 22	Business Law	3.0
ECON 10	Macro-economics	3.0
ECON 11	Micro-economics	3.0
MATH 40	Elementary Statistics	3.0

Select 6 additional units from the following:

BUS 2	Introduction to Business	3.0
BUS 27	Business Communications	3.0
CS 1	Computer Literacy	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Science in Business Administration for Transfer**, the student will be able to:

1. Describe and provide current examples of the impact of external forces on business operations and practices including: Social forces (Demographics and cultural shifts) Economic forces (income distribution, macroeconomic conditions) Technological forces (Internet, digital media, e-marketing) Competition (ability of small businesses to compete across borders) Regulatory forces (laws influencing companies and consumers).
2. Apply business concepts to marketing, management, finance, accounting, and information technology.
3. Demonstrate knowledge of laws effecting working relationships with individuals from diverse cultures and backgrounds.

Associate in Arts Degree in Economics for Transfer

Total Units for the Associate in Arts Degree with a minimum grade point average of 2.0: 60 units
Core Units: 20-23

Course No	Course Title	Units
ECON 10	Macro Economics	3.0
ECON 11	Micro Economics	3.0
MATH 40	Elementary Statistics	3.0
MATH 1A	Analytical Geometry and Calculus I	5.0

Select two 6-9 units from the following:

BUS 1A	Accounting Principles-Financial	4.0
BUS 1B	Accounting Principles-Managerial	4.0
BUS 27	Business Communications	3.0
ENGL 9	Critical Thinking and Composition	3.0
MATH 1B	Analytical Geometry and Calculus II	5.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

.Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree in Economics** the student will be able to:

1. Apply economics reasoning to real life situations using economic concepts such as scarcity, marginal utility, and opportunity costs.
2. Use analytical techniques to measure conditions related to the individual, business firms, and macro-economic systems.
3. Explain the role that households, business organizations, governments, and the international sector play in free markets, command economics, and mixed economics
4. Evaluate the objectives, limitations, and mechanics of common regulation, monetary policy, and fiscal policy.

Certificate of Achievement Administrative Office Technician

Total Units for the Certificate of Achievement: 18.5 Units

Course No	Course Title	Units
BUS 19	Office Administration	3.0
BUS 27	Business Communication	3.0
BUS 49	Business Work Experience	3.0
BUS 78	The Customer Service Advantage	1.0
BUS 84	Business Math	3.0
CA 52	Word Processing Applications for Business	3.0
CA 60	Email and Calendar Applications for Business	1.5
COT 52	Keyboarding Level 2	1.0

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree** or **Certificate of Achievement in Administrative Office Technician**, the student will be able to:

1. Prepare a complete professional document utilizing appropriate written and verbal communication skills and technology incorporating word processing, spreadsheets and/or graphics.
2. Demonstrate professional behavior, demeanor and interpersonal communication skills appropriate to the office workplace.

3. Demonstrate knowledge of laws effecting working relationships with individuals from diverse cultures and backgrounds.
4. Apply reasoning to determine ethical behavior in office situations.
5. Demonstrate skill at solving unstructured office-related problems.

Certificate of Achievement in Small Business Management

Total units for the Certificate of Achievement: 15 units

Required Core Courses:

Course No	Course Title	Units
BUS 2	Introduction to Business	3.0
BUS 10	Human Resource Management	3.0
BUS 22	Business Law	3.0
BUS 25	Small Business Management	3.0
BUS 27	Business Communications	3.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Achievement in Small Business Management**, the student will be able to:

1. Demonstrate an understanding of contemporary business principles, practices and organizational structures.
2. Write, proofread and revise common business communications.
3. Define common business terms, ideas, phrases and integrity as it applies to business stakeholders.
4. Demonstrate a basic understanding of the legal framework that surrounds contemporary U.S. business.
5. Identify human resource issues and their economic costs and benefits.

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Careers

Certificate of Completion
IT Support Professional

High School Equivalency Certificate of Completion

The purpose of the Certificate of Completion in High School Equivalency is to provide short term courses with small group instruction in the basic skills areas (Reading, writing, mathematics, science, and social studies). Students will be prepared with the knowledge and success required on a high school equivalency exam.

The IT Support Professional Certificate is designed to prepare students for an entry level job in Information Technology. The program offers five courses that cover key topics in IT support: troubleshooting, customer service, networking, system administration, security, and operating systems. Coursework includes a dynamic mix of video lectures, quizzes, and hands-on labs. Participants also will hear from Google employees with unique backgrounds and perspectives, whose own foundation in IT support served as a jumping-off point for their careers.By earning the Career Pathway Entry Certificates you will:

Goals

- Gain knowledge of basic skills
- Career Advancement
- Work Based Learning

Program Highlights

- Short term and flexible scheduling
- Small class size
- Individualized tutoring
- Hands on learning opportunities

Certificate of Completion in High School Equivalency

Total Hours for the Certificate of Completion in High School Equivalency: 176 Hours

Course No	Course Title	Hours
BS 170	Basic Skills: Pre High School Equivalency I	136
BS 171	Basic Skills: Pre High School Equivalency II	40

Program Student Learning Outcome

Upon completion of the **Certificate of Completion in High School Equivalency** the student will be able to:

Demonstrate the basic skills foundation required to take the high school equivalency test.

Certificate of Completion in IT Support Professional

Total Hours for the Certificate of Completion in Career Pathway Entry: 150 Hours

Course No	Course Title	Hours			
CS 150	Tech Support	30	CS 153	System Administration	30
CS 151	Bits and Bytes	30	CS 154	IT Security	30
CS 152	Operating Systems	30			

Program Student Learning Outcome

Upon completion of the **Certificate of Completion in IT Support Professional** the student will be able to:

1. Assemble a computer from scratch and install an operating system
2. Build a network layer and compile the five-layer network model
3. Explain the components of the Windows and Linux operating systems and through a series of hands-on labs, perform critical tasks like managing software and users, working with system logs and remote connection tools, and configuring hardware
4. Describe the different facets of information technology, like computer hardware, the Internet, computer software, troubleshooting, and customer service
5. Upon completion of this course, the student will be able to describe the different facets of information technology, like computer hardware, the Internet, computer software, troubleshooting, and customer service
6. Grasp the fundamentals of computer networking, from modern networking technologies and protocols to an overview of the cloud to practical applications and network troubleshooting
7. Apply infrastructure service management techniques that keep all organizations up and running, like managing and configuring servers, managing cloud resources, and using industry tools to manage computers, user information, and user productivity
8. And describe a wide variety of IT security concepts, tools, and best practices, including how to safeguard data, types of network security solutions, and how to integrate a culture of security into your organization or team

Child Development

DEGREES

Associate in Science in Early Childhood Education for Transfer
Associate in Arts Child Development

CERTIFICATE OF ACHIEVEMENT

Child Development

CERTIFICATE OF ACCOMPLISHMENT

Child Development Associate Teacher

The Associate in Science Degree in Early Childhood Education for Transfer is designed to provide the lower division major courses to transfer to a California State University and earn a Bachelor's degree in Child Development or Early Childhood Education.

Child Development is a vital component to our local, state and national system of care and education for young children and offers many exciting career opportunities. The program is designed to prepare students to qualify for a variety of permits issued by Teacher Credentialing, State of California. These permits include an associate teacher, teacher, master teacher, and site supervisor permit. Receiving an A.A. in Child Development also meets the requirement to teach in a National Head Start Program.

As a Child Development major you will:

- Study effective principle and practices of child development, in order to provide quality care and education to children 0-5.
- Develop a disposition for and strategies to communicate effectively with children, parents, peers and the community.
- Identify the theoretical base for child development and the different curriculum structures to form your own philosophy of how to best meet the whole child needs of children.
- Identify a wide range of career opportunities and gear your course of study to that career.

Career Options

Assistant Teacher
Associate Teacher
Teacher
Master Teacher
Site Supervisor
Parent Educator
Family Service Worker
Home Visitor
Classroom Aide

Some positions however require a four-year degree for which LCC's program is a good base for transfer.

Program Highlights

- Two specialty areas for a master teacher
- Courses in early literacy
- Courses in violence prevention
- Variety of courses in creative arts
- Correspondence courses in the core curriculum

Associate Degree and Certificate of Achievement in Child Development can be completed within two (2) years.

Internships in Child Development may be available for students interested in Work Experience opportunities.

Note to Transfer Students:
The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."

Associate Degree for Transfer

Associate in Science Degree in Early Childhood Education for Transfer

Total units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units
Required Core Courses minimum grade 2.0: 25 Units

Course No	Course Title	Units
CD 11	Observation and Assessment	3.0
CD 12	Child, Family and Community	3.0
CD 16	Introduction to Curriculum	3.0
CD 19	Children's Nutrition, Health and Safety	3.0
CD 20	Principles and Practices of Teaching Young Children	3.0
CD 24	Practicum	4.0
CD 25	Teaching in a Diverse Society	3.0
CD/PSY 31	Child Development: Conception Through Adolescence	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree in Early Childhood Education for Transfer**, students will be able to:

1. Integrate understanding of the needs, the characteristics and multiple influences on development of children birth to age eight as related to high quality care and education of young children.
2. Design, implement and evaluate environments and activities that support positive, developmental play and learning outcomes for all young children.
3. Apply effective guidance and interaction strategies that support all children's social learning, identity, and self-confidence.
4. Develop strategies that promote partnerships between programs, teachers, families and their communities.
5. Demonstrate ethical standards and professional behaviors that deepen understanding, knowledge and commitment to the EC/CD profession.

Associate in Arts Degree Child Development

Total Units for the Associate in Arts Degree: 60 Units
Required Core Courses: 38 Units

Course No	Course Title	Units
CD 11	Observation and Assessment	3.0
CD 12	Child, Family and Community	3.0
CD 16	Introduction to Curriculum	3.0
CD 19	Children's Nutrition, Health and Safety	3.0
CD 20	Principles and Practices of Teaching Young Children	3.0
CD 22	The Infant/Toddler	3.0
CD 23	Adult Supervision in the Child Care Setting	3.0
CD 24	Practicum	4.0
CD 25	Teaching in a Diverse Society	3.0
CD/PSY 31	Child Development: Conception Through Adolescence	3.0
CD 50	ECE Child Health and Safety	1.0

Students must complete six units from either the Site Supervisor or Master Teacher paths:

Site Supervisor

Course No	Course Title	Units
CD 15	Pre-School Administration	3.0
CD 26	Administration II	3.0

Master Teacher

Course No	Course Title	Units
CD 17	Children's Literature	3.0
CD 30	Early Steps to Reading Success	3.0

Required Electives: The student must complete 3 units from the following courses:

Course No	Course Title	Units
CD 15	Pre-School Administration	3.0
CD 17	Children's Literature	3.0
CD 26	Administration II	3.0
CD 27	Children with Special Needs	3.0
CD 28	Child Guidance	3.0
CD 30	Early Steps to Reading Success	3.0
CD 49	Child Development Work Experience	1.0-8.0

Electives: 4 Units - The student may select from any courses numbered 1-99 to satisfy this requirement.

General Education Requirements: 18 Units

Certificate of Achievement Child Development

Total Units for the Certificate of Achievement: 26 Units
Required Core Courses: 26 Units

Course No	Course Title	Units
CD 12	Child, Family and Community	3.0
CD 16	Introduction to Curriculum	3.0
CD 19	Children's Nutrition, Health, and Safety	3.0
CD 20	Principles and Practices of Teaching Young Children	3.0
CD 22	The Infant/Toddler	3.0
CD/PSY 31	Child Development: Conception Through Adolescence	3.0
CD 50	ECE Child Health and Safety	1.0

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree** or the **Certificate of Achievement in Child Development**, the student will be able to:

1. Analyze the influence of culture, family, society, and environment on an individual's development.
2. Design, implement and evaluate environments and activities that support positive, developmental play and learning outcomes for all young children.
3. Apply effective guidance and interaction strategies that support all children's social learning, identity, and self-confidence.

English

DEGREE

Associate in Arts in English for Transfer

The Associate in Arts Degree in English for Transfer is designed to provide students with a strong foundation for the study of literature and composition in order to transfer to a California State University. It is an excellent starting point for students interested in pursuing a baccalaureate degree in English. The core course work is designed to provide undergraduate preparation analyzing written works, recognizing crucial elements of poetry, fiction and drama, and utilizing primary and secondary sources to effectively support a premise.

As an English major, you will:

- Be exposed to the field of English through courses that are academically rigorous and content appropriate.
- Learn the skills necessary to gather, interpret, and analyze quantitative and qualitative data.

Career Options

Poet
Writer
Lawyer
Teacher
Journalist
Any career in which writing is important

Associate Degree in English for transfer can be completed within two (2) years.

Career Preparation

The Associates in Arts Degree in English for Transfer prepares the student for transfer to a four-year college or university.

Program Highlights

Core curriculum in English for transfer to a California State University
Small class size
Individualized tutoring

Note to Transfer Students:
The benefit for students completing the AA-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."

Associate in Arts Degree in English for Transfer

Total Units for the Associate in Arts Degree with a minimum grade point average 2.0: 60 Units
Required Core Courses minimum grade 2.0: 18 Units

Course No	Course Title	Units
Take the following 6 units		
ENGL 2	Introduction to Literary Types	3.0
ENGL 9	Critical Thinking and Composition	3.0
List A – Take 6 units *(Select 2)*		
ENGL 3	British Literature I	3.0
ENGL 4	British Literature II	3.0
ENGL 12	Survey of American Literature II	3.0
List B – Take 3 units		
ENGL 5	Survey of World Literature II	3.0
ENGL 10	Shakespeare	3.0
List C – Take 3 units		
ENGL 1	College Composition	3.0
ENGL 22	Creative Writing	3.0
ENGL 33	Studies in Fiction	3.0
ENGL 34	Studies in Poetry	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree in English for Transfer** student will be able to:

1. Demonstrate analytical and critical thinking skills through the production of written and oral critical responses to texts
2. Given an assignment to read a literary work, the student will identify and analyze crucial elements of fiction, poetry and drama
3. Demonstrate the ability to find, evaluate, and interpret primary and secondary sources, utilize summary, paraphrase and direct quotes to support a premise, and apply guidelines for MLA documentation to appropriately document information within written essays.

Fire Technology

DEGREE

Associate in Science in Fire Technology

CERTIFICATE OF ACHIEVEMENT

Fire Technology

Basic Wildland Firefighter

CERTIFICATE OF ACCOMPLISHMENT

Fire Technology

The Associate in Science Degree in Fire Technology is designed to provide students with updated skills and knowledge necessary to successfully compete for fire service positions. The curriculum serves as an in-service program as well as pre-employment program for students seeking employment or advancement in the profession of urban firefighting and wildland fire suppression.

As a fire technology major, you will:

- Study a broad overview of fire technology including: fire behavior, fire prevention, fire protection equipment and systems.
- Study the organizational structures and management techniques used in wildland fire suppression.
- Study the tactics used in urban firefighting.

Career Options

Firefighter
Inspector
Investigator
Supervisor
Manager

Some positions however require a four-year degree for which LCC's program is a good base for transfer.

Program Highlights

* Up-to-date technical information

Associate Degree and Certificate of Achievement in Fire Technology can be completed within two (2) years.

Internships in Fire Technology may be available for students interested in Work Experience opportunities.

Associate in Science Degree in Fire Technology

Total Units for the Associate in Science Degree: 60 Units

Required Core Courses: 18 Units

Course No	Course Title	Units
FS 3	Fundamentals of Fire Prevention	3.0
FS 4	Fire Protection Equipment and Systems	3.0
FS 5	Fire Orientation and Organization	3.0
FS 6	Building Construction for Fire Protection	3.0
FS 13	Fire Behavior and Combustion	3.0
FS 14	Principles of Fire Safety and Survival	3.0

Required Elective: 12 Units: select from the following listing:

BUS 25	Small Business Management	3.0
BUS 27	Business Communications	3.0
EMT 21	Emergency Medical Responder	2.5
EMT 60	Emergency Medical Technician-1 (Basic)	6.5
FS 8	Wildland Fire Suppression	2.0
FS 20	First Aid/CPR for Public Safety Employees	0.5
FS 23	Firing Operations (S-219)	1.0
FS 26	Basic Air Operations (S-270)	1.0
FS 49	Fire Technology Work Experience	1.0-8.0
FS 50	Rapid Intervention Crew	0.5
FS 51	Introduction to Fire Technology Careers	1.0
FS 54	National Incident Management Systems	0.5
FS 56	Helicopter Crewmember (S-271)	2.0
FS 57	Vehicle Extrication	1.0
FS 59	Confined Space Awareness	0.5
FS 60	Wildland Firefighter (CDF Basic 67)	3.0
FS 60A	Basic Fire Crew Firefighter	3.0
FS 61	Basic Firefighter Training (Basic 32)	2.0
FS 64	Instructor 1 Instructional Methodology	2.5
FS 65A	Driver/Operator 1A: Emergency Vehicle	1.5
FS 65B	Driver Operator 1B: Pump Operations	1.5
FS 65C	Wildland Fire Apparatus Operation	0.5
FS 70	Heavy Equipment Boss (S-236)	1.0
FS 70A	Single Resource Boss Academy	2.5
FS 70B	Engine Boss (Single Resource)	1.0
FS 72	HazMat First Responder Operations	1.0
FS 72A	HazMat First Responder Refresher	0.5
FS 74	Fire in the Interface (S-215)	1.5
FS 75	Fire Behavior (S290)	2.0
FS 76	Firefighter Type 1 (Squad Boss S-131)	0.5
FS 77	Human Factors on the Fireline (L-180)	0.5
FS 78	Followership to Leadership (L-280)	1.0
FS 79A	Ground Support Unit Leaders (S-355)	2.0
FS 80	Firefighter Survival	0.5
FS 81	Wildland Firefighter Safety and Survival	0.5
FS 84	Lessons Learned (Fatalities Fire Case Studies)	1.0
FS 85	Understanding Maps, Compass And GPS	1.0
FS 89	Wildland Fire Chainsaws (S-212)	1.5
FS 90	Portable Pumps and Water Use S-211	1.0
FS 97	Fire Control 4	0.5
FS 98.18	Annual Fireline Safety Refresher Training	0.5
FS 98.20	Annual Hired-Equipment Refresher Training	0.5
FS 98.21	Volunteer Firefighter Academy	2.5

Electives: 12 Units (The student may select any courses numbered 1-99 to satisfy this requirement.)

General Education Requirements: 18 Units

Certificate of Achievement Fire Technology

Total units for the Certificate of Achievement: 30 Units
Required Core Courses: 18 Units

Course No	Course Title	Units
FS 3	Fundamentals of Fire Prevention	3.0
FS 4	Fire Protection Equipment and Systems	3.0
FS 5	Fire Orientation and Organization	3.0
FS 6	Building Construction for Fire Protection	3.0
FS 13	Fire Behavior and Combustion	3.0
FS 14	Principles of Fire Safety and Survival	3.0

Required Elective: 12 Units (Select from the following)

Course No	Course Title	Units
BUS 25	Small Business Management	3.0
BUS 27	Business Communications	3.0
EMT 21	Emergency Medical Responder	2.5
EMT 60	Emergency Medical Technician-1 (Basic)	6.5
FS 8	Wildland Fire Suppression	2.0
FS 20	First Aid/CPR for Public Safety Employees	0.5
FS 23	Firing Operations (S291)	1.0
FS 26	Basic Air Operations (S-270)	1.0
FS 49	Fire Technology Work Experience	1.0-8.0
FS 50	Rapid Intervention Crew	0.5
FS 51	Introduction to Fire Technology Careers	1.0
FS 54	National Incident Management System	0.5
FS 56	Helicopter Crewmember (S-271)	2.0
FS 57	Vehicle Extrication	1.0
FS 58	Introduction to Wildland Fire Behavior	0.5
FS 59	Confined Space Awareness	0.5
FS 60	Wildland Firefighter (CDF Basic 67)	3.0
FS 60A	Basic Fire Crew Firefighter	3.0
FS 61	Basic Firefighter Training (Basic 32)	2.0
FS 64	Instructor 1 Instructional Methodology	2.5
FS 65A	Driver/Operator 1A: Emergency Vehicle	1.5
FS 65B	Driver/Operator 1B: Pump Operations	1.5
FS 65C	Wildland Fire Apparatus Operations	0.5
FS 70	Heavy Equipment Boss (S-236)	1.0
FS 70A	Single Resource Boss Academy	2.5
FS 70B	Engine Boss (Single Resource)	1.0
FS 72	HazMat First Responder Operations	1.0
FS 72A	HazMat First Responder Refresher	0.5
FS 74	Fire in the Interface (S-215)	1.5
FS 75	Fire Behavior (S-290)	2.0
FS 76	Firefighter Type 1 (Squad Boss S-131)	0.5
FS 77	Human Factors on the Fireline (L-180)	0.5
FS 78	Followership to Leadership (L-280)	1.0
FS 79A	Ground Support Unit Leaders (S-355)	2.0
FS 80	Firefighter Survival	0.5
FS 81	Wildland Firefighter Safety and Survival	0.5
FS 84	Lessons Learning (Fatalities Fire Case Studies)	1.0
FS 85	Understanding Maps, Compass And GPS	1.0
FS 89	Wildland Fire Chainsaws (S-212)	1.5
FS 90	Portable Pumps and Water Use S-211	1.0
FS 97	Fire Control 4	0.5
FS 98.18	Annual Fireline Safety Refresher Training	0.5
FS 98.20	Annual Hired-Equipment Refresher Training	0.5
FS 98.21	Volunteer Firefighter Academy	2.5

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree** or the **Certificate of Achievement in Fire Technology**, the student will be able to:

Safely perform basic firefighting skills as part of the Incident Command System in preparation for an entry-level position at most firefighting agencies.

Certificate of Achievement Basic Wildland Firefighter

Total units for the Certificate: 19 – 19 Units
Required Core Courses: 18-19 Units

Course No	Course Title	Units
FS 5	Fire Organization and Management	3.0
FS 8	Wildland Fire Suppression	2.0
FS 20 ***OR***	First Aid/CPR for Public Employees	0.5
EMT 21	Emergency Medical Responder	2.5
FS 51	Introduction to Fire Careers	1.0
FS 61	Basic Firefighter Training (Basic 32)	2.0
FS 72	HazMat First Responder Operations	1.0
FS 74	Fire in the Insterface (S 2-15)	1.5
FS 78	Followership to Leadership (L-280)	0.5
FS 81	Wildland Firefighter Safety and Survival	0.5
FS 85	Understanding Maps Compass & GPS	1.0
FS 89	Wildland Fire Chainsaws (S-212)	1.5
FS 98.21	Volunteer Firefighter Academy	2.5

Program Student Learning Outcomes

Upon successful completion of the **Certificate of Achievement Basic Wildland Firefighter**, the student will be able to:

1. Demonstrate basic knowledge of fire physics and behavior.
2. Understand and demonstrate the physical requirements to become a wildland firefighter.
3. Understand the basic skills needed to respond to all risks in emergency incidents
4. Perform the basic duties of an entry level firefighter such as line construction, safe and proper use of fire line hand tools including chain saws, safe and proper use of pumps, first aid/CPR, recognizing and dealing with hazardous situations involving hazardous materials, ability to complete an application for employment, fire line safety, radio operation.

Certificate of Accomplishment Fire Technology

Total units for the Certificate: 13.5 Units
Required Core Courses: 13.5 Units

Course No	Course Title	Units	FS 61	Basic Firefighteer Training (Basic 32)	2.0
EMT 21	Emergency Medical Responder	2.5	FS 72	HazMat First Responder Operations	1.0
FS 20	First Aid/CPR for Public Employees	0.5	FS 80	Firefighter Survival	1.0
FS 59	Confined Space Awareness	0.5	FS 81	Wildland Firefighter Safety and Survival	0.5
FS 60	CAL-FIRE Basic Training	3.0	FS 98.21	Volunteer Firefighter Academy	2.5

Program Student Learning Outcomes

Upon successful completion of the **Certificate of Accomplishment Fire Technology**, the student will be able to:

1. Demonstrate an understanding of fire behavior.
2. Identify Command staff and how they fit into ICS structure
3. Recognize Critical structural fire ground factors
4. Be able to perform CPR

General Education Transfer Curriculum

CERTIFICATES OF ACHIEVEMENT

CSU General Education
Intersegmental General Education Transfer Curriculum (IGETC)

The Certificates of Achievement are inclusive of requirements for CSU General Education Certification or IGETC Certification. These certifications may be requested by the student to be sent to UC or CSU campus of their choice.

California State University General Education Certificate of Achievement

CSU General Education Certification of Achievement requires a minimum of 39 units.
Minimum GPA of **2.00** overall and Area A and B4 must be a "C" or better.

AREA A - English Language and Critical Thinking

The student must take one course from each area:

1. Oral Communications: Speech 1
2. Written Communications: English 1
3. Critical Thinking: English 7, English 9

AREA B - Scientific Inquiry and Quantitative Reasoning

The student must take one course from each area including one (L) Lab Science course:

1. Physical Universe:
   Agriculture 19 (L)
   Chemistry 1A (L), 1B (L), 8 (L), 40, 40L (L), 45 (L)
   Geology 1 (L), 5 (L)
   Physical Science 1
   Physics 2A (L), 2B (L)
2. Life Forms:
   Agriculture 10 (L), 20 (L)
   Anthropology 1
   Biology 1 (L), 4 (L), 10 (L), 20 (L), 21 (L), 22 (L)L, 25 (L), 26 (L), 32, 32L (L)
3. Laboratory Science (L):
   Any of the above (L) courses
4. Mathematics/Quantitative Reasoning:
   Math 1A, 1B, 7, 8, 11A, 11B, 40

AREA C - Arts and Humanities

The student must take 3 of the following courses, limit 2 in one area.

1. Arts (Art, Dance, Music, Theater):
   Art 1A, 1B, 2, 3, 6, 7, 8, 10A, 30, 36A
   Film 1
   Music 6, 7, 12
2. Humanities (Literature, Philosophy, Foreign Languages):
   English 2, 3, 4, 5, 10, 12, 33, 34
   History 14, 15, 16, 17
   Humanities 1, 2
   IDS 1, 2
   Philosophy 1, 10
   Spanish 1, 2

AREA D - Social Sciences

The student must take a minimum of 9 units with courses taken from at least two disciplinary perspectives.

Administration of Justice 10, 12, 20
Anthropology 2
Agriculture 2
Child Development 31
Economics 10, 11
Ethnic Studies 1
Geography 2
History 14, 15, 16*, 17*
Political Science 1*
Psychology 1, 5, 6, 18, 31
Sociology 1, 3, 4

*** CSU Graduation Requirement:** US History, Constitution, and American Ideals - Completion of one course in American History and one course in American Government is a requirement to graduate from any CSU campus. Students may select one combination from the following to fulfill this requirement; these courses may be double counted with Area D:

(1) History 16 and 17
(2) History 16 and Political Science 1
(3) History 17 and Political Science 1

AREA E - Lifelong Understanding and Self-Development

The student must take one course or 3 units from the following courses:

Child Development 31
Counseling & Guidance 1
Health 2, 25
Human Services 30
Physical Education 15
Psychology 1, 18, 31, 33
Sociology 3

Intersegmental General Education Transfer Curriculum (IGETC) Certification

IGETC General Education Certificate of Achievement requires 37 Units. Minimum GPA of **2.00** overall and a grade of "C" or better in each course. Completion of Areas 1, 2, 3, 4, 5; Demonstrate Foreign Language Proficiency. ** Indicates that transfer credit may be limited by either UC or CSU or both. Please consult with a Counselor.

AREA 1: English Communication 9 units (One from each group)

English 1 | English 7 or 9 | Speech 1

AREA 2: Mathematical Concepts and Quantitative Reasoning 3 units

Math 1A, 1B, 8, 40

AREA 3: Arts and Humanities 9 units - At least 3 courses, with at least one from Arts and one from Humanities.

Arts:

Art 6, 7, 8
Film 1
Music 6, 7, 12

Humanities:

English 2, 3, 4, 5, 10, 12, 33, 34
History 14, 15, 16, 17
Humanities 1, 2
Philosophy 1, 10
Spanish 2

AREA 4: Social and Behavioral Sciences 9 units -At least three courses from at least 2 disciplines.

A. Anthropology/Archaeology: ANTH 2, 3
B. Economics: AGR 2, ECON 10, 11
C. Ethnic Studies: ES 1
D. Gender Studies: SOC 4
E. Geography: GEOG 2
F. History: HIST 14, 15, 16*, 17*
G. Interdisciplinary: CD 31
H. Political Science: PLCS 1*
I. Psychology: PSY 1, 5, 6, 18, 31
J. Sociology/Criminology: AJ 12, SOC 1, 2, 3

AREA 5: Physical and Biological Sciences 7 – 9 units. At least 2 courses, one Physical Science and one Biological Science; at least one must include a laboratory (indicated by "L" in parentheses).

Physical Sciences:

Agriculture 19
Chemistry 1A (L), 1B (L), 8 (L), 40, 40 (L), **45 (L)
Geology 1 (L), 5 (L)
**Physical Science 1
Physics 2A (L), 2B (L)

Biological Sciences:

Agriculture 10, 20
Anthropology 1
Biology 1 (L), 4 (L), 10 (L), 20 (L), 21 (L), 22 (L), 25 (L), 26 (L), 32, 32L (L)

Language Other Than English (UC Requirement Only) Complete 2 years of the same Foreign Language of high school level work with a grade of "C" or better or earn a score of 3 or higher on the Foreign Language Advanced Placement Test, or 550 on the College Board Achievement Test in Foreign Language or complete 4 units from the courses below.

The following course at this institution fulfills the requirement (1 course, 4 semester units): Spanish 1, IDS 1, IDS 2

*** CSU Graduation Requirement Only - U.S. History, Constitution and American Ideals, 6 semester units**

Courses may not be applied to Area 4 if used to meet Constitution requirements for CSU

Group 1 Political Science 1 | Group 2 History 16, 17

Program Student Learning Outcomes

California State University General Education Certificate of Achievement
Intersegmental General Education Transfer Certificate of Achievement (IGETC)

Upon completion of this certification the student will be able to:

1. Understand and apply methods of inquiry for a variety of disciplines including the scientific method for scientific inquiry and appropriate methods for social and behavior science inquiries.
2. Explain and analyze relationships between science and other human activities.
3. Apply knowledge of the ways people act and have acted in response to their societies to express an appreciation for how diverse societies and social subgroups operate to understand social dynamics within historical and contemporary communities.
4. Understand ways in which people throughout the ages and in Western and non-Western cultures have responded to themselves and the world around them in artistic and cultural creation; apply this knowledge to make value judgments on cultural activities and artistic expressions and demonstrate an understanding of the interrelationship between the creative arts, the humanities and self.
5. Engage in verbal communication by participating in discussions, debates, and oral presentations utilizing proper rhetorical perspective, reasoning and advocacy, organization, accuracy, and the discovery, critical evaluation and reporting of information.
6. Compose effective written communications and essays with correct grammar, spelling, punctuation and appropriate language, style and format utilizing academically accepted means of researching, evaluating and documenting sources within written works.
7. Analyze, evaluate and explain theories, concepts and skills within varied disciplines using inductive and deductive processes and quantitative reasoning and application.
8. Demonstrate appreciation of themselves as living organism through their choices for physical health, activities, stress management, relationships to the social and physical environment, and responsible decision-making.

Geographic Information Systems

Certificate of Achievement

Certificate of achievement in Geographic Information Systems

A Geographic Information System (GIS) is a combination of hardware, software, data, people, and protocols, and is primarily used for the acquisition, maintenance, and analysis of geospatial data and information. GIS was founded in the art and science of geography, and more specifically was born from forestry and its associated applications (i.e., natural resources). Its main purpose is to serve as a tool for analyzing geospatial phenomena, via various data overlay operations, to provide information in the form of visualizations (i.e., maps), which ultimately provide greater insight into such phenomena from the perspective of geospatial patterns and real-world feature relationships. The end goal of a GIS is to provide meaningful analysis results to better understand real-world situations and help end-users of such information make better decisions regarding how best to handle geospatial phenomena.

As a GIS student you will:
Study the history of GIS, learn what it is and how it is used, and discover the foundational concepts that allow it to be a successful system
Develop skills in using hardware and software applications, in conjunction with relevant data and information, to learn how to approach and help solve potential real-world geospatial phenomena
Acquire critical thinking skills that will allow you to view and analyze geospatial patterns and feature relationships from a scientific perspective
Gain knowledge in the dissemination of geospatial information to web-based data and information delivery environments, as well as exposure to ancillary geospatial technologies such as Global Positioning Systems (GPS), Remote Sensing, and Computer-Aided Drafting (CAD) data and their respective applications

Career Options

GIS Technician for private entity or government agency
Supplemental GIS education to add to existing or future education in another field, which will help to strengthen overall knowledge from a technical standpoint

Program Highlights

Lassen Community College offers its Geographic Information Systems certificate as an entirely online program of study. No physical classroom involvement is required. Courses may be offered via traditional face-to-face or hybrid instructional modalities as well
The Geographic Information Systems certificate can be completed in just two semesters
The Geographic Information Systems certificate is well suited to provide individuals with the education necessary to enter the workforce as an entry-level GIS Technician, or add to an existing or future bachelor's degree education to help strengthen and solidify the technical nature of said degree. For example, a combination of a bachelor's degree in wildlife biology and a certificate in GIS can be a very valuable and powerful combination to potential employers

Certificate of Achievement Geographic Information Systems

Total Units for the Certificate of Achievement: 16

Course No	Course Title	Units	GIS 3	Cartography and Geovisualiztion	3.0
GIS 1	Fundamentals of GIS	4.0	GIS 4	Spatial Analysis	3.0
GIS 2	GIS Data Concepts	3.0	GIS 5	Web/Mobile-based GIS	3.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Achievement in Geographical Information Systems** student will be able to:

1. Demonstrate an understanding of what a GIS is, how it can be used, and how the technology has come to be.
2. Explain, in detail, the nature of geospatial data and associated systems – types, formats, structures, models, acquisition, maintenance, manipulation, and display.
3. Apply critical thinking skills to the approach of establishing a basic GIS and using said GIS to analyze pertinent data and information to derive results that can or may help to better understand a perceived real-world geospatial phenomenon.
4. Use the latest, basic GIS-based software technologies on the market with effective and efficient application.
5. Be academically prepared to obtain an entry-level position directly in GIS, or to greatly supplement and enhance another chosen career field that can benefit from the technical nature of GIS knowledge.

Gunsmithing

DEGREES

Associate in Science in Firearms Repair
Associate in Science in General Gunsmithing

CERTIFICATES OF ACHIEVEMENTS

Firearms Repair
General Gunsmithing

CERTIFICATES OF ACCOMPLISHMENTS

Gunsmith Machinist and Metal Finishing
Long Gun
Pistolsmith
Riflesmith

The Gunsmithing Program offers two degrees, two Certificates of Achievement, and four Certificates of Accomplishment, that each provide the student with a very specific set of skills in areas such as general gunsmithing, firearms repair, firearms customization and in the recognized specialty areas. Depending on the selected course of study, a student is provided with the skills to acquire an entry-level position in the industry. This program is also designed to assist those already employed in the industry and those in the community to improve or expand their skills. The curriculum is updated with the assistance of a business and industry advisory committee. In accordance with the provisions of the state penal code section numbers: (12021, 12021.5, 12050, and 12054), prospective students must file an approved affidavit with the Lassen Community College District as a prerequisite to program enrollment.

As a Gunsmithing major, you will:

- Study course work in design, function and repair, firearm laws and regulations, machining, metallurgy, stock fabrication and welding.
- Develop skills on how to install and replace components, clean, maintain, and service handguns, rifles and shotguns.
- Identify a particular type of firearm you are most interested in and build a course of study to better qualify you for a profession.

Career Options

Gunsmith Firearms Repair
Firearms Salesman
Law Enforcement Armorer
Department of Corrections
Armorer
Owner/Manager of a Gunsmith Shop or Sporting Goods Store
Specialist in Custom Built Firearms
Factory Service Representative

Some positions require a four-year degree for which Lassen Community College's program is a good base for transfer.

Associate Degree and Certificate of Achievement in Gunsmithing can be completed within two (2) years.

Associate in Science Degree: Firearms Repair

Total Units for the Associate in Science Degree: 60 units.
Required Core Courses: 42 Units

GSS 50.01	Recoil Pad and Sling Swivel Installation	1.0
GSS 50.03	Open and Optical Sight Installation	1.0
GSS 51.01	Stock Inletting	1.0
GSS 51.05	Glass Bedding for Strength and Accuracy	1.0
GSS 51.06	Wood Stock Finishing	1.0
GSS 52.06	Gunsmith Machining 6	1.0
GSS 54.05	Hardening and Tempering of Carbon Steels	1.0
GSS 56.03	Bolt Action Barrel Fitting	1.0
GSS 57.01	Bolt Action Breeching and Headspace	1.0
GSS 57.02	Action Blueprinting	1.0
GSS 57.03	Action and Bolt Modifications	1.0
GSS 59.02	Metal Preparation for Refinishing And Caustic Bluing	1.0
GSS 60.01	DFR Recoil Operated Auto Shotguns	1.0
GSS 60.02	DFR Gas Operated Auto Shotguns	1.0
GSS 60.04	DFR Pump Shotguns	1.0
GSS 61.01	DFR Single Action Revolvers	1.0
GSS 61.02	DFR Smith and Wesson Revolvers	1.0
GSS 61.03	DFR Colt & Ruger Double Action Revolvers	1.0
GSS 62.03	Misfire Correction	1.0
GSS 63.02	Ejectors	1.0
GSS 63.03	Double Gun Locks	1.0
GSS 64.01	Composition Stock Fitting, Bedding and Finishing	1.0
GSS 66.02	Revolver Barrel Fitting and Ranging	1.0
GSS 67.01	Blowback Principle	1.0
GSS 68.01	DFR Locked Breech Single Action Auto Pistols	1.0
GSS 68.02	DFR Locked Breech Double Action Auto Pistols	1.0
GSS 68.03	DFR Blowback Auto Pistols	1.0
GSS 69.01	DFR Auto Rifles	1.0
GSS 69.02	DFR Pump Rifles	1.0
GSS 69.03	DFR Lever Action Rifles	1.0
GSS 70.01	DFR Triggers 1	1.0
GSS 71.01	DFR .22 Autos	1.0
GSS 71.02	DFR Bolt Action .22's	1.0
GSS 71.03	DFR Pump and Lever Action .22's	1.0
GSS 71.04	DFR Marlin Model 39	1.0
GSS 75.02	Firearm Laws and Regulations	1.0
WT 31	GTAW for Gunsmiths	3.0
WT 32	Advanced GTAW for Gunsmiths	3.0

General Education Requirements: 18 Units

Certificate of Achievement: Firearms Repair

Total units for the Certificate of Achievement: 42 Units

Course No	Course Title	Units
GSS 50.01	Recoil Pad and Sling Swivel Installation	1.0
GSS 50.03	Open and Optical Sight Installation	1.0
GSS 51.01	Stock Inletting	1.0
GSS 51.05	Glass Bedding for Strength and Accuracy	1.0
GSS 51.06	Wood Stock Finishing	1.0
GSS 52.06	Gunsmith Machining 6	1.0
GSS 54.05	Hardening and Tempering of Carbon Steels	1.0
GSS 56.03	Bolt Action Barrel Fitting	1.0
GSS 57.01	Bolt Action Breeching and Headspace	1.0
GSS 57.02	Action Blueprinting	1.0
GSS 57.03	Action and Bolt Modifications	1.0
GSS 59.02	Metal Preparation for Refinishing And Caustic Bluing	1.0
GSS 60.01	DFR Recoil Operated Auto Shotguns	1.0
GSS 60.02	DFR Gas Operated Auto Shotguns	1.0
GSS 60.04	DFR Pump Shotguns	1.0
GSS 61.01	DFR Single Action Revolvers	1.0
GSS 61.02	DFR Smith and Wesson Revolvers	1.0
GSS 61.03	DFR Colt & Ruger Double Action Revolvers	1.0
GSS 62.03	Misfire Correction	1.0
GSS 63.02	Ejectors	1.0
GSS 63.03	Double Gun Locks	1.0
GSS 64.01	Composition Stock Fitting, Bedding and Finishing	1.0
GSS 66.02	Revolver Barrel Fitting and Ranging	1.0
GSS 67.01	Blowback Principle	1.0
GSS 68.01	DFR Locked Breech Single Action Auto Pistols	1.0
GSS 68.02	DFR Locked Breech Double Action Auto Pistols	1.0
GSS 68.03	DFR Blowback Auto Pistols	1.0
GSS 69.01	DFR Auto Rifles	1.0
GSS 69.02	DFR Pump Rifles	1.0
GSS 69.03	DFR Lever Action Rifles	1.0
GSS 70.01	DFR Triggers 1	1.0
GSS 71.01	DFR .22 Auto's	1.0
GSS 71.02	DFR Bolt Action .22's	1.0
GSS 71.03	DFR Pump and Lever Action .22's	1.0
GSS 71.04	DFR Marlin Model 39	1.0
GSS 75.02	Firearm Laws and Regulations	1.0
WT 31	GTAW for Gunsmiths	3.0
WT 32	Advanced GTAW for Gunsmiths	3.0

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree** or the **Certificate of Achievement in Firearms Repair**, the student will be able to:

1. Diagnose a specific firearm malfunction, execute the appropriate corrective step and verify the problem has been resolved.
2. Perform firearms repair and maintenance procedures on the large variety of firearms common to a retail gunsmithing operation.

Associate in Science Degree in General Gunsmithing

Total Units for the Associate in Science Degree: 60 Units
Required Core Courses: 36 Units

Course No	Course Title	Units
GSS 50.01	Recoil Pad and Sling Swivel Installation	1.0
GSS 50.03	Open and Optical Sight Installation	1.0
GSS 51.05	Glass Bedding for Strength and Accuracy	1.0
GSS 52.01	Gunsmith Machining 1	2.0
GSS 52.02	Gunsmith Machining 2	2.0
GSS 52.03	Gunsmith Machining 3	2.0
GSS 52.04	Gunsmith Machining 4	1.0
GSS 52.05	Gunsmith Machining 5	1.0
GSS 52.06	Gunsmith Machining 6	1.0
GSS 54.05	Hardening and Tempering of Carbon Steels	1.0
GSS 55.04	Stock Refinish and Repair	1.0
GSS 56.01	Headspace	1.0
GSS 56.03	Bold Action Barrel Fitting	1.0
GSS 57.02	Action Blueprinnting	1.0
GSS 57.03	Action and Bolt Modifications	1.0
GSS 58.02	Pressure Bedding and Pillar Bedding	1.0
GSS 59.02	Metal Preparation for Refinishing and Caustic Bluing	1.0
GSS 60.04	DFR Pump Shotguns	1.0
GSS 61.01	DFR Single Action Revolvers	1.0
GSS 62.03	Misfire Correction	1.0
GSS 63.05	Double Guns, Hinge Pins and Headspace	1.0
GSS 64.01	Composition Stock Fitting, Bedding, And Finishing	1.0
GSS 67.01	Blowback Principle	1.0
GSS 69.03	DFR Lever Action Rifles	1.0
GSS 70.01	DFR Triggers 1	1.0
GSS 71.01	DFR .22 Auto's	1.0
GSS 73.02	Spring Making	1.0
WT 31	GTAW for Gunsmiths	3.0
WT 32	Advanced GTAW for Gunsmiths	3.0

Electives: 6 Units (The student may select any courses numbered 1 – 99 to satisfy this requirement.)
General Education Requirements: 18 Units

Certificate of Achievement: General Gunsmithing

Total units for the Certificate of Achievement: 42 units
Required Core: 36 Units

Course No	Course Title	Units
GSS 50.01	Recoil Pad and Sling Swivel Installation	1.0
GSS 50.03	Open and Optical Sight Installation	1.0
GSS 51.05	Glass Bedding for Strength and Accuracy	1.0
GSS 52.01	Gunsmith Machining 1	2.0
GSS 52.02	Gunsmith Machining 2	2.0
GSS 52.03	Gunsmith Machining 3	2.0
GSS 52.04	Gunsmith Machining 4	1.0
GSS 52.05	Gunsmith Machining 5	1.0
GSS 52.06	Gunsmith Machining 6	1.0
GSS 54.05	Hardening and Tempering of Carbon Steels	1.0
GSS 55.04	Stock Refinish and Repair	1.0
GSS 56.01	Headspace	1.0
GSS 56.03	Bolt Action Barrel Fitting	1.0
GSS 57.02	Action Blueprinting	1.0
GSS 57.03	Action and Bolt Modifications	1.0
GSS 58.02	Pressure Bedding and Pillar Bedding	1.0
GSS 59.02	Metal Preparation for Refinishing and Caustic Bluing	1.0
GSS 60.04	DFR Pump Shotguns	1.0
GSS 61.01	DFR Single Action Revolvers	1.0
GSS 62.03	Misfire Correction	1.0
GSS 63.05	Double Guns, Hinge Pins and Headspace	1.0
GSS 64.01	Composition Stock Fitting, Bedding, And Finishing	1.0
GSS 67.01	Blowback Principle	1.0
GSS 69.03	DFR Lever Action Rifles	1.0
GSS 70.01	DFR Triggers 1	1.0
GSS 71.01	DFR .22 Auto's	1.0
GSS 73.02	Spring Making	1.0
WT 31	GTAW for Gunsmiths	3.0
WT 32	Advanced GTAW for Gunsmiths	3.0

Electives: 6 Units (The student may select any courses numbered 1-99 to satisfy this requirement.)

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree** or the **Certificate of Achievement in General Gunsmithing**, the student will be able to:

1. Perform appropriate custom alterations and modifications as related to a specific custom field in Gunsmithing.
2. Diagnose a specific firearm malfunction, execute the appropriate corrective step and verify the problem has been resolved.

Certificate of Accomplishment: Gunsmith Machinist and Metal Finishing

Total Units for the Certificate of Accomplishment Gunsmith Machinist and Metal Finishing: 15 Units

Course No	Course Title	Units
GSS 50.03	Open and Optical Sight Installation	1.0
GSS 52.01	Gunsmith Machining 1	2.0
GSS 52.02	Gunsmith Machining 2	2.0
GSS 52.03	Gunsmith Machining 3	2.0
GSS 52.04	Gunsmith Machining 4	1.0
GSS 52.05	Gunsmith Machining 5	1.0
GSS 52.06	Gunsmith Machining 6	1.0
GSS 54.05	Hardening and Tempering of Carbon Steels	1.0
GSS 59.02	Metal Preparation for Refinishing And Caustic Bluing	1.0
GSS 59.03	Parkerizing	1.0
GSS 59.04	Color Case Hardening	1.0
GSS 59.09	Alternative Metal Finishing	1.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment - Gunsmith Machinist and Metal Finishing**, the student will be able to:

1. Design and machine firearm parts and fixtures using the appropriate tools and techniques.
2. Apply the appropriate polishing technique and finish to metal firearms parts.

Certificate of Accomplishment: Long Gun

Total Units for the Certificate of Accomplishment Long Gun: 13 Units

Course No	Course Title	Units
GSS 51.06	Wood Stock Finishing	1.0
GSS 52.06	Gunsmith Machining 6	1.0
GSS 54.05	Hardening and Tempering of Carbon Steels	1.0
GSS 60.01	DFR Recoil Operated Auto Shotguns	1.0
GSS 60.02	DFR Gas Operated Auto Shotguns	1.0
GSS 60.04	DFR Pump Shotguns	1.0
GSS 66.01	Non-Bolt Action Rifle Barrel Fitting	1.0
GSS 69.01	DFR Auto Rifles	1.0
GSS 69.02	DFR Pump Rifles	1.0
GSS 69.03	DFR Lever Action Rifles	1.0
WT 32	Advanced GTAW for Gunsmiths	3.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment - Long Gun**, the student will be able to:

1. Diagnose specific long gun malfunction, execute the appropriate corrective step and verify the problem has been resolved.

Certificate of Accomplishment: Pistolsmith

Total Units for the Certificate of Accomplishment Pistolsmith: 13 Units

Course No	Course Title	Units	Course No	Course Title	Units
GSS 52.06	Gunsmith Machining 6	1.0	GSS 67.01	Blowback Principle	1.0
GSS 54.05	Hardening and Tempering of Carbon Steels	1.0	GSS 68.01	DFR Locked Breech Single Action Auto Pistols	1.0
GSS 61.01	DFR Single Action Revolvers	1.0	GSS 68.02	DFR Locked Breech Double Action Auto Pistols	1.0
GSS 61.02	DFR Smith and Wesson Revolvers	1.0			
GSS 61.03	DFR Colt & Ruger Double Action Revolvers	1.0	GSS 68.03	DFR Blowback Auto Pistols	1.0
			WT 32	Advanced GTAW for Gunsmiths	3.0
GSS 66.02	Revolver Barrel Fitting and Ranging	1.0			

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment Pistolsmith**, the student will be able to:

1. Diagnose specific handgun malfunction, execute the appropriate corrective step and verify the problem has been resolved.

Certificate of Accomplishment: Riflesmith

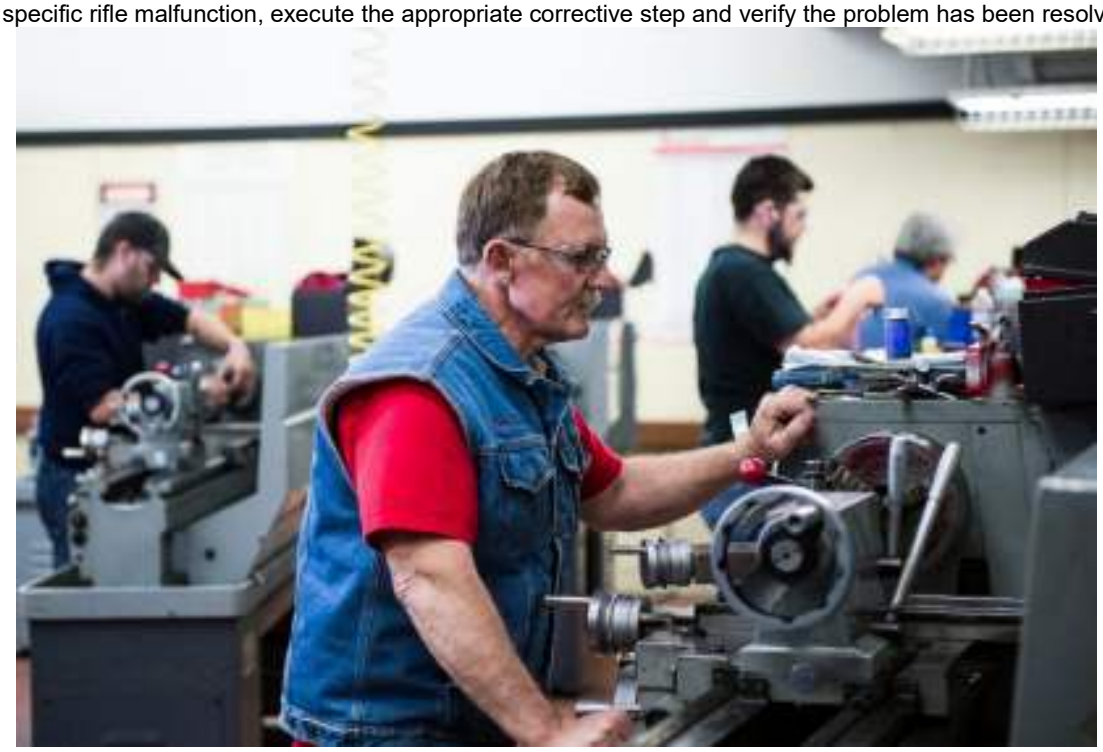
Total Units for the Certificate of Accomplishment Riflesmith: 15 Units

Course No	Course Title	Units	Course No	Course Title	Units
GSS 51.01	Stock Inletting	1.0			
GSS 51.05	Glass Bedding for Strength and Accuracy	1.0	GSS 57.02	Action Blueprinting	1.0
			GSS 57.03	Action and Bolt Modifications	1.0
GSS 51.06	Wood Stock Finishing	1.0	GSS 57.06	Trueing Exterior of Action	1.0
GSS 55.04	Stock Refinish and Repair	1.0	GSS 57.08	Bottom Metal Modifications	1.0
GSS 56.01	Headspace	1.0	GSS 57.15	Bolt Action Rifle Feeding	1.0
GSS 56.03	Bold Action Barrel Fitting	1.0	GSS 58.02	Pressures and Pillar Bedding	1.0
GSS 56.04	Barrel Contouring	1.0	GSS 64.01	Composition Stock Fitting, Bedding and Finishing	1.0
GSS 57.01	Bold Action Breeching and Headspace	1.0			

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment Riflesmith**, the student will be able to:

1. Perform appropriate custom rifle alterations and modifications.
2. Diagnose specific rifle malfunction, execute the appropriate corrective step and verify the problem has been resolved.



Health Occupations

Certificate of Achievement
Medical Assisting
Clinical Medical Assisting

Certificate of Accomplishment
Administrative Medical Assisting

Red Cross Certification
Cardiopulmonary Resuscitation (CPR)
Standard First Aid

Lassen College offers coursework that leads to eligibility for external certifications in CPR, First Aid, and EMT-I in addition to certificates in Clinical and Administrative Medical Assisting.

Certificate of Accomplishment in Administrative Medical Assisting
The program of courses for this certificate is designed to prepare a student to perform office-related duties including scheduling and billing as a medical office assistant.

Certificate of Accomplishment in Clinical Medical Assisting
The program of courses for the clinical certificate offers information, skill development, and practice for student seeking employment as a medical assistant who makes direct patient contact and assists nurses and doctors with clinical procedures.

Career Options
Medical Assistant
Clinic Assistant
Medical Office Assistant
EMT - I
EMT - II
EMT – Paramedic

Program Highlights
- Hands-on-training for entry-level employment.
- Continuing education units (CEUs) available.

Internships in health occupations are available for students interested in Work Experience opportunities.

Certificate of Achievement Medical Assisting

Total Units for the Certificate of Achievement in Administrative Medical Assisting: 21 Units

Course No	Course Title	Units			
HO 49	Health Occupations Work Experience	2.0	HO 71	Medical Assisting Administrative	6.5
HO 70	Medical Assisting Core	7.0	HO 72	Medical Assisting Clinical	7.5

Program Student Learning Outcomes

Upon completion of the **Certificate of Achievement Medical Assisting** the student will be able to:

1. Demonstrate the Knowledge about medical assisting and other allied health professions.
2. Demonstrate beginning level medical assisting skills.
3. Display understanding of basic medical terminology, anatomy and physiology.
4. Access and navigate basic computer systems.
5. Preform exam room procedures autonomously.
6. Demonstrate knowledge of Pharmacology.
7. Assist with minor surgery and laboratory procedures.
8. Provide Patient education.

Certificate of Accomplishment in Administrative Medical Assisting

Total Units for the Certificate of Accomplishment in Administrative Medical Assisting: 13.5 Units

Course No	Course Title	Units			
HO 70	Medical Assisting Core	7.0	HO 71	Medical Assisting Administrative	6.5

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment in Administrative Medical Assisting** the student will be able to:

1. Demonstrate the Knowledge about medical assisting and other allied health professions.
2. Demonstrate beginning level medical assisting skills.
3. Display understanding of basic medical terminology, anatomy and physiology.
4. Access and navigate basic computer systems.
5. Demonstrate professionalism in the role of administrative medical assisting and office reception.
6. Prepare and properly manage medical office records.
7. Demonstrate medical office finance and billing skills.
8. Display medical office management abilities.

Certificate of Accomplishment in Clinical Medical Assisting

Total Units for the Certificate of Accomplishment in Clinical Medical Assisting: 14.5 Units

Course No	Course Title	Units			
HO 70	Medical Assisting Core	7.0	HO 72	Medical Assisting Clinical	7.5

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment in Clinical Medical Assisting** the student will be able to:

1. Demonstrate knowledge about medical assisting and other allied health professions
2. Demonstrate beginning level medical assisting skills.
3. Display understanding of basic medical terminology, anatomy and physiology.
4. Access and navigate basic computer systems.
5. Perform exam room procedures autonomously.
6. Demonstrate knowledge of pharmacology.
7. Assist with minor surgery and laboratory procedures.
8. Provide patent education.

History

DEGREES

Associate in Arts in History for Transfer

The Associates in Arts Degree in History is designed to provide students with a strong foundation for the study of the historical past in order to transfer to a California State University. It is an excellent starting point for students interested in pursuing a baccalaureate degree in history. The core course work is designed to provide undergraduate preparation leading to knowledgeable individuals who recognized that society cannot deal with the present or prepare to cope with the future without an understanding of the past. Students will examine contemporary problems and issues from a historical perspective.

As a history major, you will:

- Study a comprehensive introduction to the field of history through courses that are academically rigorous and content appropriate.
- Acquire the knowledge and skills to apply the "historical perspective" to your own life and to the social environment of which you are a part.
- Analyze the news of the day as well as changes in the global economy and other major social institutions within a historical context.
- Identify an area of specialization in history.

Career Options

Government Service
Historian
Lawyer
Military Officer
Museum Curator
Teacher

Career Preparation

The Associates in Arts Degree in History for Transfer prepares the student for transfer to a California State University.

Program Highlights

Lassen Community College offers its History by way of traditional classroom study, online, or by correspondence delivery.

Associate Degree in History can be completed within two (2) years

Note to Transfer Students:
The benefit for students completing the AA-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."

Associate Degree for Transfer

Associate in Arts Degree in History for Transfer

Total Units for the Associate in Arts Degree with a minimum grade point average of 2.0: 60 Units
Required Core Courses minimum grade 2.0: 18-19 Units
Complete the following 12 Units:

Course No	Course Title	Units
HIST 16	U.S. History	3.0
HIST 17	Post-Civil War – U.S. History	3.0
HIST 14	World History-Prehistoric to 1500	3.0
HIST 15	World History-1500 to Present	3.0

Select 6 additional Units from the following:

ES 1	Ethnic Minoritiies in America	3.0
HUM 1	Western Civilization-Prehistoric to 1600	3.0
HUM 2	Western Civilization-1600 to Present	3.0
IDS 1	Introduction to Sign Language	3.0
PLSC 1	American Institutions	3.0

Completion of either the CSU General Education or IGETC Option
Remaining Units to Total 60 Units may be selected from courses numbered 1 – 49.

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree in History for Transfer** student will be able to:

1. Explain four transitions that the United States has undergone from colonization to the present. Examples may include but are not limited to: the colonial period to the revolutionary period; launching a new government to the growth of a union; the civil war to reconstruction; the U.S. industrial revolution to the U.S. as a world power; WWI and WWII; or WWII to the age of affluence.
2. Analyze the American political system including the reasons behind the separation of power and the constant struggle between the executive, legislative, and judicial branches of government.
3. Given a current historical topic, demonstrate the ability to conduct research using traditional and technological skills to write an organized, factually correct, well-documented paper.
4. Develop an appropriate and factually correct theme on a specific topic comparing and contrasting works, events or values of two eras or cultures of Western Civilization.
5. Given an era in time, explain the differences between the ideas and cultural values of Western and non-Western societies.

Humanities

DEGREE

Associate in Arts Degree University Studies: Emphasis in Humanities

These courses emphasize the study of cultural, literary, humanistic activities and artistic expression of human beings. With careful planning, the Humanities emphasis will satisfy the lower division major courses to transfer to a university and earn a Bachelor's degree in the various fields of Humanities. Students must meet with a counselor to ensure completion of required coursework for chosen major and specific college/university.

Associate Degree in Humanities can be completed within two (2) years

Some positions, however, require a four-year degree for which LCC's program is a good base for transfer

Note to Transfer Students:
If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with a counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that Lassen Community College requires for an associate degree in this major may be different from the requirements needed for the bachelor's degree.

Associate in Arts Degree University Studies: Emphasis in Humanities

Total Units for the Associate in Arts Degree: 60 Units
Required Core Courses: 18 Units
Select 18 units from the following:

Course No	Course Title	Units
ART 6	Survey of Art History: Prehistoric Through Renaissance	3.0
ART 7	Survey of Art History: Renaissance Through Contemporary	3.0
ART 8	Art Appreciation	3.0
ART 9	History of Asian Art	3.0
ENGL 2	Introduction to Literary Types	3.0
ENGL 3	British Literature I	3.0
ENGL 4	British Literature II	3.0
ENGL 5	Survey of World Literature II	3.0
ENGL 10	Shakespeare	3.0
ENGL 12	Survey of American Literature II	3.0
ENGL 22	Creative Writing	3.0
ENGL 33	Studies in Fiction	3.0
ENGL 34	Studies in Poetry	3.0
FILM 1	History of the Cinema	3.0
HIST 14	World History-Beginning to 1500	3.0
HIST 15	World History-1500 to Present	3.0
HUM 1	Western Civilization-Prehistoric to 1600	3.0
HUM 2	Western Civilization-1600 to Present	3.0
IDS 1	Introduction to sign Language	4.0
IDS 2	Intermediate Sign Language	4.0
MUS 6	Music History from Antiquity to 1750	3.0
MUS 7	Music History from 1750 to Modern Era	3.0
MUS 12	Music Appreciation	3.0
PHIL 10	Comparative World Religions	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies: Emphasis in Humanities**, the student will be able to:

1. Demonstrate an understanding of cultural, literary, humanistic activities and artistic expression of human beings.
2. Identify, recognize, define and describe various important works, creators, schools, styles and events in art, literature, philosophy and history from a variety of cultures and relate how they are relevant to the present.

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Natural Sciences

DEGREE

Associate in Arts Degree University Studies:
Emphasis in Natural Science

Associate in Arts Degree General Studies:
Emphasis in Natural Science

The Natural Sciences emphasis is designed to provide lower division major courses to transfer to a university and pursue baccalaureate degrees in life science and physical science areas. Students must meet with a counselor to ensure completion required coursework for chosen major and specific college/university. Associate Degree in Natural Science can be completed within two (2) years.

Associate in Arts Degree University Studies:
Emphasis in Natural Science

Total Units for the Associate in Arts Degree: 60 Units
Required Core Courses: 18 Units
Select 18 units from the following:

Course No	Course Title	Units
AGR 10	Introduction to Animal Science	3.0
AGR 19	Introduction to Soil Science	3.0
AGR 20	Introduction to Plant Science	4.0
ANTH 1	Biological Anthropology	3.0
BIOL 1	Principles of Molecular and Cellular Biology	4.0
BIOL 4	Principles of Evolutionary, Organismal and Ecological Biology	5.0
BIOL 10	Natural History of Plants and Animals	4.0
BIOL 20	Microbiology	5.0
BIOL 25	Human Anatomy and Physiology I	4.0
BIOL 26	Human Anatomy and Physiology II	4.0
BIOL 32	General Biology	3.0
BIOL 32L	General Biology with Lab	4.0
CHEM 1A	General Chemistry I	5.0
CHEM 1B	General Chemistry II	5.0
CHEM 8	Introduction to Organic and Biochemistry	4.0
CHEM 45	Introduction to Inorganic Chemistry	4.0
GEOL 1	Physical Geology	4.0
GEOL 5	Historical Geology and Paleontology	4.0
PHSC 1	General Physical Science	3.0
PHYS 2A	General Physics I	4.0
PHYS 2B	General Physics II	4.0

.**Completion of either the CSU General Education or IGETC Option**

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Associate in Arts Degree General Studies: Emphasis in Natural Science

Total Units for the Associate in Arts Degree: 60 Units
Required Core Courses: 18 Units
Select 18 units from the following:

Course No	Course Title	Units
AGR 10	Introduction to Animal Science	3.0
AGR 19	Introduction to Soil Science	3.0
AGR 20	Introduction to Plant Science	4.0
ANTH 1	Biological Anthropology	3.0
BIOL 1	Principles of Molecular and Cellular Biology	4.0
BIOL 4	Principles of Evolutionary, Organismal and Ecological Biology	5.0
BIOL 10	Natural History of Plants and Animals	4.0
BIOL 20	Microbiology	5.0
BIOL 25	Human Anatomy and Physiology I	4.0
BIOL 26	Human Anatomy and Physiology II	4.0
BIOL 32	General Biology	3.0
BIOL 32L	General Biology with Lab	4.0
CHEM 1A	General Chemistry I	5.0
CHEM 1B	General Chemistry II	5.0
CHEM 8	Introduction to Organic and Biochemistry	4.0
CHEM 45	Introduction to Inorganic Chemistry	4.0
CHEM 55	Introductory Chemistry	3.0
GEOL 1	Physical Geology	4.0
GEOL 5	Historical Geology and Paleontology	4.0
PHSC 1	General Physical Science	3.0
PHYS 2A	General Physics I	4.0
PHYS 2B	General Physics II	4.0

Electives: 24 (no more than 6 units from any one discipline).
The student may select from any courses numbered 1 – 99 to satisfy this requirement.
General Education Requirements: 18 Units
Note: This degree does not prepare a student to transfer to a University.

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies** or the **Associate in Arts Degree General Studies: Emphasis in Natural Science,** the student will be able to:

1. Demonstrate an understanding of the basic methodologies of science.
2. Examine the influence that the acquisition of scientific knowledge has on the development of the world's civilizations.
3. Demonstrate a basic understand of the language, laws, theories, and processes that are fundamental to anthropology, astronomy, biology, chemistry meteorology, geology, and/or physics, through the observation and analysis of real life examples.

Nursing

DEGREES

Associate in Science in Vocational Nursing

Certificate of Achievement

Vocational Nursing

ASSOCIATE IN SCIENCE DEGREE VOCATIONAL NURSING

The one-year Vocational Nursing Program will begin each new class in August and will be completed by the end of July. The Program is designed to provide the student with a strong academic foundation and clinical skill level necessary for entry level as a Licensed Vocational Nurse. The Program seeks to provide information and experiences for the student to be prepared to work as an integral member of the health care system. The Vocational Nursing Program offers both an Associate in Science Degree and a Certificate of Achievement in Vocational Nursing. Courses are offered in the traditional lecture/laboratory format. A minimum letter grade of "C" is required in each core course with a minimum overall grade point average of 2.00 to receive the Degree or Certificate.

As a Vocational Nursing major, you will:

- Study specific vocational nursing curriculum that prepares for a variety of career options.
- Develop skills that pertain to vocational nursing in the hospital, clinic and skilled nursing facility setting.
- Identify the areas of nursing that best suit the student.

Career Options as an LVN in:

Hospitals
Prisons
Physician Offices
Community Clinics
Public Health

Program Highlights

- One year program reduces the time required to graduate
- Quality clinical sites

Note to Transfer Students:
If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with a counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that Lassen Community College requires for an associate degree in this major may be different from the requirements needed for the bachelor's degree.

Associate in Science Degree in Vocational Nursing

Vocational Nursing Program

The Program is accredited by the California State Board of Vocational Nursing and Psychiatric Technicians. The individuals who successfully complete the Program are eligible to take the California Council Licensure Examination for licensure as a Vocational Nurse. A declaration of any record of convictions and fingerprinting is required to obtain a license. Persons with a conviction may be denied a license. Prior to registering for courses within the LVN Program, students must be accepted into the Program. The prerequisite requirements apply to both the Associate in Science Degree and the Certificate of Achievement. Students may contact the Director of Vocational Nursing at 530-257-6181 x8994 for any questions, concerns, or additional information.

Prerequisite Requirements

1. Completion of all application materials
2. Graduation from High School or equivalency through GED or California Proficiency Examination
3. A current, valid CPR card or AHA CPR
4. Completion of ENGL 1 with a grade of "C" or better or equivalent multiple measures placement.
5. Completion of MATH 60 Intermediate Algebra with a grade "C" or better or equivalent multiple measures placement.
6. Completion of the required prerequisite courses with a grade of "C" or better.

Required Prerequisite Courses: 20 Units

Course No	Course Title	Units			
BIOL 25	Human Anatomy and Physiology I	4.0	HO 3	Medical Terminology	3.0
BIOL 26	Human Anatomy and Physiology II	4.0	PSY 1	Introduction to Psychology	3.0
HLTH 25	Understanding Nutrition	3.0	PSY 18	Life Span Development	3.0

Associate in Science Degree in Vocational Nursing

Total Units for the Associate in Science Degree: 73 Units
Required Core Courses: 44 Units

Course No	Course Title	Units			
VN 50	Pharmacology	4.0	VN 55	Nursing Leadership/Professional Dev	2.0
VN 51	Nursing Fundamentals	4.0	VN 56	Clinical Lab III	6.0
VN 52	Clinical Lab I	7.0	VN 57	Maternity Nursing	2.0
VN 53	Adult Nursing Theory	7.0	VN 58	Pediatric Nursing	2.0
VN 54	Clinical Lab II	6.0	VN 59	Intravenous Therapy/Blood Withdrawal	2.0
			VN 60	NCLEX VN Review	2.0

General Education Requirements: Area C

Consult with your Academic Counselor.

Certificate of Achievement in Vocational Nursing

Total Units for Certificate of Achievement: 64 Units
Required Core Courses: 44 Units

Course No	Course Title	Units	VN 55	Nursing Leadership/Professional Dev	2.0
VN 50	Pharmacology	4.0	VN 56	Clinical Lab III	6.0
VN 51	Nursing Fundamentals	4.0	VN 57	Maternity Nursing	2.0
VN 52	Clinical Lab I	7.0	VN 58	Pediatric Nursing	2.0
VN 53	Adult Nursing Theory	7.0	VN 59	Intravenous Therapy/Blood Withdrawal	2.0
VN 54	Clinical Lab II	6.0	VN 60	NCLEX VN Review	2.0

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree** or the **Certificate of Achievement in Vocational Nursing**, the student will be able to:

1. Successfully pass the National Council Licensure Examination state board examination for licensure as a Vocational Nurse.
2. Work in a variety of health care settings performing safe and effective nursing care.

Nutrition and Dietetics

DEGREES

Associate in Science in Nutrition and Dietetics for Transfer

The AS-T in Nutrition and Dietetics for transfer is designed to prepare the student for transfer into a Bachelor program at a California State University. As a Nutrition and Dietetics major, you will:

- Develop a strong foundation of the scientific method.
- Analyze nutritional facts and the effects from the environment and culture.
- Prepare to transfer to a California State University by completing undergraduate major preparation.

Careers Related to this Field include*:

Clinical Nutritionist/Dietitian
Community and Public Health
Food Service Management
Consultant

*Some careers will require a four-year degree for which LCC's program is a good base for transfer.

Program Highlights

- Core curriculum for transfer to a California State University.
- Small class sizes.
- Individualized tutoring.
- Projected growth for Nutritionists/Dieticians from 2012-2022
- Laboratory opportunities.

Note to Transfer Students:
The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."

Associate in Science Degree in Nutrition and Dietetics for Transfer

Total Units for the Associate in Science Degree with a minimum grade point average of 2.0: 60 units
Required Core Courses minimum grade 2.0: 28 Units
Required Core: 20 Units

Course No	Course Title	Units
BIOL 20	Microbiology	5.0
CHEM 1A	General Chemistry I	5.0
CHEM 45	Introduction to Chemistry	4.0
HLTH 25	Understanding Nutrition	3.0
PSY 1	Introduction to Psychology	3.0

Select 8 Units From the following

BIOL 25 **&**	Human Anatomy and Physiology I	4.0
BIOL 26	Human Anatomy and Physiology II	4.0
OR		
CHEM 1B **&**	General Chemistry II	5.0
MATH 40	Elementary Statistics	3.0

Completion of either the CSU General Education or IGETC Option
Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree in Nutrition and Dietetics**, the student will be able to:

1. Analyze and evaluate nutritional information, lifestyle, and special needs to make recommendations for an adequate and balanced diet as well as to make recommendations for dietary improvement.
2. Use the scientific method to develop and conduct laboratory experiments utilizing accepted laboratory practices.
3. Identify, describe, and investigate the influence of environmental and culture on the development of individual behavior as it relates to nutrition and dietetics.
4. Display skills and knowledge necessary to continue study at a California State University in preparation for certification and a career as registered dietician.

Physical Education/Kinesiology

DEGREES

Associate in Arts in Kinesiology for Transfer

Associate in Arts Degree University Studies: Emphasis in Physical Education

The AA-T in Kinesiology is designed to provide students with a strong foundation for the study of the human body and body mechanics in preparation for transfer to a California State University. It is an excellent starting point for students interested in pursuing a baccalaureate degree in Kinesiology, Physical Education, and Sports Administration. The kinesiology major is designed to provide under graduate preparation leading to careers in physical fitness, physical therapy, sports medicine, coaching and education.

As a Kinesiology major, you will:

- Study a comprehensive introduction to the field of kinesiology through courses that are academically rigorous and content appropriate.
- Develop a solid foundation in the basic elements of scientific inquiry.
- Identify an area of specialization in kinesiology.

The University Studies and General Studies degrees with an emphasis in physical education provide an introduction to theories, principles, and practices utilized in sports, fitness, and education-related fields. Although the physical education emphasis prepares a student for further study of physical education, kinesiology, physiology of exercise, movement science or athletic training, the transfer of lower division major courses to a university for pursuit of a baccalaureate degree is depending on the transfer institution requirements. Students must meet with a counselor to ensure completion of required coursework for chosen major and specific college or university.

As a Physical Education major, you will:

- Study the history and theory of physical education and sport.
- Develop skills in areas related to fitness and individual and team sports.

Career Options

Athletics Coach
Physical Education Teacher
Personal Fitness Trainer
Physical Therapist
Athletic Trainer
Sports Official

*Some positions however require a four-year degree for which LCC's program is a good base for transfer.

Associate Degree and Certificate of Achievement in Physical Education can be completed within two (2) years.

Internships in Physical Education may be available for students interested in Work Experience opportunities.

Program Highlights

- The Associate in Arts in Kinesiology for Transfer degree includes the core curriculum for transfer to a California State University.
- Small class sizes.
- Individualized tutoring.
- Laboratory opportunities.
- Intercollegiate Athletics – Lassen College fields sports teams that compete throughout California. Men's sports are baseball, basketball, soccer and wrestling; women's sports are basketball, soccer, softball and volleyball.
- Fitness Courses – Many options are available to students wanting to adopt active lifestyles, manage weight, or are interested in practicing a new sport.
- Fitness Center and Yoga are some fitness favorites at LCC.

Note to Transfer Students:
The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."

Associate in Arts Degree in Kinesiology for Transfer

Total Units for the Associate in Arts Degree with a minimum grade point average of 2.0: 60 Units
Required Core courses minimum grade 2.0: 22 Units
Lower Division Major Preparation:

Course No	Course Title	Units
PE 15	Introduction to Kinesiology	3.0
BIOL 25	Human Anatomy & Physiology I	4.0
BIOL 26	Human anatomy & Physiology II	4.0

Select 3 units form the following: 1 course from each area

Fitness		
PEAC 16	Walking for fitness	1.0
PEAC 32D	Fitness Center	1.0
PEAC 44	Yoga	1.0
Individual Sports		
PEAC 34	Golf Skills	1.0
Team Sports		
PEAC 5D	Off-Season Skills and Conditioning for Basketball	1.0
Take the following 2 courses 8 Units		
MATH 40	Elementary Statistics	3.0
CHEM 1A	General Chemistry	5.0

Completion of either the CSU General Education or IGETC Option
Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree in Kinesiology**, the student will be able to:

1. Describe the historical, ethical, and philosophical foundations of Kinesiology.
2. Defend and philosophy of physical activity that includes goals for lifetime fitness.
3. Demonstrate increased muscular strength, muscular endurance, and cardiovascular endurance specific to a team of individual sport or activity.
4. Apply the scientific method by stating a question; researching the topic; determining appropriate tests; collecting, analyzing, and presenting data; and finally proposing new questions about the topic.
5. Relate the structures and functions of the various body systems studied to the metabolic activities of a single selected body cell.

Associate in Arts Degree University Studies: Emphasis in Physical Education

Total Units for the Associate in Arts Degree: 60 Units
Required Core Courses: 18 Units

Course No	Course Title	Units
BIOL 25	Human Anatomy and Physiology I	4.0
BIOL 26	Human Anatomy and Physiology II	4.0
HLTH 2	Personal Health	3.0
HLTH 25	Understanding Nutrition	3.0
PE 15	Introduction to Kinesiology	3.0
PEAC 32D	Fitness Center	1.0
Select 3 Units from PE Electives:		
PEAC 2A	Men's Varsity Soccer	3.0
PEAC 2B	Pre-Season Skills and Conditioning for Soccer	0.5
PEAC 2C	Women's Varsity Soccer	3.0
PEAC 2D	Off-Season Skills and Conditioning for Soccer	1.5
PEAC 5A	Men's Varsity Basketball-Fall	2.0
PEAC 5A.02	Men's Varsity Basketball-Spring	1.0
PEAC 5B	Pre-Season Skills and Conditioning for Basketball	1.5
PEAC 5C	Women's Varsity Basketball-Fall	2.0
PEAC 5C.02	Women's Varsity Basketball-Spring	1.0
PEAC 5D	Off-Season Skills and Conditioning for Basketball	1.0
PEAC 6	Varsity Wrestling	3.0
PEAC 6B	Pre-Season Skills and Conditioning for Wrestling	0.5
PEAC 6D	Off-Season Skills and Conditioning for Wrestling	1.5
PEAC 7	Varsity Baseball	3.0
PEAC 7D	Off-Season Skills and Conditioning for Baseball	3.0
PEAC 9	Woman's Varsity Volleyball	3.0
PEAC 9B	Pre-Season Skills and Conditioning for Volleyball	0.5
PEAC 9D	Off-Season Skills and Conditioning for Volleyball	1.5
PEAC 10	Woman's Varsity Softball	3.0
PEAC 10D	Off-Season Skills and Conditioning for Softball	3.0
PEAC 16	Walking for Fitness	1.0
PEAC 34	Golf Skills	1.0
PEAC 44	Yoga	1.0

Completion of either the CSU General Education or IGETC Option
Remaining Units to Total 60 Units may be selected from electives. Courses must be numbered 1 – 49.

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies: Emphasis in Physical Education**, the student will be able to:

1. Develop and apply techniques and strategies for development of personal physical fitness.
2. Think critically and apply logic to situational game play through intercollegiate athletics.
3. Cooperate with others in a collaborative environment for accomplishment of personal fitness and/or team goals.
4. Implement a healthy lifestyle/physical fitness plan to enhance physical health and fitness.
5. Analyze trends and problems in physical education through historical comparisons; draw conclusions relevant to today's population and society.
6. Demonstrate mastery of a variety of skills and techniques specific to sport and fitness.
7. Demonstrate an understanding of the basic methodologies of science.

Psychology

DEGREE

Associate in Arts in Psychology for Transfer

The Associate in Arts Degree in Psychology for Transfer is designed to provide students with a strong foundation for the study of Psychology in order to transfer to a California State University. It is an excellent starting point for students interested in pursuing a baccalaureate degree in Psychology. The core course work is designed to provide undergraduate preparation in an overview of the study and practice of psychology as well as skill in analyzing and interpreting psychological research.

As a Psychology major, you will:

- Be exposed to the field of psychology through courses that are academically rigorous and content appropriate.
- Develop the skills necessary to gather, interpret, and analyze quantitative and qualitative data.

Career Options

Human or Social Services Careers in these possible areas:
Case Management
Social Work
Career Counselor
Rehabilitation Specialist
Mental Health Services

Career Preparation

The Associates in Arts Degree in Psychology for Transfer prepares the student for transfer to a California State University.

Program Highlights

Core curriculum in Psychology for transfer to a California State University
Small class size
Individualized tutoring
Associate Degree in Psychology can be completed within two (2) years.

Note to Transfer Students:
The benefit for students completing the AS-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."

Associate in Arts Degree in Psychology for Transfer

Total Units for the Associate in Arts Degree with a minimum grade point average of 2.0: 60 Units
Required Core Courses minimum grade 2.0: 18 Units
Required Core: 9 Units

Course No	Course Title	Units
MATH 40	Elementary Statistics	3.0
PSY 1	Introduction to Psychology	3.0
PSY 5	Introduction to Research Methods	3.0
Complete one of the following 3-4 Units		
BIOL 32	General Biology	3.0
BIOL 32L	General Biology with Lab	4.0

Complete 6 units from the following:

PSY 6	Abnormal Psychology	3.0
PSY 18	Life Span Development	3.0
PSY 31	Child Development: Conception Through Adolescence	3.0
PSY 33	Psychology of Personal and Social Development	3.0

Completion of either the CSU General Education or IGETC Option
Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree in Psychology for Transfer** student will be able to:

1. Demonstrate comprehension of the major concepts, theoretical perspectives, empirical findings, and historical and contemporary trends in psychology.
2. Demonstrate comprehension of scientifically-based research methods in psychology.
3. Use logic and empirical evidence to evaluate claims made about behavior.

Social Sciences

DEGREES

Associate in Arts Degree University Studies:
Emphasis in Social Sciences
Associate in Arts Degree General Studies:
Emphasis in Social Sciences

The Associate in Arts Degree in University Studies, Social Sciences emphasis is designed to provide students with a strong foundation for the study of humanity from diverse perspectives. It is an excellent starting point for students interested in pursuing baccalaureate degrees in anthropology, history, political science, psychology, sociology. Students must meet with a counselor to ensure completion required coursework for chosen major and specific college/university.
These courses emphasize the study of human, social, political, and economic institutions and behaviors. Students will examine problems and issues in these areas in their contemporary as well as historical setting.

Some positions however require a four-year degree for which LCC's program is a good base for transfer.

Associate Degree in Social Sciences can be completed within two (2) years.

Note to Transfer Students:
If you are interested in transferring to a four-year college or university to pursue a bachelor's degree in this major, it is critical that you meet with a counselor to select and plan the courses for your major. Schools vary widely in terms of the required preparation. The courses that Lassen Community College requires for an associate degree in this major may be different from the requirements needed for the bachelor's degree.

Associate in Arts Degree University Studies: Emphasis in Social Sciences

Total Units for the Associate in Arts Degree: 60 Units
Required Core Courses: 18 Units
Select 18 units from the following:

Course No	Course Title	Units
AJ 5	Introduction to Forensics	3.0
AJ 8	Criminal Court Process	3.0
AJ 10	Criminology	3.0
AJ 12	Introduction to Criminal Justice	3.0
AJ 20	Criminal Law	3.0
AGR 2	Agricultural Economics	3.0
ANTH 2	Cultural Anthropology	3.0
ANTH 3	Introduction to Archaeology	3.0
CD 31	Child Development: Conception Through Adolescence	3.0
ECON 10	Macro-economics	3.0
ECON 11	Micro-economics	3.0
ES 1	Ethnic Minorities in America	3.0
GEOG 2	Cultural Geography	3.0
HIST 14	World History-Beginning to 1500	3.0
HIST 15	World History-1500 to Present	3.0
HIST 16	U.S. History	3.0
HIST 17	Post-Civil War U.S. History	3.0
HUM 1	Western Civilization-Prehistoric to 1600	3.0
HUM 2	Western Civilization-1600 to Present	3.0
PLSC 1	American Institutions	3.0
PSY 1	Introduction to Psychology	3.0
PSY 5	Introduction to Research Methods	3.0
PSY 6	Abnormal Psychology	3.0
PSY 18	Life Span Development	3.0
PSY 31	Child Development: Conception Through Adolescence	3.0
PSY 33	Psychology of Personal and Social Adjustment	3.0
SOC 1	Introduction to Sociology	3.0
SOC 2	Social Problems	3.0
SOC 3	Family Relations	3.0
SOC 4	Introduction to Gender	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree University Studies: Emphasis in Social Sciences**, the student will be able to:

1. Demonstrate an understanding of human beings, their actions and interactions, decision-making processes, communication strategies, and the methods of scientific inquiry.
2. Analyze patterns of social problems, which are based on ethnic and cultural differences in the United States.
3. Analyze the influence of culture, family, society, and environment on an individual's development.
4. Examine human diversity in relation to psychological theory.

Associate in Arts Degree General Studies: Emphasis in Social Sciences

Total Units for the Associate in Arts Degree: 60 Units
Required Core Courses: 18 Units
Select 18 units from the following:

Course No	Course Title	Units
AJ 5	Introduction to Forensics	3.0
AJ 8	Criminal Court Process	3.0
AJ 10	Criminology	3.0
AJ 12	Introduction to Criminal Justice	3.0
AJ 20	Criminal Law	3.0
AGR 2	Agricultural Economics	3.0
ANTH 2	Cultural Anthropology	3.0
ANTH 3	Introduction to Archaeology	3.0
BUS 22	Business Law	3.0
CD 31	Child Development: Conception Through Adolescence	3.0
ECON 10	Macro-economics	3.0
ECON 11	Micro-economics	3.0
ES 1	Ethnic Minorities in America	3.0
GEOG 2	Cultural Geography	3.0
HIST 14	World History-Beginning to 1500	3.0
HIST 15	World History-1500 to Present	3.0
HIST 16	U.S. History	3.0
HIST 17	Post-Civil War U.S. History	3.0
HUM 1	Western Civilization-Prehistoric to 1600	3.0
HUM 2	Western Civilization-1600 to Present	3.0
PLSC 1	American Institutions	3.0
PSY 1	Introduction to Psychology	3.0
PSY 5	Introduction to Research Methods	3.0
PSY 6	Abnormal Psychology	3.0
PSY 18	Life Span Development	3.0
PSY 31	Child Development: Conception Through Adolescence	3.0
PSY 33	Psychology of Personal and Social Adjustment	3.0
SOC 1	Introduction to Sociology	3.0
SOC 2	Social Problems	3.0
SOC 3	Family Relations	3.0
SOC 4	Introduction to Gender	3.0

Electives: 24 units Courses must be numbered 1-99
General Education Requirements: 18 Units

Note: This degree does not prepare a student to transfer to a University

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree General Studies: Emphasis in Social Sciences**, the student will be able to:

1. Demonstrate an understanding of human beings, their actions and interactions, decision-making processes, communication strategies, and the methods of scientific inquiry.
2. Analyze patterns of social problems, which are based on ethnic and cultural differences in the United States.
3. Analyze the influence of culture, family, society, and environment on an individual's development.
4. Examine human diversity in relation to psychological theory.

Sociology

DEGREE

Associate in Arts in Sociology for Transfer

The Associate in Arts Degree for Transfer in Sociology is designed to provide students with a strong foundation for the study of society and social behavior. The sociology major is designed to provide undergraduate preparation leading to careers in social work, politics, law, public administration, the nonprofit sector, international development, marketing, urban and environmental planning, public relations, human resource management, counseling and other social service professions. It is an excellent starting point for students interested in pursuing a baccalaureate degree in sociology. Students will examine problems and issues in their contemporary as well as historical setting.

As a Sociology major you will:

- Study a comprehensive introduction to the field of sociology through courses that are academically rigorous and content appropriate.
- Acquire the knowledge and skills to apply the “sociological perspective" to your own life and to the social environment of which you are a part.
- Gain the knowledge and ability to use sociological concepts creatively in analyzing and critically thinking about social phenomena.
- Analyze the news of the day as well as changes in the global economy and other major social institutions.
- Identify an area of specialization in sociology

Associate Degree in Sociology can be completed within two (2) years.

Note to Transfer Students:
The benefit for students completing the AA-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. “CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted.”

Associate Degree for Transfer

Associate in Arts Degree in Sociology for Transfer

Total Units for the Associate in Arts Degree with a minimum grade point average of 2.0: 60 Units
Required Core Courses minimum grade 2.0: 18 Units
Complete the following 15 Units:

Course No	Course Title	Units
SOC 1	Introduction to Sociology	3.0
SOC 3	Family Relations	3.0
SOC 4	Introduction to Gender	3.0
Select 6 unit		
PSY 5	Introduction to Research methods	3.0
SOC 2	Social Problems	3.0
MATH 40	Elementary Statistics	3.0

Select 3 additional Units from the following:

ANTH 2	Cultural Anthropology	3.0
PSY 1	Introduction to Psychology	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses numbered 1-49

Program Student Learning Outcomes

Upon completion of the **Associate in Arts Degree in Sociology for Transfer** student will be able to:

1. Identify and explain basic concepts of sociology, research and theory.
2. Identify processes of social control and how they shape our social institutions and lives.
3. Display knowledge of the impact of social institutions on everyday lives.
4. Effectively work in teams, managing time, tasks, and personality differences sharing results and analysis to arrive at a final collaborative product.
5. Systematically collect, organize, and present appropriate data from a variety of sources including independent research, written journals and the Internet. Assess the validity of the data and interpret it correctly.

Welding Technology

DEGREE

Associate in Science in Welding Technology

CERTIFICATES OF ACHIEVEMENT

Welding Technology Two-Year Plan
Welding Technology One-Year Plan

CERTIFICATE OF ACCOMPLISHMENT

Welding Technology

The Welding Technology Program is designed to prepare the student with the necessary skills to acquire an entry-level position in the various industries that require the different welding processes available through the Program. The Welding Program is also designed to assist those already employed in the industry and those in the community to improve their skills. The Program offers course work in Oxyacetylene Welding (OAW), Gas Metal Arc Welding (GMAW), Shielded Metal Arc Welding (SMAW), Gas Tungsten Arc Welding (GTAW) and American Welding Society (AWS) qualifications in plate and pipe welding. The curriculum is updated with the assistance of an industry advisory committee.

As a Welding major, you will:

- Study a general welding curriculum including welding plate and pipe and qualifications in multiple welding processes to American Welding Society standards.
- Develop leadership and communication skills.
- Identify the welding careers you are most interested in and build a course of study to better qualify you to succeed in that career.

Career Options

Welding Technician
Sales
Inspection
Supervision & Management
Aerospace
Welding Engineering
Construction
Trucking & Automotive
Welding Instructor

Some positions however require a four-year degree for which LCC's program is a good base for transfer.

Program Highlights

- Classes for beginning through advanced welders.
- Welding qualifications through the American Welding Society.
- Practical hands-on training with classroom theory.
- Short term courses.

Associate Degree and Certificate of Achievement in Welding can be completed within two (2) years.

Internships in welding are available for students interested in Work Experience opportunities.

Associate in Science Degree Welding Technology

Total Units for the Associate in Science Degree: 60 Units
Required Core Courses: 24 Units

Course No	Course Title	Units
WT 20	Power Plant and Field Pipe Welding I	3.0
WT 21	Power Plant and Field Pipe Welding II	3.0
WT 22	Power Plant and Field Pipe Welding III	3.0
WT 23	Power Plant and Field Pipe Welding IV	3.0
WT 36	Welding Theory and Practice: Oxyacetylene	3.0
WT 37	Welding Theory and Practice: Shielded Metal Arc Welding	3.0
WT 38	Welding Theory and Practice: Gas Metal Arc Welding	3.0
WT 39	Welding Theory and Practice: Gas Tungsten Arc Welding	3.0

Required Electives: 18 Units

BUS 25	Small Business Management	3.0
CA 31	Computer Applications I	2.0
IT 22	Operations Maintenance and Safety	1.0
IT 72	Facilities Maintenance: Welding	2.0
WT 42	Intermediate Shielded Metal Arc Welding	3.0
WT 43	Advanced Shielded Metal Arc Welding	3.0
WT 44	Gas Metal Arc Welding	3.0
WT 45	Gas Tungsten Arc Welding	3.0
WT 51	Blueprint and Symbol Reading for Welders	2.0
WT 52	Robotic Welding Operations and rograming	3.0
WT 53	Robotic Welding Operations and Programing Advanced	3.0

General Education Requirements: 18 Units

Program Student Learning Outcomes

Upon completion of the **Associate in Science Degree Welding Technology**, the student will be able to:

1. Demonstrate the safe setup and application of various welding and cutting processes to specific metals and joint designs, which meet or exceed industry standards and the American Welding Society Structural Welding Code, DI.1.

Certificate of Achievement: Welding Technology - Two Year

Total Units for the Two-Year Certificate of Achievement: 44 Units
Required Core Courses: 29 Units

Course No	Course Title	Units
IT 22	Operations Maintenance and Safety	1.0
IT 72	Facilities Maintenance: Welding	2.0
WT 20	Power Plant and Field Pipe Welding I	3.0
WT 21	Power Plant and Field Pipe Welding II	3.0
WT 22	Power Plant and Field Pipe Welding III	3.0
WT 23	Power Plant and Field Pipe Welding IV	3.0
WT 36	Welding Theory and Practice: Oxyacetylene	3.0
WT 37	Welding Theory and Practice: Shielded Metal Arc Welding	3.0
WT 38	Welding Theory and Practice: Gas Metal Arc Welding	3.0
WT 39	Welding Theory and Practice: Gas Tungsten Arc Welding	3.0
WT 51	Blueprint and Symbol Reading for Welders	2.0

Required Electives: 15 Units

BUS 25	Small Business Management	3.0
CA 31	Computer Applications I	2.0
WT 42	Intermediate Shielded Metal Arc Welding	3.0
WT 43	Advanced Shielded Metal Arc Welding	3.0
WT 44	Gas Metal Arc Welding	3.0
WT 45	Gas Tungsten Arc Welding	3.0
WT 52	Robotic Welding Operations and Programing	3.0
WT 53	robotic Welding Operations and Programing Advanced	3.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Achievement in Welding Technology Two-Year**, the student will be able to:

1. Demonstrate the safe setup and application of various welding and cutting processes to specific metals and joint designs, which meet or exceed industry standards and the American Welding Society Structural Welding Code, DI.1.

Certificate of Achievement: Welding Technology - One Year

Total Units for the One-Year Certificate of Achievement: 23 Units
Required Core Courses: 17 Units

Course No	Course Title	Units
IT 22	Operations Maintenance and Safety	1.0
IT 72	Facilities Maintenance: Welding	2.0
WT 20	Power Plant and Field Pipe Welding I	3.0
WT 21	Power Plant and Field Pipe Welding II	3.0
WT 37	Welding Theory and Practice: Shielded Metal Arc Welding	3.0
WT 38	Welding Theory and Practices: Gas Metal Arc Welding	3.0
WT 51	Blueprint and Symbol Reading for Welders	2.0

Required Electives: 6 Units

WT 42	Intermediate Shielded Metal Arc Welding	3.0
WT 43	Advanced Shielded Metal Arc Welding	3.0
WT 44	Gas Metal Arc Welding	3.0
WT 45	Gas Tungsten Arc Welding	3.0
WT 52	Robotic Welding Operations and Programing	3.0
WT 53	Robotic Welding Operations and Programing Advanced	3.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Achievement in Welding Technology One-Year**, the student will be able to:

1. Demonstrate the safe set-up and application of Oxyacetylene Cutting (OAC), Oxyacetylene Welding (OAW), Carbon Arc Cutting (CAC), Gas Tungsten Arc Welding (GTAW), Gas Metal Arc Welding (GMAW), Flux Cored Arc Welding (FCAW), and Shielded Metal Arc Welding (SMAW) to ferrous, alloy and nonferrous metals.
2. Apply the SMAW, GTAW, GMAW, and FCAW processes to steel plate and pipe that meet or exceed industry standards and the American Welding Society Structural Welding Code, DI.1.

Certificate of Accomplishment: Welding Technology

Total Units for the Certificate of Accomplishment Welding Technology: 12 Units
Required Core Courses: 9 Units

Course No	Course Title	Units
WT 20	Power Plant and Field Pipe Welding I	3.0
WT 37	Welding Theory and Practice: Shielded Metal Arc Welding	3.0
WT 38	Welding Theory and Practice: Gas Medal Arc Welding	3.0

Required	**Electives: 3 Units**	
IT 22	Operations Maintenance and Safety	1.0
IT 72	Facility Maintenance: Welding	2.0
WT 36	Welding Theory and Practice	3.0
WT 51	Blueprint and Symbol Reading for Welders	2.0

Program Student Learning Outcomes

Upon completion of the **Certificate of Accomplishment in Welding Technology**, the student will be able to:

1. Demonstrate the safe set-up and application of Oxyacetylene Cutting (OAC), Oxyacetylene Welding (OAW), Carbon Arc Cutting (CAC), Gas Tungsten Arc Welding (GTAW), Gas Metal Arc Welding (GMAW), Flux Cored Arc Welding (FCAW), and Shielded Metal Arc Welding (SMAW) to ferrous metals.

Course Descriptions

Abbreviations

The following Lassen Community College Courses include the following abbreviations and notations:

UC	Transferable to **U**niversity of **C**alifornia
CSU	Transferable to **C**alifornia **S**tate **U**niversity
IGETC	**I**ntersegmental **G**eneral **E**ducation **T**ransfer **C**urriculum, Area Requirements
CSU GE	**C**alifornia **S**tate **U**niversity **G**eneral **E**ducation Certification, Area Requirements
CL	**C**redit **L**imit. See a counselor.
R	Course may be **R**epeated
C-ID	**C**ourse **Id**entification Number *(See Catalog Definition on page 35)*

Course Numbering

The following course numbering system has been adopted for Lassen Community College courses.

Numbers 1-49	Associate Degree Applicable Credit Course, Transfer
Numbers 50-99	Associate Degree Applicable Credit Course, Non-Transfer
Numbers 100-109	Non-degree Applicable Pre-Collegiate Basic Skills Course
Numbers 110-149	Other Non-degree Applicable Credit Course
Numbers 150-189	Non-credit Course

Selected Topic Courses

Selected topic courses are numbered 48 or 98.
In selected career technical education degrees and certificates, selected topic courses can be used to meet elective requirements.

Work Experience Courses

Work experience courses are numbered 49.

Distance Education

Lassen Community College has distance learning instruction that includes online courses and hybrid courses. For additional information on distance-learning courses, please contact Academic Services at 530.251.8819.

ADMINISTRATION OF JUSTICE

AJ 5 - Introduction to Forensics
3.0 units
CSU/UC
C-ID AJ 150
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course provides an introduction to the role of forensics in criminal investigations. It examines the methods utilized in the forensic analysis of crime scenes, pattern evidence, instruments, firearms, questioned documents and controlled substances. This course has been approved for hybrid and online delivery.

AJ 8 – Criminal Court Process
3.0 units
CSU/UC
C-ID AJ 122
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course focuses on the structural outlay and philosophy of the court system, with special emphasis on criminal law and procedure, court processes, and structures, constitutional guarantees, the trial process, and the roles of judges, prosecutors, defense attorneys and juries. Stages of the criminal process to include the Fifth, Sixth, Eight, and Fourteenth Amendments will be covered. This course has been approved for hybrid and online delivery.

AJ 9 - Introduction to Correctional Science
3.0 units
CSU
C-ID AJ 200
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course is designed to provide the student with the history of and critical analysis of punishment, alternatives to punishment, and the impact of punishment on the Criminal Justice System and corrections. It will provide a critical examination of the various types of correctional institutions, the special populations housed in these institutions as well as community prisons, alternatives to incarceration and other innovative programs. Students will also study the political and economic ramifications of juvenile delinquents and their rights of Due Process. This course has been approved for online, hybrid and correspondence delivery.

AJ 10 – Criminology
3.0 units
CSU/UC
General Education Area B
CSU GE Area D
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course is designed to help students develop an understanding of the nature, organization and consequences of the American criminal justice system. The couse includes the examination of the foundations of criminology, thereoris of crime and criminology, and crime typology. This course has been approved for online, hybrid and correspondence delivery.

AJ 11 – Youth Gangs in America
3.0 units
CSU/UC
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course explores youth gang activity in the United States. Focusing primarily on contemporary street gangs. The social conditions that lead to their emergence are considered, as well as perceptions of the gang problem. Also considered are racial and ethnic differences between gangs and potential solutions to the challenges that youth gangs present. This course has been approved for correspondence, hybrid and online delivery.

AJ 12 - Introduction to Criminal Justice
3.0 units
CSU
C-ID AJ 110
General Education Area B
CSU Area D
IGETC Area 4
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hour lecture
This course explores the roots of our current justice system and the interaction of its various subsystems (law enforcement/prosecution, judicial and corrections). It emphasizes the organizational structure and legal considerations relevant to each subsystem. Topics include the origin of law, theories of crime causation, criminal procedure, and sentencing philosophies and alternatives. This course has been approved for correspondence, hybrid and online delivery.

AJ 14 - Juvenile Procedures
3.0 units
CSU
C-ID AJ 220
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course is designed to give the student an understanding of the juvenile justice system. Emphasis will be placed on basic organization, function, and jurisdiction of the various juvenile related law enforcement agencies. The study of the processing and detention of juveniles, their court procedures, dispositions and juvenile diversion will be examined. The development of an understanding of juvenile delinquency will be explored while gaining insight into the numerous rules of evidence, basic criminal laws, and the tactics used in dealing with juvenile offenders. This course has been aproved for online, hybrid and correspondence delivery.

AJ 16 – Supervision in Law Enforcement
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hour lecture
This course will focus on the skills and knowledge of supervision as applied in law enforcement. The course surveys the practical, theoretical and experiential aspects of the job. The course spans topics from the supervisor's role and leadership and command presence to productivity and performance measurement. Emphasis is placed on both individual and organizational development. This course has been approved for online delivery.

AJ 20 - Criminal Law
3.0 units
CSU/UC
General Education Area B
CSU GE Area D
C-ID AJ 120
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course offers an overview of the origin and development of law, including English Common Law. It provides an analysis of the doctrines of criminal liability in the United States and the classification of crimes against persons, property, morals, and public welfare. The distinction between torts and crimes, felonies and misdemeanors, and venue and jurisdiction will be examined. Crimes against persons and property and crimes popularly deemed to be victimless will be discussed. This course utilizes case law and case studies to introduce students to criminal law. This course is also approved for online, hybrid and correspondence delivery.

AJ 23 - Criminal Evidence
3.0 units
CSU
C-ID AJ 124
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
A course dealing with the concepts of evidence, types and rules governing admissibility. Judicial decisions, interpretation of individual rights and prosecution decisions are examined. Developing trends in the laws of criminal evidence are discussed. This course has been approved for correspondence and online delivery.

AJ 24 - Community Relations
3.0 units
CSU/UC
C-ID AJ 160
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course examines the complex, dynamic relationship between communities and the justice system in addressing crime and conflict with an emphasis on the challenges and prospects of administering justice within a diverse multicultural population. An overview of multicultural concepts and issues, including those related to gender, age, and sexual preference is covered as well as an examination of strategies to overcome these problems. This course has been approved for correspondence, hybrid and online delivery.

AJ 35 - Investigative Techniques
3.0 units
CSU
C-ID AJ 140
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
A semester course with instruction and hands-on training regarding fundamentals of investigation; crime scene search and recording; collection and preservation of physical evidence; scientific aids; modus operandi; sources of information; interviews and interrogation; follow-up and case preparation. This course has been approved for online and correspondence delivery.

AJ 49 - Administration of Justice Work Experience
1.0 – 8.00 units
CSU
General Education Area E1
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
600 hours lab (R)
This work based learning course is designed to assist students with educational or career goals in administration of justice, who are working in the field of law enforcement, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

AJ 52A - Arrest Methods and Procedures
2.5 units
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
40 hours lecture total (R)
A course certified by the California Peace Officer Standards and Training to qualify students for reserve level law enforcement functions. An interactive course to effectively train the student in the important powers and duties of a California Peace Officer. Repeatable as necessary to maintain certification.

AJ 52B - Firearms P.C. 832
0.5 unit
Co-requisite: AJ 52A
24 hours lab (R)
A course certified by the California Peace Officer Standards and Training to qualify students to meet the requirement of P.C. 832. Enrollment limited to those with Department of Justice criminal history clearance (non-sponsored trainees only). Repeatable as necessary to maintain certification.

AJ 52BR - Firearms Training-Refresher
0.5 units
8 hours lecture (R)
An 8 hour course on firearms care, cleaning and shooting principle. Includes range combat shoot based on requirement of the 832 P.C. Basic Course. This course is a refesher course to meet state requirements for concealed weapons permit. Enrollment limited to those with Department of Justice criminal history clearance (non-sponsored trainees only). Repeatable as needed.

AJ 53 – Basic Force and Weaponry
2.0 units
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
40 hours lecture
This course is designed for probation officers, fire investigators, and other personnel who are planning to work or who have been assigned to work an armed position. The course meets the California Peace Officers Standards and Training (POST) 832 Firearms requirements and will provide students with practical and realistic tactical exercises to build confidence and improve weapon handling skills. Enrollment

limited to current California peace officers who are sponsored by their agency. Course instructor signature required for enrollment. Material fees of $15.00 per student collected at time of registration. Repeatable as necessary to maintain certification.

AJ 57 – Firearms/Tactical Rifle
1.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hours lecture

This course provides students introduction to the patrol rifle, its uses and specific understanding and familiarization of the rifle in conjunction with its abilities and deployment options. Includes weapon nomenclature, maintenance, storage, California Penal Code sections, and review of Department policies of utilizing the patrol rifle. Successful completion of this course satisfies the legislative training mandate to possess short barrel rifles as specified in Penal Code section 33220(b) and the California POST training requirement to possess long barrel rifles as specified in POST Commission Regulation 1081. Must be a current California Peace Officer sponsored by an Agency. Instructor will verify qualifications before signing registration card. To cover the cost of handouts and targets a material fee of $10.00 per student will be collected at the time of registration. Repeatable as necessary to maintain certification.

AJ 58 – Perishable Skills for Peace Officers
1.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hours lecture

This Course is designed for current peace officers to meet California Peace Officer Standards and Training (POST) mandated bi-annual perishable skills training requirements. Students will receive refresher knowledge and skills in officer safety, proper and safe firearms handling, storage and cleaning techniques, proper and safe tactical movement, arrest and control techniques, safe and efficient driver awareness techniques, and effective verbal and non-verbal communication used in policing. Enrollment limited to current California peace officers. Course instructor signature required for enrollment. Material fees of $10.00 per student collected at time of registration. Course may be repeated as needed for recertification.

AJ 59 – First Aid/CPR/AED Refresher for Peace Officers
0.5 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

8 hours lecture

This course is designed to meet the content and testing requirement of Title 22 of the California Code of Regulation and the Emergency Medical Services Authority (EMSA) requirements for peace officer refresher training related to the administration of First Aid, Cardiopulmonary Resuscitation and Automated External Defibrillators. Course may be repeated as needed for recertification. Material fees of $10.00 per student collected at time of registration. Enrollment limited to current California peace officers. Course instructor signature required for enrollment.

AJ 60-Adult Correctional Officer Core Course
9.50 units

Prerequisites: Must be 18 years of age and have High School Diploma or GED.
Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

This course presents and meets the required training for entry level local correctional officers by the Board of State and Community Corrections, Standards and Training for Corrections (STC). Topics include: criminal justice System, professionalism and ethics, gangs, oral and written communication, maintaining security, booking, receiving and releasing offenders, supervising offenders, medical issues, classification of offenders, cultural awareness, report writing and record keeping, emergency procedures, visitation, screening and distribution of supplies and mail, transportation, testifying in court, assault and abuse, defensive tactics and restraint techniques, behavioral health and personal physical conditioning basics. This course is designed to provide practical hands on training in correctional officer tactics and weapon usage, participants in this course will engage in physically demanding classroom training exercises that include a potential risk of injury to the participants. Students need to be prepared for the rigor of the physical conditioning and defensive tactics training. Pre-existing medical conditions may interfere with successful completion of these sections and/or the course. Course instructor signature required for enrollment. Material fees of $50.00 per student collected at time of registration.

AJ 71 – CDCR Off Post Training for Custody Staff
1.0 unit

Pre-requisites: Basic Correctional Academy including POST Training

51 hours lab (R)

This course is designed to provide annual off post training to California Department of Corrections and Rehabilitation (CDCR) custody staff. This course is repeatable when legally mandated for continued paid or volunteer employment.

AGRICULTURE

AGR 1 - Agricultural Accounting
3.0 units
CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

The Study of the principles of agricultural accounting systems and types of records, their use and how to compute, and use measures of earnings and cost of production to improve agribusiness efficiency. Also included are farm income tax, Social Security, and employee payroll records. Application of these concepts and methods through hands-on projects developing computer-based solutions for agriculture business. This course has been approved for hybrid delivery.

AGR 2 - Agricultural Economics
3.0 units
CSU/UC
General Education Area B
CSU GE Area D2
IGETC Area 4B
C-ID AG-AB 124

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Study of agriculture and farming in the economic system; basic economic concepts, and problems of agriculture; pricing and marketing problems, factors of production; and state and federal farm programs affecting the farmer's economic position. This course has been approved for hybrid delivery

AGR 3 - Introduction to Agriculture Business
3.0 units
CSU/UC
C-ID AG-AB 104
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course is a survey and basic understanding of the business and economics of the agriculture industry. It is an introduction to the economic aspects of agriculture and their implications to the agricultural producer, consumer and the food system. The management principles encountered in the day-to-day operation of an agricultural enterprise are stressed as they relate to the decision-making process. This course has been approved for hybrid delivery.

AGR 4 – Agricultural Sales and Communication
3.0 units
CSU
34 hours lecture/51 hours lab
The study of principles and practices of the selling process: Selling strategies and approaches, why and how people buy, prospecting, territory management and customer service. Self-management, communication, and interpersonal skills necessary in developing leadership qualities and facilitating teamwork within the agribusiness sector will be explored. Students will gain experience through role-play, formal sales presentations, and job shadowing. The course content is organized to give students an in-depth understanding of the factors and influences that affect the agribusiness industry on a day to day basis. This course has been approved for hybrid delivery.

AGR 8 - Introduction to Animal Production
3.0 units
CSU/UC (Unit limitation)
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course is specifically designed for students planning to raise livestock for personal use with limited resources, with emphasis placed on its importance in agriculture and to the local and national economy; common breeds, specialty breeds, terminology, and cycles of production; and its importance and use of the basic sciences in the livestock industry. This course has been approved for hybrid delivery.

AGR 9 - Food Animal Selection
3.0 units
CSU/UC (Unit limitation)
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
34 hours lecture/51 hours lab
An introductory survey of the factors involved in the evaluation of market and breeding livestock used for human consumption. Class activities will be a combination of lecture, visual appraisal, performance data, record keeping, and oral presentation. Introductory course does not require student to compete past the local level. This course has been approved for hybrid delivery.

AGR 10 - Introduction to Animal Science
3.0 units
CSU/UC (Unit limitation)
General Education Area A
CSU GE Area B2 B3
IGETC Area 5B
C-ID AS 104
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
34 hours lecture/51 hours lab
This is a course in principles of Animal Science. Topics will include anatomy, physiology, endocrinology, reproduction, molecular and classical genetics, animal health and animal behavior. The course will provide an overview of the origin, characteristics, adaptation and contribution of farm animals to the agriculture industry. Laboratory exercises will provide an introduction to the empirical method including data collection and analysis. This course has been approved for hybrid delivery.

AGR 11 - Beef Cattle Production
3.0 units
CSU/UC (Unit limitation)
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
34 hours lecture/51 hours lab
Principles and practices of purebred and commercial beef production on farm and range. Feeding, breeding management, housing, health, equipment, marketing, record keeping and other basic factors underlying successful beef production. This course has been approved for hybrid delivery.

AGR 12 – Animal Health and Disease
3.0 units
CSU/UC
34 hours lecture/51 hours lab
Study of common livestock diseases and fundamentals of immunity; includes the livestock technicians role in promoting animal health and the foundation of disease control programs. This course has been approved for hybrid delivery.

AGR 13 - Feeds and Feeding
3.0 units
CSU/UC
C-ID AG-AS 132L
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
34 hours lecture/51 hours lab
The science of animal nutrition; the fundamentals of digestion and absorption in both ruminants and non-ruminants is discussed. The nutritive value of feedstuffs as they related to the formulation of livestock rations will be emphasized. This course has been approved for hybrid delivery.

AGR 14 – Equine Science
3.0 units
CSU/UC
C-ID AG-AS 116L
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
34 hours lecture/51 hours lab
Survey of the equine industry, encompassing the evolution and role of the equine species throughout history, breed selection and development, nutrition, disease, preventative health, reproductive management, basic horsemanship and stabling alternatives. This course has been approved for hybrid delivery.

AGR 19 – Introduction to Soil Science
3.0 units
CSU/UC
GE Area A
CSU GE Area B1 B3
IGETC Area 5A
C-ID AG-PS 128L
34 hours lecture/51 hours lab
The study of soil, physical, chemical and biological properties. Soil classification, derivation, use, function and management; including erosion, moisture retention, structure, cultivation, organic matter and microbiology. Laboratory topics include soil type, classification, soil reaction, soil fertility and physical properties. This course has been approved for hybrid delivery.

AGR 20 - Introduction to Plant Science
4.0 units
CSU/UC
General Education Area A
CSU GE Area B2 B3
IGETC Area 5B
C-ID AG-PS 106L
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture/51 hours lab
This course is an introduction to plant science including structure, growth processes, propagation, physiology, growth media, biological competitors, and post-harvest factors of food, fiber, and ornamental plants. This course has been approved for hybrid delivery.

AGR 21B - Intercollegiate Rodeo
3.0 units
CSU
General Education Area E2
170 hours lab (R)
Intercollegiate rodeo competition – men and women. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for online and hybrid delivery for emergency use only.

AGR 22 - Rodeo Skills
3.0 units
CSU
General Education Area E2
153 hours lab
This course is an introduction and practice in the basics of Rodeo Skills. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for online and hybrid delivery for emergency use only.

AGR 23 - Western Riding and Training
2.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
17 hour lecture/51 hours lab
This course specializes in the many phases of Western riding and training. It will bring together material which is important to the student interested in horses as a career. This course will enable the student to show and compete more successfully in the horse industry. It prepares the student to enter the horse business as a riding instructor, trainer or manager. This course has been approved for hybrid delivery.

AGR 31 - Bovine Embryo Transfer
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
42.5 hours lecture/25.5 lab
This course is designed to present Bovine Embryo Transfer subject matter in a seminar format. The embryo transfer process and how it relates to the cattle industry will be studied. This course has been approved for hybrid delivery.

AGR 40 - Basic Agricultural Mechanics
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
17 hour lecture/102 hours lab
A course designed to teach basic skills required in a farm shop, which includes, but is not limited to equipment repair, metal work, hydraulics and farm construction. This course has been approved for hybrid delivery.

AGR 41 - Farm Tractors and Farm Power
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
17 hour lecture/102 hours lab
The selection, use, application, operation, service, maintenance, adjustment and handling of minor repairs of wheel and track-type farm tractors. Principles of operation of internal combustion engines will be taught through practical application. This course has been approved for hybrid delivery.

AGR 42 - Farm Surveying, Irrigation and Drainage
3.0 units
CSU
17 hour lecture/102 hours lab
Student will be involved in irrigation and drainage problems concerning pumps, motors, sprinkler systems, pipe lines, ditches, and wells. The use of survey or leveling equipment will be applicable to this course as fields are prepared for irrigaiton systems. This course has been approved for hybrid delivery.

AGR 49 - Agricultural Work Experience 1.00–8.00 units
CSU
General Education Area E1
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
75-600 hours lab (R)
This work based learning course is designed to assist students with educational or career goals in agriculture, who are working in the field of agriculture, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

AGR 50 - Basic Riding
2.0 units
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
17 hour lecture/51 hours lab
A course designed to introduce horse care and basic western riding skills. This course covers not only the ability to ride, but an understanding of equipment, conformation, breeds, care and feeding. This course has been approved for hybrid delivery.

AGR 51 - Horsemanship
2.0 units

17 hour lecture/51 hours lab
Intermediate Level: Utilizing natural horsemanship techniques to build confidence and communication between horse and rider. Special instruction in problem solving and preparing the horse and rider for trail horse obstacles, reining and cattle handling. This course has been approved for hybrid delivery.

AGR 53 - Colt Training
2.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
17 hour lecture/51 hours lab
This course is designed to present beginning methods of colt training to include catching, creating trust, driving, first ride, first 30 days and loading. This course has been approved for hybrid delivery.

AGR 57 - Beginning Horseshoeing
3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
24 hours lecture/68 hours lab
An introduction to the shoeing of horses, utilizing both hot and cold shoes. Also included will be the anatomy and physiology of the horse's hooves with the ability to identify blemishes and soundness. Use of the forge and the making of shoes from bar stock will be presented in addition to the instruction of actually shoeing horses. This course has been approved for hybrid delivery.

AGR 61 - Introduction to Bovine Reproduction
1.5 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
17 hour lecture/25.5 hours lab
This course is designed to give students an understanding of bovine reproduction. This course will focus on the application of artificial insemination and estrous synchronization. During this course both male and female reproduction will be discussed. The course is designed to give students the ability to understand and master the skills of artificial insemination. This course has been approved for hybrid delivery.

AGR 70 - Rodeo Team Roping
1.0 unit

48 hours lab (1 week)
This course is designed for those students interested in expanding their skills in horsemanship, cattle work and team cooperation. This course is highly competitive and will address every phase of team roping. Skills and proficiencies in this course are enhanced by supervised repetition and practice within class periods.

AGR 116 - Pesticide Update "Continuing Education Requirements"
0.5 units

10 hours lecture (1 week) (R)
A course designed to update licensed pesticide personnel on changes in the pesticide industry, laws and regulations, and safety. Repeatable as necessary to maintain certification.

ANTHROPOLOGY

ANTH 1 - Biological Anthropology
3.0 units
CSU/UC
General Education Area A
CSU GE Area B2
IGETC Area 5B
C-ID ANTH 110

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course introduces the concepts, methods of inquiry, and scientific explanations for biological evolution and its application to the human species. Issues and topics will include, but are not limited to genetics, evolutionary theory, human variation and biocultrual adaptations, comparative primate anatomy and behavior and the fossil evidence for human evolution. This course has been approved for correspondence, hybrid and online delivery.

ANTH 2 - Cultural Anthropology
3.0 units
CSU/UC
General Education Area B
CSU GE Area D1
IGETC Area 4A
C-ID ANTH 120

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
Explore diversity of cultures through the unique methodologies of cultural anthropology. Investigate differences in language, economic systems, social structures, family, kinship, gender, politics, social and economic inequality, religion, worldview, racial and ethnic labels, globalization and art. Ethnographic case studies will be used to highlight similarities and differences among the 1200 cultures of the world. Students will be introduced to types of work anthropologists perform including research practices and standard professional ethics. This course has been approved for correspondence, hybrid and online delivery.

ART

ART 1A - Two-Dimensional Design
3.0 units
CSU/UC
General Education Area C
CSU GE Area C1
C-ID ARTS 100

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
25.5 hours lecture/76.5 hours lab
An introductory studio design course based on communicating visually through practical applications of design and composition including: line, shape, form, texture, value, color, and spatial illusion in two dimensions. Traditional mediums and digital imaging using industry standard Adobe Creative Cloud software will be emphasized. Graphic design, commercial art, and fine art principles will be explored from historical, aesthetic and cultural points of view. This course has been approved for hybrid and online delivery. To cover the costs of printing each project assignment, a $10.00 lab fee will be charged at the time of registration. Students must provide additional materials and supplies at an estimated cost of $25. This course has a free Open Educational Resource textbook.

ART 1B - Three-Dimensional Design
3.0 units
CSU/UC
General Education Area C
CSU GE Area C1
C-ID ARTS 101

Recommended Preparation: ART 1A ENGL105 or equivalent multiple measures placement.
25.5 hours lecture/76.5 hours lab
An introductory (no previous art experience required) studio design course based on communicating visually through practical applications of design, color, spatial relationships and imagery in three dimensions. This class will introduce students to computer design methods and basic computer design Software. Assignments will rely on student access to a computer and basic computer proficiency will be expected. Traditional construction methods and mediums plus digital imaging using industry standard

computer software will be emphasized. Graphic design, commercial art and fine art principles will be explored from historical, aesthetic and cultural points of view. This course has been approved for hybrid and online delivery. To cover materials cost including printing, a $10.00 lab fee will be charged at the time of registration.

ART 2 - Drawing
3.0 units
CSU/UC
General Education Area C
CSU GE Area C1
C-ID ARTS 110
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
25.5 hours lecture/76.5 hours lab
An introductory (no previous art experience necessary) drawing class using a variety of drawing materials to portray a variety of subjects. Realism will be emphasized, but other methods such as Cubism and Non-Representationalism will be explored, and students will be encouraged to develop their own style. The elements and principles of drawing will be presented from historical, cultural, aesthetic and technical points of view. This course has been approved for hybrid, online and correspondence delivery. To cover the costs of printing, a $10.00 lab fee will be charged at the time of registration.

ART 3 - Beginning Life Drawing
3.0 units
CSU/UC
General Education Area C
CSU GE Area C1
C-ID ARTS 200
Recommended Preparation: ART-2 Drawing
25.5 hour lecture/76.5 hours lab
An introduction to figure drawing from the clothed and nude model in short and extended poses, using a variety of drawing techniques and media. The elements and principles of figure drawing will be presented from historical, cultural, aesthetic, technical and digital points of view. This course has been approved for traditional and temporary emergency online delivery. Students will need to purchase approximately $100 worth of supplies for online course.

ART 6 - Survey of Art History, Prehistoric To Renaissance
3.0 units
CSU/UC
General Education Area C
CSU GE Area C1
IGETC Area 3A
C-ID ARTH 110
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
An introductory survey of the visual arts most relevant to the development of western civilization from prehistoric through the Italian portion of the Renaissance. Comparisons and contrasts with arts of other cultures will be explored. In addition to historic and cultural viewpoints, technical and aesthetic points of view will be covered. This course has been approved for online and hybrid delivery.

ART 7 - Survey of Art History, Renaissance through Contemporary
3.0 units
CSU/UC
General Education Area C
CSU GE Area C1
IGETC Area 3A
C-ID ARTH 120
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
An introductory survey of the visual arts most relevant to the development of western civilization, from Renaissance through Contemporary art. Comparisons and contrasts with arts of other cultures will be explored. In addition to historic and cultural viewpoints, technical and aesthetic points of view will be covered. This course has been approved for hybrid and online delivery.

ART 8 - Art Appreciation
3.0 units
CSU/UC
General Education Area C
CSU GE Area C1
IGETC Area 3A
C-ID ARTH 100
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
An introductory course for both the general interest and art major student. A survey of the role of the visual arts in society. Art theory, practices and an overview of the history of art will be covered with examples from many cultures. This course has been approved for correspondence, hybrid and online delivery.

ART 10A - Beginning Painting
3.0 units
CSU/UC
General Education Area C
CSU GE Area C1
C-ID ARTS 210
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
25.5 hour lecture/76.5 hours lab
A beginning (no previous art experience necessary) studio course in oil, acrylic, and watercolor painting techniques and materials. A variety of subject matter such as still life, landscape, wildlife and human figure will be explored. Emphasis will be on realistic representation, but other methods will be studied. Technical, historical, aesthetic and cultural points of view will be considered. This course has been approved for online delivery. To cover costs for materials used in beginning assignments, a $10.00 lab fee will be charged at the time of enrollment. Students will need to purchase approximately $75 worth of supplies.

ART 10B - Intermediate Painting
2.0 units
CSU/UC
Prerequisite: Art 10A Beginning Painting
102 hours lab
This course is designed as a studio course in oil, acrylic, or watercolor painting building upon basic techniques. Intermediate materials and techniques will be explored. Historical, aesthetic, and cultural points of view will be considered. This course has been approved for online delivery. To cover costs for materials used in beginning assignments, a $10.00 lab fee will be charged at the time of enrollment. Student will need to purchase approximately $75 worth of supplies.

ART 10C - Advanced Painting
2.0 units
CSU/UC
Prerequisite: Art 10B Intermediate Painting
102 hours lab
This course is designed as a studio course in oil, acrylic, or watercolor painting building upon intermediated techniques. Advanced materials and techniques will be explored. The student will experiment with various methods and styles in beginning to develop a personal style. Historical, aesthetic, and cultural points of view will be considered. This course has been approved for online delivery. To cover costs for materials used in beginning assignments, a $10.00

lab fee will be charged at the time of enrollment. Student will need to purchase approximately $75 worth of supplies.

ART 10D - Portfolio Painting
2.0 units CSU/UC

Prerequisite: Art 10C Advanced Painting
102 hours lab
This course is designed as a studio course in oil, acrylic, or watercolor painting expanding upon advanced techniques. Advanced materials and techniques will be explored. The student will experiment with various personal styles and execute a body of work for exhibition/presentation. Historical, aesthetic, and cultural points of view will be considered. This course has been approved for online delivery. To cover costs for materials used in beginning assignments, a $10.00 lab fee will be charged at the time of enrollment. Student will need to purchase approximately $75 worth of supplies.

ART 19A - Beginning Digital Photography
3.0 units
CSU
General Education Area C

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
34 hour lecture/51 hours lab
An introductory course in digital photography digital image capture. Basic photographic composition and subject matter, basic digital camera operation, and beginning image manipulation using Adobe Photoshop and/or Photoshop Elements will be covered. Photography as a fine art and as a commercial application will be explored. Technical, aesthetic, cultural, and historic points of view will be considered. To cover the costs of printing, a $10.00 lab fee will be charged at the time of enrollment.

ART 19B - Intermediate Digital Photography
1.0 unit
CSU

Prerequisite: Art 19A Beginning Digital Photography
51 hours lab
An intermediate course in digital photography digital image capture. Intermediate photographic composition and subject matter, digital camera operation, and image manipulation using Adobe Photoshop and/or Photoshop Elements will be covered. Photography as a fine art and as a commercial application will be explored. Technical, aesthetic, cultural, and historic points of view will be considered. To cover the costs of printing, a $10.00 laboratory fee will be charged at the time of registration.

ART 19C - Advanced Digital Photography
1.0 unit
CSU

Prerequisite: Art 19B Intermediate Digital Photography
51 hours lab
An advanced course in digital photography digital image capture. Advanced photographic composition and subject matter, digital camera operation, and image manipulation using Adobe Photoshop and/or Photoshop Elements will be covered. Photography as a fine art and as a commercial application will be explored. Technical, aesthetic, cultural, and historic points of view will be considered. To cover the costs of printing, a $10.00 laboratory fee will be charged at the time of registration.

ART 19D - Portfolio Digital Photography
1.0 unit
CSU

Prerequisite: Art 19C Advanced Digital Photography
51 hours lab
An advanced digital photography course with the aim of producing a portfolio of work demonstrating a personal style for presentation and exhibition. Photography as a fine art and as a commercial application will be explored. Technical, aesthetic, cultural, and historic points of view will be considered. To cover the costs of printing, a $10.00 laboratory fee will be charged at the time of registration.

ART 21 - Digital Illustration Design I
3.0 units
CSU/UC

Recommended Preparation: ENGL105 or equivalent multiple measures placement. ART 2 Drawing or ART 10 Beg. Painting and ART 1A Two-Dimensional Design
25.5 hours lecture/76.5 hours lab
A course that explores conceptual ideas, image generation, manipulation, coloring, and effects for print and web media using Adobe Creative Cloud programs. Students will develop vector and bitmap images for logo designs, icons, avatars, characters, objects, environments, and basic storyboarding. Students will draw, paint, and apply special effects and filters with the tools available within the Adobe Creative Cloud. Basic design principles, six step design process and personal expression will be used to create powerful conceptual imagery. This course has been approved for hybrid and online delivery. To cover the costs of printing each project assignment a $10.00 lab fee will be charged at the time of registration. Students must supply additional materials and supplies at an estimated cost of $70.

ART 23 - Beginning Printmaking
3.0 units
CSU/UC
C-ID ARTS 220

Recommended Preparation: ENGL105 or equivalent multiple measures placement, ART 2 Drawing.
25.5 hour lecture/76.5 hours lab
An introduction to traditional and contemporary approaches to intaglio (etching), relief (woodcut and linocut), serigraphy (silkscreen) and monoprint printmaking. Both personal and commercial design will be explored. As well as a variety of subject matter and artists. Technical, historical, aesthetic and cultural points of view will be considered.

ART 25 – Graphic Design 1
3.0 units
CSU/UC
C-ID ARTS 250
General Education Area C

Recommended Preparation: ENGL105 or equivalent multiple measures placement; ART 1A Two-Dimensional Design, ART 19A Beginning Digital Photography
25.5 hours lecture/76.5 hours lab
A visual communication course using image generation/manipulation and text components in Adobe Photoshop. The integration of images, text, and graphics will be conceptualized then utilized to produce commercial based products such as posters, ad campaigns, product packaging, and cover designs. Production, printing, presentation and critiques, emphasizing the six step design process, basic design principles, personal expression through digital graphic design processes will be used to meet crucial deadlines. This course has been approved for hybrid and online delivery. To cover the costs of printing proofs for each project assignment, a $10.00 lab fee will be charged at the time of registration. All students will provide additional materials and supplies with an estimated cost of $70.

ART 30 – Introduction to Sculpture
3.0 units
CSU/UC
General Education Area C
CSU GE Area C1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

26.5 hour lecture/76.5 hours lab
A course introducing contemporary art issues, historical overview, and aesthetic problem solving, utilizing a variety of materials and common techniques familiar to sculpture and 3-dimensional design as well as material use to render in the fashion of virtual three-dimensional rendering.

ART 36A - Beginning Ceramics
3.0 units
CSU/UC
General Education Area C
CSU GE Area C1
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
25.5 hour lecture/76.5 hours lab
A beginning course in ceramics exploring basic handbuilding and wheelthrowing techniques. Basic methods of forming, decorating, glazing and firing ceramic materials will be covered. The elements and principles of ceramics will be presented from historical, cultural, aesthetic, and technical points of view. To cover the cost of glazes, a $10.00 lab fee will be charged at the time of enrollment.

ART 36B - Intermediate Ceramics
2.0 units
CSU/UC
Prerequisite: Art 36A Beginning Ceramics
102 hours lab
Further development of hand-building, and wheel-throwing, clay, glazes and firing processes. Aesthetic exploration of ideas. To cover the cost of glazes, a $10.00 lab fee will be charged at the time of enrollment.

ART 36C - Advanced Ceramics
2.0 units
CSU
Prerequisite: Art 36B Intermediate Ceramics
102 hours lab
Advanced development of hand-building and/or wheel-throwing techniques, clay, glazes and firing processes. Beginning to develop a personal style in ceramics. To cover the cost of glazes, a $10.00 lab fee will be charged at the time of enrollment.

ART 36D - Portfolio Ceramics
2.0 units
CSU
Prerequisite: Art 36C Advanced Ceramics
102 hours lab
Advanced development of handbuilding and/or wheelthrowing techniques, clay, glazes, and firing processes. Continuing to develop a personal style in ceramics. Producing a body of work for presentation/exhibition. To cover the cost of glazes, a $10.00 lab fee will be charged at the time of enrollment.

ART 38 – 3-D Computer Modeling and Animation
3.0 units
CSU/UC
25.5 hour lecture/76.5 hours lab
This course introduces students to the use of software techniques to create and animate three-dimensional environments and objects. Students will learn to create photo-realistic models and scenes enhanced by lighting, shadows, reflection, and textures, and will learn to produce camera fly-through and basic character animation sequences. To cover the costs of printing proofs for each project assignment, a $10.00 lab fee will be charged at the time of registration. This course has been approved for online delivery.

ART 49 - Art Work Experience
1.0-8.0 units
CSU
General Education Area E1
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
600 hours lab (R)
This work based learning course is designed to assist students with educational or career goals in art, who are working in the field of art, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

AUTOMOTIVE TECHNOLOGY

AT 49 - Automotive Technology Work Experience 1.0-8.0 units
CSU
General Education Area E1
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
600 hours lab (R)
This course enables students with educational or career goals in automotive technology, who are working in the field of automotive technology to build related job specific skills through individualized learning objectives and enhance their workplace performance. Attendance of an on campus orientation session is required for all Work Experience enrollments. Students complete an online expanded orientation module addressing workplace success skills throughout the term. Subsequent enrollments require new individualized learning objectives. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours.Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Vocational, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for hybrid delivery.

AT 50 – Car Care Basics
3.0 units
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
34 Hours Lecture, 51 Hours Lab
This course was designed to:
1. Introduce shop procedure and safety to the student;
2.Give students the skills to perform vehicle maintenance and basic roadside repairs;
3.Give students the skills to diagnose and repair minor vehicle malfunctions. This course adheres to ASE Education Foundation standards. The course has been approved for hybrid delivery.

AT 54 - Brakes
3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hour lecture/51 hours lab

This course is designed to provide the student with skills in automotive brakes; disassembly and repair of drum, disc, hydraulic systems, including power and manual brakes. Several anti-lock brake systems (ABS) will be covered. Machining of drums, rotors, and adjustments will also be studied. This course adheres to ASE Education Foundation standards. This course has been approved for Hybrid Delivery.

AT 56 - Steering and Suspension
3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hour lecture/51 hours lab

This course is designed to provide the student with skills in alignment of front suspension and rear wheel alignment where applicable and inspection and repair of steering and suspension components. Basic and computerized equipment will be utilized. The contents of this course conforms to AES (Educational Foundation) standards for steering and suspension. This course has been approved for hybrid delivery.

AT 58 – Automotive Heating and Air Conditioning
3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/102 hours lab

This course is designed to rovide the student with theory and operation of common air conditioning and heating systems including diagnosis and repair and recovery of R-12, 134A, and R1234YF refrigerants. This course meets ASE Education Foundation standards. This course has been approved for hybrid and online delivery.

AT 60 – Shop Management and Service Writer
2.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hour lecture

This course is designed to provide the student with the skills needed to write service at an automotive repair shop. Shop management techniques will also be covered. Communication, organization, and filling out repair orders to meet all legal requirements will be emphasized. This course has been approved for online and hHybrid delivery

AT 66 - Manual Drive Train
4.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/102 hours lab (R)

This course is designed to provide the student with theory and practical experience in operation, repair and adjustment of common manual transmissions, drive lines, differentials, transfer cases and 2 and 4-wheel drive systems. Clutches, wheel bearings and axle repair will also be studied. This course has been approved for hybrid delivery.

AT 68 - Automatic Transmissions
3.0 units

Recommended Preparation ENGL105 or equivalent multiple measures placement.

17 hour lecture/102 hours lab

This course is designed to provide the student with theory and operation of common automatic transmissions including diagnosis, adjustment and repair of common automatic transmission problems. This course has been approved for hybrid delivery

AT 70 - General Automotive Lab
2.0 units

Corequisite: Student must be enrolled in one additional automotive course that has a safety component.

102 hours lab

This course is designed to provide the student with skills in developing increased speed, accuracy, and expertise in all phases of automotive training.

AT 72 - Engine Repair and Machining-Short Blocks
4.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hours lecture/153 hours lab

This course is designed to prepare the student with basic, through increasingly advanced, skills in overhaul procedures for the owner or rebuilder. Safety, basic hand tools, engine removal and replacement, cleaning techniques, disassembly and assembly of engine components, measuring, diagnosis of oil consumption and poor performance with corrective measures will be covered. Emphasis will be on gasoline engine overhaul as it relates to home, small farm shop, and commerical shop. This course has been approved for hybrid delivery.

AT 74 - Engine Repair and Machining-Cylinder-Heads
3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hours lecture/102 hours lab

This course is designed to prepare the student with basic, through increasingly advanced, skills in overhaul procedures for the owner or rebuilder. Safety, basic hand tools, cylinder head removal and replacement, cleaning techniques, disassembly and assembly of cylinder head components, measuring, diagnosis of oil consumption and poor performance with corrective measures will be covered. Emphasis will be on cylinder head overhaul as it relates to home, small farm shop, and commerical shop. This course has been approved for hybrid delivery.

AT 80 – Basic Electrical
3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

This course is designed to provide the student with theory, diagnosis and repair of chassis electrical systems. Extensive use of voltmeters, ohmeters, and short circuit testers, and common testing tools will be emphasized. Isolate a malfunction to a specific system in which a fault exists. This course has been approved for Hybrid Delivery.

AT 82 – Engine Performance I
3.0 units

Prerequisite: AT-80 Basic Electrical

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

This course was designed to provide the student basic engine performance diagnostic and repair skills. Testing with various meters and shop equipment will be studied. Ignition and fuel system principles and diagnosis will be emphasized. This course has been approved for Hybrid Delivery

AT 84 – Engine Performance II
3.0 units

Prerequisite: AT-82 – Engine Performance I

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture/51 hours lab

This course is designed to provide the student with advanced theory, diagnosis, and repair of various control modules,

computer sensors and circuits. Extensive use of various meters, lab scopes, and other shop equipment will be used. Vehicle on-board diagnosis systems will be emphasized. This course has been approved for online and hybrid delivery

AT 90 – Automotive Survival
1.0 unit

18 hours lecture
This is an introductry seminar course designed for the novice from the stand-point of owner survival in the marketplace. Automotive vocabulary, preventive maintenance, and consumer issues will be addressed.

AT 90A – Automotive Survival Lab
0.5 units

Recommended Preparation: AT 90 Automotive Survival
24 hours lab
The course is designed to provide the student with hands on experience in the areas of vehicle maintenance, preventive maintenance, minor tune-up, and simple adjustments.

AT 91 – Smog Check Training Level 2 32-Hour Course
1.0 unit

Prerequisites: Prior to taking the Smog Check Training, students must either satisfy BAR specified criteria, as listed below, or successfully complete the Level 1 Engine and Emission Controls Fundamentals Training. BAR specified requirements: Possess ASE A6, A8 and L1 certification; or possess an AA/AS degree or Certificate in automotive technology and have 1 year experience; or have 2 years' experience and have completed BAR specified training.
8 hours lecture/24 hours lab
The Smog Check Training 32 Hour Course is intended to provide students the knowledge, skills, and abilities needed to perform Smog Check inspections. Students who successfully complete this training will have met the California State Bureau of Automotive Repair's training requirements to qualify to take the Smog Check Inspector state licensing examination.

AVIATION

AERO 1A - Aviation Ground School
3.0 units
CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
An aviation ground school course specifically designed to provide complete explanations of aeronautical concepts. It is designed to prepare the student for the Federal Aviation Administration (FAA) written examinations dealing with Visual Flight Rules (VFR) and the Private Pilot License.

BIOLOGY

BIOL 1 - Principles of Molecular and Cellular Biology
4.0 units
CSU/UC
General Education Area A
CSU GE Areas B2 & B3
IGETC Area 5B & 5C
C-ID BIOL 190

Prerequisite: MATH 60 Intermediate Algebra or equivalent multiple measures placement and Chemistry 1A General Chemistry I
51 hours lecture/51 hours lab
A course in principles of biology, with special emphasis given to molecular and cellular biology. Topics include the chemical basis of life, prokaryotic and eukaryotic cells, structure and function, cell metabolism, cellular communication, classical genetics, molecular genetics, and biotechnology. This course is designed to meet the core requirements for biology and related majors. (This course is the recommened preparation for Bio 4, Biol 20, and Biol 25.) This course has been approved for online and hybrid delivery.

BIOL 4 - Principles of Evolutionary, Organismal, and Ecological Biology
5.0 units
CSU/UC
General Education Area A
CSU GE Areas B2 & B3
IGETC Area 5B & 5C
C-ID BIOL 140

Prerequisite: MATH 60 or equivalent multiple measures placement.
Recommended Preparation: Biology 1
51 hours lecture/102 hours lab
A course in principles of biology, with special emphasis given to evolution, organismal and ecological biology. Topics include evolution, classification, diversity of life; (unicellular and multicellular organisms); animal fungus and plant structure, development and function; and ecological relationships. This course is designed to meet the core requirements for biology and related majors. This course has been approved for online and hybrid delivery.

BIOL 10 - Natural History of Plants & Animals
4.0 units
CSU/UC (Unit limitation)
General Education Area A
CSU GE Areas B2 & B3
IGETC Area 5B & 5C

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.
51 hours lecture/51 hours lab
An introductory course dedicated to the study of natural environments by integrating lecture, laboratory and field experiences. Emphasis is placed on the natural history of local forms of plants and animals, their ecological relationships, identification techniques and the integrity of nature. This course has been approved for online, hybrid and correspondence delivery. Access to a computer with internet access is required.

BIOL 20 - Microbiology
5.0 units
CSU/UC
General Education Area A
CSU GE Areas B2 & B3
IGETC Area 5B & 5C

Recommended Preparation: Biology 1
51 hours lecture/102 hours lab
This is an introductory course covering the biology (morphology, anatomy, physiology, classification, identification and development) of micro-organisms (viruses, protozoa, parasitic worms, algae, fungi, with emphasis on bacteria), their significance and their role in human affairs. This course has been approved for online and hybrid delivery.

BIOL 21 - Human Anatomy with Lab
4.0 units
CSU/UC
C-ID BIOL 110B

Recommended Preparation: ENGL 105 or equivalent placement through the multiple measures process, Math 60 - Intermediate Algebra or the equivalent placement through the multiple measures process. Biology 1 and Chem 1A
51 hours lecture/51 hours lab
One semester of a two semester sequence covering structure and function, integration and homeostasis of the human body at the cellular, tissue organ, organ system and organism level. This semester includes the structures of the integumentary, skeletal, muscular, nervous and sensory systems, cardiovascular, lymphatic, immune, respiratory, urinary, digestive, endocrine

and reproductive systems. This course has been approved for hybrid delivery.

BIOL 22 - Human Physiology with Lab
4.0 units
CSU/UC
C-ID BIOL 120B
Recommended Preparation: ENGL 105 or equivalent placement through the multiple measures process, Math 60 - Intermediate Algebra or the equivalent placement through the multiple measures process. Biology 1 and Chem 1A
51 hours lecture/51 hours lab
One semester of a two semester sequence covering structure and function, integration and homeostasis of the human body at the cellular, tissue organ, organ system and organism level. This semester includes the functions of the integumentary, skeletal, muscular, nervous and sensory systems, cardiovascular, lymphatic, immune, respiratory, urinary, digestive, endocrine and reproductive systems. This course has been approved for online and hybrid delivery.

BIOL 25 - Human Anatomy and Physiology I
4.0 units
CSU/UC
General Education Area A & E1
CSU GE Areas B2 & B3
IGETC Area 5B & 5C
C-ID BIOL 115S
Recommended Preparation: ENGL 105 or equivalent placement through the multiple measures process, Math 60 - Intermediate Algebra or the equivalent placement through the multiple measures process. Biology 1 and Chem 1A
51 hours lecture/51 hours lab
First semester of a two semester sequence covering structure and function, integration and homeostasis of the human body body at the cellular, tissue organ, organ system and organism level. This semester includes the integumentary, skeletal, muscular, nervous and sensory systems. This course has been approved for hybrid (online/traditional) delivery. This course has been approved for online delivery for emergency us only.

BIOL 26 - Human Anatomy and Physiology II
4.0 units
CSU/UC
General Education Area A & E1
CSU GE Areas B2 & B3
IGETC Area 5B & 5C
C-ID BIOL 115S
Prerequisite: BIOL I or BIOL 25 Human Anatomy and Physiology I
51 hours lecture/51 hours lab
Second semester of a two semester sequence covering the structure and function, integration and homeostasis of the human body at the cellular, tissue organ, organ system and organism level. This semester includes the cardiovascular, lymphatic, immune, respiratory, urinary, digestive, endocrine and reproductive systems. This course has been approved for hybrid (online/traditional) delivery. This course has been approved for online delivery for emergency us only.

BIOL 32 - General Biology
3.0 units
CSU/UC (unit limitation)
General Education Area A
CSU GE Area B2
IGETC Area 5B
Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.
51 hours lecture
A general survey of the living world with emphasis on the basic biological principles as illustrated in plant and animal groups. This course has been approved for online, hybrid and coreespondence delivery.

BIOL 32L - General Biology with Laboratory
4.0 units
CSU/UC
General Education Area A
CSU GE Area B2 B3
IGETC Area 5B 5C
Recommended Preparation: ENGL 105 or equivalent placement
51 hours lecture/51 hours lab
A general survey of the living world with emphasis on the basic biological principles as illustrated in plant and animal groups. This course includes a laboratory section supporting the basic concepts of the course. This course has been approved for hybrid delivery. This course has been approved for on line delivery for emergency us only.

BUSINESS

BUS 1A - Accounting Principles – Financial
4.0 units
CSU/UC
C-ID ACCT 110
Recommended Preparation: Successful completion of ENGL105 and Elementary Algebra or equivalent multiple measures placement.
68 hours lecture
A comprehensive course in financial accounting covering accounting information systems, the measuring and reporting of business transactions, and financial statement preparation under generally accepted accounting principles. Emphasis is placed on balance sheet valuation, quality of earnings, cash flow measurement, ethics and internal controls. This course has been approved for correspondence, online and hybrid delivery.

BUS 1B - Accounting Principles – Managerial
4.0 units
CSU/UC
C-ID ACCT 120
Prerequisite: BUS 1A – Accounting Principles-Financial
68 hours lecture
An introduction to managerial accounting, planning and decision making. The course includes a study of cost behaviors, classifications, capture and reporting. Emphasis is placed on costs systems, decision making using accounting data, budgeting and manufacturing and cost accounting and the preparation of reports based on accounting data. This course has been approved for correspondence, online and hybrid delivery.

BUS 1C - Federal Income Tax
3.0 units
CSU
Prerequisite: BUS 1A – Accounting Principles-Financial
51 hours lecture
Structure of personal income taxation, tax planning and underlying social and economic issues. Emphasis on tax concepts rather than tax return preparation. (FT) This course has been approved for online and hybrid delivery.

BUS 2 - Introduction to Business
3.0 units
CSU/UC
C-ID BUS 110
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
A survey course designed to provide students with familiarity with basic principles and practices found in contemporary business, knowledge of business terminology and an understanding of how businesses operate within the U.S. and globally. This course has been approved for correspondence and online delivery. This course uses a free Open Educational Resource textbook. This course has been approved for hybrid

delivery.

BUS 10 – Managing Diversity and Human Resources
3.0 units
CSU
Recommended Preparation ENGL105 or equivalent multiple measures placement.
51 hours lecture
A course for practicing, newly-appointed, or potential supervisors and managers who hold or who will hold from first-line up to middle-management positions. Course will develop broader perspectives and new insights in managerial skills to manage a multicultural workplace. It focuses on the workplace impact of various historical, social, and cultural experience/perspectives related to gender, age, ethnicity, and disability. This course has been approved for online, hybrid and correspondence delivery.

BUS 13 - Basic Accounting
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
A beginning course in accounting and bookkeeping principles develops entry-level accounting skills.

BUS 18 - Records Management
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture.
Develops an understanding of the scope and problems of the administrative management of records. Covers all aspects of a records management system from establishment through filing, storing and retrieving. This course has been approved for online and correspondence delivery.

BUS 19 - Office Administration
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
The student experiences the role of the office worker and performs functions that make up an office support system. A variety of tasks will be performed to sharpen office skills and knowledge of procedures. Importance of human relations and interpersonal communications skills is stressed. This course has been approved for online, hybrid and correspondence delivery.

BUS 22 - Business Law
3.0 units
CSU/UC
General Education Area B
C-ID BUS 125
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
An introduction to the legal system with emphasis on business transactions. Topics include contracts, sales, torts, agency relationships, and commercial paper. A fundamental understanding of legal procedure, sources of law, law classifications, dispute resolution, and social /ethical considerations of law. This course has been approved for online, hybrid and correspondence delivery. This course may us a free Open Educational Resource textbook.

BUS 25 - Small Business Management
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
Provides complete coverage of small business operations including business functions; sales, production, procurement, personnel, and finance. Managerial functions; planning, organizing, actuating, and controlling, with examples of actual business situations used to emphasize important principles. This course has been approved for correspondence and online delivery. This course may use a free Open Education Resource textbook.

BUS 27- Business Communications
3.0 units
CSU
C-ID BUS 115
Prerequisite: ENGL-1 College Composition
51 hours lecture
Instruction in the principles of effective business communications. Contemporary approaches to planning, composing and revising common written and oral business communications is explained and applied. Emphasis is on the writing of clear, concise, and effective letters, memorandums, e-mails and business reports. This course is designed for business majors. This course has been approved for correspondence, online and hybrid delivery. This course uses a free Open Educational Resource textbook.

BUS 34A - Microsoft Word, Beginning
3.0 units
CSU
Prerequisite: COT 52 Keyboarding, Level 1
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
25.5 hours lecture/76.5 hours lab
Basic operations of Microsoft Word. Includes file management, navigation with menus and toolbars, document creation and revision, formatting and layout, tabs, page numbering, multi-column work, basic find and replace, tables, graphs, and envelopes/labels. In addition, a study of concepts of word processing will provide students with the background necessary to help them adapt to various situations they will encounter when employed. This course has been approved for online and Hybrid (online/traditional) delivery.

BUS 34B - Microsoft Word, Advanced
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
25.5 hours lecture/76.5 hours lab
Provides concentrated training in advanced operations of Microsoft Word, including automated form letters, advanced find/replace, sorting, advanced formatting with styles and templates, repetitive typing shortcuts, footnotes, shared documents, indexes, online forms, basic macros, and hyperlinks. In addition, a study of concepts of word processing will provide students with the background necessary to help them adapt to various situations they will encounter when employed. This course has been approved for online and hybrid (online/traditional) delivery.

BUS 49 - Business Work Experience
1.0-8.0 units
CSU
General Education Area E1
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
600 hours lab (R)
This work based learning course is designed to assist students with educational or career goals in business, who are working in the field of business, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All

Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

BUS 75 – Planning and Launching a New Business Venture
1.0 units

17 hours lecture
An exploratory course in the fundementals of planning and starting a new business venture. This is a project based course developing a business plan. Topics include the development of a competitive business model, assessing industry and market conditions, choosing a form of business ownership, and the structure and content found in a successful business plan.

BUS 76 – Marketing the Small Business Venture
1.0 unit

17 hours lecture
This course provides students with the fundamentals of marketing a small business concern. The student will be introduced to the concepts of market planning, strategy, research, competitor analysis, target markets, and the development of a marketing mix for a marketing plan.

BUS 77 – Financing the New Business Venture
1.0 unit

17 hours lecture
A course in small business and entrepreneurship financing. Topics include estimating start-up costs, projecting sales, funding new business ventures, the basics of financial statement analysis, budgeting, cash flow management, and the time value of money. Emphasis is placed on developing useful financial information used in small businesses and business plans.

BUS 78 – The Customer Service Advantage
1.0 units

17 hours lecture
This course provides students with the principles that support customer service excellence. The student will be introduced to the concepts of customer satisfaction, servicing the internal and external customers, interpersonal communications, consumer retention, and managing conflict.

BUS 79 – Computer Info Systems for Small Business Ventures
2.0 units

17 hours lecture/51 hours lab
This course introduces students to information system concepts, computer technologies, and applications commonly found in small business. Students will learn the basics behind typical information technologies used to manage small business operations. Emphasis is placed on leveraging spreadsheet, database, bookkeeping, and word processing software applications.

BUS 84 – Business Mathematics
3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
Mathematics used in business transactions, interest, discount, mark-up, depreciation, payroll, taxes, and other business computations.

CHEMISTRY

CHEM 1A - General Chemistry I
5.0 units
CSU/UC
General Education Area A
CSU GE Areas B1 & B3
IGETC Area 5A & 5C
C-ID CHEM 110

Prerequisite: One year of high school chemistry or Chemistry 45 or the equivalent and MATH 60 Intermediate Algebra or equivalent multiple measures placement.

51 hours lecture/102 hours lab
This course introduces atomic structure, bonding, stoichiometry, thermochemistry, gases, matter and energy, oxidation-reduction, chemical equations, liquids and solids, solutions, chemical energetics and equilibrium. The first semester of a one-year course in chemistry intended for majors in the natural sciences (chemistry, biochemistry, biology, physics, pre-medicine), mathematics, and engineering. This course has been approved for online and hybrid delivery.

CHEM 1B - General Chemistry II
5.0 units
CSU/UC
General Education Area A
CSU GE Areas B1 & B3
IGETC Area 5A & 5C
C-ID CHEM 120S

Prerequisite: Chemistry 1A General Chemistry I or the equivalent. MATH 60 Intermediate Algebra or equivalent multiple measures placement.
51 hours lecture/102 hours lab
A continuation of Chemistry 1A intended for majors in natural sciences, mathematics, and engineering. Topics covered or reinforced in both the lecture and laboratory: Chemical energetics and equilibria, solutions and ionic equilibria, acid-base chemistry, electrochemistry, coordination chemistry, oxidation-reduction, and thermodynamics, kinetics, nuclear chemistry, descriptive chemistry, organic chemistry, the chemistry of family groups of the periodic table,qualitative and quantitative analysis.

CHEM 8 - Introduction to Organic and Biochemistry
4.0 units
CSU/UC
General Education Area A
CSU GE Areas B1 & B3
IGETC Area 5A & 5C
C-ID CHEM 102

Prerequisite: CHEM 1A or CHEM 45
51 hours lecture/51 hours lab
An introduction to organic chemistry and biochemistry. Emphasis is on the relationship between structure, properties and function of simple and complex molecules. For nursing and allied health students. Tis course has been approved for online and hybrid delivery.

CHEM 40 – Survey of Chemistry and Physics
3.0 units
CSU/UC
C-ID CHEM 140

Prerequisites: Elementary Algebra
51 hours of lecture
This is an investigation of the basic principles of physics and chemistry including matter, physical and chemical properties, energy, motion, light, atomic structure, bonding, solutions and chemical reactions. The interdependence of chemistry and physics will be emphasized. This course is intended for non-science majors and recommended

for students in the California State Teacher Preparation Program. This course has been approved for online and hybrid delivery.

CHEM 40L – Teachig Laboratory for Survey of Chemistry and Physics
1.0 units
CSU/UC
C-ID CHEM 140
Co-requisites: Chem 40
This is an investigation of the basic principles of physics and chemistry using laboratory instruments and hands-on experiment. The teaching laboratory will cover principles of data taking, data analysis, and technical writing skills for scientific reports. This course is intended for non-science majors and recommended for students in the California State Teacher Preparation Program. This course is web-enhanced.

CHEM 45 - Introduction to General Chemistry
4.0 units
CSU/UC (unit limitation)
General Education Area A
CSU GE Areas B1 & B3
IGETC Area 5A & 5C
C-ID CHEM 101
Prerequisite: One year of high school algebra or MATH 60 intermediate algebra or equivalent multiple measure placement
Recommended Preparation: one year high school Chemistry
51 hours lecture/51 hours lab
An introduction to chemistry, principally inorganic. Emphasis is on basic concepts and skills. This course is for students with no prior chemistry and is intended a preparation for major's in chemistry, allied health, and general education. This course has been approved for online and hybrid delivery.

CHEM 45A - Introduction to General Chemistry Discussion Session
1.0 units
CSU/UC (elective)
Co-requisite: CHEM 45
This is a required co-requisite for students enroll in CHEM 45 who have not taken any basic chemistry courses (including introduction to physical science or equivalent) in the past 4 years. It is strongly recommended for all students enroll in CHEM 45. Students will use quantitative strategies to solve chemistry in topics of atomic theory, periodic properties, chemical bonds, stoichiometry, gas laws, kinetics and equilibrium of chemical reactions, acids and bases, redox reactions, and thermodynamics. This course has brrn approved for online delivery.

CHILD DEVELOPMENT

CD 11 - Observation and Assessment
3.0 units
CSU
C-ID ECE 200
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
34 hours lecture/51 hours lab
This course focuses on the appropriate use of assessment and observation strategies to document development, growth, play, and learning in order to join with families and professionals in promoting children's success and maintaining quality programs. Recording strategies, rating scales, portfolio, and multiple assessment methods are explored. This course has been approved for online and hybrid delivery.

CD 12 - Child, Family and Community
3.0 units
CSU
General Education Area E1
C-ID CDEV 110
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course addresses early childhood education competencies related to the role of the family in the care and education of the child, and the role of community in providing services to children and their families. Key concepts include acknowledgement that children develop in the context of their families and communities and that building relationships with families in an integral part of competent and professional early childhood practice. This course has been approved for online, hybrid and correspondence delivery.

CD 15 - Pre-School Administration
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course is designed to meet the State Department of Education requirements for directors of public funded child development programs, and the Supervisory Child Development Permit. Topics covered are the development, procedures and evaluation of child development programs; staff and parent handbooks; staff orientation, and in-service; parent correspondence; marketing strategies, business plans; financial reports, evaluation and accreditation. This course has been approved for online, hybrid and correspondence delivery.

CD 16 - Introduction to Curriculum
3.0 units
CSU
C-ID ECE 130
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course presents an overview of knowledge and skills related to providing appropriate curriculum and environments for all young children from birth to 6. Students will examine teachers' role in supporting development and fostering the joy of learning for all young children using observation and assessment strategies emphasizing the essential role of play. An overview of content areas will include but not be limited to: language and literacy, social and emotional learning, sensory learning, art and creativity, math and science. This course has been approved for online, hybrid and correspondence delivery.

CD 17 - Children's Literature
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
Designed to help teachers build language opportunities into every curriculum area; to explore methods of fostering language skills of the young child, and introduce pre-reading experiences. Includes the study of children's literature, standards for evaluating books, techniques of storytelling, and puppetry. This course has been approved for online delivery.

CD 19 - Children's Nutrition, Health and Safety
3.0 units
CSU
C-ID ECE 220
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
Introduction to the laws, regulations, standards, policies and procedures and early childhood curriculum related to child health, safety and nutrition. The key components that ensure physical health, mental health and safety for both children and staff will be identified along with the importance of collaboration with families

and health professionals. This course has been approved for online, hybrid and correspondence delivery.

CD 20 - Principles and Practices of Teaching Young Children
3.0 units
CSU
C-ID ECE 120
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
An examination of the underlying theoretical principles of developmentally appropriate practices applied to programs, environments, emphasizing the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, creative, and intellectual development for all children. This course has been approved for online, hybrid and correspondence delivery.

CD 22 - The Infant Toddler
3.0 units
CSU
General Education Area E1
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
Principles and philosophy of infant care for children up to three years of age including physical and mental growth, cognitive, social/emotional, language and self-identity development, health and nutrition. Parent education, community resources, inclusion and cultural/ethnic diversity will be explored. This course has been approved for online, hybrid and correspondence delivery.

CD 23 - Adult Supervision in the Child Care Setting
3.0 units
CSU
Prerequisite(s): Twelve (12) units of Early Childhood Education Prerequisite Skills
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course is a study of the methods and principles of supervising student teachers, assistant teachers, parents and volunteers in early childhood education/child development classrooms. Emphasis is on the role of classroom teachers who function as mentors to new teachers while simultaneously addressing the needs of children, parents and other staff. Required by the Child Development permit for administrators of ECE/CD programs. This course has been approved for online and hybrid delivery.

CD 24 – Practicum
4.0 units
CSU
C-ID ECE 210
Prerequisites: CD-12; CD-16; CD-20 and PSY-31/CD-31
34 hours lecture/102 hours lab
A demonstration of developmentally appropriate early childhood teaching competencies under guided supervision. Students will utilize practical classroom experiences to make connections between theory and practice, develop professional behaviors, and build a comprehensive understanding of children and families. Child centered, play-oriented approaches to teaching, learning, and multiple measures ; and knowledge of curriculum content areas will be emphasized as student teachers design, implement and evaluate experiences that promote positive development and learning for all young children. This course has been approved for online and hybrid delivery.

CD 25 - Teaching in a Diverse Society
3.0 units
CSU
C-ID ECE 230
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
Examination of the development of social identities in diverse societies including theoretical and practical implications of oppression and privilege as they apply to young children, families, programs, classrooms and teaching. Various classroom strategies will be explored emphasizing culturally and linguistically appropriate anti-bias approaches supporting all children in becoming competent members of a diverse society. This course has been approved for online, hybrid and correspondence delivery.

CD 26 - Administration II
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course addresses advanced administration skills, knowledge, and techniques needed to organize and operate a child development facility. Emphasis will be on principle-centered leadership, staffing, and staff development opportunities, personnel policies, problem solving techniques, regulatory laws, funding opportunities, budget and fiscal management and working with a board, parents, volunteers and the community. This course has been approved for online and hybrid delivery.

CD 27 - Children with Special Needs
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course focuses on identifying and referring children with special needs, including, physical, neurological and sensory challenges, developmental delays, learning disabilities, and giftedness and emotional and behavioral disorders. Emphasizes multidisciplinary planning to aid caregivers in modification, adaption, accommodation and teaching techniques involved in the inclusive classroom. This course has been approved for online and hybrid delivery. Access to a computer with internet access is required.

CD 28 - Child Guidance
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
A course to explore the relationship between the parenting figure and the child. Emphasis will be placed on social and emotional development; characteristic behavior patterns of both children and adults. This course would be of interest to any adult involved or interested in children. This course has been approved for online and hybrid delivery.

CD 30 - Early Steps to Reading Success
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course is designed to prepare current or future childhood teachers and caregivers to enhance the early literacy outcomes of young children by improving teacher's knowledge of early literacy development, and their skills in teaching literacy to young children from birth to age 5. This course has been approved for online and hybrid delivery.

CD 31 - Child Development: Conception through Adolescence
3.0 units
CSU/UC
General Education Area E1
CSU GE Area D7 & E
IGETC Area 4G
C-ID CDEV 100
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course examines the major physical, psychological, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. Emphasis will be on interactions between the maturational process and environmental factors. Students will be expected to observe children, analyze characteristic of children at different developmental stages and investigate research methodologies. This course has been approved for online, hybrid and correspondence delivery.

CD 49 - Child Development Work Experience
1.0-8.0 units
CSU
General Education Area E1
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
600 hours lab (R)
This work based learning course is designed to assist students with educational or career goals in child development to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

CD 50 - ECE Child Health and Safety
1.0 unit
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
18 hour lecture
Introduction to child health and safety to include American Red Cross or American Heart Association certification in infant, child and adult CPR/Pediatric First Aid. Course is repeatable to maintain certification. A $20.00 lab fee will be collected at the time of registration to cover book and certification cost. This course has been approved for online and hybrid delivery.

COMPUTER APPLICATIONS

CA 31 - Computer Applications
2.0 units
CSU/UC
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
17 hour lecture/51 hours lab
Use of currently and widely-used application software, including spreadsheets, data bases, word processors and graphics programs. Practical experience for familiarity and skill in operating software as well as problem solving in business applications will be stressed. Course is designed to meet the prepatory needs of students seeking to pass the Microsoft Office Specialist [MOS] exams in Word, Access, and Excel. This course has been approved for online and hybrid delivery. Access to a computer with internet access is required.

CA 32 - Computer Applications II
2.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
17 hour lecture/51 hours lab
In addition to a quick review, this course covers topics that are not covered in Computer Applications I. It is designed to teach students how to use easy but powerful features availiable in widely used software. The emphasis will be on a word processor and a spreadsheet. This course has been approved for online delivery.

CA 52 – Word Processing for Business
3.0 units
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
25.5 hour lecture/76.5 hours lab
This course covers a recent version of Microsoft Word for students who have a basic understanding of computers and desire comprehensive knowledge of a business tool to view, edit and create professional looking business documents. This course is designed to prepare students to take the Microsoft Office Specialist [MOS] exam on the Microsoft Word application. This course has been approved for hybrid delivery.

CA 53 – Spreadsheet Application for Business
3.0 units
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
25.5 hour lecture/76.5 hours lab
This course covers a recent version of Microsoft Excel for Windows for students who have an understanding of computers and desire comprehensive knowledge of a business tool used to organize, edit, and present data using spreadsheets. This course is designed to prepare students to take the Microsoft Office Specialist [MOS] exam on the Microsoft Excel application.

CA 55 - Using a Word Processor
0.5 unit
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
5 hours lecture/15 hours lab
This course teaches the fundamentals of Microsoft Windows and Word for Windows. It acquaints the students with the proper way to solve word processing problems in a Windows environment. This course has been approved for online and hybrid delivery.

CA 56 - Using a Spreadsheet
0.5 unit
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
5 hour lecture/15 hours lab
Use of a widely-used spreadsheet program. Practical experience for familiarity and skill in operating the software, as well as problem solving in

business applications will be stressed. This course has been approved for online and hybrid delivery.

CA 58 – Presentation Application for Business
1.5 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
12.75 hour lecture/38.25 hours lab
This course covers a recent version of Microsoft PowerPoint for students who have a basic understanding of computers and desire an understanding of the strategies applied to planning, preparing, and creating high-quality business presentations. This course is designed to prepare students to take the Microsoft Office Specialist [MOS] exam on the Microsoft PowerPoint application.

CA 60 – Email and Calendar Application for Business
1.5 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
12.75 hour lecture/38.25 hours lab
This course covers a recent version of Microsoft Outlook for students who have a basic understanding of computers and desire comprehensive knowledge of a business tool to organize and manage email messages, appointments, meetings, contacts and tasks. This course is designed to prepare students to take the Microsoft Office Specialist [MOS] exam on the Microsoft Outlook application.

COMPUTER OFFICE TECHNOLOGY

COT 50 - Keyboarding, Level 1
1.0 unit

51 hours lab
A course to enable a beginning keyboarding student to acquire the ability to keyboard by touch, develop proper keyboarding techniques, build speed and accuracy skills and apply these skills to personal and business communications. This course has been approved for online delivery.

COT 52 - Keyboarding, Level 2
1.0 unit

Prerequisite: COT 50
51 hours lab
Reviews basic production techniques. Presents a variety of office situations where emphasis is upon office skill development including editing, abstracting information, decision making, setting priorities, work flow, following directions and working under pressure. This course has been approved for online delivery.

COT 59 - Business Machines: 10 Key
1.0 unit

34 hours lab
A course to enable the student to acquire ability to operate the electronic calculator by touch with correct utilization of function keys. Training on various computations using the Electronic Printing Calculator in areas of retailing, financial management and accounting.

COMPUTER SCIENCE

CS 1 - Computer Literacy
3.0 units
CSU/UC

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.
34 hours lecture/51 hours lab
This course introduces students to the following areas in computer science: An operating system such as Windows, Application programs which include a word processor, spreadsheet, database and presentation, A programming language; The Internet and the creation of web pages; Internal structure and basic functions of computers; Cultural implications of computers on our society. This course has been approved for online and hybrid delivery.

COUNSELING & GUIDANCE

CG 1 - Strategies for Creating Success in College and in Life
3.0 units
CSU/UC
General Education Area E1
CSU GE Area E

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course is designed to enable students to develop and improve skills needed to be successful in college and in life. These skills include study techniques, goal setting, test-taking, note-taking, memory techniques, time management and personal issues such as stress management, drug and alcohol addiction, communication and decision making. This course has been approved for correspondence, hybrid and online delivery.

DEVELOPMENTAL STUDIES

DS 110 - Computer Access 1
0.5-3.0 units

25.5-153 hours lab (R)
Designed for students with learning, visual, physical, or language impairments. Provides training in computer access technologies within the context of document processing. This course has been appoved for online and hybrid delivery.

DS 111 - Computer Access II
0.5-3.0 units

25.5-153 hours lab (R)
Designed for students with learning, visual, physical, or language impairments. Provides training in computer access technologies within the context of advanced document processing skills and basic spreadsheet and data base programs.

DS 112 - Computer Access Projects
0.5-3.0 units

25.5-153 hours lab (R)
Designed for students with learning, visual, physical, or language impairments. Provides an opportunity for the student who is already familiar with computers and/or adaptive technologies to work on independent projects, perfect job skills or attain greater mastery of the technology(s). This course has benn approved for online and hybrid delivery.

DS 113 - Developmental Skills: Personal Assessment
0.5-1.0 unit

8.5-17 hour lecture (R)
A course designed to provide the learning disabled student with specific information about his/her own learning process. Explores existing concepts, theories, and practices related to self-appraisal, defense mechanisms, self-concept and interpersonal relations as these relate to their disability. Credit for this course will not apply to the associate degree.

DS 114 - Developmental Skills: Reading
0.5-1.5 units

25.5-76.5 hours lab (R)
An individualized program to improve the reading comprehension skills of the learning disabled student. Emphasis will be placed on reading comprehension, vocabulary, and critical thinking. This course has been approved for online, coreespondence and hybrid delivery.

DS 115 - Developmental Skills: Writing Skills
3.0 units
51 hours lecture (R)
A course designed to instruct the learning disabled student in writing skills. Emphasis will be placed on vocabulary development, in-depth sentence formation, and critical thinking. This course has been approved for online, hybrid and correspondence delivery.

DS 116 - Developmental Skills: Math
0.5-1.5 units
76.5 hours lab (R)
An individualized program to improve the math skills of the learning disabled student. Emphasis will be placed on developing the student's skills for vocational competency or through the beginning algebra academic level, depending upon the student's goal. This course has been approved for online, hybrid and correspondence delivery.

DS 120 - Adaptive Fitness
1.0 unit
51 hours lab (R)
This course is designed to provide development and maintenance of strength, flexibility and aerobic fitness, through sport and fitness activities, for students with a verified physical disability. Repeatable as needed, pursuant to special class repetition standards. This course has been approved for online and hybrid delivery.

DS 121 - Adaptive Individual Sports: Bowling
1.0 unit
51 hours lab (R)
This course will allow students who have a substantial developmental delay or disorder in physical development regardless of ability to have the opportunity to develop and improve their bowling skills ranging from equipment adjustment to advanced bowling skills. Students will develop greater degrees of functional skills including: social independence, fundamental motor skill, object control, problem solving, physical well-being and the ability to participate in the lifelong sport of bowling. Repeatable as needed, pursuant to special class repetition standards.

DS 122 - Adaptive Individual Sports: Weight Training
1.0 unit
51 hours lab (R)
This course will allow students who have a substantial developmental delay/physical limitation regardless of ability to have the opportunity to develop and improve strength, bone health, and daily function. Weight training skills will range from proper safety guidelines in equipment usage, lifting, workout selections, spotting fundamentals and practice procedures. Students will develop a well-rounded exercise routine that will help improve their health, physical function, self-esteem, and behavior. Repeatable as needed, pursuant to special class repetition standards. This course has been approved for online and hybrid delivery.

ECONOMICS

ECON 10 - Macro-Economics
3.0 units
CSU/UC
General Education Area B
CSU GE Area D2
IGETC Area 4B
C-ID ECON 202
Prerequisite: Elementary Algebra or equivalent multiple measures placement
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
An introduction to modern macroeconomic analysis. Emphasis is placed on market systems, aggregate measures of economic activity, fiscal and monetary policy, and public policy recommendations. This course has been approved for hybrid, online and correspondence delivery. This course may use a free Open Education Resource textbook.

ECON 11 - Micro-Economics
3.0 units
CSU/UC
General Education Area B
CSU GE Area D2
IGETC Area 4B
C-ID ECON 201
Prerequisite: Elementary Algebra or equivalent multiple measures placement
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
An introduction to market systems, supply and demand model, and decision making in different market structures. Topics include the supply and demand framework, elasticity, government intervention, and decision making in the market structures of perfect competition, monopoly, monopolistic competition, and oligopoly. This course has been approved for correspondence, hybrid and online delivery. This course may use a free Open Education Resource textbook.

EDUCATION

ED 1 – Tools for Teaching
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This interactive course presents an overview of knowledge and skills related to designing and delivering appropriate curriculum and fostering a supportive learning environment for adult learners. The course examines the teaching and learning transaction and key teacher responsibilities and activites. Specific attention is paid to relevant learning theories and teaching techniques that maximize the effectiveness of instruction. Students will examine the teachers' role in fostering the joy of learning for adults using instructional systems design principles. Students engage in the production and presentation of an instructional package including instructional strategies, materials and technologies, classroom management practices, and the multiple measures of learning. This course has been approved for hybrid delivery.

ED 2 – Introduction to Elementary Classroom Instruction
3.0 units
CSU
C-ID EDUC 200
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This interactive course introduces students to the concepts and issues related to teaching diverse learners in today's contemporary schools, Kindergarten through grade 12 (K-12). Topics include teaching as a profession and career, historical and philosophical foundations of the American education system, contemporary educational issues, California's content standards and frameworks, and teacher performance standards. In addition to class time, the course requires a minimum of 45 hours of structured fieldwork in public school elementary classrooms that represent California's diverse student population, and includes cooperation with at least one carefully selected and campus-approved certificated classroom teacher. This course has been approved for online delivery.

EMERGENCY MEDICAL TECHNICIAN or RESPONDER

EMT 21 – Emergency Medical Responder
2.5 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
36 hours lecture/29 hour lab (R)
This course meets public safety standards published by U.S. Department of Transportation's Emergency Medical Responder curriculum. The course will prepare the student for certification (two-year) by the Northern California Emergency Medical Service. This course is repeatable as necessary to maintain certification. Additional State Certification Fees will apply. This course has been approved for online and hybrid delivery.

EMT 60 - Emergency Medical Technician 1 (Basic)
6.5 units
Prerequisite: Current CPR certification or equivalent
85 hours lecture/69 hours lab (R)
Covers all techniques of emergency medical care and transportation of the sick and injured within the responsibilities of the Emergency Medical Services Authority requirements referenced in Title 22, Division 9, Chapter 2, Article 1 of the California Administrative Code. Upon successful completion, the student will be eligible to take the Certification Exam for Emergency Medical Technician-1 Ambulance or Emergency Medical Technician - B (Basic). The student will be required to complete an additional 32 hours of on-the-job emergency training outside the scheduled classroom hours to meet state requirements. The student must possess a valid CPR card from ASHI, ARC or AHA. This course may be taken as necessary for certification. Approved for online and hybrid delivery.

EMT 61 - Emergency Medical Technician-B Refresher
1.0 unit
Prerequisites: Current EMT-B, certification that has been expired for no more than one year. Must possess a valid CPR card and demonstrate ability to perform CPR skills to current ASHI, ARC, or AHA standards.
14 hours lecture/18 hours lab
A 32 hour course that provides, to the certified EMT-B (Basic) student, a review of didactic knowledge and practical skills required to recertify, as outlined by the State of California regulations. For EMT-B's who are maintaining certification with the National Registry of EMT's (NREMT), this course is also approved for the required Transition course. Repeatable as necessary to maintain certification This course hase been approved for online and hybrid delivery.

ENGLISH

ENGL 1 - College Composition
3.0 units
CSU/UC
General Education Area D1
CSU GE Area A2
IGETC Area 1A
C-ID ENGL 100
Prerequisite: Successful completion of ENGL105 or equivalent multiple measure placement.
51 hours lecture
A refinement of the skills of writing and critical reading, emphasizing the relationship between purpose and form, clarity, coherence and unity, accuracy of expression, the development of the writer's voice and style, the elements of critical thinking, and the development of the research paper and specific strategies to prepare for university studies. This course has been approved for online, hybrid and correspondence delivery.

ENGL 2 - Introduction to Literary Types
3.0 units
CSU/UC
General Education Area C
CSU GE Area C2
IGETC Area 3B
C-ID ENGL 120
Prerequisite: English 1
51 hours lecture
This course introduces representative works from major genres, develops students' close reading and analytical writing skills, and promotes appreciation and critical understanding of the cultural, historical, and aesthetic qualities of literature. This course has been approved for online and hybrid delivery.

ENGL 3 – British Literature I
3.0 units
CSU/UC
General Education Area C
CSU GE Area C2
IGETC Area 3B
C-ID ENGL 160
Prerequisite: English 1
51 hours lecture
This course surveys British literature from the Middle Ages to the late eighteenth century. Areas of focus include the literary traditions and context as well as relevant historical, philosophical, social and political developments. This course has been approved for online, hybrid and correspondence delivery.

ENGL 4 – British Literature II
3.0 units
CSU/UC
General Education Area C
CSU GE Area C2
IGETC Area 3B
C-ID ENGL 165
Prerequisite: English 1
51 hours lecture
This course surveys British literature from the late eighteenth century to contemporary British and post-colonial texts. Areas of focus include the literary traditions and context as well as relevant historical, philosophical, social and political developments. This course has been approved for online, hybrid and correspondence delivery.

ENGL 5 – Survey of World Literature II
3.0 units
CSU/UC
General Education Area C
CSU GE Area C2
IGETC Area 3B
C-ID ENGL 145
Prerequisite: English 1
51 hours lecture
This course is a comparative study of selected works, in translation and in English, of literature from around the world, including Europe, the Middle East, Asia, and other areas, from the mid or late seventeenth century to the present.This course has been approved for online and hybrid delivery.

ENGL 7 – Argumentative Writing and Critical Thinking Through Literature
4.0 units
CSU/UC
General Education Area C
CSU GE Area A3
IGETC 1B
C-ID ENGL 110
Prerequisite: English 1
68 hours lecture
This course offers instruction in analytical, critical, and argumentative writing, critical thinking, research strategies, information literacy, and proper documentation through the study of literary works from major genres, while developing students' close reading skills and promoting an appreciation of the aesthetic qualities of literature. This course has been approved for Hybrid (online/traditional) Delivery.

ENGL 9 - Critical Thinking and Composition
3.0 units
CSU/UC
General Education Area D1
CSU GE Area A3
IGETC Area 1B
C-ID ENGL 105
Prerequisite: English 1
51 hours lecture
This course is designed to develop critical thinking, reading, and writing skills beyond the level achieved in English 1. The course will focus on the development of logical reasoning and analytical and argumentative writing skills. This course has been approved for online, hybrid and correspondence delivery.

ENGL 10 – Shakespeare
3.0 units
CSU/UC
General Education Area C
CSU GE Area C2
IGETC Area 3B
Prerequisite: English 1
51 hours lecture
Plays of Shakespeare will be analyzed and discussed. The development and evaluation of Elizabethan and Jacobean drama will be studied and Shakespeare's achievements considered in that light. Each student will produce an independent paper on a work, character, or theme of interest. This course has been approved for online, hybrid and correspondence delivery.

ENGL 12 - Survey of American Literature II
3.0 units
CSU/UC
General Education Area C
CSU GE Area C2
IGETC Area 3B
C-ID ENGL 135
Prerequisite: English 1
51 hours lecture
This course introduces students to a wide range of American authors and their relationship to major literary and intellectual movements from the second half of the nineteenth century to the present. This course will include the emergence of realism and naturalism in the post-war industrial era. Humorists, local color writers, the revival of poetry, nationalism, cosmopolitanism, and the fiction of the early twentieth century will be studied. This course has been approved for online, hybrid and correspondence delivery.

ENGL 22 – Creative Writing
3.0 units
CSU/UC
General Education Area C
C-ID ENGL 200
Prerequisite: English 1
51 hours lecture
An introduction to the craft of creative writing through the study and analysis of works by established and peer writers. Students will practice writing in various genres and will be introduced to the workshop method. This course has been approved for hybrid and correspondence delivery.

ENGL 33 – Studies in Fiction
3.0 units
CSU/UC
General Education Area C
CSU GE Area C2
IGETC Area 3B
Prerequisite: English 1
51 hours lecture
This course will examine the nature of prose fiction and its various forms, explore periods and themes evident in a given work, and emphasize a critical apparatus that will allow students to critically reflect on and engage with various types of literature. This course has been approved for online, hybrid and correspondence delivery.

ENGL 34 – Studies in Poetry
3.0 units
CSU/UC
General Education Area C
CSU GE Area C2
IGETC Area 3B
Prerequisite: English 1
51 hours lecture
This course will examine the aesthetic, semiotic, and prosodic qualities of poetry from both the 20th and 21st centuries. Through selected readings, this course will foster close reading/analysis of contemporary poetry, providing an understanding of poetic form and function (poetics). This course has been approved for online, hybrid and correspondence delivery.

ENGL 105- Introduction to College Reading, Writing, and Critical Thinking
3.0 units
51 hours lecture
Development of reading, writing, and critical thinking skills including reading for comprehension, summarizing, paraphrasing and directly quoting, writing responses to readings, integrating ideas from multiple sources to support a single idea, appropriately citing sources and writing essays. This course has been approved for online, hybrid and correspondence delivery.

ENGL 105A- Reading and Writing Support
1.0 units
Corequisite: ENGL 105 or ENGL 1
51 hours lab
The emphasis of this course is to provide support for students in college level reading, writing and critical thinking. Course includes review and application of the basic skills needed for clear written expression. Students will explore grammar, sentence and paragraph structure, essay organization, research and reading skills in the context of work being completed in ENGL 105 Introduction to College Reading, Writing and Thinking or ENGL 1 Freshman Composition. This course has been approved for online, hybrid and correspondence delivery.

ETHNIC STUDIES

ES 1 - Ethnic Minorities in America
3.0 units
CSU/UC
General Education Area B
CSU GE Area D3
IGETC Area 4C
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
A survey of the history, culture and folklore of the American people providing a sociological analysis of race, ethnicity and racism. This course has been approved for online and correspondence delivery.

FILM

FILM 1 - History of the Cinema
3.0 units
CSU/UC
General Education Area C
CSU GE Area C1
IGETC Area 3A
Recommended Preparation ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course is designed as an introduction to film history, focusing on methods and analysis. Works of Edison, Lumieres, Chaplin, J. Ford, Hitchcock, Wells, Allen, Brooks, Coppola and other will be examined. This course has been approved for online delivery.

FIRE TECHNOLOGY

FS 3 - Fundamentals of Fire Prevention
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
The history and philosophy of fire prevention, organization and operation of fire prevention bureaus, use of fire codes, identification and correction of fire hazards, and the relationship of fire prevention with fire safety education and detection/suppression systems. This course has been approved for online, hybrid and correspondence delivery.

FS 4 - Fire Protection Equipment and Systems
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course provides an introduction to the design and operation of fire detection and alarm systems, heat and smoke control systems, special protection and sprinkler systems, water supply for fire protection, and portable fire extinguishers. This course has been approved for online, hybrid and correspondence delivery.

FS 5 - Fire Orientation and Organization
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course provides an overview to fire protection and emergency services; career opportunities in fire protection and related fields; culture and history of emergency services; fire loss analysis; organization and function of public and private fire protection services; fire departments as part of local government; laws and regulations affecting the fire service; fire service nomenclature; specific fire protection functions; basic fire chemistry and physics; introduction to fire protection systems; introduction to fire strategy and tactics; life safety initiatives. This course has been approved for online, hybrid and correspondence delivery.

FS 6 - Building Construction for Fire Protection
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course provides for the study of the components of building construction that relate to fire safety. The elements of construction and design of structures are shown to be key factors when inspecting buildings, preplanning fire operations and operating at fires. The development and evolution of building and fire codes will be studied in relationship to past fires in residential, commercial, and industrial occupancies. This course has been approved for hybrid and correspondence delivery.

FS 8 – Wildland Fire Suppression
2.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
16 hours lecture/48 hours lab
Training in the use of tools of wildland fire suppression, and experience in the cooperative working relationship of a wildland fire suppression crew. Subject coverage includes responsibility as a fire crewperson, safe working habits, hand tools of firepumps, map and compass,tool maintenance, pumping operations and safety , air operations and safety, tractor operations and safety, wildland fire tactics, structural fire tactics, mop-up activities, fireline location and construction and radio use.

FS 13 - Fire Behavior and Combustion
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course of study presents theories and fundamentals of how and why fires start, spread and are controlled; an in-depth study of fire chemistry and physics; fire characteristics of materials; extinguishing agents; and fire control techniques. This course has been approved for online, hybrid and correspondence delivery.

FS 14 - Principles of Fire Safety and Survival
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course will introduce the student to fundamental issues relating to firefighting safety and survival. Students will evaluate case studies in which firefighters have been killed or injured. In addition, each student will be required to give an oral presentation based on an analysis of a “near miss” fatal fire/rescue scenario. Additionally, this course will introduce the student to the National Firefighter Life Safety initiatives, which focus on the need for both cultural and behavioral change throughout the emergency services disciplines. This course has been approved for online, hybrid and correspondence delivery.

FS 20 - First Aid and CPR for the Public Safety Employee
1.5 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
26 hours lecture (R)
Introduction to injury and illness including preparation for rendering assistance for the public safety personnel including administration of first aid, CPR, and use of AED according to the standards set forth in California Code of Regulations Title 22. Social Security Division 9. Prehospital Emergency Medical Services Chapter 1.5. First Aid and CPR Standards and Training for Public Safety Personnel. This course meets Title 22 regulations and is approved by the Local Emergency Medical Services Authority (LEMSA). A $10.00 certification fee applies. May be repeated as needed for recertification. This course has been approved for hybrid delivery.

FS 23 - Firing Operations (S-219)
1.0 units
CSU
Prerequisites: FS 75 Fire behavior (S-290)
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
16 hours lecture (2 day)
This course introduces the roles and responsibilities of a firing boss, common firing devices, and general firing operations and techniques. Although comprehensive in nature, the coursework

is not a substitute for the dynamic fire environment.

FS 26 - Basic Air Operations (S-270) 1.0 unit
CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

16 Hours Lecture (2 Day)

This course covers aircraft types and capabilities, aviation management and safety, tactical and logistical uses of aircraft, and requirements for helicopter take-off and landing areas.

FS 49 - Fire Science Work Experience
1.0-8.0 units

CSU

General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

600 hours lab (R)

This work based learning course is designed to assist students with educational or career goals in fire technology, who are working in the field of fire suppression, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid and correspondence delivery

FS 50 – Rapid Intervention Crew (RIC) Operations
0.5 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement. Fire Fighter I Training, FS 80 Fire Fighter Survival or equivalent.

4 hours lecture/20 hours lab

The Rapid Intervention Crew (RIC) Operations course trains fire fighters to rescue a downed fire fighter in an immediately dangerous to life and health (IDLH) environment was developed in the continuing effort to reduce the number of fire fighter injuries and deaths that occur regularly. Students train using evolutions and scenarios based off tragedies suffered by fellow fire fighters from departments across the country. Students receive information on how to locate and use these LODD studies as training and prevention tools throughout their careers. The course focuses on the three phases of a RIC operation: 1) pre-deployment, 2) deployment, and 3) rescue. During the class, you will also gain a greater understanding of RIC operations terminology and the RIC mindset. A supplemental $81.00 fee will be charged including a $5.00 materials fee for student manual flash drive and a $76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration.

FS 51 – Introduction to Fire Technology Careers
1.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hours lecture

This course provides the basic knowledge to begin a career in the field of Fire Technology. Students will be introduced to the major branches of the fire service communities and the procedures used to complete an application for each of these departments.

FS 54 – National Incident Management System (NIMS-700a)
0.5 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

b. hours lecture

This course introduces and overviews the National Incident Management System (NIMS). NIMS provides a consistent nationwide template to enable all government, private-sector, and nongovernmental organizations to work together during domestic incidents

FS 56 – Helicopter Crewmember (S-271) 2.0 units
Prerequisite: FS-61 Basic Firefighter Training **(**Basic 32)

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

32 hours lecture/8 hours lab

This course is designed to meet the training needs of a helicopter crew member. Upon completion, the student will be able to demonstrate proficiency in all identified areas of helicopter use to safely achieve efficiency and standardization.

FS 57 - Vehicle Extrication
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

8 hours lecture/8 hours lab

This course provides students with hands-on experience in the procedures utilized during an automobile extrication incident. Course certified by of the California State Fire Marshal. Additional State Certification Fees apply. This course may be taken as needed due to the evolving extrication methods, various vehicle technological changes, and new modern tools used in the various rescue plans as well as victim care requirements. A supplemental $81.00 fee will be charged including a $5.00 materials fee for student manual flash drive and a $76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration.

FS 59 – Confined Space Awareness
0.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

8.5 hours lecture

This course will introduce fire service personnel to the codes that impact operations within confined spaces, the hazards of confined spaces, equipment and procedures required to deal with a confined space rescue safely and legally, basic operational positions, and their responsibilities as set forth by CAL-OSHA. A supplemental $81.00 fee will be charged including a $5.00 materials fee for student manual flash drive and a $76.00 State Fire Training FSTEP certification fee is due to Lassen

Community College and will be collected at the time of registration.

FS 60 - Wildland Firefighter (CalFIRE Basic Training)

5.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

Previous or concurrently: FS 61, FS 51, FS59, FS72, FS80, FS 81 FS 20, or equivalent.

64 hours lecture/82hours lab

This course provides students with the knowledge and skills to perform basic firefighter tasks. Topics include: fire physics and terminology; fireline safety; aircraft safety; self-contained breathing apparatus; mobile equipment orientation; fire equipment orientation; wildland and structure firefighting operations. Instructor permission is required to enroll in this course.

FS 60A - Basic Fire Crew Firefighter

3.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture (2 weeks)

This course provides basic knowledge, skills and ability for those individuals seeking a position on an operational CAL FIRE hand crew. This course requires instructor authorization prior to enrollment. (CAL FIRE 58)

FS 61 - Basic Firefighter Training (Basic 32)

2.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

34 hours lecture, 8 hours lab

This course provides basic training in wildland fire suppression and crew person subject overage includes wildland fire behavior, skills of wildland fire suppression, practice with common fireline hand tools, and working safely in wildland fire environment. [Meets U.S. Forest Service and Bureau of Land Management requirements for Firefighter Type 2: L-180, S-130 and S-190.] To be awarded the certificates at the end of the course students must successfully complete the Federal Emergency Management Agency (FEMA) IS-100 (Introduction to the Incident Command System, ICS-100) and IS-700 (An introduction to the National Incident Management System) online at https://training.fema.gov/ (free to students).

FS 64 Instructor 1 Instructor Methodology

2.5 units

Recommended Preparation:
Introduction to the Incident Command System (IS-100.B)
FEMA or National Incident Management System (IS-700.A, FEMA)

40 hours lecture

This course provides the skills and knowledge needed for the entry level professional instructor to perform his or her duties safely, effectively, and competently. The curriculum is based on the 2012 edition of NFPA 1041 Standard for Fire Service Instructor Professional Qualifications. At the end of this course, candidates for Instructor I certification will be able to teach and deliver instruction from a prepared lesson plan utilizing instructional aids and evaluation instruments. The Instructor I will also be able to adapt a lesson plan and complete the reporting requirements to the local jurisdiction. A supplemental State Fire Training CFSTES certification fee of $141.00 is due to Lassen Community College and will be collected at the time of registration.

FS 64B Instructor II Instructional Development

2.0 units

Required Preparation
FS 64 Instructor I or equivalent

40 hours lecture

This course is designed for those seeking to become fire service instructors. It provides the skills and knowledge needed for the intermediate level professional instructor to perform his or her duties safely, effectively, and competently. At the end of this course, candidates for Instructor II certification will be able to develop lesson plans and evaluation instruments, teach and deliver instruction, and evaluate and coach other instructors. The Instructor II will also be able to analyze resources and formulate a program budget. The State Fire Training Course Fee of $141.00 will be collected at registration.

FS 65A – Driver Operator 1A – Emergency Vehicle Operations

1.5 units

18 hours lecture/27 hours lab

This course provides the student with information on driver responsibilities, recognized standards, and related laws for fire apparatus. Topics include basic inspections, documentation, maintenance, and troubleshooting fire apparatus, and techniques on driving and positioning fire apparatus. Each student also has the opportunity to increase his or her driving skills during simulated driving conditions. A supplemental State Fire Training CFSTES certification fee of $141.00 is due to Lassen Community College and will be collected at the time of registration.

FS 65B – Driver Operator 1B - Pump Operations

1.5 units

Prerequisite(s): FS 65A Driver Operations 1A

18 hours lecture/27 hours lab

Course provides the student with the information, theory, methods and techniques for operating fire service pumps, including: types of pumps, engine and pump gauges maintenance, unsafe pumping conditions, pressure relief devices, cooling systems, water supplies, drafting field hydraulics, and pumping operations. A supplemental State Fire Training CFSTES certification fee of $141.00 is due to Lassen Community College and will be collected at the time of registration.

FS 65C – Wildland Fire Apparatus Operations

0.5 units

Prerequisite(s): FS 65A Driver Operations 1A. FS 65B Driver Operator 1B, OSFM Fire Fighter I

7 hours lecture/17 hours lab

This course is designed to provide students with accepted statewide protocol and procedures for operation of a wildland fire apparatus. Course topics include: preventive maintenance, routine tests, inspections, and servicing functions on the systems and components unique to wildland fire apparatus. In addition students will participate in activities to practice proper operation of a wildland fire apparatus and production of an effective fire stream. Course certified by of the California State Fire Marshal. Additional State Certification Fees apply. A supplemental State Fire Training CFSTES certification fee of $141.00 is due to Lassen Community College and will be collected at the time of registration.

FS 70 – Heavy Equipment Boss (S-236)

1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

24 hours lecture (1 week)

This course is designed to meet training recommended for the dozer boss on an all risk incident. Trainees will be taught to ensure that a dozer has been properly inspected and signed up, ensure a dozer operator is qualified and signed up, determine the capabilities and limitations of the dozer and operator to perform an assignment, and the actions to complete an assignment. Must have Firefighter Type 1 qualifications to receive NWCG Certificate.

FS 70A - Single Resource Academy (S-230, S-231, S-232)
2.0 units

Prerequisite(s): FS 98.18 (Annual Fire Refresher Training – RT-130) and FFT 1
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
28 hours lecture/4 hours lab
This course is designed as a classroom skill course to produce proficiency in the performance of all duties associated with the single resource Engine Boss, Crew Boss and Dozer Boss from initial dispatch through return to home unit. Instructional topics include: preparation and mobilization, assignment preparation, tactics and safety, off-line duties, demobilization, and post-incident activities. This course may be taken as needed to meet legally mandated training requirements.

FS 70B - Engine Boss (Single Resource)
1.0 units

Prerequisite(s): FS-70A Single Resource Academy (S-230, S-231, S-232) **or** Firefighter Type 1 qualifications and have successfully completed an agency S-230 course. **Recommended Preparation:** ENGL105 or equivalent multiple measures placement.
16 Hours Lecture
This course is designed as a classroom skill course to produce trainee proficiency in the performance of all duties associated with the single resource engine boss, from initial dispatch through return to home unit. Instructional topics include: preparation and mobilization, assignment preparation, tactics and safety, off-line duties, and demobilization, post-incident activities. This course may be taken as needed to meet legally mandated training requirements. Must have Firefighter Type 1 qualifications and have successfully completed an agency S-230 course, or FS-70A Single Resource Boss Academy to receive NWCG certificate.

FS 70C - Single Resource Crew Boss
1.0 units

Prerequisite(s): FS-98.18Annual Fighter Training **or** Firefighter Training 1
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
24 Hours Lecture
This course is designed as a classroom skill course to produce trainee proficiency in the performance of all duties associated with the single resource crew boss, from initial dispatch through return to home unit. Instructional topics include: preparation and mobilization, assignment preparation, tactics and safety, off-line duties, and demobilization, post-incident activities.

FS 72 – HazMat First Responder - Operations
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
24 hours lecture (1 week) (R)
This course provides information about basic strategies to safe-guard the health and safety of emergency responders when their work involves potential exposure to hazardous materials. Topics include detection of the presence of hazardous materials, hazardous materials references and safe work practices around potentially hazardous materials. This course may be taken as necessary to maintain certification. A $5.00 materials fee for student manual flash drive will be collected at the time of registration.

FS 72A – HazMat First Responder - Refresher
0.5 unit

Prerequisite: FS 72 First Responder - Hazardous Materials
9 hours lecture (2 days) (R)
This course is designed to refresh students who are likely first responders to Hazardous Materials events. Within the operational role, course topics include risks and outcomes of hazardous materials, operational roles, safety procedures, stabilization of the scene, decontamination of victims and equipment and communication and coordination with agencies. This course is certified by the California Specialized Training Institute and students successfully completing the class will be issued a CSTI certificate. There will be a state certification fee for this class. This course may be taken as necessary to maintain certification. A $5.00 materials fee for student manual flash drive will be collected at the time of registration.

FS 72B – HazMat First Responder - Decontamintion
0.5 unit

Prerequisite: FS 72 First Responder - Hazardous Materials
8.5 hours lecture
This course is designed for personnel previously trained to the Haz Mat First Responder Operations (FRO) level, to conduct responder decontamination as part of an organized response to incidents such as those involving hazardous materials (Haz Mat) releases or weapons of mass destruction. A supplemental $81.00 fee will be charged including a $5.00 materials fee for student manual flash drive and a $76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration.

FS 74 - Fire in the Interface (S-215)
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
24 hours lecture (1 week)
This course is designed to meet the training needs for initial attack incident commanders and company officers confronting wildland fires that threaten life and property and improvements in the wildland/urban interface. Must be qualified as a Firefighter Type 1 and the instructor will verify qualifications before signing the registration card.

FS 75 - Fire Behavior (S-290)
2.0 units

Prerequisite: FS 61 – Basic Firefighter Training (Basic 32) **or** FS 60 - Wildland Firefighter (CalFIRE Basic Training); **or** S-190 Certification
37 hours lecture (1 week)
This course provides instruction in the identification and prediction of wildland fire behavior problems in various fuel types and under varying weather conditions.

FS 76 - Firefighter Type 1 (Squad Boss) (S-131)
0.5 unit

Prerequisite: FS-61 Basic Firefighter Training (Basic 32) **or** FS-60-Wildland Firefighter (CalFIRE-Basic Training). ***This prerequisite is mandated by federal requirements through NWCG (National Wildland Coordinating Group).***
8 hours lecture
This course is designed to be interactive

in nature. It contains several tactical decision games designed to facilitate learning the objectives through class discussion.

FS 77 - Human Factors on the Fireline (L-180)
0.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
9 hours lecture (1 week)
This training course addresses human performance content that relates to the individual, including situation awareness, communication, decision making, risk management, and teamwork skills. The desired outcome of this training is improved awareness of human performance issues on the fireline so that individual firefighters can integrate effectively into teams/crews working in dynamic, high-risk environments.

FS 78 - Followership to Leadership (L-280)
1.0 unit

Prerequisite: This prerequisite is mandated by federal requirements through NWCG (National Wildland Coordinating Group). FS 77 Human Factors on the Fireline L-180 **and** FS 61-Basic Firefighter Training (Basic 32) **or** FS 60 – Wildland Firefighter (CDF Basic 67).
17 hours lecture (1 week)
This training course is designed as a self-assessment opportunity for individuals preparing to step into a leadership role. The course combines one day of classroom instruction followed by a second day in the field with students working through a series of problem solving events in small teams (Field Leadership Assessment Course). Must have experience on fire incident assignments in operations or support functions to receive NWCG Certificate.

FS 80 - Fire Fighter Survival
1.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
17 hours lecture
This course will supply the student with a greater understanding of the need for situational awareness, firefighter survival skills, and the technical survival skills to help you avoid committing fatal errors on the fire ground. Avoiding situations that could cause you to become lost, trapped, or injured is the best way to prevent tragedies at a fire scene. The Fire Fighter Survival course will aid in preventing fire fighter emergencies by teaching personnel to be resourceful when facing dangerous entrapment situations. A supplemental $81.00 fee will be charged including a $5.00 materials fee for student manual flash drive and a $76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration.

FS 81 – Wildland Fire Fighter Safety and Survival
0.5 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
8.5 hours lecture
This course is designed to look at Wildland fire entrapments, their causes and what a firefighter can do to avoid them. Several topics will be looked at, discussed and studied from near misses and entrapments in the wildland fire service. Emphasis will be learning from history and why fire entrapments occur and how they might be avoided. Using Office of the State Fire Marshall (OSFM) 4000 Policy.

FS 84 - Lessons Learned (Fatality Fire Case Studies)
1.0 unit

Prerequisite:FS 61 Basic Firefighter (Basic 32) or equivalent
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
16 hours lecture/4 hour lab (4 weeks)
The purpose of the Lessons Learned training course is by its nature firefighting is a dangerous undertaking. Wildland fires are dangerous because they are dynamic and constantly changing as the result of many complex factors. Unfortunately, sometimes wildland fires bring death and injury to firefighters. Each firefighter fatality should motivate us to study the incident, learn from it, and share the lessons of this blunt but effective teaching tool so that others may engage wildland fires without paying such a price.

FS 85 - Understanding Maps, Compass, and GPS
1.0 unit

Recommended Preparation ENGL105 or equivalent multiple measures placement.
8 hours lecture 10 hours lab
Learn to navigate using topographic and other maps used with the compass and Global Positioning Systems (GPS). Discusses topography contours, map scales, and map projections. Navigate in the field using inexpensive modern compass and GPS receiver to define desired directions of travel and use them on the ground. Discussion of different hand-held GPS receivers, their usefulness, accuracy, and important features for use in the field. Students will learn how to use the GPS receiver and/or compass with map to determine accurate altitude information in land navigation and how to minimize navigation errors caused by the effects of weather and other natural interference. There will be a $5.00 student materials fee for flash drive containing student text.

FS 89 – Wildland Fire Chainsaws (S-212)
1.5 unit

Prerequisite(s): FS-61 Basic Firefighter Training (Basic 32) or FS 60A or equivelent
24 hours lecture/4 hours lab (1 week)
This course provides an introduction to the function, maintenance and use of internal combustion engine powered chainsaws and their tactical wildland fire application. Field exercises support entry level training for firefighters with little or no previous experience in operating a chain saw, providing hands-on cutting experience in surroundings similar to fireline situations. Repeatable as needed for certification.

FS 90 – Portable Pumps and Water Use (S-211)
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
16 hours lecture/4 hours lab (1 week)
This course is designed to meet training needs of a Firefighter Type 1 or Incident Commander Type 5. Course content will provide the knowledge and skills needed to design, set up, operate, troubleshoot, and shut down portable water delivery systems.

FS 91- I-Suite Incident Based Automation
1.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
25.5 hours lecture
I-suite is a data entry system used on wildland fire incidents. This course well teach students how to use the I-suite computer system, how to enter data online, and how to interface with other data systems on a wildland fire incident.

FS 92A Company Officer 2D: Human Resource Manangement for Company Officers
2.1 units

Prerequisites: Meet educational requirements for FF II. A copy of your Firefighter II certificate must be presented to the instructor on the first day of class.

40 hours lecture

This course is designed for experienced firefighters seeking promotion to the rank of company officer. This course prepares or enhances the ability of first time supervisors through provision of information on the use of human resources to accomplish assignments, evaluating member performance, supervising personnel, and integrating health and safety plans, policies and procedures into daily activities as well as the emergency scene. This course is part of a series of five core professional development courses required for the California State Fire Training Company Officer Certification. Successful students in this course earn credit towards the degree while meeting California State Fire Training certification requirements. A supplemental State Fire Training CFSTES certification fee of $141.00 is due to Lassen Community College and will be collected at the time of registration.

FS 92B Company Officer 2D: General Administrative Functions for Company Officers
1.0 units

Prerequisites: Meet educational requirements for FF II. A copy of your Firefighter II certificate must be presented to the instructor on the first day of class.

Units

20 hours lecture

This course is designed for practicing firefighters seeking promotion to the rank of company officer. This course prepares or enhances the ability of first time supervisors through provision of information on general administrative functions and the implementation of department policies and procedures and addresses conveying the fire department's role, image and mission to the public. This course part of a series of five core professional development courses required for the California State Fire Training Company Officer Certification. Successful students in this course earn credit towards the degree while meeting California State Fire Training certification requirements. A supplemental State Fire Training CFSTES certification fee of $141.00 is due to Lassen Community College and will be collected at the time of registration.

FS 92C Company Officer 2C: Fire Inspections and Investigation for Company Officers
2.0 units

Prerequisites: Meet educational requirements for FF II. A copy of your Firefighter II certificate must be presented to the instructor on the first day of class.

40 hours lecture

This course is designed for practicing firefighters seeking promotion to the rank of company officer. This course prepares or enhances the ability of first time supervisors through provision of information on conducting inspections, identifying hazards and addressing violations, performing a fire investigation to determine preliminary cause and securing the incident scene and preserving evidence. This course part of a series of five core professional development courses required for the California State Fire Training Company Officer Certification. Successful students in this course earn credit towards the degree while meeting California State Fire Training certification requirements. A supplemental State Fire Training CFSTES certification fee of $141.00 is due to Lassen Community College and will be collected at the time of registration.

FS 92D Company Officer 2D: All Risk Command Operations
2.0 units

Prerequisites: Meet the educational requirements of Fire Fighter II

40 hours lecture

This course provides information on conducting incident size-up, developing and implementing an initial plan of action involving single and multi-unit operations for various types of emergency incidents to mitigate the situation following agency safety procedures, conducting pre-incident planning, and develop and conduct a post-incident analysis. This course is for students seeking a California State Fire Marshal's Office course completion certification. A supplemental State Fire Training CFSTES certification fee of $141.00 is due to Lassen Community College and will be collected at the time of registration.

FS 92E Company Officer 2E: Wildland Incident Operations for Company Officers
2.0 units

Prerequisites: Must complete or provide copy of S-290 Intermediate Fire Behavior Certificate (classroom delivery only) as well as meet the educational requirements for Fire Fighter II as stated in the California State Fire Training certification process. A copy of your Firefighter II certificate and NWCG S-290 must be presented to the instructor on the first day of class.

40 hours lecture

This course is designed for practicing firefighters seeking promotion to the rank of company officer. This course prepares or enhances the ability of first time supervisors through provision of information on evaluating and reporting incident conditions, analyzing incident needs, developing and implementing a plan of action to deploy incident resources completing all operations to suppress a wildland fire, establishing an incident command post, creating an incident action plan, and completing incident records and reports. This course part of a series of five core professional development courses required for the California State Fire Training Company Officer Certification. Successful students in this course earn credit towards the degree while meeting California State Fire Training certification requirements. For students seeking a California State Fire Training course completion certification, there is a supplemental $81.00 SFT fee which must be paid by the second day of the class. This fee is not collected during the registration process. Additional details will be provided on the first day of class.

FS 93 Fire Fighter I
18.5 units

Prerequisite: FS 20 1st aid for Public Safety Employees or HO 120 CPR or equivalent

160 hours lecture/480 hours lab

This course provides the skills and knowledge needed for the entry level fire fighter, career or volunteer, to perform his/her duties safely, effectively, and competently. The curriculum is based on the 2013 edition of NFPA 1001 Standard for Fire Fighter Professional Qualifications, the 2012 edition of NFPA 1051 Standard for Wildland Fire Fighter Professional Qualifications, and the 2008 edition of NFPA 472 Standard for Competence of Responders to

Hazardous Materials/Weapons of Mass Destruction Incidents. The seven overarching themes of the California State Fire Fighter I curriculum are: general knowledge germane to the profession, fire department communications, fire ground operations, rescue operations, preparedness and maintenance, wildland suppression activities, and hazardous materials/WMD. Student will receive a California State Fire Marshall Fire Fighter 1 certificate

FS 94 Strike Team/Task Force Leader. All Hazards (AH-330)
1.5 unit

Prerequisite: FS 23 Firing Op, FS 74 Fire in the Interface, FS 88 Initial Attack Incident Commander or equivalent

25.5 hours lecture

This course is designed to provide the skills and knowledge needed to perform in the position of Strike Team/Task Force Leader. Topics include position overview; pre-deployment responsibilities; concept of the position; resource typing standards; pre-dispatch preparation; incident responsibilities; administration; supervision; response; assignment; demobilization; tactics and safety; risk management; entrapment avoidance; WUI; case studies; scenarios; appropriate action vs. freelancing.
A supplemental $81.00 fee will be charged including a $5.00 materials fee for student manual flash drive and a $76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration.

FS 95 Initial Attack Incident Command
0.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

5 hours lecture/12 hours lab

A course designed to bring out the responsibilities of the individual in charge of the initial attack of small, non-complex fires that are routinely suppressed by local initial attack forces and assure that local policies and practices are understood by the initial attack leader.

FS 96 – Low Angle Rope Rescue
0.5 unit

27 hours lab

A course designed to train firefighters and emergency medical personnel in low angle rescue techniques. Students will learn about equipment, identification, and care. Note: Students must provide their own safety equipment which will include helmet, gloves, long pants, long sleeve shirt, and work boots with aggressive soles for traction on steep slopes. Students may re-enroll in course for credit as legally mandated to meet training requirements as a condition of continued paid or volunteer employment. A supplemental $81.00 fee will be charged including a $5.00 materials fee for student manual flash drive and a $76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration.

FS 97 – Fire Control 4: Controlling Ignitable liquids and Gases
0.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6.5 hours lecture/9.5 hours lab

This course provide the knowledge and skills that prepare a firefighter to extinguish an ignitable liquid fire, control a flammable gas fire, and develop an incident action plan for a pipeline emergency. Participants will learn and practice modern vehicle firefighting techniques. A supplemental $81.00 fee will be charged including a $5.00 materials fee for student manual flash drive and a $76.00 State Fire Training FSTEP certification fee is due to Lassen Community College and will be collected at the time of registration.

FS 98.18 – Annual Fire Refresher Training (RT-130)
0.5 unit

Prerequisite(s): FS-61 Basic Firefighter Training (Basic 32)

8 hours lecture (1 Day)

Purpose of wildland fire suppression is to minimize damage to resources, property and the environment. This should be accomplished in the most operationally effective and fiscally responsible manner. But above all, we need to remember that no resource or property values are worth endangering life. Providing for the safety of firefighters is the number one priority and responsibility of every individual. This course requires an additional fee of $2.00 to cover the costs of handouts and a pocket guide. This course may be taken as legally mandated.

FS 98.20 – Annual Hired-Equipment Refresher Training
0.5 unit

8 hours lecture (1 Day) (R)

This course provides an annual review and update of regulations and guidelines for the safe operation of fire suppression equipment. This course requires an additional fee of $2.00 to cover the costs of handouts and a pocket guide. Also required is a $20.00 fee for State Fire Training Certification/Registration fee as mandated by Cal Fire. This course may be taken as legally mandated.

FS 98.21 – Volunteer Firefighter Academy
2.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

32 hours lecture/34 hours lab

This course is designed to provide an introduction of skills and methods used for structural firefighting. Students will be required to work as a team to accomplish assigned tasks and be introduced to concepts and cultures that are common to the fire service. This course is ideally suited for an entry level volunteer firefighter, wildland firefighters or anyone that would like to be familiar with basic structural firefighting skills. Curriculum is designed to incorporate IFSAC/Pro Board Firefighter 1 requirements. An additional $10.00 materials fee will be added to the admission fee to cover consumable materials used during the course such as plywood and propane.

GEOGRAPHY

GEOG 2 - Cultural Geography
3.0 units
CSU/UC
General Education Area B
CSU GE Area D5
IGETC Area 4E
C-ID GEOG 120

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

The study of the varieties of human use and misuse of ecological landscapes. Emphasis is placed on the regional distribution of population, settlement patterns and migration, religion, ethnicity, political organization, economic systems, agriculture and industry. This course has been approved for hybrid, online and correspondence delivery.

GEOGRAPHICAL INFORMANTION SYSTEMS

GIS 1 – Fundamentals of GIS
4 units
CSU/UC
Co-requisite: GIS 2 Data Concepts
This course covers theoretical and applied knowledge of Geographic Information Systems (GIS). Students will learn the basic history of GIS, as well as what it is, how it functions, and why it is used to benefit real-world, problem-solving applications. Geospatial data, and associated information, will be a core component of the course, including acquisition, development, maintenance, manipulation, analysis, and display of content. Spatial parameters (i.e., projections, coordinate systems, datum, and units of measure), geodatabase structures and use, basic cartographic skills, and simple overlay analysis and geoprocessing techniques are covered as well. This course is offered in traditional, online, and hybrid modalities.

GIS 2 – Data Concepts
3 units
CSU/UC
Co-requisite: GIS 1 Fundamentals of GIS
This course covers concepts and techniques associated with geospatial data, including detailed examination of the design and implementation of geodatabases for Geographic Information Systems (GIS). Relational database management systems (RDBMS), and their functionality in relation to GIS, are a key concept in the course. Other concepts such as data integration, organization, and quality assurance; attribute information classification; feature digitization and editing; and geocoding will be covered as well. This course has been approved for online and hybrid delivery.

GIS 3 - Cartography and Geovisualization
3 units
CSU/UC
Prerequisite: GIS 1-Fundamentals of GIS & GIS 2- Data Concepts
This course covers advanced concepts associated with cartography and geovisualization, as they relate to Geographic Information Systems (GIS). Cartographic principles will be covered in-depth, including enhanced map layout design and corresponding map element styling. Students will work with complex hardcopy and digital map outputs, including web-based visuals. Animations, 3D scenes, Story Maps, and other forms of geovisualization techniques are examined as well. This course has been approved for online and hybrid delivery.

GIS 4 – Spatial Analysis
3 units
CSU/UC
Prerequisite: GIS 1-Fundamentals of GIS & GIS 2- Data Concepts
This course covers the advanced and specialized topic of spatial analysis, in relation to Geographic Information Systems (GIS). Spatial analysis examines the spatial relationships of features in geospatial data, such as patterns, trends, connections, etc. GIS-based spatial analysis techniques are covered extensively for both vector and raster data models. A heavy emphasis is placed on using spatial analysis operations to aid in geospatial problem-solving scenarios as well. Geospatial modelling is a key component of the course, also. This course has been approved for online and hybrid delivery.

GIS 5 - Web/Mobile Based GIS
3 units
CSU
Prerequisite: GIS 1-Fundamentals of GIS & GIS 2- Data Concepts
This course covers concepts associated with web-based data and mapping applications, as well as mobile data collection methodology, as they relate to Geographic Information Systems (GIS). Latest trends in online GIS technology are examined, including Esri's ArcGIS Online interface and ancillary components. Web Maps, Story Maps, and Web AppBuilder for ArcGIS will be explored. On the mobile side, application technologies such as Collector for ArcGIS and Survey123 will be studied, also. Students will be exposed to a basic understanding of Global Positioning Systems (GPS), too. This course has been approved for online and hybrid delivery.

GEOLOGY

GEOL 1 - Physical Geology
4.0 units
CSU/UC
General Education Area A
CSU GE Areas B1 & B3
IGETC Area 5A & 5C
C-ID GEOL 101
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture/51 hours lab
Pursuit of understanding the physical classification of rocks and minerals of the earth as a whole and its past, present and future evolutionary processes. Unifying concepts such as plate tectonics and its implications, the magnitude of geologic time, uniformaterianism, and the ramifications of the fossil record will be explored. This course includes field trips to areas of geological interest. This course has been approved for online and hybrid delivery.

GEOL 5 - Historical Geology & Paleontology
4.0 units
CSU/UC
General Education Area A
CSU GE Areas B1 & B3
IGETC Area 5A & 5C
C-ID GEOL 111
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture/51 hours lab
This course is designed to provide a descriptive geological history of the earth using the principles and methods of interpretation and reconstruction of the changes that have occurred on the earth in the fossil record. This course has been approved for online and hybrid delivery.

GUNSMITHING SHORT TERM COURSES

GSS 49 - Gunsmithing Work Experience
1.0-8.0 units
CSU
General Education Area E1
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
600 hours lab (R)
This work based learning course is designed to assist students with educational or career goals in gunsmithing who are working in the field of law gunsmithing, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and

completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

GSS 50.01 - Recoil Pad and Sling Swivel Installation
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the installation and fitting of recoil pads and sling swivels to firearm stocks, wood, hollow wood and synthetic. Includes determining pitch, cutting stock, locating, drilling and tapping pad screw holes and sealing of stock. This also covers fitting of pads using a fixture and without one.

GSS 50.03 - Open and Optical Sight Installation
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover cutting dovetails, drilling and tapping for open sights and soft soldering, sights and ramps. Covers the installation of open and peep rear sights and blade and ramp front sights. This course will also cover drifting of sights when necessary.

GSS 51.01 - Stock Inletting
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with the knowledge to inlet and install forend tips and grip caps. The students will also learn to shape a center fire rifle stock. The inletting and shaping of two-piece stocks will also be covered, as well as the use of inletting tools and markers.

GSS 51.03 - Stock Inletting
1.0 unit

6 hours lecture/34 hours lab
This course is designed to cover the shaping and sanding of conventional rifle stocks, includes stocks for rifles, shotguns, .22's and two-piece stocks for any type of long gun.

GSS 51.05 - Glass Bedding for Strength and Accuracy
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the reinforcing and glass bedding of stocks for strength as well as the repairing of broken stock and shocks for heavy recoiling calibers.

GSS 51.06 - Wood Stock Finishing
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with knowledge and skills to produce a high quality finished stock. The use of sanding techniques, stains and various finishes will be covered.

GSS 52B - Firearms Training
0.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

8 hours lecture/8 hours lab (R)
A course certified to qualify students to meet the minimum California requirement for Carry Concealed Weapons permit. (This course shall not exceed 16 hours per California Penal Code Section 12050.) Repeatable as necessary to maintain certification.

GSS 52BR - Firearms Training Refresher
0.5 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

8.5 hours lecture (R)
This course is a refresher course to meet state requirements for concealed weapons permit. Repeatable as needed to maintain certification.

GSS 52.01 - Gunsmith Machining 1
2.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

12 hours lecture/66 hours lab (2 weeks)
This course is designed to cover tool sharpening, types of steels, cutting speeds, use of precision measuring tools, cutting and turning steel in chuck and between centers to precise dimensions, cutting “V”, square and buttress threads and the design and fabrication of simple bolt and action holding fixtures.

GSS 52.02 - Gunsmith Machining 2
2.0 unit

Prerequisite: GSS 52.01 - Gunsmith Machining 1

12 hours lecture/66 hours lab (1 week)
This course is designed to cover turning of short tapers between centers, grinding and use of form tools, turning inside and outside radius as well as freehand radiusing. Includes cutting of barrel cone and safety breaching as well as American and European barrel transition contours.

GSS 52.03 - Gunsmith Machining 3
2.0 unit

Prerequisite: GSS 52.02 - Gunsmith Machining 2

12 hours lecture/66 hours lab (1 week)
This course is designed to cover basic milling operations, cutting speeds, types of cutters and types of cutting. For hardened and unhardened firearm steels with an emphasis on safe procedures for firearm parts.

GSS 52.04 - Gunsmith Machining 4
1.0 unit

Prerequisite: GSS 52.03 - Gunsmith Machining 3

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the cutting of internal threads and the machining of internal tapers on a lathe as used in firearm manufacture.

GSS 52.05 - Gunsmith Machining 5
1.0 unit

Prerequisite: GSS 52.04 - Gunsmith Machining 4

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the use of a dividing head on a milling machine, the manufacturing of octagonal barrels; square parts and multifaceted parts are covered. Includes dimensional limits for adequate protection against barrel burst from modern high intensity cartridges.

GSS 52.06 - Gunsmith Machining 6
1.0 unit

Prerequisite: GSS 52.05 - Gunsmith Machining 5

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the turning of long work pieces such as barrels or long straight shafts. Includes taper turning, stopping chatter, turning long increasing radii.

GSS 54.05 - Hardening & Tempering of Carbon Steels
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the hardening and tempering of carbon and carbon alloy steels as used in firearms.

GSS 55.04 - Stock Refinish and Repair
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with knowledge and skills required to repair and refinish stocks, the raising of dents, filling of cracks, reinforcing weak area and re-cutting of checkering will be covered in depth. Sealing and matching finish of repaired areas will also be covered.

GSS 56.01 - Headspace
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the measurement, dangers of and correction of headspace in all types of firearms, included are screw-in and pin-in barrels as well as pivot barrel guns. Also covered are systems where the barrel is not removable.

GSS 56.03 - Bolt Action Barrel Fitting
1.0 unit

Prerequisite: GSS 52.02 Gunsmith Machining 2

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the threading, fitting and chambering of barrel to bolt action receivers, cone breech, safety breech and mauser types.

GSS 56.04 - Barrel Contouring
1.0 unit

Prerequisite: GSS 52.02 Gunsmith Machining 2

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the lathe turning of barrels to pre-selected diameters, tapers and contours, as used in bolt action rifles. Also covered is the polishing to get all irregularities and machining marks out of the barrel.

GSS 57.01 - Bolt Action Breeching and Headspace
1.0 unit

Prerequisite: GSS 52.02 Gunsmith Machining 2

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the breeching and head spacing of bolt-action rifles. Information learned is usable for most other types of rifles. Included is threading, fitting shank to bolt and chambering.

GSS 57.02 - Action Blueprinting
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the truing of the face, lugs and threads of a bolt-action receiver and truing the lugs, lip and face of a bolt to gain the best possible accuracy from an action.

GSS 57.03 - Action and Bolt Modifications
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the preparation of military action for sporting use, covers installation and adjustment of triggers and safeties, drilling and tapping, bolt alterations and removal of clip bridges.

GSS 57.06 - Trueing Exterior of Action
1.0 unit

Prerequisite: GSS 52.03 Gunsmith Machining 3

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the trueing of the exterior of commercial and military actions using a lathe and/or mill depending on the type of action.

GSS 57.08 - Bottom Metal Modifications
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the custom modifications to trigger guards and floor plates of bolt-action rifles. Includes sculpturing of guard bows, various types of floor plate releases, filing holes and altering profiles.

GSS 57.15 - Bolt Action Rifle Feeding
1.0 unit

Prerequisite: GSS 52.04 Gunsmith Machining 4

6 hours lecture/33 hours lab (1 week)
This course covers the alteration of bolt-action fixed magazine center fire rifles, to feed a different size cartridge for which they were originally designed.

GSS 58.02 - Pressure Bedding and Pillar Bedding
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the pressure bedding of bolt-action rifle barrels in wood stocks and the pillar bedding of actions in composite and/or wood stocks.

GSS 59.02 - Metal Preparation for Refinishing and Caustic Bluing
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the metal preparation and caustic bluing of ferrous firearm parts. Includes metal preparation, degreasing, bluing, and neutralizing of firearm parts.

GSS 59.03 - Parkerizing
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with the process of phosphate coating - parkerizing of steel firearm parts, as used on some military firearms and for extreme weather protection.

GSS 59.04 - Color Case Hardening
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with the old style color case hardening process as used on firearm parts 100 years old. This course includes metal preparation, color hardening and after treatment.

GSS 59.05 - Rust Bluing
1.0 unit

Recomended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the cold rust, niter, bluing process used until the early 20th century. This is one of the processes used for soft soldered barrels and for restoration of 19th century firearms.

GSS 59.07 - Niter Bluing and Heat Coloring 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the nitrogen and heat coloring processes commonly used until the 1930's to give firearm parts the bright royal blue straw or other selected colors as found on many antique firearms.

GSS 59.09 - Alternative Metal Finishes 1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover alternative metal finishes available to the gunsmith. Topics will include Teflon Coating, Powder Coating, Aluminum Anodizing as well as other metal finishes.

GSS 60.01 - DFR Recoil Operated Auto Shotguns
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the function and repair of recoil operated Auto shotguns in use today. The base firearm studied will be the Browning A-5 and clones. Other models will be studied showing their differences with the Browning design.

GSS 60.02 - DFR Gas Operated Auto Shotguns
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the design, function and repair of gas-operated shotguns in use today. Includes all aspects of their working, what can go wrong and the correct fixes. The base gun is the Remington 1100; 11-87. Other guns will be studied where they differ from the Remington.

GSS 60.04 - DFR Pump Shotguns
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the design, function and repair of pump shotguns in common use today. The base gun studied is the Remington 870, but also covered in detail are the Savage 30, 77 and 520; Mossberg 500, 550 and cones; the Ithaca 37 and 87 and the Winchester 1200 and 1300.

GSS 61.01 - DFR Single Action Revolvers
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the fitting, timing and repair of single action revolvers. Includes cylinder fit, barrel-cylinder gap, bolt and hand fit and timing, action shooting and modifications for cowboy and fast draw shooting.

GSS 61.02 - DFR Smith & Wesson Revolvers
1.0 unit

Recommended Preparation: Successful completion of ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with knowledge and skills in the design, function and repair of all systems of the Smith and Wesson type revolvers. This course also covers fitting of barrels and cylinders as well as all moving parts, and smoothing of the action.

GSS 61.03 - DFR Colt and Ruger Double Action Revolvers
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the design, function and repair of Colt D, E, F and I frame revolvers, covers all phases of repair including endshake, range and throw-by.

GSS 62.03 - Misfire Correction
1.0 unit

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the causes and cures of misfiring in all types of sporting arms. Includes firing pin placement, energy and velocity and how to adjust for optimum performance.

GSS 62.04 - Correcting Oversize Firing Pin Holes
1.0 unit

Prerequisites: GSS 52.01 Gunsmith Machining 1

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the correction of oversize firing pin holes by the bushing and welding methods. Includes the refitting of firing pins and heat-treating when needed.

GSS 63.01 - Single Triggers
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the design, function and repair of single trigger systems as found in double guns. Includes single nonselective and single selective triggers as well as single double triggers and double single triggers.

GSS 63.02 - Ejectors
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the design, function and repair of ejectors as found in double guns. Includes hammer types and spring-loaded types. Fitting, timing and repair of the complete system.

GSS 63.03 - Double Gun Locks
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with the knowledge and skills of design, function and repair of hammerless double gun locks in common usage over the past 120 years. This course also provides information covering most types of self-cocking systems.

GSS 63.04 - Double Gun Locking Systems
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with knowledge and skills of the design, function and repair of locking systems in common use in pivot barrel guns during the past 130 years.

GSS 63.05 - Double Gun Hinge Pins and Headspace
1.0 unit

Prerequisites: GSS 52.01 Gunsmith Machining I and GSS 54.01 Oxyacetylene Welding for Gunsmiths

6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with knowledge and skills in the function, fabrication and replacement of hinge pins in pivot barrel guns and the adjustment of headspace in pivot barrel shotguns and rifles.

GSS 64.01 - Composition Stock Fitting, Bedding and Finishing
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with the skills necessary to fit a composition stock to a barreled action, magazine and trigger guard assembly as well as bedding the stock to the action, including fitting accessories and finishing.

GSS 66.01 - Non-Bolt Action Rifle Barrel Fitting
1.0 unit

Prerequisites: GSS 52.02 Gunsmith Machining 2 and GSS 56.03 Bolt Action Barrel Fitting

6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with the skills necessary to thread and fit barrels to lever and pump action rifles in common use today, as well as single shots.

GSS 66.02 - Revolver Barrel Fitting and Ranging
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the removal and fitting of revolver barrels, screw-in and pin-in types. Includes adjusting barrel-cylinder gap, throat and tightening loose barrels.

GSS 66.03 - .22 Barrel Fitting
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the fitting of replacement barrels to the various .22 rim fire rifles in use today. Includes tightening, re-indexing and setting barrels back but does not cover adjusting of fitting barrels of pivot barrel guns.

GSS 67.01 - Blowback Principle
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the blowback principle as a locking system. Includes troubleshooting, balancing for heavier or lighter loads, extraction-ejection problems, a thorough understanding of the principle is extremely useful in diagnosing problems in all types of automatics.

GSS 68.01 - DFR Locked Breech Single Action Auto Pistols
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the design, function and repair of common locked breech single action pistols. This course also includes locking systems, feeding, extractors, ejection, magazines, etc., with emphasis on problem solving and reliability. The base firearm is the Colt-Browning type 45 auto.

GSS 68.02 - DFR Locked Breech Double Action Auto Pistols
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course will cover the design, function and repair of double action locked breech auto pistols. Emphasis is on repair and reliability. Most current designs are studied.

GSS 68.03 - DFR Blowback Auto Pistols
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course will cover the design, function and repair of blowback operated auto pistols in use today. Most systems and types are studied, including headspace, sear systems, feeding, ramps, magazines and extractors.

GSS 69.01 - DFR Auto Rifles
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the design, function and repair of modern auto sporting rifles excepting “assault” rifles.

GSS 69.02 - DFR Pump Rifles
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
1.0 Unit
This course is designed to provide the student with knowledge and skills in design, function and repair of center fire pump rifles in common use today. This course includes fire control, feeding, extraction, ejection and accuracy, as well as fabrication of parts for obsolete models.

GSS 69.03 - DFR Lever Action Rifles
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the design, function and repair of lever action rifles in common use today. The base gun is the Winchester 94. The Marlin 336 and Savage 99 are also studied in detail. Lesser models such as the Winchester 76, 86, 88 and Marlin 92, 94 and 95 are studied to a lesser degree.

GSS 69.04 - Non-Bolt Action Feeding
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with skills and abilities to repair and adjust all feed systems, except those found in bolt action, center fire rifles. This course also includes tube feed and magazine feed .22’s, shotguns, handguns and center fire rifles. Converting to a larger or smaller cartridge is also covered.

GSS 70 - Checkering
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/46 hours lab (1 week)
An introductory course designed to provide the students with the basic skills of checkering. Instruction includes tools and equipment and their use, pattern design, layout and transfer, cutting of patterns and borders.

GSS 70.01 - DFA Triggers 1
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the design, function and adjustment of all types of trigger systems except trigger systems with three or more sears and/or adjustable levers. Includes virtually every type of trigger system found in modern sporting firearms except high quality target guns. Conventional, articulated, cam, Colt-type and double sear-types are covered.

GSS 70.02 - DFA Triggers 2
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the design, function and adjustments of multiple sear adjustable lever triggers systems as used in high-grade firearms and air guns.

GSS 71 - Custom Rifle Seminar
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/46 hours lab (1 week)
A course designed to provide the student with an overview of advanced state of the art in design, technique and tools for the custom classic rifle maker, including tools and equipment and their use, design, checkering, metal accessories, wood finish, metal finish, laying out a blank and metal checking.

GSS 71.01 - DFR .22 Autos
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the design, function and repair of .22 automatic rifles in common use today. All aspects are studied including extraction, ejection, fire control, headspace and feeding, with emphasis on malfunction repairs.

GSS 71.02 - DFR Bolt Action .22's
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to provide the student with knowledge and skills in design, function and repair of bolt action .22 rifles. The simplest single shots to advanced target models are studied. All systems are covered from cartridge feed systems and extraction to triggers.

GSS 71.03 - DFR Pump and Lever Action .22's
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the design, function and repair of the pump and lever action .22 rifles in common use today. Includes rifles made by Browning, Remington and Winchester but does not cover the Marlin Model 39.

GSS 71.04 - DFR Marlin Model 39
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover all aspects of the design, function and repair of these fine .22 rifles. Includes the very old models made before 1900 up to the present version and the center fire variants.

GSS 72 - Fiberglass Stockmaking
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/46 hours lab
(1 week) (R)
A course introducing skills, procedures, and techniques of finishing a fiberglass stock, including history, materials, bedding, filling, sanding, painting, accessories, and accuracy.

GSS 72.01 - Metallic Cartridge Reloading
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the basics of metallic cartridge reloading, both pistol and rifle. Covers sorting, cleaning, lubing, sizing, de-repriming, selection of charge, charging, seating and crimping.

GSS 73.02 - Spring Making
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the making of irregular shaped wire springs from basic round spring stock, using a semi-universal spring winding fixture that the student fabricates and the making of flat or "v" springs.

GSS 75.02 - Firearm Laws and Regulations
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/33 hours lab (1 week)
This course is designed to cover the study of the thousands of Federal and State Firearms Laws.

GSS 77 - Accurizing M1-M1A for Competition
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/44 hours lab (1 week)
This course is designed to present state of the art bedding techniques of M1-M1A rifles for national match competition. Mechanics aspects of tuning for accuracy and reliability will be discussed and accomplished. Participants will have an opportunity to test fire their rifles before and after accurizing. This course requires an additional fee of $19 to cover the costs of course handouts, bedding material, sandpaper, steel, wood finish, and small parts (pins, roll pins, small springs, etc.).

GSS 78 - Design & Repair: .22 Autopistols
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/46 hours lab 1.0 Unit
An advanced course designed to train the student to fine tune .22 autopistols to very close factory specifications. Diagnosis and repair of malfunctioning pistols will be emphasized.

GSS 79 - Basic Correctional Armorer's School
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

6 hours lecture/34 hours lab (1 week)
An introductory course designed to train correctional officers to maintain their firearms and department firearms to factory service.

GSS 82 - General Gunsmithing
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

4 hours lecture/46 hours lab (1 week)

A course designed to introduce the student to gunsmithing basics to include, firearms malfunctions, diagnosis and repair.

GSS 83 - General Gunsmithing-Advanced
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
4 hours lecture/46 hours lab (1 week)
An advanced course in general gunsmithing problems and techniques including drilling and tapping for sights, spring making and silver soldering.

GSS 84 - L.E.A.S./Design and Repair Colt & Ruger Revolvers
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
6 hours lecture/34 hours lab
A course designed to train the student to fine tune and maintain Colt and Ruger revolvers to very close factory specifications, and to diagnose malfunctions and adjust or repair malfunctioning revolvers.

GSS 85 - L.E.A.S./Design and Repair Smith & Wesson Revolvers
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
6 hours lecture/34 hours lab (1 week)
Trains the student to fine tune Smith & Wesson revolvers to very close factory specifications, and to maintain, diagnose malfunctions and adjust or repair these malfunctioning revolvers.

GSS 87 - L.E.A.S./Design & Repair Double Action Autopistols I
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
6 hours lecture/34 hours lab (1 week)
An advanced course designed to train the student to fine tune the following families of double-action autopistols to very close factory specifications and to maintain them, diagnose malfunctions and adjust or repair these malfunctions. Firearms to be covered are Smith & Wesson autopistols, Sig Sauer 220 series, Beretta and Glock.

GSS 88 - L.E.A.S./Design and Repair Single Action Autopistols
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
6 hours lecture/34 hours lab (1 week)
A course designed to train the student to fine tune single action autopistols to very close factory specifications, and to maintain, diagnose malfunctions and adjust or repair these malfunctioning autopistols.

GSS 89 - L.E.A.S./Design and Repair Full Autos, Phase I
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
6 hours lecture/34 hours lab (1 week)
An advanced course designed to train law enforcement armorers in the repair and maintenance of fully automatic firearms.

GSS 90 - Customizing the Colt-Type Autopistol, Basic
2.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
17 hour lecture/51 hours lab (1 week)
A course designed to cover the specific basic alterations and modifications to the Colt 1911A1 type autopistols as used in custom pistolsmithing today.

GSS 91 - Customizing the Colt-Type Autopistol, Advanced
2.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
8 hours lecture/88 hours lab (2 weeks)
A course designed to cover the common advanced alterations and modifications to the Colt 1911A1 type autopistols as used in custom pistolsmithing today. This course requires an additional fee of $19 to cover the costs of course handouts, blocking, sandpaper, small parts (pins, roll pins, small springs, etc.), steel, cutting oil, welding rod and gases.

GSS 93 - L.E.A.S./Design and Repair-Counter Sniper/Varmint Rifle
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
6 hours lecture/34 hours lab (1 week)
An advanced course designed to train law enforcement officers and gunsmiths in the accurizing and maintenance of super accurate bolt action rifles. This course requires an additional fee of $19 to cover the costs of course handouts, bedding material, small parts (pins, roll pins, small springs, etc.), and steel.

GSS 94 - Ballistics, Handloading & Testing
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
4 hours lecture/46 hours lab (1 week)
A course designed to provide the student with detailed knowledge of small arms ammunition. This course requires an additional fee of $19 to cover the costs of course handouts, case lube, powder, primers, and bullets.

GSS 95 - Law Enforcement Armorer School-Basic
1.0 unit

Recommended Preparation: ENGL105 or equivalent multiple measures placement.
6 hours lecture/34 hours lab (1 week)
An introductory course designed to train law enforcement officers to maintain departmental firearms to factory service levels. Firearms to be covered are Smith & Wesson revolver, Glock, Colt AR-15 and Remington 870 shotgun.

GSS 98.02 Cowboy Action Shooting Long Guns
1.0 unit

4 hours lecture/44 hours lab (1 week)
This course is designed to present specialized techniques that deal with the fine-tuning of Winchester and Marlin lever action rifles for cowboy action shooting. The tuning of Winchester Model 97 shotguns and double shotguns will also be covered. This course requires an additional fee of $19 to cover the costs of course handouts, bedding materials, sandpaper, small parts (pins, roll pins, small springs, etc.), steel, welding rod and gases.

GSS 98.03 Cowboy Action Shooting Short Guns
1.0 unit

4 hours lecture/44 hours lab (1 week)
This course is designed to present specialized techniques that deal with the fine-tuning of Colt, Colt style and Ruger single action revolvers for the very popular sport of cowboy action shooting. This course requires an additional fee of $19 to cover the costs of course handouts, sandpaper, small parts (pins, roll pins, small springs, etc.), steel, welding rod and gases.

GSS 98.04 Advanced Knife Making
1.0 unit

6 hours lecture/34 hours lab (1 week)
This course is designed to present basic techniques learned in the "Introduction to Knife Making," course. This course will deal with hollow grinding working with

different metal types and handle materials.

GSS 98.05 Design, Function and Repair Smith & Wesson Revolver
1.0 unit

4 hours lecture/44 hours lab (1 week)
This course is designed to present information about Smith & Wesson revolvers in great detail. Areas of instruction will cover specifics such as: various ways to time the hand and cylinder stop, ranging sprung frames, making the revolver shoot where it points, over and under indexing, off center sights, bent sight, barrel on different axis than frame, cylinder fit, correcting bad notches, and correcting irregular ratchet pads.

GSS 98.06 L.E.A.S. Design, Function and Repair Patrol Rifles
1.0 unit

6 hours lecture/34 hours lab (1 week)
This course is designed to present instruction that will cover the repair and maintenance of the following firearms to factory specifications: Shotguns - Remington 870, Remington 700, Ruger Mini-14, and Colt AR-15.

GSS 98.08 Custom Build 1911
1.0 unit

8 hours lecture/88 hours lab (2 weeks)
This course is designed to present coverage of modifications to the Colt type 1911 auto pistols, as used in Bullseye, Carry, Open or Stock competition. The student will learn different types of compensator systems as well as ergonomic enhancement techniques to fine-tune the Colt 1911 to any specifications. Precise barrel installation or maximum accuracy and detailed trigger work will be strongly emphasized. .

GSS 98.09 Color Case Hardening
1.0 unit

4 hours lecture/44 hours lab (1 week)
This course is designed to present the old methods of color case hardening. This will include learning how to fabricate a furnace with commonly found materials. This course requires an additional fee of $19 to cover the costs of course handouts, charcoal, blocking and shielding materials, and various color compounds.

GSS 98.12 Modern and Cowboy Action Belts and Holsters
1.0 unit

4 hours lecture/44 hours lab (1 week)
This course will teach the student how to select different grades of leather to fabricate cowboy belts and holsters. The student will also become familiar with tools that are needed and their proper use. The student will learn how to lay-out and cut their leather patterns. The course will teach leather forming techniques, gluing and bonding, punching holes for hand sewing, and will learn a variety of dyes and types of finishes used on leather. This course requires an additional fee of $19 to cover the costs of course handouts, dye, glue, leather, and oil.

GSS 98.13 Metallurgy for Gunsmiths
1.0 unit

12 hours lecture/36 hours lab (1 week)
This course introduces gunsmithing students to the theory of metallurgy. The student will learn to predict the behavior of metals, particularly common grades of steel, when exposed to heating and cooling cycles. This course requires an additional fee of $19 to cover the costs of various types of metal of specific composition for testing, heat treating, etc. Chemicals for altering metals, sandpaper (course, medium, fine, very fine, grits), emery cloth (course, medium, fine and very fine grits), sanding belts, polishing wheels and polishing compound.

GSS 98.21 Hand Guns Special Projects
1.0-3.0 units

151 hours lab
This course is designed to provide the student with the skill development necessary to repair hand guns in a timely manner. This course has been approved for open entry/open exit.

GSS 98.22 DFR Long Guns Special Projects
1.0-3.0 units

151 hours lab
This course is designed to provide the student with skill development necessary to repair long guns in a timely manner. This course has been approved for open entry/open exit.

GSS 98.23 Machine Shop Special Projects
1.0-3.0 units

Prerequisite(s): GSS 52.01 Gunsmith Machining 1
151 hours lab
This course is designed to provide the student with the skill development to machine custom tools and gun parts. This course has been approved for open entry/open exit.

GSS 98.24 Stockmaking Special Projects
1.0-3.0 units

151 hours lab
This course is designed to provide the student with the skill development necessary to complete gun stocks to industry standard. This course has been approved for open entry/open exit.

GSS 112 - Machine Shop for Gunsmiths
2.0 units

8 hours lecture/92 hours lab (2 weeks)
An introductory course designed to help the beginner or the pro in the use of machine shop equipment as it relates to gunsmithing. This course requires an additional fee of $19 to cover the costs of course handouts, cutting oil, sandpaper, small parts (pins, roll pins, small springs, etc.), and steel.

GSS 112B - Introduction to Knifemaking
1.0 unit

4 hours lecture/46 hours lab (1 week)
A course of instruction in the design, fabrication, and finishing of common sheath knifes and accessories.

GSS 114 - Basic Rifle Barreling
1.0 unit

4 hours lecture/46 hours lab (1 week)
This course is designed to help the beginner or the pro in the use of machine shop equipment to barrel action rifle receivers. This course requires an additional fee of $19 to cover the costs of course handouts, cutting oil, sandpaper, small parts (pins, roll pins, small springs, etc.), and steel.

GSS 116 - Stockmaking - Phase I
1.0 unit

4 hours lecture/46 hours lab (1 week)
This course is designed for the beginner or the pro in inletting and fitting accessories to a semi-inlet stock blank.

GSS 117 - Gas Tungsten Arc Welding for Gunsmiths
1.0 unit

50 hours lab (1 week)
This course is designed to develop the manipulative skills, technical knowledge and applications of the gas tungsten arc welding (GTAW) process as they relate to firearm repair. Students will apply the gas tungsten arc welding process (GTAW) to selected metal types, joint designs and gun parts.

GSS 119 - Advanced Rifle Barreling
1.0 unit

4 hours lecture/46 hours lab (1 week)
Providing the student with specific techniques in the manufacture of rifle barrels, in barreling rifles for precision accuracy, and barreling of less common action types. This course requires an additional fee of $19 to cover the costs of sandpaper (course, medium, fine, very fine, grits), emery cloth (course, medium, fine and very fine grits), sanding belts,

polishing wheels and polishing compound, welding rod (STAW), cutting oil, bluing salts, cleaning chemicals, degreaser.

GSS 120 - Stockmaking-Phase II
1.0 unit

4 hours lecture/46 hours lab (1 week)
An introductory course designed to help the beginner or the pro in the shaping and finishing of a semi-inlet stock blank.

GSS 120B - Stock Refinish and Repair/Recoil Pad Installation
1.0 unit

4 hours lecture/46 hours lab (1 week)
A course of instruction in restoration of gunstocks involving refinishing and repairing. Installation of rubber recoil pads will be covered as well.

GSS 123 - Basic Hard Metal Engraving
1.0 unit

8 hours lecture/92 hours lab (2 weeks)
An introductory course designed to provide the students with basic skills of firearms engraving. Instruction includes tools and equipment and their use, pattern design, design transfer, cutting, stippling and other basic engraving skills and techniques. This course requires an additional fee of $19 to cover the costs of course handouts and practice plates.

GSS 124 - Welding Fabrication for Gunsmiths
1.0 unit

50 hours lab (1 week)
Students will select and fabricate gunsmith related projects using appropriate welding processes and techniques. Students will also have an opportunity to learn or improve welding skills related to the gunsmith vocation.

GSS 127 - Advanced Engraving
2.0 units

8 hours lecture/92 hours lab (2 weeks)
An advanced course designed to cover advanced metal engraving techniques applicable to major portions of the firearm. The scope of instruction includes advanced design and layout, high relief engraving, compatible background style, straight line or border inlays, inlaid game scenes.

GSS 129A - Design, Function and Repair-Spring Piston Air Guns
1.0 unit

4 hours lecture/46 hours lab (1 week)
Present an overview of airgun power plants focusing on the spring piston air guns. Cover the initial inspection, special tools, disassembly, preparation of the compression cylinder for installation of new parts, install new parts, reassembly and subsequent testing. Limited tuning and improving the operation will be addressed. Also proper lubrication and maintenance will be covered. The special tools used for disassembly and assembly will be introduced. This course requires an additional fee of $19 to cover the costs of course handouts, cutting oil, glue, sandpaper, small parts (pins, roll pins, small springs, etc.), steel, welding rod and gases.

GSS 129B - Design, Function and Repair-Pneumatic Air Guns
1.0 unit

4 hours lecture/46 hours lab (1 week)
Present an overview of airgun power plants focusing on the multi-pump and single stroke type sporting guns. Cover the initial inspection, special tools, disassembly, preparation of the compression cylinder and valve chamber for installation of new parts, install new parts, reassembly and subsequent testing. Limited tuning and improving the operation will be addressed. Also proper lubrication and maintenance will be covered. The special tools used for disassembly and assembly will be introduced. This course requires an additional fee of $19 to cover the costs of course handouts, cutting oil, glue, sandpaper, small parts (pins, roll pins, small springs, etc.), steel, welding rod and gases.

GSS 129C - Design, Function and Repair-CO_2 Air Guns
1.0 unit

4 hours lecture/46 hours lab (1 week)
Present an overview of airgun power plants focusing on the CO_2 air guns. Cover the initial inspection, special tools, disassembly, preparation of the air cylinder and valve chamber for installation of new parts, install new parts, reassembly and subsequent testing. Limited tuning and improving the operation will be addressed. Also proper lubrication and maintenance will be covered. The special tools used for disassembly and assembly will be introduced. This course requires an additional fee of $19 to cover the costs of course handouts, cutting oil, glue, sandpaper, small parts (pins, roll pins, small springs, etc.), steel, welding rod and gases.

GSS 130 - Professional Engraving
1.0 unit

4 hours lecture/46 hours lab (1 week)
An advanced course designed to cover the techniques of engraving as used by different masters in the art of firearms engraving.

GSS 133 – Scrimshaw
1.0 unit

4 hours lecture/46 hours lab (1 week)
An introductory course designed to provide the students with the basic skills of the art of scrimshaw. Instruction includes tools and equipment and their use, pattern design, design transfer. This course requires an additional fee of $19 to cover the costs of sandpaper (course, medium, fine, very fine, grits), emery cloth (course, medium, fine and very fine grits), sanding belts, polishing wheels and polishing compound, wood block for practice blocks, bone or facsimile bone for practice blocks, horn for practice blocks.

GSS 134 - Caustic Bluing
1.0 unit

4 hours lecture/44 hours lab (1 week)
A course designed to introduce the student to bluing, commercial black oxide finish on firearms. Preparation of surface finish, care and use of chemicals. Understanding chemical process and control, professional technique and equipment. This course requires an additional fee of $19 to cover the costs of course handouts, bluing salts, oil, and sandpaper.

GSS 135 - Parkerizing
1.0 unit

4 hours lecture/46 hours lab (1 week)
A course designed to introduce the student to parkerizing, to produce a phosphate nonrusting finish on firearms. Surface preparation, mixing of chemicals, operations, techniques and controls. This course requires an additional fee of $19 to cover the costs of sandpaper (course, medium, fine, very fine, grits), emery cloth (course, medium, fine and very fine grits), sanding belts, polishing wheels and polishing compound, chemicals for Parkerizing process, degreaser, cleaning chemicals.

GSS 136 - Cold Rust and Niter Bluing
1.0 unit

4 hours lecture/46 hours lab (1 week)
A course designed to introduce the student to rust bluing finish on firearms. Surface preparation and use of chemicals and other appropriate equipment. Understanding control of equipment, chemicals and operating procedures. This course requires an additional fee of $19 to cover the costs of sandpaper (course, medium, fine, very fine grits), emery cloth (course, medium, fine and very fine grits), sanding belts, polishing wheels and polishing compound, degreaser, cleaning chemicals, chemicals for Cold Rust process, chemicals for Niter Bluing process.

GSS 143 - Custom Gunmaking-Muzzleloader Kit Guns
1.0 unit

4 hours lecture/46 hours lab (1 week)
The student will completely assemble a muzzleloading firearm during class. Working with hand tools in a small shop will be featured.

GSS 147 - Assembly and Tuning of Gas Operated LEAS Repeating Rifles
1.0 unit

6 hours lecture/34 hours lab (1 week)
An advanced course that will cover the assembly and tuning of AR-15.

GSS 148 - Advanced Correctional Armorer School
1.0 unit

6 hours lecture/34 hours lab (1 week)
An advanced level course designed to train correctional armorers to maintain the departments' specialized firearms to factory service levels.

HEALTH

HLTH 2 - Personal Health
3.0 units
CSU/UC
General Education Area E1
CSU GE Area E

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture
A study of personal and community health today, emphasizing behavioral and sociological aspects of health, nutrition, weight control, diseases, drugs and narcotics, family life and environmental health. This course has been approved for online, hybrid and correspondence delivery.

HLTH 25 - Understanding Nutrition
3.0 units
CSU/UC
General Education Area E1
CSU GE Area E
C-ID NUTR 110

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture
Scientific concepts of nutrition related to the function of nutrients in basic life processes and current health issues with emphasis on individual needs. Analyze your diet, construct a nutritional diet, interpret eating disorders, plan adequate diets for children, infants, pregnancy, athletes, adults and the elderly. Evaluate food additives. Appraise world hunger problems. This course has been approved for online and correspondence delivery.

HEALTH OCCUPATIONS

HO 3 - Medical Terminology
3.0 units
CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture
This course covers basic medical terminology and the vocabulary of medical specialties. Special emphasis is on the use of prefixes and suffixes, and non-technical explanations of medical terms and descriptions of anatomy, physiology, and pathology. Students learn to utilize medical terminology as it applies to the structure of the human body, common laboratory tests, radiological and operative procedures, as well as basic pharmacology. This course has been approved for online and hybrid delivery.

HO 49 - Health Occupations Work Experience
1.0-8.0 units
CSU
General Education Area E1

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

600 hours lab (R)
This work based learning course is designed to assist students with educational or career goals in health occupations, who are working in the field of health, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

HO 70 - Medical Assisting Core
7.0 units

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

125 Hours lecture
This course is designed to provide entry level skills training required for the profession of medical assisting. The course covers core components required for advancement in both the administration and clinical medical assisting certificate program. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to advance to the next course in the series. Uniform and lab fee of $200 will be collected at registration. This course has been approved for hybrid and online delivery.

HO 71 - Medical Assisting Administrative
6.5 units

Prerequisites: HO 70 Medical Assisting Core

Recommended Preparation: ENGL105 and Elementary Algebra or equivalent multiple measures placement.

85 hours lecture/76.5hours lab
This course is designed to provide entry level information and skill training required for the profession of Administrative Medical Assisting. This course covers components required to become eligible for examination by the California Certifying Board of Medical Assistants for California Certified Medical Assistant Basic and Administrative Specialty. Course content will include course work in medical office reception, records, finance, insurance billing, and office management. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to advance to the next course in the series. . This course requires a 40 hour externship at a clinical facility, all clinical compliance requirements in HO 70 must be met prior to enrolment. This course has been approved for hybrid and online delivery.

HO 72 - Medical Assisting Clinical 7.5 units

Prerequisites: HO 70 Medical Assisting Core

Recommended Preparation: ENGL105 and Elementary Algebra or equivalent multiple measures placement.

93.5 hours lecture/102 hours lab

This course is designed to provide entry This course is designed to provide entry level information and skill training required for the profession of Clinical Medical Assisting. This course covers components required to become eligible for examination by the California Certifying Board of Medical Assistants for California Certified Medical Assistant Basic and Clinical Specialty.

Course content will include course work in medical office exam room procedures, specialty procedures, pharmacology, minor office surgery, laboratory procedures, nutrition and patient education. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to advance to the next course in the series. . This course requires a 40 hour externship at a clinical facility, all clinical compliance requirements in HO 70 must be met prior to enrollment. This course has been approved for hybrid and online delivery

HO 80A -Geriatric (Long-Term Care) Nurse Assistant

6.0 units

Prerequisite: After enrolling in CNA program: Verify that he or she does not have a criminal record and can work in a healthcare setting, provide documentation of recent tuberculosis testing and vaccinations or titers and medical clearance required for entry in to a clinical setting.

Recommended Preparation: ENGL105 or equivalent multiple measures placement and HO 3 Medical Terminology

72 hours lecture/112 hours lab

This course will provide specific knowledge and clinical skills training required for Nurse Assistants. Geriatric and Long-Term Care are emphasized. Areas covered will include role responsibilities, communications, infection control, safety and emergency procedures, personal care and the patient environment, nutrition and feeding, elimination needs, vital signs, charting and reporting, modified care for special needs, and restorative nursing. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to take the California Nursing Assistant certification exam. This course requires a clinical rotation, all clinical compliance requirements must be met prior to enrolment. Uniform and lab fee of $100 will be collected at registration. This course has been approved for hybrid and online delivery.

HO 88 – Phlebotomy Technician

3.5 units

Prerequisites: HO 3 Medical Terminology

Before beginning clinical rotation the student must:

a. Show proof of vacinations: HEP B series, MMR and varicella.
b. Proof of negative tuberculosis test.
c. Drug testing. This will be scheduled for you.
d. High school diploma or GED.
e. Background check

42.5 hours lecture/51 hours lab

This course prepares students to be able to perform venipunctures, capillary punctures, and basic laboratory tests expected of entry-level phlebotomy positions in hospitals and other health care settings consistent with health care regulations in California. With successful completion of this course, including 50 successful venipunctures and 10 successful skin punctures, the student will be eligible to sit for the exam to become a Certified Phlebotomist Technician with the State of California. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to take the California Phlebotomy Technician certification exam. This course requires a clinical rotation, all clinical compliance requirements must be met prior to enrolment. Uniform and lab fee of $100 will be collected at registration. This course has been approved for hybrid and online delivery.

HO 120 - Cardiopulmonary Resuscitation (CPR)

0.5 units

8.5 hours lecture (1 Week)

This course is designed to teach Cardiopulmonary Resuscitation (CPR) methods and update those methods according to the most current standards. This course is certified by the American Red Cross. This course may be taken as needed for legal mandated training or certification.

HISTORY

HIST 14 - World History, Beginning to 1500

3.0 units

CSU/UC

General Education Area B & C

CSU GE Area C2 & D6

IGETC 3B & 4F

C-ID HIST 150

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

A study of the major civilizations of the world from the beginning of civilization to 1500. Covers the classical and medieval traditions of the West and the major non-western cultures of the world. This course meets a requirement for the California Elementary School Teaching Credential. This course has been approved for hybrid, online and correspondence delivery.

HIST 15 - World History, 1500 to Present

3.0 units

CSU/UC

General Education Area B & C

CSU GE Area C2 & D6

IGETC Area 3B & 4F

C-ID HIST 160

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

A study of the major civilizations of the world from 1500 to the present. Stresses the dynamism and expansion of the West, the cross-cultural interaction in the modern era and the resurgence of non-western independence into the 20th century. This course meets a requirement for the California Elementary School Teaching Credential. This course has been approved for hybrid, online and correspondence delivery.

HIST 16 - U.S. History

3.0 units

CSU/UC

General Education Area B

CSU GE Area C2 & D6

IGETC Area 3B & 4F

C-ID HIST 130

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

51 hours lecture

Traces the transition of the U.S. into a nation, stressing the development of political and economic institutions, social movements, the challenge of sectionalism and geography. This course has been

approved for hybrid, online and correspondence delivery.

HIST 17 - Post-Civil War - U.S. History
3.0 units
CSU/UC
General Education Area B
CSU GE Area C2 & D6
IGETC Area 3B & 4F
C-ID HIST 140
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
A course tracing the development of the U.S. into a world power, stressing growth in territory, population, industry and world influence from reconstruction to the present. Also traces the continuing development of the political institution brought about by industrialization and becoming a world power. This course has been approved for hybrid, online and correspondence delivery.

HUMAN SERVICES

HUS 10 - Introduction to Social Work and Human Services
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
Survey of human services and social work, an exploration of helping skills as applied to human problems such as poverty, parenting, education, substance abuse, illness and mental health. This course has been approved for online, hybrid and correspondence delivery.

HUS 30 - Pharmacology of Drugs of Abuse
3.0 units
CSU/UC
General Education Area E1
CSU GE Area E
Recommended Preparation: ENGL105 or equivalent multiple measures placement and HUS 32 Understanding Addiction
51 hours lecture
Focus on the neurological, physiological, and psychological effects of the psychoactive substances: ethanol, marijuana, cocaine, heroin, amphetamines, PCP, LSD, and synthetic drugs such as Ecstasy (MDMA), China White (fentanyl), and Spice (cannabinoid). In addition, other non-substance addictions will be explored, i.e. gambling, food, and sexual addictions. Drug testing and the new National Institute of Drug Abuse guidelines will be discussed. This course has been approved for correspondence, hybrid and online delivery

HUS 42 - Field Experience in Human Services
3.0 unit
CSU
Prerequisite: HUS 10 Introduction to Social Work and Human Services
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
17 hour lecture/102 hours field experience
This course offers the student a supervised field experience in a community organization, agency, or institution, allowing the student to apply knowledge and learn new skills outside of the classroom environment. Between 96-108 hours of field experience are required. A weekly class meeting provides the academic element to this experiential course offering and reinforces the application of concepts gained in the prerequisite course. This course is designed to provide the student with an opportunity to develop skills that would facilitate gaining employment in the human services field.This course has been approved for hybrid delivery.

HUS 49 - Human Services Work Experience
1.0-8.0 units
CSU
General Education Area E1
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
600 hours lab (R)
This work based learning course is designed to assist students with educational or career goals in human services, who are working in the field of human services, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

HUMANITIES

HUM 1 - Western Civilization: Prehistoric to 1600
3.0 units
CSU/UC
General Education Area C
CSU GE Area C2
IGETC Area 3B
C-ID HIST 170
Recommended Preparation: English 1 or equivalent multiple measures placement
51 hours lecture
Survey of the development of western culture and civiliation to the Reformation**.** This course has been approved for, correspondence, and on-line delivery

HUM 2 - Western Civilization: 1600 to Present 3.0 units
CSU/UC
General Education Area C
CSU GE Area C2
IGETC Area 3B
C-ID HIST 180
Recommended Preparation: English 1 or equivalent multiple measures placement.
51 hours lecture
The development of Western civilization from 1600 to present, with emphasis on the inter-relations between historical occurrences and the world view revealed in philosophy, literature, music, painting, and architecture and how the respective world views evolved into our present views. This course has been approved for online and correspondence delivery.

INDUSTRIAL TECHNOLOGY

IT 22 - Operations, Maintenance and Safety
1.0 unit
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
17 hour lecture
This course integrates personnel safety, equipment protection and safety tagging procedures with operational and maintenance events expected in a power generation, process or geothermal plant. Specific topics include material and safety data sheets (MSDS), hazardous materials (HAZ/MAT), chemical alert placards and confined space procedures. This course has been approved for online delivery.

IT 72 - Facilities Maintenance – Welding 2
2.0 units
102 hours lab
This course is designed to prepare students with basic, through increasingly advanced, skills covering aspects of maintenance and repair procedures utilizing: soldering, brazing, welding, and joining of PVC. Field work will include fabrication, as well as maintenance and repair of equipment and facilities utilizing a portable shop.

INTERDISCIPLINARY STUDIES

IDS 1 Introduction to Sign Language
4.0 units
CSU only
Recommended Preparation: English 105 or equivalent multiple measures placement.
An introductory course designed to teach students basic skills in American Sign Language vocabulary, finger spelling, culture, and grammatical structures. The student will gain the manual skills to engage in basic dialog, visual cues and the receptive skills to understand general ASL conversation. IDS 1 is equivalent to two years of high school ASL.

IDS 2 Intermediateto Sign Language
4.1 units
CSU only
Prerequisite: IDS 1 with a C or better or equivanant
This course is a continuation of Introduction to American Sign Language, designed for the student desiring to increase vocabulary and fluency in performing and receiving American Sign Language Information. Emphasis is on the structure to American Sign Language including lexical, morphemic and syntactical elements. The student will learn the intermediate skills to engage in descriptive, complex dialog and stories at a moderate skill level. Topics include American Sign Language contrast and comparisons to other languages, language development and acquisition and societal and legal issues.

MATHEMATICS

MATH 1A - Analytic Geometry and Calculus I
5.0 units
CSU/UC
General Education Area D2
CSU GE Area B4
IGETC Area 2A
C-ID MATH 211
Prerequisites: Completion of Pre-calculus or MATH 7 Trigonometry and MATH 8 Advanced Algebra with a grade of 'C' or better or equivalent multiple measures placement.
85 hours lecture
A first course in differential and integral calculus of a single variable: functions; limits and continuity; techniques and applications of differentiation and integration; Fundamental Theorem of Calculus. Primarily for science, technology, engineering & math majors. This course has been approved to be web-enhanced and online delivery. Access to a computer with internet access is required.

MATH 1B - Analytic Geometry and Calculus II
5.0 units
CSU/UC
General Education Area D2
CSU GE Area B4
IGETC Area 2A
C-ID MATH 221
Prerequisite: MATH 1A Analytic Geometry and Calculus I or equivalent multiple measures placement.
85 hours lecture
Continuation of Math 1A. A second course in differential and integral calculus of a single variable: intergration, techniques of integration; infinite sequences and series, polar and parametrice equations: applications of integration. Primarily for science, technology, engineering & math majors. This course has been approved to be web-enhancedan online delivery. Access to a computer with internet access is required.

MATH 7 - Trigonometry
3.0 units
CSU
General Education Area D2
CSU GE Area B4
Prerequisite: MATH 60 Intermediate Algebra or equivalent multiple measures placement.
Co-requisite: MATH 167 Trigonometry Lab
51 hours lecture
A study of the numerical, graphical, and analytical properties of trigonometric functions, oblique triangles, inverse functions, and applications. This course has been approved for online delivery. This course uses a free Open Educational Resource textbook.

MATH 8 - Advanced Algebra
3.0 units
General Education Area D2
CSU/UC
CSU GE Area B4
IGETC Area 2A
Prerequisite: MATH 60 Intermediate Algebra or equivalent multiple measures placement.
Co-requisite: MATH 168 College Algebra Lab
51 hours lecture
This course solidifies the basic foundation needed by students planning to study the analytic geometry and calculus sequence. Topics include: general theory of equations, polynomial and rational inequalities, conic sections, exponents and logarithms; an introduction to sequences, series, matrices and their applications. This course is recommended for math, science, engineering and business students. This course has been approved for online and hybrid delivery.

MATH 11A Concepts of Elementary School Mathematics I
3.0 units
CSU/UC
General Education Area: D2
CSU GE Area: B4
C-ID MATH 120
Prerequisite: MATH 60 Intermediate Algebra or equivalent multiple measures placement.
A course focusing on the development of quantitative reasoning skills through in-depth, integrated exploration of topics in

mathematics, including real number systems and subsystems. Emphasis is one comprehension and analysis of mathematical concepts and applications of logical reasoning. One of two courses designed especially for students preparing for credentials in elementary education. This course has been approved for online delivery. Access to a computer with internet access is required.

MATH 11B Concepts of Elementary School Mathematics II
3.0 units
CSU/UC
General Education Area: D2
CSU GE Area: B4
C-ID MATH 120
Prerequisite: MATH 60 Intermediate Algebra or equivalent multiple measures placement.
A course covering the study of the real numbers, measurement, logic and mathematical reasoning, introduction to probability and statistics and some concepts of algebra, non-metric and metric geometry. One of two courses designed especially for students preparing for credentials in elementary education. This course has been approved for online delivery. Access to a computer with internet access is required.

MATH 40 - Elementary Statistics
3.0 units
CSU/UC
General Education Area D2
CSU GE Area B4
IGETC Area 2A
C-ID MATH 110
Prerequisite: MATH 60 Intermediate Algebra or equivalent multiple measures placement.
Co-requisite: MATH 164 Elementery Statistics Lab
51 hours lecture
The use of probability techniques, hypothesis testing, and predictive techniques to facilitate decision-making. Topics include descriptive statistics; probability alnd sampling distributions; statistical inference; correlation and linear regression; analysis of variance; chi-square and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Applications using data from disciplines including business, social scieces, psychology, life science, health science, and education. This course has been approved for online, hybrid and correspondence delivery.

MATH 60 - Intermediate Algebra
4.0 units
General Education Area D2
51 hours lecture/51 hours lab
This course is a continuation of Beginning Algebra and is designed to develop the algebra skills necessary for college level math courses. Topics include: linear, quadratic, inverse, exponential, and logarithmic functions; real and complex solutions of quadratic equations; systems of equations and inequalities, sequences and the Binomial Theorem. This course satisfies the Mathematics competency requirement and AREA D2 (Language and Rationality) requirement for the AA/AS degree. This course has been approved for online, and correspondence delivery. This course has been approved to be web-enhanced. Access to a computer with internet access is required. This course has been approved for online and correspondence delivery.

MUSIC

MUS 6 - Music History from Antiquity to 1750
3.0 units
CSU/UC
General Education Area C
CSU GE Area C1
IGETC Area 3A
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
An introductory survey course in Western music history that covers music, the beginning of opera, composers, styles, genres and periods from antiquity to the end of the Baroque era. This course has been approved for online, hybrid and correspondence delivery.

MUS 7 - Music History from 1750 to Modern Era
3.0 units
CSU/UC
General Education Area C
CSU GE Area C1
IGETC Area 3A
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
An introductory survey course in Western music history that covers music, composers, styles, genres and periods from early Rococo to the modern music era. This course has been approved for online, hybrid and correspondence delivery.

MUS 12 - Music Appreciation
3.0 units
CSU/UC
General Education Area C
CSU GE Area C1
IGETC Area 3A
C-ID MUS 100
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
A survey course that covers the elements of music (melody, harmony, rhythm and form), instruments, voices, program and dramatic music, vocal and instrumental music, sacred and secular music, folk, popular, jazz, music of other cultures and historical music from primitive times to the present. Emphasis is placed on listening to music and attending performances. This course has been approved for online, hybrid and correspondence delivery.

NURSING

Licensed Vocational Nursing

Acceptance into the Vocational Nursing Program is required before enrollment in nursing courses

VN 50 - Pharmacology
4.0 units
Corequisite: VN 51; VN 52
68 hours lecture
Introduction to the principles of pharmacology, medication administration, and computation of medication dosage. Includes the study of major drug categories. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course.

VN 51 - Nursing Fundamentals
4.0 units
Prerequisites: BIOL 25 & 26, ENGL 1, HLTH 25, HO 3, HO 120 or AHA CPR, MATH 60, PSY 1, PSY 18.
Corequisites: VN 50; VN 52
68 hours lecture
Introduction to nursing fundamentals and the healthcare profession. Topics will include history of nursing, nursing

concepts, legal and ethical issues, nursing process, basic patient needs and the nursing care required for alterations in basic needs. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. Uniform and lab fee of $300 will be collected at registration. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course.

VN 52 - Clinical Lab I
7.0 units

Corequisite: VN 50; VN 51
357 hours lab
Application of basic nursing skills in a laboratory setting and experience in giving supervised nursing care to selected patients in health care facilities. Total clinical hours are 357. Clinical hours may vary from week to week. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course.

VN 53 - Adult Nursing Theory
7.0 units

Prerequisite: VN 50; VN51; VN 52
Corequisite: VN 54
119 hours lecture
Presents disease conditions in a systems based format with emphasis on pathophysiology, etiology, treatment, and nursing concerns with focus on nursing care and the nursing process. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course.

VN 54 - Clinical Lab II
6.0 units

Prerequisite: VN 50; VN 51, VN 52
Corequisite: VN 53
306 hours lab
Application of various nursing skills in a clinical setting and experience in giving supervised nursing care, with increasing levels of independence, to selected patients in health care facilities. Total clinical hours are 306. Clinical hours may vary from week to week. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course.

VN 55 – Nursing Leadership and Professional Development
2.0 units

Prerequisite: VN 51; VN 52; VN 53; VN 54; VN 55
Corequisite: VN 56; VN 57; VN 58; VN 60
34 hours lecture
Instruction on the transition from student to Licensed Vocational Nurse including leadership and professional development. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course.

VN 56 - Clinical Lab III
6.0 units

Prerequisite: VN 51; VN 52; VN 53; VN 54
Corequisite: VN 55; VN 57; VN 58; VN 60
306 hours lab
Application of various nursing skills in a clinical setting and experience in giving supervised nursing care, with increasing levels of independence, to selected patients in health care facilities including maternal and pediatric nursing. Total clinical hours are
306. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid and online delivery. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course.

VN 57 - Maternity Nursing
2.0 units

Prerequisite: VN 51; VN 52; VN 53; VN 54
Corequisite: VN 55; VN 56; VN 58; VN 60
34 hours lecture
Course includes human sexuality, conception, pregnancy, labor, delivery, postpartum and care of the newborn. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course.

VN 58 - Pediatric Nursing
2.0 units

Prerequisite: VN 51; VN 52; VN 53; VN 54
Corequisite: VN 55; VN 56; VN 57; VN 60
36 hours lecture
Study of the normal growth and development of the infant through the adolescent as well as common diseases affecting these groups and appropriate nursing care. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid and online delivery. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing

students must be displayed on camera throughout entire course.

VN 59 – Intravenous Therapy and Blood Withdrawal
2.0 units
Prerequisite: Successful completion of all Vocational Nursing courses or current LVN license in the state of California
31 hours lecture/9 hours lab
Designed for the Licensed Vocational Nurse student currently enrolled in the Licensed Vocational Nursing program to prepare for IV and Blood Withdrawal Certification through the Board of Vocational Nursing and Psychiatric Technicians. Students will demonstrate competency to the satisfaction of the BVNPT that they are properly trained and prepared to withdraw blood from a patient and start and superimpose intravenous fluids. Upon successful completion the student will be prepared to withdraw blood and start and superimpose intravenous fluids in an organized healthcare system. The student must complete 30 theory hours and 9 clinical hours and perform a minimum of 3 individually supervised successful venipunctures and 3 individually supervised skin punctures by each student on live human subjects. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course..

VN 60 –NCLEXVN Review
2.0 units
Prerequisite: VN 50; VN 51; VN 52; VN 53, VN 54
Corequisite: VN 55; VN 56, VN57, VN 58
30 hours lecture
Course designed to prepare the Licensed Vocational Nursing student for successful completion of the state board examination for licensure. Access to a computer with internet access is required. Students must complete all course hours and must achieve a 75% on their final class grade and must achieve a final exam grade of 75% or better to be eligible to remain in the nursing program. This course has been approved for hybrid delivery and online delivery for emergency use only. If course is provided hybrid or online, per the board of nursing students must be displayed on camera throughout entire course

PHILOSOPHY

PHIL 1 - Introduction to Philosophy
3.0 units
CSU/UC
General Education Area C
CSU GE Area C2
IGETC Area 3B
Recommended Preparation: ENGL 1 or equivalent multiple measures placement
51 hours lecture
An introduction to the writings of the most noted philosophers of the Western world along with an examination of some of the main problems in philosophy, such as the nature of knowledge, ethics, philosophy of science, free will vs. determinism and the mind-body problem. This course has been approved for online delivery.

PHIL 10 - Comparative World Religions
3.0 units
CSU/UC
General Education Area C
CSU GE Area C2
IGETC Area 3B
Recommended Preparation: ENGL 1 or equivalent multiple measures placement
51 hours lecture
This course introduces the learner to the profound ideas and practices of religions around the world - America, Africa, India, China and Japan. The history and 'world view' of each religion is examined, with readings from various religious texts. This course has been approved for online and correspondence delivery.

PHYSICAL EDUCATION

PE 15 - Introduction to Kinesiology
3.0 units
CSU/UC
CSU Area E2
General Education Area E2
C-ID KIN 100
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course will introduce students to the interdisciplinary approach to the study of human movement. Topics include employment fields, leadership, theory, history, and principles of sport, physical education and sub-disciplines in kinesiology. This course has been approved for online and hybrid delivery.

PHYSICAL EDUCATION ACTIVITIES COURSES

PEAC 2A - Men's Varsity Soccer
3.0 units
CSU/UC (Unit limitation)
General Education Area E2
170 hours lab (R)
Intercollegiate varsity soccer competition. Since skills/proficiencies are enhanced by supervised repetition and practice, This course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 2B – Pre-Season Skills and Conditioning for Soccer
0.5 units
CSU/UC (Unit limitation)
General Education Area E2
25.5 hours lab
Pre-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity soccer competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 2C - Women's Varsity Soccer
3.0 units
CSU/UC (Unit limitation)
General Education Area E2
170 hours lab (R)
Intercollegiate varsity soccer competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 2D – Off-Season Skills and Conditioning for Soccer
1.5 units
CSU/UC (Unit limitation)
General Education Area E2
76 hours lab
Off-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity soccer competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 5A - Men's Varsity Basketball-Fall
2.0 units
CSU/UC (Unit limitation)
General Education Area E2

110 hours lab (R)
Fall semester intercollegiate mens varsity basketball competition (1st half of season). Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for hybrid delivery.

PEAC 5A.02 - Men's Varsity Basketball-Spring
1.0 units
CSU/UC (Unit limitation)
General Education Area E2
60 hours lab (R)
Spring semester intercollegiate mens varsity basketball competition (second half of season). Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for hybrid delivery

PEAC 5B – Pre-Season Skills and Conditioning for Basketball
1.5 units
CSU/UC (Unit limitation)
General Education Area E2
76 hours lab
Pre-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity basketball competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for online and hybrid delivery

PEAC 5C - Women's Varsity Basketball-Fall
2.0 units
CSU/UC (Unit limitation)
General Education Area E2
110 hours lab (R)
Fall semester intercollegiate Women's Varsity Basketball competition (first half of season). Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for online and hybrid delivery

PEAC 5C.02 - Women's Varsity Basketball-Spring
1.0 units
CSU/UC (Unit limitation)
General Education Area E2
60 hours lab (R)
Spring semester intercollegiate womens varsity basketball competition (second half of season). Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 5D – Off-Season Skills and Conditioning for Basketball
1.0 units
CSU/UC (Unit limitation)
General Education Area E2
51 hours lab
Off-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity basketball competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year This course has been approved for hybrid delivery

PEAC 6 - Varsity Wrestling
3.0 units
CSU/UC (Unit limitation)
General Education Area E2
170 hours lab (R)
Intercollegiate Varsity Wrestling Competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 6B – Pre-Season Skills and Conditioning for Wrestling
0.5 units
CSU/UC (Unit limitation)
General Education Area E2
25.5 hours lab
Pre-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity wrestling competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 6D – Off-Season Skills and Conditioning for Wrestling
1.5 units
CSU/UC (Unit limitation)
General Education Area E2
76 hours lab
Off-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity wrestling competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year

PEAC 7 - Varsity Baseball
3.0 units
CSU/UC (Unit limitation)
General Education Area E2
170 hours lab (R)
Intercollegiate Varsity Baseball Team Competition. This course may be taken for a total of two enrollments. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for hybrid delivery

PEAC 7D – Off-Season Skills and Conditioning for Baseball
3.0 units
CSU/UC (Unit limitation)
General Education Area E2
175 hours lab
Off-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity baseball competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year. This course has been approved for hybrid delivery

PEAC 9 - Women's Varsity Volleyball
3.0 units
CSU/UC (Unit limitation)
General Education Area E2
170 hours lab (R)
Intercollegiate Women's Varsity Volleyball Competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 9B – Pre-Season Skills and Conditioning for Volleyball
0.5 units
CSU/UC (Unit limitation)
General Education Area E2
25.5 hours lab
Pre-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate varsity volleyball competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 9D – Off-Season Skills and Conditioning for Volleyball
1.5 units
CSU/UC (Unit limitation)
General Education Area E2
76 hours lab
Off-season skill development and strategy

tactics combined with fitness conditioning to prepare interested participants for intercollegiate women's varsity volleyball competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 10 - Women's Varsity Softball
3.0 units
CSU/UC (Unit limitation)
General Education Area E2
170 hours lab (R)
Intercollegiate Women's Varsity Softball Competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 10D – Off-Season Skills and Conditioning for Softball
3.0 units
CSU/UC (Unit limitation)
General Education Area E2
175 hours lab
Off-season skill development and strategy tactics combined with fitness conditioning to prepare interested participants for intercollegiate women's varsity softball competition. Since skills/proficiencies are enhanced by supervised repetition and practice, this course is repeatable to a maximum of three enrollments but can only be taken once per year.

PEAC 16 – Walking For Fitness
1.0 unit
CSU/UC (Unit limitation)
General Education Area E2
51 hours lab
Students will participate in brisk walking program that will enhance their cardiovascular conditioning and endurance. This course has been approved for online, hybrid and corresoindece delivery.

PEAC 32D - Fitness Center
1.0 unit
CSU/UC (Unit limitation)
General Education Area E2
51 hours lab
Instruction in and application of physical fitness principles. Students will engage in a physical conditioning program with an emphasis in body toning, flexibility, weight control, cardiovascular development and muscular strength and endurance using equipment in the fitness center. This course has been approved for online and hybrid delivery.

PEAC 34 - Golf Skills
1.0 unit
CSU/UC (Unit limitation)
General Education Area E2
51 hours lab
Development of sufficient proficiency in golf to recognize and enjoy the game as a lifetime activity; includes U.S.G.A. rules and etiquette and the fundamental mechanics involved in the use of irons and woods. Each student must purchase a 5-play card (45 total holes of golf) from Diamond Mountain Golf Club at the prevailing rate. The registration fee includes an unlimited number of range balls during the scheduled class times. This course has been approved for hybrid delivery for emergency use only.

PEAC 44 – Yoga
1.0 unit
CSU/UC (Unit limitation)
General Education Area E2
51 hours lab
Introduction to basic yoga postures. Study and practice of exercises for self-awareness, breathing, relaxation, visualization and meditation. This course has been approved for online and hybrid delivery.

PHYSICAL SCIENCE

PHSC 1 - General Physical Science
3.0 units
CSU/UC (unit limitation)
General Education Area A
CSU GE Area B1
IGETC Area 5A
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
A brief introduction to physics, chemistry, geology, and astronomy. Not intended for science majors. This course has been approved for online delivery.

PHYSICS

PHYS 2A – General College Physics I
4.0 units
CSU/UC
General Education Area: A
CSU GE Areas B1 & B3
IGETC Area 5A & 5C
C-ID PHYS 105
Prerequisite: Math 7 OR MATH 60 Intermediate Algebra or equivalent multiple measures placement and concurrent enrollment in Math 7 Trigonometry
Recommended Preparation: ENG 105 or equivalent multiple measures placement
51 hours lecture/51 hours lab
This course provides an introduction to the principles and applications of mechanics, using the mathematical tools of algebra and right triangle trigonometry. Topics include vectors, kinematics, Newton's laws, gravity, energy and momentum, mechanics of rigid bodies, heat, fluids and simple harmonic motion. This course has been approved for web-enhancedand online delivery. Access to a computer with internet access is required.

PHYS 2B - General College Physics II
4.0 units
CSU/UC
General Education Area A
CSU GE Areas B1, B3
IGETC Area 5A, 5C
C-ID PHYS 110
Prerequisite: PHYS 2A General Physics I
51 hours lecture/51 hours lab
This course is a continuation of PHYS 2A, covering mechanical waves (including sound), electricity, magnetism, geometric optics, interference and diffraction and elementary modern physics. This course has been approved for web-enhanced and online delivery. Access to a computer with internet access is required.

POLITICAL SCIENCE

PLSC 1 - American Institutions
3.0 units
CSU/UC
General Education Area B
CSU GE Areas D8
IGETC Area 4H
C-ID POLS 110
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
Designed to acquaint the individual with the basic principles of American national, state and local governments. Content will include the U.S. Constitution (origin and development), general functions and relationships of the three levels of government, political parties and electoral processes. This course may be used for partial fulfillment of the U.S. History and American Institutions requirement for graduation from four-year colleges. This course has been approved for hybrid, online, and correspondence delivery.

PLSC 11 - Student Leadership
1.0 unit
CSU
51 hours lab
Practical experience in group leadership situations involving parliamentary procedure, organization, goal setting, budgeting, and agenda setting. This course has been approved for hybrid delivery.

PSYCHOLOGY

PSY 1 - Introduction to Psychology
3.0 units
CSU/UC
General Education Areas B & E1
CSU GE Areas D9 & E
IGETC Area 4I
C-ID PSY 110
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
Psychology is the scientific study of behavior and mental processes. The content foucuses on the exploration of major psychological theories and concepts, methods, and research findings in psychology. Topics include the biological bases of behavior, perception, cognition and consciousness, learning, memory, emotion, motivation, development, personality, social psychology, psychological disorders and therapeutic approaches, and applied psychology. This course has been approved for online, correspondence, and hybrid delivery.

PSY 5 – Intro to Research Methods
3.0 units
CSU/UC
General Education Area B
CSU GE Area D9
IGETC Area 4I
C-ID PSY 200
Prerequisite: PSY 1 Introduction to Psychology and MATH 40 Statistics.
51 hours lecture
This course surveys various psychological research methods with an emphasis on research design, experimental procedures, descriptive methods, instrumentation, and the collection, analysis, interpretation, and reporting of research data. Research design and methodology will be examined through a review of research in a variety of the sub disciplines of psychology. This course has been approved for online, hybrid and correspondence delivery.

PSY 6 – Abnormal Psychology
3.0 units
CSU/ UC
General Education Area B
CSU GE Area D9
IGETC Area 4I
C-ID PSY 120
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course introduces the scientific study of psychopathology and atypical behaviors, broadly defined. Students investigate abnormal behavior from a variety of perspectives including biological, psychological, and sociocultural approaches. An integrative survey of theory and research in abnormal behavior, and intervention and prevention strategies for psychological disorders are also introduced. This course has been approved for correspondence, online and hybrid delivery.

PSY 18 - Life Span Development
3.0 units CSU/UC
General Education Area E1
CSU GE Area D7 & E
IGETC Area 4 G & 4I
C-ID PSY 180
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course is designed to provide an overview of the physical, cognitive, social and emotional development from conception through the life-span. The emphasis will be on the practical application of developmental principles. This course has been approved for online and hybrid delivery.

PSY 31 - Child Development: Conception through Adolescence
3.0 units
CSU/UC
Associate Degree Area E1
CSU GE Area D7 & E
IGETC Area 4G & 4I
C-ID CDEV 100
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course examines the major physical, psychological, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. Emphasis will be on interactions between the maturational process and environmental factors. Students will be expected to observe children, analyze characteristic of children at different developmental stages and investigate research methodologies. This course has been approved for online, hybrid and correspondence delivery.

PSY 33 - Psychology of Personal and Social Adjustment
3.0 units
CSU
General Education Area E1
CSU GE Area E
C-ID PSY 115
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
This course provides an introduction to theory, research, and practical application relevant to personal fulfillment, human relationships, and social functioning. Topics explored in this course include personality development, interpersonal relationships including intimate relationships, stress and stress management, traditional and changing gender roles, and adjusting to our ever changing modern society. This course has been approved for online, hybird and correspondence delivery.

SOCIOLOGY

SOC 1 - Introduction to Sociology
3.0 units
CSU/UC
General Education Area B
CSU GE Area D
IGETC Area 4J
C-ID SOCI 110
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
Basic concepts of sociology are covered with an emphasis on culture, socialization, social norms, roles, groups, community and ecology, social institutions, social classes, social changes and social policy. This course has been approved for online, hybrid (on-line/traditional), and correspondence delivery. This course uses a free Open Educational Resource textbook

SOC 2 - Social Problems
3.0 units
CSU/UC
General Education Area B
CSU GE Area D
IGETC Area 4J
C-ID SOCI 115
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
Investigation and analysis of major social problems in the United States at the present time. This course has been approved for online, correspondence and hybrid delivery.

SOC 3 - Family Relations
3.0 units
CSU/UC
General Education Areas B & E1
CSU GE Area D & E
C-ID SOCI 130
Recommended Preparation: ENGL105 or equivalent multiple measures

placement.
51 hours lecture
Sociological analysis of the family, including historical and recent changes, present nature and the socio-cultural and economic forces shaping these changes. This course has been approved for hybrid, online and correspondence delivery.

SOC 4 - Introduction to Gender
3.0 units
CSU/UC
General Education Area B
CSU GE Area D4
IGETC Area 4D
C-ID SOCI 140
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
51 hours lecture
Sociological analysis of the social construction of masculinity and femininity historically and cross-culturally. It examines the debates on sex and gender. It analyzes the impact of economic and political change on gender expectations and practices. This course has been approved for hybrid, online and correspondence delivery.

SPANISH

SPAN 1 - First Course in Spanish
4.0 units
CSU/UC
General Education Area C
CSU GE Area C2
IGETC Area 6A
C-ID SPAN 100
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
58 hours lecture/34 hours lab
This introductory course teaches beginning language acquisition in a cultural context through listening, speaking, reading and writing. The students will interact with authentic language in cultural context.

SPAN 2 - Second Course in Spanish
4.0 units
CSU/UC
General Education Area C
CSU GE Area C2
IGETC Area 3B & 6A
Prerequisite: SPAN 1 First Course in Spanish
58 hours lecture/34 hours lab
A continuation of beginning Spanish in the study of the fundamentals of Spanish grammar with practice in pronunciation, understanding, speaking, reading, and writing. A more in depth presentation of Hispanic culture, geography, and history is included.

SPEECH

SPCH 1 – Public Speaking
3.0 units
CSU/UC
General Education Area D2
CSU GE Area A1
IGETC Area 1C
C-ID COMM 110
Prerequisite: ENGL 1 College Composition
51 hours lecture
Theory and techniques of public speaking in democratic society. Discovery, development, and criticism of ideas in public discourse through research, reasoning, organization, composition, presentation, and evaluation of various types of speeches including informative and persuasive speeches. This course has been approved for online and hybrid delivery. Students must be have regular access to a computer with Internet and be able to navigate an online learning system. This course uses a free Open Educational Resource textbook. The course has also been approved for incarcerated correspondence delivery with speeches recorded in front of a live audience.

TUTORING

TUTR 50 - Fundamentals of Peer Tutoring
0.5 unit
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
8 hour lecture
This course is designed for peer tutors working in the college tutorial center. This course will focus on the practical skills necessary to function effectively as a peer tutor in the student's chosen areas of study. Students will participate in supervised tutoring in the College's Learning Center.

VOCATIONAL NURSING

See Nursing

WELDING TECHNOLOGY

WT 20 - Power Plant and Field Pipe Welding I
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
17 hour lecture/102 hours lab (R)
This is the first of a four course sequence to prepare students in power plant and field welding. This course deals with shop safety, oxyacetylene cutting (OAC), air carbon arc cutting (CAC-A), shielded metal arc welding (SMAW) and pipe welding. Pipe coupons will be prepared and welded in the horizontal rolled (1G) position. American Welding Society (AWS) welding qualifications on plate and pipe will be prepared and completed. Repeatable as required for qualification by the American Welding Society (AWS) D1.1 Section 4. Period of Effectiveness. (Instructor Authorization Required for Course Repetition.) This course has been approved for hybrid delivery.

WT 21 - Power Plant and Field Pipe Welding II
3.0 units
CSU
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
17 hour lecture/102 hours lab (R)
This is the second course of a four course sequence dealing with pipe welding, in the 2G and 5G positions, using the shielded metal arc welding (SMAW) process. Gas tungsten arc welding (GTAW) will be introduced to prepare the student for welding on pipe using the GTAW process. American Welding Society (AWS) welding-qualification will be prepared and completed on one inch plate in the 3G and 4G positions. Repeatable as required for qualification by the AWS D1.1 Section 4 Period of Effectiveness. (Instructor Authorization Required for Course Repetition.) This course has been approved for hybrid delivery.

WT 22 - Power Plant and Field Pipe Welding III
3.0 units
CSU
Recommended Preparation ENGL105 or equivalent multiple measures placement.
17 hour lecture/102 hours lab (R)
This is a fundamental class dealing with pipe welding in the 6G position using the shielded metal arc welding (SMAW) process. Joint designs will be performed using the gas metal arc welding (GMAW), and the gas tungsten arc welding (GTAW) process in preparation for welding root passes on pipe. Welding symbols are presented and reviewed in order to enable students to interpret welding blueprints. This is the third of a four course sequence to prepare students for power plant and field pipe welding. American Welding Society (AWS)

qualifications in GTAW, GMAW, and flux core arc welding (FCAW) will be prepared and completed. Repeatable as required for qualification by the AWS D1.1 Section 4 Period of Effectiveness. (Instructor Authorization Required for Course Repetition.) This course has been approved for hybrid delivery.

WT 23 - Power Plant and Field Pipe Welding IV
3.0 units
CSU

Recommended Preparation: ENGL105 or equivalent multiple measures placement.

17 hour lecture/102 hours lab (R)
This class deals with pipe welding in the 2G (vertical fixed), 5G (horizontal fixed), and 6G (45° fixed) positions using gas tungsten arc welding (GTAW) for the root pass and shielded metal arc welding (SMAW) for the fill and cover passes. American Welding Society (AWS) pipe qualifications will be prepared and completed in the 2G, 5G and 6G positions. Repeatable as required for qualifications by the American Welding Society D1.1 Section 4 Period of Effectiveness. (Instructor Authorization Required for Course Repetition.) This course has been approved for hybrid delivery.

WT 25 – SolidWorks Fundamentals
3.0 units
CSU

34 hour lecture/151 hours lab
This course is the first in a two part series using computer-aided-design (CAD) software. Part of our advanced manufacturing program, this course teaches students how to use SolidWorks and mechanical design automation software to build parametric models of parts and assemblies, and how to make drawings of those parts and assemblies.

WT 31 – GTAW for Gunsmiths
3.0 units
CSU

17 hour lecture/102 hours lab
This course is designed to develop the manipulative skills, technical knowledge and application of the tungsten arc welding (GTAW) process as they relate to firearm repair. The student will be required to provide their own tungsten welding electrodes for this course at a cost of approximately $30.00. Must be accepted into the gunsmithing program prior to enrollment. This course has been approved fory hybrid delivery.

WT 32 – Advanced GTAW for Gunsmiths
3.0 units
CSU

Recommended Preparation: Concurrent enrollment or credit for WT 31 or instructor approved work experience classes.

17 hour lecture/102 hours lab
This course is designed to provide an opportunity for the student to further their understanding in applying the specialized gas tungsten arc welding (GTAW) process to aluminum and stainless steel as it relates to firearm repair. Students will work on the design, function and repair of gunparts and related equipment using the GTAW process. The student will be required to provide their own tungsten welding electrodes for this course at a cost of approximately $30.00. Must be accepted into the gunsmithing program prior to enrollment. This course has been approved for hybrid delivery.

WT 36 - Welding Theory and Practice – Oxyacetylene
1.0-3.0 units
CSU

153 hours lab (R)
This is an elective welding course where students will apply the oxyacetylene welding (OAW) and oxyacetylene cutting (OAC) processes to selected projects. This course may be taken for a total of three enrollments, not to exceed three units. This course has been approved for open entry/open exit.

WT 37 - Welding Theory and Practice-Shielded Metal Arc Welding
1.0-3.0 units
CSU

153 hours lab (R)
This is an elective welding course where the student will apply the shielded metal arc welding (SMAW) process to selected projects. This course has been approved for open entry/open exit. This course may be taken for three enrollments not to exceed three units, or as required to maintain welding qualifications per American Welding Society (AWS) D1.1 Section 4 Period of Effectiveness. (Instructor Authorization Required for Course Repetition.)

WT 38 - Welding Theory and Practice - Gas Metal Arc Welding
1.0-3.0 units
CSU

153 hours lab (R)
This is an elective welding course where students will apply the gas metal arc welding (GMAW) process to selected projects. This course has been approved for open entry/open exit. This course may be taken as required for qualification by the American Welding Society D1.1, Section 4.1.3. (Instructor Authorization Required for Course Repetition.)

WT 39 - Welding Theory and Practice - Gas Tungsten Arc Welding
1.0-3.0 units
CSU

153 hours lab (R)
This is an elective welding course where students will apply the gas tungsten arc welding (GTAW) process to selected projects. This course has been approved for open entry/open exit. This course may be taken as required for qualification by the American Welding Society D1.1, Section 4.1.3. (Instructor Authorization Required for Course Repetition.)

WT 42 - Intermediate Shielded Metal Arc Welding
3.0 units
CSU

153 hours lab (R)
This is the second in a three course series of fundamental elective classes dealing with the shielded metal arc welding process (SMAW). Filler rods will be selected and applied to joint designs which meet industrial specifications. Repeatable as required for qualification by the American Welding Society D1.1, Section 4 Period of Effectiveness (Instructor Authorization Required for Course Repetition.)

WT 43 - Advanced Shielded Metal Arc Welding
3.0 units
CSU

153 hours lab (R)
This is the last in a three-course sequence of fundamental elective classes dealing with the shielded metal arc welding (SMAW) process. Specialized filler rods will be selected and applied to joint designs which meet industry standards. Repeatable as required for qualification by the American Welding Society (AWS) D1.1, Section 4 Period of Effective. (Instructor Authorization Required for Course Repetition.)

WT 44 - Gas Metal Arc Welding
3.0 units
CSU

153 hours lab (R)
This course is designed as an elective class to develop the manipulative skills, technical knowledge and application of the gas metal arc welding (GMAW) spray transfer process and flux core arc welding with gas (FCAW-G). The processes will be applied to recognized joint designs on

ferrous materials. GMAW will also be explored in welding nonferrous materials (aluminum). Repeatable as required for qualification by the American Welding Society (AWS) D1.1, Section 4.1.3. (Instructor Authorization Required for Course Repetition.)

WT 45 - Gas Tungsten Arc Welding
3.0 units
CSU
153 hours lab (R)
This is an elective course designed to develop the manipulative skill, technical knowledge and application of the gas tungsten arc welding (GTAW) process. The process will be applied to selected joint designs on ferrous and nonferrous materials. Repeatable as required for qualification by the American Welding Society D1.1, Section 4.1.3. (Instructor Authorization Required for Course Repetition.)

WT 49 - Welding Technology Work Experience
1.0-8.0 units
CSU
General Education Area E1
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
75-600 hours lab (R)
This work based learning course is designed to assist students with educational or career goals in welding technology, who are working in the field of welding technology, to build related job specific skills through individualized learning objectives and enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session. Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Career Technical Education, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours of paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid delivery

WT 50 – Welding for Artists (Design and Fabrication)
2.0 unit
Co-requisite: ART-50 Welding for Artists (History of Welded Sculpture)
102 hours lab (R)
Students will become proficient in the use of oxy-acetylene, arc/stick, TIG, and MIG welding techniques in addition to metal cutting tools found in a welding studio. Students will also become knowledgeable with stationary tools common to a welding shop such as: breaks, shears, bench grinders, hand grinders and drills. This class will focus on welding and metal fabrication as a fine art medium.

WT 51- Blueprint and Symbol Reading for Welders
2.0 units
34 hours lecture
This course is an introduction to blueprint and symbol interpretation practices commonly used in the welding and metal fabrication industries. This course will cover drawing types, symbols, views, dimensions and tolerances. This course will further develop the student's range of thinking required to assemble simple components and complex assemblies from welding prints. This course has been approved for online delivery.

WT 52 – Robotic Operations and Programming
3.0 units
17 hours lecture
102 hours lab
This course is the first in a two part series in robotics. The course will provide a student with the skills to safely setup, program, and operate a robot using basic software functions. This course has been approved for hybrid delivery.

WT 53 – Robotic Welding Operations and Programming (Advanced)
3.0 units
Prerequisite: WT 52 and WT 38 or concurrent enrollment in WT 38
17 hours lecture
102 hours lab
This course is the second in a two part series that expands on robotic programming. Emphasis will be on robotic welding and Arc Tool operations and programming. The course will also demonstrate the proper use of fixturing to secure weldments.

WORK EXPERIENCE

WE 1 - General Work Experience
1.0-8.0 units/ CSU
General Education Area E1
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
75-600 hours lab (R)
This work based learning course is designed to assist students in developing job specific skills, enhancing soft skills in the workplace, exploring careers, and developing an understanding of how one's current job fits into the context of career development. All Work Experience enrollments require attendance of a face-to-face orientation Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in this course shall not exceed 6 units per term. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Vocational, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid Delivery.

WE 2 - Occupational Work Experience
1.0-8.0 units
CSU
General Education Area E1
Recommended Preparation: ENGL105 or equivalent multiple measures placement.
75-600 hours lab (R)
This work based learning course is designed to assist students with educational or career goals related to a transfer major at another institution, who are working in a related position, to build related job specific skills through individualized learning objectives and

enhance their workplace performance. All Work Experience enrollments require attendance of a face-to-face orientation session Instruction is also provided through online course modules and emails throughout course term, work based learning with a participating supervisor, and meetings in office or at student worksite. Instruction focuses on goal setting to develop job specific skills, enhancement of soft skills in the workplace, and career development. Subsequent enrollments require new individualized learning objectives, and completion of new course module assignments. Units are awarded based upon achievement of approved learning objectives, workplace performance, submission of course assignments, and documentation of work hours. Enrollment in this course shall not exceed six units. Enrollment in Work Experience courses is limited to a maximum of 16 units, including all Vocational, Occupational and General Work Experience enrollments. Title V specifies students will earn 1 unit of credit for each 75 hours paid work, and 1 unit of credit for each 60 hours volunteer work. This course has been approved for Hybrid Delivery.

NON-CREDIT COURSES

AUTOMOTIVE

AT 150 Automotive Maintenance
0.0 units

17 hours lecture 34 hours lab
This course was designed to introduce shop procedure and safety to the student. The students will also acquire skills necessary to perform vehicle maintenance procedures such as change engine oil, transmission fluid, engine coolant and other fluids. Visual inspection of other automotive systems will also be covered. This course is design to provide entry level skills for employment. The course has been approved for Hybrid delivery.

AT 151 Automotive Chassis System
0.0 units

17 hours lecture 34 hours lab
This course was designed to introduce shop procedure and safety to the student. Students will acquire the skills necessary to perform vehicle brake overhaul procedures and suspension alignment. Visual inspection procedures for brake, steering, and suspension systems will also be covered. This course is design to provide entry level skills for employment. The course has been approved for Hybrid delivery.

BASIC SKILLS

BS 156 - Practical Writing
0.0 unit

36-50 hours
This course uses practical applications of writing to enable students to develop and improve their basic reading and writing skills in everyday situations and the workplace. Emphasis is placed on effective use of grammar that is clear and relevant in both academic and vocational tasks. While in the classroom they will learn, through lecture and writing exercises, the importance of workplace communication in written and electronic form. They will also be instructed in basic skills writing mechanics and critical thinking skills that will help them become more successful in college, career, and everyday life.

BS 170 Basic Skills: Pre High School Equivalency Preparation I
0.0 units

68 hours lecture/68 hours lab
This course is designed for students who complete the basic skills pre-test in the five core curricular areas of language arts reading, language arts writing, science, social studies, and math. This course provides review and practice in these areas to provide the necessary basic skills foundation required in preparing for the high school equivalency test. Instruction is provided at designated reading and math levels to maximize student learning and to acquire the higher level thinking skills necessary to prepare for the high school equivalency test. This course may be repeated until student has demonstrated readiness for taking the high school equivalency tests in all five core curricular areas. This course has been approved for open entry/open exit. This course has been approved for online delivery.

BS 171 Basic Skills: Pre High School Equivalency Preparation II
0.0 units

40 hours lab
This course is designed for students who complete the basic skills pre-test at the 10th grade level or higher in reading and math and who need additional review and practice before taking the test. The course provides short term, in depth instruction focused on content areas of the high school equivalency test, higher level thinking skills, test taking practice, and testing strategies needed to successfully pass the test. This course may be repeated until the High School Equivalency test is passed. This course has been approved for open entry/open exit.

CAREERS

CARS 151 - Career Life Skills
0.0 unit

34 hours lecture (R)
This course is designed to aid the student to assess and develop the personal and workplace skills and behaviors needed to be an effective employee. Skills include positive self-esteem, decision-making, goal-setting, and stress management, among others. This course may be taken for a total of four enrollments.

CARS 153 - Career/Employment Strategies
0.0 unit

34 hours lecture (R)
This course is designed to help the student develop the skills to locate the best employment opportunities, to write winning resumes and to successfully interview. The course also looks at students making realistic self-appraisal of values, interests and capacities and applying these toward the selection of a future career. This course may be taken for a total of four enrollments.

COMPUTER APPLICATIONS

CA 150 - Computer Skills for Senior Adults
0.0 unit

8 hours lecture/24 hours lab (R)
This course is designed to provide the senior adults with an opportunity to familiarize themselves with various computer technologies. Subjects will include, but not be limited to, the Windows operating system, Windows applications (e.g. NotePad, Calculator, Paint, and WordPad), spreadsheets, the Internet, and E-mail. While the course is open to all ages and levels of expertise, it is geared toward the older adult who has little to no previous experience with the computer. This course may be taken for a total of four enrollments.

COMPUTER SCIENCE

CS 150-Technical Support Fundamentals
0.0 units
30 hours lecture
This course is the first of a series that aims to prepare you for a role as an entry-level IT Support Specialist. In this course, you'll be introduced to the world of Information Technology, or IT. You'll learn about the different facets of Information Technology, like computer hardware, the Internet, computer software, troubleshooting, and customer service. This course covers a wide variety of

topics in IT that are designed to give you an overview of what's to come in this certificate program. This course has been approved for online and hybrid delivery.

CS 151-The Bits and Bytes of Computer Networking

0.0 units
30 hours lecture
This is the second of five courses that aims to prepare students for a role as an entry-level IT Support Professional. Once all five courses are completed students will be eligible for the IT Support Professional Certificate. This course provides a full overview of computer networking. Students will learn everything from the **fundamentals of modern networking technologies and** protocols to an overview of the cloud to practical applications and network troubleshooting. This course covers a wide variety of IT topics and can be taken as a standalone course and will give students entry level IT skills in Troubleshooting, Ipv4, the Network Model and Domain Name Systems (DNS). This course has been approved for online and hybrid delivery.

CS 152 Operating Systems and You: Becoming a Power User

0.0 units
30 hours leture
This is the third of five courses that aims to prepare students for a role as an entry-level IT Support Professional. Once all five courses are completed students will be eligible for the IT Support Professional Certificate. In this course through a combination of video lectures, demonstrations, and hands-on practice - students will learn about the main components of an operating system and how to perform critical tasks like managing software and users, and configuring hardware. This course covers a wide variety of IT topics and can be taken as a standalone course and will give students entry level IT skills in Linux, Linux File Systems, PowerShell and Command Line Interface. This course has been approved for online and hybrid delivery.

CS 153-System Administration and IT Infrastructure Services

0.0 units
30 hours lecture
This is the fourth of five courses that aims to prepare students for a role as an entry-level IT Support Professional. Once all five courses are completed students will be eligible for the IT Support Professional Certificate. In this course, students learn about the infrastructure services that keep all organizations, big and small, up and running. Students will focus on cloud to understand everything from typical cloud infrastructure setups to how to manage cloud resources. Students also learn how to manage and configure servers and how to use industry tools to manage computers, user information, and user productivity. Finally, students will learn how to recover your organization's IT infrastructure in the event of a disaster. This course covers a wide variety of IT topics and can be taken as a standalone course and will give students entry level IT skills in Directory Services, Backup and Lightweight Directory Access Protocol (LDAP). This course has been approved for online and hybrid delivery.

CS 154-IT Security: Defense against the digital dark arts

0.0 units
30 hours lecture
This is the fifth of five courses that aims to prepare students for a role as an entry-level IT Support Professional. Once all five courses are completed students will be eligible for the IT Support Professional Certificate. In this course, students are introduced to IT security concepts, tools, and best practices. It discusses the three As of information security: authentication, authorization, and accounting. It also covers network security solutions, ranging from firewalls to Wi-Fi encryption options. The course is rounded out by putting all these elements together into a multi-layered, in-depth security architecture, followed by recommendations on how to integrate a culture of security into an organization or team. This course has been approved for online and hybrid delivery.

COUNSELING & GUIDANCE

CG 150 - College Success Skills Workshop Series

0.0 unit
48 hours lecture (R)
By attending success skills workshops, students will develop strategies to improve college success. This course has been approved for online and hybrid delivery.

CG 155 - Study Strategies Lab

0.0 unit
90 hours lab (R)
This lab course is designed to provide students with study skills as well as course specific help in classes in which the student is experiencing difficulty. Student to student tutorial assistance, study strategies and instructor intervention will provide the student with the academic support to be successful in the classroom. The second year students will be expected to expand on the skills learned in first year and implement opportunities to support first year students. This course may be taken for a total of four enrollments. This course has been approved for online and hybrid delivery.

CG 158 - New Student Orientation

0.0 unit
15 hours lecture
A workshop designed to assist new students in their transition to Lassen Community College. During orientation, new students are provided with opportunities to meet other students, faculty staff, participate in course placement testing, a campus tour, information about college programs and services, financial assistance, multiple measures , counseling and registration. This course has been approved for online delivery.

DEVELOPMENTAL STUDIES

DS 153 - Developmental Studies-Community Awareness I

0.0 unit
68 hours lecture (R)
For the non-reading, non-writing, and/or non-verbal student who wishes to explore their community and their place within it. This course may be taken as needed. This course has been approved for online and hybrid delivery.

DS 155 – Adaptive Aquatics for the Physically Limited

0.0 unit
24 hours lab (8 weeks) (R)
This course is designed to give adapted physical education students, including students with a need for rehabilitation and students with chronic medical diagnoses or permanent disabilities, an opportunity to improve strength, cardiovascular endurance, flexibility, balance, and/or gait through aquatic skills and movement. A $40 fee will be charged at registration to cover the cost of aquatic facility usage.

DS 158 - Developmental Studies – Adaptive Arts & Crafts

0.0 unit
68 hours lab (R)
This course is designed for students with developmental disabilities or senior citizens with disabilities to increase skill development in a broad range of arts and crafts techniques. The focus will be on completion of arts and crafts projects

using a variety of methods and materials based on individual needs, skills, and abilities. This course may be taken as needed. The students will construct a take home craft project at $1.50 per project per week plus additional consumable materials for each project (glue, glue sticks, paints, gems, etc.) at a value of $4.50 per student for the 17 week semester. An additional fee of $30.00 will be charged at time of registration to cover the cost of materials. This course has been approved for online and hybrid delivery.

ENGLISH

ENGL 150 - ESL Basic Skills
0.0 unit

34 hours lecture/51 hours lab (R)
This skills development course is for the ESL/foreign student will provide, through a combination of lecture and lab, individualized instruction in the acquisition of basic language skills, including reading comprehension, vocabulary development, oral and written expression, and critical thinking. This course may be taken for a total of four enrollments.

ENGL 151 - ESL Intermediate Skills
0.0 unit

Prerequisite: ENGL 150 ESL Basic Skills.
34 hours lecture/51 hours lab
This noncredit course reinforces and expands non-native English speakers' literacy and speaking skills from basic level to an intermediate level. Students will engage in collaborative activities that integrate reading, writing, speaking, and listening. New vocabulary will be stressed and basic grammar introduced in context. All instruction is conducted in English and emphasis is on developing language which will enable students to become successful workers in the U.S. job market. This course may be taken for a total of four enrollments.

ENGL 155 - English Writing Lab – Basic Skills
0.0 unit

68 hours lab (R)
This lab course is designed to provide students with general study skills as well as course specific help in the Basic English and Writing courses (ENGL 103 and ENGL 102). Student to student tutorial assistance, study strategies and instructor intervention will provide the student with the academic support to be successful in the classroom. This course may be taken for a total of four enrollments. This course has been approved for online, hybrid and correspondence delivery.

ENGLISH AS A SECOND LANGUAGE

ESL 155 - Citizenship Test Preparation
0.0 unit

18 hours lecture/36 hours lab (9 weeks) (R)
This course is a developmental course for ESL/foreign students, which may be repeated as often as needed until naturalization is attained. A combination of lecture, lab, class discussion, workbook assignments, computer programs, videos and individualized instruction will present concepts related to US history and civic responsibilities. The student will practice language skills essential to obtaining and completing the INS application and practice the written and oral naturalization test. This course may be taken for a total of three enrollments.

FIRE TECHNOLOGY

FS 156 - Pump Operations
0.0 unit

16 hours lab (1 week) (R)
This course provides the student with the information, theory, methods, and techniques for operating fire service pumps. (Course Certified by the California State Fire Marshal.) This course may be taken for a total of four enrollments.

MATHEMATICS

MATH 164 – Elementary Statistics Lab
0.0 units

Co-requisite: MATH 40 Elementary Statistics.
51 hours Lab
The purpose of this course is to help Math 40 students with math deficiencies which impede their successes in the course. Students will learn how to use technologies to solve problems related to course work, develop skills to solve word problems, strengthen their weaknesses related to topics in algebra and learn good study habits. This course has been approved for online, hybrid and correspondence delivery.

MATH 167 – Trigonometry Lab
0.0 units

Co-requisite: MATH 7 Trigonometry.
51 hours Lab
This course is to assist students in their successful completion of college level Trigonometry. Students will study numerical, graphical, and analytical properties of trigonometric functions, oblique triangles, inverse functions, and applications as well as the algebraic properties required for these topics. This course uses the text required in MATH 7 and additional materials supplied by the instructor. This course has been approved for online and hybrid delivery.

MATH 168 – College Algebra Lab
0.0 units

Co-requisite: MATH 8 Advanced Algebra.
51 hours Lab
This course is to assist students in their successful completion of College Algebra. Students will study the general theory of equations, polynomial and rational inequalities, conic sections, exponents and logarithms; sequences, series, matrices and their applications. This course uses the text required in MATH 8 and additional materials supplied by the instructor. This course has been approved for online and hybrid delivery.

Administration

Dr. Trevor Albertson
Interim Superintendent/President
Ph.D. World Cultures & History, University of California, Merced
M.A. International Affairs, Catholic University of America

Carie Camacho
Interim Dean of Instructional Services
M.S., School Counseling, University of Laverne
B.A., Sociology, California State University, Chico

Roxanna Haynes
Interim Dean of Instructional Services
M.A., Organizational Management, University of Phoenix
B.A., Law and Society, University of California, Santa Barbara

Dr. Randall Joslin
Interim VP Administrative Services
DPA Public Administration, University of La Verne
MPA Public Administration, University of La Verne
B.S. Industrial Technology, Southern Illinois University
Associate of Applied Science Criminal Justice, Personnel Administration and Avionic Systems Technology, Community College of the Air Force.

Garrett Taylor
Interim Associate VP of Fiscal
M.B.A., Capella University
B.S., Accounting, University Nevada, Reno

Brady Reed
Interim VP of Student Services
M.A. Education, Humboldt State University
B.A. Physical Education and Spanish, Humboldt State University

Davis Murphy
Interim Associate Dean of Student Services
B.S., Business, St. Gregory's University

Glen Yonan
Director of Athletic Operations & Cpmmunity Relations
M.S., Sports Management, United States Sports Academy
B.A., Sociology, California State University, Chico

Board of Trustees

Sophia Wages - President
Louis Hamilton - Vice President
Kim Dieter
Shaun Giese
Buck Perks
Tim Purdy
Trustee Area 1-Vacant
Student Trustee-Vacant

Faculty

Michael Anderson
Instructional Designer
M.S. Instructional Science & Technology, California State University Monterey Bay

Cheryl L. Aschenbach,
English, Physical Education
M.A., English, National University
M.A., Physical Education, California State University, Chico
B.A., Physical Education, California Lutheran University

Hasib Azhand
Business Instructor
B.S., Business Administration, University of Redlands
B.A., Political Science Minor in Prelaw, California State University, San Bernardino

Tiffany Baiocchi:
Biology
PhD Biochemistry, UC Riverside
B.S. Biological Sciences with a Chemistry Minor, CSU Stanislaus
A.S. Transfer Degree, Modesto Junior College

Colleen Baker
History
M.A., Education, (Educational Counseling) California State University, San Bernardino
M.A., Education, (Vocational Counseling) California State University, San Bernardino
B.A., Social Sciences, California State University, San Bernardino

Buck Bauer
Director of NRA and Gunsmithing/Instructor
A.S., Gunsmithing, Lassen Community College
A.S., Firearms Repair, Lassen Community College

Barbara Baston
Counselor
M.A., Rehabilitation Counseling, San Diego State University
B.A., Liberal Studies, Chico State University

Sandra Beckwith
Psychology
M.S., Human Development, University of Texas at Dallas
B.S., Psychology, Colorado State University

Thomas Downing
Director of POST and Administration of Justice/ Instuctor
B.A. Criminal Justice Management, Union Institute & University Cincinnati, OH
A.A. Administrative Justice, Lassen Community College

Noelle Eckley
Mathematics
M.A., Mathematics, California State University, San Francisco
B.A., Mathematics, California State University, San Francisco

Lisa Gardiner
Work Experience Coordinator
M.A., Social Work, Health and Human Services, California State University, Long Beach
B.A., Liberal Studies, California State University, Chico

Heidi Gray
Nursing
B.S. Nursing, Nevada State College

Laura Greer
Child Development
M.A., Leadership in Early Childhood Education, Brandman University
B.A., Child Development, California State University, Chico
A.A., University Studies, Lassen Community College

Thomas Kareck
Psycology
Ph.D Pgukisiogy-Educational Leadership, University of Nevada Reno
M.A.-Counseling and Educationnal Psycology, University of Nevada Reno
B.A-Education, Universiy of Nevada Reno

James Kleckner
Art
M.A., Fine Arts, University of Iowa
B.A., Fine Arts, Sonoma State University

Kory Konkol
Welding Technology
A.S., Power Generation Technology, Lassen Community College

Jennifer Lawler
Counselor
M.S.-Counseling and Guidance, California Lutheran Univesity

Chad Lewis
Automotive Technology
ASE Master Auto Technician
ASE Master Medium/Heavy Truck Technician
ASE L1 Advanced Engine Performance
ASE Service Consultant
ASE Master Engine Machinist
SCBAR Smog Check Inspector
SCBAR Smog Check Repair

Yuting Lin
Chemistry
M.S. Chemistry, University of North Carolina
B.S. Chemistry, University of Washington

Janet Marinoni
AEBG Counselor
M.A. Counseling Psychology, Humboldt State University, Arcata CA

John Martin
Gunsmithing
Professional Gunsmith Certificate
Gunsmith Welding Certificate
NRA Basic Armor Certificate
NRA Basic Fiberglass Stock Certificate

Cory McClellan
English
MFA, English: Creative Writing, University of Massachusetts, Amherst
B.A., English: Creative Writing, University of Arizona

Natalia McClellan
Mathematics
M.S., Mathematics, Oregon State University
B.A., Mathematics, University of Cumberland

Shar Murphy
Director of Academic Resource Center
Master of Library Science, University of Arizona
B.S., Social Science/Physical Science, Montana State University

Christi Myers
Director of Nursing and CNA/Instructor
A.S., Nursing, West Coast University

Jackson Ng
Computer Science
M.S., Computer Science, California State University, Chico
B.S., Business, University of California, Berkeley

Carrie Nyman
Adaptive Physical Education
B.S., Education, Auburn University

Jeffrey Owens
English
M.A., English, University of Nevada, Reno

Toni Poulsen
History and Health
M.A., Social Science, California State University, Chico
M.A., Physical Education, California State University, Chico
B.A., Social Science, California State University, Chico

Thomas Robb
Instructional Designer
M.A. – Educational Technology, Boise State University

Thomas Rogers
EOP&S Counselor/Wrestling Coach
M.E., Counseling and Development, Montana State University
B.A., General Arts, Social Sciences, Minor Sociology and Psychology, Villanova University

Adam Runyan
Counselor
M.A., Counseling and Human Services, University of Colorado
B.A. Sociology/English, Adams State University

Andy Rupley
Business
M.S., Business Administration, Morrison University
B.S., Marketing, University of Nevada, Reno
A.A., Business, Feather River College

Robert Schofield
Mathematics
B.S., Mathematics, California State University, Chico
B.S., Computer Science, California State University, Chico

Alison Somerville
Academic Counselor
M.S., Counselor Education, California State University, Sacramento
B.A., Liberal Studies, California State University, Sonoma

Richard Swanson
Journalism, English
M.A., Critical Study in Teaching English, Michigan State University
M.A., Journalism, Michigan State University
B.A., English, Indiana University

Crystal Tobola
Biology
M.S., Biology, University of Nebraska at Kearney
B.S., Biology, California State University, Fresno

Celeste Wiser
Nursing
M.A., Nursing Education, Grand Canyon University
B.S., Nursing, Linfield College

Dan Weaver
Director of Fire Technology/Instructor
A.S. Fire Technology, Allan Hancock College
B.S. Crop Science, Cal Poly

Brian Wolf
Agriculture
B.A., Agriculture, California State University, Chico

Confidential and Supervisory Personnel

Dana Armeson
Correspondence Technician
A.A., Liberal Arts, Lassen Community College

Francis "Beau" Beaujon
Residential & Campus Activities Manager
B.A., Physical Education, West Virginia University

Gregory Collins
Director of Facilities and Operations
B.A., Environmental Design University of California, Davis

David Corley
Director of Technology and Effectiveness
M.A., Science, National University
B.A., Arts, Simpson University

Bridget Gowin
Outreach Coordinator
B.S., Animal Science, California State University, Chico

Carol Growdon
Coordinator of Special Grants
A.A, Liberal Arts, Mendocino College

Melissa Hill
Human Resource Generalist
B.S., Finance and Accounting MGMT, Business and Social Science, Northeastern University

Julie Johnston
Executive Assistant II
Office of the President
Public Information Officer/Marketing Director
A.A., Business Administration, University of Phoenix

Meggin Lewman
Director of Fiscal Services
B.A. Economics second major Management, Sonoma State University

Fran Oberg
Executive Assistant I Academic Services
A.A., Ornamental Horticulture, Utah State University
A.S., Accounting, Lassen Community College
A.S., Mathematics, Lassen Community College

Chrisdee Pelfrey
Maintenance and Operations Manager

Victoria Ramsey
Director of Human Resources

Michelle Williams
Grant Operations Manager
B.S. Agriculture and Education, CSU Chico
A.A. General Education, Lassen Community College

Classified Personnel

Monteil Ackley
Administrative Assistant II-CalWORKs
A.S. Business Administration, Lassen Community College
A.A. GS: Social Science, Lassen Community College
A.A. US: Social Science, Lassen Community College
CA CSU GE, Lassen Community College

Angela Barrier
Financial Aid Technician III

Tara Bias
Administrative Assistant III
Student Equity and Success
A.A-T, Psychology, Lassen Community College
AA-T, Sociology, Lassen Community College
AA. GS, Social Science, Lassen Community College
A.A. US: Social Science, Lassen Community College
CA, CSU GE, Lassen Community College

Sara Blakeman
Instructional Support Specialist I/Nursing

Michael Blaschak
Instructional Support Specialist II-Math Science
B.S. Physics, California State Polytechnic University

Janet Butcher
Maintenance Custodian

Nick Cardona
Maintenance Specialist IV-Multi-Trade

Karen Clancy
Admissions and Records Technician III
B.A, Liberal Studies, California State University, Chico
A.A., Liberal Arts, Lassen Community College

Marie Clark
Bookstore Assistant

Patrick Clancy
Maintenance Specialist IV - Multi-Trade

Heather DelCarlo
Program Assistant-CalWORKs
A.A., University Studies, Lassen Community College
A.A., Early Childhood Education, Lassen Community College

Pionette Eldebechel
Administrative Assistant II-EOP&S
A.A. Administration of Justice, Lassen Community College

Jacob Freitas
Information Technology Specialist II
A.A., Computer Networking & Information Technology, High Tech Institute

William Freedman
Administrative Assistant II/Dorms
M.S. Coaching and Athletic Administration, Concordia University
B.S. Finance/Economics CSU-Hayward

Ember Greenman
Financial Aid Technician II

Tara Harkema
Financial Aid Technician II

Sara Goings
Administrative Assistant II-Child Care
B.S., Health Science Education, California State University
A.A., Child Development, Butte Community College

Cathy Harrison
Administrative Assistant III-Counseling
A.A., Art, Fullerton College

Jonathan Herring
Instructional Support Specialist II-Gunsmithing
A .S. General Gunsmithing, Lassen Community College
A. S. Firearms Repair, Lassen Community College

Corrie Hoffman
Admistion and Records Technician II

Brenda Hoffman
Administrative Assistant III - Athletics
A.A., Marketing, South Central Career College
A.A., Administration of Justice, Lassen Community College
A.A., Correctional Science, Lassen Community College

Zachary Hoffman
Maintenace Specialist II

Brennan Holquin
Maintenance Specialist II

Rockefeller Kotaro
Instructional Support Specialist I-Automotive
A.A., Criminal Justice, Lassen Community College

Christina Madrid
Library Technician II
B.A., Child Development, Ashford University
A.A., Child Development, Porterville College

Josetta Mata
Bookstore Operations Technician

Logan Merchant
Information Technology Specialist II

Joseph Morgan
Maintenance Specialist IV/Multi-Trade

K.C. Mesloh
Transfer Center Assistant
M.A. Psychology, American Public University
B.A. Psychology, Bellevue University
A.A., General Business, Lassen Community College

Tiffany Montgomery
Instructional Support Specialist I-DSPS
A.A. Liberal Arts, Truckee Meadows Community College

Codi Mortell
Administrative Assistant III-Academic Services
B.A., Liberal Studies/History, Bellevue University
A.A., University Studies, Lassen Community College

Devin Nelson
Maintenance Custodian

Motare Ngiratmab
Academic Advisor/Special Programs
A.A., Automotive Technology, Lassen Community College

Jessie Null
Admissions and Records Technician II
B.S. Business/Integrated Supply Chain & Operations Management, University of Phoenix

Carl Oberriter
Instructional Support Specialist III, Business

Anna Pasqua
Instructional Site Administration Coordinator
B.A. Sociology, California State University, Sacramento

Jennifer Pusatero
Maintenance Dustodian
A.S. Early Childhood Education, Lassen Community College

Clinton Ramsey
Purchasing Technician

Susan Rentfrow
Accounting Technician I
A.S., Accounting, Lassen Community College
A.S., Office Administrative Assistant, Lassen Community College

Cathy Ritola
Food Service Coordinator

Dale Roberts
Maintenance Custodian

Bruce "Eddie" Sager
Maintenance Custodian

Patricia Shannon
Account Technician II/Payroll
B.S., Business, University of Phoenix
A.A., Business, Lassen Community College

Tiffany Stone
Administrative Assistant III, Kinship/ILP

Lou Tangelbad
Maintenance Custodian
A.S., Accounting, Lassen Community College
A.S., Business Administration, Lassen Community College
A.A., Liberal Arts, Lassen Community College

Brennan Temol
Food Services Worker

Aaron Vial
Financial Aid Technician II
B.A. Business Administration, California State University, Chico

Jennifer Tupper
Instructional Support Specialist III-Student Success
B.A., Management/Marketing, Sonoma State University
A.A., Mathematics/Science, Lassen Community College

Julie Williams
Correspondence Technician
B.A., Liberal Studies, Oregon State University

Suzanne Williams
Instructional Support Specialist II, Agriculture

Austin Whitestone
Instructional Support Specialist I-Welding
A.A. Welding Technology, Lassen Community College

Adjunct Faculty

Lynda Alberico
lalberico@lassencollege.edu

Dennis Allison
dallison@lassencollege.edu

Deborah Anderson
deanderson@lassencollege.edu

Frank Avilla
favilla@lassencollege.edu

Zeane Barber
zbarber@lassencollege.edu

Joanna Beckman
jbeckman@lassencollege.edu

Michael Beck
mbeck@lassencollege.edu

Lisa Beckman
lbeckman@lassencollege.edu

Allison Beckwith
abeckwith@lassencollege.edu

Michelle Beckwith
mbeckwith@lassencollege.edu

Jennifer Bell
jbell@lassencollege.edu

Monica Benes
mbenes@lassencollege.edu

Angela Blank
ablank@lassencollege.edu

Kathleen Bollinger
kbollinger@lassencollege.edu

Elizabeth Braccialini
ebraccialini@lassencollege.edu

Lisa Bright
lbright@lassencollege.edu

Robert Brown
rbrown@lassencollege.edu

Adam Butler
abutler@lassencollege.edu

Kysandra Callison
kcallison@lassencollege.edu

Marilyn Chapman
mchapman@lassencollege.edu

Robert Chavez
rchavez@lassencollege.edu

Kimberly Clain
kclian@lassencollege.edu

Sarah Cottrell
scottrell@lassencollege.edu

Hillary Colby
hcolby@lassencollege.edu

Steve Datema
sdatema@lassencollege.edu

Julie Deal
jdeal@lassencollege.edu

Matthew Falkowski
mfalkowski@lassencollege.edu

Amy Fiddament
afiddament@lassencollege.edu

Will Freedman
wfreedman@lassencollege.edu

Micah Freeman
mfreeman@lassencollege.edu

Kim Fritts
kfritts@lassencollege.edu

Lynn Fuller
lfuller@lassencollege.edu

Jessica Gillespie
hgillespie@lassencollege.edu

James Graham
jgraham@lassencollege.edu

Robert Hamilton
rhamilton@lassencollege.edu

Stephen Hawks
shawks@lassencollege.edu

Craig Hemphill
chemphill@lassencollege.edu

Dana Higgins
dhiggins@lassencollege.edu

Coby Hoffman
choffman@lassencollege.edu

Derrick Jackson
djackson2@lassencollege.edu

Ellen Jones
ejones@lassencollege.edu

Imaan Kerchgani
ikerchgani@lassencollege.edu

Andrew Kerby
kandrew@lassencollege.edu

Matthew Lucas
mlucas@lassencollege.edu

Raymond Mandel
rmandel@lassencollege.edu

Laura Manson
lmanson@lassencollege.edu

Noah Markel
nmarkel@lassencollege.edu

Debra Marsino
dmarsino@lassencollege.edu

Whitney Mauck
wmauck@lassencollege.edu

John Mcgarva
jmcgarva@lassencollege.edu

John Mineau
jmineau@lassencollege.edu

Beverly Mendoza
bmendoza@lassencollege.edu

Heidi Morgan
hmorgan@lassencollege.edu

Liudmila Mullin
lmullin@lassencollege.edu

Brent Mumma
bmumma@lassencollege.edu

Janiska Nordstrom
jnordstrom@lassencollege.edu

Nyls Nyman
nnyman@lassencollege.edu

Natalie Nyman
ncnyman@lassencollege.edu

Christopher O'Brien
cobrien@lassencollege.edu

Randle Panfilio
rpanfilio@lassencollege.edu

Leslie Perdue
lperdue@lassencollege.edu

Kristin Pfanku
kpfanku@lassencollege.edu

Joelle Porter
jporter@lassencollege.edu

Dean Ramser
dramser@lassencollege.edu

Thomas Romero
tromero@lassencollege.edu

Laura Rotlisberger
lrotlisberger@lassencollege.edu

Robert Schmidt
rschmidt@lassencollege.edu

Denise Stevenson
dstevenson@lassencollege.edu

Toni Surian
tsurian@lassencollege.edu

Dylan Sutton
dsutton@lassencollege.edu

Sharon Taschenberg
staschenberg@lassencollege.edu

James Tucker
jtucker@lassencollege.edu

Robert Wilkerson
rwilkerson@lassencollege.edu

Daniel Williams
dwilliams@lassencollege.edu

Suzanne Williams
swilliams@lassencollege.edu

Emeritus Faculty

Lynda Alberico
Counseling
Dan Anderson
Chemistry
Liona Baker
Vocational Nursing
Benjamin H. Barker
Art
Nancy Bengoa-Betterbide
Administration of Justice
Robert Bengard
Power Generation Technology
Tina Bishop
Counseling
I.D. "Doc' Blevins
Automotive Technology
Ross Brosius
Physical Education.Health
Robert Brower
History, Humanities
Dwight Brown
Computer Science
Rosanna Brown
Librarian
Warren E. Chapman
Art, Photography
Bernadette Chavez
Psychology
Ellen B. Collins
Business, Psychology
Robert H. Dunlap
Gunsmithing
Elaine Edwards
Work Experience
Elizabeth Elam
Child Development
Joe R. Fitschen
English, Philosophy
David Foster
Mathematics
Deanna Foster
English
Robert C. Genasci
Physical Education, Athletics
Micheal Giampaoli
Art
Kenneth B. Goodman
Business
Janet Goodrich
Psychology, Counseling
James Goubert
Counseling/Work Experience
John W. Hamilton
Forestry
Robert Hershberger
Agriculture
Cindy Howe
DSPS
Robert L. Irvin
Counseling, History
Robert Jones
Biology, Physical Education
Bob J. Kellenbeck
Mathematics
Linda Kennedy
Business, English, Administration of Justice
James B. Lytjen
Physical Education
Track/Cross Country Coach
William Mark
Ethnic Studies, Political Science
James H. McMillin
Biology, Natural Science
Robert Middleton
Humanities, History
Ed Mincher
Science
Van Mitchell
Chemistry
Gary Motta
Physical Science, Mathematics
Sue Mouck
Biology
John Mulcahy
Welding
Donna Pritchard
Physical Education
Harold L. Powell
History
Kathy Rhymes
English
Robert Shepherd
Speech
Robert Splettstoesser
Engineering
Richard Springer
Counseling, DSP&S
Ross Stevenson
Mathematics
James W. Sweet
Construction Trades
Stephen Taylor
Gunsmithing
Brian Tobin
History, English
Lylse Trabert
English, Philosophy
John W. Vest
Gunsmithing
Thomas T. Weeks
Automotive Technology
Ann Wingate
Counseling
John F. Wise
Gunsmithing

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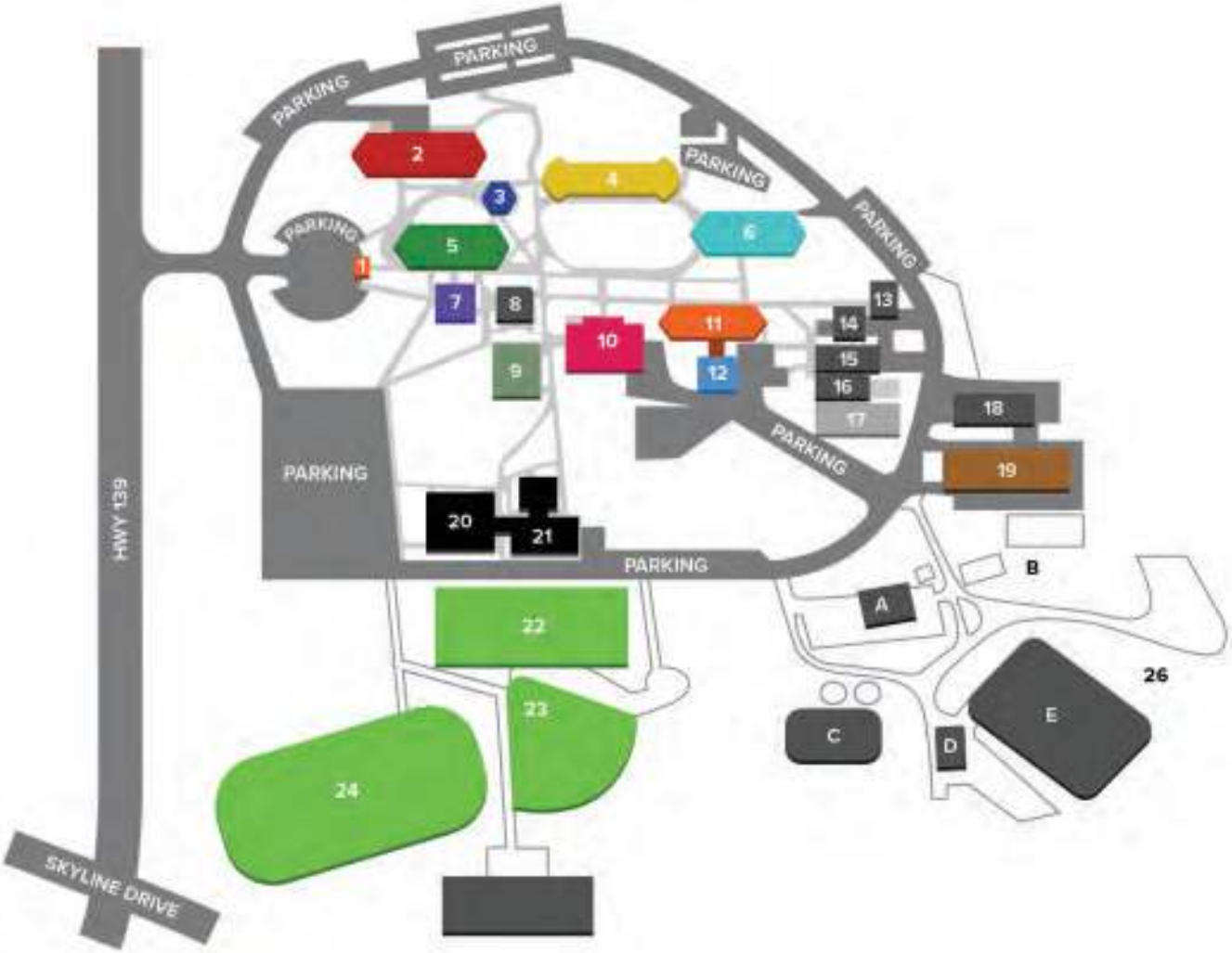
Lassen Community College | Main Campus



- 1. Bus Stop
- 2. Creative Arts (CA)
- 3. Boardroom
- 4. Residence Hall
- 5. Humanities (HU)
- 6. Math/Science (MS)
- 7. Academic Services/ Administration
- 8. Student Quad
- 9. Business Office
- 10. Cougar Café
- 11. Admissions/ Student Services/ Voc Tech (VT)
- 12. Gunsmithing
- 13. Correspondence Office
- 14. Storage
- 15. "M" Building
- 16. Storage
- 17. Child Development Center (CDC)
- 18. Shipping & Receiving/ Maintenance
- 19. Trades (TR)
- 20. Sports Complex
- 21. Athletic Offices
- 22. Practice Soccer Field
- 23. Softball Field
- 24. Soccer Field/ Track
- 25. Storage/ Co Gen
- 26. Agriculture / Equine Complex

An Accredited Institution (ACCJC)

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530.257.6181 ❖ PO Box 3000 ❖ 478-200 Hwy 139 ❖ Susanville, CA 96130

Career Pathway Workgroup Minutes

Meeting Date: 3/18/21

Meeting Time: 8am

Meeting Location: Zoom

Committee Members in Attendance:

Yuting Lin

Tara Bias

Meggin Lewman

Brook Luna (student)

Guests:

Call to Order (Time):8:03am

Approval of minutes / notes from prior meeting: N/A

Additions/Deletions to Agenda? No

Action(s) taken:

1. Move forward with using Career Pathway clusters to organize degree/certs in CCCApply

2. Move forward with Bakersfield Program mapper, Brady to talk to David, $50,000 one time, no annual fee, like that it is clean and not busy

-have questions: if we get a new website do we have to pay them another fee?, will it work with our current website? Do we need IT support? Etc. Take to big GP group

Discussion Items: Brief notes of key points should be identified for each item. Be aware minutes become public documents

1. CP Catalog descriptions: Change font to 12pt (can do so once we cut out deletions), Counselor or Career/transfer contact info, Move bullet points closer together, move out extra spaces,

2. Icons not ready yet but info was shared with Pacific Sky

3. Reviewed how Career Pathway work is improvement on our ISER QFE (Quality Focus Essay). Read QFR Goals, some did not apply to this group, but have developed Career Pathways, putting info on website, in catalog, printed materials, etc.

Adjournment (Time): 9:45

Next Meeting (Dates): March 25, 2021

Next Steps: Get back to webpages, include CP in Orientation

HEALTH AND PUBLIC SERVICES

JOIN THE HEALTHCARE TEAM

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Lassen Community College Academic Counselor Website

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WE CAN'T WAIT TO ASSIST YOU THROUGH YOUR NURSING JOURNEY!

UNIVERSITY STUDIES
Emphasis in
Agriculture Sciences
A.A. Degree
2023/2024

AGRICULTURAL STUDIES

Student Name:_____ **Student ID Number:**_____

Month/Year of Graduation:_____

I. A minimum of **60** semester units (**1-49**), all of which must be baccalaureate applicable _____
II. A minimum GPA of **2.00** overall, and a **"C"** or better in each core course _____
III. A minimum of 18 units of core courses _____
IV. Select a general education option: CSU GE_____ IGETC_____ _____

***Students must meet with a counselor to ensure completion of required coursework for chosen major and specific college/university, as well as their choice of CSU or IGETC general education requirement.*

Agriculture Sciences – 18 units

The emphasis in Agriculture Sciences is designed to provide lower division coursework applicable to agriculture majors at four year colleges/universities.

Select 18 units from the following:

_____	AGR 1	Agricultural Accounting	3 units
_____	AGR 2	Agricultural Economics	3 units
_____	AGR 10	Introduction to Animal Science	3 units
_____	AGR 13	Feeds and Feeding	3 units
_____	AGR 20	Introduction to Plant Science Basic	4 units
_____	AGR 40	Agricultural Mechanics Farm	3 units
_____	AGR 41	Tractors and Farm Power	3 units

Electives to reach 60 units degree requirements: (courses must be numbered 1-49)

_____ ____ _____ _____ ____ _____

_____ ____ _____ _____ ____ _____

_____ ____ _____ _____ ____ _____

Select a general education option from the back page

CSU General Education
OR
Intersegmental General Education Transfer Curriculum (IGETC)

CSU General Education
2023-2024

Area A COMMUNICATION IN THE ENGLISH LANGUAGE AND CRITICAL THINKING (One course each area)

_____ 1 Oral Communication Speech 1

_____ 2 Written Communication English 1

_____ 3 Critical Thinking English 9

Area B PHYSICAL UNIVERSE AND ITS LIFE FORMS
(1 course each area including one (L) lab science)

_____ 1 **Physical Universe**
Agriculture 19(L), Astronomy 1(L), Chemistry 1A(L), Chemistry 1B(L), Chemistry 8(L), Chemistry 40, Chemistry 40+40L(L), Chemistry 45(L), Geology 1(L), Geology 5(L), Physical Science 1, Physics 2A(L), Physics 2B(L)

_____ 2 **Life Forms**
Agriculture 10(L), 20(L), Anthropology 1(L), Biology 1(L), Biology 4(L), Biology 10(L), Biology 20(L), Biology 21(L), Biology 22(L), Biology 25(L), Biology 26(L), Biology 32, Biology 32L(L)

_____ 3 **Laboratory Science (L)**

_____ 4 **Mathematics/Quantitative Reasoning**: Math 1A, Math 1B, Math 6, Math 7, Math 8, Math 11A, Math 11B, Math 40

Area C ARTS, LITERATURE, PHILOSOPHY, & FOREIGN LANGUAGES
(3 courses, limit 2 in one area)

_____ 1 **Arts (Art, Dance, Music, Theater):** Art 1A, Art 1B, Art 2, Art 3, Art 6, Art 7, Art 8, Art 10A, Art 36A, Film 1, Music 6, Music 7, Music 12

_____ 2 **Humanities** (Literature, Philosophy, Foreign Languages): English 2, English 3, English 5, English 12, English 33, History 14, History 15, History 16, History 17, Humanities 1, Humanities 2, Philosophy 10

_____

Area D SOCIAL, POLITICAL AND ECONOMIC INSTITUTIONS AND HISTORICAL BACKGROUND
(2 courses with courses taken in at least 2 disciplines)

_____ Administration of Justice 10, Administration of Justice 12, Administration of Justice 20, Agriculture 2, Anthropology 2, Child Development 31, Economics 10, Economics 11, Ethnic Studies 1, Geography 2, History 14, History 15, History 16*, History 17*, Political Science 1*, Psychology 1, Psychology 5, Psychology 6, Psychology 18,

_____ Psychology 31, Sociology 1, Sociology 2, Sociology 3, Sociology 4

Area E LIFELONG UNDERSTANDING AND SELF-DEVELOPMENT
(1 course, 3 units)

_____ Child Development 31, Counseling & Guidance 1, Health 2, Health 25, Human Services 30, Physical Education 15, Psychology 1, Psychology 18, Psychology 31, Psychology 33, Sociology 3

Area F ETHNIC STUDIES
(1 course, 3 units)

_____ Ethnic Studies 1

***CSU Graduation Requirement:** US History, Constitution, and American Ideals completion of one course in American History and one course in American Government is a requirement to graduate from any CSU campus. Students may select one combination from the following to fulfill this requirement:

_____ Hist 16 & Hist 17, or Hist 16 & Pols 1, or Hist 17 & Pols 1

*These courses **may** be double counted in Area D of CSU General Education and in Area 4 of IGETC*

IGETC
2023-2024

Area 1 ENGLISH COMMUNICATION 9 units

_____ English 1

_____ English 9

_____ Speech 1

Area 2 MATHEMATICAL CONCEPTS & QUANTITATIVE REASONING 3 units

_____ Math 1A, Math 1B, Math 6, Math 8, Math 40

Area 3 ARTS AND HUMANITIES 9 units, at least 3 courses, with at least one from Arts and one from Humanities

_____ ARTS: Art 6, Art 7, Art 8, Film 1, Music 6, Music 7, Music 12

_____ HUMANITIES: English 2, English 3, English 5, English 12, English 33, History 14, History 15, History 16, History 17, Humanities 1, Humanities 2, Philosophy 10

_____

Area 4 SOCIAL AND BEHAVIORAL SCIENCES 9 units, at least three Courses from at least 2 disciplines

_____ Administration of Justice 12, Agriculture 2, Anthropology 2, Child Development 31, Economics 10, Economics 11, Ethnic Studies 1, Geography 2, History 14, History 15, History 16, History 17, Political Science 1, Psychology 1, Psychology 5, Psychology 6, Psychology 18,

_____ Psychology 31, Sociology 1, Sociology 2, Sociology 3, Sociology 4

_____

Area 5 PHYSICAL AND BIOLOGY SCIENCES At least 2 courses, one

_____ **Physical Science and one Biological Science, at least one must include a laboratory (indicated by "L" in parentheses), 7-9 semester units**
PHYSICAL SCIENCES: Agriculture 19, Astronomy 1(L), Chemistry 1A(L), Chemistry 1B(L), Chemistry 8(L), Chemistry 40, Chemistry 40, Chemistry **45(L), Geology 1(L), Geology 5(L), **Physical Science 1, Physics 2A(L), Physics 2B(L)

_____ **BIOLOGICAL SCIENCES:** Agriculture 10, Agriculture 20, Anthropology 1(L), Biology 1(L), Biology 4(L), Biology 10(L), Biology 20(L) Biology 21(L), Biology 22(L),Biology 25(L), Biology 26(L), Biology 32, Biology 32L(L)+40L(L)

LANGUAGE OTHER THAN ENGLISH – Complete 2 years of the same foreign language in high school level work with a grade of "C" or better, or earn a score of 3 or higher on the Foreign Language Advanced Placement Test, or 550 on the College Board Achievement Test in Foreign Language, or complete 4 units from the courses below:

The following course at this institution fulfills the requirement (1 course, 4 semester units) ASL 1, ASL 2 _____

Other: Introduction to Ethnic Studies (ES1) _____

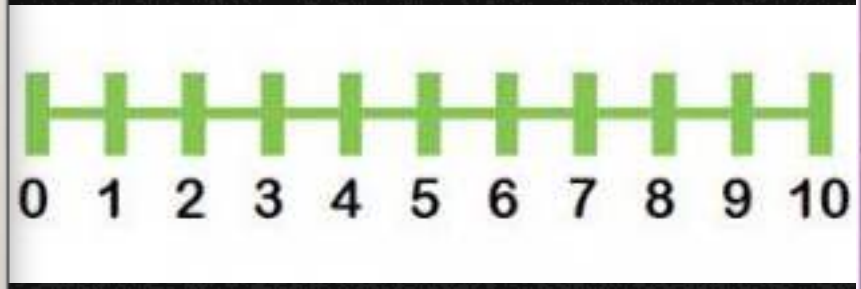
** Indicates that transfer credit may be limited by either UC or CSU or both. Please consult a counselor.

Career Education

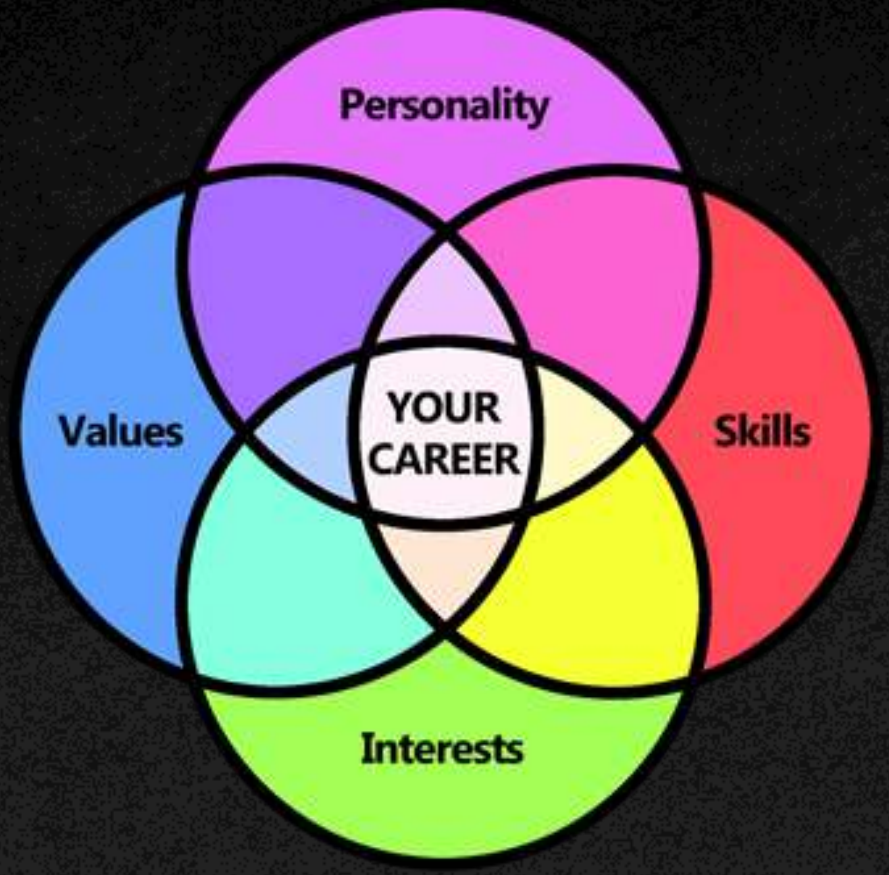
Emily Purificacao
Director of Employer Partnerships
Lassen Community College

Taking the temperature

How do you feel about choosing a career?



Career Exploration



Career Pathways

Career education @ LCC

Programs:

- Administration of Justice
- Agriculture
- Automotive Technology
- Business
- Child Development
- Computer Information Systems
- Fire Technology
- Geographic Information Systems (GIS)
- Gunsmithing
- Vocational Nursing
- Welding Technology

Work Experience Courses:

- get guidance on success strategies & entry-level job skills
- earn college credit while you work

Administration of Justice (“AJ”)

Program Info:

- prevention, discovery, control and treatment of crimes and criminals, evidence collection, criminal law, community relations and other elements of the profession
- careers are available in local, state & federal law enforcement

Job Info:

- Police Officer: $57-$99K (Susanville)
- Sheriff's Deputy: $72,467 (CA)
  - a deputy sheriff is employed by the (elected) sheriff and works in the jail, courts, civil process or road patrol.
- Probation Officer: $88,868 (CA)
- Correctional Officer: $59,288 (CA)

Agriculture (“Ag”)

Program Info:

- general agriculture, animal science and plant science
- business of agriculture
- Ag Dept. sponsors the rodeo team

Job Info:

- management, supervision, government, marketing, distribution, sales & service, nursery management, landscape design, teaching, contracting & maintenance, fertilizer & insecticide, application, retail/wholesale
- Agricultural and Standards Inspector ($57K–$80K)
  - performs inspections of agricultural crops, products, and packaged commodities to determine compliance with and enforce Federal, State, and County regulations

Automotive Technology

Program Info:

- fully equipped auto shop and hands-on training
- learn car components, maintenance, repair
- using hand/power tools & equipment

Job Info:

- Mechanic, Service Manager, Fleet Repair, Partsman, Service Writer
- agencies that have fleets: USPS, law enforcement, emergency vehicles, companies that do deliveries, etc.
- Mechanic: $41K-$85K

Computer Information Systems

Program Info:

- IT Support
- Digital Marketing & E-Commerce
- Computer Support Specialist (2 semesters)
- includes virtual “hands-on” experience

Job Info:

- IT consultant, Programmer/analyst, Application Developer, Quality Assurance Specialist, IT Support Specialist, IT Project Manager
- IT Support: $50,314
- Digital Marketing: $75,607

Fire Technology

Program Info:

- urban firefighting and wildland fire suppression
- fire behavior, prevention, fire protection equipment and systems
- Associate Degree and Certificate of Achievement in Fire Technology can be completed within two (2) years
- network with employers: Bureau of Land Management (BLM), USDA, US Forest Service, Lassen National Forest (USFS-LNF) supported Fire Technology Program

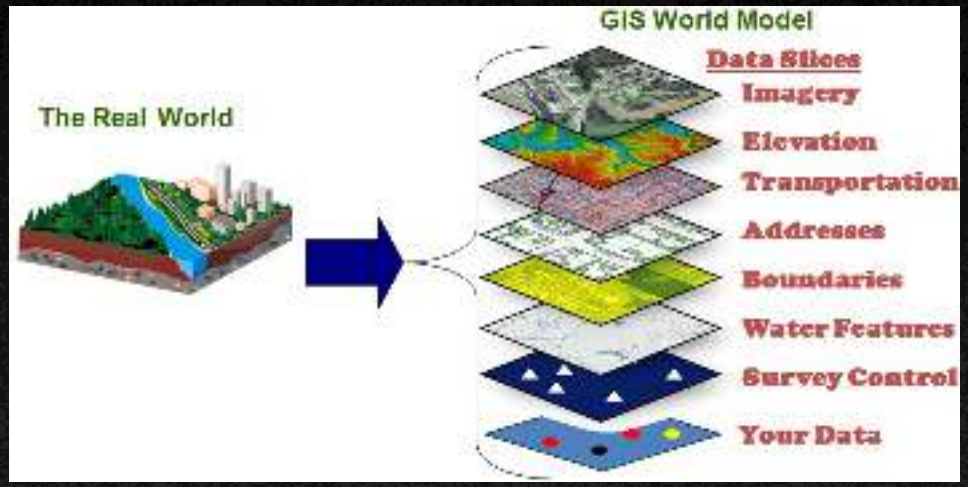
Job Info:

- Firefighter, Inspector, Investigator, Supervisor/Manager (some positions may require a 4-year degree)
- Firefighter: $66,222 (CA)

Geographic Information Systems (GIS)

Program Info:

- "GIS" - a framework for managing and analyzing data. Many organizations in virtually every field are using GIS to make maps that perform analysis, share information, and solve complex problems
- 100% online through Lassen College
- finish in two semesters



Job Info:

- Natural Resources, Forestry, Fire Science, Data Science, Computer Science/IT, Engineering, Military Science, Business, Nursing, or Real Estate
- $40K-$100K+

Vocational Nursing

Program Info:

- Phlebotomist and Emergency Medical Technician (EMT):
  1-semester programs, available for 17 y.o.+
- Certified Nurse Assistant (CNA)- 8 weeks
- Certified Medical Assistant- 1-2 semesters
- Licensed Vocational Nursing (LVN)- 10 months
- Registered Nursing (RN)- 2 years
  students also have the option to do concurrent enrollment remotely at Cal Poly Humboldt to achieve a bachelor's

Coming soon!

- Fall 2024: Dental program (Hygienist/Assisting)

Job Info:

- Certified Medical Assistant: $44,780
- Registered Nurse: $124K

Welding

Program Info:

- beginning-advanced welders
- practical hands-on training w/classroom theory
- one or two-year programs

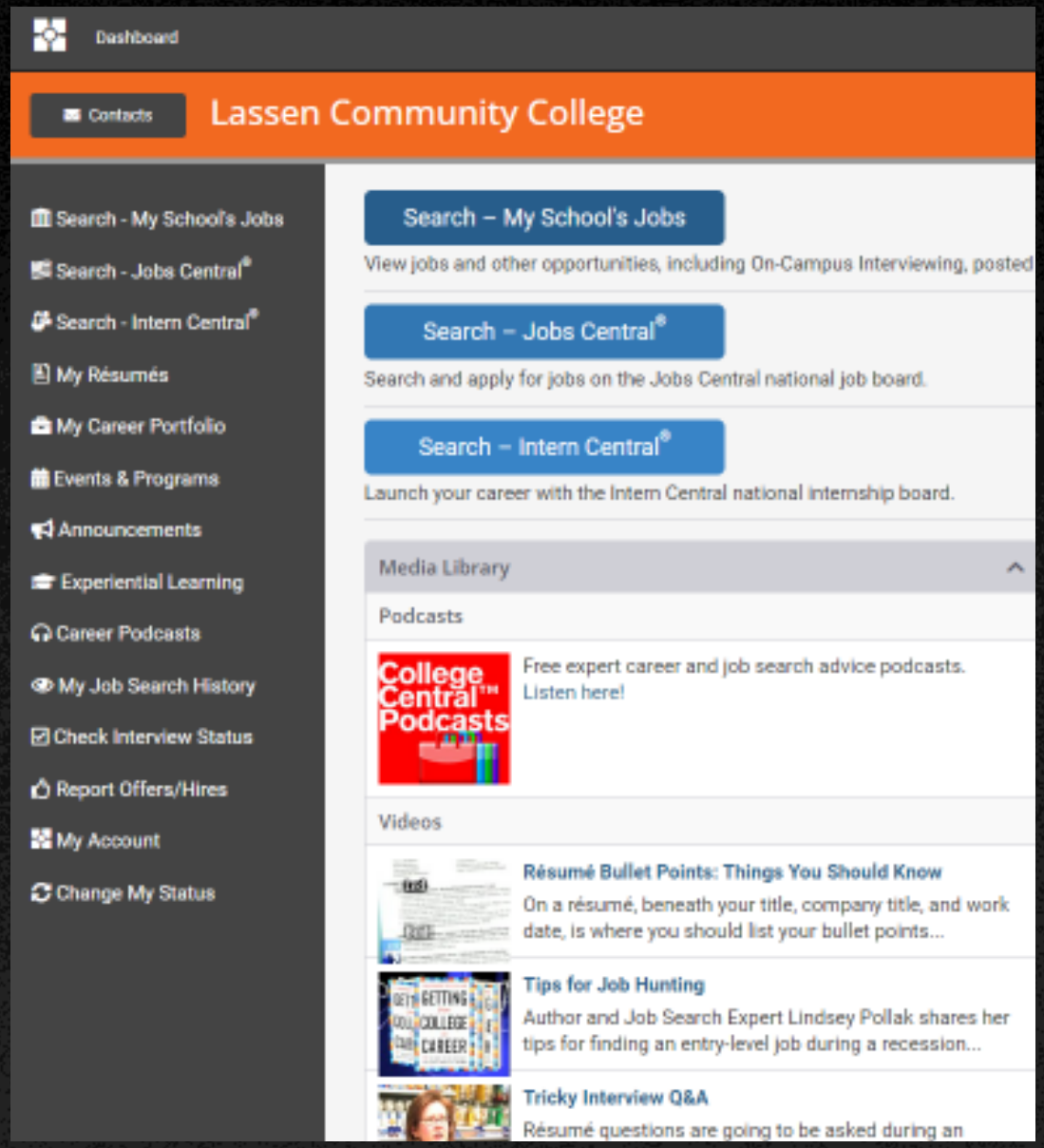
Job Info:

- welding technician, sales, inspection, supervision & management, aerospace, welding engineering, construction, automotive
- Welder I: $46,036
- Welding Engineer: $85,754

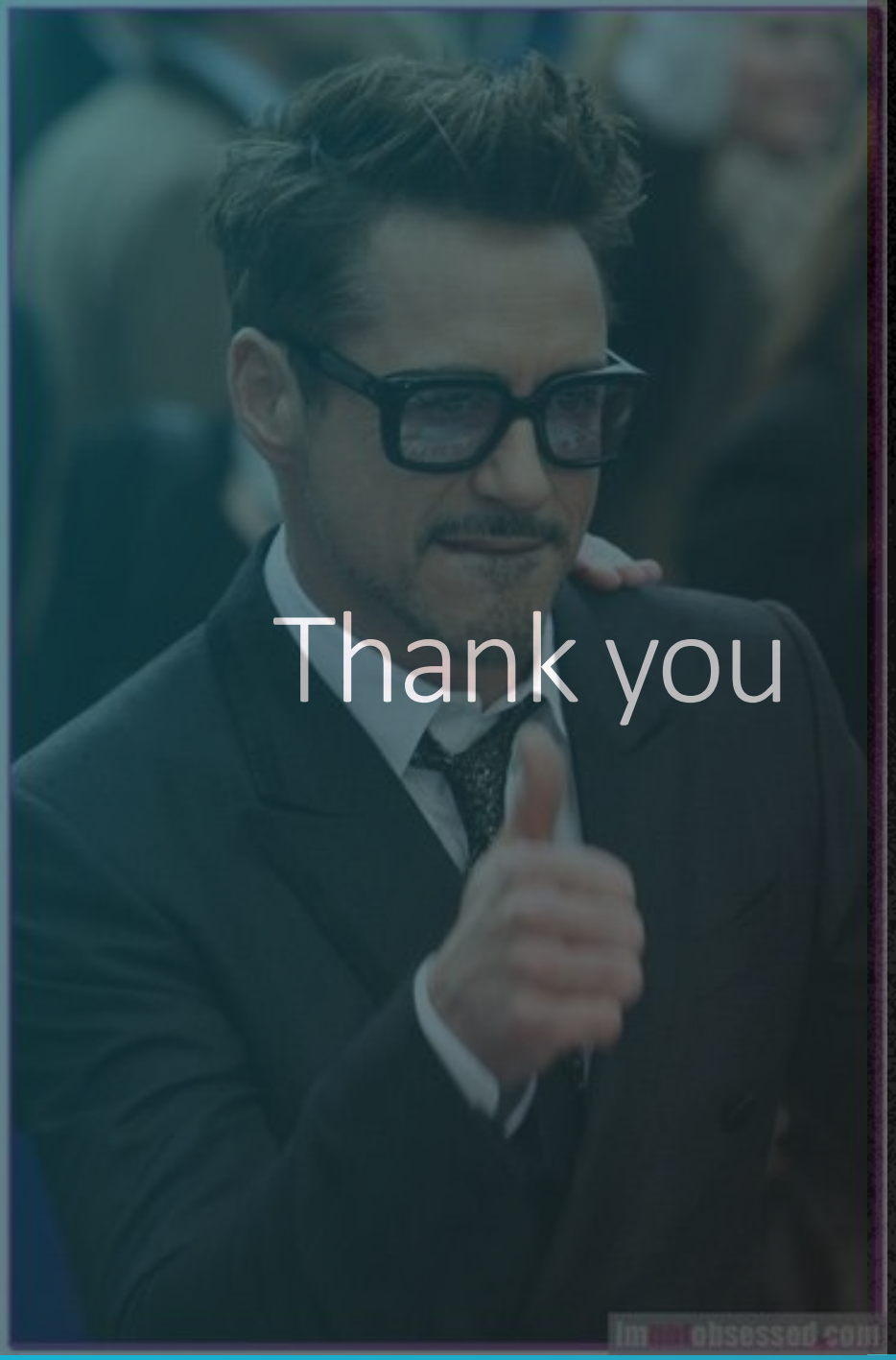
Career platform

Students can:

- post resumes
  - tools to help build
  - employers can reach you
- search for local jobs from employers *specifically targeting college students*
- learn career tips
- free, lifetime access



https://www.collegecentral.com/lassencollege



We’re here to help!

Any questions?

Degrees And Programs

Agricultural Studies

The Agricultural Studies Career Pathway will teach you effective animal husbandry skills, how to analyze the agricultural business market, and ranch management. This pathway prepares students to enter the workforce or to continue their education at a four year university. Certificates and nontransferable degrees would lead you to employment in occupations such as a landscaper, farm worker, artificial insemination (AI) of cattle, farm accountant, livestock feed sales, or park maintenance operator. Completing the transferrable degrees could lead to the following careers: agricultural sales/marketing, animal nutritionist, agricultural teacher, soil conservationist, veterinarians, or plant/animal geneticist.

Lassen Community College – Susanville, CA

Campus Events | Directory | MyLassen Portal

About | Academics | Student Services | LCC | Athletics | Campus Life | Support LCC

YOUR HEADING HERE

Main Title

Type your information in this section. Feel free to make things **bold**

You can also make things bold and orange

OR MAKE TITLES IN LARGER FONT

If you want links to other areas of the website or outside links, make that obvious by making them blue. Be sure to include the web address if it is an outside link

Videos can be added

MYLASSEN PORTAL

SEARCH FOR CLASSES

(Use buttons or don't)

(This area is for links to other parts of the website you think would be helpful)

Agriculture

Automotive

Biology

Business

Admissions & Records

Counseling Office

Transfer Center

Student Services – Base Camp

IT Help Desk

College Catalogs

Text continued

GREY BOX CAN BE USED TO HIGHLIGHT IMPORTANT INFORMATION

Related Links/forms – Boxes won't be visible, but this area is basically a two column place where you can put additional links or department contact information

Links to other parts of the website continued

Guided Pathways Task Force Meeting 10/12/23 Minutes

Attendance: Brady Reed, Jennifer Lawler, Monteil Ackley, Tara Bias, Tom Rogers, Janet Marinoni, Chris Haley, Heather Kerby, Tiffany Stone, Jennifer Tupper, Kristina Divine, Alison Somerville, Emily Purificacao

Ralph Plaza (Lightcast)- Ralph.plaza@lightcast.io; 208-874-3732

- Minutes are posted on BoardDocs- please review when you have time
- Introduction of Career Coach, presented by Ralph Plaza from LightCast
    - If you are familiar with MyPath, Career Coach is much better
    - Showcase a branded site, in which it can be customized for LCC
    - They will initially map out occupations related to our programs and send it to us for review
- Demonstration of Career Coach website (Example from Citrus College)
    - Student can explore careers (Browse careers, programs, and veteran option)
    - Students can take an assessment (choice between 6 or 60 question option)
        - Anecdotally- 6 question assessment has been very helpful
        - Utilize Holland's Code of Career Development theory
        - Matches top 3 traits with career matches
    - Students can see a matching percentage within career areas and occupations
    - Pathway to large category of career → smaller category of occupations → academic program matches at LCC
    - Provides labor market data to students (also through another tool)
    - Can save information with a student account; Demo to show what a student can do without having an account
    - Singular occupation can show salary and employment data based upon region, show national educational level, governmental data, job projection, job posting information, possible job titles and similar careers, and live job postings (through company or through partnered employers with LCC)
    - Program page- links to our LCC webpages/information, request more info and direct it to a customized automatic email address
        - Career Coach has widgets that we can embed in our webpages (career opportunities, labor market, skills, etc.)
- Widgets- they build them, LCC can customize and then embed them to website
- Back-end has data analytics- top visits, activities based upon careers/programs, assessments, audience location, resumes started/downloaded, where is traffic coming from
- Local employer set up can be provided access to put their job posting on the site
    - Local job posting submitted for administrator approval/posted online
    - Customized requirements for a posting can be made (example- salary is required for posting approval)
    - Employer needs to be allowed to send postings
    - LCC can also post on behalf of others
- Pricing by FTES; average $13,000 per year for Career Coach and widgets
    - Access to client service representative (Erin)l showcase other college examples for ideas and utilization/customization

    - Ralph- point person for pricing, 3 year discount
- Accessibility- Has a Vpat, WCCA. G.2.3 to ensure compliance
    - Ralph will send more information
- Interface with students- no need to create account
    - If they want to save information, they can create an account
    - Account/profile could show on the back-end
    - Job postings to be sent to student would be more on our end to send via email/other ways of communication
        - Good idea that Ralph could bring back as continued improvements
- Career Coach open to current and potential students
- Been in business for 20 years- Career Coach started in 2008
    - Partnered company been in business since 2000
- If a student has saved a profile, they have their profile forever (it stays with them)
- In 300 colleges nationally, and 37 CA colleges
- Possible blend funding from other courses for Career Coach instead of solely from Guided Pathways
- Can usually build a site quicker than 5 weeks (but timeline is about 5 weeks)
- LCC in the process of moving to a new vendor for our website, don't have a specific webmaster
- Career pathway work group did a lot of research and would reach out to colleges of who they used/how they developed their webpages/information
- Monteil did a lot of research and honing in on possible platforms to consider
- State of CA has adopted Holland code to access labor market information/career assessment tool
- Pro- Strong Interest Inventory for the buy-in and then aligns with the career assessment instead of having to 2 different ones
- Pro- Still gives all the career programs in a sequence instead of just limiting to only a couple of programs/careers; can skip the inventory and just look at the careers
- Idea- Incorporate the widget information to the Facebook Ads
- No set implementation date if we move forward with Career Coach
- General consensus is positive for Career Coach
- Next meeting- Thursday 11/9/23 at 10am
- Keep an eye out for work group meetings invite
    - Move forward with 2 work groups while working on the show case
    - Show case will be on January convocation- gives us time and largest audience
    - Work groups- Communications/Career/Technology and Equity/Retention
    - Look out for Doodle Poll for work groups and meetings for show case

Fine Arts & Art History IPR 2020

LASSEN COMMUNITY COLLEGE
Written by James Kleckner: Art Professor

Accepted by Academic Senate: 3/10/21
Accepted by Consultation Council: (5/17/21)
Accepted by Governing Board: (6/8/21)

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Fine Arts & Art History IPR

SECTION 1: ACADEMIC PLANNING

I. Program Overview, Objectives, and Student Learning Outcomes

The objective of the Fine Arts, & Art History programs is to offer a broad selection of challenging college-level educational opportunities in fine arts, and art history to students seeking completion of the fine arts degree, preparation for transfer to a university, or completion of general education units necessary for many Lassen College degrees.

As of November 2020, two university studies degrees are being offered within the fine arts and art history. In addition, courses within the fine arts, and art history programs help students meet Areas C of the vocational and non-transfer associate degree general education requirements, Area C of the CSU General Education (CSU GE) Certificate of Achievement, and Area 3 of the Intersegmental General Education Transfer Curriculum (IGETC) Certificate of Achievement. Program student learning outcomes for each degree are listed below. For each, the related institutional outcome(s) are identified.

Associate in Arts degree in Art History for Transfer

Upon completion of the AA-T degree in Art History, the student should be able to:

1. Critically interpret, evaluate and critique orally and in writing visual works of art from various historical periods and cultures. (Critical Thinking, Life Long Learning)
2. Demonstrate orally and in writing the relevance of various historical and cultural art styles to today's global culture. (Critical Thinking, Communication)
3. Produce basic realistic and nonrealistic drawings of various subjects using alternate styles. (Communication)
4. Produce visual works of art in at least one medium in addition to drawing. (Communication)

Associate in Arts degree in Studio Art for Transfer

Upon completion of the AA-T degree in Studio Art, the student should be able to:

1. Solve basic problems of visual expression using various techniques and mediums. (Critical Thinking, Communication)
2. Produce basic realistic and nonrealistic drawings of various subjects using alternate styles. (Communication)
3. Produce visual works of art in a variety of mediums. (Communication)
4. Interpret, evaluate and critiques orally and in writing visual works of art. (Critical Thinking, Communication)
5. Demonstrate knowledge of specific historical and cultural art styles. (Critical Thinking)

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].

In regards to Lassen College's Vision as defined in the Strategic Plan approved by the Board on October 8, 2019 the Fine Arts program contributes to the vision of the college: "Be the Cultural Leader in the Community." Through the educational opportunities within the Fine Arts program, students can develop a cultural understanding of art and graphic design. Students can also develop technical skills in art and graphic design. In addition, the art program frequently collaborates with the Lassen County Arts Council to showcase student and faculty work, another manner in which the Fine Arts program serves as a cultural leader in the community. The Fine Arts program also serves the Lassen College mission as well as the current emphasis in California Community Colleges for transfer education.

The Fine Arts programs combine to lead students to competence in all four of Lassen College's institutional learning outcomes: Communication, Critical Thinking, Lifelong Learning, and Personal/Interpersonal Responsibility. Even when not formally identified as outcomes, linked to course or program outcomes, or measured, skills and knowledge for competence in the four institutional outcomes are inherent in all instruction within the Fine Arts programs. For example, instructors establish guidelines for assignments that students must navigate (Personal/interpersonal Responsibility); communication of ideas are paramount within critiques as well as communication between students and instructors is on-going (Communication); in examining the topics within the Fine Arts programs, students think critically about the theories, concepts, their current applications and problem solve within their projects (Critical Thinking); and, finally, students are mentored to engage in on-going learning within the discipline of interest (Life Long Learning). The measured attainment of competence related to the four institutional outcomes may be computed through an examination of course level outcomes as well as the linkages established between courses, programs, and the institutional outcomes.

b. Identify and evaluate the Program Student Learning Outcomes including the relationship between course, program and institutional student learning outcomes utilizing information from WEAVE.

All course and degree student learning outcomes link to program level learning outcomes for the Fine Arts & Art History programs which have been linked to the institutional student learning outcomes.

Overall SLO's have exceeded minimum requirement for the modality average of all years at 81%. 2016-2019 were just below our minimum requirement of 80%.

Most programs at LCC have a minimum requirement of 70% which all years have surpassed. 2019 was 90% indicating a large improvement from previous year. Total Avg for each year recorded is stated below.
2016 = 79%
2017 = 76%
2018 = 77%
2019 = 90%
See Appendix A "2020 Fine Arts IPR Data" of this PDF, section SLO Outcomes under All Modalities.

c. Evaluate any changes in the program since last review. Include summary of Annual Updates completed since last review.

Brandy González resigned as full-time faculty for the fine art program. James Kleckner took over as full-time faculty for the fine art program. The graphic design program was eliminated, and several courses in that program were brought into the fine art program. There were no annual updates available to review.

d. Analyze program-related promotional materials/advertising as appropriate.

Program flyers were distributed around campus. There is a need for more visibility of our programs online and throughout campus. The new LCC website has dedicated pages for each program and is utilized for promotion and recruitment, however the website doesn't have a designated web developer and lacks updated information or access to update individual programs easily. Our programs are also being advertised through the outreach coordinator. Local outreach has been done by James Kleckner at the high schools and surrounding areas.

Planning Agenda:

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

1. Current courses need adjustment in course outlines, pertaining to what that course covers. An example of this would be NOT covering color in beginning drawing. This is a standard that most universities and colleges abide by.

2. SLO's from certain courses need to be reviewed and data analyzed to determine why there is 0% for example in all Ceramics courses Art 36 A-D (See Appendix A "2020 Fine Arts IPR Data," of this PDF)?

3. Program courses need to be streamlined and some courses inactivated. Community service courses for life-long learners should be implemented to retain students that are not pursuing certificates or degrees.

Fine Arts is doing well and will continue to improve by making the small adjustments to class courses in which the students will become more successful.

II Student Outcomes

A. Trends and Patterns in Student Outcomes

Description/Evaluation:

1. Provide in tabular form followed by an analysis
   a. Number of degrees and certificates awarded during the last four years.

Fine Arts Program Awards by Degree Type and Year

Award	Academic Year Awarded				
	2016	2017	2018	2019	
AA Studio Arts for Transfer-CSU	2	1	2		
AA Studio Arts for Transfer-IGETC		1			
AA Art History for Transfer-CSU		1			
Grand Total	**2**	**3**	**2**		

   b. Transfer numbers for the last four years

      There were two transfer students in 2016, three transfer students in 2017, and two transfer students in 2018.

   c. Completion, retention and success data for the last four years

      See Appendix A "2020 Fine Arts IPR Data" of this PDF.

2. Analyze program effectiveness based on available quantitative data and qualitative experiences.

   There is an overall increase from last year's IPR in student completion (from 4 total to 7 total student awards). Looking at the current awards, student completion of

degree and certificates has fluctuated from year to year slightly from 2016-2018. There is no data for 2019.

Planning Agenda:

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

None.

B. Student Learning Outcome Assessment

SLO assessment is important to maintain and improve an effective learning experience for LCC students. Evaluating SLO results regularly is helpful for evaluating student learning and identifying emerging program needs. By contract, faculty are required to measure at least one SLO for every class taught each semester; these records are maintained in WEAVE and are available for review by faculty at any time.

Description/Evaluation:

1. Attach an SLO assessment summary as provided by Office of Institutional Effectiveness.
2. Provide an analysis of findings of the assessments completed and recommendations being made in individual assessments. Consider the impact or influence of the assessment results at the program level. Consider how SLO results may be leveraged to support equipment, facility, staffing, or other budget and planning need and include the justification in your analysis.

    1. See Appendix A "2020 Fine Arts IPR Data" of this PDF, section SLO Outcomes.
    2. My analysis is that over the past four years 1058 students were assessed and of that number, 898 students met the SLO's for an average of 81%. Most programs at LCC require an average of 70% to meet the standards for SLO Outcomes. Given the continued achievement, it is my opinion that the fine arts should be awarded a larger budget to help increase the desired outcomes by having access to materials and space that will be presented to them at the 4-year universities upon transfer. This will not only increase the SLO data but better prepares the student for continued success.

Planning Agenda:

List recommendations and actions necessitated by the above evaluation of SLO results. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness

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.

Every SLO cycle leads to appropriate instructional changes to meet the identified SLO. In regards to this, no new action is necessary.

C. Student Evaluation Summary

The student survey portion of the evaluation procedure is designed to solicit comments concerning the program only, and is not an evaluation of instructors (See Attachment F, Student Survey).

An anonymous questionnaire is considered to be the most effective format. This will encourage the students to be frank in their responses. The student evaluation will be scheduled and administered by the Office of Instruction during October/November and February/March of each instructional review process. The Office of Instruction staff will consult with the members of the self-evaluation group to determine the student sampling and consider any program-specific revisions to the student survey. The sampling will consist of a minimum of three core courses and other courses as selected by the self-evaluation team. (Example: The basic skills program might wish to survey courses with high enrollment of former basic skills students.)

Description/Evaluation:

Attach Student Evaluation Summary provided by Office of Academic Services and provide an analysis of the results of the student evaluations

See Appendix B, "IPR Data_Art_2016." Data is old and limited to just two classes.

Planning Agenda:

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

More data needs to be collected. Only two courses from 2016 are available. Approximately 23% of the responses thought the rooms were too cold or too hot when it was winter and summer. This supports the fact that we desperately need new heating and air conditioning for the Creative Arts Building.

III. Curriculum

A. Degrees and/or Certificates

Description/Evaluation:

- List degree and/or certificates offered in the program and attach the approved course of study or two-year plan for each degree and certificate (see Attachment G, Degrees/Certificates by Program). Degree and certificate student learning outcomes, if different from program student learning outcomes, should be included in this section.
- Faculty should analyze progress made on the assessment of program (degree/certificate) learning outcomes
- Evaluate the need for courses, degrees and/or certificates
- Transfer programs: Evaluate the core courses against the major preparation requirements for an entering junior at receiving four-year institutions (e.g. CSU System and UC System).
- Transfer programs: Evaluate the courses against the specific area requirements needed to satisfy the general education requirements for associate degrees and transfer. Consider whether there are adequate opportunities to meet the area requirements in combination with all disciplines within each general education area. Is there an adequate number of course and discipline options within each area, and can those courses be offered in a manner that maximizes student enrollment in each section? Do courses need to be added or deleted from any general education area?
- Career/Technical programs: Attach dates of Advisory Committee meetings (a minimum of two meeting per year). Reference Committee Member Rosters and Minutes located in the Office of Academic Services. Summarize the advisory committee recommendations for program curriculum enhancement or improved student competencies
- Career/Technical programs: Use advisory committee recommendations, labor market or other standards to answer the following question: **Do the core courses in the certificates and degrees meet current employer skill requirements for the field?**
- Special Programs: By nature, special programs themselves do not lead to a degree or certificate. However, special programs may have coursework that is included in transfer or vocational degrees or certificates. Note the relationship between special program courses and LCC transfer or vocational degrees or certificates.

Current Catalog 2020-2021 list two degrees for transfer:

Associate in Arts in Art History for Transfer

Associate in Arts in Studio Art for Transfer

Both degrees are designed to provide students with strong foundations for the study of art history and studio art in order to transfer to a California State University. The AA degrees follow the Transfer Model Curriculum guidelines established to ensure transferability of classes into the CSUC system.

The benefit for students completing the AA-T degree is that the California State University (CSU) system is required to grant admission with junior status to any community college student who meets all of the requirements. "CSU is required to grant priority admission for a student with this associate degree to his or her local CSU campus and to a program or major that is similar to this major, as determined by the CSU campus to which the student is admitted."

All learning outcomes are being met in the degrees.

The Fine Arts program specifically does not have any CTE or special programs.

No new courses are needed at this time but adding correspondence courses in the next few years such as painting and two-dimensional design would greatly increase FTE in the arts program.

Associate in Arts in Art History for Transfer
Total Units for the Associate in Arts Degree: 60 Units
Required Core Courses: 18 Units

Complete the following 12 units:

Course No	Course Title	Units
ART 2	Drawing	3.0
ART 6	Survey of Art History: Prehistoric to Renaissance	3.0
ART 7	Survey of Art History: Renaissance Through Contemporary	3.0
ART 9	History of Asian Art	3.0

Select 6 additional units from the following

ART 1A	Two-Dimensional Design	3.0
ART 1B	Three-Dimensional Design	3.0
ART 3	Beginning Life Drawing	3.0
ART 10A	Beginning Painting	3.0
ART 25	Graphic Design 1	3.0
ART 30	Introduction to Sculpture	3.0
ART 36A	Beginning Ceramics	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses 1-49

Program Learning Outcomes are as followed:

Upon completion of the **Associate in Arts in Art History for Transfer** the student will be able to:

1. Critically interpret, evaluate and critique orally and in writing visual works of art from various historical periods and cultures.
2. Demonstrate orally and in writing the relevance of various historical and cultural art styles to today's global culture.
3. Produce basic realistic and nonrealistic drawings of various subjects using alternate styles.
4. Produce visual works of art in at least one medium in addition to drawing.

Associate in Arts in Studio Arts for Transfer

Total Units for the Associate in Arts Degree: 60 Units
Required Core Courses: 24 Units

Complete the following 12 units:

Course No	Course Title	Units
ART 1A	Two-Dimensional Design	3.0
ART 1B	Three-Dimensional Design	3.0
ART 2	Drawing	3.0
ART 7	Survey of Art History: Renaissance Through Contemporary	3.0

Select 3 additional units from the following:

ART 6	Survey of Art History: Prehistoric to Renaissance	3.0
ART 9	History of Asian Art	3.0

Select 9 additional units from the following:

ART 3	Beginning Life Drawing	3.0
ART 10A	Beginning Painting	3.0
ART 23	Beginning Printmaking	3.0
ART 25	Graphic Design 1	3.0
ART 30	Introduction to Sculpture	3.0
ART 36A	Beginning Ceramics	3.0
ART 43A	Beginning Jewelry and Hand-Building	3.0

Completion of either the CSU General Education or IGETC Option

Remaining Units to total 60 Units may be selected from courses 1-49

Program Learning Outcomes are as followed:

Upon completion of the **Associate in Arts in Studio Art for Transfer** the student will be able to:

1. Solve basic problems of visual expression using various techniques and mediums.

2. Produce basic realistic and nonrealistic drawings of various subjects using alternate styles.
3. Produce visual works of art in a variety of mediums.
4. Interpret, evaluate and critiques orally and in writing visual works of art.
5. Demonstrate knowledge of specific historical and cultural art styles.

Evaluation: Digital Graphic Design program has been folded into the Fine Arts Program in terms of some courses (Art 21, Art 22, Art 25, Art 26, Art 38, and Art 39). However, due to low enrollment some courses are in the process of being inactivated (Art 22, Art 26, and Art 39). The Associate in Arts in Art History for Transfer will be inactivated due to declining enrollment and completion for that program. Other courses in the Fine Arts Program that have not been offered or have had low interest will also be inactivated. They include: Art 9, Art 18, Art 43 (A-D), and Art 50.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning table at the end of the section for any recommendations requiring institutional action.

When enrollment and demand increases, we can stack the classes in all areas of studio art. We currently do this in painting, digital photography, and ceramics. Providing different skill levels like "intermediate" and "advanced" within the same time slots will allow for students to progress beyond their first class and attract students that are already beyond a "beginner" level course. Until then, we will inactivate courses and the Art History Degree.

B. Courses

Description/Evaluation

1. Identify courses added or deleted from the instructional program since the last instructional program review.

   Since last IPR approved by Governing Board on August 8, 2017, the following courses have been added: Art 22, Art 26, Art 38, and Art 39. The following courses have been inactivated since last IPR review: Art 12, Art 13, Art 16, Art 28, Art 35, Art 46, Art 52, Art 60A, Art 60B, and Art 130.

2. Each course offered within the instructional program must be reviewed for accuracy and currency (see Attachment I, Course List by Program). Review of each course outline should include asking the following questions:
    - Should the Disciplines of Assignment remain the same or be changed?
    - Should the Catalog/Schedule description remain the same or be updated?
    - Is the course repeatable? Is the repeatability reflected in the SLOs, Objectives, and Course Content sections? What is the basis for repeatability: legal requirement or increased skill level?
    - If the course meets a core requirement within specific degrees or certificates, is it accurately noted on the outline?
    - If the course satisfies a specific area within the general education requirement for an associate degree or transfer, is it accurately noted on the outline?
    - Are course-level student learning outcomes included on each course outline? Are learning outcomes included for each allowable repetition?
    - Does the course require a prerequisite or have recommended preparation? Are content review forms on file for each recommended preparation and/or prerequisite?
    - Do any of the learning outcomes or objectives need revision?
    - Does any content need to be updated?
    - Are any changes necessary in the Methods of Instruction, Assignments, Critical Thinking or Methods of Evaluation sections?
    - Is the course being considered for distance education offering? If so, has it been approved for specific distance education delivery?
    - Is the textbook current and is the publication date included?
3. Whether changes to a course outline are necessary or not, a Revision to Existing Course Form for each course must be completed and submitted to the Curriculum/Academic Standards Committee for action. When changes are necessary, indicate the revisions on the form. Where no changes are necessary, simply indicate on the Revision Form that "the course has been reviewed as part of the program review and no changes are necessary." Revision forms will be retained in the Instructional Office with the Curriculum agenda packets.
4. Following the Curriculum/Academic Standards Committee action on all submitted Revision to Existing Course Forms, a summary Instructional Program Curriculum Review Form will be completed by the Curriculum/Academic Standards Subcommittee Chair and given to the program faculty for inclusion in the program review.
5. The signed Instructional Program Curriculum Review Form is to be included with your completed program review documents

The following courses have been approved to include online learning for Covid-19:

- Art 1A, Art 1B, Art 2, Art 3, Art 6, Art 7, and Art 10 (A-D).

Proposed course changes include (but have not been finalized):

- Inactivating Associate in Arts in Art History for Transfer Degree.
- Inactivating the following courses due to declining enrollment trends: Art 9, Art 18, Art 22, Art 26, and Art 39, Art 43 (A-D), and Art 50.
- Removing Art 9 from Associate in Arts in Studio Arts for Transfer Degree and from Associate in Arts Degree University Studies-Emphasis in Humanities Degree.
- Removing Art 43A from Associate in Arts in Studio Arts for Transfer Degree.
- OER Textbook change for Art 1A, Art 1B, Art 2, and Art 25.
- Textbook updated for Art 3, Art 10 (A-D), Art 19 (A-D), Art 23, Art 36 (A-D). **I could not find OER equivalent for these courses.**
- Course Outline updated changes to courses: Art 1B, Art 2, Art 3, Art 6, Art 7, Art 10 (A-D), Art 21, Art 25.
- Reviewed all other courses.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning table for any recommendations requiring institutional action.

Start creating correspondence courses such as painting and two-dimensional design; this would greatly increase FTE for the Fine Arts program.

C. Articulation/Integration of Curriculum

Description/Evaluation:

1. Attach a tabular comparison of Lassen Community College courses articulating with UC and CSU, indicating courses with approved C-ID designations as applicable (Obtain copies of Articulation Agreements from the Transfer Center)

See Appendix C "Art articulation.12.4.20 for tabular comparison of this PDF.

2. Provide a narrative reviewing the Lassen Community College courses and courses at four-year institutions for course alignment. (i.e. two courses at Lassen needed to articulate with one course at UC).and the units requirements for Lassen Community College courses as compared to four-year institutions.

   Our alignment is set-up class for class. We have the most classes being able to transfer when looking at the CSU's. There are much fewer when looking at the UC's.

   See Appendix C "Art Articulation 12.5.20" of this PDF for a complete layout of which courses exactly are transferable to both the CSU's and UC's.

New courses need to be articulated with as many four-year institutions as possible so that LCC students will have the widest available opportunities to transfer. The Associate in Arts for Transfer degrees were mandated by California legislators through SB 1440 to improve articulation of courses and degrees, ensuring a community college student can transfer to a CSU after taking 60 units, then only needing to take an additional 60 units to complete degree at the receiving CSU institution.

Planning Agenda:

Complete Student Services Planning table (see below) for any proposed changes to articulation or C-ID designation

No changes are required.

III. Scheduling and Enrollment Patterns

Description/Evaluation:

1. Describe and explain any deviation from the two-year plan in course scheduling during the last four years.

   No changes were made except that Art 1B and Art 3 are now offered every Spring instead of every other alternating Spring. This allowed for easier access for students to complete the program.

2. Evaluate the relationship between schedule, enrollment patterns and FTE generated statistics.

Enrollment by Course, Academic Year and Semester

Modality	Academic Year and Semester																						Course Totals, All Years	
	2016						2017						2018						2019					
	SU		FA		SP		SU		FA		SP		SU		FA		SP		SU		FA		SP			
	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day
Face to Face	21	20	194	180	208	200	30	28	170	152	173	157	20	19	173	167	167	162			170	152	169	124	1,495	1,361
Hybrid			2	2	2	1											2	2			2	2	1	1	9	8
Correspondence	28	24	43	34	24	20	29	22	58	46	50	44	33	28	103	84	72	64	74	69	79	69	86	68	679	572
Internet	27	26					29	27			33	30	35	33					33	29					157	145
Semester Totals	**76**	**70**	**239**	**216**	**234**	**221**	**88**	**77**	**228**	**198**	**256**	**231**	**88**	**80**	**276**	**251**	**241**	**228**	**107**	**98**	**251**	**223**	**256**	**193**	**2,340**	**2,086**

Looking at Appendix A "2020 Fine Arts IPR Data," Face to Face has the largest enrollment in the Fine Arts. Looking at the total enrollment data above, between 2016 and 2019 we have increasing enrollment overall. If you add the total for each year for the Last Day, we have 507 students for 2016, 506 students for 2017, 559 students for 2018, and 514 students for 2019. Our goal of increasing enrollment will need to focus on more dynamic and inclusive stacked classes. In addition, looking into correspondence courses for painting and two-dimensional design is necessary for the future growth of FTE.

3. Using FTE data provided, evaluate how the scheduling of courses within the program has served the needs of a variety of students (e.g. day, evening, single parents, employed full-time). Include the following considerations:
   a. Number of sections (too many/too few to serve student needs)

   b. Variety of times (three times a week, twice a week, one day a week and morning/afternoon/evening)

   c. Length of courses (traditional semester/short term)

   d. Method of delivery (traditional/technology-mediated/correspondence delivered instruction).

Looking at Appendix A "2020 Fine Arts IPR Data," FTES has been steady with slight increases except for the last year of the term from 2016 at 74.90 total, 2017 at 77.90 total, 2018 at 79.86 total, and 2019 at 75.83 total. Our total FTES for Arts Program is 265.5, which is larger than Basic Skills-ESL, Business, Vocation Nursing-Allied Health, Welding Technology, Agriculture, Development Studies, Human Services, Automotive, Admin of Justice, Child Development, Work Experience, and Aviation! I know that at least two of those programs have at least two full-time faculty to support their program. Feather River College, which is smaller than Lassen Community College in the Arts Program has two full-time faculty. In comparison, we have one full-time faculty and five adjunct faculty. To grow and sustain the Arts Program we need to hire another full-time faculty.

4. Evaluate student access to general education courses within the context of the scheduling of the instructional program courses.

   Due to the small size of LCC and the tight scheduling of the Master Schedule, there can be conflicts at times between general education courses and the Fine Arts Program Courses. Offering more on-line and correspondence courses could help this problem.

Planning Agenda:

Complete Academic Planning table (see below) for any proposed changes in the schedule that might improve enrollment patterns and better meet student needs.

1. Stack as many classes as possible.
2. Look into providing more online classes.
3. Look into creating correspondence classes for painting and two-dimensional design.

IV. Equipment

Description/Evaluation:

1. List capital outlay equipment, age of equipment and replacement schedule

Equipment Inventoried	Age	Life Expectancy
General Graphics Lab		
18 Surface Studios (need 2 more)	3 yrs.	10-12 yrs.
(20) Adobe CC Software	Renewed Each Year	1 yr.
(17) Canon EOS Digital Cameras	2 yrs.	10-15 yrs.
Large Scale 3-D Printer	3 yrs.	10-15 yrs.
Filaments for 3D printer	3 yrs.	5 yrs.
(20) Wacom Pen Tablets (In storage)	8 yrs.	10 yrs.
(20) IMACS (In Storage and 3 in classroom)	12 yrs.	10 yrs.
Large format Scanner (11in. x 17in.)	3 yrs.	10 yrs.
(8) Film/slide scanners (In storage)	12 yrs.	5 yrs.
Cannon Digital Projector	12 yrs.	10 yrs.
Logan Mat Cutter	9 yrs.	10 yrs.
Logan Mat Cutter	22 yrs.	10 yrs.
Logan Mat Cutter	27 yrs.	10 yrs.
(30) Computer Station Chairs	3 yrs.	15-20 yrs.
Various Tables (Good Condition)		
Graphics / Printing Equipment		
HP LaserJet 5550 printer	14 yrs.	5 yrs.
BIZHub Copy Machine	13+ yrs.	Beyond its limit
HP DesignJet Z6100 42” printer	7 yrs.	5 yrs.

Xante Graphics Printer	6 yrs.	5 yrs.
Martin Folding Machine	23+ yrs.	10 yrs.
Emerald Shrink Wrap Machine	18+ yrs.	10 yrs.

Printmaking Equipment

Large Speedball Etching Press	3 yrs.	Indefinite
Etching Press Accessories	3 yrs.	Indefinite
Large Screen Storage Rack	3 yrs.	Indefinite
Large Print Drying Rack	3 yrs.	Indefinite
Large and Medium Screens (40)	3 yrs.	20-25 yrs.
Large Size Screen Print Exposure Unit	3 yrs.	20-25 yrs.
Plate Roller Press (Small)	8 yrs.	Indefinite
Plate Roller Press (Small)	17 yrs.	Indefinite
(20) Silk Screens Wooden	8 yrs.	20-25 yrs.
Screen Printing Press	8 yrs.	Indefinite
Screen Platen	8 yrs.	Indefinite
(2) Flash Dryers	8 yrs.	15-20 yrs.

Photography Equipment

Elinchrom BXRi Flash kit	11 yrs.	Indefinite
Westcott Spiderlite TD6 kit	11 yrs.	Indefinite
Elinchrom Rotalux 53” Soft box	10 yrs.	Indefinite
Olympus E510 DSLR camera	12 yrs.	Indefinite
Epson stylus 2400 printer	14 yrs.	10 yrs.
Epson stylus 3800 printer	12 yrs.	10 yrs.
Epson stylus 3880 printer	9 yrs.	10 yrs.
(5) Backdrop screens	17+ yrs. Beyond their limit	

Ceramics/Sculpture Equipment

Polishing Machine	8 yrs.	10 yrs.
Lapidary Grinders	28 yrs.	10 yrs.
Slab Roller	14 yrs.	10 yrs.
Electric Kiln	11 yrs.	10 yrs.
Gas Kiln	12 yrs.	20 yrs.
10 Electric/Kick Wheels	31 yrs.	20 yrs.
2 Electric Wheels	11 yrs.	10 yrs.
Glass Band Saw	12 yrs.	10 yrs.
Glass Kiln	11 yrs.	10 yrs.
3 Glass Grinders	9 yrs.	10 yrs.

Painting/Drawing Equipment

8 Tables = are still in good condition.		
19 Easels (Wooden)	3 yrs.	20 yrs.
3 Easels (Metal)	Unknown	20 yrs.
15 Stools = are still in good condition.		

10 Saw-horses = are still in good condition.
9 Padded Stools = all have ripped along the edges and need to be replaced.
4 Padded Chairs = are still in good condition.

2. Identify any existing equipment maintenance/service agreements

There is an institute wide service agreement with Inland Business Systems that includes the copy machine.

3. Evaluate the condition of capital outlay equipment in light of the replacement schedule and available funds.

There is no replacement schedule for the above equipment.

4. Evaluate the effectiveness of and need for additional maintenance/service agreements.

It is imperative that the service agreements stated above remain in effect. There should be a schedule that would allow for consistent checks of the kilns and the sculpture equipment. This would optimize safety and function.

5. Justify any proposed modification or additions to equipment available for students and/or faculty/instructional assistants within the program.

There are many things that have not been addressed in the Fine Arts department for quite a while and have been below standard. A few of the most important would be a collapsible model stand and new track lighting with adjustable lights. NONE of the tracking lighting in CA201 work and there are only 2 lights that attach to them, none of which work. Most of the outlets don't work in that room too. New ventilation system would have to be installed in CA201 in order to return to Oil Painting. We currently, only do Acrylic and Watercolors due to the ventilation issue. In CA204, also known as the Graphics Lab there are two large holes in a wall to be filled out. There are a few areas of exposed network wiring left over from a decade or more. The room desperately needs new paint throughout to cover up ugly old brown and black walls which makes the room dark and dreary. There are 18 Surface Studio computers for the computer lab. However, 2 more computers are needed to complete the lab.

- Collapsible model stand for room CA 201 ($4500) https://www.stagedrop.com/
- 2 new Surface Studio computers to finish computer lab ($9,200)
- New classroom track lighting in CA201 (Unknown cost)
- Replace power outlets in CA201 (Unknown cost)
- Ventilation system to allow Oil Painting to occur in classroom (Unknown cost)
- Patch holes in CA204 (Unknown cost)
- Remove obsolete exposed network wiring (Unknown cost)
- Paint room CA204 (Unknown cost)
- New studio chairs for CA201 ($6000)
- Digital Video Camera with tripod and lenses: $10,000
- Professional Audio Recording equipment: $5,000
- Video Production Dollies (2 different kinds, 1 for track dolly, and 1 for pivot dolly):

$5000
- Various camera lenses and filters: $4,000

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, Facilities Planning, or Technology Planning tables as appropriate for any recommendations requiring institutional action.

Purchase 2 new Surface Studio computers to finish computer lab ($9,200) and remove outdated unused network wiring, **Technology Planning**. Order new stools, updating power outlets, patch holes, paint room, and new track lighting, **Facilities Planning**.

- Collapsible model stand for room CA 201($4500) https://www.stagedrop.com/
- 2 new Surface Studio computers to finish computer lab ($9,200)
- New classroom track lighting in CA201 (Unknown cost)
- Replace power outlets in CA201 (Unknown cost)
- Ventilation system to allow Oil Painting to occur in classroom (Unknown cost)
- Patch holes in CA204 (Unknown cost)
- Remove obsolete exposed network wiring (Unknown cost)
- Paint room CA204 (Unknown cost)
- New studio chairs for CA201 ($6000)
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- Professional Audio Recording equipment: $5,000
- Video Production Dollies (2 different kinds, 1 for track dolly, and 1 for pivot dolly): $5000
- Various camera lenses and filters: $4,000

V: Outside Compliance Issues (if appropriate for program)

Description:

If appropriate, describe the role of outside compliance issues on the Special Program.

N/A

Evaluation:

Assess changes in compliance or identification of compliance-related needs and the impact on the Special Program.

N/A

Planning Agenda:

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

N/A

VI. Prioritized Recommendations

A. Prioritized Recommendations for Implementation by Program Staff

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

Developing curriculum for correspondence classes such as painting and two-dimensional design. We should not even entertain the idea of Ceramic/Sculpture spaces being used for something else outside of the arts like nursing. If that space gets taken way, we would have a huge issue with transferability. That space provides ALL our 3-dimensional instruction, without which, would have a devastating impact on our program, FTE growth and transferability.

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, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

The budgeting process would need to address the items that have not been taken care of in the past like maintaining the track lighting and replacing old, broken equipment like the stools in CA201.
The facilities master plan would have to replace the track lighting once purchased and address the ventilation issue for painting in CA201. We are no longer teaching oil paints since we do not have the proper ventilation as mandated by OSHA to provide a safe work environment. The repairs or replacement of power outlets, hole repairs, and new painting would also have to be included in the facilities master plan.
The Institutional Technology Master Plan would have to review the 2 additional Surface Studio Computers and the removal of outdated networking wire left behind in CA204.

Prioritized Recommendations for Inclusion in Education Master Plan

Fine Arts 2020: At this time no information needs to be added to this chart.

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
	NONE			

Prioritized Recommendation for Inclusion in Student Services Master Plan

Fine Arts 2020: At this time no information needs to be added to this chart.

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
	NONE			

Prioritized Recommendations for Inclusion in Institutional Effectiveness Master Plan

Fine Arts 2020: At this time no information needs to be added to this chart.

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
	NONE			

Section Two: Human Resource Planning

I. Program Staffing

Description/Evaluation:

1. List the current staffing for the program include: full-time and part-time faculty positions, instructional assistants and classified staff

Full-time Faculty:
James Kleckner for Fine Art and Graphic Design
Adjunct Faculty:
Debbie Anderson for Ceramics
Lynn Fuller for Digital Photography
Brandy González for Fine Art and Art History
Bev Mendoza for Fine Art and Art History
Randy Panfilio for Fine Art and Art History

The Fine Arts programs do not have any paid instructional assistants or classified staff within the program. Work experience and work study students (when available) are used to assist with some aspects of the Fine Arts programs.

2. This section provides an opportunity for analysis and justification of projected staffing needs to support the program. Clerical support by the Office of Academic Services and work-study needs may be included.

   Current FTES supports evidence for another full-time faculty in order to see the Fine Arts Program vitality and growth. Continued Clerical support from the Office of Academic Services is also vital for the Fine Arts Program.

Planning Agenda:

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

Current FTES supports evidence for another full-time faculty in order to see the Fine Arts Program vitality and growth. It will be difficult if not impossible to continue with just adjunct faculty. It is difficult to recruit part time instructors with M.F.A.'s in a rural area such as LCC. We must move towards another full-time faculty for the prosperity of the program.

II. Professional Development

Description/Evaluation:

1. If available, reference Flex Contracts for full-time faculty teaching in the program for each of the last two years. [Copies may be available in the Office of Instruction].

   Full-time faculty are fulfilling their professional development obligations.

   Adjunct faculty are to be commended for their participation in professional development activities.

2. Describe the professional development and professional activities of the program faculty/instructional assistants in addition to flex obligation relevant to program improvement that has occurred during the period under review. (workshops, conferences, staff development, sabbatical leaves, work experience, etc.)

The Fine Art and Graphic Design Full-Time Instructor (James Kleckner) has attended the Southern Graphics Conference in Dallas, Texas in 2018 and the California Art Education Association Conference in 2019. James Kleckner has participated in regular monthly committee meetings, and has completed several on-line courses through www.lynda.com to stay current in the field of Graphic Design and Art. James Kleckner also has stayed current in his field through exhibition practice by showing at Sonoma State University and various galleries. He also took a 10 week 3-D Modeling course in Summer 2020 with Industrial Light and Magic Senior Modeler, Jay Machado. James Kleckner also attended most regular planned Flex Days at LCC. All adjunct faculty are encouraged to attend Flex Days at LCC. All faculty participate in the yearly student show and faculty show at Lassen Arts Council.

Planning Agenda:

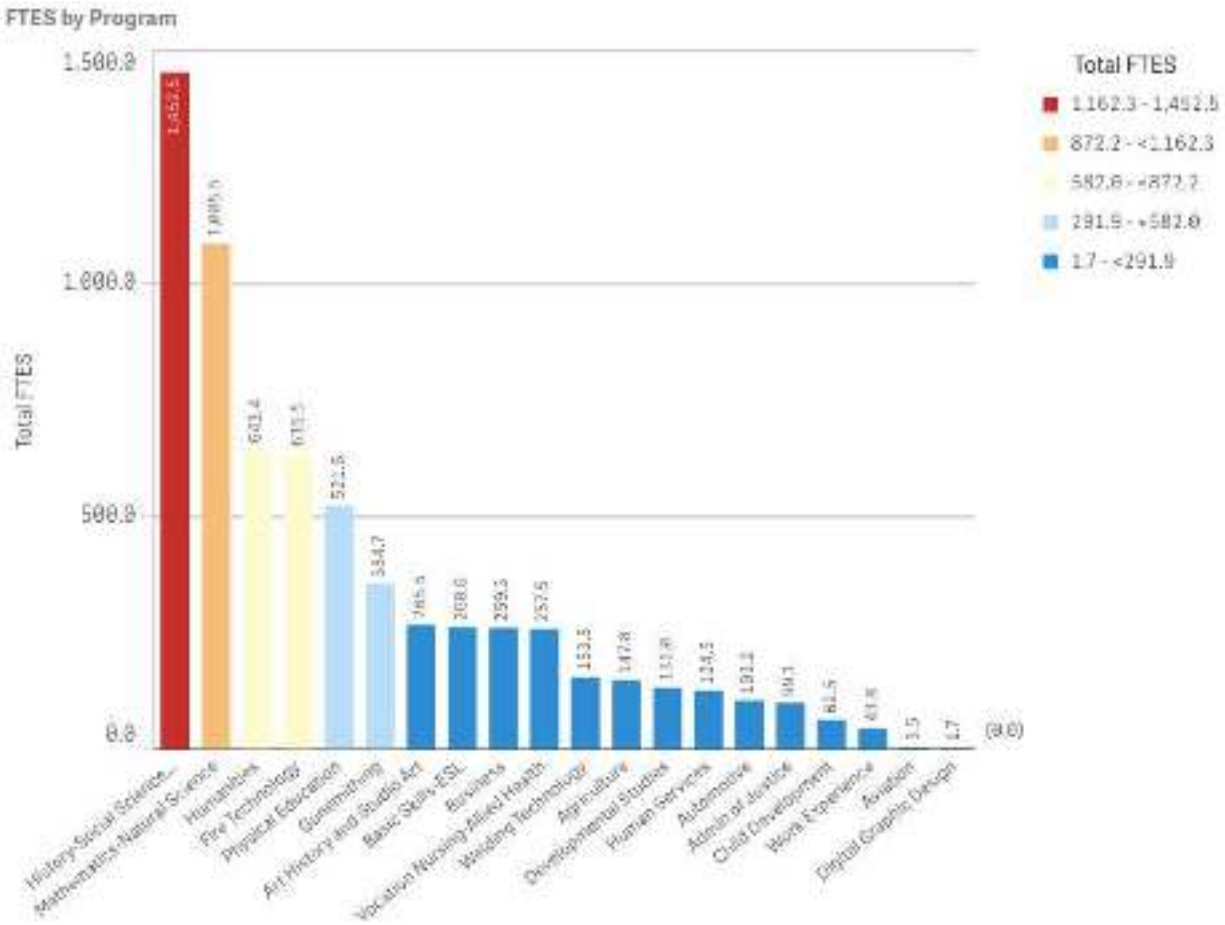
List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

1. Maintain a detailed calendar record of Flex day, off-campus, and professional development activities.
2. Continue to create professional artwork and exhibition record.

III. Student Outcomes

Description/Evaluation:

Description/ Evaluation:



Describe any results from assessment of learning outcomes that affect human resource planning

FTES suggests an additional full-time faculty is needed to maintain program. Other programs with less FTES have more than one full-time faculty.

Planning Agenda:

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

Encourage and support the hiring of an additional full-time faculty for the Arts Program.

IV. Prioritized Recommendation

Prioritized Recommendations for Implementation by Program Staff

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

Encourage and support the hiring of an additional full-time faculty for the Arts Program.

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, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Human Recourse Master Plan

Fine Arts 2020

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
1, 2, 3, 4	Hire an additional full-time faculty member for Art department to share the workload and allow program to grow.	Unknown	Full-time faculty salary.	Alleviate the work overload of the existing full-time instructor and help to build an expanding Art Department. This would also allow for greater participation with required shared Governance, while giving more time for instructors to build stronger relationships between students and faculty.

Section Three: Facilities Planning

I. Facilities

Description/Evaluation:

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

LCC has dedicated rooms for drawing/painting, ceramics, printmaking, and digital photography and graphic design computer lab as well as professional 3-D printing capabilities that enhance the curriculum being taught.

CA 101: Ceramics: this room cannot be easily used for any classes other than Ceramics and Sculpture: it contains pottery wheels, tables, pug mill, sinks, wedging table, vent hood, etc. Care must be taken to ensure no foreign materials such as Plaster of Paris gets into the clay, as this will cause problems in firing.

CA 100: Kiln Room: this room is taken up by the ceramic kilns and is shared with equipment such as the compressor used to power airbrushes, blowers in the photo lab, etc. No classes are taught here. Routine maintenance of kilns is vital to the safety of the instructor and classes. The kiln checks should be signed off on in a regular way.

CA 102: Was used for Jewelry/Sculpture/3d Design: It contained tables, a kiln, polisher, grinder, etc. This room has been taken away from the art department and remodeled/converted to a traditional classroom in the Fall 2020.

CA 201: Painting/Drawing: the room where studio art classes are taught, containing 22 easels, 10 saw-horses, 15 stools, 9 padded stools, 4 padded chairs, sink, and 8 tables. Three or four classes of multiple sections are taught here. This studio needs to have an updated ventilation system for oil painting. All the track lights are broken and need to be replaced. Most of the outlets also don't work in this room.

CA 204 and CA 203: 2-D and 3-D Design/Graphic Arts/Printmaking/3-D Modeling and Animation/Digital Photography: In CA 204, the state-of-the-art Surface Studio computers are used for the 2-D and 3-D Design, Graphic Arts, 3-D Modeling and Animation, and Digital Photography programs in which all classes and sections are taught here. The printers are also housed in this same room along the walls, including a large 3-D Printer. Attached to CA204 is a storage/print dark room that has limited entry headspace. This room's interior needs improvements to accommodate darkroom space for screen printing (work order has been put in to fix two holes). There are also numerous extraneous analogue lines, ports, and terminals no longer in use that need to be removed for aesthetic and building code purposes from CA 204. The room also needs to be painted. It is poorly painted in black and "baby poop brown" in the

back of the room. A lot of light and joy could come from updating the painting scheme to a contemporary "light feeling." In the adjacent room, CA 203, the front half is used as a staging area for Photography with lighting and backdrops set-ups and in the back has printmaking in its permanent place with inking stations, sinks, tables, flat files, drying rack, large etching press and screen-printing press. There is also ventilation that could be used for instructing classes that utilize solvents and inks. This ventilation needs to be updated and have a localized power switch installed so it can be used effectively. CA 203 also needs to be painted.

In addition, there are few to any summer classes offered through the Fine Arts program, as there is no air-conditioning to adequately cool the rooms that would be utilized. If the Creative Arts Building had central air conditioning, summer computer workshops and classes could be held, boosting FTEs. There is also, inadequate space for a "Real" gallery to host student, faculty, community, and traveling artist shows. This has been an item in previous IPRs, yet has received no momentum. If a designated, free flowing, large gallery could be provided, LCC could host gallery openings from regional, national, and international artists, greater student art shows, and bring the community onto campus. The current board room (BS 101) was a suggested venue for this change to happen.

2. Describe and evaluate additional facilities utilized off-campus by the program (attach any relevant rental agreements)
   No additional facilities are being utilized off-campus for fine arts. Although the Lassen County Arts Council has an arrangement whereby the college holds its Annual Art Faculty show and Annual Student Art Show at the Arts Council Gallery on 807 Cottage Street in Susanville.

3. Describe any facilities needs identified by assessments of student learning outcomes
   One of the main concerns are the classrooms being too hot during the spring and summer seasons. Having a comfortable work environment is a necessity for students to achieve desired outcomes. In my data Appendix B "IPR Data_Art_2016," only 2 classes were assessed with (23%) of the students thought it was too cold during the winter and too hot during the summer. More students need to be included in this survey so all areas can be addressed and assessed, not just a couple of classrooms. The data should also be more current than 2016.

4. Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the next five years.
   A critique space and gallery space are mandatory areas in any Fine Arts program, we lack both of them. Both spaces can be in the same place and can function together very easily.
   A designated critique space is a critical area in a Fine Arts program because it allows all art classes to objectively observe their work and give critical feedback that fosters

a further understanding of the elements and principles of art. This space cannot be a hallway because that doesn't allow the viewer to observe the work at a distance which hinders the ability to accurately judge the work being presented. It also does not accurately represent the real world in which art exists, the actual galleries and museums spaces.

A gallery space would not only showcase the student work being produced in all our classes but would also have the ability of bringing visiting artists and workshops to campus. Art does not truly exist unless there is a space for it to be viewed. Showing the importance of the arts means we need to have space that communicates that to our campus and community.

In the past the proposed gallery space in BS 101 which is currently being used as a meeting space mainly for board meetings.

New track lighting and spot lights are needed in CA 201. Currently, none of the track lighting or spot lights are working. This is a necessity to light still-life set-ups for both drawing and painting classes. Most of the outlets don't work in that room also and will need to be replaced or repaired. Repainting CA 204 and CA 203 would NOT be costly and would greatly change the feeling in that room. It is currently all black or "baby poop brown" and is depressing to look at. A contemporary painting scheme of light shades or white or off-white or other light color would brighten the room and change the overall impression once you enter the room.

Address the ventilation issue in CA201. Currently there is no ventilation to support teaching oil paints which is mandated by OSHA to provide a safe work environment. Repair or update ventilation booths in CA 204 and CA 203.

Planning Agenda:

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

1. Follow up on submitted work orders for darkroom patch and painting of room (neither has been done since last IPR in 2016).
2. Continue advocating for LCC Art Gallery proposal (no movement on this matter since last IPR in 2016).
3. Follow up on submitted work order to have vent switch installed in CA 202 (ventilation has to be redone and hasn't happened since last IPR in 2016).
4. Submit work order for extraneous analogue lines to be removed in CA 204.
5. Replace track lighting and spot lights in CA 201 (was brought up to last VP of Academic Instruction and I was told that it would be a priority, but that VP has left position).
6. Install ventilation in CA 201 (no change since last IPR in 2016).

7. Promote the overhaul or replacement of the heating system to Creative Arts Building (Brought up yearly but no change has happened).
8. Promote the installation of an air conditioning system in Creative Arts Building (Brought up yearly but no change has happened).

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

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

All recommendations need institutional action.

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, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

1. CA 204/CA 203: Darkroom patch (CA 204) and painting of rooms (neither has been done since last IPR in 2016).
2. Replace track lighting, fix outlets, and spot lights in CA 201 (was brought up to last VP of Academic Instruction and I was told that it would be a priority, but that VP has left position).
3. Remove extraneous analogue lines in CA 204.
4. Have vent switch installed and ventilation updated in CA 202 (ventilation has to be redone and hasn't happened since last IPR in 2016).
5. Continue advocating for LCC Art Gallery proposal (no movement on this matter since last IPR in 2016).
6. Install ventilation in CA 201 (no change since last IPR in 2016).
7. Promote the overhaul or replacement of the heating system to Creative Arts Building (Brought up yearly but no change has happened).
8. Promote the installation of an air conditioning system in Creative Arts Building (Brought up yearly but no change has happened).

Prioritized Recommendations for Inclusion in the Facilities Master Plan

Fine Arts Program 2020

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
2, 3, 4	Darkroom patch 2 holes and paint rooms CA 204/CA 203.	ASAP	Unknown but should be relatively cheap. Also, room is not being used right now (due to Covid-19) and would be a perfect time to complete task.	To be used by students for all classes in digital arts lab. Eliminates safety hazard and removes stains. Will ultimately change complete look of rooms with repainting creating lively rooms versus current dark and depressing rooms.
2, 3, 4	Replace track lighting, fix outlets, and spot lights in room CA 201.	ASAP	Unknown but should be done because room is not being used right now (due to Covid-19) and would be a perfect time to complete task.	Needed for instruction of classes in Drawing and Painting.
2, 3, 4	Remove extraneous analogue lines in CA 204.	ASAP	Unknown but should be relatively cheap since it is just unscrewing and removing material. It should be done now because room is not being used (due to Covid-19) and would be a perfect time to complete task.	Eliminates excess wiring and less confusion as to which wires go where.
3, 4	Have vent switch installed and ventilation updated in CA 202.	ASAP	Unknown but should be done because room is not being used right now (due to Covid-19) and	To exhaust fumes from inks and solvents.

			would be a perfect time to complete task.	
1, 2, 3, 4	Overhaul or replace heating and install air conditioning system in Creative Arts Building.	Unknown	Unknown	Will provide a comfortable and healthy learning environment for students and for housing high dollar equipment (printers and computers). Will also allow for summer courses to be taught, generating more FTE.

Section Four: Technology Planning

I. Technology

Description/Evaluation:

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

1. The Fine Arts program hosts one of the largest technology/computer labs on campus. There are smartboards and document cameras in the classrooms. Both provide valuable support throughout instruction. There are also an array of printers (on paper) and a large scale 3-D printer (plastic filament) in the computer lab. With Graphic Design and Media Arts growing as a global industry, LCC must embrace technology at its highest level. Maintenance and improvements are critical in order to stay on top of the industry in order to entice students and increase FTE's.

Evaluation: The lab was upgraded with 18 Surface Studio computers in the Fall semester 2017. Support staff is needed on a routine (monthly) basis to automatically stop in the lab to install new software and maintain updates, networking of devices, and overall functionality of equipment. Another option would be to provide the full-time Arts Instructor (James Kleckner) with administration password and access to update lab and install software when needed. In CA 204 there are numerous extraneous analogue lines, ports, and terminals no longer in use that need to be removed for aesthetic and building code purposes.

2. Describe any technology and technology support needs identified by assessment of student learning outcomes.

2. It is imperative that LCC maintains technology within the program to support and parallel the District/Institutional Strategic Plan: Vision, Values, Learning Outcomes, Program Learning Outcomes, and Student Learning Outcomes by providing a learning environment that supports technology and student success.

Evaluation: Computers, equipment and software programs that are outdated need to be regularly updated and maintained including the digital copy machine that serves the students on a daily basis. It is important that our program instructs students on a global level; technology within the program must be continually updated to maintain standards within the industry and to support LCC's District/Institutional Strategic Plan. If LCC doesn't maintain higher standards than our local high schools then there is no incentive for students to enroll. All the art courses that utilize the computer lab have in their course outlines to use current, industry standard software. This is why it is critical to maintain up to date software.

Planning Agenda:

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

1. Promote and encourage continual upgrades to computers, software, and equipment within the Art Department/Design/Photography lab or provide full-time Arts Instructor (James Kleckner) with administrative access to complete above tasks.

2. Submit work order for extraneous analogue lines to be removed in CA 204.

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

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

1. Promote and encourage continual upgrades to computers, software, and equipment within the Art Department/Design/Photography lab or provide full-time Arts Instructor (James Kleckner) with administrative access to complete above tasks.

2. Submit work order for extraneous analogue lines to be removed in CA 204.

Prioritized Recommendation for Inclusion in the Planning Process

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

1. Promote and encourage continual upgrades to computers, software, and equipment within the Art Department/Design/Photography lab or provide full-time Arts Instructor (James Kleckner) with administrative access to complete above tasks.

2. Submit work order for extraneous analogue lines to be removed in CA 204.

Prioritized Recommendations Inclusion in Institutional Technology Master Plan

Fine Arts Program 2020

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome
2, 3, 4	Maintain upgrades to computers, software, and equipment within the Art Department/Graphic Design Lab or provide full-time	Ongoing/Monthly	Unknown or none if I do it.	Maintains a state-of-the-art learning experience for students and reduces technology issues.

	faculty (James Kleckner) with administrative access to complete above tasks.			
3, 4	Remove extraneous analogue lines in CA 204.	ASAP since lab is not being used due to Covid-19.	Unknown but shouldn't be too expensive since it is mostly unscrewing old technology and unplugging wiring.	Eliminates excess wiring and provides more aesthetic beauty.

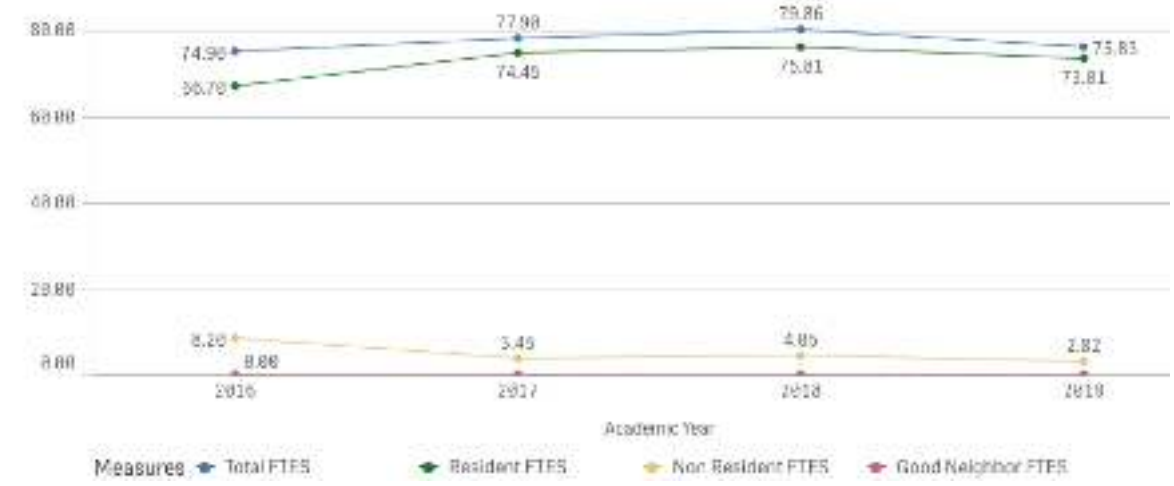
Appendix A:

IPR Data for Art History/Studio Art Program

Academic Years 2016-17, 2017-18, 2018-19, 2019-20

FTES Generated by Program

FTES by Academic Year



FTES by Semester

FTES by Year

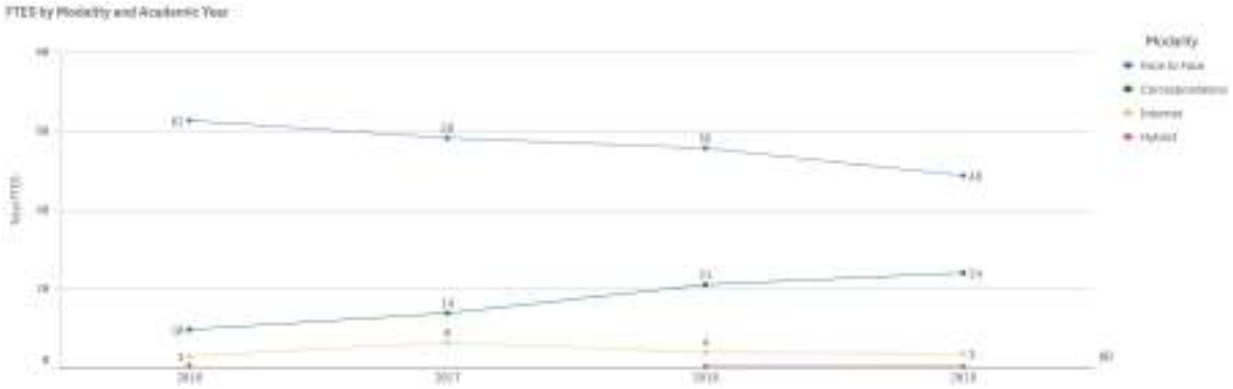
Academic Year	Resident FTES	Non Resident FTES	Good Neighbor FTES	Total FTES	Total FTES YOY change
Totals	289.97	18.51	0.00	308.48	-
2019	73.81	2.82	0.00	75.83	-5.05%
2018	75.81	4.05	0.00	79.86	2.52%
2017	74.45	3.45	0.00	77.90	4.00%
2016	66.79	8.20	0.00	74.90	-

- FTES generated separately by course, class, year, and semester

Course	Section	Academic Year and Semester												Section Totals	Course Totals
		2016			2017			2018			2019				
		SU	FA	SP	SU	FA	SP	SU	FA	SP	SU	FA	SP		
ART-10A	ART-10A-M5570	-	-	-	0.9	-	-	-	-	-	-	-	-	0.9	17.5
	ART-10A-M4040	-	1.6	-	-	2.6	-	-	1.4	-	-	3.2	-	8.8	
	ART-10A-M4041	-	-	3.0	-	-	1.6	-	-	2.4	-	-	0.8	7.8	
ART-10B	ART-10B-M5052	-	0.8	-	-	0.4	-	-	-	-	-	0.2	-	1.4	3.4
	ART-10B-M3845	-	-	0.2	-	-	0.6	-	-	0.2	-	-	1.0	2.0	
ART-10C	ART-10C-M5053	-	-	-	-	-	-	-	0.6	-	-	0.4	-	1.0	2.6
	ART-10C-M3847	-	-	0.4	-	-	0.2	-	-	0.4	-	-	0.6	1.6	
ART-10D	ART-10D-M5054	-	0.2	-	-	0.4	-	-	-	-	-	0.2	-	0.8	1.4
	ART-10D-M3848	-	-	0.2	-	-	0.4	-	-	-	-	-	-	0.6	
ART-12	ART-12-M4974	-	-	0.8	-	-	-	-	-	-	-	-	-	0.8	0.8
ART-13	ART-13-M4566	-	-	0.8	-	-	1.3	-	-	-	-	-	-	2.2	2.2
ART-16	ART-16-M4900	-	-	1.2	-	-	-	-	-	-	-	-	-	1.2	1.2
ART-19A	ART-19A-M6370	-	-	1.8	-	-	1.7	-	-	1.8	-	-	0.8	6.2	13.0
	ART-19A-M0154	-	1.5	-	-	1.5	-	-	1.8	-	-	2.0	-	6.8	
ART-19B	ART-19B-M6372	-	0.2	-	-	0.1	-	-	0.5	-	-	0.2	-	1.0	2.1
	ART-19B-M4840	-	-	0.2	-	-	0.3	-	-	0.2	-	-	0.4	1.1	
ART-19C	ART-19C-M4841	-	-	-	-	-	0.2	-	-	0.3	-	-	0.3	0.8	1.5
	ART-19C-M6149	-	0.2	-	-	0.2	-	-	0.2	-	-	0.1	-	0.7	
ART-19D	ART-19D-M6374	-	0.1	-	-	-	-	-	0.1	-	-	0.1	-	0.3	0.4
	ART-19D-M4842	-	-	0.1	-	-	-	-	-	-	-	-	-	0.1	
ART-1A	ART-1A-M0096	-	1.4	-	-	1.2	-	-	2.2	-	-	1.8	-	6.6	6.6
ART-1B	ART-1B-M4444	-	-	-	-	-	1.4	-	-	-	-	-	2.6	4.0	4.0
ART-2	ART-2-M4577	-	-	3.8	-	-	4.4	-	-	2.2	-	-	1.8	12.2	29.2
	ART-2-M0038	-	4.8	-	-	5.4	-	-	4.2	-	-	2.6	-	17.0	
ART-23	ART-23-M0703	-	1.2	-	-	1.2	-	-	2.0	-	-	0.6	-	5.0	5.0
ART-25	ART-25-M4049	-	-	3.0	-	-	1.6	-	-	2.0	-	-	1.6	8.2	8.2
ART-28	ART-28-M0667	-	1.0	-	-	1.0	-	-	-	-	-	-	-	2.0	2.0
ART-3	ART-3-M4658	-	-	2.2	-	-	-	-	-	3.4	-	-	-	5.6	5.6
ART-30	ART-30-M4687	-	-	-	-	-	-	-	-	1.0	-	-	-	1.0	1.0
ART-36A	ART-36A-M5580	0.7	-	-	1.3	-	-	1.2	-	-	-	-	-	3.2	26.1
	ART-36A-M4050	-	2.4	-	-	3.2	-	-	3.4	-	-	2.2	-	11.2	
	ART-36A-M4895	-	-	2.9	-	-	2.6	-	-	3.3	-	-	2.9	11.6	
ART-36B	ART-36B-M0061	-	0.6	-	-	0.2	-	-	0.2	-	-	1.0	-	2.0	4.9
	ART-36B-M5581	0.9	-	-	0.2	-	-	0.0	-	-	-	-	-	1.1	
	ART-36B-M4896	-	-	-	-	-	0.5	-	-	0.5	-	-	0.7	1.8	
ART-36C	ART-36C-M5582	-	-	-	0.2	-	-	0.2	-	-	-	-	-	0.4	2.5
	ART-36C-M0062	-	0.2	-	-	-	-	-	0.2	-	-	0.0	-	0.4	
	ART-36C-M4052	-	-	0.6	-	-	0.2	-	-	0.5	-	-	0.4	1.7	
ART-36D	ART-36D-M0063	-	-	-	-	0.0	-	-	-	-	-	-	-	0.0	0.9
	ART-36D-M4898	-	-	0.0	-	-	0.2	-	-	0.0	-	-	0.2	0.4	
	ART-36D-M5583	-	-	-	-	-	-	0.6	-	-	-	-	-	0.6	
ART-43A	ART-43A-M3719	-	-	2.0	-	-	1.5	-	-	-	-	-	-	3.5	4.8
	ART-43A-M5215	-	-	-	0.4	-	-	1.0	-	-	-	-	-	1.4	

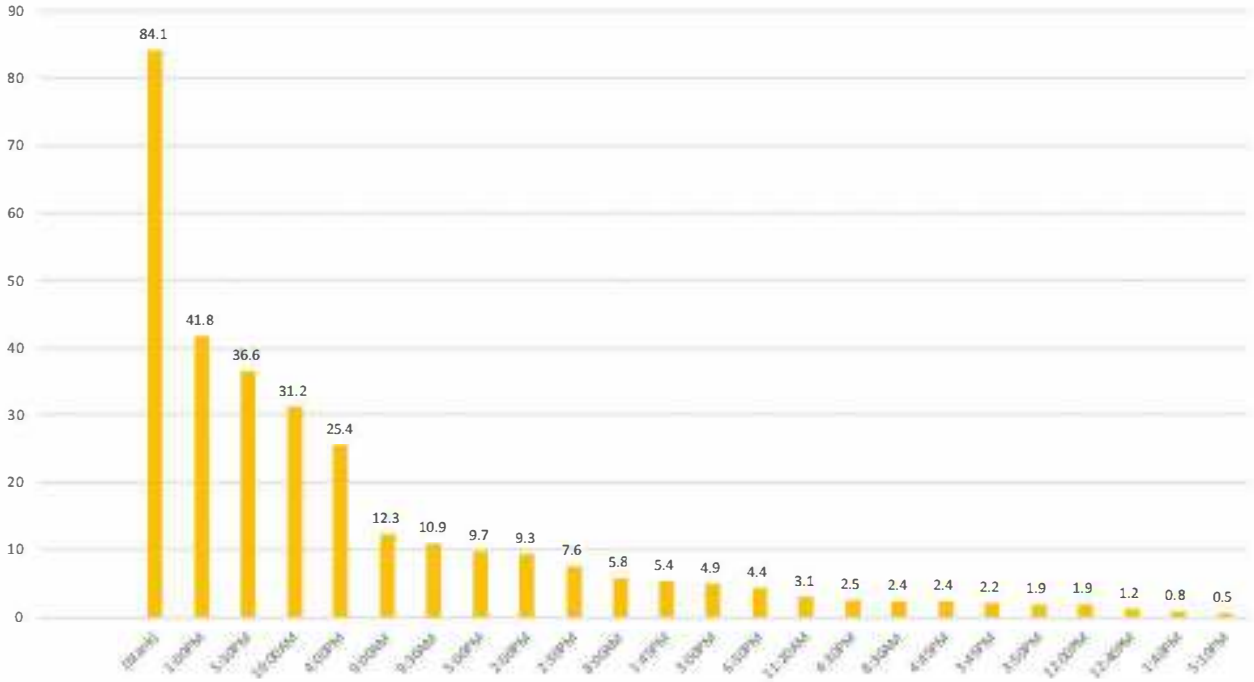
Course	Section	Academic Year and Semester												Section Totals	Course Totals
		2016			2017			2018			2019				
		SU	FA	SP	SU	FA	SP	SU	FA	SP	SU	FA	SP		
ART-43B	ART-43B-M3720	-	-	0.3	-	-	0.4	-	-	-	-	-	-	0.6	0.9
	ART-43B-M5253	-	-	-	-	-	-	0.2	-	-	-	-	-	0.2	
ART-43C	ART-43C-M3721	-	-	0.1	-	-	-	-	-	-	-	-	-	0.1	0.6
	ART-43C-M5217	-	-	-	0.5	-	-	-	-	-	-	-	-	0.5	
ART-43D	ART-43D-M5254	-	-	-	-	-	-	0.3	-	-	-	-	-	0.3	0.3
ART-49	ART-49-Y4013	-	-	0.1	-	-	-	-	-	0.1	-	-	0.0	0.3	0.5
	ART-49-Y0148	-	0.0	-	-	-	-	-	-	-	-	0.2	-	0.2	
	ART-49-Y0230	-	0.1	-	-	-	-	-	-	-	-	-	-	0.1	
ART-52	ART-52-M0064	-	0.5	-	-	-	-	-	-	-	-	-	-	0.5	0.5
ART-6	ART-6-M0048	-	2.1	-	-	1.2	-	-	1.7	-	-	1.5	-	6.5	6.5
ART-60A	ART-60A-M0164	-	0.3	-	-	0.8	-	-	-	-	-	-	-	1.2	1.2
ART-60B	ART-60B-M4995	-	0.5	-	-	-	-	-	-	-	-	-	-	0.5	0.5
ART-64	ART-64-M0702	-	1.0	-	-	-	-	-	-	-	-	-	-	1.0	1.0
ART-7	ART-7-M3843	-	-	1.8	-	-	1.0	-	-	0.9	-	-	0.9	4.6	4.6
ART-8	ART-8-N5550	2.7	-	-	2.9	-	-	3.5	-	-	3.3	-	-	12.4	93.9
	ART-8-M0049	-	1.7	-	-	0.8	-	-	1.3	-	-	-	-	3.8	
	ART-8-I0056	-	2.0	-	-	1.7	-	-	3.0	-	-	2.4	-	9.1	
	ART-8-I0465	-	2.3	-	-	2.8	-	-	2.5	-	-	3.1	-	10.7	
	ART-8-I4501	-	-	-	-	-	-	-	-	2.6	-	-	3.1	5.7	
	ART-8-I4557	-	-	2.4	-	-	2.9	-	-	1.9	-	-	2.8	10.0	
	ART-8-I5231	2.8	-	-	2.9	-	-	3.3	-	-	2.9	-	-	11.9	
	ART-8-I0059	-	-	-	-	1.3	-	-	2.1	-	-	-	-	3.4	
	ART-8-N4652	-	-	-	-	-	3.3	-	-	-	-	-	-	3.3	
	ART-8-I4418	-	-	-	-	-	2.1	-	-	2.7	-	-	2.7	7.5	
	ART-8-I0050	-	-	-	-	-	-	-	2.7	-	-	2.4	-	5.1	
	ART-8-I5521	-	-	-	-	-	-	-	-	-	3.0	-	-	3.0	
	ART-8-I5522	-	-	-	-	-	-	-	-	-	1.5	-	-	1.5	
	ART-8-K0608	-	-	-	-	-	-	-	-	-	-	1.7	-	1.7	
	ART-8-K4652	-	-	-	-	-	-	-	-	-	-	-	1.7	1.7	
	ART-8-K4702	-	-	-	-	-	-	-	-	-	-	-	3.1	3.1	
FILM-1	FILM-1-M0205	-	3.3	-	-	2.8	-	-	-	-	-	-	-	6.1	40.7
	FILM-1-M3902	-	-	2.8	-	-	2.6	-	-	2.7	-	-	1.2	9.3	
	FILM-1-M0133	-	2.2	-	-	1.4	-	-	-	-	-	-	-	3.6	
	FILM-1-M3903	-	-	3.6	-	-	2.3	-	-	2.6	-	-	2.1	10.6	
	FILM-1-M8263	1.1	-	-	0.8	-	-	-	-	-	-	-	-	1.9	
	FILM-1-M0204	-	-	-	-	-	-	-	1.7	-	-	2.3	-	4.0	
	FILM-1-M0744	-	-	-	-	-	-	-	2.4	-	-	2.8	-	5.2	
ART-21	ART-21-M0701	-	-	-	-	1.2	-	-	1.4	-	-	1.2	-	3.8	4.6
	ART-21-M3950	-	-	-	-	-	0.8	-	-	-	-	-	-	0.8	
ART-22	ART-22-M3951	-	-	-	-	-	0.4	-	-	-	-	-	-	0.4	2.2
	ART-22-M1128	-	-	-	-	-	-	-	1.0	-	-	0.8	-	1.8	
ART-26	ART-26-M3830	-	-	-	-	-	0.8	-	-	1.2	-	-	0.4	2.3	2.3
ART-38	ART-38-M1033	-	-	-	-	1.2	-	-	-	-	-	-	-	1.2	1.2
Semester and Academic Year Totals		8.3	32.3	34.3	10.1	32.6	35.1	10.2	36.6	33.0	10.7	33.0	32.2	308.5	
		74.9			77.9			79.9			75.8				

- FTES generated separately by modality



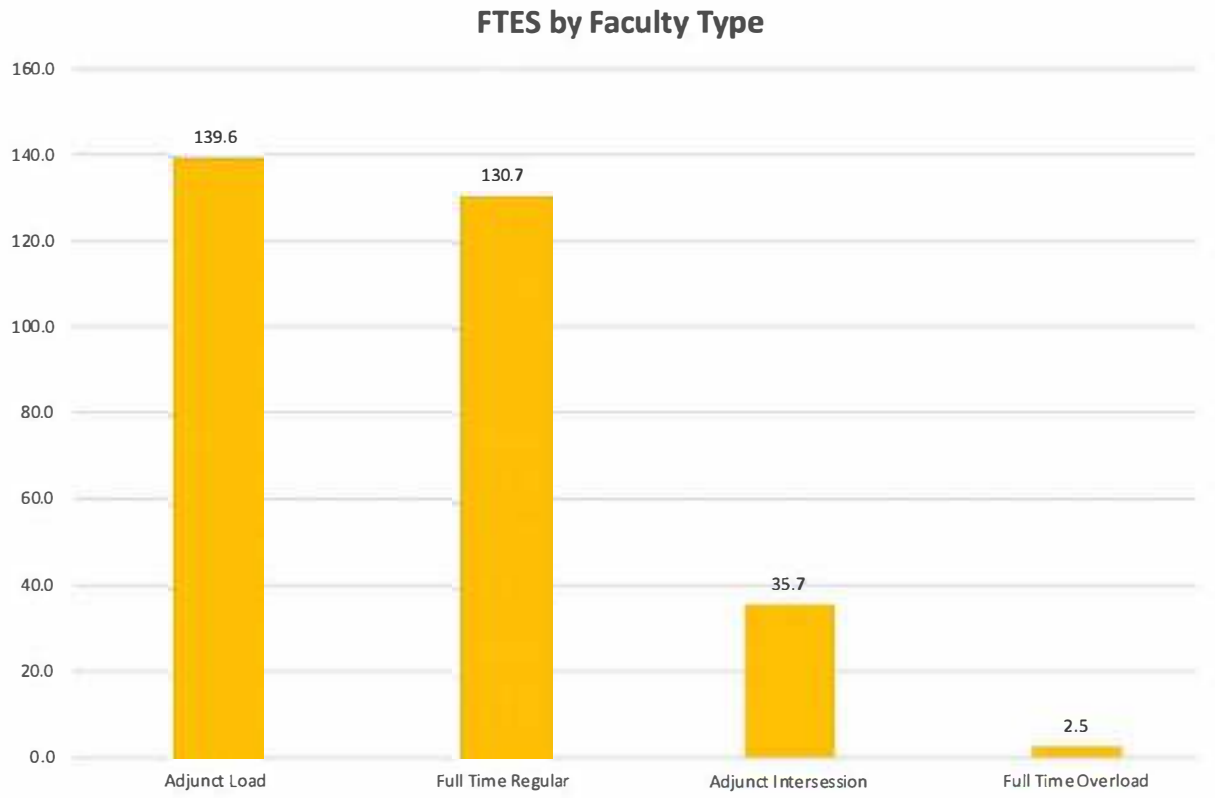
Modality	Academic Year and Semester												Modality Totals
	2016			2017			2018			2019			
	SU	FA	SP	SU	FA	SP	SU	FA	SP	SU	FA	SP	
Face to Face	2.8	27.9	31.8	4.3	26.8	26.8	3.4	26.3	25.7	-	24.9	23.5	224.3
Correspondence	2.8	4.3	2.4	2.9	5.8	5.0	3.3	10.3	7.2	7.4	7.9	8.6	67.9
Internet	2.7	-	-	2.9	-	3.3	3.5	-	-	3.3	-	-	15.7
Hybrid	-	0.1	0.1	-	-	-	-	-	0.1	-	0.2	0.0	0.5
Semester and Year Totals	8.3	32.3	34.3	10.1	32.6	35.1	10.2	36.6	33.0	10.7	33.0	32.2	308.5
	74.9			77.9			79.9			75.8			

FTES by Time of Day



FTES by Time of Day, Academic Year and Semester

Time of Day	Academic Year and Semester												Time of Day Totals, All Years
	2016			2017			2018			2019			
	SU	FA	SP	SU	FA	SP	SU	FA	SP	SU	FA	SP	
(blank)	5.5	4.4	2.5	5.8	5.8	8.3	6.8	10.3	7.3	10.7	8.1	8.6	84.1
1:00PM		4.0	6.8		6.2	3.8		5.0	4.4		6.2	5.4	41.8
5:30PM	1.1	4.5	5.7		4.3	4.4	0.2	4.2	4.4		4.8	2.9	36.6
10:00AM		5.8	3.8		6.4	4.4		4.2	2.2		2.6	1.8	31.2
4:00PM	0.9	2.9	2.9	0.4	3.2	2.6	0.8	3.4	3.3		2.2	2.9	25.4
9:00AM		2.1	3.0		1.2	1.0		1.7	0.9		1.5	0.9	12.3
9:30AM		0.5	3.0		2.0	1.3			3.4		0.6		10.9
5:00PM			2.6	0.4		2.4	1.0		2.1			1.3	9.7
2:00PM			2.8			2.6			2.7			1.2	9.3
2:30PM		2.2			1.4			1.7			2.3		7.6
8:00AM		1.7			0.8			3.3					5.8
1:45PM		1.0			0.8			0.6	0.6		0.8	1.6	5.4
3:00PM	0.7			1.3			1.2					1.7	4.9
6:30PM			0.4	0.5	0.3	0.5	0.3	0.8	0.5		0.4	0.7	4.4
11:20AM												3.1	3.1
4:30PM				0.8							1.7		2.5
8:30AM		1.5		0.9									2.4
4:45PM		0.8			0.2			0.4			1.0		2.4
3:45PM						0.4		1.0			0.8		2.2
3:50PM						0.8			1.2				1.9
12:00PM		0.3				1.6							1.9
12:40PM						1.2							1.2
1:40PM			0.8										0.8
5:10PM		0.5											0.5
Semester and Annual	**8.3**	**32.3**	**34.3**	**10.1**	**32.6**	**35.1**	**10.2**	**36.6**	**33.0**	**10.7**	**33.0**	**32.2**	**308.5**
	74.9			**77.9**			**79.9**			**75.8**			

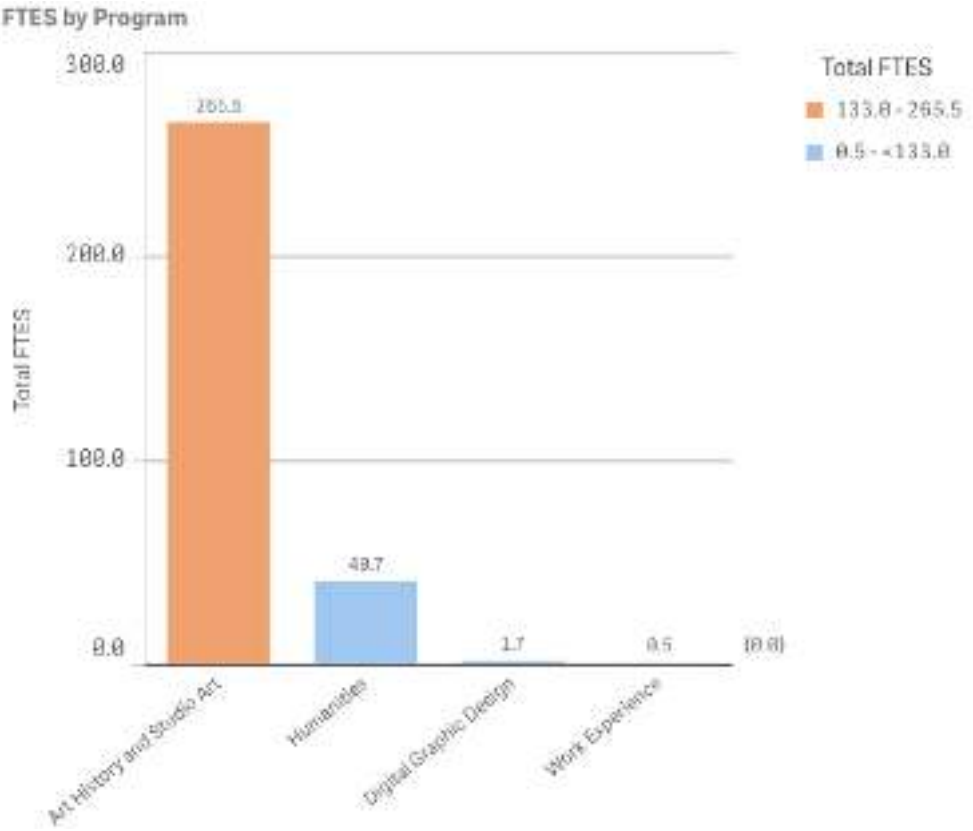


FTES by Faculty Type, Academic Year and Semester

Faculty Type	Academic Year and Semester												Faculty Type Totals, All Years
	2016			2017			2018			2019			
	SU	FA	SP	SU	FA	SP	SU	FA	SP	SU	FA	SP	
Adjunct Intersession	7.1			8.7			9.2			10.7			35.7
Adjunct Load		13.3	12.1	0.7	13.0	15.8	1.1	21.7	18.8		20.7	22.4	139.6
Full Time Overload	1.1		0.2	0.8	0.4								2.5
Full Time Regular		19.0	22.0		19.2	19.4		14.9	14.2		12.3	9.7	130.7
Semester and Annual Totals	**8.3**	**32.3**	**34.3**	**10.1**	**32.6**	**35.1**	**10.2**	**36.6**	**33.0**	**10.7**	**33.0**	**32.2**	**308.5**
	74.9			**77.9**			**79.9**			**75.8**			

- LCC FTE data to match program categories should be provided to allow for comparisons between individual programs and all instructional programs

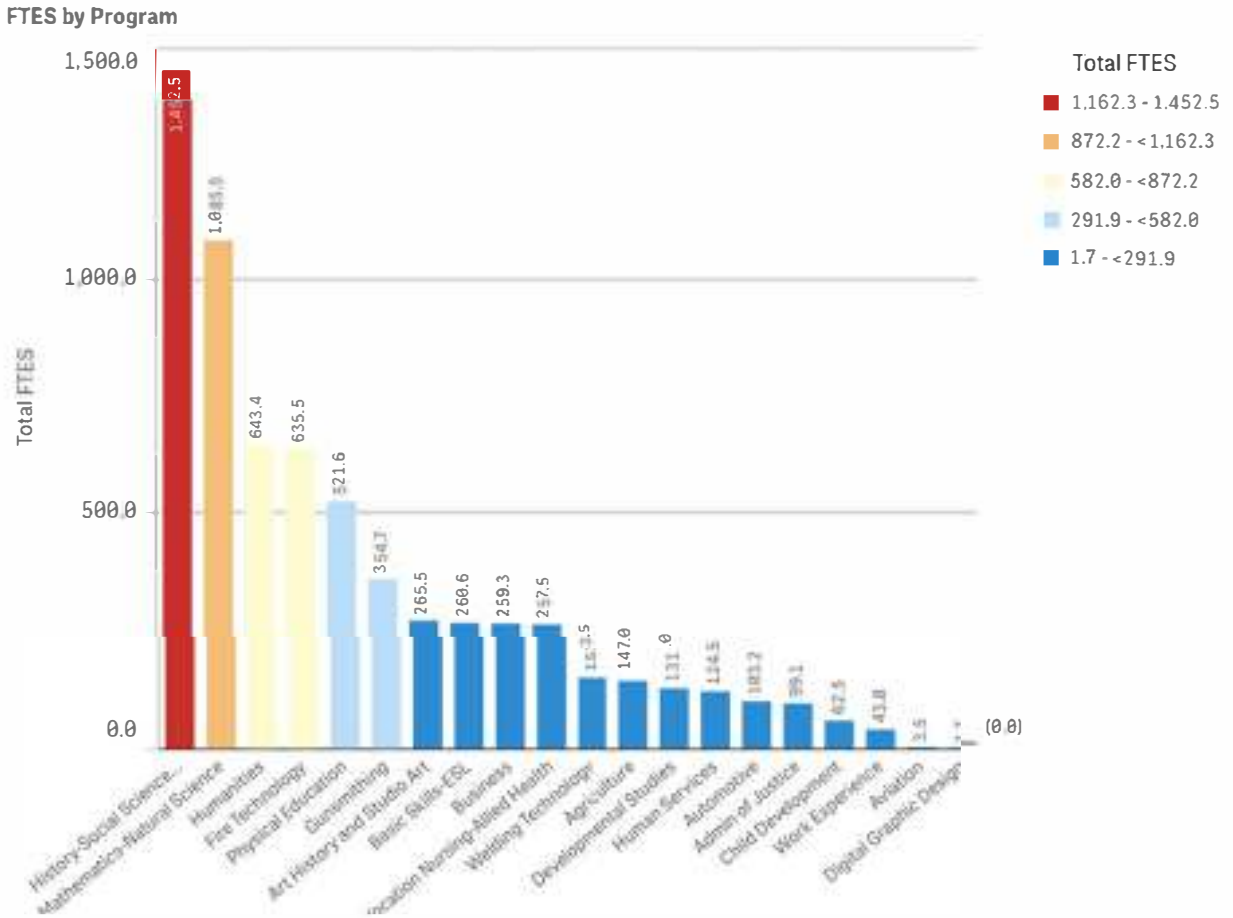
FTES Generated by the Art History/Studio Art Program, AY 2016 through 2019



FTES by Program, Academic Year and Semester

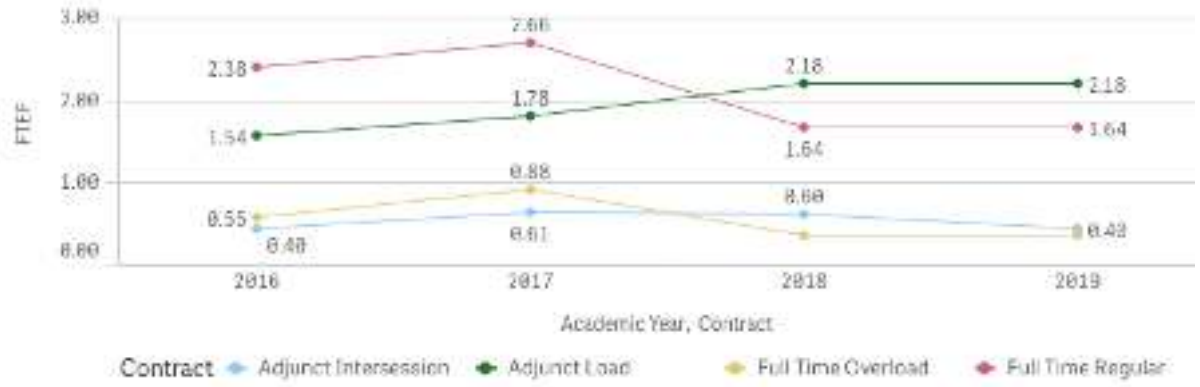
Program	Academic Year and Semester												Program Totals
	2016			2017			2018			2019			
	SU	FA	SP	SU	FA	SP	SU	FA	SP	SU	FA	SP	
Art History and Studio Art	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
Humanities	3.13	5.50	6.39	0.78	4.20	4.93	-	4.10	5.30	-	5.10	3.30	40.73
Digital Graphic Design	-	0.87	-	-	0.83	-	-	-	-	-	-	-	1.70
Work Experience	-	0.10	0.13	-	-	-	-	-	0.10	-	0.17	0.03	0.53
Semester and Annual Totals	8.28	32.30	34.32	10.32	32.03	35.14	10.22	36.02	33.01	10.70	32.56	32.17	[illegible]
		[illegible]			[illegible]			[illegible]			[illegible]		

FTES Generated by all Programs, AY 2016 through 2019

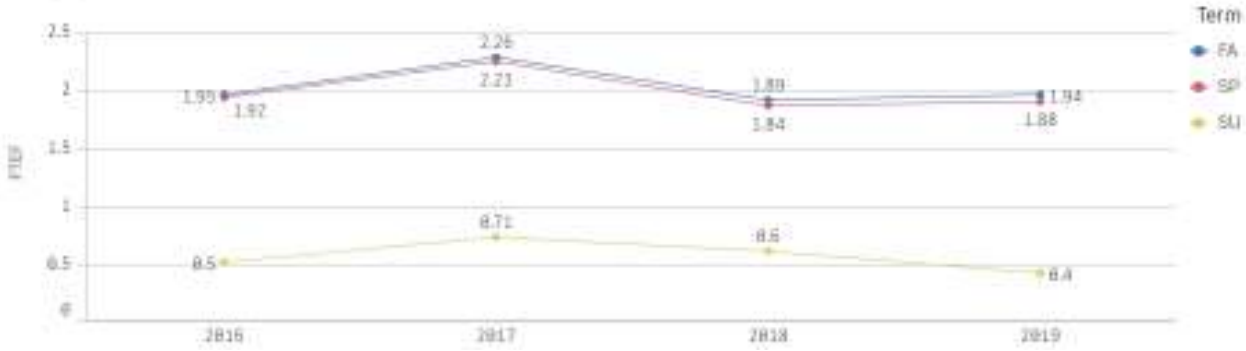

FTES by Program
Total FTES
1,500.0
1,000.0
500.0
0.0
643.4
635.5
321.6
265.5
260.6
259.3
147.0
(0.0)
Total FTES
1,162.3 - 1,452.5
872.2 - <1,162.3
582.0 - <872.2
291.9 - <582.0
1.7 - <291.9

Number of FTE Faculty (FTEF) in Program by semester and year

FTEF by Academic Year



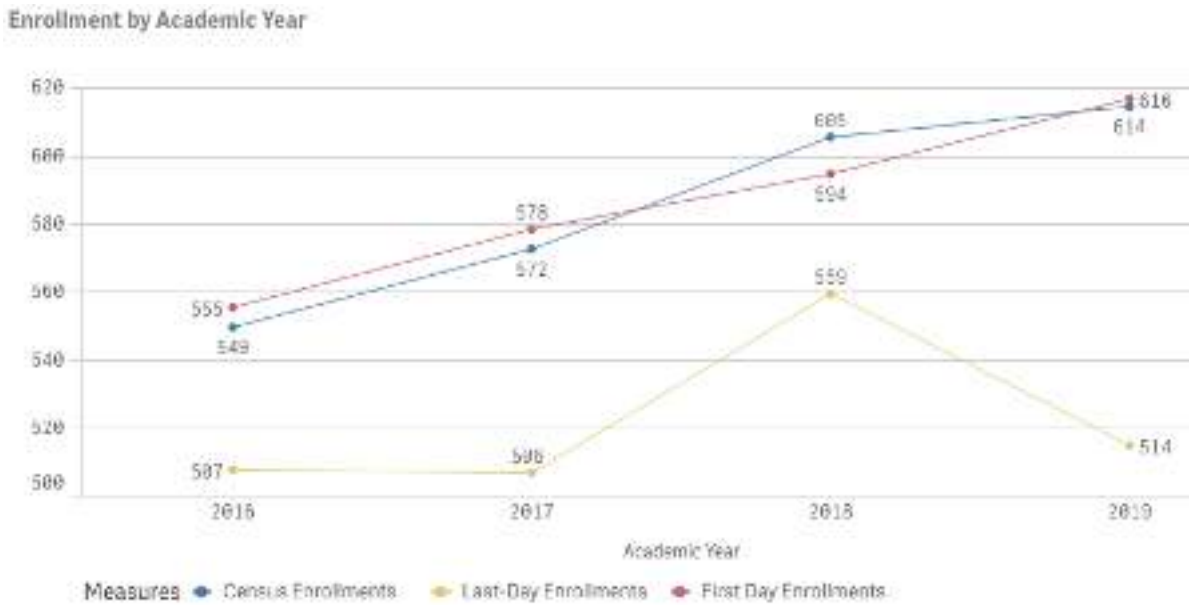
FTEF by Term

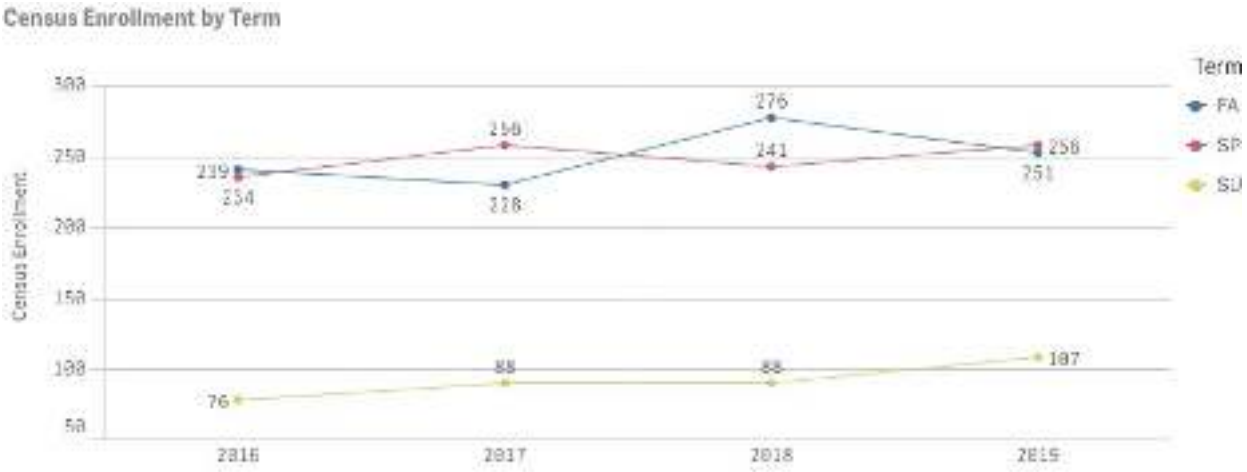


FTEF by Year and Faculty Type

Academic Year	Contract Ed FTEF	PT FTEF	FT FTEF	FT Overload FTEF	Total FTEF	Total FTEF YOY change
Totals	0.00	9.46	8.32	2.00	18.13	-
2019	0.00	2.58	1.84	0.33	4.22	-2.5%
2018	0.00	2.69	1.84	0.33	4.33	-16.8%
2017	0.00	2.29	2.06	0.88	5.21	19.2%
2016	0.00	1.89	2.38	0.55	4.37	-

Enrollment Data





Enrollment data at census and completion of course for each class and modality

Enrollment by Course, Academic Year and Semester

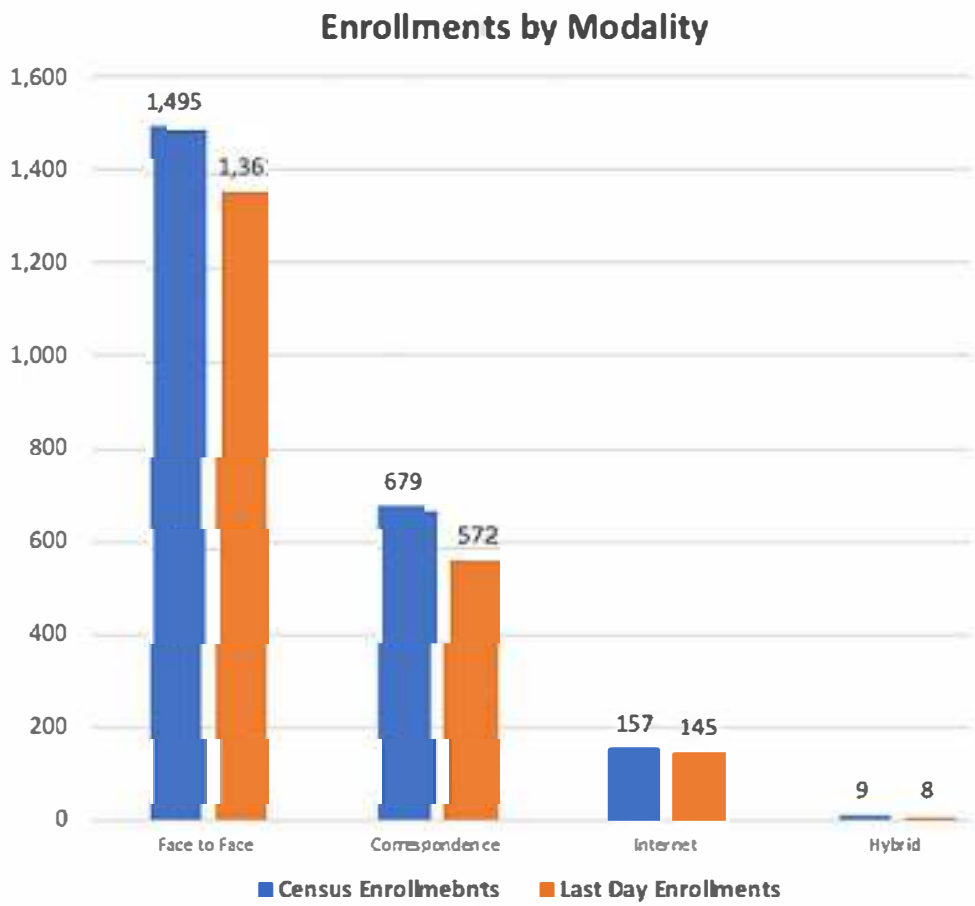
Modality	Course	Academic Year and Semester																Course totals, all Years	
		2016						2017						2018						2019					
		SU		FA		SP		SU		FA		SP		SU		FA		SP		SU		FA		SP	
		Census	Completion	Census	Completion	Census	Completion	Census	Completion	Census	Completion	Census	Completion	Census	Completion	Census	Completion	Census	Completion	Census	Completion	Census	Completion	Census	Completion	Census	Completion
Face to Face	[illegible]	17	11	[illegible]	[illegible]	[illegible]	[illegible]	8	7	[illegible]	[illegible]	[illegible]	[illegible]			[illegible]	[illegible]	[illegible]	[illegible]			[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	ART-2			24	22	19	16			27	24	22	15			21	20	11	11			13	9	5	0	142	118
	[illegible]	4	0	17	14	14	14	1	1	14	14	13	14	8	6	17	16	16	16			11	10	14	11	118	111
	ART-8			17	17					8	7					13	13					17	17	48	44	103	98
	[illegible]			8	8	14	14	6	6	14	14	8	6			1	1	17	17			14	14	6	1	88	81
	ART-10A			5	5	11	11			5	5	10	5			11	11	11	10			12	10	5	5	78	74
	[illegible]			21	18					17	17					17	17					14	14			85	81
	ART-3					13	13					10	7					5	5					5	5	43	42
	[illegible]					14	14					8	7					11	11					8	6	41	37
	ART-1A			7	7					6	5					11	11					5	5			33	31
	[illegible]					11	11											17	16							28	27
	ART-20B	5	5	3	3			1	1	1	1	3	3	0	0	1	1	3	3			5	5	4	0	26	22
	[illegible]			8	8					8	8					11	11					4	4			24	23
	ART-43A					10	10	2	2			7	7	5	5											25	25
	[illegible]									8	8	4	4			7	7					8	8			24	27
	ART-20B			3	1	3	1			3	1	3	3			5	5	3	2			3	2	4	4	33	19
	[illegible]									7	7													11	11	25	18
	ART-20B			4	4	3	1			3	2	3	1					3	1			3	1	5	2	27	12
	[illegible]			7	7					7	1	7	7			7	1	4	4			1	1	4	4	34	14
	ART-20C					3	1					3	1			3	3	3	2			3	2	3	3	23	12
	[illegible]					5	5					8	7													14	17
	ART-20C			3	1	3	3	3	1			3	1	3	1	3	1	3	3			0	0	3	0	33	11
	[illegible]											4	4					8	8					7	7	19	17
	ART-23			0	4					0	4															23	8
	[illegible]											7	7			5	5					4	4			11	11
	ART-20D			3	1	3	1			3	2	3	2									3	1			7	7
	[illegible]					7	7					4	4	7	7											7	7
	ART-20A			3	1					5	5															7	6
	[illegible]					8	8																			8	8
	ART-20D					0	0			0	0	3	1	3	3			3	1					3	0	8	5
	[illegible]									8	8															8	8
	ART-43C					3	1	5	5																	8	6
	[illegible]					8	8																			8	8
	ART-30																	5	5							5	5
	[illegible]			8	8																					8	8
	ART-20D			3	1	3	1									3	1					3	1			4	4
	[illegible]			4	4																					4	4
	[illegible]																										
	[illegible]													4	4											4	4
Hybrid	ART-29			2	2	2	1											2	2			2	2	1	1	9	8
Online Synchronous	[illegible]	20	14	20	14	20	20	24	22	20	18	18	14	22	20	114	14	27	14	22	18	24	18	20	18	429	332
Internet	[illegible]	27	26					24	22			22	12	22	14					22	18					117	114
Semester Totals		70	70	235	210	234	221	88	77	228	198	258	231	88	80	276	251	241	228	107	98	251	223	256	203	2,340	2,096

Enrollments by Class (Section), Academic Year and Semester (Page 1 of 2)

Class (Section)	Academic Year and Semester																						Class (Section) Totals, All Years	
	2016						2017						2018						2019					
	SU		FA		SP		SU		FA		SP		SU		FA		SP		SU		FA		SP		
	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day
ART-10A-M4040			8	8					13	9					7	7					16	14			44	38
ART-10A-M4041					15	15					8	5					12	11					4	1	39	32
ART-10A-M5570							5	5																	5	5
ART-10B-M3845					1	1					3	1					1	1					5	2	10	5
ART-10B-M5052			4	4					2	2											1	1			7	7
ART-10C-M3847					2	1					1	1					2	2					3	3	8	7
ART-10C-M5053															3	3					2	2			5	5
ART-10D-M3848					1	1					2	2													3	3
ART-10D-M5054			1	1					2	2											1	1			4	4
ART-12-M4974					5	5																			5	5
ART-13-M4566					5	5					8	7													13	12
ART-16-M4900					6	6																			6	6
ART-19A-M0154			9	9					9	9					11	11					12	10			41	39
ART-19A-M6370					11	11					10	9					11	10					5	5	37	35
ART-19B-M4840					2	1					3	3					2	2					4	4	11	10
ART-19B-M6372			2	1					1	1					5	5					2	2			10	9
ART-19C-M4841											2	2					3	3					3	3	8	8
ART-19C-M6149			2	2					2	1					2	1					1	1			7	5
ART-19D-M4842					1	1																			1	1
ART-19D-M6374			1	1											1	1					1	1			3	3
ART-1A-M0096			7	7					6	5					11	11					9	8			33	31
ART-1B-M4444											7	7											13	11	20	18
ART-2-M0038			24	21					27	24					21	20					13	9			85	74
ART-2-M4577					19	16					22	19					11	11					9	8	61	54
ART-21-M0701									6	5					7	7					6	6			19	18
ART-21-M3950											4	4													4	4
ART-22-M1128															5	5					4	4			9	9
ART-22-M3951											2	2													2	2
ART-23-M0703			6	6					6	5					10	10					3	3			25	24
ART-25-M4049					15	14					8	7					10	10					8	6	41	37
ART-26-M3830											4	4					6	6					2	2	12	12
ART-28-M0667			6	4					6	4															12	8
ART-3-M4658					11	11											17	16							28	27
ART-30-M4687																	5	5							5	5
ART-36A-M4050			12	9					16	15					17	16					11	10			56	50
ART-36A-M4895					15	14					14	14					18	18					16	0	63	46
ART-36A-M5580	4	4					7	6					6	5											17	15
ART-36B-M0061			3	3					1	1					1	1					5	5			10	10
ART-36B-M4896											3	3					3	3					4	0	10	6
ART-36B-M5581	5	5					1	1					0	0											6	6

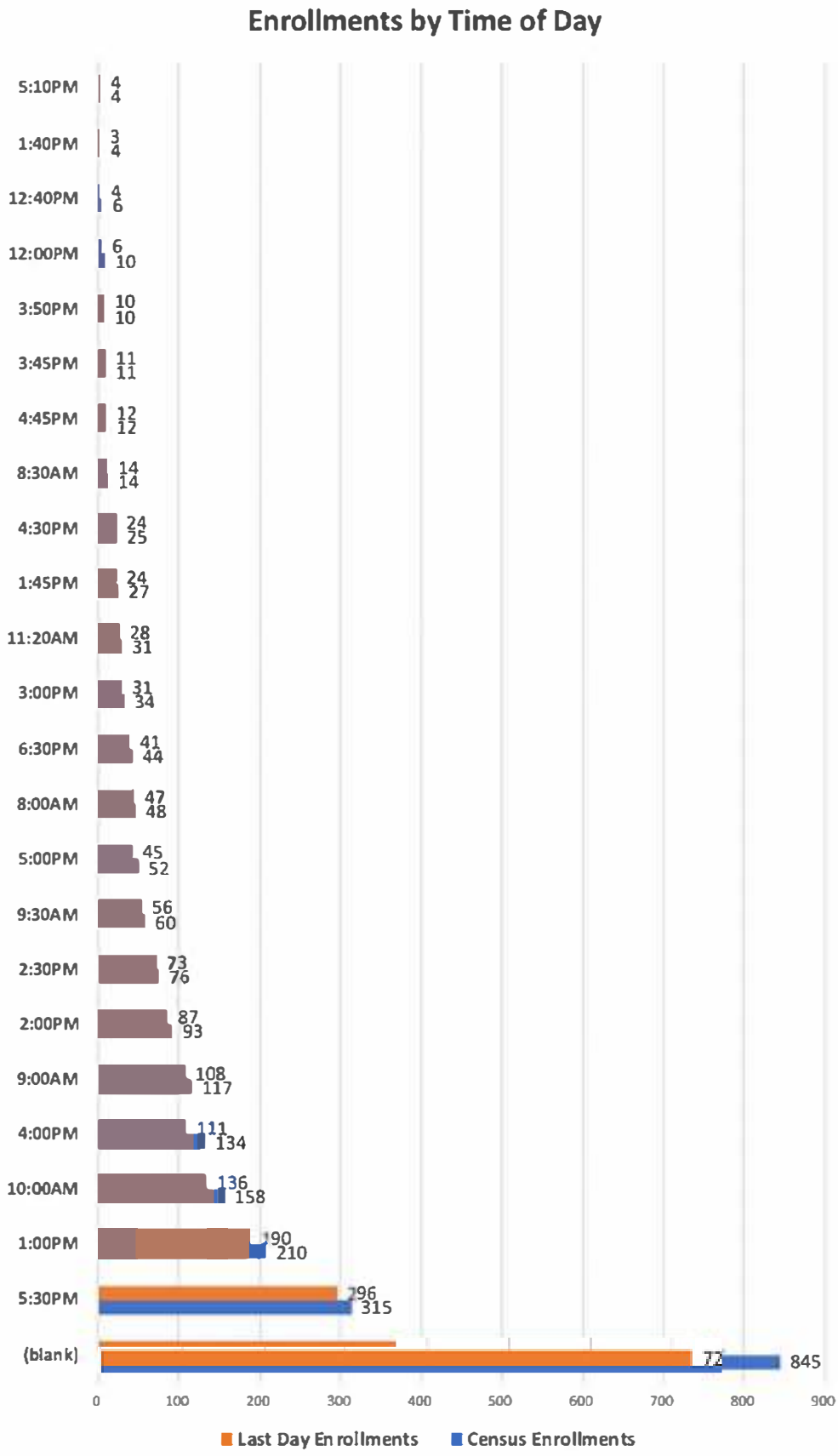
Enrollments by Class (Section), Academic Year and Semesterr (Page 2 of 2)

Class (Section)	Academic Year and Semester																								Class (Section) Totals, All Years	
	2016						2017						2018						2019							
	SU		FA		SP		SU		FA		SP		SU		FA		SP		SU		FA		SP			
	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day
ART-36C-M0062			1	1											1	1					0	0			2	2
ART-36C-M4052					3	3					1	1					3	3					2	0	9	7
ART-36C-M5582							1	1					1	1											2	2
ART-36D-M0063									0	0															0	0
ART-36D-M4898					0	0					1	1					1	1					1	0	3	2
ART-36O-M5583													3	3											3	3
ART-38-M1033									6	5															6	5
ART-43A-M3719					10	10					7	7													17	17
ART-43A-M5215							3	3					5	5											8	8
ART-43B-M3720					2	2					3	3													5	5
ART-43B-M5253													2	2											2	2
ART-43C-M3721					1	1																			1	1
ART-43C-M5217							5	5																	5	5
ART-43D-M5254													3	3											3	3
ART-49-Y0148			1	1																	2	2			3	3
ART-49-Y0230			1	1																					1	1
ART-49-Y4013					2	1											2	2					1	1	5	4
ART-52-M0064			4	4																					4	4
ART-6-M0048			21	18					12	12					17	17					15	13			65	60
ART-60A-M0164			2	1					5	5															7	6
ART-60B-M4995			4	4																					4	4
ART-64-M0702			5	5																					5	5
ART-7-M3843					18	18					10	7					9	9					9	8	46	42
ART-8-I0050															27	24					24	21			51	45
ART-8-I0056			20	17					17	16					30	21					24	20			91	74
ART-8-I0059									13	12					21	17									34	29
ART-8-I0465			23	17					28	18					25	22					31	28			107	85
ART-8-I4418											21	19					27	27					27	19	75	65
ART-8-I4501																	26	22					31	29	57	51
ART-8-I4557					24	20					29	25					19	15					28	20	100	80
ART-8-I5231	28	24					29	22					33	28					29	26					119	100
ART-8-I5521																			30	28					30	28
ART-8-I5522																			15	15					15	15
ART-8-K0608																					17	17			17	17
ART-8-K4652																							17	16	17	16
ART-8-K4702																							31	28	31	28
ART-8-M0049			17	17					8	7					13	13									38	37
ART-8-N4652											33	30													33	30
ART-8-N5550	27	26					29	27					35	33					33	29					124	115
FILM-1-M0133			22	21					14	14															36	35
FILM-1-M0204															17	17					23	21			40	38
FILM-1-M0205			33	33					28	26															61	59
FILM-1-M0744															24	21					28	24			52	45
FILM-1-M3902					28	28					26	25					27	25					12	9	93	87
FILM-1-M3903					37	36					24	23					26	26					21	18	108	103
FILM-1-M8263	12	11					8	7																	20	18
Semester Totals	76	70	239	216	234	221	88	77	228	198	256	231	88	80	276	251	241	228	107	98	251	223	256	193	2,340	2,086



Enrollment by Course, Academic Year and Semester

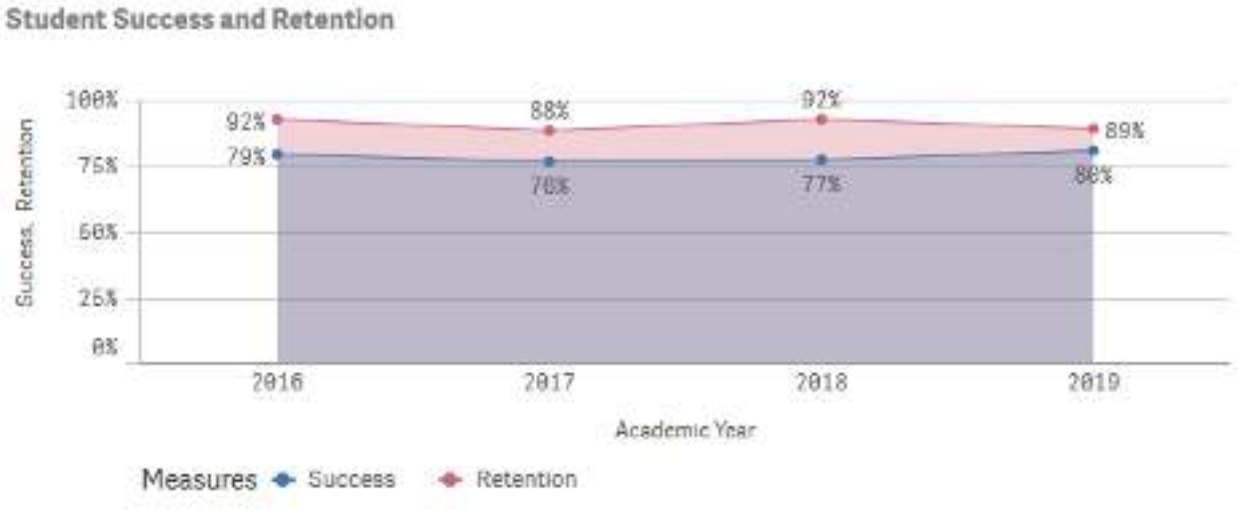
Modality	Academic Year and Semester																						Course totals, All Years	
	2016						2017						2018						2019					
	SU		FA		SP		SU		FA		SP		SU		FA		SP		SU		FA		SP		
	Census	Last Dy	Census	Last Dy	Census	Last Dy	Census	Last Dy	Census	Last Dy	Census	Last Dy	Census	Last Dy	Census	Last Dy	Census	Last Dy	Census	Last Dy	Census	Last Dy	Census	Last Dy	Census	Last Dy
Face to Face	21	20	194	180	208	200	30	28	170	152	173	157	20	19	173	167	167	162			170	152	165	124	1,495	1,361
Hybrid			2	2	2	1											2	2			2	2	1	1	9	8
Correspondence	28	24	43	34	24	20	25	22	58	46	50	44	33	28	103	84	72	64	74	69	79	69	85	68	679	572
Internet	27	26					25	27			33	30	35	33					33	29					157	145
Semester Totals	76	70	239	216	234	221	80	77	228	198	256	231	88	80	276	251	241	228	107	98	251	223	256	193	2,340	2,086


Enrollments by Time of Day
5:10PM
4
4
1:40PM
3
4
12:40PM
4
6
12:00PM
6
10
3:50PM
10
10
3:45PM
11
11
4:45PM
12
12
8:30AM
14
14
4:30PM
24
25
1:45PM
24
27
11:20AM
28
31
3:00PM
31
34
6:30PM
41
44
8:00AM
47
48
5:00PM
45
52
9:30AM
56
60
2:30PM
73
76
2:00PM
87
93
9:00AM
108
117
4:00PM
111
134
10:00AM
136
158
1:00PM
190
210
5:30PM
296
315
(blank)
72
845
0
100
200
300
400
500
600
700
800
900
Last Day Enrollments
Census Enrollments

Enrollments by Time of Day, Academic Year and Semester

Time of Day	Academic Year and Semester																						Time of Day Totals, All Years	
	2016						2017						2018						2019					
	SU		FA		SP		SU		FA		SP		SU		FA		SP		SU		FA		SP		
	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day	Census	Last Day
(blank)	55	50	45	36	26	21	58	49	58	46	83	74	68	61	103	84	74	66	107	98	81	71	87	69	845	725
5:30PM	12	11	39	39	50	49			37	35	37	35	2	2	35	32	37	36			40	34	26	23	315	296
1:00PM			20	20	35	34			31	24	19	18			25	25	22	21			31	28	27	20	210	190
10:00AM			30	25	19	16			33	28	22	19			21	20	11	11			13	9	9	8	158	136
4:00PM	5	5	16	13	15	14	2	2	16	15	14	14	4	4	17	16	18	18			11	10	16	0	134	111
9:00AM			21	18	24	24			12	12	10	7			17	17	9	9			15	13	9	8	117	108
2:00PM					28	28					26	25					27	25					12	9	93	87
2:30PM			22	21					14	14					17	17					23	21			76	73
9:30AM			5	4	16	16			11	10	8	7					17	16			3	3			60	56
5:00PM					13	13	3	3			12	12	5	5			12	12					7	0	52	45
8:00AM			17	17					8	7					23	23									48	47
6:30PM					4	3	5	5	3	2	5	5	3	3	8	7	5	5			4	4	7	7	44	41
3:00PM	4	4					7	6					6	5									17	16	34	31
11:20AM																							31	28	31	28
1:45PM			5	5					4	4					3	3	3	3			4	4	8	5	27	24
4:30PM							8	7													17	17			25	24
8:30AM			9	9			5	5																	14	14
4:45PM			4	4					1	1					2	2					5	5			12	12
3:45PM											2	2			5	5					4	4			11	11
3:50PM											4	4					6	6							10	10
12:00PM			2	1							8	5													10	6
12:40PM											6	4													6	4
1:40PM					4	3																			4	3
5:10PM			4	4																					4	4
Semester Totals	**76**	**70**	**239**	**216**	**234**	**221**	**88**	**77**	**228**	**198**	**256**	**231**	**88**	**80**	**276**	**251**	**241**	**228**	**107**	**98**	**251**	**223**	**256**	**193**	**2,340**	**2,086**

Student Outcomes



Student Success and Retention by Modality, Class (Section), Academic Year and Semester (Page 1 of 4)

Modality	Class (Section)	Academic Year and Semester											
		2016						2017					
		SU		FA		SP		SU		FA		SP	
		Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
Face to Face	ART-10A-M4040			100.0%	100.0%					61.5%	69.2%		
	ART-10A-M4041					100.0%	100.0%					57.1%	57.1%
	ART-10A-M5570							80.0%	100.0%				
	ART-10B-M3845					0.0%	100.0%					33.3%	33.3%
	ART-10B-M5052			100.0%	100.0%					100.0%	100.0%		
	ART-10C-M3847					0.0%	0.0%					100.0%	100.0%
	ART-10C-M5053												
	ART-10D-M3848												
	ART-10D-M5054			100.0%	100.0%								
	ART-12-M4974					100.0%	100.0%						
	ART-13-M4566					100.0%	100.0%					87.5%	87.5%
	ART-16-M4900					100.0%	100.0%						
	ART-19A-M0154			66.7%	100.0%					66.7%	100.0%		
	ART-19A-M6370					90.9%	100.0%					90.0%	90.0%
	ART-19B-M4840					50.0%	50.0%					66.7%	100.0%
	ART-19B-M6372			50.0%	50.0%					100.0%	100.0%		
	ART-19C-M4841											100.0%	100.0%
	ART-19C-M6149			100.0%	100.0%					0.0%	0.0%		
	ART-19D-M4842												
	ART-19D-M6374			100.0%	100.0%								
	ART-1A-M0096			100.0%	100.0%					66.7%	83.3%		
	ART-1B-M4444											85.7%	100.0%
	ART-2-M0038			79.2%	87.5%					81.5%	88.9%		
	ART-2-M4577					78.9%	84.2%					72.7%	86.4%
	ART-21-M0701									83.3%	83.3%		
	ART-21-M3950											100.0%	100.0%
	ART-22-M1128												
	ART-22-M3951											100.0%	100.0%
	ART-23-M0703			83.3%	100.0%					83.3%	83.3%		
	ART-25-M4049					86.7%	93.3%					87.5%	87.5%
	ART-26-M3830											100.0%	100.0%
	ART-28-M0667			66.7%	66.7%					50.0%	66.7%		
	ART-3-M4658					100.0%	100.0%						
	ART-30-M4687												
	ART-36A-M4050			66.7%	75.0%					73.3%	93.3%		
	ART-36A-M4895					73.3%	93.3%					85.7%	100.0%
	ART-36A-M5580	75.0%	100.0%					71.4%	85.7%				
	ART-36B-M0061			100.0%	100.0%					0.0%	100.0%		
	ART-36B-M4896											100.0%	100.0%
	ART-36B-M5581	100.0%	100.0%					100.0%	100.0%				
	ART-36C-M0062			0.0%	100.0%								
	ART-36C-M4052					66.7%	100.0%					100.0%	100.0%
	ART-36C-M5582							100.0%	100.0%				
	ART-36D-M0063												
	ART-36D-M4898											100.0%	100.0%
	ART-36D-M5583												
	ART-38-M1033									83.3%	83.3%		
	ART-43A-M3719					100.0%	100.0%					77.8%	77.8%
	ART-43A-M5215							66.7%	100.0%				
	ART-43B-M3720					100.0%	100.0%					100.0%	100.0%
	ART-43B-M5253												
	ART-43C-M3721					100.0%	100.0%						
	ART-43C-M5217							100.0%	100.0%				
	ART-43D-M5254												
	ART-52-M0064			100.0%	100.0%								
	ART-6-M0048			85.0%	85.0%					83.3%	100.0%		
	ART-60A-M0164			50.0%	50.0%					100.0%	100.0%		
	ART-60B-M4995			100.0%	100.0%								
	ART-64-M0702			100.0%	100.0%								

Student Success and Retention by Modality, Class (Section), Academic Year and Semester (Page 2 of 4)

Modality	Class (Section)	Academic Year and Semester											
		2016						2017					
		SU		FA		SP		SU		FA		SP	
		Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
Face to Face	ART-7-M3843					83.3%	100.0%					60.0%	70.0%
	ART-8-K0608												
	ART-8-K4652												
	ART-8-K4702												
	ART-8-M0049			94.1%	100.0%					75.0%	87.5%		
	FILM-1-M0133			72.7%	95.5%					85.7%	100.0%		
	FILM-1-M0204												
	FILM-1-M0205			97.0%	100.0%					71.4%	92.9%		
	FILM-1-M0744												
	FILM-1-M3902					89.3%	100.0%					92.3%	96.2%
	FILM-1-M3903					89.2%	97.3%					91.7%	95.8%
	FILM-1-M8263	91.7%	91.7%					87.5%	87.5%				
Hybrid	ART-49-Y0148			100.0%	100.0%								
	ART-49-Y0230			100.0%	100.0%								
	ART-49-Y4013					50.0%	50.0%						
Correspondence	ART-8-I0050												
	ART-8-I0056			45.0%	85.0%					70.6%	94.1%		
	ART-8-I0059									53.8%	92.3%		
	ART-8-I0465			34.8%	73.9%					60.7%	64.3%		
	ART-8-I4418											72.7%	86.4%
	ART-8-I4501												
	ART-8-I4557					33.3%	83.3%					75.9%	86.2%
	ART-8-I5231	75.0%	85.7%					65.5%	75.9%				
	ART-8-I5521												
	ART-8-I5522												
Internet	ART-8-N4652											72.7%	90.9%
	ART-8-N5550	66.7%	96.3%					65.5%	93.1%				
	Semester Averages	81.7%	94.7%	80.4%	91.1%	75.8%	88.2%	81.8%	93.6%	69.1%	84.9%	84.4%	89.8%

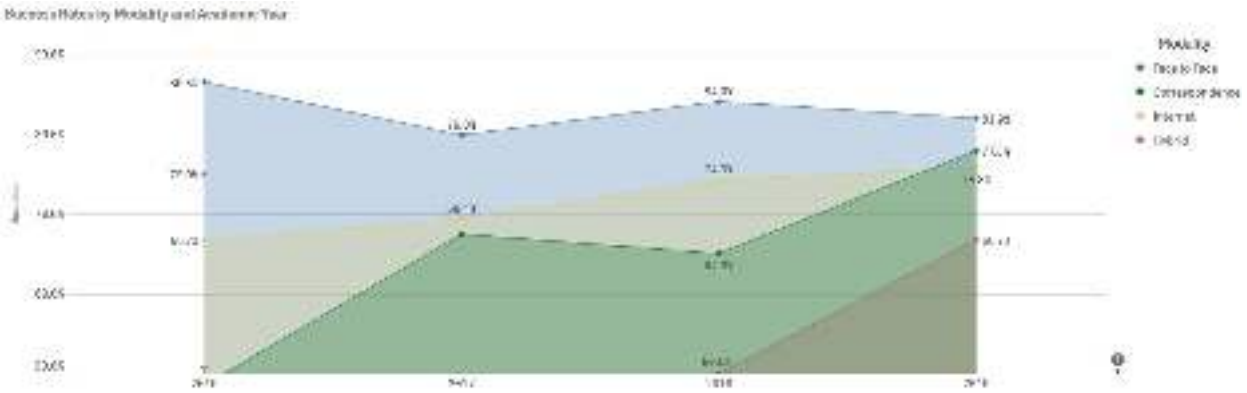
Student Success and Retention by Modality, Class (Section), Academic Year and Semester (Page 3 of 4)

Modality	Class (Section)	Academic Year and Semester												Class (Section) Totals, All Years	
		2018						2019							
		SU		FA		SP		SU		FA		SP			
		Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
Face to Face	ART-10A-M4040			50.0%	100.0%					73.3%	86.7%			71.2%	89.0%
	ART-10A-M4041					72.7%	90.9%					100.0%	100.0%	82.5%	87.0%
	ART-10A-M5570													80.0%	100.0%
	ART-10B-M3845					100.0%	100.0%					100.0%	100.0%	58.3%	83.3%
	ART-10B-M5052									100.0%	100.0%			100.0%	100.0%
	ART-10C-M3847													50.0%	50.0%
	ART-10C-M5053			100.0%	100.0%									100.0%	100.0%
	ART-10D-M3848													-	-
	ART-10D-M5054													100.0%	100.0%
	ART-12-M4974													100.0%	100.0%
	ART-13-M4566													93.8%	93.8%
	ART-16-M4900													100.0%	100.0%
	ART-19A-M0154			81.8%	100.0%					75.0%	83.3%			72.5%	95.8%
	ART-19A-M6370					72.7%	90.9%					100.0%	100.0%	88.4%	95.2%
	ART-19B-M4840					100.0%	100.0%					100.0%	100.0%	79.2%	87.5%
	ART-19B-M6372			100.0%	100.0%					100.0%	100.0%			87.5%	87.5%
	ART-19C-M4841					50.0%	100.0%					100.0%	100.0%	83.3%	100.0%
	ART-19C-M6149			50.0%	50.0%									50.0%	50.0%
	ART-19D-M4842													-	-
	ART-19D-M6374									100.0%	100.0%			100.0%	100.0%
	ART-1A-M0096			81.8%	100.0%					88.9%	88.9%			84.3%	93.1%
	ART-1B-M4444											75.0%	91.7%	80.4%	95.8%
	ART-2-M0038			76.2%	95.2%					53.8%	69.2%			72.7%	85.2%
	ART-2-M4577					90.9%	100.0%					87.5%	100.0%	82.5%	92.6%
	ART-21-M0701			85.7%	100.0%					100.0%	100.0%			89.7%	94.4%
	ART-21-M3950													100.0%	100.0%
	ART-22-M1128			100.0%	100.0%					100.0%	100.0%			100.0%	100.0%
	ART-22-M3951													100.0%	100.0%
	ART-23-M0703			100.0%	100.0%					100.0%	100.0%			91.7%	95.8%
	ART-25-M4049					80.0%	100.0%					83.3%	100.0%	84.4%	95.2%
	ART-26-M3830					100.0%	100.0%					100.0%	100.0%	100.0%	100.0%
	ART-28-M0667													58.3%	66.7%
	ART-3-M4658					94.1%	94.1%							97.1%	97.1%
	ART-30-M4687					100.0%	100.0%							100.0%	100.0%
	ART-36A-M4050			71.4%	92.9%					90.9%	90.9%			75.6%	88.0%
	ART-36A-M4895					88.2%	100.0%							82.4%	97.8%
	ART-36A-M5580	83.3%	83.3%											76.6%	89.7%
	ART-36B-M0061									100.0%	100.0%			66.7%	100.0%
	ART-36B-M4896					50.0%	100.0%							75.0%	100.0%
	ART-36B-M5581													100.0%	100.0%
	ART-36C-M0062			100.0%	100.0%									50.0%	100.0%
	ART-36C-M4052					100.0%	100.0%							88.9%	100.0%
	ART-36C-M5582	100.0%	100.0%											100.0%	100.0%
	ART-36D-M0063													#DIV/0!	#DIV/0!
	ART-36D-M4898													100.0%	100.0%
	ART-36D-M5583	100.0%	100.0%											100.0%	100.0%
	ART-38-M1033													83.3%	83.3%
	ART-43A-M3719													88.9%	88.9%
	ART-43A-M5215	60.0%	100.0%											63.3%	100.0%
	ART-43B-M3720													100.0%	100.0%
	ART-43B-M5253	100.0%	100.0%											100.0%	100.0%
	ART-43C-M3721													100.0%	100.0%
	ART-43C-M5217													100.0%	100.0%
	ART-43D-M5254	100.0%	100.0%											100.0%	100.0%
	ART-52-M0064													100.0%	100.0%
	ART-6-M0048			82.4%	100.0%					86.7%	86.7%			84.3%	92.9%
	ART-60A-M0164													75.0%	75.0%
	ART-60B-M4995													100.0%	100.0%
	ART-64-M0702													100.0%	100.0%

Student Success and Retention by Modality, Class (Section), Academic Year and Semester (Page 4 of 4)

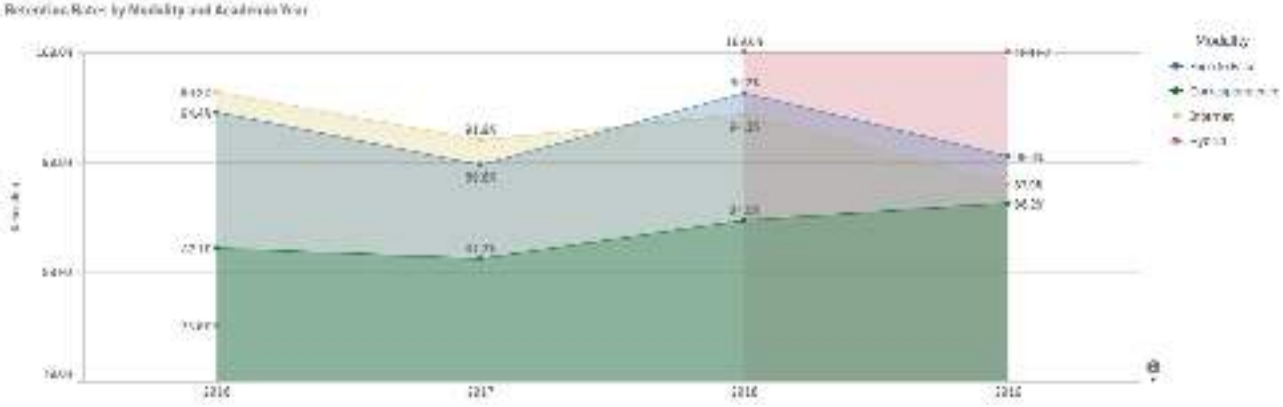
Modality	Class (Section)	Academic Year and Semester												Class (Section) Totals, All Years	
		2018						2019							
		SU		FA		SP		SU		FA		SP			
		Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
Face to Face	ART-7-M3843					80.0%	90.0%					100.0%	100.0%	80.8%	90.0%
	ART-8-K0608									100.0%	100.0%			100.0%	100.0%
	ART-8-K4652											76.5%	94.1%	76.5%	94.1%
	ART-8-K4702											74.2%	90.3%	74.2%	90.3%
	ART-8-M0049			100.0%	100.0%									89.7%	95.8%
	FILM-1-M0133													79.2%	97.7%
	FILM-1-M0204			88.2%	100.0%					78.3%	91.3%			83.2%	95.7%
	FILM-1-M0205													84.2%	96.4%
	FILM-1-M0744			75.0%	87.5%					85.7%	85.7%			80.4%	86.6%
	FILM-1-M3902					85.2%	92.6%					81.8%	81.8%	87.1%	92.6%
	FILM-1-M3903					88.5%	100.0%					61.9%	85.7%	82.8%	94.7%
	FILM-1-M8263													89.6%	89.6%
Hybrid	ART-49-Y0148									50.0%	100.0%			75.0%	100.0%
	ART-49-Y0230													100.0%	100.0%
	ART-49-Y4013					50.0%	100.0%					100.0%	100.0%	66.7%	83.3%
Correspondence	ART-8-I0050			55.6%	88.9%					75.0%	87.5%			65.3%	88.2%
	ART-8-I0056			36.7%	70.0%					79.2%	83.3%			57.9%	83.1%
	ART-8-I0059			47.6%	81.0%									50.7%	86.6%
	ART-8-I0465			88.0%	88.0%					90.3%	90.3%			68.5%	79.1%
	ART-8-I4418					81.5%	100.0%					66.7%	70.4%	73.6%	85.6%
	ART-8-I4501					73.1%	84.6%					90.3%	93.5%	81.7%	89.1%
	ART-8-I4557					47.4%	78.9%					42.9%	71.4%	49.9%	80.0%
	ART-8-I5231	81.8%	84.8%					82.8%	89.7%					76.3%	84.0%
	ART-8-I5521							80.0%	93.3%					80.0%	93.3%
	ART-8-I5522							100.0%	100.0%					100.0%	100.0%
Internet	ART-8-N4652													72.7%	90.9%
	ART-8-N5550	74.3%	94.3%					75.8%	87.9%					70.6%	92.9%
	Semester Averages	87.4%	95.3%	78.5%	92.7%	80.2%	96.1%	84.6%	92.7%	86.4%	92.2%	85.6%	93.3%	81.3%	92.0%

- Student success rates by modality



Modality	Academic Year and Semester												Modality Average
	2016			2017			2018			2019			
	SU	FA	SP	SU	FA	SP	SU	FA	SP	SU	FA	SP	
Face to Face	90.5%	84.7%	87.7%	83.3%	75.3%	83.6%	83.3%	82.4%	85.6%	-	84.2%	78.9%	83.6%
Correspondence	75.0%	39.5%	33.3%	65.5%	62.1%	74.5%	81.8%	56.3%	69.4%	85.1%	82.3%	67.4%	66.0%
Internet	66.7%	-	-	65.5%	-	72.7%	74.3%	-	-	75.8%	-	-	71.0%
Hybrid	-	100.0%	50.0%	-	-	-	-	-	50.0%	-	50.0%	100.0%	70.0%

- Student retention rates by modality



Modality	Academic Year and Semester												Modality Average
	2016			2017			2018			2019			
	SU	FA	SP	SU	FA	SP	SU	FA	SP	SU	FA	SP	
Face to Face	95.2%	92.6%	96.1%	93.3%	89.2%	89.5%	94.4%	96.4%	96.3%	-	89.1%	92.2%	93.1%
Correspondence	85.7%	79.1%	83.3%	75.9%	79.3%	86.3%	84.8%	81.6%	88.9%	93.2%	87.3%	79.1%	83.7%
Internet	96.3%	-	-	93.1%	-	90.9%	94.3%	-	-	87.9%	-	-	92.5%
Hybrid	-	100.0%	50.0%	-	-	-	-	-	100.0%	-	100.0%	100.0%	90.0%

Student Success and Retention by Time of Day, Academic Year and Semester

Time of Day	2016						2017					
	SU		FA		SP		SU		FA		SP	
	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
1:45PM			100.0%	100.0%					100.0%	100.0%		
3:45PM											100.0%	100.0%
3:50PM											100.0%	100.0%
5:10PM			100.0%	100.0%								
4:30PM							87.5%	87.5%				
9:30AM			83.3%	83.3%	100.0%	100.0%			91.7%	91.7%	87.5%	87.5%
8:00AM			94.1%	100.0%					75.0%	87.5%		
2:00PM					89.3%	100.0%					92.3%	96.2%
4:00PM	100.0%	100.0%	83.3%	87.5%	73.3%	93.3%	100.0%	100.0%	73.3%	93.3%	85.7%	100.0%
5:30PM	91.7%	91.7%	90.2%	100.0%	93.4%	99.1%			69.0%	96.4%	93.9%	95.3%
1:00PM			100.0%	100.0%	95.6%	97.8%			73.7%	79.8%	91.1%	95.8%
6:30PM					75.0%	75.0%	100.0%	100.0%	50.0%	50.0%	83.3%	100.0%
9:00AM			85.0%	85.0%	91.7%	100.0%			83.3%	100.0%	60.0%	70.0%
2:30PM			72.7%	95.5%					85.7%	100.0%		
5:00PM					83.3%	100.0%	66.7%	100.0%			94.4%	94.4%
3:00PM	75.0%	100.0%					71.4%	85.7%				
10:00AM			72.9%	77.1%	78.9%	84.2%			65.7%	77.8%	72.7%	86.4%
11:20AM												
8:30AM			66.7%	100.0%			80.0%	100.0%				
(blank)	70.8%	91.0%	69.9%	89.7%	41.7%	66.7%	65.5%	84.5%	61.7%	83.6%	73.8%	87.8%
12:40PM											66.7%	66.7%
4:45PM			50.0%	100.0%					0.0%	100.0%		
12:00PM			50.0%	50.0%							57.1%	57.1%
1:40PM					0.0%	50.0%						
Semester Totals	84.4%	95.7%	79.9%	90.6%	74.7%	87.8%	81.6%	94.0%	69.1%	88.3%	82.8%	88.4%

Time of Day	2018						2019						Time of Day Totals, All Year	
	SU		FA		SP		SU		FA		SP			
	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention	Success	Retention
1:45PM			100.0%	100.0%	100.0%	100.0%			100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
3:45PM			100.0%	100.0%					100.0%	100.0%			100.0%	100.0%
3:50PM					100.0%	100.0%							100.0%	100.0%
5:10PM													100.0%	100.0%
4:30PM									100.0%	100.0%			93.8%	93.8%
9:30AM					94.1%	94.1%			100.0%	100.0%			92.8%	92.8%
8:00AM			100.0%	100.0%									89.7%	95.8%
2:00PM					85.2%	92.6%					81.8%	81.8%	87.1%	92.6%
4:00PM	100.0%	100.0%	71.4%	92.9%	88.2%	100.0%			90.9%	90.9%			86.6%	95.8%
5:30PM	100.0%	100.0%	78.4%	93.8%	80.6%	95.5%			80.4%	84.5%	81.0%	92.9%	85.8%	94.9%
1:00PM			72.5%	100.0%	76.4%	95.5%			87.4%	91.9%	89.6%	97.9%	85.8%	94.8%
6:30PM	100.0%	100.0%	75.0%	75.0%	75.0%	100.0%			100.0%	100.0%	100.0%	100.0%	84.3%	88.9%
9:00AM			82.4%	100.0%	80.0%	90.0%			86.7%	86.7%	100.0%	100.0%	83.6%	91.5%
2:30PM			88.2%	100.0%					78.3%	91.3%			81.2%	96.7%
5:00PM	60.0%	100.0%			83.3%	100.0%							77.6%	98.9%
3:00PM	83.3%	83.3%									76.5%	94.1%	76.6%	90.8%
10:00AM			76.2%	95.2%	90.9%	100.0%			53.8%	69.2%	87.5%	100.0%	74.8%	86.2%
11:20AM											74.2%	90.3%	74.2%	90.3%
8:30AM													73.3%	100.0%
(blank)	78.1%	89.6%	57.0%	82.0%	63.0%	90.9%	84.6%	92.7%	73.6%	90.3%	75.0%	83.8%	67.9%	86.0%
12:40PM													66.7%	66.7%
4:45PM			100.0%	100.0%					100.0%	100.0%			62.5%	100.0%
12:00PM													53.6%	53.6%
1:40PM													0.0%	50.0%
Semester Totals	86.9%	95.5%	83.4%	94.9%	84.7%	96.5%	84.6%	92.7%	88.5%	92.7%	86.5%	94.1%	80.5%	91.3%

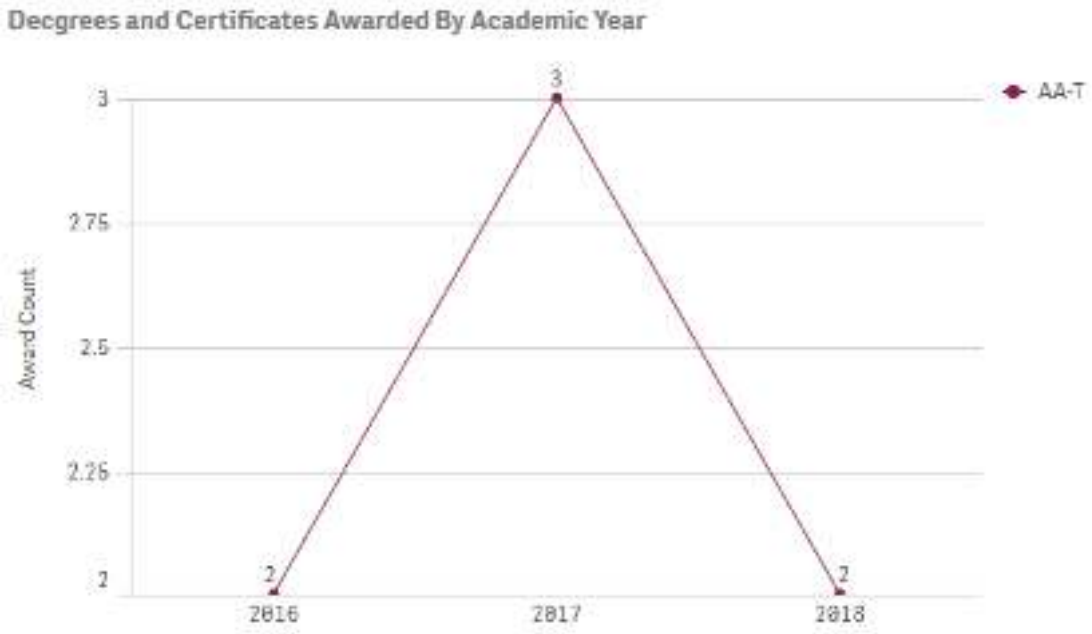
Transfers: LCC Art History/Studio Art Graduates who Transferred to Another Institution and Achieved a Higher or Different Award Since May 2012

Degree Type	Degree Title	College/University	State	Award Year
Bachelor Of Fine Arts	Illustration	Academy Of Art University	CA	2018
Bachelor Of Arts	Art History	University Of California-Davis	CA	2017
Bachelor Of Fine Arts	Web Design & New Media	Academy Of Art University	CA	2017
Bachelor Of Fine Arts	Fine Arts	University Of Colorado Denver	CO	2017
Associate In Science	Dental Hygiene	Cabrillo College	CA	2019

Awarded degrees and certificates

Available awards for the Art History/Studio Art Program:
Art History/Studio Art
Associate in Arts Degree in Art History for Transfer
Associate in Arts Degree in Studio Art for Transfer

Degrees and Certs by academic year – chart



Degrees and Certs by academic year – table

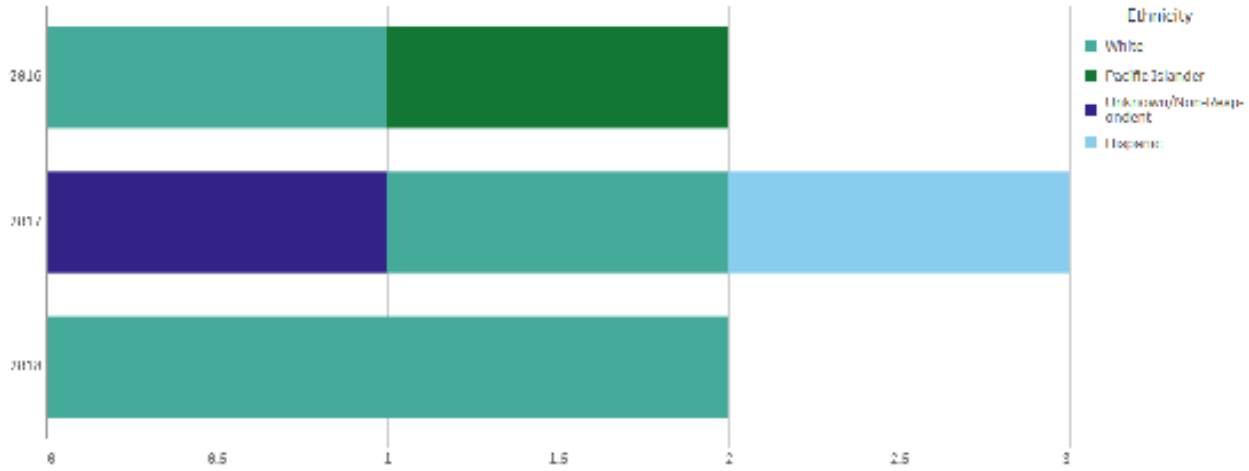
Awards by Academic Year

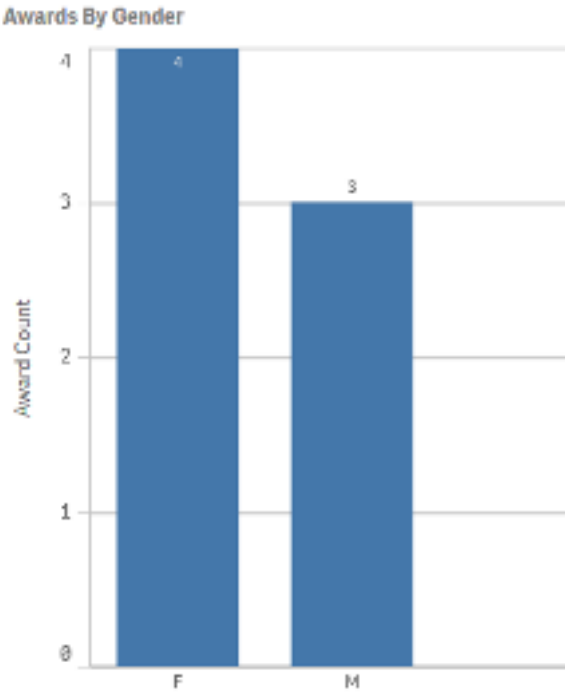
Academic Year	Award	Award Count
Totals		7
2016	AA Studio Arts for Transfer-CSU	2
2017	AA Studio Arts for Transfer-CSU	1
2017	AA Studio Arts for Transfer-IGETC	1
2017	AA Art History for Transfer-CSU	1
2018	AA Studio Arts for Transfer-CSU	2

Awards by type and academic year – chart

Award Type	2016	2017	2018
AA Studio Arts for Transfer-CSU	2	1	2
AA Studio Arts for Transfer-IGETC	-	1	-
AA Art History for Transfer-CSU	-	1	-

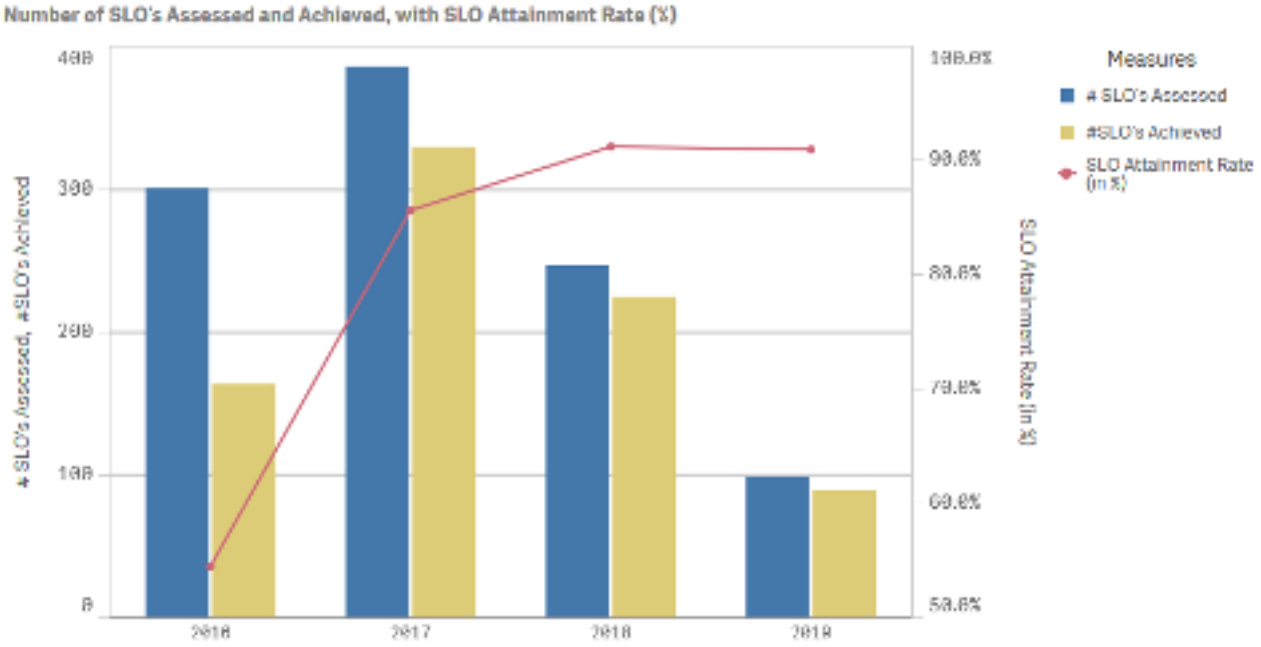
Awards by ethnicity – chart





Local Certificates: There are no locally awarded certificates for this program.

SLO Data
Academic Years 2016-17, 2017-18, 2018-19, 2019-20



Student Learning Outcomes (SLO) by Course and Academic Year

Course	Academic Year	# Assessed	Achieved	% Attained
ART-1A	Course Totals	36	34	94%
	2016	7	7	100%
	2017	10	8	80%
	2018	11	11	100%
	2019	8	8	100%
ART-1B	Course Totals	20	20	100%
	2017	7	7	100%
	2019	13	13	100%
ART-2	Course Totals	143	140	98%
	2016	22	20	91%
	2017	71	70	99%
	2018	32	32	100%
	2019	18	18	100%
ART-3	Course Totals	16	16	100%
	2018	16	16	100%
ART-6	Course Totals	59	48	81%
	2016	18	16	89%
	2017	12	9	75%
	2018	17	15	88%
	2019	12	8	67%
ART-7	Course Totals	7	7	100%
	2017	7	7	100%
	2018	0	0	-
	2019	0	0	-
ART-8	Course Totals	393	331	84%
	2016	62	49	79%
	2017	102	80	78%
	2018	98	83	85%
	2019	131	119	91%
ART-10A	Course Totals	73	62	85%
	2016	52	42	81%
	2017	21	20	95%
	2018	0	0	-
	2019	0	0	-
ART-10B	Course Totals	16	11	69%
	2016	4	0	0%
	2017	12	11	92%
	2018	0	0	-
	2019	0	0	-
ART-10C	Course Totals	1	1	100%
	2017	1	1	100%
	2018	0	0	-
	2019	0	0	-
ART-10D	Course Totals	3	2	67%
	2016	1	0	0%
	2017	2	2	100%
	2018	0	0	-
	2019	0	0	-
ART-13	Course Totals	7	7	100%
	2017	7	7	100%

Student Learning Outcomes (SLO) by Course and Academic Year

ART-19A	Course Totals	63	43	68%
	2016	17	5	29%
	2017	15	11	73%
	2018	20	16	80%
	2019	11	11	100%
ART-19B	Course Totals	20	18	90%
	2016	2	1	50%
	2017	4	3	75%
	2018	8	8	100%
	2019	6	6	100%
ART-19C	Course Totals	11	11	100%
	2016	2	2	100%
	2017	2	2	100%
	2018	3	3	100%
	2019	4	4	100%
ART-19D	Course Totals	4	3	75%
	2016	2	1	50%
	2018	1	1	100%
	2019	1	1	100%
ART-21	Course Totals	22	22	100%
	2017	9	9	100%
	2018	7	7	100%
	2019	6	6	100%
ART-22	Course Totals	11	11	100%
	2017	2	2	100%
	2018	5	5	100%
	2019	4	4	100%
ART-23	Course Totals	29	23	79%
	2016	6	0	0%
	2017	10	10	100%
	2018	10	10	100%
	2019	3	3	100%
ART-25	Course Totals	25	25	100%
	2017	7	7	100%
	2018	10	10	100%
	2019	8	8	100%
ART-26	Course Totals	12	12	100%
	2017	4	4	100%
	2018	6	6	100%
	2019	2	2	100%
ART-28	Course Totals	8	8	100%
	2016	4	4	100%
	2017	4	4	100%
ART-30	Course Totals	0	0	-
	2018	0	0	-
ART-36A	Course Totals	19	0	0%
	2016	13	0	0%
	2017	6	0	0%
	2018	0	0	-
	2019	0	0	-

Student Learning Outcomes (SLO) by Course and Academic Year

ART-36B	Course Totals	10	0	0%
	2016	8	0	0%
	2017	2	0	0%
	2018	0	0	-
	2019	0	0	-
ART-36C	Course Totals	1	0	0%
	2016	1	0	0%
	2017	0	0	-
	2018	0	0	-
	2019	0	0	-
ART-36D	Course Totals	0	0	-
	2017	0	0	-
	2018	0	0	-
	2019	0	0	-
ART-38	Course Totals	5	5	100%
	2017	5	5	100%
ART-43A	Course Totals	12	12	100%
	2017	12	12	100%
	2018	0	0	-
ART-43B	Course Totals	3	3	100%
	2017	3	3	100%
	2018	0	0	-
ART-43C	Course Totals	5	0	0%
	2017	5	0	0%
	2018	0	0	-
ART-43D	Course Totals	0	0	-
	2018	0	0	-
ART-49	Course Totals	3	2	67%
	2017	0	0	-
	2018	2	1	50%
	2019	1	1	100%
ART-52	Course Totals	4	4	100%
	2016	4	4	100%
ART-60A	Course Totals	6	6	100%
	2016	1	1	100%
	2017	5	5	100%
ART-60B	Course Totals	4	4	100%
	2016	4	4	100%
ART-64	Course Totals	5	5	100%
	2016	5	5	100%
ART 49	Course Totals	2	2	100%
	2016	2	2	100%

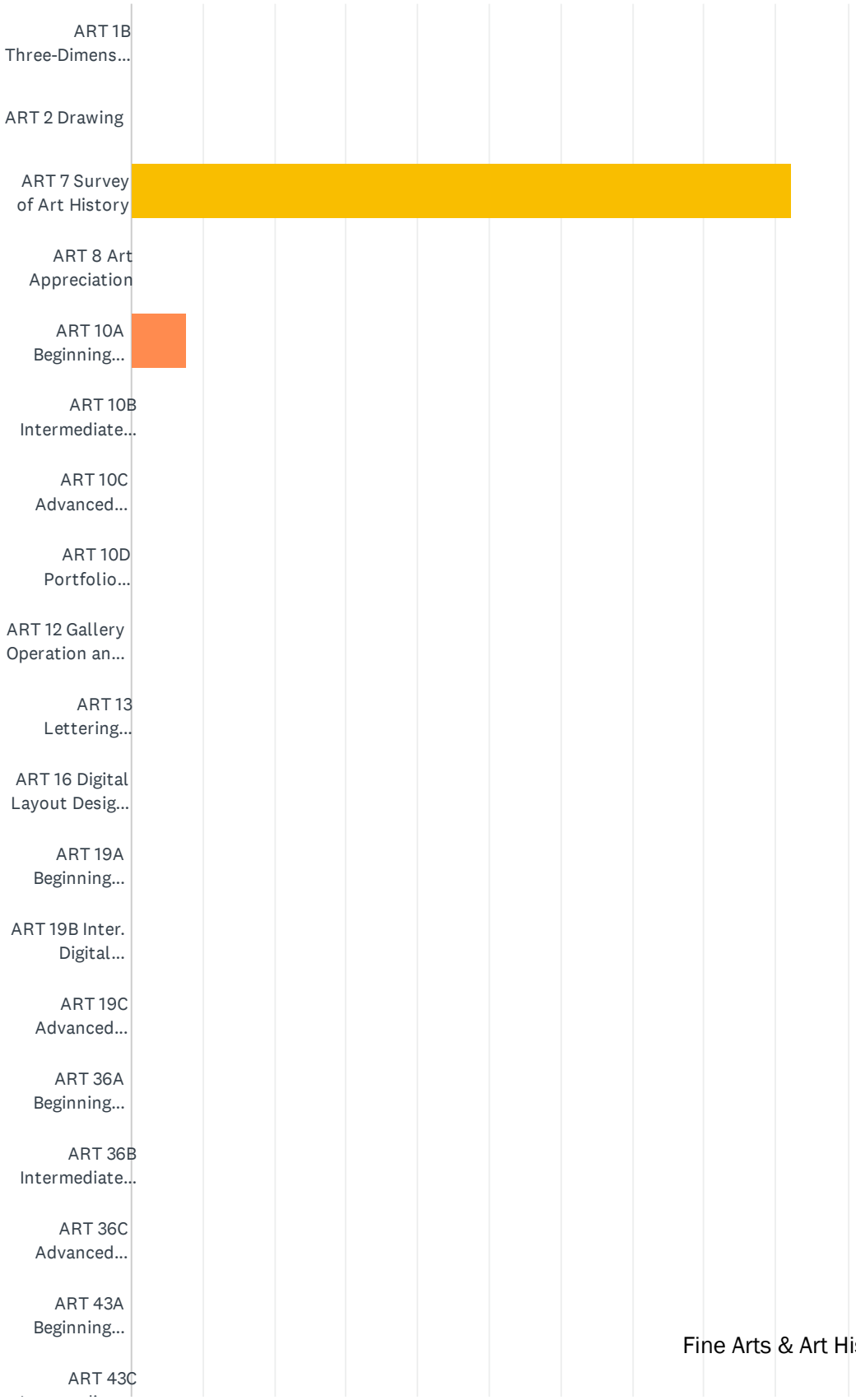
Modality	Measure	Academic Year				Modality Average, All Years	Modality Totals, All Years
		2019	2018	2017	2016		
Correspondence	% Attained	96%	86%	59%	60%	75%	
	Assessed	85	85	17	20		207
	Achieved	82	73	10	12		177
Face-to-Face	% Attained	96%	94%	90%	67%	87%	
	Assessed	113	159	251	190		713
	Achieved	109	150	225	127		611
Hybrid	% Attained	100%	50%	-	100%	83%	
	Assessed	1	2	0	2		5
	Achieved	1	1	0	2		4
Internet	% Attained	69%	-	81%	88%	79%	
	Assessed	29	0	79	25		133
	Achieved	20	0	64	22		106

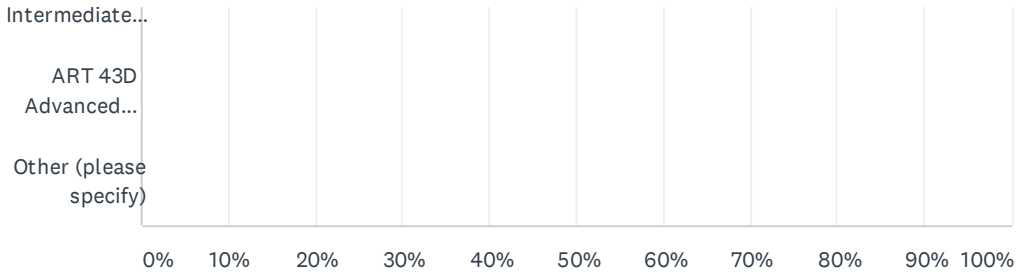
Modality	Measure	Academic Year				Modality Average, All Years	Modality Totals, All Years
		2019	2018	2017	2016		
All Modalities	% Attained	90%	77%	76%	79%	81%	
	Assessed	228	246	347	237		1058
	Achieved	212	224	299	163		898

Q1 Which course in this program are you reviewing?

Appendix B:

Answered: 13 Skipped: 0

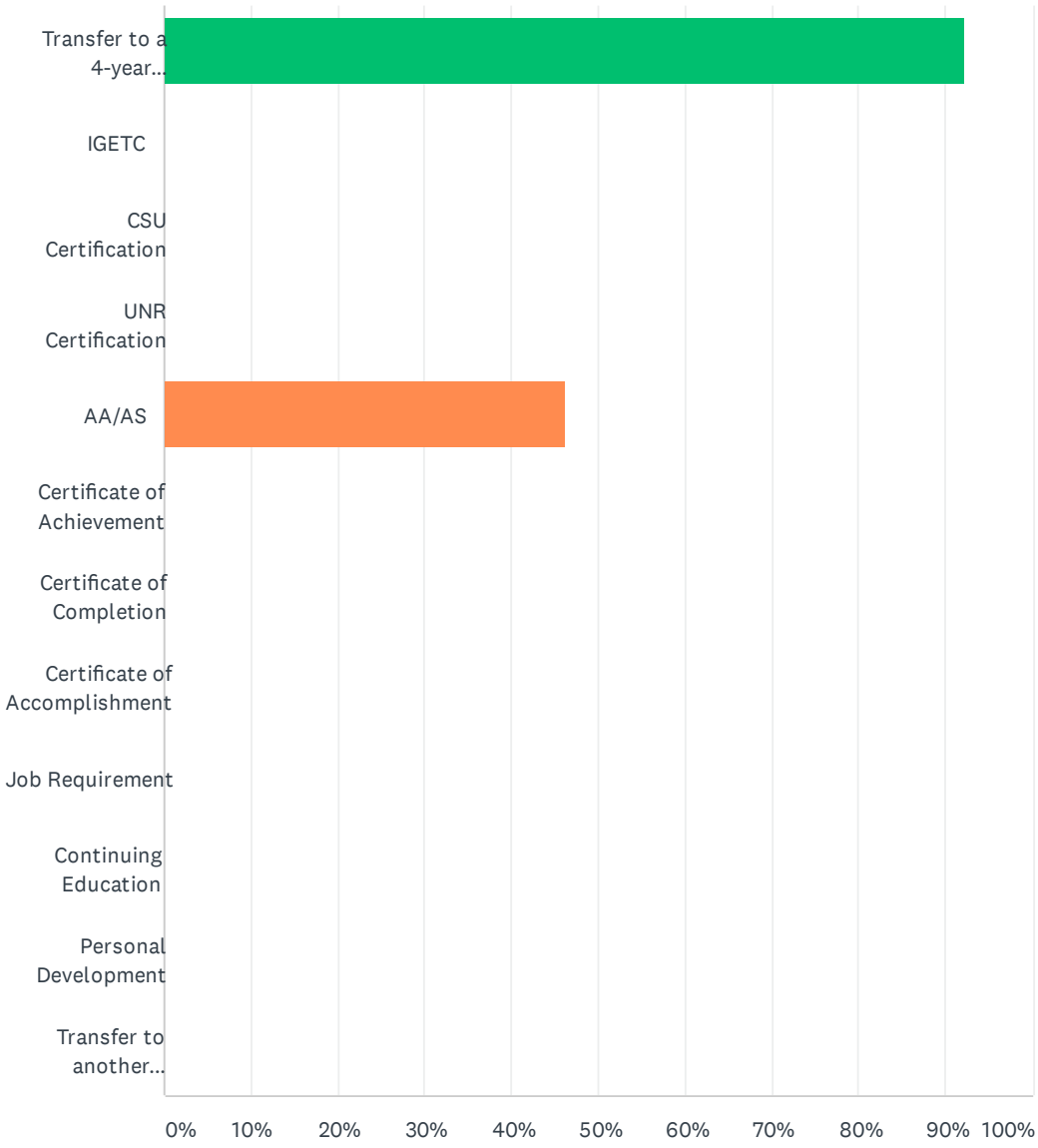




ANSWER CHOICES	RESPONSES	
ART 1B Three-Dimensional Design	0.00%	0
ART 2 Drawing	0.00%	0
ART 7 Survey of Art History	92.31%	12
ART 8 Art Appreciation	0.00%	0
ART 10A Beginning Painting	7.69%	1
ART 10B Intermediate Painting	0.00%	0
ART 10C Advanced Painting	0.00%	0
ART 10D Portfolio Painting	0.00%	0
ART 12 Gallery Operation and Exhibit	0.00%	0
ART 13 Lettering Design/Typography	0.00%	0
ART 16 Digital Layout Design Publication	0.00%	0
ART 19A Beginning Digital Photography	0.00%	0
ART 19B Inter. Digital Photography	0.00%	0
ART 19C Advanced Digital Photography	0.00%	0
ART 36A Beginning Ceramics	0.00%	0
ART 36B Intermediate Ceramics	0.00%	0
ART 36C Advanced Ceramics	0.00%	0
ART 43A Beginning Jewelry and Metalsmithing	0.00%	0
ART 43C Intermediate Jewelry Design	0.00%	0
ART 43D Advanced Jewelry Design	0.00%	0
Other (please specify)	0.00%	0
TOTAL		13

Q2 Educational Goal: What is your educational objective at Lassen Community College. (Check all that apply).

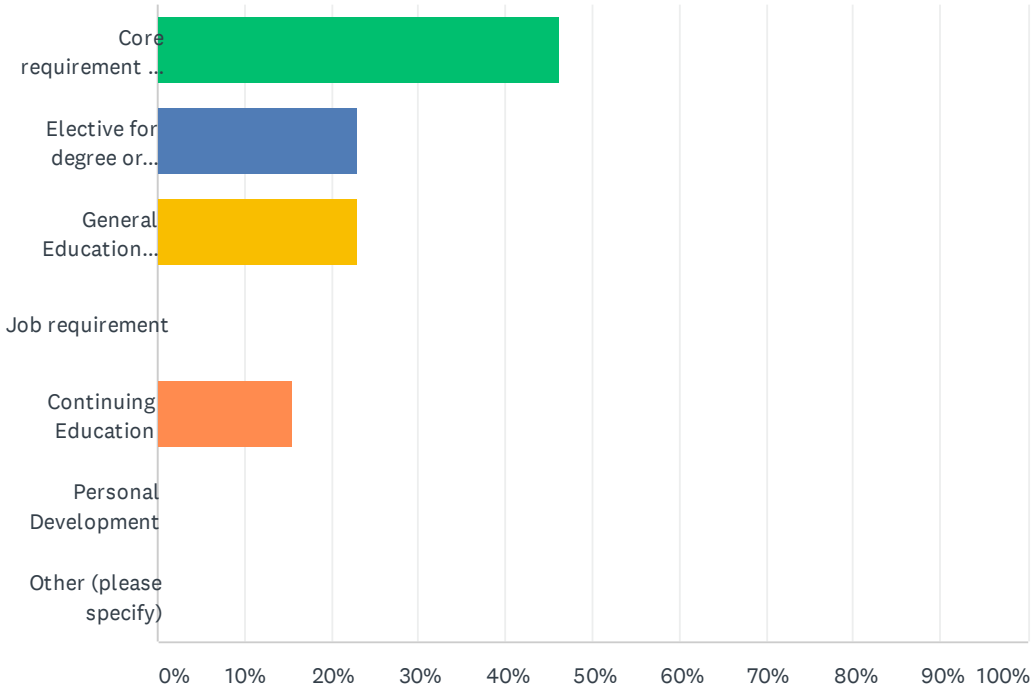
Answered: 13 Skipped: 0



ANSWER CHOICES	RESPONSES	
Transfer to a 4-year Institution	92.31%	12
IGETC	0.00%	0
CSU Certification	0.00%	0
UNR Certification	0.00%	0
AA/AS	46.15%	6
Certificate of Achievement	0.00%	0
Certificate of Completion	0.00%	0
Certificate of Accomplishment	0.00%	0
Job Requirement	0.00%	0
Continuing Education	0.00%	0
Personal Development	0.00%	0
Transfer to another community college	0.00%	0
Total Respondents: 13		

Q3 Why are you taking this course?

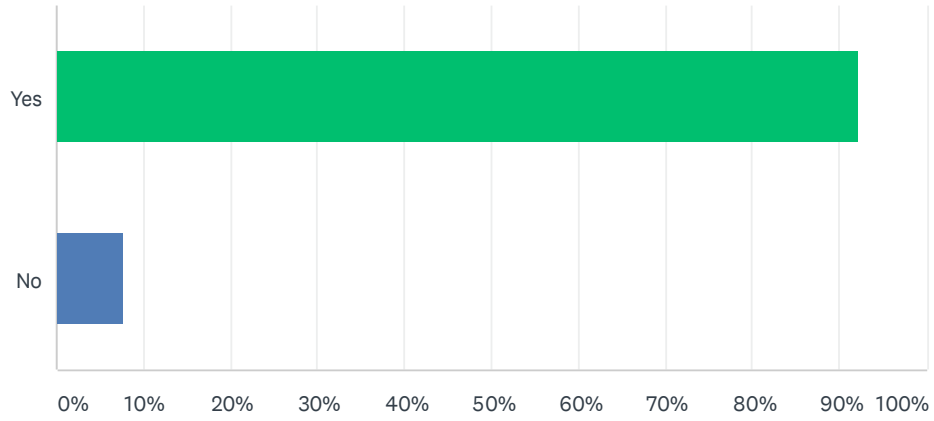
Answered: 13 Skipped: 0



ANSWER CHOICES	RESPONSES	
Core requirement for degree or certificate	46.15%	6
Elective for degree or certificate	23.08%	3
General Education course for degree or transfer	23.08%	3
Job requirement	0.00%	0
Continuing Education	15.38%	2
Personal Development	0.00%	0
Other (please specify)	0.00%	0
Total Respondents: 13		

Q4 Does the course content reasonably compare with the catalog/schedule description?

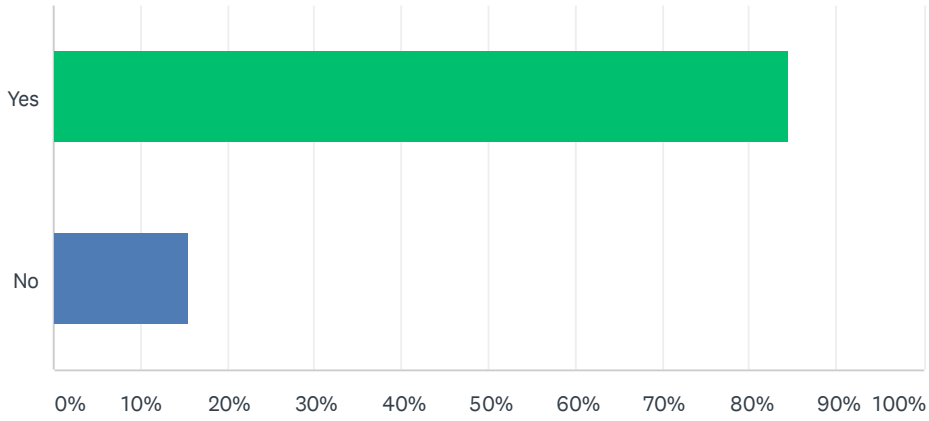
Answered: 13 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	92.31%	12
No	7.69%	1
TOTAL		13

Q5 Did the catalog clearly explain the order in which the courses in this program should be taken?

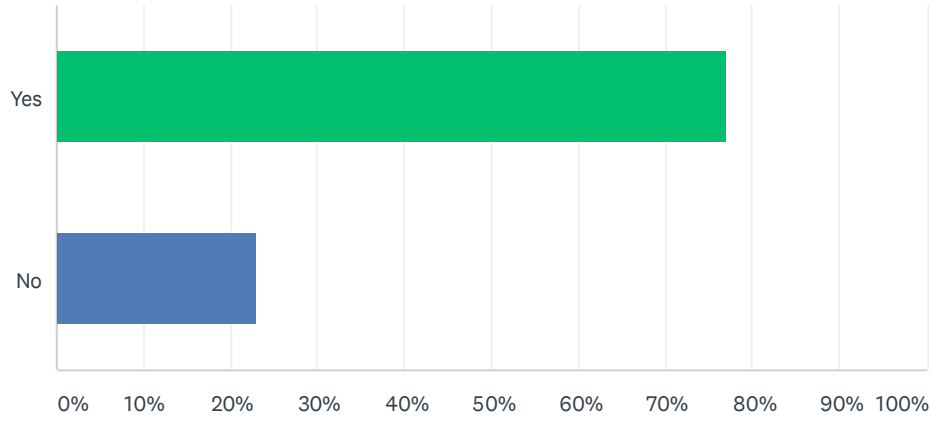
Answered: 13 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	84.62%	11
No	15.38%	2
TOTAL		13

Q6 Was any cost for this course/program, beyond registration and books clearly identified in the catalog?

Answered: 13 Skipped: 0

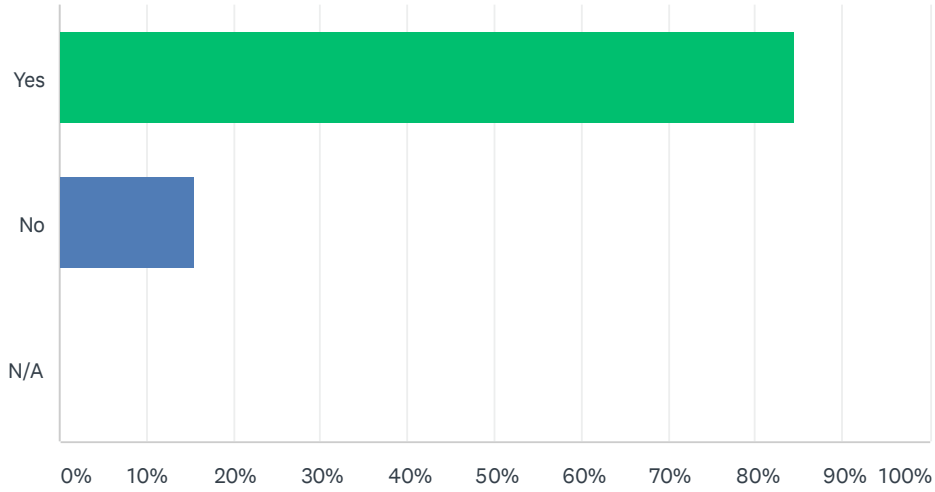


ANSWER CHOICES	RESPONSES	
Yes	76.92%	10
No	23.08%	3
TOTAL		13

72

Q7 Did instructors use the required textbooks in the course?

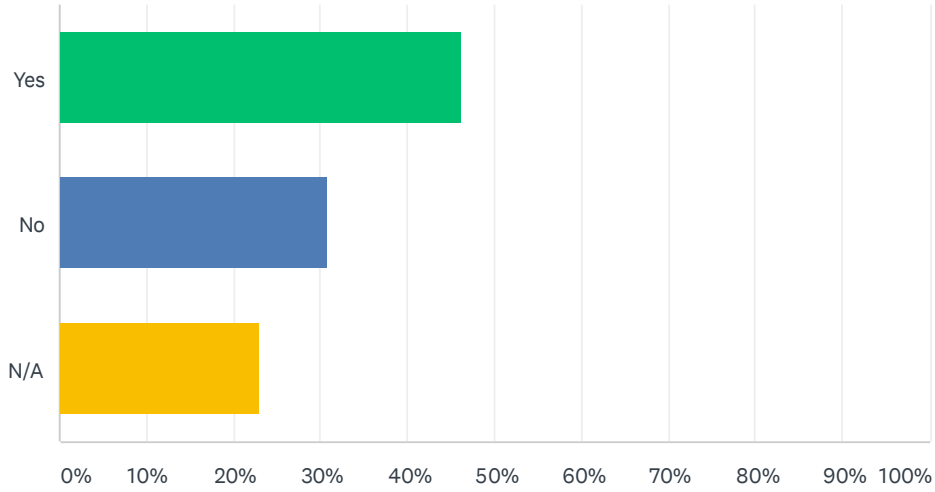
Answered: 13 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	84.62%	11
No	15.38%	2
N/A	0.00%	0
TOTAL		13

Q8 Are the textbooks purchased for this course useful to you?

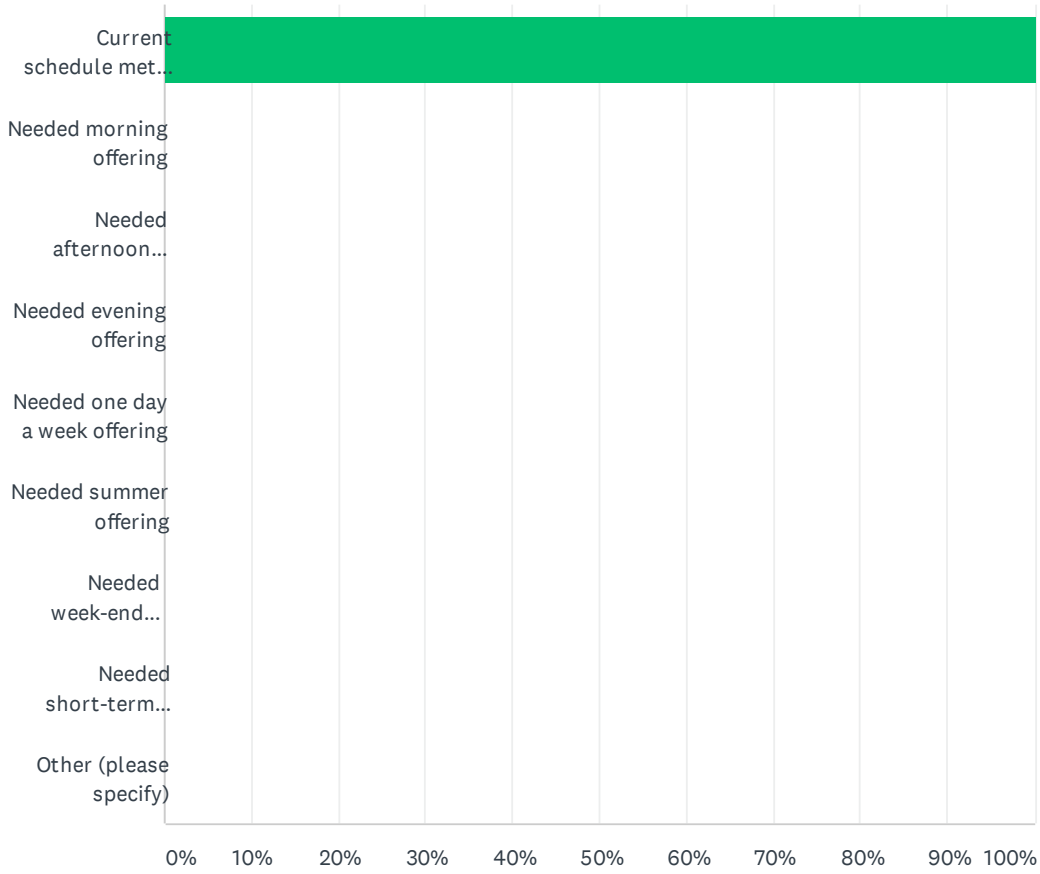
Answered: 13 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	46.15%	6
No	30.77%	4
N/A	23.08%	3
TOTAL		13

Q9 Did the scheduling for this course meet your needs?

Answered: 13 Skipped: 0

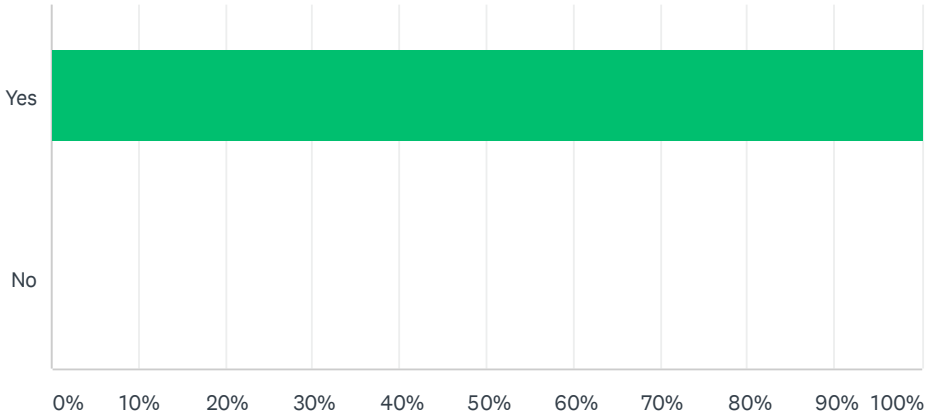


ANSWER CHOICES	RESPONSES	
Current schedule met my needs	100.00%	13
Needed morning offering	0.00%	0
Needed afternoon offering	0.00%	0
Needed evening offering	0.00%	0
Needed one day a week offering	0.00%	0
Needed summer offering	0.00%	0
Needed week-end offering	0.00%	0
Needed short-term (less then semester) offering	0.00%	0
Other (please specify)	0.00%	0
Total Respondents: 13		

75

Q10 I was provided with reasonable access to the facilities

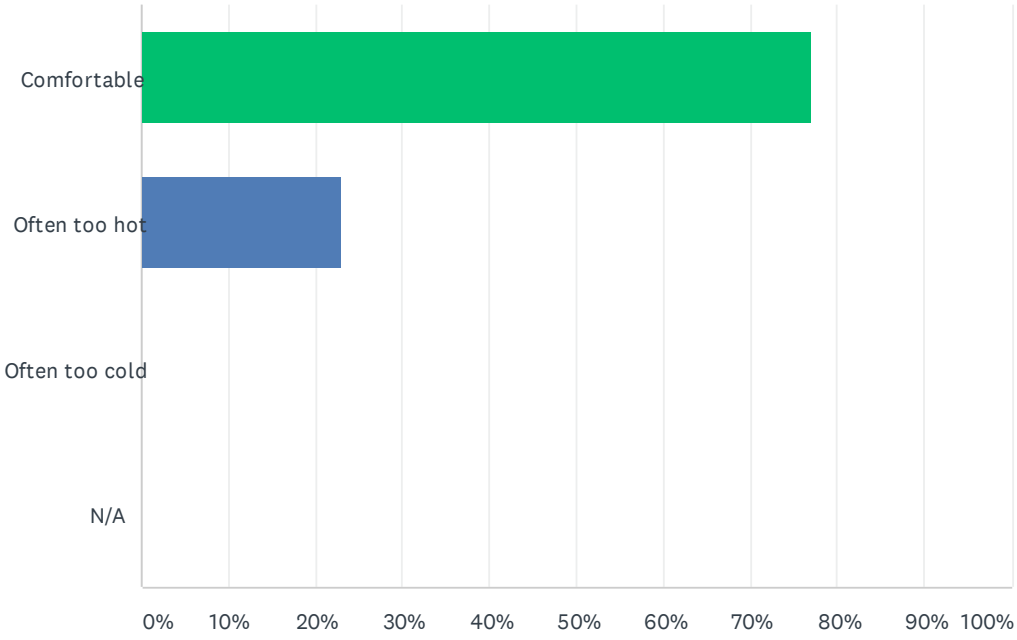
Answered: 13 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	100.00%	13
No	0.00%	0
TOTAL		13

Q11 When weather is hot outside, the facilities are:

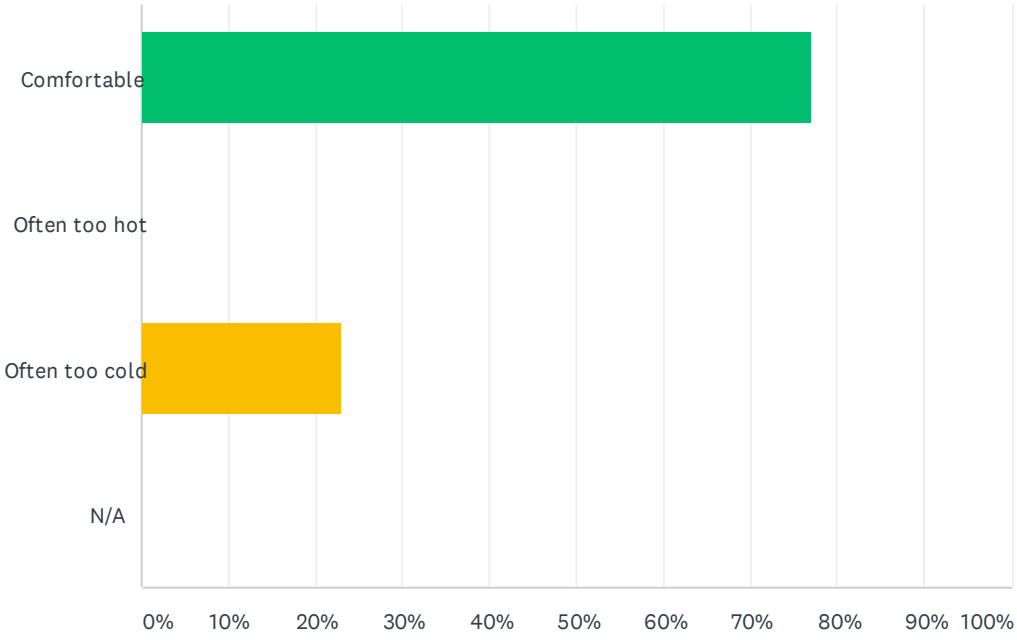
Answered: 13 Skipped: 0



ANSWER CHOICES	RESPONSES	
Comfortable	76.92%	10
Often too hot	23.08%	3
Often too cold	0.00%	0
N/A	0.00%	0
TOTAL		13

Q12 When weather is cold outside, the facilities are:

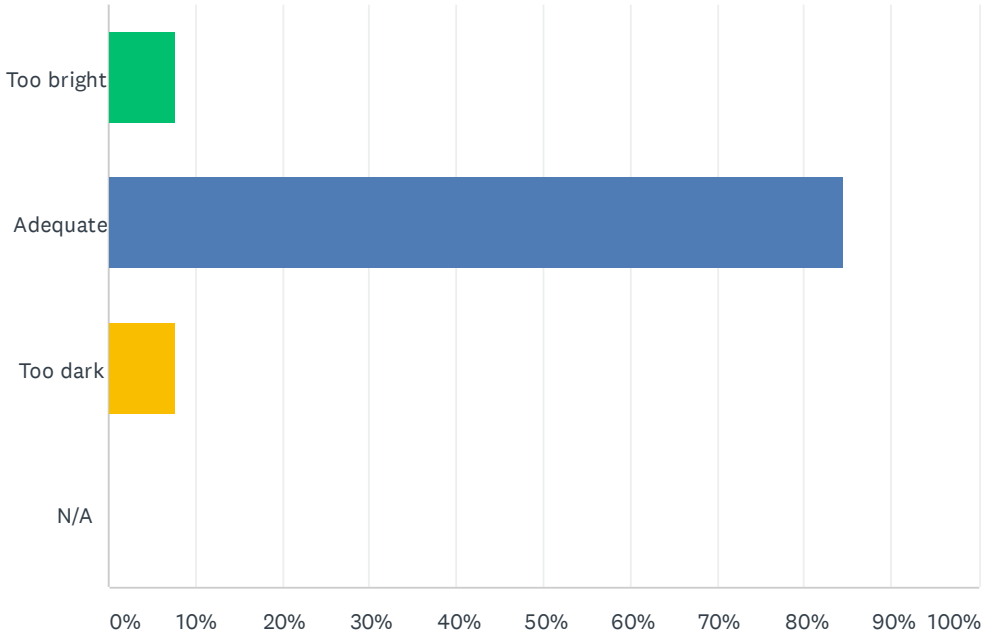
Answered: 13 Skipped: 0



ANSWER CHOICES	RESPONSES	
Comfortable	76.92%	10
Often too hot	0.00%	0
Often too cold	23.08%	3
N/A	0.00%	0
TOTAL		13

Q13 The lighting of the facilities are

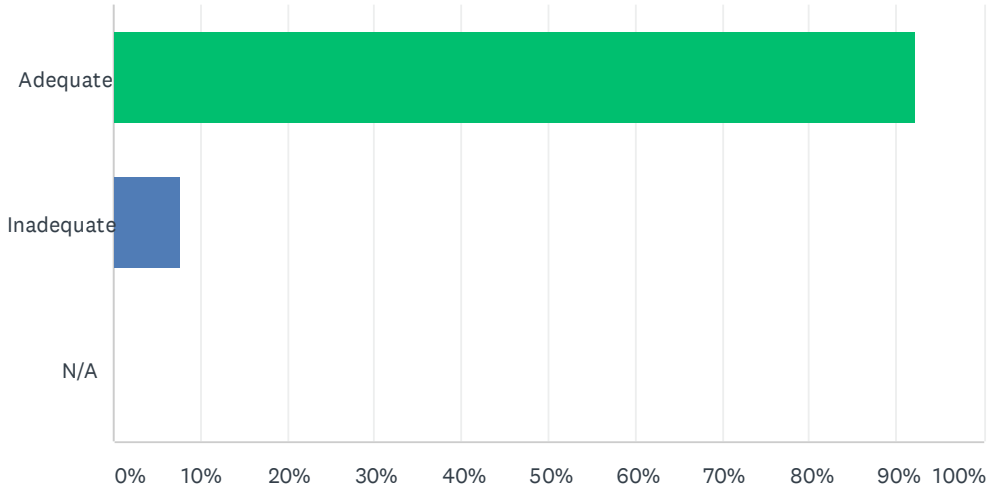
Answered: 13 Skipped: 0



ANSWER CHOICES	RESPONSES	
Too bright	7.69%	1
Adequate	84.62%	11
Too dark	7.69%	1
N/A	0.00%	0
TOTAL		13

Q14 The chairs/tables/desks are

Answered: 13 Skipped: 0

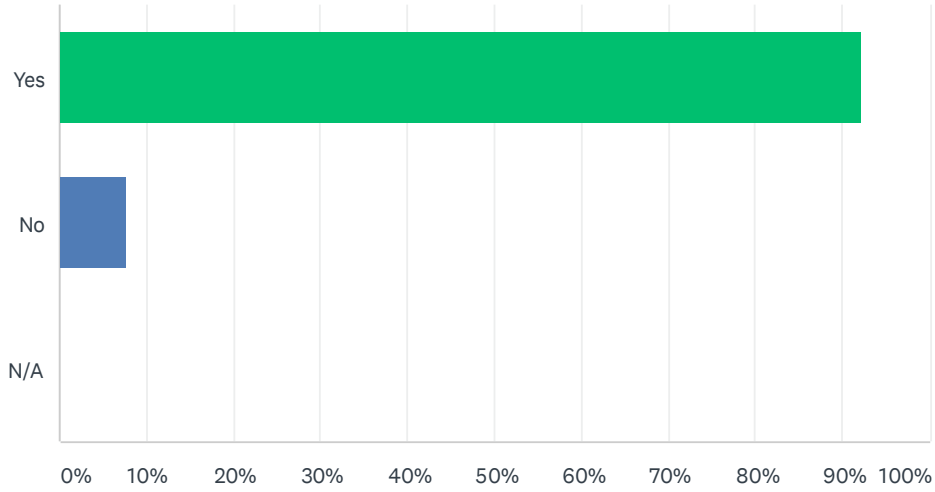


ANSWER CHOICES	RESPONSES	
Adequate	92.31%	12
Inadequate	7.69%	1
N/A	0.00%	0
TOTAL		13

80

Q15 Is there enough space for you to do your work in class?

Answered: 13 Skipped: 0



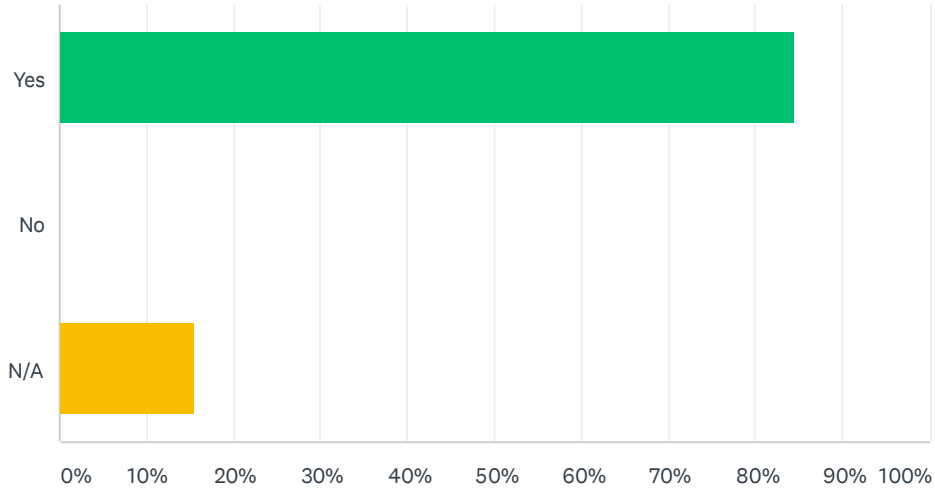
ANSWER CHOICES	RESPONSES	
Yes	92.31%	12
No	7.69%	1
N/A	0.00%	0
TOTAL		13

Q16 Please elaborate on your responses and include any additional facilities-related comments:

Answered: 4 Skipped: 9

Q17 Did the course/program provide the necessary equipment?

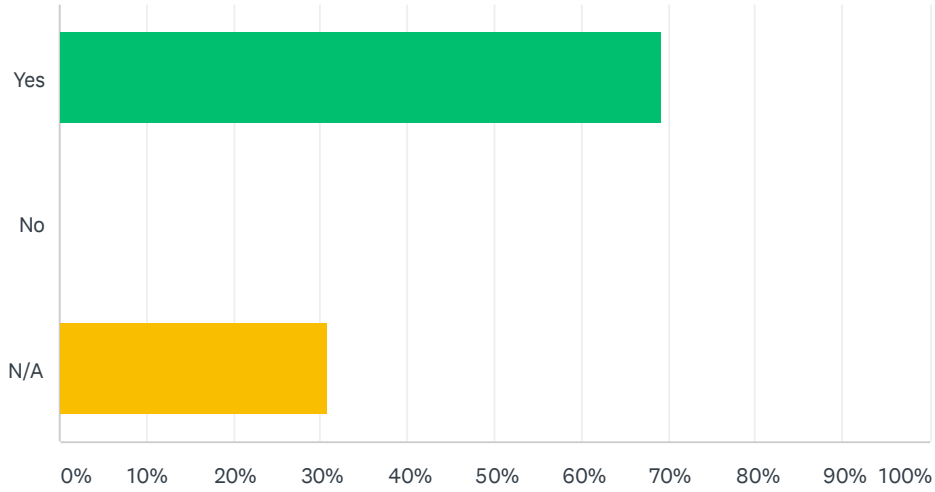
Answered: 13 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	84.62%	11
No	0.00%	0
N/A	15.38%	2
TOTAL		13

Q18 Is enough time on equipment allowed for each student?

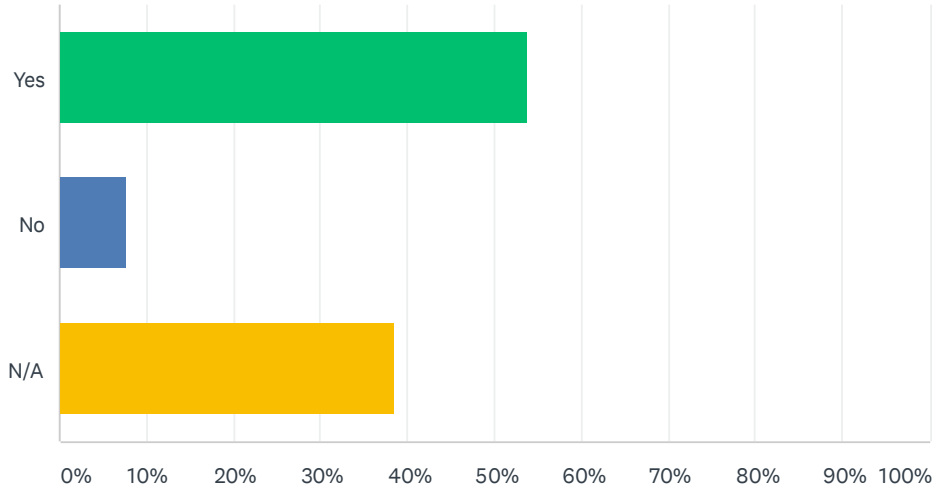
Answered: 13 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	69.23%	9
No	0.00%	0
N/A	30.77%	4
TOTAL		13

Q19 Is equipment current?

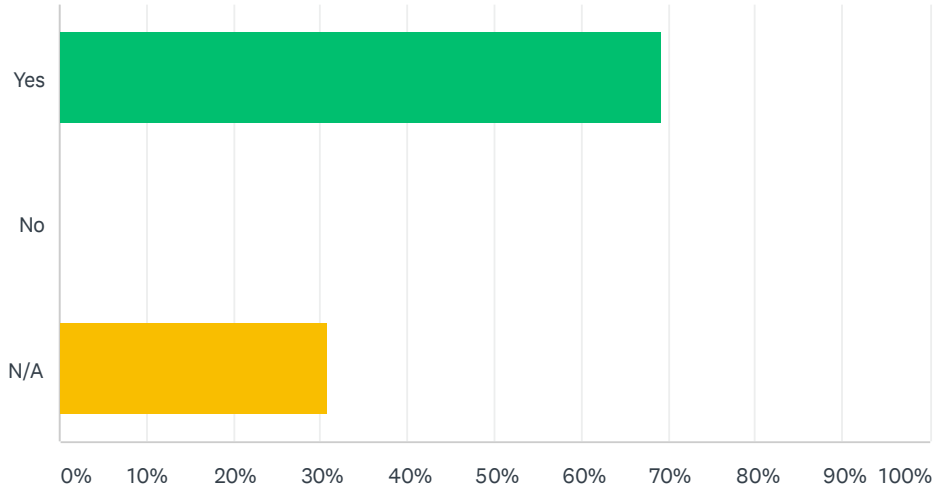
Answered: 13 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	53.85%	7
No	7.69%	1
N/A	38.46%	5
TOTAL		13

Q20 Is equipment generally in good operating condition?

Answered: 13 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	69.23%	9
No	0.00%	0
N/A	30.77%	4
TOTAL		13

Q21 Describe how this course/program could be improved to better meet the needs of the student at Lassen Community College.

Answered: 6 Skipped: 7

Q22 Provide any additional comments on the course or program:

Answered: 3 Skipped: 10

Art
Articulation 12/7/2020

Lassen Course	C-ID	IGETC	CSU-GE	Cal Poly Pomona	Cal Poly SLO	CSU Bakersfield	CSU Channel Islands	CSU Chico	CSU Dominguez Hills	CSU East Bay
Art 1A	Arts 100		C1	VCD 1321A	Art 102			Arts 122	Art 170	Art 102
Art 1A										
Art 1A or 1B							Art 106			
Art 1A & 1B										
Art 1B	Arts 101		C1		Art 104			Ats 123	Art 171	Art 103
Art 1B										Art 111
Art 1B or 30										
Art 2	Arts 110		C1	VCD 1311A	Art 101		Art 105	Arts 125	Art 179	Art 100
Art 2										
Art 2 or 3										
Art 3	Arts 200		C1				Art 107	Arts 126		
Art 3 & 18										
Art 6	Arth 110	3A	C1	AH 2301	Art 211		Art 110	Arth 110	Art 110	
Art 6 & 7					Art 211 & 212					
Art 6 & 7					Art 212					
Art 7	Arth 120	3A	C1	AH 2302			Art 111	Arth 120	Art 111	
Art 7								Arth 130		
Art 8	Arth 100	3A	C1		Art 111		Art 101	Arth 100		
Art 9	Arth 130	3A	C1	AH 2303			Art 112	Arth 140		
Art 9										
Art 9										
Art 10A	Arts 210		C1				Art 201	Arts 227	Art 180	Art 172
Art 19A								Arts 240		
Art 19A & 19B							Art 209			Art 101
Art 23	Arts 220							Arts 230		
Art 23										
Art 25	Arts 250						Art 108	Arts 250	Art 160	
Art 25								CAGD 110		
Art 26							Art 204			
Art 30			C1				Art 202	Arts 270	Art 190	
Art 36A			C1				Art 104	Arts 260	Art 150	Art 115
Art 36A							Art 207			

Art
Articulation 12/7/2020

Art 36B										
Art 43A										
Course numbers at Cal Poly Pomona changed since last report in 2017.										
No current Art articulation with Bakersfield										
Course numbers at CSU East Bay changed since last report in 2017										
No Current Art articulation with CSU Fullerton										
CSU Long Beach articulation is for 2016-17										
CSU San Bernardino is for 2016-17										
Humboldt State is for 2019-20										
San Diego State is for 2003-04										
San Jose State is for 2019-20 and no Art articulation										
Sonoma State had no Art articulation on previous report in 2017										
UC Irvine had no Art articulation on previous reqport in 2017										

Art
Articulation 12/7/2020

Lassen Course	CSU Fresno	CSU Fullerton	CSU Long Beach	CSU Los Angeles	CSU Monterey Bay	CSU Northridge	CSU Sacramento	CSU San Bernardino	Stanislaus	Humboldt State	San Diego State	San Francisco State
Art 1A	Art 13		Art 130	Art 1030		Art 140	Art 60	Art 120	Art 1010	Art 105C	Art 101	
Art 1A			Desn 120A									
Art 1A or 1B												
Art 1A & 1B												
Art 1B	Art 14		Art 131	Art 1090		Art 141	Art 70	Art 121	Art 1200	Art 105D	Art 103	
Art 1B			Desn 120B									
Art 1B or 30												
Art 2	Art 20		Art 181	Art 1590	VPA 215	Art 124A	Art 20A	Art 122	Art 1010	Art 105B	Art 100	Art 231
Art 2												
Art 2 or 3												
Art 3	Art 21					Art 124B				Art 122		
Art 3 & 18			Art 184									
Art 6	Arth 10		AH 111A			Art 110	Art 1A	Art 221	Art 2515	Art 103A	Art 258	Arth 201
Art 6 & 7												
Art 6 & 7												
Art 7	Arth 11		AH 111B				Art 1B	Art 223	Art 2520	Art 103B	Art 259	Arth 202
Art 7												
Art 8	Art 1		Art 110		VPA 205			Art 200		Art 100	Art 157	
Art 9						Art 114			Art 2527	Art 104N		
Art 9												
Art 9												
Art 10A	Art 40		Art 287		VPA 218	Art 227		Art 235	Art 1100	Art 106		
Art 19A					CST 226							
Art 19A & 19B								Art 291				
Art 23	Art 24		Art 270		VPA 290	Art 237			Art 1030	Art 107		Art 235
Art 23									Art 1035			
Art 25	Art 37		Art 149		CST 227	Art 244		Art 123	Art 1040	Art 108		
Art 25												
Art 30			Art 263			Art 235	Art 88	Art 240		Art 109	Art 216	Art 240
Art 36A			Art 251A	Art 1520		Art 267		Art 254		Art 290		Art 245

Art
Articulation 12/7/2020

Art 36B							Art 53					
Art 43A										Art 282		

Art
Articulation 12/7/2020

Lassen Course	San Jose State	Sonoma State	UC Davis	UC Irvine	UCLA	UC Riverside	UC San Diego	UC Santa Barbara	UC Santa Cruz	
Art 1A		Arts 101	Design 015						Art 10D	
Art 1A										
Art 1A or 1B										
Art 1A & 1B										
Art 1B		Arts 102							Art 10E	
Art 1B										
Art 1B or 30										
Art 2		Arts 202	Art 002	Art 20A		Art 1			Art 15	
Art 2										
Art 2 or 3										
Art 3		Arts 204								
Art 3 & 18										
Art 6		Arth 210	Arthi 001A	Art His 40A	Art His 20	AHS 17A		Arthi 6A		
Art 6 & 7			Arthi 001B	Art His 40B		AHS 17B	VIS 20			
Art 6 & 7								Arthi 6B		
Art 7		Arth 211	Arthi 1C	Art His 40C	Art His 22	AHS 17C		Arthi 6C		
Art 7										
Art 8			Art 010							
Art 9				Art His 42A						
Art 9				Art His 42B						
Art 9				Art His 42C						
Art 10A		Arts 220		Art 30A		Art 2			Art 20J	
Art 19A									Art 20I	
Art 19A & 19B										
Art 23		Arts 245						Art 14	Art 20G	
Art 23										
Art 25		Arts 105								
Art 25										
Art 30				Art 40		Art 5		Art 12	Art 20H	
Art 36A				Art 51						

Art
Articulation 12/7/2020

Art 36B										
Art 43A										

Fine Arts/Humanities Instructional Program Review
Status of Curriculum Review April 26, 2021

Appendix D:

Course	Curriculum Committee Review Completed	Curriculum Committee Review Not Completed
ART 1A Two-Dimensional Design	05/05/2020	
ART 1B Three-Dimensional Design	05/05/2020	
ART 2 Drawing	05/05/2020	
ART 3 Beginning Life Drawing	10/20/2020	
ART 6 Survey of Art History-Prehistoric to Renaissance	05/05/2020	
ART 7 Survey of Art History-Renaissance to Present	05/05/2020	
ART 8 Art Appreciation	05/05/2020	
ART 9 Art History Asian Art	10/20/2020	
ART 10A Beginning Painting	04/20/2021	
ART 10B Intermediate Painting	04/20/2021	
ART 10C Advanced Painting	04/20/2021	
ART 10D Portfolio Painting	04/20/2021	
ART 12 Gallery Operations and Exhibition Design	Inactive 11/07/2017	
ART 13 Letter Design-Typography	Inactive 10/01/2019	
ART 16 Digital Layout – Design for publishing	Inactive 11/07/2017	
ART 18 Advanced Life Drawing	10/20/2020	
ART 19A Beginning Digital Photography	04/06/2021	
ART 19B Intermediate Digital Photography	04/06/2021	
ART 19C Advanced Photography	04/06/2021	
ART 19D Portfolio Digital Photography	04/06/2021	
ART-21 Digital Illustration 1	04/20/2021	
Art 22 – Digital Illustration 2	10/20/2020 Inactivate	
ART 23 Beginning Print Making	04/06/2021	
ART 25 Graphic Design I	05/05/2020	
ART 26 Graphic Design II	10/20/2020 Inactivate	

ART 28 Intro to Web Design	Inactive 10/01/2019	
ART 30 Introduction to Sculpture	04/06/2021	
ART 35 Glass Design	Inactive 03/06/2018	
ART 36A Beginning Ceramics	04/06/2021	
ART 36B Intermediate Ceramics	04/06/2021	
ART 36C Advanced Ceramics	04/06/2021	
ART 36D Portfolio Ceramics	04/06/2021	
ART 38 3-D Computer Modeling and Animation	04/20/2021 Inactive	
ART 39 Introduction to Digital Art	10/20/2020 Inactivate	
ART 43A Beginning Jewelry Design and Metalsmithing	10/20/2020 Inactivate	
ART 43B Beginning Jewelry Design-Casting	10/20/2020 Inactivate	
ART 43C Intermediate Jewelry Design	10/20/2020 Inactivate	
ART 43D Advanced Jewelry Design	10/20/2020 Inactivate	
ART 46 Art Education Methods	Inactive 05/01/2018	
ART 50 Welding for Artists	10/20/2020 Inactivate	
ART 52 Marketing Yourself as an Artist - Designer	Inactive 11/07/2017	
ART 60A Production Graphics	Inactive 11/07/2017	
ART 60B Advanced Production Graphics	Inactive 11/07/2017	
ART 130 Mural Painting Workshop	Inactive 03/06/2018	
AA in Studio Art for Transfer	04/06/2021	
AA in ART History for Transfer	11/03/2020 Inactivate	

Lassen Community College
Status of Curriculum Reviews

James Kleckner, Subject Area Faculty Signature — 4-26-21 Date

Chad Lewis, Curriculum and Academic Standards Committee Chair Signature — 4-26-21 Date

Carie Camacho — Digitally signed by Carie Camacho Date: 2021.04.27 17:36:23 -07'00'

Carie Camacho, Interim Dean of Instructional Services — Date

Claremont
GRADUATE UNIVERSITY

School of Educational Studies

Enrollment Management Academy
Agenda
Monday, June 22

Time	Topic	Responsible Party
9:00 – 9:30	Welcome, Introductions, Purpose of Academy, Review of Week's Agenda, Expected Outcomes, and Items Needed for Decision Making	Pam, Carlos, Christina, Alketa, Tim
9:30 – 12:00	What Is Enrollment Management? The Basics – How CCC Apportionment Works Common Definitions Apportionment Methods Practicum	Pam Carlos – Practicum for methods
12:00 – 12:30	Lunch	
12:30 – 2:30	The Student Centered Funding Formula (SCFF) and Covid-19	Tim and Alketa
2:30 - 3:00	Explanation of Tomorrow's Work and What is Needed for Each College including: Scheduling Data; Current College Catalog; Fall 2018 and Spring 2019 Schedule of Classes	Christina

Tuesday, June 23

Time	Topic	Responsible Party
9:00 -9:15	Questions from Yesterday	Pam
9:15 – 11:15	The Micro – Scheduling Best Practices - What to be Aware of at the Course/Department Level- Particularly in light of the SCFF	Carlos, Alketa, Christina
11:15 – 11:30	Explanation of Individual College Work on Departmental/Divisional Scheduling (The Micro Level); Complete check List and Gap Analysis to Share with Colleagues at Home Colleges	Carlos Take a break When You Need One
11:30 – 12:00	Lunch	

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A MEMBER OF THE CLAREMONT COLLEGES

12:00 – 200	Individual College Work on Departmental/Divisional Scheduling - Detective Work	Instructors assist each college
2:00 – 2:15	Review of the Micro – Unpacking Issues Colleges Discovered	Alketa
2:15 – 3:00	G.I.F.E.M. (Great Ideas for Enrollment Management)	Christina
3:00 – 3:15	Pulse Check (How are we doing?); Review of Wednesday	Pam

Wednesday, June 24

Time	Topic	Responsible Party
9:00 -9:15	Review of Yesterday	Christina
9:15 – 11:30	The Macro – How to Develop an Enrollment Management Plan for the College based on Data and how that Drives your Budget	Carlos, Pam, Alketa, and Jon Knolle
11:30 – 12:00	Explanation of Afternoon Work on the Development of an Enrollment Management Plan	Carlos, Pam
12:00 – 1:00	Lunch	
1:00 – 3:00	Individual College Work on a Data-driven Enrollment Management Plan	Instructors assist each college
3:00 – 3:15	Review of the Macro – Sharing Issues Colleges Discovered; "To Do" List	Pam
3:15 – 3:30	Review of Afternoon; Discussion of Thursday's Agenda	Christina

Thursday June 25

Time	Topic	Responsible Party
9:00 -10:30	Budget Practicum - Enrollment Management Systems; and Building a Budget	Pam , Carlos, Tim
10:30 – 11:00	Finalizing the Steps you go Through to Implement the Plan; Final Review of EMA	All
11:00 – 11:30	Program Evaluation	Christina

The agenda is subject to change.

Academic Senate Meeting February 11, 2020, Room HU 204

1. Call to Order at 3:00pm

1.01 Roll Call
Senators Present: Downing, Gardiner, Runyan

1.02 Approval of Agenda
Approval of the agenda, with a request by Senator Gardiner to reorder agenda and to move item 7, Closed Session, to beginning of agenda.
(Gardiner, Downing MSCU)

7. Closed Session
Entered closed session at 3:01pm – Ended closed session at 3:08pm;
Downing/Gardiner/Runyan present.

7.01 Consideration of Faculty Minimum Qualifications and Equivalency
Action: Fire Science Instructor Equivalency
(Downing/Runyan MSCU) – Equivalency approved.

Open Session Resumes – 3:08pm
Senators Present: Downing, Gardiner, Runyan
Guests Present: Sue Kelley

Report Action out of Closed Session:
Fire Science Instructor equivalency approved

1.03 Approval of Minutes
Approval of minutes with minor typographical error identified for correction.
(Downing/Gardiner MSCU)

2. Public Comment
None

3. Action

3.01 Senate Charge
Governance Handbook is under review and it is anticipated the Main Governing Board will have on their agenda March 10, 2020. Senate Members reviewed the Academic Senate Charge.

3:11pm: Senator Baker arrives.

Motion to approve current Senate Charge with no changes.
(Gardiner/Downing MSCU)

4. Discussion

4.01 Program Discontinuance/Revitalization
Senate President Runyan provided a draft of AP 4021 Program Viability and Discontinuance for discussion. Discussion ensued. Gardiner suggested that data accuracy and timeliness would need to be a required and key element of the plan. It was agreed that the Senators would review and comment on the draft document to President Runyan. Item set for adding as action item at next meeting.

3:23pm: Carie Camacho, Acting Dean of Instruction, arrived and participated in this discussion, stating this AP is something that is overdue and needs to be addressed. She thanked the senate members for their efforts.

5. Information
None

6. Reports

6.01 Administration
Dean Camacho advised that Dean Haynes continues to work with Lassen High School (LHS) on bringing LHS students to campus for classes. Dean Haynes is also continuing her efforts with the strong workforce grant to establish additional instructional space.

6.02 Senators
None

6.03 LCFA
None

6.04 Guided Pathways
None

8. Meeting Closing

8.01 Adjournment – 3:44pm
(Downing/Baker MSCU)

Respectfully Submitted,
T. Downing

Academic Senate Meeting March 10, 2020, Room HU 204

1. Call to Order at 3:00pm

1.01 Roll Call
Senators Present: Baker, Downing, Gardiner, Runyan
Guests: Carie Camacho, Chad Lewis, Sue Kelley, Andy Rupley,

1.02 Approval of Agenda
(Baker/Gardiner MSCU)

1.03 Approval of Minutes

February 25, 2020 regular meeting minutes
(Baker/Gardiner MSCU)

March 3, 2020 special meeting minutes
(Baker/Gardiner MSCU)

2. Public Comment
None

3. Action

3.01 AP 4021 Program Revitalization or Discontinuance Policy
After sending draft version to all LCC staff, Senate President Runyan received four responses. Those responses were from Noelle Eckley, Cindy Howe, Andy Rupley, and Amanda Wattenburg. Comments were considered for inclusion into the draft document. Upon revision of the policy, motion to approve with revisions.
(Downing/Baker MSCU)

3.02 AP 4226-1 Multiple and Overlapping Enrollments
Davis Murphy requested update to form to facility more clarity for the Admissions and Records Office. Form provided and discussed.
(Gardiner/Baker MSCU)

3.03 IPR Mentor Assignment
With changes in Academic Senate members, item was brought to discuss changing mentors for IPR's.
Discussed waiting until next academic year and after new election of senators.
Senator Gardiner suggested the senate look at revising the IPR handbook to include a mentor checklist for feedback.
Motion to table – (Downing/Baker MSCU)

4. Discussion

4.01 Curriculum Handbook
Discussed newly updated handbook by the Curriculum Committee. It was agreed that the handbook should be also approved by the senate. Handbook approval will be added to action agenda for the next meeting.

4.02 Business IPR
First review of Business IPR for 2016-2019. Andy Rupley discussed the IPR and it's findings, requesting all senators to review and provide feedback prior to approval. Rupley shared his concerns with the lack of

disaggregated data he needed to make some clearer findings specifically related to the prison program. Item will be on for action at next senate meeting.

4.03 AP 4100
Senate President Runyan shared that the catalog rights section of this AP were accidently removed at some point, and needed to be included. Agreed to bring AP back at next meeting for action.

5. Information
None

6. Reports

6.01 Administration
None

6.02 Senators
None

6.03 LCFA
Andy Rupley advised that LCFA and the District have agreed to 9 tentative agreements (TA's) related to the contract. They are still pending the signatory process, but we should see them completed hopefully soon. LCFA and the District meet again this Friday, 3/13/2020.

6.04 Guided Pathways
Meta-Majors is a continuing discussion, and being worked on. It is currently in Curriculum Committee for discussion.

7. Closed Session : Started at 4:00pm: Ended at 4:18
Baker, Downing, Gardiner, Runyan present.

7.01 Consideration of Faculty Minimum Qualifications and Equivalency
Biology Equivalency

Report out of closed session - No action to report

8.01 Adjournment – 4:19pm
(Gardiner/Baker MSCU)

Respectfully Submitted,
T. Downing

Consultation Council 3:00 pm via Zoom (Monday, April 13, 2020)
Generated by Tara Bias on Monday, April 13, 2020

1. Meeting Opening
action: 1.01 Call to Order and Roll Call at 3:08 pm Zoom meeting
Tara Bias, Roxanna Haynes, Robert Schofield, Meggin Lewman, Terry Bartley, 530-251-8820, Adam Runyan, Alison Somerville, Anna Pasqua, Andy Rupley, Brady reed, Carol Montgomery, Chad Lewis, David Corley, Andy Rupley, Codi Mortell, Dana Armeson, Jennifer Tupper, Karen Clancy, Kimberly Clain, Bridget Gowin, Lisa Gardiner, Matt Lucas, Shar Murphy, Tiffany Montgomery, Tom Downing, Vickie Ramsey, Yuting Lin, Trevor Albertson, Garrett Taylor

We had quorum.

action: 1.02 Approval of Agenda-approved by consensus

minutes, action: 1.03 Approval of Minutes 03/09/2020- approved by consensus

2. Governance
information, discussion, action, governance: 2.01 Participatory Handbook and Matrix- Classified has not had the opportunity to look over this. Some of our members do not have access to internet. How will they be able to look this to approve changes? We can mail it to them.

3. Consultation
4. Guided Pathways-we have meetings on Tuesdays at 9:00 am now.
5. Other-Information/Communication
information: 5.01 M&N Buildings Update- That work has been paused for a moment. We are having discussions on restarting that conversations. Strong Workforce money will be the funding to rehab these two buildings. Updates will continue to come out to this group. A comment was made that we are not sure what Fall Semester will look like. We are reviewing all recommendations from Chancellor, State, etc. So we might even be able to resume but with social distancing in the classroom if we are directed to do it to keep us going. It seems like we would only be able to get 15 people per class. For enrollment funding, that is not cost effective. Is there going to be a change in the funding formula since we cannot get 35+ students to class?

Are we looking at the possibility of combining classes such as a face to face and online (like a hybrid)? Carie and Roxanna saw another college going to that modality for the future. Robert made the point that he is already doing that via Zoom and recording his classes so other students could watch the class later if needed. If Fall is going to look like this still, we could prepare for it in the next month or so. Is there a more clear picture of how the stimulus money might be dispersed to colleges? Trevor made a call today to clarify. We are getting around $300,000. Half of that needs to go to students. $150,000 is a good amount of money to get students laptops and internet access. We have 100 chromebooks and 75 hotspots coming from CalBright (the new online college) to borrow until the end of the summer. They were shipped last Friday. We are hoping to get them by the end of this week. As soon as we get them and they are tagged, we are going to reach out to students. We are trying to figure out a way to ask students if they need a chromebook. If we know any students who are in need, then please let Brady know. We are not extending the semester as far as Brady knows. Faculty has been encouraged to work with students and to be accommodating. Where will Admission and Records storage go if we rehab M&N? That has not been decided yet.

information: 5.02 Business IPR _Adam- It was approved through senate. We hope people looked over it to see the areas that might affect their area, like SSMP, etc. Does anyone have any questions about it? When we bring an IPR through, we need to make sure committees are looking at the part of the IPR that effects their area, such as budgets. An example, in the SSMP, the area that has money budgeted to it for this IPR, is hiring more ISS. We have to make sure we are looking over these. There is no guarantee that these will be fully funded, but we can't put together a comprehensive EMP and budget without getting these IPR's and NIPR's complete. Approved by consensus

information: 5.03 AP4100 Graduation Requirements – Adam- This got approved last year without having catalogs right in it. So if you look at page 5 you can see the changes added. Any questions? It is important to be in here. Approved by consensus.

information: 5.04 AP 4021 Program Revitalization or Discontinuance – Adam- Program Revitalization and Discontinuance policy. This implements a process. It is a more measured approach. Approved by consensus.

6. Meeting Closing
information: 6.01 Future Meetings: (Information)April 27, May 11, and May 25, 2020-Are we going to be able to have any budget discussions before the end of the year? Yes, Garrett feels it is really warranted. He just needs time to narrow things down more. We have a lot of grey area still. We are asking the tough questions to the chancellor's office. As soon as he can, he will

deliver an update on the budget. Originally we decided to run with P1 numbers. If we count in a 10% deficit plus with our enrollment down, we are looking at maybe closer 2 million or so as a deficit factor. Sacramento is saying the deficit might be closer to 20-25%. They are saying “hold harmless” but then in the same sentence they are talking about increasing the deficit. Trevor is having these conversations with the state, saying we cannot handle the same percentage cut across the board. Did this Zoom meeting work the way it was sent out? Yes. Roxanna will send it out again for the next meeting.

action: 6.02 Future Agenda Items

action: 6.03 Adjourn at 3:59 pm.

Book	Chapter 4 - Academic Affairs
Section	Procedures
Title	Program Revitalization or Discontinuance
Code	AP 4021
Status	Active
Adopted	March 10, 2020
Last Reviewed	December 13, 2021

Lassen Community College District Procedure **CCLC No. 4021**

Academic Affairs

AP 4021 Program Revitalization or Discontinuance

References:
Education Code Section 78016;
Title 5 Sections 51022 and 55130
ACCJC Accreditation Standard II.A.15

Lassen Community College is committed to supporting programs and classes that fulfill the goals of the Mission Statement as these are elaborated in the Educational Master Plan. Following Title 5, section 55000, "program" is herein defined as an organized sequence of courses leading to a defined objective, e.g., a degree, a certificate, a diploma, a license or transfer to another institution of higher education. Only programs with low or declining enrollment, decreasing demand for service or clear obsolescence shall be considered for discontinuance. The service provided to the college and the community by the program will be the primary consideration for a program's discontinuance. Budget concerns shall not be the primary consideration.

A. A program may be considered for discontinuance only if one or more of the following criteria are fulfilled:

1. The goals and objectives of the program are no longer appropriate to the Mission of California Community Colleges, LCC's mission or Educational Master Plan, and/or congruent with the institutional Strategic Plan of the District.

2. The program curriculum no longer aligns with university transfer majors or, General Education requirements of the program no longer meet industry needs and lack demand in the current job market and the program's field is not considered an emerging industry or career path.
3. The program does not meet curriculum standards as defined by Title 5 section 55100.

4. There are insufficient resources to realistically support the program at a sufficient level of quality and the program has experienced either consistent low enrollment, per the Lassen College Faculty Association (LCFA) contract, or statistically significant declining program persistence and completion rates over the course of three or four offerings, as evidenced by reliable, longitudinal

data.

5. The program has been determined to be out of compliance with existing state or federal laws, i.e., Title 5, section 55130(d), or licensing laws in particular occupations.

6. There is universal agreement among faculty in a program that it be merged with or replaced by another related program.

When a specific program fulfills one or more of these criteria, the faculty in the program, college administration, or college Curriculum Committee will contact the Department Chair directly supervising the program and convene a Program Revitalization/Discontinuance Work Group, a work group of the Academic Senate.

B. A Program Revitalization/Discontinuance Work Group will consist of the following voting members as well as one non-voting member:

1. 1. At least one faculty member that teaches in the program, or if they are not available, if necessary, the faculty from a closely related field, as selected by a faculty member who teaches in the program.
   2. The Department Chair overseeing the program.
   3. The Dean of Instruction supervising the program.
   4. A representative from the office of Institutional Effectiveness.
   5. The Articulation Officer or designee from Counseling who does not teach in the program.
   6. A representative of the Academic Senate who does not teach in the program.
   7. The chair of the Curriculum Committee or designee who does not teach in the program.
   8. The Vice President of Academic Services, or designee, shall chair the Work Group as a non-voting member but may vote in the case of a tie.

The Work Group will inform the college community that the program is being considered for revitalization or discontinuance after several factors are considered using a holistic approach.

In the spirit of good intentions and future enrollment management and planning, the Work Group will consider several factors in making its determination. Possible areas of inquiry include:

- Needs of the community;
- Needs of the department as the particular class fits in as part of a program;
- Workforce development;
- Currency and accuracy of Program Review;
- Quantitative and Qualitative data;
- Core indicators from Chancellor's Office;
- Local labor market information through EDD (Employment Development Department) and or employer Program Advisory Committees and surveys; North-Far-North Consortium, Centers of Excellence;
- Reputation and skills of program and/or staff;
- FTES generated by program;
- Other funding sources, such as grants or contributions from business and industry;
- Percentage of faculty who have updated skills (staff development, industry externships, conferences, courses, etc.) documented within past three years;
- Special leadership, integration or cross discipline projects in which the program is involved;
- Possibility of merging or replacing program with a related program;
- Feedback from the Advisory Board from the affected CTE program.

A public comment session will be called, followed by a closed Work Group meeting in order to decide on one of three directives (see below).

C. The Program Revitalization/Discontinuance Task Force will give one of the following directives to the college Curriculum Committee in writing:

   1. Directive A – Program Continuance: The program is accepted in its current state.

   2. Directive B – Revitalization Effort: The Task Force will assist program faculty and other

involved parties in developing a process/plan and associated time table to revitalize the program. Resources will be allocated as necessary; in order to improve program enrollment, retention, completion and other measures of program success. Some areas to be considered are: in-depth revision of the program courses, upgrading of facilities, and offering of workshops to provide re-training, changes in methodology, approaches to teaching, etc. Other considerations will involve Student Support Services, which promotes student success and retention.

The Task Force will specify the desired levels of improved performance as directed and overseen by the task force chair or designee. If there has not been a sufficient increase in key performance indicators a full academic year within the 12 months following the implementation of the process, the Administration will reconvene the Task Force and choose one of the following:

3. Directive C – Program Discontinuance: The program is discontinued in a manner that respects the needs of students and fulfills contractual obligations to faculty and staff. The discontinuance procedure will allow currently enrolled students to complete their program(s) of study in accordance with the rights of students as stipulated in the college catalog. The area Dean in collaboration with the Division Chair shall inform current students of the discontinuance of the program and refer all students to counselors. When Directive C is issued, the Work Group will complete the Program Discontinuation Form and forward it to the Curriculum Committee.
   The Work Group shall make their notes available and channel its recommendations or findings to Academic Senate.

Office of Primary Responsibility: Office of Instruction

Approved by Senate: 3/10/20
Reviewed by Consultation Council: 4/13/20
Approved by Senate: 11/24/21
Reviewed by Consultation Council: 12/13/21

Monday, February 8, 2021
Consultation Council 3:00 pm via Zoom-

Administration:	Classified:	Faculty:	Management:	Student:
Dr. Trevor Albertson Dr. Randy Joslin Garrett Taylor Brady Reed Carie Camacho	Carol Montgomery Tara Bias Meggin Lewman Alt. Karen Clancy	Alison Somerville Yuting Lin Chad Lewis Andy Rupley Robert Schofield Adam Runyan Lisa Gardiner	David Corley (ITP) Michell Williams Terry Bartley	
Chairs: Chairs of Academic Planning Committee (Carie Camacho/Roxanna Haynes), Facilities Planning Committee, Human Resource Planning Committee (Sue Kelley), Institutional Effectiveness Committee, Institutional Technology Planning Committee, and Student Services Planning Committee (Brady Reed) (if not already members) Dana Armeson, Brenda Hoffman, Tiffany Stone, Roxanna Haynes, Seaira Harrington, Tiffany Montgomery, Carol Growdon, Codi Mortell, Jennifer Tupper, Sandra Jonas (board member), Sue Kelley, Tom Downing, Cathy Harrison, Shar Murphy, Susie Rentfrow, Anna Pasqua, Greg Collins				

1. Meeting Opening
1.01 Call to Order and Roll Call at 3:03 pm
1.02 Approval of Agenda –approved by consensus
1.03 Approval of Minutes 01/25/2020 - approved by consensus with the deletion of to the chancellor's office.
2. Governance
3. Consultation
3.01 Program Vitality & Discontinuance -- five programs seeking comment -- CIO – Carie Camacho. How do we grandfather our students out that might be in these programs? We review students who have elected that major and offer them the classes they still need to graduate. Once those students graduate the program will dissolve. We did not have this policy in place, but we do now. For the size of our campus, our offerings are too big. We have too many class with only three students in them. Some programs have been revitalized. We haven't had an Art History graduate in years, so degrees like that need to dissolve. We will still offer some classes like graphic design and geology, they just go towards a different degree. The programs being discontinued or revitalized are will be Geology for Transfer, Anthropology for Transfer, Early

Childhood Education for Transfer (being revitalized not discontinued), Art History for Transfer and Arts in Digital Graphics. This is part of accreditation.
4. Guided Pathway
4.01 Guided Pathways Update-Brady Reed – We have submitted our SOA to the Board of Trustees for tomorrow's meeting. Once it is approved then it will be submitted it into NOVA. Trevor and Adam will need to sign it before it is submitted. We have received a grant for $5,000. That money can be used to pay students for their efforts with campus for student engagement. It must be used by June 30, 2021.
5. Accreditation
5.01 Accreditation Update – Lisa Gardiner- We are reaching out to the different groups.
5.02 Senate-Adam – It is going to be a standing item for senate. We have four items to approve in senate and they are working on standard 3.
5.03 Institutional Effectiveness-David – We will be bringing the updated Institutional Set Standards next meeting after they have gone through senate. They will need our approval. Compliance requirement 2 is being worked on by faculty. We are working on mapping and SLOs. We have already received some and we really appreciate that. Faculty needs to look at the cycle and implement it so we have a circular process with that. Please make sure you turn in your curriculum form with your SLOs and PLSOs. If you have a question, please reach out to Chad Lewis.
5.04 Academic Planning-Carie Camacho- She has a draft that will be completed with all the evidence to Toni Sommer next week.
6. Other-Information/Communication
6.01 Budget update-Garrett Taylor – The today balance for fund 11 is $16.931 million, fund 12 is 7.1 budgeted. We are taking the TRAN because they are holding back some money. We are probably good enough without the TRAN but we want to be safe. All this information is in the Board reports.
6.02 Good of the Order: Questions for Trevor- Trevor Albertson – We are slowly bringing our systems back on line from the cyber-attacks. There is zero indication that we have had any data breached. If any students need the 1098-T Susie has them and she can get them to our students. Have student email studentaccounts@lassencollege.edu. We are learning through this breach that we need to makes sure our students are able to be contacted and get that information. This is something we need to figure out the logistics and process to do this. The 403 error- go to the address bar and hit enter after the hyperlink it will take you to canvas. The CANVAS app for the phone are working. They can also communicate through their app with faculty. We have been through so much and we keep preserving. Thank you!
7. Meeting Closing
7.01 Future Meetings February 22
7.02 Adjourn at 3:44pm

Tuesday, October 19, 2021 Minutes
Curriculum and Academic Standards Committee 3:00 pm in-person – HUM 107 & via Zoom

Present:
Mr. Cory McClellan
Ms. Natalia McClellan
Mr. Chad Lewis-Chair
Ms. Crystal Tobola
Mr. Thomas Robb
Ms. Alison Somerville, Articulation Officer, Vice-Chair
Ms. Cathy Harrison
Makenzie Freedman-Instructional Services Technician

Absent:
Ms. Carie Camacho
Mr. Kory Konkol
Ms. Christi Meyers
Ms. Fran Oberg
Ms. Julie Williams -CSEA Alternate

Guests:
Tom Downing
Colleen Baker
Carol Growdon
Michell Williams
Shar Murphey
Melinda Duerksen
Andy Rupley

1. Meeting Openings

1.01 Call to order – 3:02 p.m.

1.02 Agenda Approval – **Somerville/ Cory McClellan MSCU**

1.03 Minutes Approve Oct. 5, 2021 — **Mesloh/ Tobola MSCU**

2. Subcommittee Action

2.01 Approved BUS 2: Introduction to Business - IPR Review - No Changes needed at this time

2.02 Approved BUS 10: Managing Diversity and Human Resources - IPR Review - No changes needed at this time

2.03 Approved BUS 22: Business Law - IPR Review - No changes needed at this time

2.04 Approved BUS 25: Small Business Management - IPR Review - No changes needed at this time

2.05 Approved WT-25 SolidWorks Fundamentals - IPR Review - No changes needed at this time

2.06 Approved Welding A.S. degree, 2-year certificate of Achievement, 1-year Certificate of Achievement, and Certificate of Accomplishment - IPR Review - No changes are needed at this time

Andy Rupley commentated the business books are still good, and two will need updating next year.

3. Action Items

3.01 Approved AJ52BR -Firearms Training-Refresher - Added a half hour to class. Add language that it is "Degree Applicable"
Effective: Fall 2022

– **Harrison/ Mesloh MSCU**
Ms. Cathy Harrison noted 8 hours used to be sufficient for half unit courses, but now need to be 8.5, and some still needed changing. She also discussed since the course is within the 1-99 numbering, it needed changed language regarding degree applicable.

3.02 Approved BUS- Approved Certificate of Achievement Administrative Office Technician - Discontinue – Effective: Fall 2022
Natalia McClellan/ Robb MSCU
Andy Rupley said in the IPR, this was discussed to be reworked. This was a deactivation to rework. Rupley asked if faculty, or administration could initiate a deactivation. Mr. Lewis noted the revitalization and discontinue process could be started with administration. Ms. Harrison noted she heard from Lisa Gardiner that they wanted deactivations to happen through the IPR process and originated by faculty, but if a department is not keeping up and there's a course with little enrollment, it would go through the discontinuation/ revitalization process and could be initiated by administration.

3.03 Approved BUS 27 Business Communications - Update to only offer course in Spring
Effective: Fall 2022
Mesloh/ Cory McClellan MSCU

3.04 Approved CS-1 Computer Literacy - update to only offer course in Spring
Effective: Fall 2022
Harrison/ Natalia McClellan MSCU

3.05 Approved CIS-Computer Information Systems-Proposed new program - 2nd Read
Effective: Fall 2022
Board and Chancellors Office Pending
Somerville/ Tobola MSCU
Melinda Duerksen noted she has the agreement with CISCO ready to go, and she already has the training and is ready to teach. Ms. Mesloh questioned why there are 200 suggested targeted students. Duerksen noted that was the projected amount for a year since this would be a program offered online, and would reach students from other areas. She noted the program might be intended to be regional. Ms. Harrison reminded everyone new CTE programs need LMI, advisory minutes and regional approval.

3.06 Approved ENGL 1: College Composition - Change from 6,000 required words of analysis to 5,000 words of analysis
Effective: Fall 2022
Tobola/ Somerville MSCU

3.07 Approved ENGL 9: Critical Thinking and Composition - Change from 6,000 required words of analysis to 5,000 words of analysis
Tobola/ Somerville MSCU

3.08 Approved GD - Certificate of Accomplishment in Graphic Design Fast Track - inactivate
Effective: Fall 2022
Somerville/ Tobola MSCU
Mr. Lewis noted this item was back before the board since they were unsure if it was done correctly. 3.08 through 3.10 were approved together.

3.09 Approved GD- AS in Graphic Design - Inactivation
Effective: Fall 2022
Somerville/ Tobola MSCU

3.10 Approved GD - Certificate of Achievement in Graphic Design - Inactivation
Effective: Fall 2022
Somerville/ Tobola MSCU

3.11 Approved HIST 14 World History to 1500 - Changes to course content, assignments, methods of evaluation
Effective: Fall 2022
Somerville/ Cory McClellan MSCU
Items 3.11 through 3.15 were updated to better align with current C-ID descriptors. Ms. Harrison noted, as ADT information is shared with Chancellor's Office, everything has to match. Ms. Somerville noted there had been little changes to the C-ID outlines and reviews, which these updates are meant to match.

3.12 Approved HIST 15 World History since 1500 - changes to course objectives, course content, assignments, methods of evaluation
Effective: Fall 2022
Somerville/ Cory McClellan MSCU

3.13 Approved HIST 16 U.S. History - Changes to course objectives, course content, assignments
Effective: Fall 2022
Somerville/ Cory McClellan MSCU

3.14 Approved HIST 17 Post Civil War U.S. History - Changes to course objectives, course content, assignments, methods of evaluation
Effective: Fall 2022
Somerville/ Cory McClellan MSCU

3.15 Approved PLSC 1 American Government – Changes to Course Content and Assignments
Effective: Fall 2022
Somerville/ Cory McClellan MSCU

4. Discussion Items
4.01 AP 4021 – *Mr. Lewis noted there were some areas that needed updates, including changing the wording from "Task Force" to "Working Group." Additional changes included a removed sentence in first paragraph. Somerville asked if there should be clearer language to include the initiation process for a discontinuation, whether it goes to curriculum or the discontinuation committee. Lewis said it depends who is initiating. He said he would talk with the academic senate president for further clarification. Somerville asked about the highlighted Program Discontinuation Form placeholder, and Lewis said the Academic Senate was looking at it next week, and he would bring it back with that form for review.*

4.02 Curriculum Charge – *Somerville asked about "Associate Dean of Student Services" listed in the structure, saying the intent was just to include the person who was over financial aid. They discussed replacing with "Associate Dean of Student Services/ Financial Aid Representative."*

4.03 Curriculum Handbook – *Over the past year, Lewis noted he and Somerville kept track of changes. He requested the committee take a look at the document and see if there are any needed changes. Tobola noticed the handbook had the former Distance Education Charge. Lewis said they would bring back the handbook at the next meeting. If anyone finds areas needing changes, they should reach out to Lewis/ Somerville. Somerville requested faculty who have more experience to be an extra set of eyes to ensure it is helpful to those new to writing curriculum.*

4.04 Curriculum forms – *Mr. Lewis discussed the proposed templates and forms for course and program revisions. He noted the addition of out-of-class hours on the COR templates. Robb shared of some changes coming for distance education, 55206 and 55204, and mentioned there could be an addendum for distance education courses supplying any additional information needed. On the proposed existing program/ certification and course forms, they list spots for instructors to list the exact changes listed, and extra sports for full time faculty to ensure all FT instructors in the department are made aware of all changes. Discussion was held on how best to inform adjunct faculty of any changes, i.e. textbooks.*

4.05 Distance Education Charge – *Mr. Robb shared the Distance Education Charge was reviewed by the committee some language was removed, especially from the academic standards. Language removed was in regard to determining the appropriateness of offering a specific course via distance education, and with assisting faculty in understanding requirements for instruction. In the review of distance education course sections, the committee removed language where it related to reviewing distance education courses prior to and during the first offering, and recommending continuation or discontinuation of a course section, in addition to the removal of language they didn't feel was appropriate for this committee. Language was added to continually review distance education courses and provide feedback to individual faculty to assist with alignment of the DE course to the Academic Senate suggested CVC-OEI Rubric. Mr. Lewis said this could be sent to the Academic Senate.*

5. Information Items

5.01 Distance Education Committee Update – *Ms. Tobola shared the committee discussed some verbiage that's coming up, and teaching college exchanges – adding once they get the handbook and more courses online, they could join the exchange to get students from other areas. Currently, they are working on cleaning up the handbook.*

5.02 Instructional Program Reviews Due

Administration of Justice-Sept 2021
Agriculture-Sept 2021
Automotive Technology-Sept 2021
Business-Sept 2021
Child Development-Sept 2021
DSPS-Sept 2020
Gunsmithing-Sept-2017, 2019, 2021
Math/Natural Science-Sept 2021
Physical Education/Athletics-Sept 2021
Welding-2019, 2021

Mr. Lewis noted welding IPR should be approved by Academic Senate soon.

5.03 Future Meeting dates

Nov. 2, 2021

6. Future Agenda Items

7. Adjournment – Somerville/ Tobola MSCU at 4:14 p.m.

Tuesday, October 5, 2021
Curriculum and Academic Standards Committee 3:00 pm in-person - HUM 107 & via Zoom

Present:
Ms. Carie Camacho
Mr. Cory McClellan
Ms. Natalia McClellan
Ms. Christi Meyers
Mr. Chad Lewis-Chair
Ms. Crystal Tobola
Mr. Thomas Robb
Ms. Alison Somerville, Articulation Officer, Vice-Chair
Ms. Fran Oberg
Ms. K.C. Mesloh
Ms. Cathy Harrison
Makenzie Freedman-Instructional Services Technician

Absent:
Mr. Kory Konkol
Ms. Julie Williams -CSEA Alternate

Guests:
Tom Downing
Carol Growdon
Michell Williams
Davis Murphy
Melinda Duerksen

Meeting Openings

1.01 Call to order – 3:03 pm

1.02 Approved - Agenda Approval – Oberg/McClellan MSCU

1.03 Approved - Minutes Approve Sept 21, 2021 – Oberg/Mesloh MSCU

2. Subcommittee Action

2.01 Approved AJ 14 Juvenile Procedures - Change textbook to Cox, Allen, Hanser, and Conrad, Juvenile Justice: A Guide to Theory, Policy and Practice 10th Edition, 2021, Sage Publishing, ISBN: 9781544395456
Effective: Fall 2022

2.02 Approved AJ 58 - Perishable Skills for Peace Officers - IPR Review - No recommended changes at this time.

2.03 Approved DS 110 Computer Access I - IPR Review-No changes needed at this time

2.04 Approved DS 111 Computer Access II - IPR Review-No changes needed at this time

2.05 Approved DS 112 Computer Access Projects - IPR Review-No changes needed at this time

2.06 Approved DS 113 Developmental Skills - Personal Assessment - IPR Review-No changes needed at this time

2.07 Approved DS 114 Developmental Skills - Reading - IPR Review-No changes needed at this time

2.08 Approved DS 115 Developmental Skills - Writing Skills - IPR Review-No changes needed at this time

2.09 Approved DS 116 Developmental Skills - Math - IPR Review-No changes needed at this time

2.10 Approved DS 120 Adaptive Fitness - IPR Review-No changes needed at this time

2.11 Approved DS 122 Adaptive Individual Sports - Weight Lifting - IPR Review-no change

2.12 Approved DS 153 Community Awareness I - IPR Review-No change

2.13 Approved DS 155 Adapted Aquatics for the Physically Limited - IPR Review-No change

2.14 Approved DS 158 Developmental Studies - Adaptive Arts & Crafts - IPR Review-No change

2.15 Approved WT 20 Power Plant & Field Pipe Welding I - Updated textbook information Jeffus, Larry;"Welding Principles & Applications", 2017, 8th Edition, Delmar Cengage Learning, ISBN: 978-1-305-494695-5
Effective: Fall 2022

2.16 Approved WT 21 Power Plant & Field Pipe Welding II - Updated textbook information Jeffus, Larry;"Welding Principles & Applications", 2017, 8th Edition, Delmar Cengage Learning, ISBN: 978-1-305-494695-5
Effective: Fall 2022

2.17 Approved WT 22 Power Plant & Field Pipe Welding III - Updated textbook information Jeffus, Larry;"Welding Principles & Applications", 2017, 8th Edition, Delmar Cengage Learning, ISBN: 978-1-305-494695-5
Effective: Fall 2022

2.18 Approved WT 23 Power Plant & Field Pipe Welding IV - Updated textbook information Jeffus, Larry;"Welding Principles & Applications", 2017, 8th Edition, Delmar Cengage Learning, ISBN: 978-1-305-494695-5
Effective: Fall 2022

2.19 Approved WT-31 GTAW for Gunsmiths - Updated textbook to newer edition Jeffus, Larry;"Welding Principles & Applications", 2017, 8th Edition, Delmar Cengage Learning, ISBN: 978-1-305-494695-5
Effective: Fall 2022

2.20 Approved WT-32 Advanced GTAW for Gunsmiths - Updated textbook to newer edition Jeffus, Larry;"Welding Principles & Applications", 2017, 8th Edition, Delmar Cengage Learning, ISBN: 978-1-305-494695-5
Effective: Fall 2022

2.21 Approved WT-38 Welding Theory and Practice-Gas Metal Arc Welding - Updated textbook to newer edition Jeffus, Larry;"Welding Principles & Applications", 2017, 8th Edition, Delmar Cengage Learning, ISBN: 978-1-305-494695-5
Effective: Fall 2022

2.22 Approved WT-39 Welding Theory and Practice-Gas Tungsten Arc Welding - Updated textbook to newer edition Jeffus, Larry;"Welding Principles & Applications", 2017, 8th Edition, Delmar Cengage Learning, ISBN: 978-1-305-494695-5
Effective: Fall 2022

2.23 Approved WT-42 Intermediate Shield Arc Welding - Updated textbook to newer edition Jeffus, Larry;"Welding Principles & Applications", 2017, 8th Edition, Delmar Cengage Learning, ISBN: 978-1-305-494695-5
Effective: Fall 2022

2.24 Approved WT-43 Advanced Shield Metal Arc Welding - Updated textbook to newer edition Jeffus, Larry;"Welding Principles & Applications", 2017, 8th Edition, Delmar Cengage Learning, ISBN: 978-1-305-494695-5
Effective: Fall 2022

2.25 Approved WT-44 Gas Metal Arc Welding - Updated textbook to newer edition Jeffus, Larry;"Welding Principles & Applications", 2017, 8th Edition, Delmar Cengage Learning, ISBN: 978-1-305-494695-5
Effective: Fall 2022

2.26 Approved WT-45 Gas Tungsten Arc Welding - Updated textbook to newer edition Jeffus, Larry;"Welding Principles & Applications", 2017, 8th Edition, Delmar Cengage Learning, ISBN: 978-1-305-494695-5
Effective: Fall 2022

2.27 Approved WT courses IPR Review - No changes - IT-22 Operations Maintenance and Safety, IT-72 Facilities Maintenance Welding Safety, WT-50 Welding for Artists (Design and Fabrication), and WT-51 Blue Print and Symbol Reading for Welders, WT 52 Robotic Operations and Programing, WT 53 Robotic Welding Operation and Programing (Advanced)

3. Action Items

3.01 Approved Art History AA for Transfer - Inactivate program for now until enrollment increases. Somerville/Oberg MSCU
Effective: Fall 2022

3.02 Approved with changes: AJ 16 Supervision in Law Enforcement - Add Hybrid modality and update textbook to Iannone, Nathan F., Supervision of Police Personnel, 9th Edition, Pearson Publishing, 2020, ISBN: 9780132973823 9780137408825 Robb/Oberg MSCU
Effective: Fall 2022

3.03 Approve with changes to outline: AJ 52A PC 832 Arrest Methods and Procedures - Update course name, description, objectives, and course content. Textbook is College supplied binder including the latest POST editions of: P.C. 832 Student workbook volume one: Leadership, Diversity, Policing in the Community & Justice System. P.C. 832 Student workbook volume two: Law and Evidence P.C. 832 Student workbook volume three: Investigations P.C. 832 Student workbook volume four: Use of Force/De-escalation Skills Oberg/McClellan MSCU
Effective: Fall 2022

3.04 Approved with correcting typos: AJ 52B PC832 Firearms - Update course name, units, lecture/lab delivery, description, objectives, and course content. Textbook information is: College supplied binder including the latest POST edition of: PC 832 Student Workbook Volume Five: Firearms Oberg/Meyers MSCU
Effective: Fall 2022

3.05 Approved AJ 52BR - PC832 Firearms Training-Refresher - Update course description, objectives, and course content.
Effective: Fall 2022 Oberg/Tobola MSCU

3.06 Approved DS 121 Adaptive Individual Sports - Bowling - Discontinue class due to no access to bowling facility Robb/Somerville MSCU
Effective: Fall 2022

3.07 Approved Music Program - MUS 6, 7, 12 - SLO Mapping Harrison/McClellan, N. MSCU

3.08 Approved WT-36 Welding Theory and Practice-Oxyacetylene - Updated textbook to newer edition. Jeffus, Larry;"Welding Principles & Applications", 2017, 8th Edition, Delmar Cengage Learning, ISBN: 978-1-305-494695-5. Course Objectives and SLO format changes. Oberg/Robb MSCU
Effective: Fall 2022

3.09 Approved WT-37 Welding Theory and Practice-Shielded Metal Arc Welding Item - Updated textbook to newer edition Jeffus, Larry;"Welding Principles & Applications", 2017, 8th Edition, Delmar Cengage Learning, ISBN: 978-1-305-494695-5. Course Objectives and SLO format changes. Oberg/Robb MSCU
Effective: Fall 2022

4. Discussion Items

4.01 CIS-Computer Information Systems-Proposed new program - 1st Read

Melinda Duerksen, CIS instructor, attended to discuss the proposed program. Not meant to be transfer degree. Numbering is so that more classes will get added under general topics later. Discussed adding information about earning the Certificate of Achievement, Mr. Lewis noted he would work with Duerksen prior to next meeting.

4.02 Review Curriculum and Academic Standards Charge

Moved program revitalization to #3. Add distance education is a subcommittee as #10

5. Information Items

5.01 Distance Education Committee Update

Robb/ Tobola – They went over the charge during last month's meeting and held an Emergency vote through Share Point, where four members voted to approve, so it will go on the next Curriculum Agenda as an action item, so it can go on to Senate

5.02 Instructional Program Reviews Due

Athletics and PEAC – Ms. Camacho raised the question about why Athletics was doing an NIPR. Athletics is not in the NIPR handbook, it's still in the IPR handbook. Mr. Murphy indicated the NIPR was supposed to be in addition – not replacing the IPR. NIPR instituted so that non-instructional portion of athletics had a voice. Ms. Camacho is working with Adam Runyan and also with Randy Joslin.

5.03 Future Meeting dates

Next meeting October 19th

6. Future Agenda Items

7. Adjournment Oberg/McClellan MSCU 3:55pm

LCC Meeting Notes

Committee Name: Revitalization/Discontinuance Meeting

Meeting Date: 11/3/20

Meeting Time: 1:00 pm

Meeting Location: Zoom

Attendance: Dean Carie Camacho, Alison Somerville: Articulation Officer/Counselor, Lisa Gardiner: Division Chair, Chad Lewis: Curriculum Chair, Andy Rupley: Division Chair/Senator, James Kleckner: Art Faculty, Laura Greer: Child Development Faculty, Senate President Adam Runyan,

Missing: Dean Roxanna Haynes, Collen Baker-Senator

Call to Order (Time): 1:03 pm

Approval of minutes from prior meeting: n/a

Action Items:

No action was taken.

Discussion Items:

1. Reviewed Policy and procedures

2. Discussed- revitalization plan for Child Development, discontinuance for Anthropology, Art History, Geology, and DGD.

Program Discussions:

Art

James provided FTE data on the Art. Concern with covering instructional load with many adjuncts who are in retirement. Art generates many FTE, much is incarcerated program.

ECE

Update on ECE revitalization Laura is actively working on updating curriculum, looking at scheduling for the program, licensing requirements, focused on shortening time to completion

Anthropology, Geology

These programs do not have full time faculty. Completions are virtually nonexistent.

Digital Graphic Design

Digital Graphic Design was in essence discontinued years ago, but proper procedures were not followed so we have been trying to finish students on this degree for years. This degree needs to be inactivated as soon as possible.

Adjournment (Time): 2:00 pm

Next Meeting (Dates): Nov. 10, 2020

Curriculum and Academic Standards Committee 3:00 pm via Zoom (Tuesday, May 4, 2021)
Generated by Sue Kelley on Tuesday, May 4, 2021

1. Meeting Openings:
Information: 1.01 Call to order@ 3:04

Present:
Ms. Carie Camacho
Ms. Cathy Harrison
Mr. Chad Lewis- Chair
Ms. K.C. Mesloh
Ms. Fran Oberg

Mr. Andy Rupley
Ms. Crystal Tobola
Ms. Alison Somerville, Articulation Officer

Ms. Sue Kelley - Instructional Support Technician

Absent:
ASB Representative
Mr. Tom Downing-Vice Chair
Ms. Julie William -CSEA Alternate
Ms. Heidi Gray
Mr. Kory Konkol
Mr. Thomas Robb

Guest:
Roxanna Haynes
Dan Weaver

Action: 1.02 Agenda Approval Rupley/Oberg: MSCU

Action, Minutes: 1.03 Minutes Approve April 20, 2021 Mesloh/Camacho:MSCU

2. Subcommittee Action:

Subcommittee Action: 2.01 HLTH 2 Personal Health
Reviewed for IPR with no change

Subcommittee Action: 2.02 HUS 30 Pharmacology of Drug Abuse Approved updating text to Meyer, J. S., & Quenzer, L. F., Psychopharmacology: Drugs, the Brain, and Behavior, 3rd Edition, 2018 ISBN-13: 978-1605355559 ISBN-10: 1605355550
Approved
Effective Fall 2022

Subcommittee Action: 2.03 PE 15 Kinesiology
Reviewed for IPR with no change

Subcommittee Action: 2.04 PEAC 16 Walking for Fitness
Reviewed for IPR with no change

Subcommittee Action: 2.05 PEAC 44 Yoga
Reviewed for IPR with no change

Subcommittee Action: 2.06 PEAC 32D Fitness Center
Reviewed for IPR with no change

3. Action Items:

Action: 3.01 Anthropology AA-T Oberg/Mesloh: MSCU
Approved inactivation
Effective: Fall 2021

Action: 3.02 Approved Fire Technology AA & CA PLSO mapping Rupley/Camacho: MSCU

Action: 3.03 FS 64B Instructor II-Instructional Development Camacho/Tobola: MSCU
Approved updating scheduled to spring odd and SLO mapping

Action: 3.04 FS 65A Driver/Operator 1A: Emergency Vehicle Operations Rupley/Camacho: MSCU
Approved change in requite, grading and SLO mapping
Can use the colleges Fire Engine

Action: 3.05 FS 65B Driver/Operator 1B: Pump Operations Rupley/Camacho: MSCU
Approved schedule, requisite, grading and SLO mapping

Action: 3.06 FS 65C Wildland Fire Apparatus Operations Rupley/Oberg: MSCU
Approved change in requisite, schedule, grading and SLO mapping

Action: 3.07 FS 68 Essentials of Fire Fighting Somerville/Oberg: MSCU
Approved inactivation

Action: 3.08 FS 70 Heavy Equipment Boss (S-236) Rupley/Oberg: MSCU
Approved scheduled, grading option and SLO mapping

Action: 3.09 FS-70A – Single Resource Academy (S-230, S-231, S-232) Rupley/Oberg: MSCU
Approved change in schedule to spring even and SLO mapping

Action: 3.10 FS 70B - Engine Boss (Single Resource) Rupley/Oberg: MSCU
Approved change in schedule per agency request and SLO mapping

Action: 3:11 FS 70C – Single Resource Crew Boss (S-230) Rupley/Oberg: MSCU
Approve change in scheduled to agency request and SLO mapping

Action: 3.12 FS 72 HazMat First Responder Operations Somerville/Harrison: MSCU
Approved change in description, grading option, text and SLO mapping

Action: 3.13 FS-72A HazMat First Responder- Refresher Oberg/Mesloh: MSCU
Approve change in description, grade option, SLO's, text and SLO mapping
Fee being removed because through the state fire training agency they can get the certificate for free or low cost

Action: 3.14 FS-76 Firefighter Type 1 (Squad Boss) S-131 Harrison/Mesloh: MSCU
Approved scheduled to spring even, graded and SLO mapping

Action: 3.15 FS 84 Lessons Learned (Fatality Fire Case Studies) Oberg/Somerville: MSCU
Approved change in requisites, SLO's and SLO mapping
Basic 32 covers the prerequisite *removing*

Action: 3.16 FS-85 Understanding Maps, Compass & GPS Mesloh/Harrison: MSCU
Approved change in hours and units, description, text and SLO mapping

Action: 3.17 FS 86 Emergency Vehicle Operation Oberg/Mesloh: MSCU
Approved inactivation

Action: 3.18 FS 92A Company Officer 2A-Human Resource Management for Company Officers Oberg/Rupley: MSCU
Approved change in requisite, grade option and SLO mapping
Director or Instructor approval needed; add to description

Action: 3.19 FS 92B Company Officer 2B -General Administrative Functions for Company Officers Oberg/Rupley: MSCU
Approved change in requisites, grade option and SLO mapping

Action: 3.20 FS 92C Company Officer 2C: Fire Inspections and Investigation for Company Officers Oberg/Rupley: MSCU
Approved change in requisites, grade option and SLO mapping

Action: 3.21 FS 92D Company Officer 2D: All-Risk Command Operations Oberg/Rupley: MSCU
Approved change in requisites, grade option and SLO mapping

Action: 3.22 FS 92E Company Officer 2E-Wildland Incident Operations for Company Officers Oberg/Rupley: MSCU
Approved change in requisites, scheduled, grade option and SLO mapping

Action: 3.23 FS 94 - Strike Team/Task Force Leader, All Hazards (AH-330) Oberg/Somerville: MSCU
Approved change in title, description, requisites, SLO's, text and SLO mapping
Complies with industry standard to say all Hazards

Action: 3.24 FS 95 – Initial Attack Incident Command Somerville/Mesloh: MSCU
Approved change in schedule to Spring odd, graded only and SLO mapping

Action: 3.25 FS 96 Low Angle Rope Rescue Harrison/Rupley: MSCU
Approved change in scheduled, grade option, SLO's and SLO mapping

Action: 3.26 FS 97 Fire Control 4: Controlling Ignitable Liquids and Gases Rupley/Oberg: MSCU
Approved change in requisites, scheduled, and SLO mapping

Action: 3.27 FS 98.18 Annual Fireline Safety Refresher Training (RT-130) Oberg/Harrison: MSCU
Approved change in title and SLO mapping

Action: 3.28 FS 98.20 Incident Safety Awareness for Hired Vendors Somerville/Oberg: MSCU
Approved SLO mapping

Action: 3.29 FS 98.21 Volunteer Firefighter Academy Somerville/Oberg: MSCU
Approved change in scheduled, grade option, content, assignments, text and SLO mapping

Action: 3.30 FS 156 Pump Operations
Approved change in SLO's and SLO mapping

Action: 3.31 History AA for Transfer
Approved From list A: Remove HUM 1 and HUM 2 From List B: Remove HIST14, HIST 15, SPAN 1; Add IDS 1, ES1, and PLSC 1 Rupley/Mesloh: MSCU
This makes HIST 14 & 15 required

Action: 3.32 HUS 42 - Field Experience in Social Work and Human Services Camacho/Mesloh: MSCU
Approved changes in units/hours, description, objectives, evaluation, delivery and SLO mapping

Action: 3.33 HUS 42 - Field Experience in Social Work and Human Services Somerville/Harrison: MSCU
Approved course for online delivery
Need to add method of evaluation for online

Action: 3.34 Approved Health SLO mapping Somerville/Tobola: MSCU

Action: 3.35 Approved Physical Education SLO mapping Somerville/Oberg: MSCU

Action: 3.36 Approved Welding SLO mapping Somerville/Oberg: MSCU

Action: 3.37 Career and Technical Education (Formerly tech prep 2+2) Somerville/Mesloh: MSCU
Approved Auto for Herlong

4. Discussion Items:

Discussion: 4.01 HUS 43- Social Work and Human Services Seminar- new course
Move to action and, and in prerequisites

Discussion: 4.02 MATH-6 Finite Mathematics New course
Remove GE areas and C-ID, put transfer to CSU only, need to remove Web enhanced as a modality

Discussion: 4.03 MATH 166 Finite Mathematics Lab New course

Discussion: 4.04 Associate in Arts in Social Work and Human Services for Transfer Degree New

5. Information Items:

Information: 5.01 Distance Education Committee Report
Meeting next week

Information: 5.02 Instructional Program reviews due
Agriculture – Sept 2014, 2016, 2018, 2020 Approved by senate 4/14/2021
Automotive Technology-Sept 2018, 2020

Human Services-Sept 2015, 2017, 2019
Fine Arts - Sept 2020
Gunsmithing – Sept 2017, 2019, 2021
Humanities(GE Area C & D) Sept 2020
Physical Education – Sept 2018
Welding Sept 2019, 2021

Information: 5.03 Future Meeting dates
May 18, 2021

6. Future Agenda Items:

7. Adjournment Rupley/Tobola @ 4:14

Curriculum and Academic Standards Committee 3:00 pm via Zoom (Tuesday, March 16, 2021)
Generated by Sue Kelley on Tuesday, March 16, 2021

1. Meeting Openings:

Information: 1.01 Call to order @ 3:04
Present:
Chad Lewis
Carie Camacho
Alison Somerville
Cris Tobola
KC Mesloh
Tom Downing
Julie Williams
Andy Rupley

Absent:
Heidi Gray
Cathy Harrison
Kory Konkol
Thomas Robb

Action: 1.02 Agenda Approval Downing/Fran: MSCU
Approved

Action, Minutes: 1.03 Minutes Tobola/Somerville: MSCU
Approved March 2, 2021

2. Subcommittee Action:
None

3. Action Items:
Action: 3.01 Administration of Justice AA for Transfer Somerville/Downing: MSCU
Approved change in double counting
Effective: Fall 2021

Action: 3.02 ANTH 3 Intro to Archeology Somerville/Williams: MSCU
Approved Inactivation
Effective: Fall 2021

Action: 3.03 AT courses SLO mapping Oberg/Somerville: MSCU
Approved

Action: 3.04 AT Program PLSO mapping Oberg/Somerville: MSCU
Approved

Action: 3.05 CD SLO mapping Downing/Williams: MSCU
Approved

Action: 3.06 ES 1: Ethnic Minorities in America Rupley/Somerville: MSCU
Approved SLO Mapping

Action: 3.07 Geology AS-T Williams/Mesloh: MSCU
Approve inactivation
Effective: Fall 2021
It went through the discontinuation process.

Action: 3.08 PEAC 34 Golf Skills Oberg/Williams: MSCU
Approved for hybrid delivery for emergence us only
Effective: Spring 2021 (COVID-19)

Action: 3.09 PSY 1 Intro to Psychology Rupley/Mesloh: MSCU
Approved change in SLO 1
Took the in-class reference out so can be taught online

Action: 3.10 PSY 5 Intro to Research Methods Williams/Somerville: MSCU
Approve change in SLO's

Action: 3.11 PSY 18 Life Span Development Rupley/Mesloh: MSCU

Approved change in SLO's

Action: 3.12 Psychology AA-Transfer Williams/Downing: MSCU
Approved adding BIOL 32L to degree
Effective: Fall 2021

Action: 3.13 SOC 2: Social Problems Somerville/Rupley: MSCU
Approved SLO mapping

Action: 3.14 Sociology AA-Transfer Mesloh/Oberg: MSCU
Approved adding PSY 5 to core
Effective: Fall 2021

Action: 3.15 Terminal GE pattern Mesloh/Somerville: MSCU
Approved Adding IDS 1, 2 to area C
Effective: Fall 2021

4. Discussion Items:

Discussion: 4.01 Credit for Prior Learning Assessment Petition
Liked the change with one course per form
Bring for Approval next meeting

Discussion: 4.02 Credit for Prior Learning Portfolio Assessment Rubric
Need comment box to say how many points earn and why
Sign electronically
Bring to approval next meeting

Discussion: 4.03 SLO Handbook
One of our weakness with accreditation. Bring to action for approval next meeting

Discussion: 4.04 Associate in Arts in Social Work and Human Services for Transfer Degree
This will replace the Human Services terminal degrees because they are so out of date.
These are courses we have and offer regularly

5. Information Items:

Information: 5.01 Distance Education Committee Report
Scheduling a meeting for first week in April and discuss online handbook

Information: 5.02 Instructional Program reviews due

Information: 5.03 Future Meeting dates
April 6th & 20th
May 4th & 18th

6. Future Agenda Items:

7. Adjournment @ 3:40 Williams/Rupley: MSCU

Gunsmithing Revitalization Meeting

2/1/2022 5:15 pm

Attendees: Carie Camacho, Chad Lewis, Buck Bauer, Adam Runyan, Alison Somerville, Crystal Tobola, Michell Williams, Randy Joslin

Michell: John had an appointment and will be joining us late.

Adam sent the AP 4021.1 reporting form and AP 4021 to all members of the committee.

Carie informed the workgroup of each member's assignment and responsibility according to AP 4021. The VP does lead the meeting but is a non-voting member unless there is a tie vote. Informed Buck that although this is called a discontinuance/revitalization workgroup, we do not by any means go in with the pre-conceived notion that we will discontinue a program. We are here to try and brainstorm to help a program. Carie reviewed 4021.1 reporting form with the workgroup. Adam informed the group that the form just needs to be filled out throughout the process as documentation for the actions and discussions of the workgroup.

One of the reasons this program came up is severe declining enrollment over the years. This group will look at data, IPR, and ideas for increasing enrollment like marketing, curriculum, scheduling. We want to dive into all the information to make well informed, very thoughtful decisions. This is one of the few programs in the United States and we want to revitalize the program. Crystal reiterated her agreement to revitalize the program as we are one of only a few colleges offering this type of program and it also is tied to other programs like Administration of Justice.

Carie reminded the group that every group member has a vote and say in the decisions made but there is absolutely no intention of automatically going towards discontinuance. This will be a group effort to revitalize this program.

Crystal questioned whether the scheduling of classes was part of the problem of declining enrollment because the classes don't run like normal classes and the schedule doesn't come out in time. Carie responded that she wasn't sure but that would be something this workgroup will review. The group agreed that we would come up with dates and times for the next few meetings, the types of data that Randy and/or Buck can provide to review for our next meeting, and everyone agreed receive the most recent IPR and review. Adam asked Buck to provide some of his ideas on why the enrollment has declined or how to increase enrollment.

Buck explained that advertising for the NRA program or full time program has been very minimal and only include advertising at the Big Reno Gun Show and flyers sent to Brown L for distributing to customers that purchase gun parts. This type of advertising has been done for about the last 15 years. Adam explained that the CTE Transitions grant paid for a recruitment video which has the highest views of all the CTE programs. It has been utilized but could be utilized more for advertising.

Carie Apologized that Buck was in the hotspot but that the questions were to help the group better understand the issues and what can help. Carie expressed that if the advertising hasn't changed and our enrollment has gone from waiting lists to very low and the advertising hasn't changed then we obviously

need to do something different. Buck explained that the waiting lists were when the application was online but the department still struggled to get more the 18-20 students to sign up for the program.

Michell discussed that the programs should be assessed as two separate programs, the summer NRA and the full time student program. The memories of people camping out for classes is more the summer NRA program. Both programs are experiencing declining enrollment and should be analyzed but as two separate programs because the reasons for declining enrollment differ. Buck agreed but also felt advertising is a common issue for both programs as well as the scheduling of the summer NRA program. Buck described that a good portion of the summer program is law enforcement and they need more than a couple months to get approval and funding for training.

Chad and Crystal discussed options on making the schedule more of a year in advance. Buck felt there could be a happy medium to scheduling so we aren't so early that people are forgetting about the class but it was early enough for them to plan. Crystal suggested that we could set the schedule and then decide when to advertise it. Chad also suggested that law enforcement be contacted on scheduling needs and asked who would be good to provide input on the scheduling that could produce the most enrollment. Buck thought John would be a good resource for that. Buck recalled that when the schedule was produced in October/November, that numbers for the summer NRA program were high and he suggested that would be a good time to create the schedule. Buck also discussed the struggle with scheduling too far out with instructors and ensuring their availability to instruct. Chad felt that getting input from the law enforcement agencies would be beneficial for proper scheduling.

Carie asked for suggestions on where to advertise for the full time program and suggested using available grant funds to help with advertising. Carie described that the college wants vibrant programs and wants instructors to have the opportunity to travel for recruitment and to please suggest markets that we could be missing. Buck described that since COVID, they have not been able to travel to shows and most everything has been online. Buck felt we should continue with Brown L and attend gun shows. We could possible advertise in an NRA magazine.

Michell explained that COVID has made everything difficult but prior to that, there has been various grant money for recruitment and travel and there continues to be money budgeted through Perkins for recruitment travel and all CTE faculty have been notified of that. Michell also explained that several efforts for all CTE programs have been funded for marketing through various grants including social media marketing and Pandora advertisements but any additional locations would be seriously considered. Randy suggested some national publications that we could place advertisements in.

Carie asked John and Buck to come up with as many advertising ideas through companies or magazines they can and all workgroup members to come up with any ideas for advertising including high schools that have trap teams and we can review as a group at the next meeting. Carie agreed that marketing and advertising is going to be a huge part of this revitalization. Carie also explained that the curriculum and class scheduling will need to be reviewed to ensure they are meeting students' needs. In the past we have had gunsmithing classes that followed the regular semester which allowed students to take more general education classes at the same time. We will have to analyze these items as well. Carie said the IPR will be sent out to everyone for review prior to the next meeting, Randy will gather enrollment data for both summer and full time program, and we can start from there as well as look at curriculum, scheduling, and marketing.

Michell asked if Randy has any data on previous students or students that were interested but did not enroll in the class. When we have had waiting lists, do we have any feedback on why there wasn't follow through to enroll in classes. Randy will look to see if there are any old surveys or information. Carie also suggested that we look at the dates of when we had online registration and in person and the data for the differences in enrollment. Carie asked Buck to get us dates for when the enrollment processes changed so we can compare Randy's data. Randy explained that he can go back to 2007 enrollment data. Buck explained that 2020 was the first year we went back to in person enrollment and COVID hindered that. Carie explained that we totally understand about the decline from COVID and that we will take that into consideration. Carie explained on the next meeting agenda everyone can describe their advertising ideas and Buck can discuss with John since he hasn't been able to attend tonight, places that we are currently advertising with and places that you would like to advertise with or attend for recruitment. After that we can start looking at curriculum and scheduling since curriculum was discussed in the last advisory committee meeting and suggestions for different curriculum. Randy suggested that we correlate with someone that can help develop a marketing plan. All group members agreed on the next agenda. Michell volunteered to reach out to Adrienne Hill to see if she has received any data from gunsmithing students or prospective students during her recent student outreach activities.

Randy also suggested that we make a list of our target audience for marketing especially law enforcement for the summer NRA program. Carie described again that we would want to analyze each program separately the summer NRA program and the full time program. Randy also suggested that we look at staffing changes to see if that has had an effect on enrollment or recruitment. Adam explained that the IPR did suggest a director roll to focus on industry standards and marketing but that also includes negotiations.

Buck explained that they had an industry representative attend a class to help teach techniques and the company has informed Buck that they won't come back because of facilities. They attend lots of other gunsmithing schools to teach techniques. Buck expressed concerns about the facilities and the barrier it puts on getting industry personnel to be guest speakers in the program. Having these industry representatives could also serve as marketing for the program. The group discussed that updates can be considered but we would need to have an estimate on how much that would affect growth. The list of facility needs in the IPR will be reviewed by the group.

The group agreed that Friday mornings at 7am would be the best time to meet to accommodate all the group members' schedules. The following meeting dates were agreed upon.

February 11th, February 25th, March 11th, March 25th at 7am. Additional meetings will be scheduled if needed.

Tuesday, November 14, 2023
Academic Senate Meeting - Tuesday, November 14, 2023 - 3:00pm

1. Meeting Opening

1.01 Call to Order and Roll Call CALL TO ORDER AT 3:02PM

ABSENT LAURA ROTLISBERGER, CELESTE WISER

1.02 Approval of Agenda MSCULAWLER/DOWNING

1.03 Approval of Minutes MSCU DOWING/LAWLER

2. Public Comment

3. Action

3.01 Committee Assignments

ADD TERRA AVILLA TO HEALTH AND SAFETY, 2ND ASSIGNMENT FOR AVILLA

MSCU DOWNING/LAWLER

3.02 AJ Courses

TOM DOWNING SPOKE ABOUT THE COURSES. THESE COURSES ARE BENEFICIAL FOR OUR REGION

MSCU DUERKSEN/LAWLER

3.03 Automotive Technology MQ

LISA GARDINER SPOKE ABOUT THE LANGUAGE. THE NEW LANGUAGE NEEDS TO HAVE THE ASE CERTIFICATION SINCE OUR AUTO DEPARTMENT IS AN ASE EDUCATION ACCREDIATED PROGRAM SO INSTRUCTORS NEED THE ASE CERTIFICATION. THIS IS AN OVERDUE CHANGE.

MSCU DOWNING/DUERKSEN

DISCUSSION TOOK PLACE. LISA WILL MAKE CHANGES TO MQ HANDBOOK, ADAM WILL LET HR KNOW ABOUT THE CHANGES

3.04 Dental Technology MQ

LISA GARDINER DISCUSSED THE NEW MQ LANGUAGE. THE LANGUAGE WAS PUT TOGETHER SIMILAR TO NURSING. USING A SPECIFIC DENTAL TECHNOLOGY MQ IS THE BEST WAY TO STREAMLINE THE APPLICATION/HIRING PROCESS

MSCU DUERKSEN/LAWLER

3.05 Program Revitalization and Discontinuance - Biology ADT degree

RUNYAN SPOKE ABOUT THE ENROLLMENT BEING LOW, WITH HIGH LEVEL COURSES FUTURE STUDENTS CAN BE PUSHED TOWARD ALLIED HEALTH. COLLEEN BAKER MET WITH BIO FACULTY; IT WAS AGREED TO MOVE FORWARD WITH A DISCONTINUANCE TASKFORCE. PHYSICS WILL STILL BE OFFERED EVERY OTHER YEAR. RUNYAN WENT OVER WHO WILL SIT ON THE TASKFORCE **1 BIO FACULTY (BOTH WILL BE INVITED), THE CORRECT ADMINISTRATORS (CHAD LEWIS**

3.06 Participatory Governance and Collegial Consultation Handbook

DISCUSSION ABOUT THE COMMITTEE MATRIX ON PAGE 11. TASKFORCE LOOKED AT IT LAST YEAR AND IT DOESN'T TYPICALLY GET CHANGED YEARLY. ED MASTER PLAN REPORTING SHOULD SAY CONSULTATION COUNCIL. CURRICULUM COMMITTEE SHOULD LOOK AT THEIR REPORTING NEXT YEAR

MSCU DOWNING/LAWLER

3.07 Institutional Planning and Budget Development Handbook

BUDGET COMMITTEE HAD A SMALL CHANGE IN REGARD TO WORDING AND ALIGNMENT AND UPDATING THE BUDGET TIMELINE AND STRATEGIC GOALS. END OF THE YEAR REPORTS WILL BE GIVEN AT THE END OF THE ACADEMIC YEAR ON THINGS THAT WERE FUNDED OR NOT FUNDED.

MSCU LAWLER/DUERKSEN

WILL ADD LMI DATA, CHECK FOR SPELLING AND GRAMMARATICAL ERRORS.

5. Information

5.01 ASCCC Fall 2023 Plenary Resolution

MOST UP TO DATE RESOLUTIONS ARE UP. VOTING TAKES PLACE SATURDAY.

5.02 Area A Meeting

RUNYAN WENT OVER SOME THE TOPICS DISCUSSED AT THE AREA A MEETINGS. RUNYAN ENCOURAGED ALL SENATORS TO LOOK OVER THE ATTACHED DOCUMENTS

6. Reports

6.01 Administration

M.WILLIAMS DISCUSSED THE USE OF THE REVITALIZATION FORMS WITH CHILD DEVELOPMENT AND GUNSMITHING. THE FORMS NEED TO BE REVIEWED SO THAT THE LENGHTY NOTES DON'T NEED TO BE USED AS EVIDENCE WITH ACCREDITATION. WE SHOULD LOOK INTO ADDING A SUMMARY SECTION ON THE FORMS. SHE WILL BRING FORTH THE FORMS FOR FUTURE AGENDA ITEMS AND EXPLAINED SOME OF THE DEVIATION FROM THE FORMS. CLARIFICATION ON THE AP

REGARDING REVITALIZATION CLOUSRE. DO THEY NEED TO BE RATIFIED?
C. BAKER DISCUSSED ENGLISH ADT DISCONTINUATION, THE LACK OF FACULTY IN ENGLISH MAKES TEACHING THE ADDITIONAL ENGLISH COURSES VERY DIFFICULT. AND THE DEGREE HAS HAD VERY LOW ENROLLMENT AND GRADUATES. ENGLISH 12 AND 22 MAY STILL BE OFFERED. ENGLISH 12 WILL BE NEEDED FOR THE EDUCATION ADT. ENGLISH 22 MAY BE OFFERED AS A NON-CREDIT. THE DISCONTINUANCE WILL COME THROUGH THE IPR AND THEN TO A DISCONTINUANCE COMMITTEE, OR AT LEAST A DISCONTINUANCE FORM. THE PROCESS OF PUTTING IT IN AN IPR IS NEW. DISCUSSION TOOK PLACE ON THE NEED OF A DISCONTINUANCE FORM FOR HISTORICAL REFERENCE. MANY OF THESE THINGS DISCUSSED COME THROUGH FORMS THAT ARE APPROVED THROUGH THE CURRICULUM COMMITTEE. THE AP IS VERY SPECIFIC ON HOW TO DISCONTINUANCE PROCESS. THE CURRICULUM FORMS AND AP NEED TO BE LOOKED AT MORE SPECIFICALLY. THE SUGGESTION WAS MADE THAT WHEN THE IPR COMES TO SENATE THE CURRICULUM FORMS FOR IPR SHOWING THE DISCONTINUANCE ARE APPROVED AS DIRECT-ACTION ITEMS.
THIS WILL CONTINUE TO BE A DISCUSSION ITEM AS WE SMOOTH IT OUT

6.02 Senators-
NONE

6.03 LCFA
NONE

7. Closed Session

MSCU DOWNING/LAWLER TO MOVE INTO CLOSED SESSION 3:58PM

7.01 Consideration of Faculty Minimum Qualifications and Equivalency
DISCUSSION TOOK PLACE REGARDING THE PHLEBOTOMY EQUIVALENCY PASSES

RETURN TO OPEN SESSION MSCU DOWNING/LAWLER 4:06PM

8. Future Meeting Dates

8.01 Meeting Dates and Location - HU 206 and via Zoom
NOV 28TH
DEC 12TH
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MSCUDUERKSEN/LAWLER ADJOUNMENT AT 4:10PM

Tuesday, November 28, 2023
Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm

Hi there,
Adam Runyan is inviting you to a scheduled Academic Senate meeting in person Rm. HU206 and/or via Zoom.
Additional Public Location: Moorpark City Library - 699 Moorpark Ave. Moorpark, CA 93021
Topic: Academic Senate
Time: This is a recurring meeting
Join from PC, Mac, Linux, iOS or Android: https://cccconfer.zoom.us/j/94056618152
Or iPhone one-tap (US Toll): +16699006833,94056618152# or +12532158782,94056618152#
Or Telephone:
Dial:
+1 669 900 6833 (US Toll)
+1 253 215 8782 (US Toll)
+1 346 248 7799 (US Toll)
+1 312 626 6799 (US Toll)
+1 646 876 9923 (US Toll)
+1 301 715 8592 (US Toll)
Meeting ID: 940 5661 8152
International numbers available: https://cccconfer.zoom.us/u/aenfrc5qDT
Or Skype for Business (Lync):
SIP:94056618152@lync.zoom.us

1. Meeting Opening

Subject	**1.01 Call to Order and Roll Call**
Meeting	Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm
Category	1. Meeting Opening
Type	Procedural

Adam Runyan - President
Tom Downing – Vice President
Celeste Wiser – Secretary
Melinda Duerksen
Jennifer Lawler
Laura Rotlisberger

Subject	**1.02 Approval of Agenda**
Meeting	Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm
Category	1. Meeting Opening
Type	Procedural, Action
Recommended Action	Approve Agenda

Subject	**1.03 Approval of Minutes**
Meeting	Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm
Category	1. Meeting Opening
Type	Minutes

2. Public Comment

3. Action

Subject	**3.01 Information Systems IPR**
Meeting	Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm
Category	3. Action
Type	Action
Recommended Action	Approve Information Systems IPR

File Attachments
Information Systems IPR 2023-24.docx (608 KB)

Subject	**3.02 2023-2024 Curriculum Action Log**
Meeting	Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm
Category	3. Action
Type	Action
Recommended Action	Approve Action Log

All actions taken at Curriculum/Academic Standards meetings are compiled into the Action Log, and it goes to the board monthly for approval.

File Attachments
2023-2024 Action Log - Nov.pdf (827 KB)
November 2023 Action Log Additions.docx (28 KB)

Subject	**3.03 Denatal Assisting**
Meeting	Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm
Category	3. Action
Type	Action
Recommended Action	Approve Dental Assisting Courses and Certificate of Achievement

File Attachments
DA Advising plan RDA.docx (19 KB)
DA 50 Introduction to Dental Assisting Theory 1(2).docx (37 KB)
DA 51 Dental Assiting Lab 1.docx (40 KB)
DA 52 Dental Assisting Theory 2.docx (37 KB)

DA 53 Dental Assiting Clinical 1(1).docx (47 KB)
DA 54 Dental Assisting 3.docx (32 KB)
DA 55 Dental Assiting Lab 2.docx (41 KB)
DA 56 Dental Assisting Theory 4(1).docx (34 KB)
DA 57 Dental Assiting Clinical 2.docx (34 KB)
DA 58 Radiation Saftey(1).docx (31 KB)
DA 59 Coronal Polishing(1).docx (31 KB)
DA 60 Pit and Fissure Sealants.docx (31 KB)

Subject	**3.04 BP AP Updates for Work Experience**
Meeting	Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm
Category	3. Action
Type	Action
Recommended Action	Approve Updates

File Attachments
BP AP Updates Work Experience 11_9_2023 LG.docx (58 KB)

Subject	**3.05 Committee Assignments**
Meeting	Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm
Category	3. Action
Type	Action
Recommended Action	Remove Thomas Kareck from IT Committee

4. Discussion

Subject	**4.01 Administration of Justice IPR**
Meeting	Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm
Category	4. Discussion
Type	Discussion

File Attachments
IPR 2023-24 Administration of Justice.pdf (2,454 KB)

Subject	**4.02 Automotive Technology IPR**
Meeting	Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm
Category	4. Discussion
Type	Discussion

File Attachments
IPR 2023-24 Automotive Technology.docx (1,903 KB)

Subject **4.03 Child Development IPR**

Meeting Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm

Category 4. Discussion

Type Discussion

File Attachments
IPR 2023-24 Child Development.docx (665 KB)

Subject **4.04 Humanities IPR**

Meeting Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm

Category 4. Discussion

Type Discussion

File Attachments
IPR 2023-24 Humanities.docx (79 KB)

5. Information

Subject **5.01 Child Development Revitalization Data**

Meeting Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm

Category 5. Information

Type Information

File Attachments
Child Development Revitalization Data.docx (412 KB)

Subject **5.02 Gunsmithing Revitalization Summary**

Meeting Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm

Category 5. Information

Type Information

File Attachments
Gunsmithing Revitalization Summary.docx (19 KB)
AP 4021 form Gunsmithing.pdf (1,841 KB)

Subject **5.03 ASCCC Fall 2023 Plenary Resolution**

Meeting Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm

Category 5. Information

Type

The Fall 2023 Plenary Resolutions are now available online: Resolutions Fall 2023 webpage. Delegates of the plenary session voted on a number of resolutions and amendments, with the end resulting in 26 adopted resolutions.

Subject	**5.04 Updates on MQ and Program Revitalization/Discontinuance Process**
Meeting	Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm
Category	5. Information
Type	Information

Give feedback on what other senate leaders are doing regarding MQ and Revitalization/Discontinuance process.

6. Reports

Subject	**6.01 Administration**
Meeting	Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm
Category	6. Reports
Type	Information

Administration will provide information on items of relevance to the Academic Senate as faculty representatives on academic and professional matters. Reports may be limited to 5 minutes.

Subject	**6.02 Senators**
Meeting	Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm
Category	6. Reports
Type	Information

Each senator has an opportunity to report on items of interest to Academic Senate and guests present

Subject	**6.03 LCFA**
Meeting	Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm
Category	6. Reports
Type	Information

LCFA has an opportunity to update Academic Senate on upcoming meetings, trainings, negotiations, and other matters of faculty interest. Reports may be limited to 5 minutes.

7. Closed Session

Subject	**7.01 Consideration of Faculty Minimum Qualifications and Equivalency**
Meeting	Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm
Category	7. Closed Session
Type	Action

Recommended Action	Review equivalency and approve or deny

8. Future Meeting Dates

Subject	**8.01 Meeting Dates and Location - HU 206 and via Zoom**
Meeting	Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm
Category	8. Future Meeting Dates
Type	Information

December 12
January 9
January 23

9. Meeting Closing

Subject	**9.01 Adjournment**
Meeting	Nov 28, 2023 - Academic Senate Meeting - Tuesday, November 28, 2023 - 3:00pm
Category	9. Meeting Closing
Type	Action
Recommended Action	Meeting adjournment

Child Development Revitalization – Follow Up Report

Background

The Child Development Program underwent a revitalization process during the academic year of 2020-2021. There are 2 main changes made during this process:

1. Courses are to be offered once every year instead of every other year.
2. The core courses are to be offered via online modality.

1. Change Course Offering Term

Reasoning

With offering many courses every other year, it can take students up to 4 years to complete their AA in Child Development here at Lassen College. In addition, the Child Development Agencies in town have a high turnover rate and are in continuous need to fill positions. To capture the people who need courses for California Community Care Licensing in our local area, the 4 core courses that are needed for the licensing are proposed to be offered online. The 4 core courses include: CD-12, -16, -20, and -31.

Proposed change in Advising Plan

A file was sent out by Laura Greer (Child Development Instructor/Director) documenting the curriculum changes proposed. Original File is in Appendix A at the end of this document.

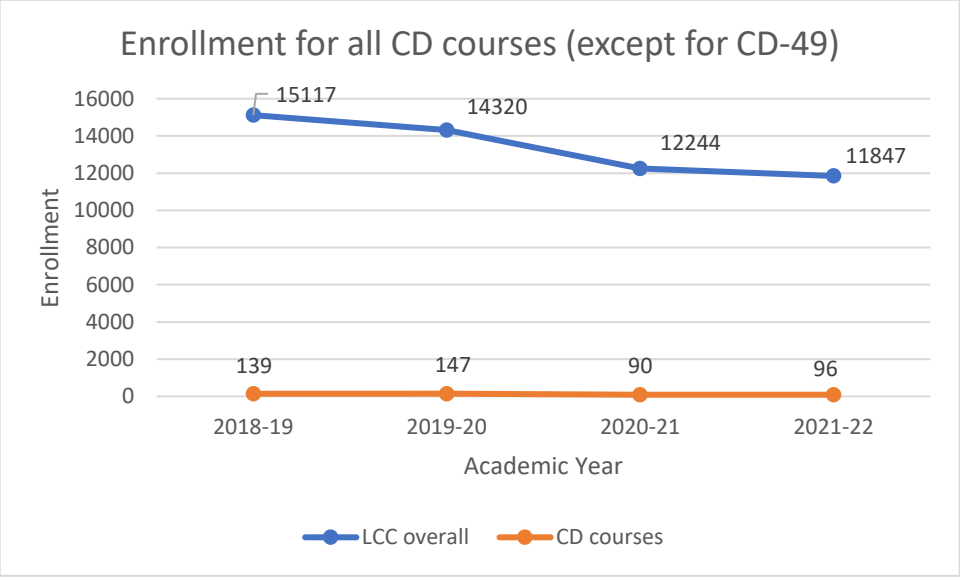
Based on the minutes and files of the Curriculum Committee, the following changes are made to each of the degree/certificate in the area:

- **Child Development Certificate of Accomplishment** was inactivated at 12/1/2020 meeting.
- **Child Development Certificate of Achievement (CA)** had CD 11, 24 and 25 removed, with CD 22 added at 12/1/2020 meeting.
- **Child Development associate in arts (AA)** added CD 22 to required Core and added 1 unit to "required electives" (from 3 to 4)
- **Early Childhood Education associate in science Degree for Transfer (AS-T)** – on 01/18/2022 the advising plan was changed to remove any "odd" or "even" offerings to every spring or every fall – no classes were changed.

All the above curriculum changes were reflected in the document sent (See Appendix A) by the area instructor except for the 1-unit elective added to the Chide Development AA. The change in offering term for the courses in AS-T also effects the offering of the same courses in the CA and AA.

Enrollment Analysis

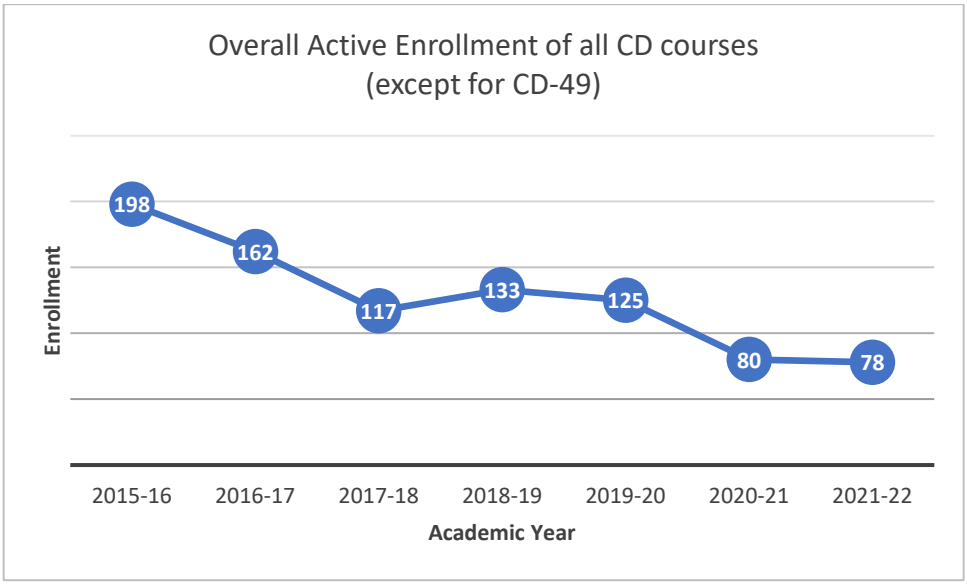
The enrollment for the four CD courses listed increased by 5.76% from the academic year 2018 to the 2019, indicating that the CD program was growing at that time. The drastic drop of 38.8% in enrollment from 2019 to 2020 is likely due to the pandemic where the lifestyle of the student was affected during the academic year of 2020. This influence of pandemic on enrollment can also be observed in the decrease in the LCC overall enrollment over the same time. It is hypothesized that since the students in the CD program are mostly working adults/parents, the enrollment of the CD program was affected by the pandemic more than others. As people's lifestyle adjusted, the CD program was able to gradually recover its enrollment as observed by the 6.67% increase in enrollment from 2021 to 2022. The trend observed in the selected CD course enrollment correlates to the trend observed for the overall enrollment trend at LCC. No clear conclusion can be drawn to the effect of the change in offering term with the data available. The data below was based on the data provided in the LCC Data Tableau platform (enrollment based on Census).



2. Proposed Change in Delivery Modality

Reasoning

Most of the students in the Child Development program are working adults (and/or parents) who are currently working in the field and trying to complete their corresponding course work. Prior to the year 2018, the CD courses were offered mostly through online modality with few exceptions, allowing the students to complete their degree and core course works through fully online modality. This allows students that are not in the region to participate in the program. Starting Spring 2019, core courses such as CD-11 and -24 required an in-person participation component (face-to-face or hybrid modality), restricting enrollment for the students who are not currently in the region. This is hypothesized to be another factor that contributes to the decrease in enrollment in addition to the pandemic around the corresponding academic years. The data below was based on the data found in the Report Server (Active Enrollment in the Scheduled in A Term document over the years listed), which acconts the student enrollment after census (including students dropping/withdrawing throughout the semester).



Proposed change in Modality

In the Child Development IPR for 2021-2022 (page 9 planning agenda), it is recommended to offer CD-11 and CD-24 in both face-to-face and online modality. And to also offer all classes every year and the core courses (CD-12, -16, -20, and -31) in 8-week session. On Page 16, it is documented that most CD courses (except for CD-11, -24, -49, and -50) was being offered online. All courses except for CD-31 and -40 were semester-length courses. CD-11 and -24 were offered once a week during evening hours.

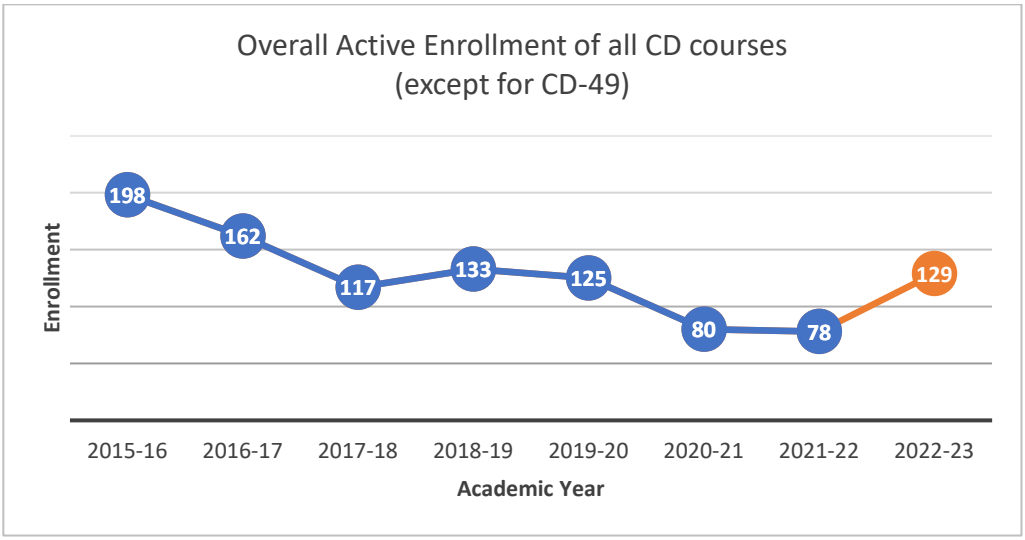
Scheduling Changes Made starting 2022-23

For the academic year of 2022, all CD courses except for CD-11, -12, -24, -31, and -50 were scheduled to be delivered through asynchronous online modality. CD-11 and -24 were offered once a week during evening, and CD-12 and -31 were offered twice a week during morning for dual enrollment students. Starting Fall 2023, CD-11 and -24 would be scheduled fully online to try capturing the students who are prefers online modality (either not in the area or working adults with other commitments).

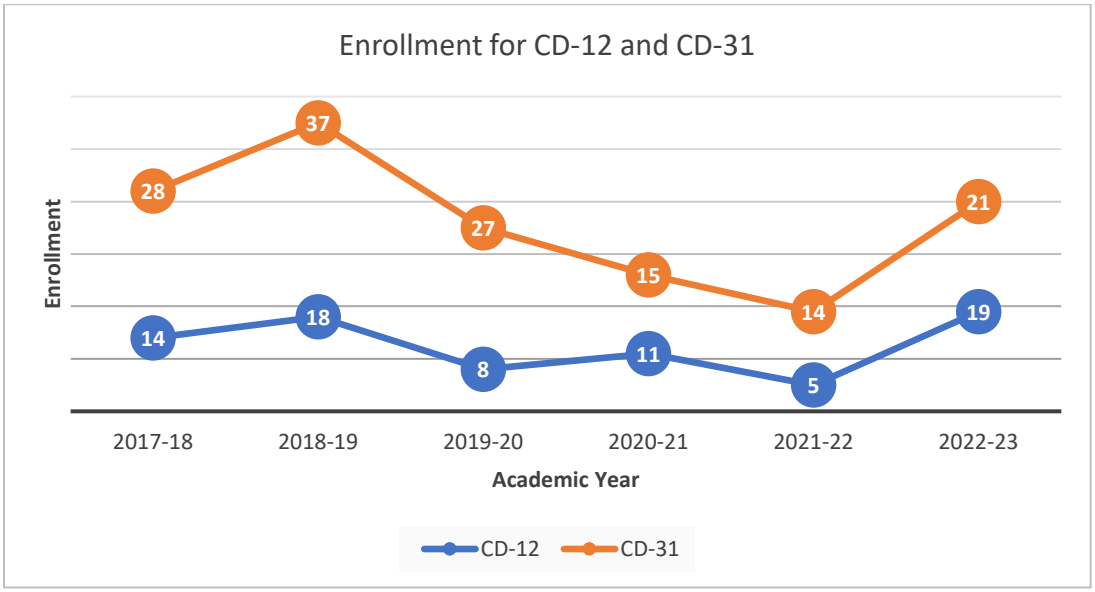
CD program Today

Dual Enrollment program resulting in increase in program enrollment.

Starting Fall 2022, the CD program started a dual enrollment/pathway program with Lassen High School. This program will produce students who have the 4 core courses upon high school completion. These core courses included: CD-12, -16, -20, and -31. As a result, these courses will be offered in person at LCC (one course per term) to help ease the student into the associated AA and CA. This results in an increase in enrollment for the academic year of 2022-23. While at the time this report is written (April 2023) the Spring 2023 semester has not concluded and the academic year is not yet over, an increase in enrollment can already be observed. The data below was based on the data found in the Report Server (Active Enrollment in the Scheduled in A Term document over the years listed), which accounts the student enrollment after census (including students dropping/withdrawing throughout the semester).



The below chart demonstrates the increase in enrollment for CD-12 and -31. Both courses piloted as dual enrollment during the academic year of 2022-23, CD-12 for Fall 2022 and CD-31 for Spring 2023. Both courses experience an increase in enrollment as a face-to-face course, while the enrollment for previous years are collected for online modality. The data is based on the enrollment presented in the Faculty Workload report, which accounts the student enrollment after census (including students dropping/withdrawing throughout the semester).



CD program Planning Agenda

1. Continue participating in the Dual Enrollment program and maintain the agreement with the local high school.
2. Continue following the revised advising plan and offer the courses every term.
3. Offer the courses listed (CD-11 and -24) online starting Fall 2023.
4. Continue tracking the enrollment data and evaluate the changes implemented.

Note from the Report Author

Another piece of data that needed to be incorporated was the retention rate for the courses. However, at the time when this report was written, there were discrepancy in data observed in the data dashboard provided. Therefore, the retention rate analysis was not included in this report.

Appendix A. Document sent out by Laura Greer with the proposed changes.

File was found in email from Cathy Harrison to Makenzie Davis on Dec. 10th, 2021.

Child Development Advisory Program Revitalization 2020-2021

On January 14th, 2021, I reached out to the Child Development Advisory Committee via email regarding the Child Development Program Revitalization. Below is the email I sent to the committee:

Hello everyone,

I wanted to update all of you on the Child Development Advisory Committee at Lassen Community College about a program revitalization that is in the process. There has been a handful of us here at the college who have been taking a very close look at the Child Development Instructional Program and we all feel that there are some changes that need to be made in order to bring the program up-to-date with community needs, state regulations, and to make it more student friendly. Below are the changes I am forwarding to our Curriculum Committee and I need approval from all of you in order to help these changes along the way.

Proposed changes:

Terminal (in-house) AA Degree:

- *Add CD 22 (The Infant/Toddler) to the "required course" section. As of now, it is an elective, but in order to teach infants or toddlers, a person needs this course.*

Child Development Certificate of Achievement:

- *Eliminate CD 11 (observation and assessment), CD 24 (practicum), and CD 25 (diversity)-we had many more units than required for a cert. of achievement.*
- *Add CD 22 (The Infant/Toddler)*

Child Development Certificate of Accomplishment:

- *Eliminate this certificate all together. It is no longer useful in the field.*

Courses to be offered every year instead of on an every other year cycle.

Please let me know if you have any questions about the proposed changes and email me back with an approval or why you do not approve. Thank you so much and I look forward to having a Zoom committee meeting once the semester is up and going!

[redacted]

The following committee members were in agreement with the changes:

Micah Freeman

Tambra Bowles

Jennifer McCulley

Maria Altamirano

Melissa Rojas

Roxanna Haynes

The following members did not respond to my contact attempts:

Denise Stevenson

Adam Runyan

Terri Hays

Lori Furtado

Melissa Downing

There were 0 members who were against the changes.

I have emails from the committee members who responded indicating they are for the changes

Gunsmithing Revitalization Summary

The revitalization committee was formed according to AP 4021 and first met February 1, 2022. The committee continued to meet until October 27, 2022 to discuss needed curriculum changes and marketing of the program. It was determined that enrollment has been declining and that it is difficult for students to complete a degree within 2 years due to the schedule of courses and degree plan. It was also determined that marketing investments for the program are needed.

On March 29, 2022 a vote of the revitalization committee occurred and the committee voted for Directive B, Revitalization Effort. The program student cohort was paused and second year students were continued through the existing advising plan to graduation. The faculty worked to revise curriculum and plan for semester length courses to allow students to more easily complete a degree. During the 2022 Spring semester and 2022 fall semester, curriculum and program was revised submitted to LCC curriculum committee, North Far North Consortium, and Chancellor's office. All were approved in Spring 2023. Advertisement for new students occurred after approval and students were accepted into the program for Fall 2023. The program saw increased enrollment in Fall 2023 from Fall 2021.

Curriculum and Academic Standards Committee 3:00 pm via Zoom
Tuesday, January 18, 2022

Present: Chad Lewis-Chair, Cory McClellan, Natalia McClellan, Crystal Tobola, Fran Oberg, K.C. Mesloh, Michell Williams (as Carie Camacho designee)

Absent: Carie Camacho, Kory Konkol, Christi Meyers, Thomas Robb, Alison Somerville, Cathy Harrison, Julie Williams

Guests: Anna Pasqua, Tom Downing, Dan Weaver, Carol Growdon, Adrienne Hill, Jenn Lawler, Makenzie Freedman - Instructional Services Technician

1. Meeting Openings

1.01 Call to order
3:03 p.m.

1.02 Agenda Approval
Approved Cory McClellan/ Natalia McClellan MSCU

1.03 Approval of Minutes
Approved Cory McClellan/ Natalia McClellan MSCU

2. Subcommittee Action

None

3. Action Items

3.01 ART 30 - Inactivate course locally ***Approved Cory McClellan/ Natalia McClellan MSCU***
According to Chad Lewis, the courses has not been offered for a while, and there is no need for it.

3.02 Associate in Arts Degree in Studio Art for Transfer - Remove ART 30 from program ***Approved Cory McClellan/ Natalia McClellan MSCU***

3.03 Associate in Arts in Studio Arts for Transfer - Remove Art 9 ***Approved Cory McClellan/ Natalia McClellan MSCU***

3.04 AJ 61 Juvenile Corrections Officer Core Course - New Course, second read ***Approved Mesloh/ Oberg MSCU***
Chad Lewis noted this is the second time the course has come before the committee. He shared he wasn't sure if the course would need a course content review form since there is technically a prerequisite for the course, which is a GED or high school completion. Tom Downing noted a similar course with the same pre-req did not need the form. KC Meslow asked who was checking the pre-req. Downing answered the students need the instructors signature to take the course and they check for approval. Mesloh also inquired if the course would be added to the terminal AJ degree. Downing responded it would, but would not be a required course.

3.05 Basic Wildland Firefighter Certificate of Achievement - Remove FS-78 Followership to Leadership and replace with FS-90 Portable Pumps, Adjust total Units to 18-19 Total Units, and updated PSLO mapping with replacement class. ***Approved Mesloh/ Cory McClellan MSCU***
Chad Lewis noted this item was back after being tabled at the prior meeting due to some errors. KC Mesloh asked if the FS 90 course was being inactivated or just removed from the certificate of achievement. Dan Weaver answered just removed from the CA- when he was developing the program initially it was a higher level, but found it was difficult to find instructors and get students for FS 90. FS 90 will be "on the books" just not a required course for the certificate of achievement.

3.06 BIOL 21 Human Anatomy with Lab - Add course to terminal GE (Area A) requirements ***Approved Mesloh/ Tobola MSCU***
There was some discussion between Cris Tobola and Makenzie Freedman regarding signing the course revision form. 3.06 and 3.07 were approved together.

3.07 BIOL 22 Human Physiology with Lab - Add course to terminal GE (Area A)requirements ***Approved Mesloh/ Tobola MSCU***

3.08 Child Development Certificate of Achievement - Eliminate even and odd offerings and offer fall courses every fall and spring courses every spring.***Approved Mesloh/ Cory McClellan MSCU***
There was some discussion about the courses adding up to the number of units in the certificate and transfer degree. Chad Lewis also shared there are some questions about the number of units for the instructor and the student. Since the program is going through the IPR process, it may come back to the committee for further changes. 3.08 and 3.09 were approved together.

3.09 Associate in Science Degree in Early Childhood Education for Transfer - Eliminate even and odd offerings and offer fall courses every fall and spring courses every spring. ***Approved Mesloh/ Cory McClellan MSCU***

3.10 CHEM 1A General Chemistry I - 1. Changing the Course student learning outcome to stress on problem solving skills and preparation of higher-level course work 2. Add an SLO related to Laboratory skills (to reflect the "hands-on" laboratory portion) 3. Edit the Course Objectives to emphasis that this is a higher level course and include a "Lab Objective" 3. Edit the Lecture Content to have the content evenly spread between 1A and 1B 4. Include language for "hands-on" laboratory experiment in assignment and methods of delivery 5. Update the Expected Outside Class Hours to reflect the required laboratory assignments and report that students are expected to complete outside of lab time. ***Approved Tobola/ Cory McClellan MSCU***
3.10 and 3.11 were approved together.

3.11 CHEM 1B General Chemistry II - 1. Changing the Course student learning outcome to stress on problem solving skills and preparation of higher-level course work 2. Add an SLO related to Laboratory skills (to reflect the "hands-on" laboratory portion) 3. Edit the Course Objectives to emphasis that this is a higher level course and include a "Lab Objective" 3. Edit the Lecture Content to have the content evenly spread between 1A and 1B 4. Include language for "hands-on" laboratory experiment in assignment and methods of delivery 5. Update the Expected Outside Class Hours to reflect the required laboratory assignments and report that students are expected to complete outside of lab time 6. Add in the "Advisories" session for recommendation of knowledge in exponential functions and logarithms. ***Approved Tobola/ Cory McClellan MSCU***

3.12 FS-60B Fire Crew Firefighter (Cal Fire Seasonal)- New Course, second read ***Approved Mesloh/ Cory McClellan MSCU***
Dan Weaver this courses may or may not go, and they are waiting on Cal Fire, but wanted to be ready to start the courses as soon as Cal Fire "pulls the trigger." He said Cal Fire was changing curriculum to have a reduced time version to fill the immediate need of crews.

3.13 FS- 93 Firefighter Academy SLO mapping ***Approved Cory McClellan/ Mesloh MSCU***
Chad Lewis noted this was just cleaning up a missing SLO.

3.14 MATH 60, Intermediate Algebra - Add student study hours and update textbook. The Traditional classroom and Correspondence delivery sections require of Math 60 text Intermediate Algebra, 13th edition, 2020, by Lial, et. Al., Pearson Publishing. The text is available in cloth bound (ISBN 9780134895987), loose leaf (ISBN 9780134896403), or etext (ISBN 9780136881070) versions ***Approved Natalia McClellan/ Cory McClellan MSCU***

3.15 PHIL 1 Introduction to Philosophy - Inactivate. Course has not been offered in more than 5 years ***Approved Cory McClellan/ Mesloh MSCU***

There was some discussion about whether there was an instructor for this and when the last time the class was taught. 3.15, 3.16 and 3.17 were approved together.

3.16 California State University General Education Certificate of Achievement - Remove PHIL 1: Introduction to Philosophy from Area C 2 ***Approved Cory McClellan/ Mesloh MSCU***

3.17 Intersegmental General Education Curriculum Certificate of Achievement - Remove PHIL 1: Introduction to Philosophy from Area 3: 2 ***Approved Cory McClellan/ Mesloh MSCU***

3.18 Associate in Arts in Social Work and Human Services for Transfer Degree New ***Approved Mesloh/ Natalia McClellan MSCU***
KC Mesloh noted on the Template it reads Econ 10 and Econ 11 and she wants to ensure if it's supposed to say "or." Makenzie said she'd look into it.

3.19 Associate in Arts in Social Work and Human Services for Transfer Degree - remove ES from required elective area ***Approved Cory McClellan/ Natalia McClellan MSCU***
Chad Lewis noted hopefully the ES 1 course would be approved soon.

3.20 Curriculum and Academic Standards Committee Handbook 8th edition - 2022 ***Approved Mesloh/ Natalia McClellan MSCU***

4. Discussion Items

5. Information Items

5.01 Distance Education Committee Update
Cris Tobola noted the committee hasn't met yet this year yet and has a meeting set for next week.

5.02 Instructional Program Reviews Due
Chad Lewis noted people are making progress on their IPRs.

5.03 Future Meeting dates
Next meeting is set for Feb. 15. Chad Lewis reminded everyone that changes intended for the fall 2022 semester should come before the committee in February.

6. Future Agenda Items

7. Adjournment
3:37 p.m. ***Cory McClellan/ Natalia McClellan MSCU***

Instructional Program Review

Program: Gunsmithing

Academic Year:2022/2023

Author(s):J. Martin, B.Bauer

Accepted by Academic Senate: February 22, 2023

Accepted by Consultation Council: February 27, 2023

Accepted by Governing Board: March 14, 2023

Executive Summary

The executive summary should be a consolidation of key findings, program plans, and participants that contributed to the review

The Lassen College gunsmithing program is a unique program with the community college system. The program offers one and two week long classes that offer a wide variety of skill sets to the student and prospective gunsmith. The courses are hands on and for the beginner as well as the current gunsmith to learn or advance their skills. The Lassen college gunsmithing program is also endorsed by the NRA for the short term gunsmithing courses (summer classes). These classes include but not limited to law enforcement armorer classes, general gunsmithng, machine shop as well as a variety of other courses to offer the students.

The gunsmithing program has seen a decline in enrollment and was believed to be because of the online enrollment system that was being used. The gunsmithing program used an in person registration before 2013 and was successful but changed to the online system. In 2020 the gunsmithing program started using the in person registration again and was a success considering the Covid-19 pandemic. Since 2020 there has been an increase in enrollment and in the spring of 2022 a committee was formed of Lassen college employees and voted to revitalize the gunsmithing program. The revitalization was said to be because of low enrollment and change the format to give the students more time to complete an A.S. degree in two years.

The changes to the program are mandated by administration and the revitalization committee.

The revitalization and what is changing is as follows:

- The gunsmithig program did not take in students for the 2022-23 school year
- This break was to give the two full time employees' time to rewrite/update curriculum and finish out the current students in the current format.
- Change in format to change from the one/two week classes to semester length classes
- Reduce the hours the students are in gunsmithing classes so the student will have time to complete the general education requirement to obtain and Associate degree in a two year period
- Update curriculum to expand on some firearm platforms including inertia operated shotguns(Benelli),Glock auto pistols and AR 15 style rifles including the standard operating system(direct gas impingement) and piston operating system.
- Update facilities; replace the shipping containers that were unusable with one 40' container for storage of equipment that clutters the shop and is only used once a year. With the external storage area we can make our storage room into a spray area for spraying firearm finishes.
- Purchase new equipment for applying firearm finishes i.e. ovens and spray booth

The revitalization and changes are only being made to the two year degree/certificate program. There are no changes at this time to the NRA summer classes.

As this is being written the curriculum has been rewritten and has been reviewed by the advisory committee, curriculum committee, the North Far North committee and now is going to the chancellor's

office to be approved. As soon as we can get the chancellor's office approval we will start advertising for the updated program, to start taking in students for the 2023-24 school year starting in August 2023. With the updated program there will be some small adjustments that will need to be made to the program. These adjustments are not know at this time but will be reviewed in the next review cycle. The gunsmithing program will continue to improve and stay at the leading edge of the industry with input from our advisory committee. The facilities director is looking at moving the gunsmithing department in the next 5 years. This move will be to facilitate the student services being in one location. John Martin and Buck Bauer, both full time faculty for the Lassen College gunsmihting program have contributed to this document.

SECTION 1: ACADEMIC PLANNING

Program Overview, Objectives, and Student Learning Outcomes

- Describe the program (types of degrees offered, jobs/industries/transfer pathways associated with the program, faculty members in program)

The mission of the Lassen Community College Gunsmithing Program is as follows:

- Provide a comprehensive series of courses to enable the student to develop necessary industry skills and earn an A.S. Degree.
- Provide specific vocational training in specific Gunsmithing subjects to facilitate entry-level employment and develop job skills to advance in current career.

The objective of the Gunsmithing program is as follows:

- Identify industry standards and needs and provide individuals with opportunities to advance within the industry through vocational training with an A.S. Degree or Certificate from Lassen Community College.

The goals of the Gunsmithing Program are as follows:

- Treat each student with respect to encourage each student to establish and reach his/her goals and objectives within the field of Gunsmithing.
- Expand the use of industry technology in both degree and certificate courses.
- With the participation of an active Advisory Committee, review and improve the Program curriculum every two years.

- Describe and evaluate the program objectives against the LCC strategic plan, specifically the mission statement and strategic goals

The objective of the Gunsmithing program is as follows:

- Identify industry standards and needs and provide individuals with opportunities to advance within the industry through vocational training with an A.S. Degree or Certificate from Lassen Community College.

The following are approved Student Learning Outcomes for the Degrees and Certificates offered in the Gunsmithing program;

- **Associate in Science Degree Firearms Repair**

1. Diagnose a specific firearm malfunction, execute the appropriate corrective step and verify the problem has been resolved.
2. Perform firearms repair and maintenance procedures on the large variety of firearms common to retail Gunsmithing operation and do them legally under state and federal law.

- **Certificate of Achievement Gunsmith Machinist and Metal Finishing**

1. Design and machine firearm parts and fixtures using the appropriate tools and techniques.
2. Apply the appropriate polishing technique and finish to metal firearms parts.

- **Certificate of Achievement Firearms Repair**
  1. Diagnose specific firearm malfunctions, execute the appropriate corrective step and verify the problem has been resolved.
  2. Perform appropriate custom alterations and modifications to specified firearm platforms

- Evaluate any changes in the program since last review. Include summary of Annual Updates completed since last review. Regular program assessment will drive program improvements.

The Lassen Community College gunsmithing program is currently in the revitalizing process. With that we have paused taking in students for the 2022-2023 school year and finishing out the current students that are in the program. This pause is to give current fulltime staff to rewrite/update curriculum and update facilities.

- The curriculum changes include changing the format of the classes from one-week long blocks to semester length courses,
- New firearm platforms such as inertia operated shotguns (Benelli), Striker fired auto pistols (Glock) and AR-15 style rifles.
- The curriculum will also include some CNC (computer numerical control) programing as well as machine use.
- The facilities update includes adding storage next to the machine shop and changing the storage room into a spray booth.
- Listed is some of the differences we will have with the updated program

  The current contact hours per week; 40

  Proposed contact hours per week; 27

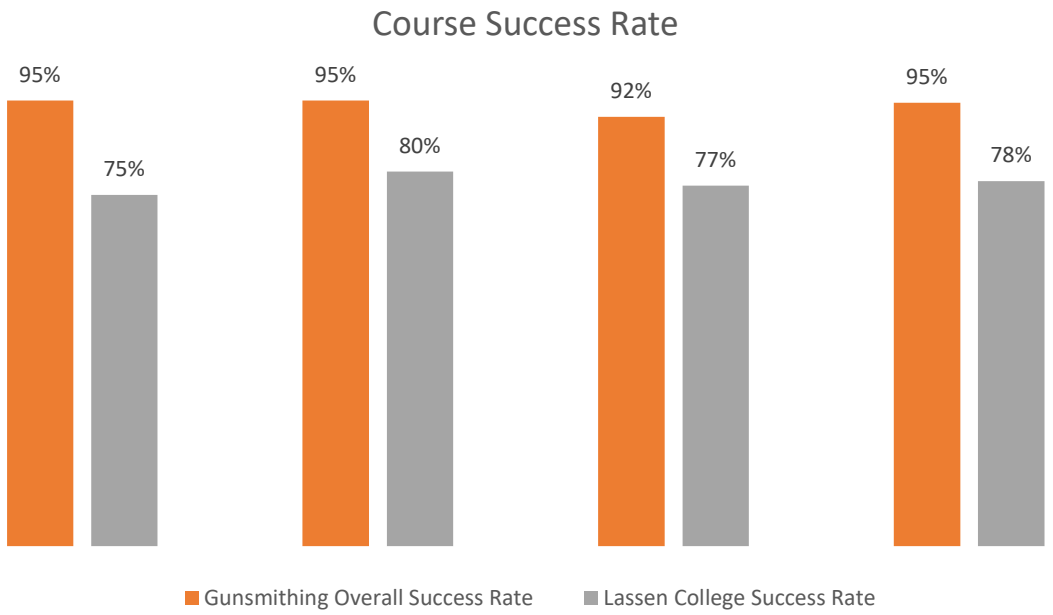
  Current enrollment per year; 704

  Proposed enrollment per year; 440

As this is written, we have currently completed the curriculum changes and waiting for them to be approved by the chancellor so that we can start advertising for the updated program. The gunsmithing program is also waiting for the facilities updates to be completed. The new equipment is ordered but has not arrived at this time.

Student Achievement and Learning Outcomes

Trends and Patterns in Student Achievement

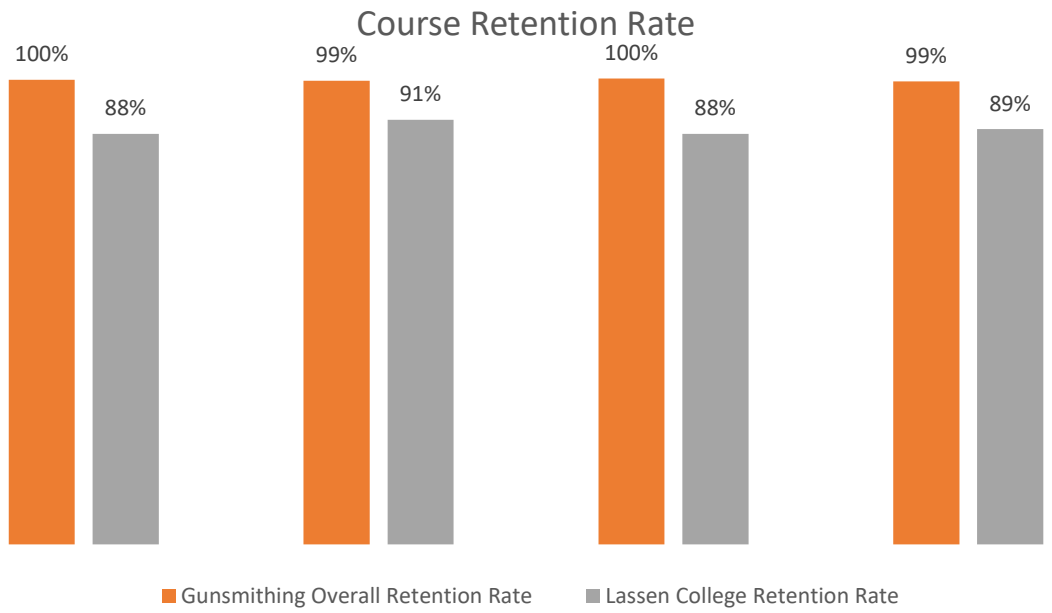


Course Success Rate	2018-19	2019-20	2020-21	2021-22
Program-Level				
Gunsmithing Overall Success Rate	95%	95%	92%	95%
Lassen College Success Rate	75%	80%	77%	78%
Course-Level				
GSS 112	95%	70%	-	83%
GSS 114	100%	-	-	100%
GSS 117	100%	100%	-	100%
GSS 119	100%	100%	-	100%
GSS 134	100%	-	-	100%
GSS 135	-	100%	-	100%
GSS 147	100%	-	-	-
GSS 49	60%	0%	-	-
GSS 50.01	92%	63%	90%	100%
GSS 50.03	100%	100%	100%	90%
GSS 51.01	100%	-	88%	100%
GSS 51.03	-	-	-	100%
GSS 51.05	100%	-	75%	100%
GSS 51.06	100%	-	94%	100%
GSS 52.01	100%	100%	100%	100%
GSS 52.02	93%	100%	100%	100%
GSS 52.03	100%	100%	100%	100%
GSS 52.04	100%	50%	89%	100%
GSS 52.05	100%	100%	100%	100%
GSS 52.06	100%	100%	100%	25%
GSS 52B	100%	-	-	-
GSS 52BR	100%	-	-	-

GSS 54.05	100%	100%	100%	100%
GSS 55.04	100%	-	82%	90%
GSS 56.01	100%	75%	100%	100%
GSS 56.03	100%	100%	100%	100%
GSS 56.04	100%	100%	100%	100%
GSS 57.01	100%	100%	63%	100%
GSS 57.02	100%	100%	100%	100%
GSS 57.03	100%	100%	100%	100%
GSS 57.06	100%	100%	100%	100%
GSS 57.08	71%	38%	44%	45%
GSS 57.15	100%	100%	75%	100%
GSS 58.02	100%	-	88%	90%
GSS 59.02	100%	100%	100%	100%
GSS 59.03	100%	100%	100%	100%
GSS 59.04	100%	88%	100%	100%
GSS 59.05	87%	100%	100%	100%
GSS 59.07	86%	100%	86%	100%
GSS 59.09	100%	100%	100%	100%
GSS 60.01	86%	100%	100%	86%
GSS 60.02	86%	100%	100%	71%
GSS 60.04	100%	100%	100%	100%
GSS 61.01	83%	100%	100%	86%
GSS 61.02	100%	100%	100%	100%
GSS 61.03	93%	100%	100%	100%
GSS 62.03	92%	83%	43%	86%
GSS 62.04	100%	100%	100%	-
GSS 63.01	100%	-	95%	100%
GSS 63.02	100%	-	95%	86%
GSS 63.03	100%	-	94%	100%
GSS 63.05	100%	100%	100%	83%
GSS 64.01	85%	-	80%	78%
GSS 66.01	92%	100%	71%	86%
GSS 66.02	80%	100%	100%	100%
GSS 66.03	93%	83%	71%	100%
GSS 67.01	86%	100%	100%	100%
GSS 68.01	87%	100%	100%	86%
GSS 68.02	100%	100%	100%	100%
GSS 68.03	75%	92%	100%	86%
GSS 69.01	92%	100%	86%	83%
GSS 69.02	100%	100%	71%	86%
GSS 69.03	100%	92%	71%	86%
GSS 69.04	100%	-	100%	-
GSS 70	-	78%	-	100%
GSS 70.01	100%	100%	100%	100%
GSS 70.02	100%	100%	100%	100%
GSS 71.01	92%	100%	71%	83%
GSS 71.02	85%	92%	71%	83%
GSS 71.03	92%	92%	57%	86%

GSS 71.04	100%	-	100%	100%
GSS 72.01	100%	100%	-	100%
GSS 73.02	81%	100%	100%	100%
GSS 75.02	100%	-	100%	100%
GSS 77	-	-	-	100%
GSS 79	-	100%	-	-
GSS 82	100%	100%	-	86%
GSS 83	-	-	-	100%
GSS 87	100%	77%	-	100%
GSS 88	100%	-	-	100%
GSS 89	100%	100%	-	100%
GSS 93	-	-	-	100%
GSS 95	100%	100%	-	100%
GSS 98.03	100%	-	-	-
GSS 98.05	-	100%	-	-
GSS 98.06	-	-	-	100%
GSS 98.08	-	93%	-	88%
GSS 98.09	100%	-	-	-
GSS 98.12	-	-	-	100%
GSS 98.21	89%	100%	100%	100%
GSS 98.22	96%	100%	-	100%
GSS 98.23	100%	100%	100%	100%
GSS 98.24	88%	1	1	1
Modality				
Correspondence	-	-	-	-
Face-to-Face	95%	95%	92%	95%
Online	-	-	-	-
Hybrid	-	-	-	-

Success Rate by Student Demographic	2018-19	2019-20	2020-21	2021-22
Program-Level				
Gunsmithing Overall Success Rate	95%	95%	92%	95%
Lassen College Success Rate	75%	80%	77%	78%
Gender				
Female	100%	100%	-	100%
Male	95%	95%	92%	95%
Unreported	100%	100%	-	100%
Ethnicity-Race-Ancestry				
American Indian or AK Native	78%	100%	100%	92%
Asian	70%	100%	-	100%
Black or African American	100%	100%	-	-
Filipino	-	100%	-	100%
Hispanic or Latino	99%	92%	89%	100%
Pacific Islander	-	100%	-	-
White	96%	96%	90%	92%
Other	-	-	-	-
Unreported	-	94%	98%	99%
Age Group				
17 and Under	-	100%	-	-
18 to 24	89%	94%	92%	94%
25 to 49	99%	96%	92%	94%
50 and Over	95%	96%	91%	99%



Retention Rate	2018-19	2019-20	2020-21	2021-22
Program-Level				
Gunsmithing Overall Retention Rate	100%	99%	100%	99%
Lassen College Retention Rate	88%	91%	88%	89%
Course-Level				
GSS 112	95%	70%	-	83%
GSS 114	100%	-	-	100%
GSS 117	100%	100%	-	100%
GSS 119	100%	100%	-	100%
GSS 134	100%	-	-	100%
GSS 135	-	100%	-	100%
GSS 147	100%	-	-	-
GSS 49	100%	100%	-	-
GSS 50.01	100%	100%	100%	100%
GSS 50.03	100%	100%	100%	100%
GSS 51.01	100%	-	100%	100%
GSS 51.03	-	-	-	100%
GSS 51.05	100%	-	94%	100%
GSS 51.06	100%	-	100%	100%
GSS 52.01	100%	100%	100%	100%
GSS 52.02	93%	100%	100%	100%
GSS 52.03	100%	100%	100%	100%
GSS 52.04	100%	100%	100%	100%
GSS 52.05	100%	100%	100%	100%
GSS 52.06	100%	100%	100%	100%
GSS 52B	100%	-	-	-
GSS 52BR	100%	-	-	-
GSS 54.05	100%	100%	100%	100%
GSS 55.04	100%	-	100%	100%

GSS 56.01	100%	100%	100%	100%
GSS 56.03	100%	100%	100%	100%
GSS 56.04	100%	100%	100%	100%
GSS 57.01	100%	100%	100%	100%
GSS 57.02	100%	100%	100%	100%
GSS 57.03	100%	100%	100%	100%
GSS 57.06	100%	100%	100%	100%
GSS 57.08	100%	100%	100%	100%
GSS 57.15	100%	100%	100%	100%
GSS 58.02	100%	-	100%	100%
GSS 59.02	100%	100%	100%	100%
GSS 59.03	100%	100%	100%	100%
GSS 59.04	100%	100%	100%	100%
GSS 59.05	100%	100%	100%	100%
GSS 59.07	100%	100%	100%	100%
GSS 59.09	100%	100%	100%	100%
GSS 60.01	100%	100%	100%	86%
GSS 60.02	100%	100%	100%	86%
GSS 60.04	100%	100%	100%	100%
GSS 61.01	100%	100%	100%	100%
GSS 61.02	100%	100%	100%	100%
GSS 61.03	100%	100%	100%	100%
GSS 62.03	100%	100%	100%	100%
GSS 62.04	100%	100%	100%	-
GSS 63.01	100%	-	100%	100%
GSS 63.02	100%	-	100%	100%
GSS 63.03	100%	-	100%	100%
GSS 63.05	100%	100%	100%	100%
GSS 64.01	100%	-	100%	100%
GSS 66.01	100%	100%	100%	100%
GSS 66.02	100%	100%	100%	100%
GSS 66.03	100%	100%	100%	100%
GSS 67.01	100%	100%	100%	100%
GSS 68.01	100%	100%	100%	100%
GSS 68.02	100%	100%	100%	100%
GSS 68.03	94%	100%	100%	100%
GSS 69.01	100%	100%	100%	100%
GSS 69.02	100%	100%	100%	100%
GSS 69.03	100%	100%	100%	100%
GSS 69.04	100%	-	100%	-
GSS 70	-	100%	-	100%
GSS 70.01	100%	100%	100%	100%
GSS 70.02	100%	100%	100%	100%
GSS 71.01	100%	100%	100%	100%
GSS 71.02	92%	100%	100%	100%
GSS 71.03	100%	100%	100%	100%
GSS 71.04	100%	-	100%	100%
GSS 72.01	100%	100%	-	100%

GSS 73.02	100%	100%	100%	100%
GSS 75.02	100%	-	100%	100%
GSS 77	-	-	-	100%
GSS 79	-	100%	-	-
GSS 82	100%	100%	-	86%
GSS 83	-	-	-	100%
GSS 87	100%	100%	-	100%
GSS 88	100%	-	-	100%
GSS 89	100%	100%	-	100%
GSS 93	-	-	-	100%
GSS 95	100%	100%	-	100%
GSS 98.03	100%	-	-	-
GSS 98.05	-	100%	-	-
GSS 98.06	-	-	-	100%
GSS 98.08	-	93%	-	88%
GSS 98.09	100%	-	-	-
GSS 98.12	-	-	-	100%
GSS 98.21	100%	100%	100%	100%
GSS 98.22	100%	100%	-	100%
GSS 98.23	100%	100%	100%	100%
GSS 98.24	100%	100%	100%	100%
Modality				
Correspondence	-	-	-	-
Face-to-Face	100%	99%	100%	99%
Online	-	-	-	-
Hybrid	-	-	-	-

Degree and Certificates	**2018-19**	**2019-20**	**2020-21**	**2021-22**
Gunsmithing Degrees Awarded	10	6	10	4
Lassen College Degrees Awarded	310	260	338	236
Gunsmithing Certificates Awarded	28	4	13	4
Lassen College Certificates Awarded	156	128	161	72
Degree or Certificate Program				
AS Firearms Repair	5	3	5	2
AS General Gunsmithing	5	3	5	2
Cert. of Achievement Firearms Repair	14	2	11	2
Certificate of Achievement General Gunsmithing	14	2	12	2

Achievement

Based on your review of the data trends above (e.g., course success, retention, awards) please provide an analysis of achievement gaps and accomplishments in the program.

The data provided shows that the Lassen Community College Gunsmithing program had great success and retention rates. The rates were well above the average for the college as a whole. Due to the gunsmithing program revitalizing and changing the program format the success and retention rate is suspected to decline. The success and retention rates were much lower when the program was in the semester format and we are changing back to that format. The current format focuses on one subject or firearm platform and is completed in one week there is no other subjects in that time period. The new format will give the student several lectures on different subjects/firearm platforms in one day and can lead the student to some confusion and combining of the subjects. The instructor will do extensive demonstrations and tutoring in the lab to try to mitigate these issues.

Equity

Based on your review of the data trends above (e.g., course success, retention) please provide a narrative to outline opportunities to address any equity gaps.

There are no equity gaps at this time. The Gunsmithing program is under revitalization and we will have to wait until the next review cycle to see how the updates are working out.

Student Learning Outcomes

SLO assessment is important to maintain and improve an effective learning experience for LCC students. Evaluating SLO results regularly is helpful for evaluating student learning and identifying emerging program needs. There is a link between SLO assessment results, SLO improvement plans and review of curriculum and/or budget requests. Regular program assessment will drive program improvement. These records are maintained in the online Data Management and Visualization tool (TABLEAU) and are available for review by faculty at any time through its self-updating, interactive dashboards, and reports. Feedback and narrative from the Share Point tool will be included in the reports.

*By contract, faculty are required to prepare and submit an SLO Assessment Plan for each class within one week of the first-class meeting and implementation of the assessment method as indicated on the SLO Plan for each class. Submission of the (a) results of the assessment methods and (b) steps taken as result of the assessment within five (5) District business days after the last scheduled meeting of the class. Both submissions will be made in accordance with District tracking procedures (I.e., may be paper-based or electronic).

- Provide an analysis of findings of the assessments completed and recommendations being made in individual assessments.

  The Gunsmithing program is under revitalization. This will have to be reviewed at the next review cycle to see if the updates are an improvement.
- Consider the impact or influence of the assessment results at the program level.

  The results show the courses offered were very successful.
- Identify and evaluate the Program Student Learning Outcomes including the relationship between course, program and institutional student learning outcomes utilizing information provided by the Office of Institutional Effectiveness.

  The PSLOs show that the students are meeting the SLO and there is no improvement needed. The course format will change before the next review cycle and we will see if this stays the same.

Course Assessed	Recommendations for Improvement
GSS-112 Machine Shop For Gunsmiths	No improvement needed
GSS-114 Basic Rifle Barreling	No improvement needed
GSS-117 GTAW For Gunsmiths	No improvement needed
GSS-119 Advanced Rifle Barreling	No improvement needed
GSS-134 Caustic Bluing	No improvement needed
GSS-135 Parkerizing	No improvement needed
GSS-147 Assemble/Tung Gas Rif	No improvement needed
GSS-49 Gunsmithing Work Experience	See work experience IPR
GSS-50.01 Recoil Pad Install	No improvement needed
GSS-50.03 Open Sight Install	No improvement needed
GSS-51.01 Stock Inletting	No improvement needed
GSS-51.03 Stock Shaping	No improvement needed
GSS-51.05 Glass Bedding	No improvement needed
GSS-51.06 Wood Stock Finishing	No improvement needed

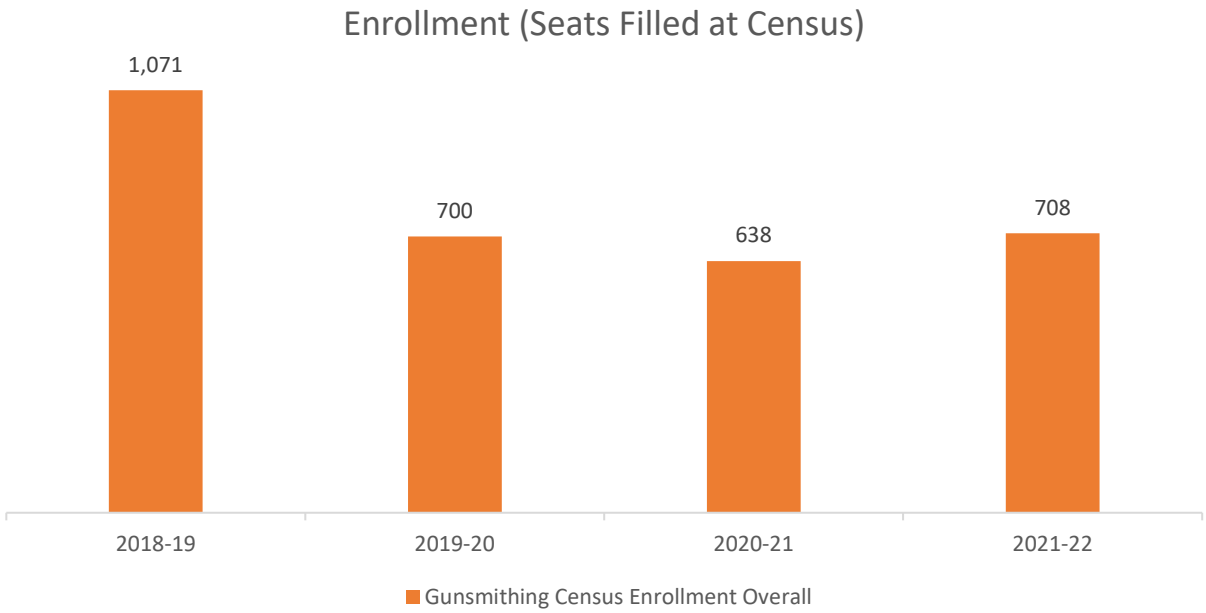
GSS-52.01 Gunsmith Machining I	No improvement needed
GSS-52.02 Gunsmith Machining 2	No improvement needed
GSS-52.03 Gunsmith Machining 3	No improvement needed
GSS-52.04 Gunsmith Machining 4	No improvement needed
GSS-52.05 Gunsmith Machining 5	No improvement needed
GSS-52.06 Gunsmith Machining 6	No improvement needed
GSS-52B Firearms Training	No improvement needed
GSS-52BR Firearms Training Refresher	No improvement needed
GSS-54.05 Hard/Temp Steels	No improvement needed
GSS-55.04 Stock Refinish and Repair	No improvement needed
GSS-56.01 Headspace	No improvement needed
GSS-56.03 Bolt Action Barrel Fitting	No improvement needed
GSS-56.04 Barrel Contouring	No improvement needed
GSS-57.01 Bolt Action Breech	No improvement needed
GSS-57.02 Action Blueprinting	No improvement needed
GSS-57.03 Action and Bolt Modifications	No improvement needed
GSS-57.06 Truing Exterior of Action	No improvement needed
GSS-57.08 Bottom Metal Modifications	No improvement needed
GSS-57.15 Bolt Action Rifle Feeding	No improvement needed
GSS-58.02 Pres & Pil Bedding	No improvement needed
GSS-59.02 Metal Preparation	No improvement needed
GSS-59.03 Parkerizing	No improvement needed
GSS-59.04 Color Case Hardening	No improvement needed
GSS-59.05 Rust Bluing	No improvement needed
GSS-59.07 Niter Bluing and Heat Coloring	No improvement needed
GSS-59.09 Alternative Metal Finishes	No improvement needed
GSS-60.01 Dfr Recoil Auto Sg	No improvement needed
GSS-60.02 Dfr Gas Operated Auto Shotguns	No improvement needed
GSS-60.04 Dfr Pump Shotguns	No improvement needed
GSS-61.01 Dfr Single Action Revolvers	No improvement needed
GSS-61.02 Dfr Smith & Wesson Revolvers	No improvement needed
GSS-61.03 DFR Colt & Ruger Revolvers	No improvement needed
GSS-62.03 Misfire Correction	No improvement needed
GSS-62.04 Firing Pin Holes	No improvement needed
GSS-63.01 Single Triggers	No improvement needed
GSS-63.02 Ejectors	No improvement needed
GSS-63.03 Double Gun Locks	No improvement needed
GSS-63.05 Hinge Pin/Headspace	No improvement needed
GSS-64.01 Stock Fit and Bed	No improvement needed
GSS-66.01 Rifle Barrel Fit.	No improvement needed
GSS-66.02 Revolver Barrel Fit	No improvement needed
GSS-66.03 .22 Barrel Fitting	No improvement needed
GSS-67.01 Blowback Principle	No improvement needed
GSS-68.01 Dfr Locked Breech	No improvement needed
GSS-68.02 Locked Breech Dbl A	No improvement needed
GSS-68.03 Dfr Blowback Auto Pistols	No improvement needed
GSS-69.01 Dfr Auto Rifles	No improvement needed
GSS-69.02 Drf Pump Rifles	No improvement needed

GSS-69.03 Dfr Lever Action Rifles	No improvement needed
GSS-69.04 Non-Bolt Action Feeding	No improvement needed
GSS-70 Checkering	No improvement needed
GSS-70.01 Dfa Triggers 1	No improvement needed
GSS-70.02 Dfa Triggers 2	No improvement needed
GSS-71.01 Dfr .22 Auto's	No improvement needed
GSS-71.02 Dfr Bolt Action .22's	No improvement needed
GSS-71.03 Dfr Pump and Lever	No improvement needed
GSS-71.04 Dfr Marlin Model 39	No improvement needed
GSS-72.01 Metallic Cartridge Reloading	No improvement needed
GSS-73.02 Spring Making	No improvement needed
GSS-75.02 Firearm Laws & Regulations	No improvement needed
GSS-77 Acc. M1-M1A For Comp	No improvement needed
GSS-79 Basic Cors Armorer	No improvement needed
GSS-82 General Gunsmithing	No improvement needed
GSS-83 General Gunsmithing-Advanced	No improvement needed
GSS-87 L.E.A.S./D & R Autopistol	No improvement needed
GSS-88 L.E.A.S./D & R Autopistol	No improvement needed
GSS-89 L.E.A.S./D & R Full Autos I	No improvement needed
GSS-93 L.E.A.S./Design & Repair	No improvement needed
GSS-95 Law Enforce Arms	No improvement needed
GSS-98.03 Cow Act Shoot Short	No improvement needed
GSS-98.05 Design, Func Rep Sw	No improvement needed
GSS-98.06 L.E.A.S./Dfr Long Guns	No improvement needed
GSS-98.08 Custom Built 1911	No improvement needed
GSS-98.09 Color Case Hardening	No improvement needed
GSS-98.12 Belts and Holsters	No improvement needed
GSS-98.21 Hand Guns Special Projects	No improvement needed
GSS-98.22 Dfr Long Guns Special Projects	No improvement needed
GSS-98.23 Machine Shop Special Projects	No improvement needed
GSS-98.24 Stockmaking Special Projects	No improvement needed

Program Student Learning Outcomes	**Summarize Findings**
PSLO 1	No improvement needed
PSLO 2	No improvement needed
PSLO 3	No improvement needed
PSLO 4	No improvement needed
PSLO 5	No improvement needed
Recommendations for Improvement	

Enrollment Management

Enrollment Management	2018-19	2019-20	2020-21	2021-22
Gunsmithing Census Enrollment Overall	1,071	700	638	708
Lassen College Census Enrollment	15,117	14,320	12,244	11,847
Gunsmithing Full-Time Equivalent Students (FTES)	84.6	56.9	48.2	57.9
Lassen College Full-Time Equivalent Students (FTES)	1,648	1,561	1,340	1,269
Gunsmithing Number of Sections	89	71	81	87
Lassen College Number of Sections	883	851	758	818
Gunsmithing Fill Rate	52%	43%	37%	34%
Lassen College Fill Rate	55%	54%	55%	51%
Gunsmithing Full-Time Equivalent Faculty (FTEF)	5.7	4.4	5.0	5.8
Lassen College Full-Time Equivalent Faculty (FTEF)	79.8	77.7	70.6	74.2
Gunsmithing FTES/FTEF	14.8	12.9	9.6	9.9
Lassen College FTES/FTEF	20.7	20.1	19	17.1



Based on your review of the data trends above (e.g., enrollment, FTES, FTES/FTEF, fill rate) please provide an analysis of efficiency gaps and accomplishments.

Based on the data provided, the gunsmithing program has been operating about half capacity and the program has seen a decrease in enrollment mainly due to Covid-19 pandemic. We can see that since the pandemic the enrollment numbers are on the rise. The data listed includes the NRA summer courses and we have had a decline in enrollment in that program due to Covid-19 as well as the lack of advertising. The data listed does not capture all enrollments the gunsmithing program brings in i.e. the welding courses are not listed in the data for the gunsmithing program. The welding courses are specific to the gunsmithing program and only students enrolled into the gunsmithing program are allowed to take these courses. The degree/certificate program is under revitalization to improve enrolment. With the changes to the format to the gunsmithing program the enrollment number will be substantially less. Currently one student will be enrolled in an average of 18 courses per semester and counted for each

course. With the new format one student will be enrolled in 5 courses per semester and counted for each course. With full classes the enrollments compared as follows;

- Current program; 22 students X 18 classes per semester = 396 enrollments per class per semester
- Proposed program; 22 students X 5 classes per semester = 110 enrollments per class per semester

These changes will also show a decrease in FTES the program will generate. With the decrease in enrollments and decrease in contact hours this in turn decreases FTES the program can earn. The current program vs. proposed program FTES generation per semester,

Current program with 22 students enrolled = 14,080 contact hours = 26.8 FTES

Proposed program with 22 students enrolled = 9,504 contact hours = 18.1 FTES

The gunsmithing program staff will work diligently to fill the classes through advertising and promoting the program. These changes are mandated by the administration and the revitalization committee. The decrease in contact hours as well as enrollments are to facilitate the students having more time to complete the general education requirements for the degree.

Curriculum

Degrees and/or Certificates

Degree or Certificate Title	Award Type (AA, AS, AAT, AST, etc.)	Units	Term of Last Revision
Associate in Science Degree in Firearms Repair	A.S.	60	2021
Associate in Science Degree in General Gunsmithing	A.S.	60	2021
Certificate of Achievement in Firearms Repair	COA	16	2021
Certificate of Achievement in General Gunsmithing	COA	16	2021
Certificate of Accomplishment in Gunsmith Machinist and Metal Finishing	COA	16	2021
Certificate of Accomplishment in Long Guns	COA	16	2021
Certificate of Accomplishment in Pistolsmith	COA	16	2021
Certificate of Accomplishment in Riflesmith	COA	16	2021

Provide a narrative of revisions made.

The program in under revitalization at this time. The updated program will offer

- A.S. firearms repair
- Certificate of Achievement Gunsmith machinist and metal finisher
- Certificate of Achievement firearms repair

The revitalization and changes to the program are as follows

- The gunsmithig program did not take in students for the 2022-23 school year
  This break was to give the two full time employees' time to rewrite/update curriculum and finish out the current students in the current format.
- Change in format to change from the one/two week classes to semester length classes
- Reduce the hours the students are in gunsmithing classes so the student will have time to complete the general education requirement for obtain and Associate degree in a two year period
- Update curriculum to expand on some firearm platforms including inertia operated shotguns(Benelli),Glock auto pistols and AR 15 style rifles including the standard operating system(direct gas impingement) and piston operating system.

The revitalization and changes are only being made to the two year degree/certificate program. There are no changes at this time to the NRA summer classes.

Courses

Summarize curriculum revisions, new course adoptions, and/or course deletions r since the last program review. Describe the program accomplishments and/or changes (e.g., major revisions, additions, etc.). All courses need to be submitted to the Curriculum Committee for revision at least once every five years.

Whether changes to a course outline are necessary or not, a Revision to Existing Course Form for each course must be completed and submitted to the Curriculum/Academic Standards Committee for action.

If all the courses in the certificate or degree are reviewed at one time, a single Program revision form can be used. If there are changes made to a course, the changes must be noted on the revision form. When reviewing a single course and changes are necessary, indicate the revisions on the form. Where no changes are necessary, simply indicate on the Revision Form that "the course has been reviewed as part of the program review and no changes are necessary." All program certificates, degrees, PSLO maps, and SLO maps are also required to be reviewed and updated if necessary. PSLO maps require a program revision form and course SLO maps require a course revision form. If all maps are reviewed at the same time, a single program revision form can be used. Advising plans also need to be reviewed and updated. A program revision form is used to review and update the advising plan if necessary. Revision forms will be retained in the Instructional Office with the Curriculum agenda packets.

Following the Curriculum/Academic Standards Committee action on all submitted Revision to Existing Course Forms, a summary Instructional Program Curriculum Review Form will be completed by the Curriculum/Academic Standards Subcommittee Chair and given to the program faculty for inclusion in the program review.

The signed Instructional Program Curriculum Review Form is to be included with your completed program review documents for all certificates and degrees.

Course	Last Offered	Term of Last Revision
GSS-112 Machine Shop For Gunsmiths	2022SU	2021
GSS-114 Basic Rifle Barreling	2022SU	2021
GSS-117 GTAW For Gunsmiths	2022SU	2021
GSS-119 Advanced Rifle Barreling	2022SU	2021
GSS-134 Caustic Bluing	2022SU	2021
GSS-135 Parkerizing	2022SU	2021
GSS-147 Assemble/Tung Gas Rif	2019SU	2021
GSS-49 Gunsmithing Work Experience	2022SU	2021
GSS-50.01 Recoil Pad Install	2021FA	2021
GSS-50.03 Open Sight Install	2021FA	2021
GSS-51.01 Stock Inletting	2022SP	2021
GSS-51.03 Stock Shaping	2022SP	2021
GSS-51.05 Glass Bedding	2022SP	2021
GSS-51.06 Wood Stock Finishing	2022SP	2021
GSS-52.01 Gunsmith Machining I	2021FA	2021
GSS-52.02 Gunsmith Machining 2	2021FA	2021
GSS-52.03 Gunsmith Machining 3	2021FA	2021
GSS-52.04 Gunsmith Machining 4	2021FA	2021
GSS-52.05 Gunsmith Machining 5	2021FA	2021
GSS-52.06 Gunsmith Machining 6	2021FA	2021
GSS-52B Firearms Training	N/A	2021
GSS-52BR Firearms Training Refresher	N/A	2021

GSS-54.05 Hard/Temp Steels	2021FA	2021
GSS-55.04 Stock Refinish and Repair	2022SP	2021
GSS-56.01 Headspace	2022SP	2021
GSS-56.03 Bolt Action Barrel Fitting	2022SP	2021
GSS-56.04 Barrel Contouring	2022SP	2021
GSS-57.01 Bolt Action Breech	2022SP	2021
GSS-57.02 Action Blueprinting	2022SP	2021
GSS-57.03 Action and Bolt Modifications	2022SP	2021
GSS-57.06 Truing Exterior of Action	2022SP	2021
GSS-57.08 Bottom Metal Modifications	2022SP	2021
GSS-57.15 Bolt Action Rifle Feeding	2022SP	2021
GSS-58.02 Pres & Pil Bedding	2022SP	2021
GSS-59.02 Metal Preparation	2021FA	2021
GSS-59.03 Parkerizing	2021FA	2021
GSS-59.04 Color Case Hardening	2021FA	2021
GSS-59.05 Rust Bluing	2022FA	2021
GSS-59.07 Niter Bluing and Heat Coloring	2022FA	2021
GSS-59.09 Alternative Metal Finishes	2021FA	2021
GSS-60.01 Dfr Recoil Auto Sg	2021FA	2021
GSS-60.02 Dfr Gas Operated Auto Shotguns	2021FA	2021
GSS-60.04 Dfr Pump Shotguns	2021FA	2021
GSS-61.01 Dfr Single Action Revolvers	2021FA	2021
GSS-61.02 Dfr Smith & Wesson Revolvers	2021FA	2021
GSS-61.03 DFR Colt & Ruger Revolvers	2021FA	2021
GSS-62.03 Misfire Correction	2022SP	2021
GSS-62.04 Firing Pin Holes	2021SP	2021
GSS-63.01 Single Triggers	2022SP	2021
GSS-63.02 Ejectors	2022SP	2021
GSS-63.03 Double Gun Locks	2022SP	2021
GSS-63.05 Hinge Pin/Headspace	2022SP	2021
GSS-64.01 Stock Fit and Bed	2022SP	2021
GSS-66.01 Rifle Barrel Fit.	2022SP	2021
GSS-66.02 Revolver Barrel Fit	2021FA	2021
GSS-66.03 .22 Barrel Fitting	2022SP	2021
GSS-67.01 Blowback Principle	2021FA	2021
GSS-68.01 Dfr Locked Breech	2021FA	2021
GSS-68.02 Locked Breech Dbl A	2021FA	2021
GSS-68.03 Dfr Blowback Auto Pistols	2021FA	2021
GSS-69.01 Dfr Auto Rifles	2022SP	2021
GSS-69.02 Drf Pump Rifles	2022SP	2021
GSS-69.03 Dfr Lever Action Rifles	2022SP	2021
GSS-69.04 Non-Bolt Action Feeding	2021SP	2021
GSS-70 Checkering	2021SU	2021
GSS-70.01 Dfa Triggers 1	2021FA	2021
GSS-70.02 Dfa Triggers 2	2021FA	2021
GSS-71.01 Dfr .22 Auto's	2022SP	2021
GSS-71.02 Dfr Bolt Action .22's	2022SP	2021
GSS-71.03 Dfr Pump and Lever	2022SP	2021

GSS-71.04 Dfr Marlin Model 39	2022SP	2021
GSS-72.01 Metallic Cartridge Reloading	2022SP	2021
GSS-73.02 Spring Making	2022FA	2021
GSS-75.02 Firearm Laws & Regulations	2022SP	2021
GSS-77 Acc M1-M1A For Comp	2022SU	2021
GSS-79 Basic Cors Armorer	2022SU	2021
GSS-82 General Gunsmithing	2022SU	2021
GSS-83 General Gunsmithing-Advanced	2021SU	2021
GSS-87 L.E.A.S./D & R Autopistol	2022SU	2021
GSS-88 L.E.A.S./D & R Autopistol	N/A	2021
GSS-89 L.E.A.S./D & R Full Autos I	2022SU	2021
GSS-93 L.E.A.S./Design & Repair	2022SU	2021
GSS-95 Law Enforce Arms	2022SU	2021
GSS-98.03 Cow Act Shoot Short	N/A	2021
GSS-98.05 Design, Func Rep Sw	N/A	2021
GSS-98.06 L.E.A.S./Dfr Long Guns	2021SU	2021
GSS-98.08 Custom Built 1911	2022SU	2021
GSS-98.09 Color Case Hardening	2021SU	2021
GSS-98.12 Belts and Holsters	2022SU	2021
GSS-98.21 Hand Guns Special Projects	2022SP	2021
GSS-98.22 Dfr Long Guns Special Projects	2022SP	2021
GSS-98.23 Machine Shop Special Projects	2022SP	2021
GSS-98.24 Stockmaking Special Projects	2022SP	2021

Provide a narrative of revisions made.

The program is in revitalization at this time. The changes are as follows:

- The gunsmithing program did not take in students for the 2022-23 school year
- This break was to give the two full time employees' time to rewrite/update curriculum and finish out the current students in the current format.
- Change in format to change from the one/two week classes to semester length classes
- Reduce the hours the students are in gunsmithing classes so the student will have time to complete the general education requirement for obtain and Associate degree in a two year period
- Update curriculum to expand on some firearm platforms including inertia operated shotguns(Benelli),Glock auto pistols and AR 15 style rifles including the standard operating system(direct gas impingement) and piston operating system.

The revitalization and changes are only being made to the two year degree/certificate program. There are no changes at this time to the NRA summer classes.

Articulation/Integration of Curriculum

- Attach a tabular comparison of Lassen Community College courses articulating with UC and CSU, Indicating courses with approved C-ID designations as applicable (Obtain copies of Articulation Agreements from the Transfer Center / Articulation Officer)

- Provide a narrative reviewing the Lassen Community College courses and courses at four-year institutions for course alignment. (e.g., two courses at Lassen needed to articulate with one course at UC) and the unit requirements for Lassen Community College courses as compared to four-year institutions.

  Lassen Community College Gunsmithing program is a unique program that is the only campus based Gunsmithing School that offers Design, Function and Repair classes in America. Our classes do not transfer to the UC or CSU level because none of the four-year institutions offer a gunsmithing program.

External Compliance

Provide a summary of any compliance regulations (e.g., accreditation, accessibility), actions taken, and gaps identified.

The gunsmithing program is currently next to the child day care and the student services office. The Child Day care is leased to an outside agency and with the large amount of traffic in the area is a concern. At this time the Gunsmithing program is in compliance with federal, state and local laws. If the laws are to change in the future the Gunsmithing program will not be able to operate at its current location. The LCC facilities director is currently looking into another space for the gunsmithing program. The gunsmithing advisory committee has not given any input on this issue at this time. This will be brought to their attention at the next meeting. The facilities director looking at moving the gunsmithing program in the next 5 years. This move is to facilitate student services being in one location. This proposed move would move us away from the child day care and alleviate most of these issues.

External Analysis: Job Market Assessment

Provide a summary of Industry Advisory Board suggestions and market data. The market data will be populated for Career Technical Education programs only

The advisory committee minuets are available in the office of instruction. At this time there has been not many recommendations from our advisory board due to they have had a lot of information to review and vote on with the program going through revitalization.

Program Planning and Communication Strategies

Describe the communication methods and interaction strategies used by your program faculty and administrators to discuss program-level planning, curriculum, SLOs, PSLOs, equity, student achievement, and institutional performance data.

The communication that has happened between program faculty and administration is by zoom and in person. The program planning and strategies has been discussed and plans have been made, during the revitalization process.

Academic Planning Analysis Summary

Summarize the key findings from the program analysis and outline opportunities for change.

The gunsmithing program is being revitalized at this time there is nothing to analyzed and we are making

changes to update the program.

Section 2: Human Resource Planning

Workload and Staffing Assessment

Year	F/T Faculty	P/T Faculty
Previous Year	2	7
Current Year	2	7
Next 2 Years	2	7

Provide a narrative that describes the program's faculty staffing trends and develop a projection for the two years. Discuss the extent to which your current faculty staffing structure meets or does not meet your program's needs and/or initiatives. Please describe what strategies will be used to diversify your staffing (e.g., education, expertise/skillsets, areas of interest, demographics).

The Number of full and part time faculty is steady. With full time faculty working at max capacity, it is difficult to expand the program. Lassen College is in desperate need of a director for the gunsmithing program to survive and grow. The gunsmithing program is the only program on campus that runs 12 months and does not have a director.

Lassen College has a signed contract with the NRA that states Lassen College will maintain a director or coordinator to oversee the NRA Gunsmithing program. At this time Jonathan Herring GS department ISS is the NRA coordinator.

Due to the work load of the current GSS staff full time and part time, the program is in need of a third full time instructor. The GSS program used to have three full time employees but due to staffing changes it was reduced to two. It is hard to maintain/improve the GSS program with the full-time instructors teaching at the current work load. Thus, the program needs a director and 2 full time instructors. Within the next couple years one of the full-time instructors is looking at retiring so it would be beneficial to hire another instructor so they can be up to speed when the senior instructor retires.

With a director and 2 full time instructors and the spread-out work load the faculty would have ample time to take care of the duties to maintain/improve/advance the Gunsmithing program. At the time that the gunsmithing program had a waitlist to get into the program and there were 600-700 summer students there were 3 fulltime faculty. With the help of another full-time faculty, we could increase enrollment and offer more classes that would in turn bring in more FTES.

The GSS program needs a secretary to help with the clerical duties that are necessary to be in compliance in the industry.

Professional Development

Provide a description and associated outcomes related to the program's target professional development participation over since the last program review. Discuss the current professional development/training need(s) of your program, and why this need(s) exists. If you have specific trainings you want to request, please include those details.

Since the last review we have been in the revitalization process. The only professional development that has been done is to update the program is the program staff are getting online training for the CNC machine so that we can include programing and machine use into the updated program after we finish the revitalization process. In the spring 2023 we hope to attend gun shows as well as the SHOT show to attend trainings and stay current with the industry.

Section 3: Infrastructure Planning

Facilities

- Describe and evaluate the Lassen Community College facilities available to the program.
- Describe and evaluate additional facilities utilized off-campus by the program
- Describe any facilities needs identified internal or external analysis
- Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the program review cycle.

The classroom for the Gunsmithing Program is located in the Vocational-Technical building, room VT-104, along with a program office located in VT-110. The remainder of the
Program is located in the GS building, which is immediately adjacent to the Vo-Tech building. The GS building includes

- Work benches, grinders, welders, saws, lathes, milling machines, caustic bluing equipment, sandblasting equipment, and a wide range of small tooling. The major equipment is outlined below: see appendix A

Evaluation of the facilities available to the Gunsmithing Department:

- The current facility is limited in space for machinery and equipment
- The current facility is limited in space for student activity and storage of student and program materials resulting in some safety concerns.
- The current facility has a realistic operational capacity of approximately 50 students, limited by the availability of machines/equipment in the machine shop
- The Child Development Center was constructed in close proximity to the facility, raising concerns
- Student Services in the Vo-Tech building is in close proximity to the gunsmithing facility
- VT-105, formerly a classroom available to the Gunsmithing Department, has become Counseling offices, forcing a make-shift classroom to be arranged in the Gunsmithing Shop
- VT-101, one of the class rooms currently used by the gunsmithing department, is being changed into offices for student services.

- The gunsmithing department has asked for more classrooms and we have been told that there is no room for more classrooms facilities has to make room for student services, so we will be losing another class room. At this time we will only have one class room available for our summer program 2023. In the past we have had 5 class rooms in use at one time.
- Availability of classroom space during the degree/certificate and NRA Summer Program keeps getting smaller.
- The former Facilities director has taken away what was used for the gunsmithing armory Vt-102. Forcing LCC to purchase gun safes and store them in classroom VT108. This cut down the size of the classroom and as a result have to cut down class size.
- Due to Covid-19 pandemic LCC made the campus i.e., dorms and gym, overflow for the hospital if need be. In turn the main electrical panel in the gunsmithing dept. machine shop has been upgraded and made so there could be generators hooked to the panel. With this the former facilities director built a room around the panel in the machine shop that makes more of our area unusable and cuts down the square footage of the shop. The former Facilities director also removed equipment out of the machine shop that we currently used to make room for this structure. This was done with no consideration to the gunsmithing program staff.
- LCC gunsmithing dept. had a fenced area on the east side of the machine shop. The fence and the area were removed including part of the lawn to repair a drainage line. The drainage line is still broken after 5years and the fence has not been replaced. We stored raw materials, oxygen and acetylene bottles and other supplies that didn't need to be inside in this area. The fenced area was locked and secure. Now we must store these items in the machine shop/lab area and they clutter the shop and is a safety concern. This area is also the first place all students go on campus to get to admissions and records. This is unsightly and unprofessional looking.
- Since the last review, and due to the program being revitalized, the program has received a 40'-shipping container for storage and at this time we are waiting to get power hooked up to it so we can move the equipment that is used once a year and clutters the shop into it.
- With getting the shipping container for storage we will be able to move the spare parts out of the storage room in the lab and the room will become a painting area for spraying firearm finishes. We have ordered a paint booth but have not received it at this time. We have also ordered two commercial ovens for curing the firearm finishes and also have not received them at this time.

Evaluation of the major equipment utilized by Gunsmithing Department shows some of the worn and outdated equipment has been replaced using grant moneys.

Equipment

- Describe and evaluate equipment and equipment support provided for instruction and instructional support

The classroom for the Gunsmithing Program is located in the Vocational-Technical building, room VT-104, along with a program office located in VT-110. The remainder of the
Program is located in the GS building, which is immediately adjacent to the Vo-Tech building. The GS building includes

- Work benches, grinders, welders, saws, lathes, milling machines, caustic bluing equipment, sandblasting equipment, and a wide range of small tooling. The major equipment is outlined below:
- 19 Metal turning lathes
  a. 3 lathes less than 5 years old
  b. 7 lathes 5 to 10 years old

c. 9 lathes unknown age (two are WWII vintage)
d. 1 lathes are non-operational

- 6 Milling machines
  a. 2 mills less than 5 years old
  b. 1 CNC mill w/attachments, approx. 15 years old
- 2 Welders, Tungsten Inert Gas (TIG)
  a. Both approx. 15 years old
- Dell Computer to Run CNC programs Less than 1 year old
  a. Paton software
- 14 Browning Gun safes, 2years old
- 1 Finish curing oven, built by students
- Savage Range systems snail trap, under 5 years old

The majority of the worn and obsolete equipment has been replaced using grant moneys.

Due to a limited budget, the GSS program does not have any equipment maintenance/service agreements. The Gunsmithing program could use a maintenance/service program for the equipment. A maintenance/service program would extend the life of our equipment

Technology

- Describe and evaluate technology and technology support provided for instruction and instructional support.
- Justify any proposed modifications or additions to existing technology that would better serve the program planned for the next four years.

Since the last review the gunsmithing program has not received any new technology. The IT department has provided support that we have not received in the past.

The Gunsmihting program would like to include laser engraving. Laser engraving has become an advancement in the industry not only for engraving but for removing broken taps and cutting material that cannot be done on conventional machine equipment.

Section Four: Program Planning

Progress update on previous action plans

Since the last review, the gunsmithing program has been in the revitalization process. The changes that are in progress right now are, the gunsmithing program has received the 40' shipping container that was approved in approximately 2007, with receiving the shipping container for storage the gunsmithing department will be able to make room for a spray booth within the shop. The spray booth and new ovens have been ordered but not received at the time this is written. At this time the shipping container does not have power to it there for we cannot start using the new equipment.

The plan at this time is, as soon as the chancellor's office approves the updated program we will start advertising and promoting the program. Lassen college administration has moneys set aside to advertise and promote.

Action Plan	Progress Detail	Outcomes
N/A		

Strengths, Weaknesses, Opportunities, Threats (SWOT) Analysis

Complete SWOT analysis

Strengths	The only program in CA offering courses in this subject large LE following for armorer classes
Weaknesses	Motivating students following Covid-19 where individuals are not self-dependent No program director that is faculty Advertising
Opportunities	Community service classes Bring in more industry experts for wider knowledge base Bachelor's degree in gunsmithing
Threats	Changes in federal and state laws Political climate

Program Plan

Develop a program action plan based on the findings of the SWOT Analysis. The plan should specify should aligns with one or more College Goals. SLO maps may be utilized to help show the connection.

SWOT ; The Lassen College Gunsmithing program exists as a unique entity and is the only Gunsmithing not only in California but on the west coast. The Gunsmithing program has existed within Lassen College for 77 years. The Gunsmithing program trains law enforcement, military as well as the general and specialized gunsmith. The Gunsmithing program also offers extensive training for the hobbyist to the advanced gunsmith or armorer to learn or maintain their skill set. The current program has offered students that have a unique skill set that employers not only in the Gunsmithing industry look for.

The Gunsmithing program has seen that students are harder to motivate coming out of the Covid-19 pandemic. The Gunsmithing program is in desperate need of a director for the Gunsmithing program as well as the NRA summer program. This position must be a faculty position. There has been no advertising for the Gunsmithing program for many years. Now that the program is being revitalized there will be extensive advertising when the chancellor's office approves the new degrees and certificates. This will include online, print and attending gun and trade shows.

The Gunsmithing program could offer community service classes that would offer the student a class that they could take as many times as they want. These classes would not be subject to the states repeatability restrictions. With offering community service classes the Gunsmithing program would be able to bring in more industry experts that currently cannot pass the minimum qualification. There are people in the industry that have years of experience and are an expert but cannot pass the minimum qualification requirements. The Gunsmithing program could offer a bachelor's degree in Gunsmithing. This would offer the student a degree that is not offered anywhere else in the country. After the degree/ certificate program get back on its feet we will look into writing some community service classes.

At this time the Gunsmithing program is complying with federal and state laws pertaining to having firearms on a college campus and next to a day care center. If the laws, federal and/or state change this could make it to where the Gunsmithing program would have to be moved from its current location and possibly off of campus to comply with the laws. The Gunsmithing program is looking at moving locations in the next 5 years. At this time we are looking at options for a new facility.

The program plan is as follows.

Recover from the revitalization process.

Start the degree/certificate program back up fall 2023

Keep advertising fall of 2023 for fall of 2024 and summer NRA courses

- How do the action plans align with the mission of the college?
- What strategic goals do the action plans support?
- What ISLOs do the action plans support?
- What specific evidence (e.g., SLOs, data) support the action plans?
- Based on the action plans what resources are needed?
- What are the expected outcomes of the action plans?
- What is the total cost of bringing the action plan to life?

Lassen Community
College Status of Curriculum

Action Plan	Supporting Evidence	Expected Outcome	Resource(s) to Achieve the Action Plan	Resource Category	Estimated Cost	Expense Type	Priority Ranking
Increase supply budget	Course Success rate	Increase student success	N/A	Equipment	$15,000	annually	5
Increase equipment repair budget	Course success rate	Increase student success	N/A	Equipment	$3000	annually	4
Establish equipment service agreements	Course success rate	Increase student success	N/A	Equipment	Unknown	Annually	3
Establish recruiting and advertising program	Increase enrollment	Increase enrollment	N/A	advertising	$5000	Annually	2
AC in classrooms and lab	Increase enrollment	Increase student success	N/A	Facilities	unknown	One time	1

Lassen Community College Status of Curriculum

Course Name	Curriculum Committee Review Completed	Curriculum Committee Review Not Completed	Course SLO mapping reviewed
GSS 50.01 Recoil Pad and Sling Swivel Installation	11/15/2022		02/16/2021
GSS 50.03 Open and Optical Sight Installation	11/15/2022		02/16/2021
GSS 51.01- Stock Inletting	11/15/2022		02/16/2021
GSS 51.03 Stock Shaping	11/15/2022		02/16/2021
GSS 51.05- Glass Bedding for Strength and Accuracy	11/15/2022		02/16/2021
GSS 51.06 -Wood Stock Finishing	11/15/2022		02/16/2021
GSS 52.01- Gunsmith Machining 1	11/15/2022		02/16/2021
GSS 52.02- Gunsmith Machining 2	11/15/2022		02/16/2021
GSS 52.03- Gunsmith Machining 3	11/15/2022		02/16/2021
GSS 52.04- Gunsmith Machining 4	11/15/2022		02/16/2021
GSS 52.05- Gunsmith Machining 5	11/15/2022		02/16/2021
GSS 52.06- Gunsmith Machining 6	11/15/2022		02/16/2021
GSS 52B Firearms Training	11/15/2022		02/16/2021
GSS 52BR Firearms Training Refresher	11/15/2022		02/16/2021
GSS 54.05 - Hardening & Tempering of Carbon Steels	11/15/2022		02/16/2021

Lassen Community
College Status of Curriculum

GSS 55.04- Stock and Refinish & Repair	11/15/2022		02/16/2021
GSS 56.01 - Headspace	11/15/2022		02/16/2021
GSS 56.03 - Bolt Action Barrel Fitting	11/15/2022		02/16/2021
GSS 56.04 - Barrel Contouring	11/15/2022		02/16/2021

GSS 57.01 Bolt Action Breeching & Headspace	11/15/2022		02/16/2021
GSS 57.02-Action Blueprinting	11/15/2022		02/16/2021
GSS 57.03 -Action & Bolt Modifications	11/15/2022		02/16/2021
GSS 57.06-Truing Exterior of Action	11/15/2022		02/16/2021
GSS 57.08 - Bottom Metal Modification	11/15/2022		02/16/2021
GSS 57.15 -Bolt Action Rifle Feeding	11/15/2022		02/16/2021
GSS 58.02 - Pressure Bedding & Pillar Bedding	11/15/2022		02/16/2021
GSS 59.02-Metal Prep. For Refinishing & Caustic Bluing	11/15/2022		02/16/2021
GSS 59.03 - Parkerizing	11/15/2022		02/16/2021
GSS 59.04 - Color Case Hardening	11/15/2022		02/16/2021
GSS 59.05 -Rust Bluing	11/15/2022		02/16/2021
GSS 59.07 - Niter Bluing & Heat Coloring	11/15/2022		02/16/2021
GSS 59.09- Alternative Metal Finishes	11/15/2022		02/16/2021
GSS 60.01 - DFR Recoil Operated Auto Shotguns	11/15/2022		02/16/2021
GSS 60.02 - DFR Gas Operated Auto Shotguns	11/15/2022		02/16/2021
GSS 60.04 - DFR Pump Shotguns	11/15/2022		02/16/2021
GSS 61.01 DFR Single Action Revolvers	11/15/2022		02/16/2021
GSS 61.02 - DFR Smith & Wesson Revolvers	11/15/2022		02/16/2021
GSS 61.03 - DFR Colt Revolvers	11/15/2022		02/16/2021
GSS 62.03 - Misfire Correction	11/15/2022		02/16/2021
GSS 62.04 - Correcting	11/15/2022		02/16/2021

Oversize Firing Pin Holes			
GSS 63.01 - Single Triggers	11/15/2022		02/16/2021
GSS 63.02 -Ejectors	11/15/2022		02/16/2021
GSS 63.03 - Double Gun Locks	11/15/2022		02/16/2021
GSS 63.04-Double Gun Locking Systems	11/15/2022		02/16/2021
GSS 63.05 -Double Gun Hinge Pins & Headspace	11/15/2022		02/16/2021
GSS 64. 01-Composition Stock Fitting, Bedding & Finishing	11/15/2022		02/16/2021
GSS 66.01 -Non-Bolt Action Rifle Barrel Fitting	11/15/2022		02/16/2021
GSS 66.02 - Revolver Barrel Fitting and Ranging	11/15/2022		02/16/2021
GSS 66.03 - 22 Barrel Fitting	11/15/2022		02/16/2021
GSS 68.01 - DFR Locked Breech Single Action Auto Pistols	11/15/2022		02/16/2021
GSS 68.02 - DFR Locked Breech Double Action Auto Pistols	11/15/2022		02/16/2021
GSS 68.03 - DFR Blowback Auto Pistols	11/15/2022		02/16/2021
GSS 69.01 -DFR Auto Rifles	11/15/2022		02/16/2021
GSS 69.02-DFR Pump Rifles	11/15/2022		02/16/2021
GSS 69.03 -DFR Lever Action Rifles	11/15/2022		02/16/2021
GSS 69.04 - Non-bolt Action Feeding	11/15/2022		02/16/2021
GSS 70 - Checkering	11/15/2022		02/16/2021
GSS 70.01 -DFR Triggers 1	11/15/2022		02/16/2021
GSS 70.02 - DFR Triggers 2	11/15/2022		02/16/2021

GSS 71 - Custom Rifle Seminar	11/15/2022		02/16/2021
GSS 71.01 - DFR .22 Auto	11/15/2022		02/16/2021
GSS 71.02-DFR Bolt Action .22's	11/15/2022		02/16/2021
GSS 71.03 -DFR Pump and Lever Actions .22'a	11/15/2022		02/16/2021
GSS 71.04 - DFR Marlin Model 39	11/15/2022		02/16/2021
GSS 72 - Fiberglass Stockmaking	11/15/2022		02/16/2021
GSS 72. 01- Metallic Cartridge Reloading	11/15/2022		02/16/2021
GSS 73.02 - Spring Making	11/15/2022		02/16/2021
GSS 75.02 - Firearm Laws and Regulations	11/15/2022		02/16/2021
GSS 77 - Accurizing Ml-MlA Competition	11/15/2022		02/16/2021
GSS 78 - Design & Repair .22 Autopistals	11/15/2022		02/16/2021
GSS 79- Basic Correctional Armorer's School	11/15/2022		02/16/2021
GSS 82 - General Gunsmithing	11/15/2022		02/16/2021
GSS 83 - General Gunsmithing - Advanced	11/15/2022		02/16/2021
GSS 84-LEAS D & R Colt & Ruger Revolvers	11/15/2022		02/16/2021
GSS 85 - LEAS D & R Smith & Wesson Revolvers	11/15/2022		02/16/2021
GSS 87-LEAS D & R Double Action Autopistols 1	11/15/2022		02/16/2021
GSS 88 - LEAS D & R Double Action Autopistols 2	11/15/2022		02/16/2021
GSS 89-LEAS D & R Full Automatic Firearms	11/15/2022		02/16/2021

GSS 90 - Customizing the Colt-Type Autopistol, Basic	11/15/2022		02/16/2021
GSS 91 - Customizing the Colt-Type Autopistol, Advanced	11/15/2022		02/16/2021
GSS 93-LEAS D & R Counter Sniper Rifles	11/15/2022		02/16/2021
GSS 94 - Ballistics, Handloading & Testing	11/15/2022		02/16/2021
GSS 95-Law Enforcement Armorer School - Basic	11/15/2022		02/16/2021
GSS 98.02- Cowboy Action Shooting Long Guns	11/15/2022		02/16/2021
GSS 98.03- Cowboy Action Shooting Short Guns	11/15/2022		02/16/2021
GSS 98.04 Advanced Knife Making	11/15/2022		02/16/2021
GSS 98.05 Design, Function and Repair Smith & Wesson Revolver	11/15/2022		02/16/2021
GSS 98.06 - DFR Patrol Rifles	11/15/2022		02/16/2021
GSS 98.08 - Custom Built 1911	11/15/2022		02/16/2021
GSS 98.09 - Color Case Hardening	11/15/2022		02/16/2021
GSS 98.12 Modem and Cowboy Action Belts and Holsters	11/15/2022		02/16/2021
GSS 98.13 - Metallurgy for Gunsmiths	11/15/2022		02/16/2021
GSS 98.21 - Hand Gun Special Projects	11/15/2022		02/16/2021
GSS 98.22 - Long Gun Special Projects	11/15/2022		02/16/2021
GSS 98.23 - Machine Shop Special Projects	11/15/2022		02/16/2021
GSS 98.24- Stockmaking Special Projects	11/15/2022		02/16/2021
GSS 112-Machine	11/15/2022		02/16/2021

Shop for Gunsmiths			
GSS 112B - Introduction to Knifemaking	11/15/2022		02/16/2021
GSS 114 - Basic Rifle Barreling	11/15/2022		02/16/2021
GSS 116- Stockmaking -Phase I	11/15/2022		02/16/2021
GSS 117-Gas Tungsten Arc Welding for Gunsmiths	11/15/2022		02/16/2021
GSS 119 - Advanced Rifle Barreling	11/15/2022		02/16/2021
GSS 120- Stockmaking - Phase 2	11/15/2022		02/16/2021
GSS 120B - Stock Refinish and Repair/Recoil Pad Installation	11/15/2022		02/16/2021
GSS 123 -Basic Hard Metal Engraving	11/15/2022		02/16/2021
GSS 124- Welding Fabrication for Gunsmiths	11/15/2022		02/16/2021
GSS 127 - Advanced Engraving	11/15/2022		02/16/2021
GSS 130 - Professional Engraving	11/15/2022		02/16/2021
GSS 133 - Scrimshaw	11/15/2022		02/16/2021
GSS 134 - Caustic Bluing	11/15/2022		02/16/2021
GSS 135 - Parkerizing	11/15/2022		02/16/2021
GSS 136- Cold Rust and Niter Bluing	11/15/2022		02/16/2021
GSS 143 -Custom Gunmaking- Muzzleloaders	11/15/2022		02/16/2021
GSS 147-LEAS Assembly and Tuning of Gas Operated Repeating Rifles	11/15/2022		02/16/2021
GSS 148- Advanced Correctional Armorer School	11/15/2022		02/16/2021

Degrees and Certificates			Program PSLO mapping reviewed
AS-General Gunsmithing	11/15/2022		03/02/2021
AS - Firearm Repair	11/15/2022		03/02/2021
CA-General Gunsmithing	11/15/2022		03/02/2021
CA-Firearms Repair	11/15/2022		03/02/2021
COA-Gunsmith Machinist and Metal Finishing	11/15/2022		03/02/2021
COA-Long Gun	11/15/2022		03/02/2021
COA-Pistolsmith Certificate of Accomplishment	11/15/2022		03/02/2021
COA-Riflesmith Certificate of Accomplishment	11/15/2022		03/02/2021

John Martin Subject Area Faculty Signature — Date 11/22/22

Buck Bauer Subject Area Faculty Signature — Date 11/28/22

Tom Downing, Curriculum and Academic Standards Committee Chair Signature — Date 11/29/2022

Michell Williams, Dean of Instructional Services — Date 12/1/2022

CTE Advisory Committee Minutes
Gunsmithing Program Advisory Committee
Meeting Date: November 3, 2022
Meeting Time: 1600
Meeting Location: ZOOM

Committee Members/Invitees Present:
Buck Bauer, Lassen Community College, Full time Gunsmithing Instructor
Michell Williams, Lassen Community College, Dean of Instruction CTE programs
Fran Oberg, Lassen Community College, Executive Assistant, Academic Services
Jake Floyd, Lassen Community College, Part time Gunsmithing Instructor
Daniel Musante, Lassen Community College, Part time Gunsmithing Instructor
Thomas Downing, Lassen Community College, AJ/POST Director
Chad Lewis, Lassen Community College, Automotive Instructor, CTE Division Chair
Barb Baston, Lassen Community College, Counselor
Wesley Brians, Weatherby INC, Gunsmith

Committee Members/Invitees Absent:
John Martin, Lassen Community College, Full time Gunsmithing instructor
Garrett Taylor, Lassen Community College, Business Instructor
Peter Coelho, J&G Gunsmithing, Lead Gunsmith
Matthew Hawes, Matthew Hawes Precision Gunsmithing, Owner/Lead Gunsmith
Mike Lake, Nosler INC, Senior Manager, technical services
Kelley Merritt, Lassen Co. Sheriff Department, Armorer

1. CALL TO ORDER: 4:06pm

A. Introductions

All members present introduced themselves.

B. Approval on minutes from meeting September 29, 2021

Tabled until next meeting. Not all members had opportunity to review.

C. Approval of Agenda

ACTION: Motion by Jake Floyd to approve agenda. Second by Dan Musante. All in favor, the motion passed.

II. REPORT ITEMS

A. Program Update

a. Revitalization

The program is going through Revitalization because of low enrollment. We did not admit new first year students this fall. Second year students are finishing out the program with the 1-week per class format. A change in format will make it so students can complete the General Education (GE) classes needed for an Associate's Degree in two years.

1. Format

The format is being changed from 1-week classes to semester-long classes.

2. Curriculum

Curriculum is being updated to the new semester-long classes.

3. Facilities

A new 40-foot shipping container has been purchased for storage. Maintenance is working on getting power to it. They're doing a good job. Once completed, the armory will be moved out of the current storage room and relocated to the shipping container. The storage room will be converted to a spray booth and oven area.

Guns are being updated including inertia-operated shotguns, striker-fire handguns, Glock & Sig-Sauer, AR/M16 style platform as designed and the new piston driven system. Basic CNC will be added to the machine shop classes. No platforms have been dropped, just adding new ones.

PROGRAM UPDATE DISCUSSION:

With the new semester-long format, students will not be in the shop as long so they have time to take GE classes. Instead of the week-long DFR handgun classes, all revolvers will be in one semester-long class, with one or two hours of lecture per week and 3 hours of lab time. Make up labs will be offered for students needing more time. Details are still being ironed out.

What happens if someone doesn't pass a section? The same policies are in place to re-take the class. If the current 2nd year students don't pass a class, they can sign up for a lab class and challenge the class to show knowledge.

There are 4 or 5 classes per semester. As listed in the program outline, there are 9 classes for the Fall, 4 classes for 1st year and 5 classes for 2nd year.

What happens if they fail a pre-requisite class? They re-take or challenge the course, then they can go on to the next class. They have the full semester to finish the check sheets, not just one week. In order to keep students on track, a certain amount of skills on the check sheets will be required to be completed by mid-semester.

None of the Chancellor's Office rules have changed. We have to show that students can complete a degree in 2 years. It's going to be a heavy lift, but we need to show the student has the opportunity to complete in 2 years. If we do not show this, college financial aid, etc. are at risk.

How many students will be allowed in the program? The cap is 44 students total – 22 1st year and 22 2nd year. If a student needs to re-take a class, the instructor will have leeway to add more.

The semester-long format may help some students. They don't have to cram it in to one week. If they take a bit longer to pick it up, they have leeway. That might help the success rate.

Lecture and lab hours have been cut back. Hopefully students will be ambitious and get the lab work done right after the lecture and not procrastinate.

Any comments on the new add-on guns? Wes Brians stated it's good to add inertia-operated shotguns. They have them at Weatherby. Wes may be able to get the company to donate some. He'll see what he can do.

How do Adjuncts fit into the new program? We still need them. The program won't work with just the two full-time instructors. We rely heavily on Adjuncts as Subject Matter Experts. We need to calculate workloads to find exact hours. Still ironing out scheduling so we can bring adjuncts in for two or three weeks at a time. LCC wants to make it beneficial for our Adjuncts. We'd hate to lose Adjuncts over possible reduced workload.

For facility updates, the armory is being moved to the container. The old armory area will be converted to a paint booth and oven. The inside of the shop will be re-painted over winter break. The lighting situation is being addressed. One bank of lights was switched out to LED as a trial. That change seems to have solved the lighting problem, so all lights will be switched to LED.

The container has a ramp, roll-up door, cement slab, new drainage, and a cement sidewalk that's under an overhang so students will be protected when going from the classroom to the container.

Michell William stated that long range plans – at least 5 years out – the gunshop will be moved to different location on campus.

IT is being updated. Updates to the CNC machine, technology and the Elmo in the classroom. We will be

putting another Elmo in the lab with a larger screen.
What about AC? Not in the short term. We purchased bigger fans for the work spaces and are doing the best we can right now. Air conditioning in classrooms is a campus-wide issue. Our new facilities manager is working with the Chancellor's Office to get us funding for upgrades. Ovens for color case hardening, etc. are being moved outside so they won't heat up the shop. The Cerakote oven will stay inside with the new paint booth.

B. Activation of new program

We cannot advertise our new program until it has been approved by the Chancellor's Office.
Are the Course Outlines of Record fluid documents? Changes can be made, but they have to go through the process. Substantive changes must be approved in the fall for implementation the following fall.
ACTION: Motion made by Jake Floyd to approve the new curriculum and degree plan for the program (courses, associate's degree and two certificates of achievement). Second by Wes Brians. All in favor, the motion passed.

C. Deactivation of current program

The current program will remain in effect through May 2023 to allow all current second year students to complete the program.
ACTION: Motion made by Wes Brians to deactivate the current curriculum and degree plan for the program after May 2023. Second by Dan Musante. All in favor, the motion passed.

III. DISCUSSION ITEMS

Advertising

We need to get the word out about our new program. Members were asked to brainstorm ideas for advertising and marketing.

Member Mike Lake was unable to attend the meeting, but emailed his suggestions: High Schools, Job Fairs or any place Military Recruiters attend, Rifleman magazine, Fish & Game programs, youth programs.

Jake Floyd has contacts at the Marine Corps Combat Center at 29 Palms. They do all education centers for Military installations. Michell Williams asked Jake to forward any contacts or contact info. Jake can get west coast contacts to Buck. Would getting east coast contacts be effective? Yes, we can at least mail them flyers.

Mike Lake met John Martin at a gun show. We haven't been to shows recently and gun shows have been impacted by Covid restrictions. Our plan is to return to gun shows as soon as we get Chancellor's Office approval for the program. Michell Williams extended an invitation to Adjuncts to help man the LCC booth at gun shows. There are usually funds available to pay you for your time. Please contact Michell if you're interested.

V. ADJOURNMENT

Michell Williams thanked everyone for their support of the program.
ACTION: Motion made by Dan Musante to adjourn the meeting. Second by Jake Floyd. All in favor, the meeting was adjourned at 5:00pm.

EMAILS FROM COMMITTEE MEMBERS NOT PRESENT AT THE MEETING:

Hi Buck,

The new curriculum looks very good to me! I like the semester-long class model much better than the one-week setup.

As for advertising, my thoughts are as follows:

- Get in front of High School students before they graduate. Look for Job Fairs and other places that on-campus recruitment is done, just like the military and larger colleges do.
- Advertise through the NRA in American Rifleman and American Hunter magazines.
- Make contact with Fish & Game Departments in the Western states – all of them have youth programs for mentored hunts, Hunter Education, and other programs that would be great places to distribute a flyer that markets the program.
- Contact the State Unemployment Division. They have programs that pay for re-education of displaced workers, and your program may quality.

Hope you guys are doing well! Tell John "hi" for me –

Best,
Mike Lake

Senior Manager, Technical Services
800.285.3701 ext. 1026
Cell 541.979.0631
mikel@nosler.com

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LABOR MARKET ANALYSIS

North/Far North Center of Excellence

MAY 2022

FOR PROGRAM RECOMMENDATION

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If, for any reason, this document is not accessible or if you have specific needs for readability, please contact us, and we will do our utmost to accommodate you with a modified version. To make a request, contact Ebony J. Benzing by phone at (916) 563-3215 or by email at Ebony.Benzing@losrios.edu.

SUMMARY

The North/Far North of Excellence for Labor Market Research prepared this report to provide a labor market analysis of educational supply and occupational demand for middle-skilled career pathways in the North/Far North region. This report aims to determine if demand in the local labor market is unmet by the supply from existing community college programs and other postsecondary training providers.

This report primarily focuses on training that leads to jobs in middle-skilled occupations - jobs that typically require education beyond a high school diploma but less than a Bachelor's degree - but may include higher-skilled occupations for training pathways that lead to a bachelor's degree. Lowered skilled occupations are rarely considered in this type of analysis due to the lessened barriers for entry-level work, such as no formal education and on-the-job training requirements.

Key findings include:

- The traditional labor market information provided represents a broad range of jobs beyond the scope of Gunsmithing.
- Analysis of job postings yielded opportunities for employment under the traditional employer-worker model, suggesting that many gunsmiths are self-employed. At this point, there is very little to no labor market data about gunsmiths.
- Lassen conferred an average of 26 awards (certificates and associate degrees) in Gunsmithing programs over the last three academic years (2018-19 through 2020-21).

Recommendations include:

- The North/Far North Center of Excellence does not recommend creating new gunsmithing programs at this point due to limited labor market data.
- The North/Far North Center of Excellence recommends that Lassen Community College move forward with chaptering its existing gunsmithing program at the Chancellor's Office.

INTRODUCTION

The North/Far North Center of Excellence (COE) was asked to provide labor market information for a proposed program at a regional community college. This report focuses on the following Standard Occupational Classification (SOC) occupations and codes:

- Installation, Maintenance, and Repair Workers, All Other (49-9099)
- Assemblers and Fabricators, All Other (51-2099)
- Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic (51-4072)
- Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic (51-4081)
- Metal Workers and Plastic Workers, All Other (51-4199)

A review of related programs revealed the following Taxonomy of Programs (TOP) title(s) and code(s) are appropriate for inclusion in this report:

- Other Engineering and Related Industrial Technologies (0999.00)

The corresponding Classification of Instructional Program (CIP) title(s) and code(s) are:

- Gunsmithing/Gunsmith (47.0402)

Description of occupations included in this report:

Installation, Maintenance, and Repair Workers, All Other (49-9099)	
Description:	All installation, maintenance, and repair workers not listed separately.
Sample of reported job titles:	N/A

Assemblers and Fabricators, All Other (51-2099)

Description:	All assemblers and fabricators not listed separately. Miscellaneous assemblers and fabricators.
Sample of reported job titles:	N/A

Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic (51-4072)	
Description:	Set up, operate, or tend metal or plastic molding, casting, or coremaking machines to mold or cast metal or thermoplastic parts or products.
Sample of reported job titles:	Core Machine Operator, Die Cast Technician, Diecast Machine Operator, Machine Operator, Mold Setter, Mold Technician, Molder, Process Technician, Production Technician

Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic (51-4081)	
Description:	Set up, operate, or tend more than one type of cutting or forming machine tool or robot.
Sample of reported job titles:	Cell Technician, CNC Machine Setter (Computer Numerically Controlled Machine Setter), Fabrication Set-Up Person, Injection Molding Technician, Machine Operator, Machine Technician, Mold Setter, Production Operator, Shear Operator, Tooling Set-Up Person

Metal Workers and Plastic Workers, All Other (51-4199)	
Description:	All metal workers and plastic workers not listed separately.
Sample of reported job titles:	N/A

OCCUPATIONAL DEMAND

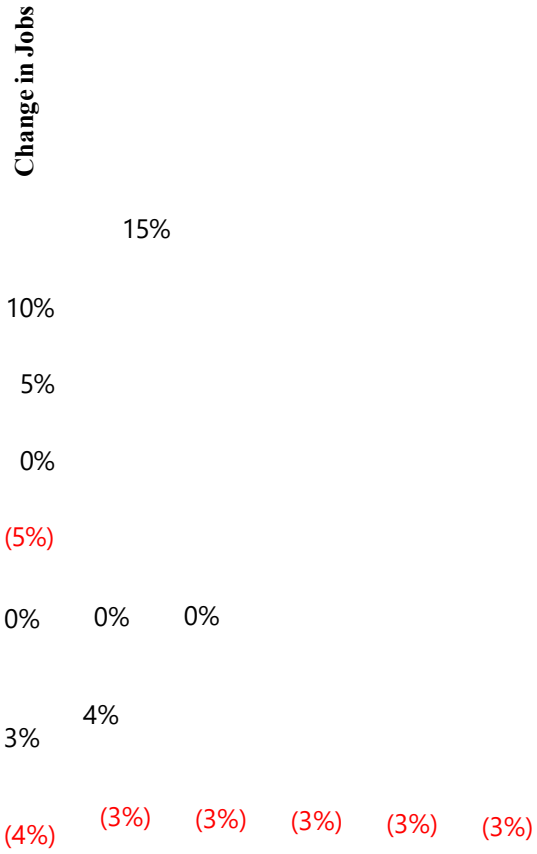
Exhibit 1 summarizes the five-year projected job growth for middle-skill and high-skill occupations in the North/Far North and California.

Exhibit 1. Employment and projected demand, 2020-2025

Occupation	2020 Jobs	2025 Jobs	2020-2025 Change	2020-2025 % Change	2020-2025 Annual Openings
Installation, Maintenance, and Repair Workers, All Other	2,694	2,849	155	6%	318
Miscellaneous Assemblers and Fabricators	6,242	6,207	(34)	(1%)	680
Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic	321	363	42	13%	43
Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	241	284	43	18%	35
Metal Workers and Plastic Workers, All Other	188	184	(4)	(2%)	20
North/Far North	**9,686**	**9,887**	**201**	**2%**	**1,095**
Installation, Maintenance, and Repair Workers, All Other	24,368	24,288	(80)	(0%)	2,589
Miscellaneous Assemblers and Fabricators	102,518	103,048	530	1%	12,164
Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic	7,669	7,582	(87)	(1%)	818
Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	6,275	6,781	505	8%	786
Metal Workers and Plastic Workers, All Other	2,293	2,256	(38)	(2%)	243
California	**143,123**	**143,955**	**831**	**1%**	**16,600**

Exhibit 2 compares the percent change in jobs between 2015 through 2020 and the projected changes through 2025. The rate of change is indexed to the total number of jobs in 2015.

Exhibit 2. Changes in employment, 2015-2025



WAGES

North/Far North - Historical North/Far North - Projected California - Historical California - Projected

Exhibit 3 compares the entry-level, median, and experienced wages for the selected occupations to the North/Far North living wage for a single adult - $12.29 per hour.[1]

Exhibit 3. Comparison of wages by occupation, 2020

Installation, Maintenance, and Repair Workers, All Other

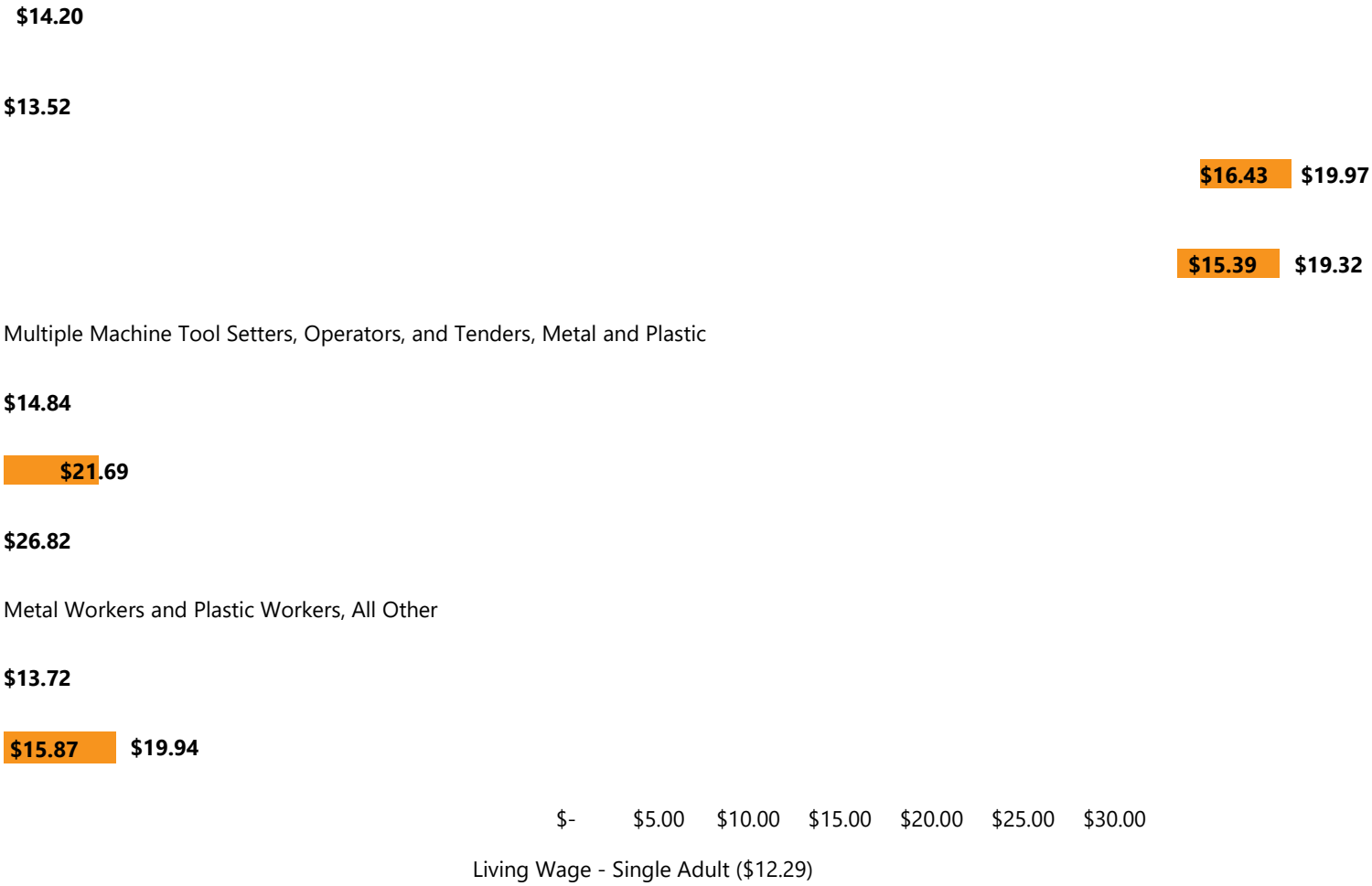
$16.38

$20.61

$27.15

Miscellaneous Assemblers and Fabricators

Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic



[1] Living wage is defined as the level of income a single adult with no children must earn to meet basic needs, including food, housing, transportation, healthcare, taxes, and other miscellaneous basic needs. The 25th-percentile and 75th-percentile hourly wages are used as proxy for entry-level and experienced-level wages.

JOB POSTINGS

This section analyzes recent data from online job postings (real-time LMI). Online job postings may provide additional insight into recent changes in the labor market that are not captured by historical trends.

The North/Far North COE identified 638 online job postings for the selected occupations across the 22-county North/Far North region. Job posting data comes from Burning Glass Labor Insights and represents new listings posted online within the last year, from May 1, 2021, to April 30, 2022.

Occupations and Job Titles

Exhibit 4 details the number of online job postings for the selected occupations.

Exhibit 4. Number of job postings by occupation

Occupation	Job Postings	Share of Job Postings
Installation, Maintenance, and Repair Workers, All Other	530	83%
Assemblers and Fabricators, All Other	95	15%
Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	5	1%
Metal Workers and Plastic Workers, All Other	5	1%
Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic	3	0%
Total Job Postings	**638**	**100%**

Exhibit 5 shows the top 10 job titles with the most job postings and the share. All job postings included a job title. Most of the 150 job titles were for repair and service technicians, while none were for gunsmiths.

Exhibit 5. Top jobs titles

Job Title	Job Postings	Share of Job Postings
Service Technician	51	8%
Repair Technician	47	7%

Job Title	Job Postings	Share of Job Postings
Maintenance Mechanic	44	7%
Pool Technician	40	6%
Auto Service Technician - Consistent Workflow	36	6%
Entry Level Service Technician	32	5%
Senior Service Technician	30	5%
Master Service Technician	29	5%

Advanced Service Technician	23	4%
Pallet Repairman	15	2%

Job Postings for Gunsmiths

To identify real-time LMI for gunsmiths, the North/Far North COE conducted a job posting search for gunsmiths utilizing job titles and skills in the 22-county region of the North/Far North. Exhibit 6 summarizes the job titles and skills used in the job posting search.

The North/Far North COE identified 53 online job postings related to Gunsmithing in the North/Far North region posted within the last three years (January 1, 2019 - April 30, 2022). All identified job postings came from the job title search; a skills search resulted in 0 job postings.

Exhibit 6. Job title and skill search terms for Gunsmiths in NFN

Job Titles (n = 53)	Skills (n = 0)
Gunsmith	Gunsmith
Gun smith	Firearm repair
Armorer	Firearm maintenance
Gun*	Weapon(s) repair
	Weapon(s) maintenance

* Note: Using the job title search term "Gun" resulted in 52 of the 53 job postings. However, most of these job postings were for jobs involving the sale/resale of firearms and related accessories (i.e., ammunition and safes) in retail shops (i.e., Bass Pro, Cabela's, Liberty Safes, etc.). Only one of the 53 job titles was explicitly for a gunsmith.

EDUCATION AND TRAINING

The U.S. Census Bureau and Bureau of Labor Statistics collected data on education achieved by workers employed in occupations. Exhibit 11 shows the national-level educational attainment of the current workforce in the selected occupations.

Exhibit 11. National worker educational attainment for selected occupations, 2019

Installation,

Miscellaneous

Molding, Coremaking,Multiple Machine Tool

Metal Workers and

Maintenance, and Repair Workers, All Other

Assemblers and Fabricators

and Casting Machine Setters, Operators, and Tenders, Metal and Plastic

Setters, Operators, and Tenders, Metal and Plastic

Plastic Workers, All Other

High school or less Some college Associates Bachelor's Master's or Doctoral

The Bureau of Labor Statistics (BLS) uses a system to assign categories for entry-level education, work experience in a related occupation, and typical on-the-job training to each occupation for which the BLS

publishes projections data. Exhibit 12 shows the skill level and entry-level job requirements for the selected occupations.

Exhibit 12. Typical education, work experience, and on-the-job training requirements

Occupation	Typical Entry-level Education	Work Experience Required	On-the-job Training Required
Installation, Maintenance, and Repair Workers, All Other	High school diploma or equivalent	None	Long-term on-the-job training
Miscellaneous Assemblers and Fabricators	High school diploma or equivalent	None	Moderate-term on-the-job training
Molding, Coremaking, and Casting	High school diploma	None	Moderate-term on-

Occupation	Typical Entry-level Education	Work Experience Required	On-the-job Training Required
Machine Setters, Operators, and Tenders, Metal and Plastic	or equivalent		the-job training
Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic	High school diploma or equivalent	None	Moderate-term on-the-job training
Metal Workers and Plastic Workers, All Other	High school diploma or equivalent	None	Moderate-term on-the-job training

Certifications and Licensing

Gunsmithing is a federally licensed occupation. Individuals looking to sell and service firearms must hold a Federal Firearms License (FFL) from the Bureau of Alcohol, Tobacco, and Firearms (ATF).[2] Gunsmiths in California must also complete additional background checks and certifications through the State of California Department of Justice (DOJ) Bureau of Firearms.

EDUCATIONAL SUPPLY

Educational supply for an occupation can be estimated by analyzing the number of awards issued in related Taxonomy of Programs (TOP) or Classification of Instructional Programs (CIP) codes. Exhibit 13 shows the TOP and CIP codes for educational programs related to the selected occupations.

Exhibit 13. TOP and CIP codes for training programs related to the selected occupations

TOP Programs and Codes	Aligned CIP Programs and Codes

Other Engineering and Related Industrial Technologies (0999.00)	Gunsmithing/Gunsmith (47.0402)

Gunsmithing Programs

Exhibit 14 lists current Gunsmithing programs available. Lassen Community College's Gunsmithing programs are the oldest (established in 1945) programs in the United States and the only NRA-approved gunsmithing programs offered in California.[3]

[2] Sourced from: https://www.atf.gov/qa-category/gunsmiths?destination=qa-category/gunsmiths on May 25, 2022.
[3] Sourced from: http://www.lassencollege.edu/academics/programs/Pages/Program-Costs.aspx and https://gunsmithing.nra.org/find-a-school/ on May 24, 2022.

Exhibit 14. Lassen's Gunsmithing Programs (as of May 24, 2022)

TOP Code	Program Title	Award Offered
Other Engineering and Related Industrial Technologies (0999.00)	General Gunsmithing	Associate in Science
	General Gunsmithing	Certificate of Achievement
	Firearms Repairs	Certificate of Achievement
	Long Gun	Certificate of Accomplishment
	Pistolsmith	Certificate of Accomplishment
	Riflesmith	Certificate of Accomplishment
	Gunsmith Machinist/Metal Finish	Certificate of Accomplishment

Community College Supply

Exhibits 15 and 16 compare the average number of certificates and degrees conferred in selected community college programs over the last three academic years.

Exhibit 15. Annual average community college awards by program, 2018-19 through 2020-21

Program - TOP Code	College	Annual Awards 2018-19	Annual Awards 2019-20	Annual Awards 2020-21	3-Yr Annual Awards Average

Other Engineering and Related Industrial Technologies (0999.00)	Lassen	38	8	32	26
	Grand Total	**38**	**8**	**32**	**26**

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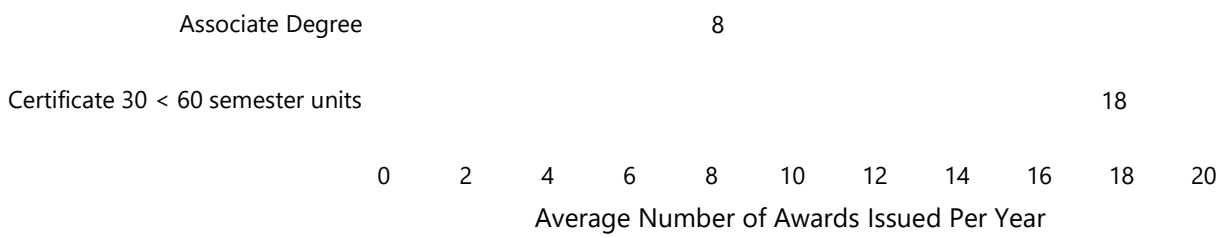
Exhibit 16. Annual average community college awards by type, 2018-19 through 2020-21



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FINDINGS

- This report focuses on Gunsmithing in the North/Far North region. A gunsmith is a person who repairs, modifies, designs or builds firearms or guns.[4] Gunsmiths may also sell firearms.
- Five occupations were selected for inclusion in this report, including Installation, Maintenance, and Repair Workers, All Other (49-9099), Assemblers and Fabricators, All Other (51-2099), Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic (51-4072), Multiple Machine Tool Setters, Operators, and Tenders, Metal and Plastic (51-4081), and Metal Workers and Plastic Workers, All Other (51-4199).
- Assessing labor market demand for Gunsmithing jobs is an inherently difficult task. There is no singular occupational code that aligns with the gunsmith job. Five occupations were selected for this report to approximate the size of the labor market. However, many other jobs exist within these occupations. As a result, the traditional labor market information provided represents a broad range of jobs beyond the scope of Gunsmithing.
- Analysis of job postings yielded opportunities for employment under the traditional employer-worker model, suggesting that many gunsmiths are self-employed. At this point, there is very little to no labor market data about gunsmiths.
- Lassen Community College's Gunsmithing programs are the oldest (established in 1945) programs in the United States and the only NRA-approved Gunsmithing programs offered in California. Lassen conferred an average of 26 awards (certificates and associate degrees) in Gunsmithing programs over the last three academic years (2018-19 through 2020-21).

[4] Sourced from https://www.atf.gov/firearms/docs/ruling/2015-1-manufacturing-and-gunsmithing on May 24, 2022.

RECOMMENDATIONS

- There isn't enough data to conclude whether or not Lassen's Gunsmithing program is filling an unmet labor market need, and occupational demand data for gunsmiths is extremely limited.
- However, Lassen's Gunsmithing programs are unique, and despite a COVID-related drop in awards during the 2019-2020 academic year, interest in the program remains strong.
- The North/Far North Center of Excellence does not recommend creating new gunsmithing programs at this point due to limited labor market data.
- The North/Far North Center of Excellence recommends that Lassen Community College move forward with chaptering its existing gunsmithing program at the Chancellor's Office.

APPENDIX A. METHODOLOGY AND SOURCES

This report identified Occupations using the Center of Excellence TOP-to-CIP-to-SOC crosswalk and O*Net OnLine. This report's findings were determined using labor market data from the Bureau of Labor Statistics (BLS), U.S. Census Bureau data from Emsi, and jobs posting data from Burning Glass.

Cal-PASS Plus LaunchBoard. California Community Colleges Chancellor's Office. https://www.calpassplus.org/LaunchBoard/Home.aspx.

Emsi 2021.4; QCEW Employees, Non-QCEW Employees, and Self-Employed. https://www.economicmodeling.com/. EMSI occupational employment data are based on final EMSI industry data and final EMSI staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors).

Educational Attainment for Workers 25 Years and Older by Detailed Occupation, 2016-2017. Bureau of Labor Statistics. https://www.bls.gov/emp/tables/educational-attainment.htm#.

Integrated Postsecondary Education Data System (IPEDS). National Center for Education Statistics. U.S. Department of Education. https://nces.ed.gov/ipeds/.

"Labor Insight Real-Time Labor Market Information Tool." Burning Glass Technologies. http://www.burning-glass.com.

Labor Market Information Division. California Employment Development Department. https://labormarketinfo.edd.ca.gov/.

Management Information Systems (MIS) Data Mart. California Community Colleges Chancellor's Office. https://datamart.cccco.edu/.

Occupational Employment Statistics (OES). Bureau of Labor Statistics. https://www.bls.gov/oes/home.htm.

O*NET OnLine. U.S. Department of Labor/Employment and Training Administration (DOL ETA). https://www.onetonline.org/.

Self-Sufficiency Standard Tool for California. The University of Washington. http://www.selfsufficiencystandard.org/

"Taxonomy of Programs." California Community Colleges Chancellor's Office. June 2012, 6th Edition. https://www.cccco.edu/-/media/CCCCO-Website/About-

Us/Divisions/Educational-Services-and-Support/Academic-Affairs/What-we- do/Curriculum-and-Instruction-Unit/Files/TOPmanual6200909corrected12513pdf.ashx

"TOP-CIP-SOC Crosswalk." Centers of Excellence for Labor Market Research. November 2015 Edition. http://coeccc.net/

Ebony J. Benzing, Research Manager
North/Far North Center of Excellence
Ebony.Benzing@losrios.edu

COVID-19 Statement: This report includes employment projection data by EMSI. EMSI's projections are modeled on recorded (historical) employment figures and incorporate several underlying assumptions, including the assumption that the economy during the projection period will be at approximately full employment or potential output. To the extent that a recession or labor shock, such as the economic effects of COVID-19, can cause long-term structural change, they may impact the projections. At this time, it is not possible to quantify the impact of COVID-19 on projections of industry and occupational employment. Other measures such as unemployment rates and monthly industry employment estimates will reflect the most recent information on employment and jobs in the state and, in combination with input from local employers, may help validate current and future employment needs as depicted here.

Important Disclaimer: All representations included in this report have been produced from primary research and/or secondary review of publicly and/or privately available data and/or research reports. Efforts have been made to qualify and validate the accuracy of the data and the reported findings; however, neither the Centers of Excellence, COE host District, nor California Community Colleges Chancellor's Office are responsible for applications or decisions made by recipient community colleges or their representatives based upon components or recommendations contained in this study.

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Workforce Development Program

Instructional Program Review

Program: Studio Art

Academic Year:

Author(s):

Accepted by Academic Senate: Accepted by Consultation Council: Accepted by Governing Board

Executive Summary

The executive summary should be a consolidation of key findings, program plans, and participants that contributed to the review

SECTION 1: ACADEMIC PLANNING

Program Overview, Objectives, and Student Learning Outcomes

- Describe the program (types of degrees offered, jobs/industries/transfer pathways associated with the program, faculty members in program)
- Describe and evaluate the program objectives against the LCC strategic plan, specifically the mission statement and strategic goals
- Evaluate any changes in the program since last review. Include summary of Annual Updates completed since last review. Regular program assessment will drive program improvements.

Student Achievement and Learning Outcomes

Trends and Patterns in Student Achievement

Course Success Rates

Course Success Rate	2019-20	2020-21	2021-22	2022-23
Program-Level				
Studio Art Overall Success Rate	80%	76%	81%	77%
Lassen College Success Rate	80%	77%	78%	77%
Course-Level				
ART-10A	75%	50%	80%	90%
ART-10B	100%		100%	100%
ART-10C				
ART-10D				
ART-19A	82%		88%	93%
ART-19B	100%		100%	100%
ART-19C	100%		100%	75%
ART-19D	100%		100%	100%
ART-1A	89%	80%	86%	100%
ART-1B	75%	50%	100%	100%
ART-2	67%	71%	71%	86%
ART-21	100%			
ART-23	100%			86%
ART-25	83%		80%	91%
ART-3		83%		
ART-36A	91%		67%	88%
ART-36B	100%		33%	100%
ART-36C			67%	
ART-36D			100%	
ART-49	67%	50%	100%	
ART-6	87%	64%	83%	69%
ART-7	100%	75%	90%	69%
ART-8	79%	75%	79%	69%
FILM-1	77%	91%	88%	82%
Modality				
C - Correspondence	79%	74%	79%	66%
F - Face-to-Face	82%	83%	83%	84%
H - Hybrid	67%	50%	100%	
N - Internet	78%	76%	84%	82%

Course Success Rate	2019-20	2020-21	2021-22	2022-23
Program-Level				
Studio Art Overall Success Rate	80%	76%	81%	77%
Lassen College Success Rate	80%	77%	78%	77%
Gender				
Female	82%	71%	78%	83%
Male	79%	77%	82%	72%
Unreported				71%
Ethnicity				
American Indian or AK Native	84%	79%	80%	72%
Asian	83%	80%	77%	86%
Black or African American	76%	69%	74%	68%
Filipino	89%	50%	100%	100%
Hispanic or Latinx	80%	82%	79%	71%
Pacific Islander or HI Native	67%	71%	100%	75%
Unreported	78%	59%	100%	69%
White	81%	76%	82%	83%
Age Group				
17 and Younger	88%	75%	79%	89%
18 to 24	81%	76%	87%	80%
25 to 49	77%	76%	78%	70%
50 and Older	88%	68%	79%	86%
Unreported	100%		100%	

Course Retention Rates

Course Retention Rate	2019-20	2020-21	2021-22	2022-23
Program-Level				
Studio Art Overall Retention Rate	88%	87%	91%	94%
Lassen College Retention Rate	91%	88%	89%	89%
Course-Level				
ART-10A	88%	63%	87%	95%
ART-10B	100%		100%	100%
ART-10C				
ART-10D				
ART-19A	88%		88%	100%
ART-19B	100%		100%	100%
ART-19C	100%		100%	75%
ART-19D	100%		100%	100%
ART-1A	89%	80%	100%	100%
ART-1B	92%	50%	100%	100%
ART-2	81%	76%	71%	95%
ART-21	100%			
ART-23	100%			86%
ART-25	100%		80%	100%
ART-3		100%		
ART-36A	91%		76%	88%
ART-36B	100%		33%	100%
ART-36C			67%	
ART-36D			100%	
ART-49	100%	50%	100%	
ART-6	87%	82%	92%	94%
ART-7	100%	93%	90%	100%
ART-8	88%	86%	93%	92%
FILM-1	87%	96%	92%	100%
Modality				
C - Correspondence	86%	85%	94%	92%
F - Face-to-Face	90%	91%	87%	95%
H - Hybrid	100%	50%	100%	
N - Internet	88%	88%	88%	97%

Course Retention Rate	2019-20	2020-21	2021-22	2022-23
Program-Level				
Studio Art Overall Retention Rate	88%	87%	91%	94%
Lassen College Retention Rate	91%	88%	89%	89%
Gender				
Female	89%	88%	82%	95%
Male	88%	86%	94%	93%
Unreported				100%
Ethnicity				
American Indian or AK Native	95%	93%	80%	94%
Asian	91%	92%	91%	100%
Black or African American	82%	82%	88%	95%
Filipino	89%	50%	100%	100%
Hispanic or Latinx	93%	93%	92%	92%
Pacific Islander or HI Native	83%	86%	100%	100%
Unreported	89%	76%	100%	100%
White	87%	85%	90%	93%
Age Group				
17 and Younger	96%	92%	89%	100%
18 to 24	91%	87%	92%	97%
25 to 49	86%	87%	90%	92%
50 and Older	91%	76%	87%	90%
Unreported	100%		100%	

Awards

Degree and Certificates	2018-19	2019-20	2020-21	2021-22
Studio Arts Degrees Awarded	1		1	3
Lassen College Degrees Awarded	260	340	297	321
Studio Arts Certificates Awarded				
Lassen College Certificates Awarded	128	162	107	137
Degree or Certificate Program				
AA Studio Arts for Transfer				
AA Studio Arts for Transfer-CSU	1		1	3
AA Studio Arts for Transfer-IGETC				

Achievement

Based on your review of the data trends above (e.g., course success, retention, awards) please provide an analysis of achievement gaps and accomplishments in the program.

Equity

Based on your review of the data trends above (e.g., course success, retention) please provide a narrative to outline opportunities to address any equity gaps.

Student Learning Outcomes

SLO assessment is important to maintain and improve an effective learning experience for LCC students. Evaluating SLO results regularly is helpful for evaluating student learning and identifying emerging program needs. There is a link between SLO assessment results, SLO improvement plans and review of curriculum and/or budget requests. Regular program assessment will drive program improvement. These records are maintained in the online Data Management and Visualization tool (TABLEAU) and are available for review by faculty at any time through its self-updating, interactive dashboards, and reports. Feedback and narrative from the Share Point tool will be included in the reports.

*By contract, faculty are required to prepare and submit an SLO Assessment Plan for each class within one week of the first-class meeting and implementation of the assessment method as indicated on the SLO Plan for each class. Submission of the (a) results of the assessment methods and (b) steps taken as result of the assessment withing five (5) District business days after the last scheduled meeting of the class. Both submissions will be made in accordance with District tracking procedures (I.e., may be paper-based or electronic).

- Provide an analysis of findings of the assessments completed and recommendations being made in individual assessments.
- Consider the impact or influence of the assessment results at the program level.
- Identify and evaluate the Program Student Learning Outcomes including the relationship between course, program and institutional student learning outcomes utilizing information provided by the Office of Institutional Effectiveness.

Course Assessed	Recommendations for Improvement
ART-1A: Two-Dimensional Design	
ART-1B: Three-Dimensional Design	
ART-2: Drawing	
ART-3: Beginning Life Drawing	
ART-6: Prehist/Renaissance	
ART-7: Survey of Art Histo	
ART-8: Art Appreciation	
ART-10A: Beginning Painting	
ART-10B: Intermediate Painting	
ART-10C: Advanced Painting	
ART-10D: Portfolio Painting	
ART-19A: Beginning Digital Photography	
ART-19B: Inter. Digital Photography	
ART-19C: Advanced Digital Photography	
ART-19D: Portfolio Digital Photography	
ART-21: Digital Illustration 1	
ART-23: Beginning Printmaking	
ART-25: Graphic Design I	
ART-36A: Beginning Ceramics	
ART-36B: Intermediate Ceramics	
ART-36C: Advanced Ceramics	
ART-36D: Portfolio Ceramics	
ART-49: Art Work Experience	
ART-50: Welding for Artists	

FILM-1: History of the Cinema	

Program Student Learning Outcomes	Summarize Findings
PSLO 1	
PSLO 2	
PSLO 3	
PSLO 4	
PSLO 5	
Recommendations for Improvement	

Enrollment Management

Enrollment Management	2019-20	2020-21	2021-22	2022-23
Studio Arts Enrollment Overall	607	500	430	472
Lassen College Census Enrollment	14,318	12,243	11,847	11,195
Studio Arts Full-Time Equivalent Students (FTES)	72.3	54.2	51.2	56.2
Lassen College Full-Time Equivalent Students (FTES)	1,538.3	1,283.8	1,200.6	1,153.9
Studio Arts Number of Sections	40	23	36	36
Lassen College Number of Sections	851	758	818	769
Studio Arts Fill Rate	55%	64%	57%	64%
Lassen College Fill Rate	50%	52%	48%	51%
Studio Arts Full-Time Equivalent Faculty (FTEF)	4.1	2.6	3.1	3.6
Lassen College Full-Time Equivalent Faculty (FTEF)	79.8	70.7	74.5	72.4
Studio Arts FTES/FTEF	17.5	20.8	16.3	15.5
Lassen College FTES/FTEF	20.1	19.0	17.1	16.6

Enrollment	2019-20	2020-21	2021-22	2022-23
Program-Level				
Studio Art Enrollment Overall	607	500	430	472
Enrollment	**2019-20**	**2020-21**	**2021-22**	**2022-23**
Course-Level				
ART-10A	20	8	16	20
ART-10B	6		6	10
ART-10C	5			
ART-10D	1			
ART-19A	17		8	15
ART-19B	6		3	3
ART-19C	4		5	7
ART-19D	1		2	1
ART-1A	9	5	7	4
ART-1B	13	2	8	5
ART-2	22	21	17	22
ART-21	6			
ART-23	3			7
ART-25	8		5	11
ART-3		6		
ART-36A	27		23	31
ART-36B	9		4	5
ART-36C	2		3	1
ART-36D	1		1	
ART-49	3	2	1	
ART-6	15	28	12	16
ART-7	9	28	10	13
ART-8	336	344	247	244
FILM-1	84	56	52	57

Modality				
C - Correspondence	239	257	222	189
F - Face-to-Face	333	54	182	249
H - Hybrid	3	2	1	
N - Internet	32	187	25	34

Enrollment	2019-20	2020-21	2021-22	2022-23
Program-Level				
Studio Art Enrollment Overall	607	500	430	472
Gender				
Female	192	108	117	191
Male	415	392	313	274
Unreported				7
Ethnicity-Race-Ancestry				
American Indian or AK Native	22	14	10	18
Asian	23	25	22	14
Black or African American	95	89	66	59
Filipino	9	2	5	2
Hispanic or Latinx	163	136	116	147
Pacific Islander or HI Native	6	7	8	8
Unreported	10	17	14	16
White	279	210	189	208
Age Group				
17 and Younger	28	25	28	38
18 to 24	222	159	136	148
25 to 49	297	291	222	221
50 and Older	57	25	43	65
Unreported	3		1	

Based on your review of the data trends above (e.g., enrollment, FTES, FTES/FTEF, fill rate) please provide an analysis of efficiency gaps and accomplishments.

Curriculum

Degrees and/or Certificates

Degree or Certificate Title	Award Type	Term of Last Revision
AA Studio Arts for Transfer	AA-T	
AA Studio Arts for Transfer-CSU	AA-T	
AA Studio Arts for Transfer-IGETC	AA-T	

Provide a narrative of revisions made.

Courses

Summarize curriculum revisions, new course adoptions, and/or course deletions r since the last program review. Describe the program accomplishments and/or changes (e.g., major revisions, additions, etc.). All courses need to be submitted to the Curriculum Committee for revision at least once every five years.

Whether changes to a course outline are necessary or not, a Revision to Existing Course Form for each course must be completed and submitted to the Curriculum/Academic Standards Committee for action. If all the courses in the certificate or degree are reviewed at one time, a single Program revision form can be used. If there are changes made to a course, the changes must be noted on the revision form. When reviewing a single course and changes are necessary, indicate the revisions on the form. Where no changes are necessary, simply indicate on the Revision Form that "the course has been reviewed as part of the program review and no changes are necessary." All program certificates, degrees, PSLO maps, and SLO maps are also required to be reviewed and updated if necessary. PSLO maps require a program revision form and course SLO maps require a course revision form. If all maps are reviewed at the same time, a single program revision form can be used. Advising plans also need to be reviewed and updated. A program revision form is used to review and update the advising plan if necessary. Revision forms will be retained in the Instructional Office with the Curriculum agenda packets.

Following the Curriculum/Academic Standards Committee action on all submitted Revision to Existing Course Forms, a summary Instructional Program Curriculum Review Form will be completed by the Curriculum/Academic Standards Subcommittee Chair and given to the program faculty for inclusion in the program review.

The signed Instructional Program Curriculum Review Form is to be included with your completed program review documents for all certificates and degrees.

Course	Last Offered	Term of Last Revision
ART-1A: Two-Dimensional Design		
ART-1B: Three-Dimensional Design		
ART-2: Drawing		
ART-3: Beginning Life Drawing		
ART-6: Prehist/Renaissance		
ART-7: Survey of Art Histo		
ART-8: Art Appreciation		
ART-10A: Beginning Painting		
ART-10B: Intermediate Painting		
ART-10C: Advanced Painting		
ART-10D: Portfolio Painting		
ART-19A: Beginning Digital Photography		

ART-19B: Inter. Digital Photography		
ART-19C: Advanced Digital Photography		
ART-19D: Portfolio Digital Photography		
ART-21: Digital Illustration 1		
ART-23: Beginning Printmaking		
ART-25: Graphic Design I		
ART-36A: Beginning Ceramics		
ART-36B: Intermediate Ceramics		
ART-36C: Advanced Ceramics		
ART-36D: Portfolio Ceramics		
ART-49: Art Work Experience		
ART-50: Welding for Artists		
FILM-1: History of the Cinema		

Provide a narrative of revisions made.

Articulation/Integration of Curriculum

- Attach a tabular comparison of Lassen Community College courses articulating with UC and CSU, indicating courses with approved C-ID designations as applicable (Obtain copies of Articulation Agreements from the Transfer Center / Articulation Officer)
- Provide a narrative reviewing the Lassen Community College courses and courses at four-year institutions for course alignment. (e.g., two courses at Lassen needed to articulate with one course at UC) and the unit requirements for Lassen Community College courses as compared to four-year institutions.

External Compliance

Provide a summary of any compliance regulations (e.g., accreditation, accessibility), actions taken, and gaps identified.

External Analysis: Job Market Assessment

Provide a summary of Industry Advisory Board suggestions and market data. The market data will be populated for Career Technical Education programs only

Program Planning and Communication Strategies

Describe the communication methods and interaction strategies used by your program faculty and administrators to discuss program-level planning, curriculum, SLOs, PSLOs, equity, student achievement, and institutional performance data.

Academic Planning Analysis Summary

Summarize the key findings from the program analysis and outline opportunities for change.

Section 2: Human Resource Planning

Workload and Staffing Assessment

Year	F/T Faculty	P/T Faculty
Previous Year		
Current Year		
Next 2 Years		

Provide a narrative that describes the program's faculty staffing trends and develop a projection for the two years. Discuss the extent to which your current faculty staffing structure meets or does not meet your program's needs and/or initiatives. Please describe what strategies will be used to diversify your staffing (e.g., education, expertise/skillsets, areas of interest, demographics).

Professional Development

Provide a description and associated outcomes related to the program's target professional development participation over since the last program review. Discuss the current professional development/training need(s) of your program, and why this need(s) exists. If you have specific trainings you want to request, please include those details.

Section 3: Infrastructure Planning

Facilities

- Describe and evaluate the Lassen Community College facilities available to the program.
- Describe and evaluate additional facilities utilized off-campus by the program
- Describe any facilities needs identified internal or external analysis
- Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the program review cycle.

Equipment

- Describe and evaluate equipment and equipment support provided for instruction and instructional support

Technology

- Describe and evaluate technology and technology support provided for instruction and instructional support.
- Justify any proposed modifications or additions to existing technology that would better serve the program planned for the next four years.

Section 4: Program Planning

Progress update on previous action plans

Action Plan	Progress Detail	Outcomes

Strengths, Weaknesses, Opportunities, Threats (SWOT) Analysis

Complete SWOT analysis

Strengths	
Weaknesses	
Opportunities	
Threats	

Program Plan

Develop a program action plan based on the findings of the SWOT Analysis. The plan should specify should aligns with one or more College Goals. SLO maps may be utilized to help show the connection.

- How do the action plans align with the mission of the college?
- What strategic goals do the action plans support?
- What ISLOs do the action plans support?
- What specific evidence (e.g., SLOs, data) support the action plans?
- Based on the action plans what resources are needed?
- What are the expected outcomes of the action plans?
- What is the total cost of bringing the action plan to life?

Action Plan	Supporting Evidence	Expected Outcome	Resource(s) to Achieve the Action Plan	Resource Category	Estimated Cost	Expense Type	Priority Ranking
Example 2: Update the automotive equipment to support relevant learning and job readiness	Course Success and Retention Rates	Increase success and retention rates	Cool Auto thing + training	Equipment	$5,000	One-Time	1

2023 Annual Fiscal Report Questions California Community College (Fiscal Year 2021-2022) - Single College District: [contact("organization")]

2. Section 1 - General Information:

College name:

Lassen Community College

2. District name (if different from college name, otherwise enter 'n/a'):

Lassen Community College District

3. Contact information for Chief Business Officers:

Name of College/District Chief Business Officer (CBO)

David Corley

Title of College/District CBO

Interim VP of Admin. Services

Phone number of College/District CBO

530-251-8826

E-mail of College/District CBO

dcorley@lassencollege.edu

3. Section 2 - Revenue:

4. Revenue (Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)

	FY 19/20 ($)	FY 20/21 ($)	FY 21/22 ($)
4a. Total Unrestricted General Fund Revenues (excluding account 8900)	21,062,543	17,173,758	20,195,499
4b. Other Unrestricted Financing Sources (account 8900) (if none, please enter 0)	27,004	27,346	47,798

4. Section 2 - Revenue (Part 2)

4bi. On the previous page, you listed $27,004 in revenue from non-General Fund resources in FY 19/20. Please describe the two primary sources for this revenue. (List no more than 2).

	Description	Amount ($)	Sustainable/One-time/HEERF
FY 19/20 (1)	Incoming Transfer	27004	One-Time
FY 19/20 (2)			

4bi. On the previous page, you listed $27,346 in revenue from non-General Fund resources in FY 20/21. Please describe the two primary sources for this revenue. (List no more than 2).

	Description	Amount ($)	Sustainable/One-time/HEERF
FY 20/21 (1)	Incoming Transfer	27,346	One-Time
FY 20/21 (2)			

4bi. On the previous page, you listed $47,798 in revenue from non-General Fund resources in FY 21/22 . Please describe the two primary sources for this revenue. (List no more than 2).

	Description	Amount ($)	Sustainable/One-time/HEERF
FY 21/22 (1)	Incoming Transfer	47,798	One-Time
FY 21/22 (2)			

5. Unrestricted General Fund Beginning/Ending Balance

	FY 19/20 ($)	FY 20/21 ($)	FY 21/22 ($)
a. Net (Adjusted) Unrestricted General Fund Beginning Balance *Use adjusted unrestricted beginning fund balance from CCFS 311 Annual.*	1,361,261	5,040,536	7,173,758
b. Net Unrestricted General Fund Ending Balance, including transfers in/out *This amount is the amount reported on the CCFS 311 report after transfers in/out*	5,040,536	7,173,758	8,852,346

5. Section 3 - Expenditures/Transfers (General Fund Expenditures/Operating Expenditures):

6. Expenditures (Source: Unrestricted General Fund, CCFS 311 Annual, Revenues, Expenditures, and Fund Balance)

	FY 19/20 ($)	FY 20/21 ($)	FY 21/22 ($)
a. Total Unrestricted General Fund Expenditures (including account 7000)	17,411,167	16,846,700	18,834,625
b. Total Unrestricted General Fund Salaries and Benefits (accounts 1000, 2000, 3000)	14,002,892	13,824,312	15,277,185
c. Other Unrestricted General Fund Expenses (6a-6b)	442,783	54,096	3,557,440
d. Unrestricted General Fund Ending Balance *6.d. same as 5.b., which includes transfers in/out*	5,040,537	7,173,758	8,852,346

6. Section 4 - Liabilities - Debt:

7. Did the District borrow funds for cash flow purposes?

	Yes	No
FY 19/20		X
FY 20/21	X	
FY 21/22		X

8. Total Borrowing/Debt – Unrestricted General Fund

	FY 19/20 ($)	FY 20/21 ($)	FY 21/22 ($)
8a. Short-Term Borrowing (TRANS, etc.) *List total short-term Unrestricted General Fund Borrowing/Debt*	0	1,750,000	0
8b. Long-Term Debt (COPs, Capital Leases, other long-term borrowing) *In 8.b. list total long-term Unrestricted General Fund Borrowing/Debt (not G.O. Bonds)*	0	0	0

9. Did the District issue unrestricted long-term debt instruments or other new borrowing (not G.O. Bonds) during the fiscal year?

	Yes	No
FY 19/20		X
FY 20/21		X
FY 21/22		X

9a. If you answered YES for any year in question 9, please indicate what type. Enter n/a if not applicable.

	FY 19/20	FY 20/21	FY 21/22
Please indicate what type of long-term debt instruments or new borrowing the college issued.	n/a	n/a	n/a

9b. If you answered YES for any year in question 9, please indicate amounts. Enter n/a if you answered NO.

	FY 19/20 ($)	FY 20/21 ($)	FY 21/22 ($)
Total amount for debt instruments/borrowing entered for question.	n/a	n/a	n/a

10. Debt Service Payments (Unrestricted General Fund)

	FY 19/20 ($)	FY 20/21 ($)	FY 21/22 ($)
Debt Service Payment Amounts *(include transfers made from the UGF to any other fund for the purposes of debt service payments)*	n/a	n/a	n/a

7. Section 5 - Other Post-Employment Benefits (OPEBs):

11. Most recent actuarial year:

a. Total OPEB Liability (TOL) for OPEB

237,806

b. Fiduciary Net Position

0

c. Net OPEB Liability

100

d. Funded Ratio [Fiduciary Net Position (FNP)/TOL]

0%

e. Service Cost (SC)

0

12. Date of most recent GASB 74/75 OPEB Actuarial Report – use valuation date

06/30/2018

13. Has an irrevocable trust been established for OPEB liabilities?

No

14. OPEB Trust or Reserves (enter n/a if not applicable)

	FY 19/20 ($)	FY 20/21 ($)	FY 21/22 ($)
14a. Amount deposited into OPEB Irrevocable Trust *Add amounts deposited during the fiscal year. These amounts are usually included inthe District's Annual Audit, and trust is referred to as Fiduciary Trust or Plan Fiduciary.*	0	0	0
14b. Amount deposited into non-irrevocable Reserve specifically for OPEB	0	0	0
14c. OPEB Irrevocable Trust Balance as of fiscal year end	0	0	0

15. Has the district utilized OPEB or other special retiree benefit funds to help balance the general fund budget in 21/22?

No

8. Section 6 - Cash Position:

16. Cash Balance at June 30 from Annual CCFS 311 Report

	FY 19/20 ($)	FY 20/21 ($)	FY 21/22 ($)
Combined General Fund Balance Sheet Total (Unrestricted and Restricted – accounts 9100 through 9115)	5,987,128	7,421,872	8,792,465

17. Does the College prepare cash flow projections during the year?

Yes

9. Section 7 - Annual Audit Information:

18. Date annual audit report for fiscal year was electronically submitted to accjc.org, along with the institution's response to any audit exceptions

04/13/2023

19. List the number of audit findings (financial statement, federal compliance and state compliance) for each year

	FY 19/20	FY 20/21	FY 21/22
19a. Number of findings (enter 0 if none)	1	2	1

20. From Summary of Auditors Results (Annual Audit) for FY 21/22:
(this is usually a single page at the beginning of the Findings and Questioned Costs section)

Number of modified/qualified opinions, if any (enter 0 if none):

0

10. Section 8 - Other Information:

21. Budgeted/Actual FTES

	FY 19/20	FY 20/21	FY 21/22
21a. Final Adopted Budget – budgeted Full Time Equivalent Students (FTES) (Annual Target) *Resident FTES only.*	1,600	1,215	1,200
21b. Actual Full Time Equivalent Students (FTES) from Annual CCFS 320, or from more recent CCFS 320 Recal if applicable *Report resident FTES only. Please use actual FTES, not hold harmless FTES*	1,416	1,233	1,062

22a. During the report year, did the institution settle any contracts with employee bargaining units?

No

22b. Did any negotiations remain open?

Yes

22c. How many unit contracts remained open (ongoing negotiations) for over two years? (enter 0 if none)

2

22d. Please use the box below to provide additional context related to ongoing negotiations.

N/A

23. USDE official cohort Student Loan Default Rate (FSLD)

	Cohort Year 2017 (Published fall 2020)	Cohort Year 2018 (Published fall 2021)	Cohort Year 2019 (Published fall 2022)
Cohort 3-year rate	28.57%	17.54%	2.38%

24a. For the report year, how many executive or senior administration leadership positions have a new permanent administrator hired into the position as of June 30, 2022?

1

24b. How many executive or senior administration leadership positions have been replaced with an interim, or remain vacant (no planned hire) as of June 30 2022?

0

24c. Please describe the leadership change(s) (Please enter 'n/a' if there were no leadership changes.)

VP Academic Services, Interim as of 07/01/2021; VP Student Services, Interim; VP Administrative Services, Interim; Dean of Instruction (1), Interim as of 07/01/2021; Dean of Instruction (2), Interim as of 08/16/2021; Dean of Student Services, Interim as of 03/08/2022; Dean of Student Success, Equity, and Specialty Programs, Permanent as of 03/08/2022

25. Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit).

11. Final Step

Name of person submitting this report:

David Corley

Title of person submitting this report:

Interim VP of Admin. Services

Email of person submitting this report:

dcorley@lassencollege.edu

Email Confirmation:

dcorley@lassencollege.edu

By submitting this report on behalf of my institution, I confirm that the data and information contained herein is accurate and correct to the best of my knowledge. The institution acknowledges that knowingly submitting false or inaccurate data may result in notification to the U.S. Department of Education and/or accreditation action.

Check to confirm and acknowledge

Lassen Community College

478-200 Hwy 139 Susanville, CA 96130

530.257.6181

www.lassencollege.edu