

LASSEN COMMUNITY COLLEGE
INSTITUTIONAL EFFECTIVENESS MASTER PLAN



2017-2022

Section IV – Six Master Plans

1. Institutional Effectiveness Master Plan

I. INTRODUCTION

The Institutional Effectiveness Planning Committee was initiated in the 2014-2015 academic year as a result of the planning evaluation process conducted during May 2014. The evaluation process identified that there were institutional areas not represented in the previous planning documents nor provided an avenue for consideration during the budget allocation process. The Institutional Effectiveness committee was added to develop the master plan and prioritize budget requests within the areas of:

- accreditation,
- fiscal planning,
- governance,
- grant development/coordination,
- institutional planning,
- marketing,
- organizational structure,
- program review,
- research,
- student learning & administrative unit outcome assessment.

INSTITUTIONAL EFFECTIVENESS PLANNING COMMITTEE MEMBERSHIP:

The following individuals served as members of the 2015-2016 Institutional Effectiveness Planning Committee:

Cheryl Aschenbach – Academic Senate President, Accreditation Co-chair

Terry Bartley – Comptroller

Codi Mortell – Administrative Assistant in the Office Academic Services

Sue Mouck – Faculty

Brian Murphy – Associate Dean of Institutional Effectiveness and Research

Robert Schofield - Faculty

Alison Somerville – Faculty, Lead Counselor, Accreditation Co-chair

Michell Williams – HR Generalist

II. INSTITUTIONAL EFFECTIVENESS PLANNING COMMITTEE CHARGE

The Institutional Effectiveness Planning Committee is charged with the responsibility of addressing the general institutional planning needs for the college. Guided by the mission statement and strategic goals approved by the Governing Board, the Institutional Effectiveness Planning Committee relies on recommendations from comprehensive program reviews and annual updates to inform the development of the Institutional Effectiveness Master Plan. The committee develops the Institutional Effectiveness Master Plan and meets to discuss and make recommendations regarding present and future needs to sustain institutional effectiveness.

The Institutional Effectiveness Master Plan consists of five Annual Action Plans covering each Academic Year from 2017-2018 to 2021-2022. The Annual Action Plans are reviewed and updated annually during Lassen

Community College's planning process. The five-year plan is presented to Consultation Council by the Institutional Effectiveness Planning Committee for approval along with the Student Services Master Plan, prior to informing the development of the Facilities, Institutional Technology, and Human Resources Master Plans.

III. AREAS OF FOCUS

A. Accreditation

Accreditation is the primary means by which colleges in the United States assure and improve quality. Colleges must apply for reaffirmation of accreditation every seven years. The Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges (ACCJC/WASC), as overseen by the U.S. Department of Education (DOE), last took action to reaffirm the accreditation of the College in June 2014. The accreditation status of the College is overseen by the Administration, Accreditation Steering Committee and Accreditation Chair/Accreditation Liaison Officer.

B. Assessment of Student Learning and Administrative Unit Outcomes

Student learning outcome (SLO) assessments are reported at the end of each academic session and administrative unit outcome assessments are reported annually in May. The Associate Dean of Institutional Effectiveness and Research is responsible for monitoring outcome assessment. During the 2016-17 academic year, the college is transitioning from WEAVE to a home grown system. The home grown system has several advantages in its ease of AUO/SLO input, superior self-service reporting, and reduced cost of maintenance. A challenge facing the college (indeed all California Community Colleges) is implementing systems to capture student level success in SLOs to support the disaggregation of SLO data to support disproportionately impacted students.

C. Fiscal Planning

The College is fiscally prudent with its resources. The College develops its annual operating budget through a budgeting process to determine the expenditure requirements under the established strategic direction and integrative planning processes. Yearly budget parameters and assumptions are evaluated and communicated to ensure that all constituent groups understand realistic resource availability. The majority of College's financial resources come from state apportionment which is enrollment driven. Each spring, district revenue is estimated and expenditures are developed based salary and benefit costs, utility rates, staff retirements and vacancies, and other operational needs. Priorities and recommendations developed in this process serve to guide the College in its decisions and yearly resource allocations. The Fiscal Services department implements and oversees the budget. The Fiscal Services department strives to create and support an environment that allows for the business functions of running an institution, to work seamlessly with all areas of the campus, to insure that resources are available when needed to enhance student learning. To provide administration support that promotes effective delivery of education and services to student, faculty, and staff.

D. Governance

The Lassen Community College governance structure involves faculty, staff, administration, students and the community 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 community viewpoints 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.

E. Grant Development/Coordination

Grant development is primarily the responsibility of the Grant Development Team comprised of the Vice-President of Academic Services, Dean of Student Services and the Associate Dean of Institutional Effectiveness and Research. Coordination of grants is the responsibility of the individual identified in the grant. The College is engaged in actively pursuing grant funding to supplement the general fund.

F. Institutional Planning

As required by regulation, the College's financial planning includes both short-term and long-term goals and objectives, provides for broad-based-input, and is coordinated with educational planning.

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 and budget development process begins with the program review process, which utilizes student learning and administrative outcome assessments as the mechanism to justify recommendations. The program reviews provide the unit level planning documents for Lassen Community College. The program goals and objectives as well as recommendations and budget requests developed during the review process integrate into the various planning sections of the Comprehensive Institutional Master Plan.

G. Organizational Structure

The organizational structure of the College is depicted graphically in organization charts for each institutional area: President, Academic Services, Administrative Services and Student Services. The organizational charts are updated at least annually following the July board meeting.

H. Marketing

The *Marketing Director* is responsible for the functions of marketing and public *information*. Marketing and public *information* efforts are intended to help the College reach its annual student enrollment goals and to provide informational materials to students and the community. The *Outreach Coordinator* has recently explored social media and other new venues of building and promoting the campus awareness. All of these efforts help accomplish stable enrollment, which help to generate the maximum level of State apportionment funding necessary for the continued smooth operation of the College and its services.

I. Program Review

The process for instructional program review is articulated in the Instructional Program Review Handbook periodically reviewed and updated by the Academic Senate. The process for non-instructional program review is articulated in the Non-instructional Program Review Handbook periodically reviewed and updated by the President's Cabinet. Career technical education instructional programs are reviewed every two years and academic instructional and non-instructional programs are reviewed every four years.

J. Research

The Institutional Effectiveness and Research department addresses, both directly and indirectly, those functions that ensure careful planning for and data-informed decision-making in maximizing

student access and success. The department has recently expanded with the addition of a research analyst who is 90 percent categorically funded and funded 10 percent through the general fund. The analyst is charged with conducting research into the success of the Student Equity Plan and the Inmate Education Pilot Program. As Lassen Community College continues its efforts to serve the district through grant funds, the analyst will continue to be an instrumental position in reporting program efficacy.

K. Resource Development/Lassen College Foundation

The Lassen College Foundation, Inc. is an auxiliary organization of the college. The foundation provides financial support to the college for scholarships, innovative programs, and resources on campus and in the district. The foundation builds relationships in the community that enhance financial and educational investments in the college. The Resource Development Coordinator, who reports to the Superintendent/President, provides long range strategic planning and day to day administration of the foundation.

IV. DESIRED OUTCOMES

A. Accreditation

Accreditation signifies that an institution meets or exceeds minimum levels of institutional effectiveness. All strategies outlined help the institution meet the standards required by the ACCJC. As deviations from standards are discovered, LCC must assign appropriate resources to any area that is below standard. **Further, Institutional reporting to the ACCJC must continue in a timely manner.** Accomplishing the items in the table below will help LCC maintain its accredited status:

Outcome	Year	Item #
Timely reporting to the ACCJC	2017-18	7,8
	2018-19	1,2
	2019-20	1,2
	2020-21	
	2021-22	

B. Assessment of Student Learning and Administrative Unit Outcomes

Assessment of SLOs and AUOs is the foundational point for program improvement and incrementally leads to the improvement of the college as a whole. **Therefore, LCC needs to provide both academic and administrative decision makers with a platform to input and store outcomes, measures of progress, action plans, and evaluation of plans.** The college will pilot a home grown system during the 2016-17 academic year. **LCC needs to foster a climate that encourages the use of SLOs and AUOs assessment in decision making.** Accomplishing the items in the table below will lead to the achievement of these outcomes:

Outcome	Year	Item #
SLO AUO platform	2017-18	2
	2018-19	5
	2019-20	
	2020-21	
	2021-22	
Climate of assessment in decision making	2017-18	5,9,10
	2018-19	4,5
	2019-20	
	2020-21	
	2021-22	

C. Integration of Learning – Planning – and Resource Allocation

Student learning is at the core of the LCC mission statement. As such, planning and resource allocation need to be tied to learning in order for the institution to achieve its mission. **Therefore, LCC faculty and staff will use assessment results when creating plans and resources will be allocated to support those plans with the greatest institutional benefit.** In order to achieve this goal, LCC needs a culture of assessment, transparency, and open communication. Accomplishing the items in the table below will foster the creation of that culture:

Outcome	Year	Item #
Integration of learning planning and resource allocation	2017-18	2,3
	2018-19	7
	2019-20	3
	2020-21	1
	2021-22	1

D. Governance

Lassen College’s governance system is the mechanism for collegial administration of the institution. **In order for shared governance to be viable, the board, faculty, staff, student government, and administration need to be knowledgeable of policy, law, and available practices. Further, all constituencies need to maintain open dialogue and respect.** Annual surveys completed by faculty, staff, students, and administration are used to measure the effectiveness of LCC’s shared governance structure. Survey results are used by various campus committees to spark ideas for improving college governance.

Lassen College developed an action plan for 2016-17 resourced by \$200,000 from the Institutional Effectiveness Partnership Initiative. A point of emphasis for the plan is improved governance relations. Accomplishing the goals of the IEPI and the following will create a more knowledgeable campus constituency, and improve communication:

Outcome	Year	Item #
Improved interpersonal relations on campus	2017-18	11
	2018-19	6
	2019-20	
	2020-21	
	2021-22	
Better understanding of education code, local policies, and practices	2017-18	11
	2018-19	6
	2019-20	
	2020-21	
	2021-22	
Improved communication between constituencies	2017-18	11
	2018-19	6
	2019-20	
	2020-21	
	2021-22	

E. Grant Development/Coordination

LCC has the goal of increasing the percentage of college funding supported by grants. While additional revenue will help the district achieve its mission, grants generally only provide funds for a limited duration and very specific outcomes. Due to this volatility, it is important that LCC carefully evaluate grant opportunities before taking them on. LCC implemented a system for vetting grant opportunities for maintenance of effort, long term effects, ongoing personnel, budget impact, and grant goal fit with the goals of the institution in 2016-17. Proper management of these grants is key. **While a grant team approach makes sense now, as grant funding begins to have a larger impact on district resources, an evaluation of the need for a grant coordinator to manage and solicit grants should be undertaken.**

Outcome	Year	Item #
Increased grant funding	2017-18	4,6
	2018-19	
	2019-20	
	2020-21	
	2021-22	
Well managed grants	2017-18	4
	2018-19	3
	2019-20	
	2020-21	
	2021-22	

F. Organizational Structure

District personnel expenditures represent approximately 80 percent of district expenses and 75 percent of revenue. Given the magnitude of these expenditures, it is imperative that the district allocate personnel resources in the most effective manner possible. While determination of workforce rests with district administration, this does not absolve administration from making workforce decisions that account for budget, college planning, and consultation through the shared governance process. **Therefore, LCC administration should have a method of communicating with college constituencies to determine district workforce need.** Master Plans, Consultation Council, and President’s cabinet provide opportunity for communication regarding workforce planning.

There are no recommended strategies for this area at this time.

G. Program Review

Program review is the process which college programs evaluate their performance and develop plans for the future. Budgets and assessment need to be linked to the planning process and data should be the foundation for developing the program reviews. **Improving campus access to transparent data will help program review writers create more effective plans.**

Outcome	Year	Item #
Improved Information transparency and efficacy	2017-18	1,2,5
	2018-19	4
	2019-20	
	2020-21	
	2021-22	
SLO AUO platform	2017-18	2
	2018-19	5
	2019-20	
	2020-21	
	2021-22	

H. Research

To most effectively utilize resources, the college must have accurate and timely information in a format that is actionable. **The Institutional Effectiveness and Research department will work to improve information transparency to support institutional decision making.** The following goals were designed to increase transparency and efficacy.

Outcome	Year	Item #
Improved Information transparency and efficacy	2017-18	1,2,5,9
	2018-19	4,5
	2019-20	
	2020-21	
	2021-22	

Recommendations for objectives to be added to the 2017-2022 Comprehensive Institutional Master Plan:

Strategic Goal # 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.

1. Improve institutional effectiveness through the ongoing systematic documentation of adherence to eligibility requirements and accreditation standards and through the completion and timely submission of all requested reports to the Accrediting Commission.
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.
3. Create a marketing plan with a focus on stabilizing revenue from apportionment and out of state fees.
4. Evaluate the need for a grant coordinator to manage and solicit grants as grant funding begins to have a larger impact on district resources.
5. Evaluate student completion and success based on timing of course enrollment during the semester (2015 Work Experience IPR, 2013 Human Services IPR)
6. Design a process to track job placement and retention (employment retention) of students (2014 Child Development IPR, 2013 Gunsmithing IPR, 2012 AG IPR)
7. Assess the relationship between poor attendance and lack of success in mathematics and science courses. Identify the causative factors contributing to poor attendance (2014 Natural Science / Math IPR) Audit data for discrepancies within the budget and FTES categorization (2013 Gunsmithing IPR).

INSTITUTIONAL EFFECTIVENESS STAFFING PROPOSAL 2017-2018 (recommended staffing positions in priority order)

1. Restructure analyst budget structure from 90 percent categorical / 10 percent general fund to 50 percent categorical / 50 percent general fund.
2. Add or restructure administrative assistant support for governance (2014 Governance Annual Update – Recommendation #3) and institutional effectiveness & research
3. Add Staff/Grants Accountant (Fiscal Services 2016 Annual Update)
4. Add Accountant Tech 1 for Business Office (Fiscal Services 2016 Annual Update)
5. Add a Marketing and Public Information Officer (2014 Marketing NIPR Recommendation #6)

INSTITUTIONAL EFFECTIVENESS BUDGET REQUESTS (non staffing positions in priority order)

1. *Increase Business Office travel training budget by \$3,000 (2014 Fiscal Services NIPR – Recommendation #3)*
2. *Increase Academic Senate travel budget by \$6,000 (2014 Governance Annual Update – Recommendation #1)*
3. *Increase funding for talent assessment (Colors, Strength Quest) by \$5,000 once every two years (2014 Governance Annual Update – Recommendation #2)*
4. *Higher quality reproduction machine - \$30,000 (Fiscal Services 2016 Annual Update Recommendation #1)*
5. *Dual Monitor System for Marketing - \$600 (2014 Marketing NIPR Recommendation #3)*
6. *Security Cameras - \$100,000 (Fiscal Services 2016 Annual Update Recommendation #2)*

INSTITUTIONAL EFFECTIVENESS ACTION PLAN

Institutional Effectiveness Action Plan 2017-2018 – 10 Strategies

Item #	Strat Goal	Objective	Strategy Description	Desired Outcome	Timeline	Responsible Party(s)	Performance Measures
1	1	1.5	Publish in an easily accessed electronic format, Key Performance Indicator and Performance Measurements (including job placement data) in support of Program Review and Institutional Effectiveness.	Improved accessibility and reliability of data	Fall 2017	Associate Dean of Institutional Effectiveness & Research	Data informed decisions
2	2	1.5	Develop a replacement of WEAVE to facilitate faculty reporting and self-service data retrieval. Fall 2016 roll out with training. Outcomes assessment along with action plans will be made available to staff completing program reviews and annual updates. – In negotiations with LCFA/District	More timely communication of SLO results. Increased reliability of SLO entry. Institutionalization of the assessment cycle and integrated planning	Fall 2016 In negotiations	Associate Dean of Institutional Effectiveness & Research	Data informed decisions
3	2	2.1	Expand EMP to include a section on enrollment management with outcomes and actionable plans for enrollment expectations.	A vetted and actionable plan to improve Institutional stability	Fall 2017	Academic Planning Committee	An actionable document
4	1	1.4	Evaluate grant performance and need for grant coordinator.	Determine if institution is achieving goals related to grants	Fall 2017	President's Cabinet	Report to campus with action items
5	3,4	1.6	Write a campus climate report. The report will use information from student and employee surveys and focus groups. This document replaces Noel-Levitz Student Satisfaction Inventory	Greater institutional understanding of LCC student perspectives	Fall 2017	Research Analyst	A report to be used as a guiding document for institutional planning and action.

6	1	1.4	Develop proposal for a Strengthening Institutions (Title III) grant for submission in Spring 2018.	Improved Student Learning Program and Services Methodologies	Summer 2017 development Spring 2018 submission	Grant Writing Team	Title III Grant
7	1	1.1	Perform and compile the initial 2020 Self Evaluation Survey for Accreditation.	Data to inform the 2020 Self Evaluation	Spring 2018	Associate of Dean of Institutional Effectiveness	Completed survey results
8	1	1.1	Form teams and standards chairs for accreditation self study.	Completed self study with input from across constituent groups	Spring 2018	Accreditation Steering Committee	Work plan for developing self study
8	1	1.5	Provide a training program for student learning outcomes/administrative unit outcomes assessment as part of new employee orientation.	Increased dialogue about and meaningful assessment of outcomes	Multi-year goal, implemented.	Associate Dean of Institutional Effectiveness & Research	Improved incorporation of recommendations based on outcome assessment data in program reviews.
9	1	1.6	Continue regular flex day trainings for managers and staff regarding AUO development and evaluation	Increased understanding of AUOs and measurement leading to improved	Multi-year goal, implemented.	Associate Dean of Institutional Effectiveness & Research	Attendance at trainings. Increased user satisfaction with LCC services.
10	1	1.6	Continue regular training opportunities to encourage an understanding of collaboration and shared governance.	Wider acceptance and participation in governance Improved campus community relations	Multi-year goal	Academic Senate	Increased participation in the shared governance structure and improved annual evaluation

Institutional Effectiveness Action Plan 2018-2019 – 7 Strategies

Item #	Goal	Objective	Strategy Description	Desired Outcome	Timeline	Responsible Party(s)	Performance Measures
1	1	1.1	Perform and compile the 2020 Self Evaluation Survey for Accreditation	Data to inform the 2020 Self Evaluation	Spring 2019	Associate of Dean of Institutional Effectiveness	Completed survey results
2	1	1.1	Preparation of initial draft 2020 Self Evaluation of Educational Quality and Institutional Effectiveness	Maintain accreditation status without sanctions	Spring 2019	Vice-president of Academic Services Accreditation Liaison	Initial draft
3	3	3.1	Ensure grant opportunities are being used to financially support professional development.	Increased professional development opportunities through ability to bring in outside presenters	Spring 2019	Director of Human Resources Grant Coordinator	Increased number of outside presenter with increase participation by campus staff
4	1	1.5	Expansion of available data and broader use of, Key Performance Indicator and Performance Measurements by LCC stakeholders	Improved accessibility and reliability of data	Multi-year Goal	Associate Dean of Institutional Effectiveness & Research	Data informed decisions
5	1	1.5	Multiple cycles of outcomes assessment along with action plans will have been entered into a database and made available to staff completing program reviews and annual updates.	Institutionalization of the assessment cycle and integrated planning	Multi-year goal	Associate Dean of Institutional Effectiveness & Research	Data driven planning documents with greater credibility
6	1	1.6	Continue training opportunities to encourage an understanding of collaboration and shared governance.	Institutionalization of the core principles of participatory governance	Multi-year goal	Associate Dean of Institutional Effectiveness & Research	Increased participation in the shared governance structure and improved annual evaluation

7	4	4.1	Implement Retention Improvement Plan.	Stabilize reserve and Improve student success	Multi –Year Goal	Vice-president of Academic Services and Dean of Student Services	Published plans
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Institutional Effectiveness Action Plan 2019-2020 – 3 Strategies

Item #	Goal	Objective	Strategy Description	Desired Outcome	Timeline	Responsible Party(s)	Performance Measures
1	1	1.1	Submission of the 2020 Self Evaluation of Educational Quality and Institutional Effectiveness to ACCJC	Maintain accreditation status without sanctions	Fall 2019	Vice-president of Academic Services Accreditation Liaison	Reaffirmation of Accreditation June 2020
2	1	1.1	Prepare for Site Visit to validate 2020 Self Evaluation of Educational Quality and Institutional Effectiveness	Maintain accreditation status without sanctions	Spring 2020	Vice-president of Academic Services Accreditation Liaison	Reaffirmation of Accreditation June 2020
3	4	4.1	Evaluate and Update Retention Improvement Plan.	Stabilize reserve and Improve student success	Multi –Year Goal	Vice-president of Academic Services and Dean of Student Services	Published plans

Institutional Effectiveness Action Plan 2020-2021 – 1 Strategy

Item #	Goal	Objective	Strategy Description	Desired Outcome	Timeline	Responsible Party(s)	Performance Measures
1	4	4.1	Implement Updated Retention Improvement Plan.	Stabilize reserve and Improve student success	Multi –Year Goal	Vice-president of Academic Services and Dean of Student Services	Published plans

Institutional Effectiveness Action Plan 2021-2022 – 1 Strategy

Item #	Goal	Objective	Strategy Description	Desired Outcome	Timeline	Responsible Party(s)	Performance Measures
1	4	4.1	Implement Updated Retention Improvement Plan.	Stabilize reserve and Improve student success	Multi –Year Goal	Vice-president of Academic Services and Dean of Student Services	Published plans