

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

Barbara Baston
Faculty, Counseling

Carol Montgomery
Classified, Acct Tech

Tami Wattenburg
Classified, EOPS Prog Asst

Francis Beaujon
Manager, Student Life

Codi Mortell
Classified, Admin Asst

Julie Williams
Classified, ISS-DSPS

Janet Butcher
Classified, CD Teacher

Sue Mouck, Chair
Faculty, Biology

Aeron Zentner
Manager, Institutional Effectiveness

Karen Clancy
Classified, A&R Asst

Caryn Nobles
Classified, ISS-Nursing

Wendy Donohue
Classified, CD Teacher

Randy Panfilio
Adjunct Faculty, Art

Noelle Eckley
Faculty, Mathematics

Esparanza Plasencia
Classified, CD Teacher

Andrew Faircloth
Faculty, Gunsmithing

Dr. Tammy Robinson
Administrator

Lisa Gardiner
Faculty, Work Experience

Tom Rogers
Faculty, Counseling

Cathy Harrison
Classified, Admin Asst

Robert Schofield
Faculty, Mathematics

Brennan Holquinn
Classified, Maintenance Spec

Richard Swanson
Faculty, English

Leah Larson
Adjunct Faculty, Biology

Brennan Temmol
Classified, Food Service Worker

Christina Madrid
Classified, CD Teacher

Ken Theobald
Faculty, Business

I.A. Mission

“The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.”

I.A.1. *“The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.”*

Descriptive Summary:

The Lassen Community College (LCC) mission statement clearly identifies the College’s educational purposes as an institution of higher education:

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.

[1.1 BoardDocs-Board Policy 1200-LCC Mission Statement; 1.2 *Strategic Plan*]

LCC offers twenty-five (25) degree and certificate programs and a variety of services in alignment with the mission statement commitment to provide “outstanding programs.” [1.3 *LCC Catalog-Programs, Degrees and Certificates*-page 31] The College provides both transfer and CTE degree and certificate opportunities to meet varied student needs. In addition, the College offers basic skills courses in English, reading, and mathematics to students who need additional preparation before attempting college-level courses. LCC serves students with courses and programs delivered through traditional face-to-face instruction. For selected courses and programs, LCC serves students locally and at a distance, with courses and programs delivered through correspondence and online instruction. 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.

Self-Evaluation:

The LCC mission statement clearly articulates the institution’s educational purposes of offering basic skill courses as well as degree and certificate programs in transfer and career technical fields and identifies the target population in the community the College serves, both on campus and throughout the service area. The mission statement indicates the College’s commitment to achieving student learning in the articulated “effort to build intellectual growth, human perspective and economic potential.”



Actionable Improvement Plans:

None

I.A.2. *“The mission statement is approved by the governing board and published.”*

Descriptive Summary:

The Governing Board last approved the LCC mission statement on August 13, 2013. [1.4 BoardDocs-Governing Board minutes] The mission statement appears in the *Strategic Plan, Annual Report, College catalog*, class schedule, a variety of meeting agendas, and on the College website, all of which are updated regularly. [1.2 *Strategic Plan*; 1.3 *2013-2014 LCC Catalog*; 1.5 President’s Cabinet agendas; 1.6 Curriculum/Academic Standards Committee agendas, 1.7 LCC Website] The *Strategic Plan* with the mission statement is posted on the wall in prominent locations throughout campus: Board Room; Administrative Conference Room; Student Services Building Entry; TECC and Administrative Offices.

Self-Evaluation:

The College mission statement is approved by Governing Board and is appropriately published.

Actionable Improvement Plans:

None

I.A.3. *“Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.”*

Descriptive Summary:

Review of the College mission statement, as one component of the *Strategic Plan*, occurs annually during May in Consultation Council/Strategic Planning Committee meetings.

The LCC mission statement was revised and approved by the Governing Board on September 23, 2008, then reaffirmed on October 13, 2009 and September 14, 2010. [1.1 BoardDocs-Board Policy 1200-LCC Mission Statement] A revised mission statement was adopted on September 13, 2011 and subsequently reaffirmed on August 14, 2012 and August 13, 2013. [1.4 BoardDocs-Governing Board minutes of September 23, 2008. October 13, 2009, September 14, 2010, September 13, 2011, August 14, 2012 and August 13, 2013 meetings]



Self-Evaluation:

The institution’s primary governance and decision-making body, Consultation Council has been utilized each year since 2007 to recommend reaffirmations of or revisions to the College mission statement to the Governing Board.

Actionable Improvement Plans:

None

I.A.4. “The institution’s mission is central to institutional planning and decision making.”

Descriptive Summary:

In August of each year the adoption of the *Strategic Plan*, including the mission statement, vision statement, value statement, strategic goals and Institutional Student Learning Outcomes (SLOs), by the Governing Board initiates the annual institutional planning and budget allocation process. [1.4 BoardDocs-Governing Board minutes of September 23, 2008. October 13, 2009, September 14, 2010, September 13, 2011, August 14, 2012 and August 13, 2013 meetings] The process culminates each June with the acceptance of the five-year *Comprehensive Institutional Master Plan* and *Annual Evaluation Matrix* by the Governing Board. The mission statement is central to the development of each of the component master plans comprising the *Comprehensive Institutional Master Plan*, the *Educational Master Plan*, the *Student Services Master Plan*, the *Facilities Master Plan*, the *Institutional Technology Master Plan* and the *Human Resources Master Plan*. [1.4 BoardDocs-Governing Board minutes; 1.8 2013-2018 *Comprehensive Institutional Master Plan*; 1.9 2013-2014 *CIMP Action Plan Annual Evaluation Matrix*]

Self-Evaluation:

Results of the Accreditation Self-Evaluation Staff Survey conducted in spring 2011, 2012 and 2013 indicated relatively consistent results concerning the mission statement.

Table 25: Mission Statement Self-Evaluation Staff Survey

Questions 5, 6, & 7	2011	2012	2013
I am familiar with the college mission statement.	100%	96%	97%
The educational purposes identified in the mission statement are appropriate to Lassen Community College and its intended students.	95%	96%	90%
The mission statement is applied during planning and decision-making.	71%	76%	72%

[1.10 Data retrieved from Accreditation Self-Evaluation Staff Survey]

Actionable Improvement Plans:

None

I.B. Improving Institutional Effectiveness

"The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning."

I.B.1. "The institution maintains an on-going, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes."

Descriptive Summary:

The principal location for all institutional dialogue is the joint governance and planning body, Consultation Council/Strategic Planning Committee. The agenda for this body is divided into discussions on governance and planning issues. Additionally, any constituent group representative or individual can bring topics for discussion to the body. This key group is responsible for oversight of the institutional processes including integrated planning and budget allocation recommendations. This body reviews and forwards all recommendations for initiation or changes to board policies to the Governing Board and adopts all finalized administrative procedures. Consultation Council/Strategic Planning meets weekly or bi-monthly as the workload warrants. [1.11 Consultation Council minutes] Consultation Council/Strategic Planning receives all program review documents and reviews all master planning documents. The committee also tracks progress on institutional initiatives through the Annual Action Evaluation Matrix. [1.9 2013-2014 CIMP Action Plan Annual Evaluation Matrix]

During May of each academic year, the Consultation Council/Strategic Planning Committee conducts an evaluation of both the institutional governance and planning processes. [1.12 2007 Annual Evaluation Results; 2008 Annual Evaluation Results; 2009 Annual Evaluation Results; 2010 Annual Evaluation Results; 2011 Annual Evaluation Results; 2012 Annual Evaluation Results; 2013 Annual Evaluation Results] Recommendations derived from the annual evaluation are forwarded to the Academic Senate. Recommendations found to have merit are incorporated into the planning and budget development processes adopted and utilized during the subsequent year. [1.13 Academic Senate minutes; 1.14 2014-2015 Institutional Planning and Budget Development Process Handbook]



Further dialogue focusing specifically on student learning and how the institution can better serve the needs of its students occurs during bimonthly student services management meetings, weekly division chair meetings, monthly academic division meetings and Career Technical Education advisory committee meetings. The administration meets weekly in Executive Cabinet and President's Cabinet to discuss a variety of topics impacting institutional effectiveness. [1.11 Consultation Council minutes; 1.15 Career Technical Education Advisory Committee minutes; 1.16 Student Services Management minutes; 1.17 President's Cabinet minutes]

Standing committee meetings, such as the bi-monthly Academic Senate, bi-monthly Curriculum and Academic Standards Committee and less regular planning committee meetings provide additional settings for productive dialogue. [1.13 Academic Senate minutes; 1.18 Curriculum/Academic Standards Committee minutes; 1.19 Academic Planning Committee minutes; 1.20 Facilities Planning Committee minutes; 1.21 Human Resource Planning Committee minutes; 1.22 Institutional Technology Planning Committee minutes; 1.23 Student Services Planning Committee minutes]

Further occasions for discussion occur during CTE Transitions meetings between college and local high school CTE faculty and during planning meetings for grant development such as Title III Grant and Perkins 1-C planning meetings.

During the 2011-2012 academic year, the College implemented an expanded professional development calendar, which included training and opportunities for expanded dialogue about student learning and operational effectiveness. [1.24 Professional Development Calendar]

Twice a year during convocation, the institution comes together as a whole to participate in activities directed towards improvement of student learning and institutional effectiveness often providing opportunities for interaction and dialogue between employees who rarely have such opportunities during the performance of their daily duties. [1.25 Convocation agendas]

Intermittently, additional opportunities for productive dialogue arise. Examples include scheduled town hall meetings, open forums and joint meetings with local high schools such as the "Closing the Achievement Gap" meetings between faculty in English and Mathematics. [1.26 Town Hall Notes; 1.27 "Closing the Achievement Gap" Notes]

Self-Evaluation:

The institution has established and consistently utilizes a variety of venues to engage in on-going dialogue about improvement of student learning and institutional processes. Positions for student representatives are included on a most of committees. However, frequently student representatives are not appointed and/or do not regularly participate.



Actionable Improvement Plans:

Explore ways to engage the Associate Student Body to recognize the advantages and develop the desire for strong student participation in all of the College's governance and planning processes.

I.B.2. "The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement."

Descriptive Summary:

The *Strategic Plan* adopted by the Governing Board on August 13, 2013 contains the four institutional 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.

The strategic goals adopted by the Governing Board are developed through collegial consultation by representatives from the five constituent groups serving on Consultation Council/Strategic Planning and then recommended for adoption to the Governing Board. The strategic goals are developed consistent with and directed by the mission statement of the College. The current strategic goals are the third rendition developed through the same consultative process since the last accreditation self-evaluation. [1.2 *Strategic Plan*; 1.4 BoardDocs-Governing Board minutes-August 13, 2013; 1.11 Consultation Council minutes- May 17, 2012, May 30, 2012, May 6, 2013]



Each year the institution updates the *Comprehensive Institutional Master Plan* containing objectives and strategies focused on achieving the identified strategic goals through the work of the five planning committees. [1.8 *2013-2018 Comprehensive Institutional Master Plan*] Progress on the achievement of the strategic goals, objectives and strategies are measured utilizing the annual action plan evaluation matrix and the key performance indicators. The annual action plan evaluation matrix is updated by representatives of the planning committees and presented to President’s Cabinet and Consultation Council four times a year for review and revision. The year-end matrix is presented to the Governing Board and campus in June as an indication of that year’s progress. [1.28 *2008-2009 CIMP Annual Evaluation Matrix; 2009-2010 CIMP Annual Evaluation Matrix; 2010-2011 CIMP Annual Evaluation Matrix; 2011-2012 CIMP Annual Evaluation Matrix; 2012-2013 CIMP Annual Evaluation Matrix*] The Academic Planning Committee with subsequent review and additions by the other planning committees, President’s Cabinet and Consultation Council, develops the key performance indicators. [1.29 *Key Performance Indicator Annual Reports; 1.19 Academic Planning Committee minutes*]

Beginning in July 2013, the College President formally articulated annual goals within the context of the Board adopted strategic goals. In August, each of the administrators articulated and published the goals for their area of responsibility aligned with the president’s goals in support of the institutionally developed strategies as articulated in the *Comprehensive Institutional Master Plan*. Progress on the administrative area goals will be evaluated as one component of the Administrative Area NIPR Annual Report submitted in May. [1.30 *President/Administrative Area Goals*]

The broad-based development process encourages the institutional understanding and acceptance of the goals, while the broad-based assessment process encourages institutional participation in the achievement of the identified objectives.

Self-Evaluation:

The Accreditation Self-Evaluation Staff Survey conducted in May of each of the last three years indicate that the majority of respondents agreed that they had an opportunity to participate in dialogue aimed at improving institutional effectiveness and that the College has clearly stated measurable strategic goals and objectives guided the College in making decisions regarding planning and allocation of resources.

Table 26: Strategic Goals Self-Evaluation Staff Survey

Questions 3 & 4	2011	2012	2013
I participate in dialogue aimed at improving institutional effectiveness.	75.6%	85.8%	72.2%
Clearly stated measurable strategic goals and objectives guided the College in making decisions regarding planning and allocation of resources.	69.0%	87.8%	74.7%

[1.10 Data retrieved from Accreditation Self-Evaluation Staff Survey]

Actionable Improvement Plans:

None

I.B.3. “The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.”

Descriptive Summary:

During the last six years, the Governing Board has annually reviewed the *Strategic Plan*, including the mission statement, vision statement, value statement, strategic goals and institutional SLOs. Consultation Council/Strategic Planning Committee, the institution’s primary governance and decision-making body, has forwarded recommendations for revisions, which were subsequently adopted by the Governing Board. Through this process the strategic goals have been revised three times, most recently in August 2012. [1.2 *Strategic Plan*]

Progress on the achievement of the strategic goals, objectives and strategies is measured utilizing the *Annual Action Plan Evaluation Matrix* and the key performance indicators. The *Annual Action Plan Evaluation Matrix* is updated by representatives of the planning committees and presented to President’s Cabinet and Consultation Council four times a year for review and revision. The year-end matrix is presented to the Governing Board and campus as an indication of that year’s progress in June. [1.28 *2008-2009 CIMP Annual Evaluation Matrix; 2009-2010 CIMP Annual Evaluation Matrix; 2010-2011 CIMP Annual Evaluation Matrix; 2011-2012 CIMP Annual Evaluation Matrix; 2012-2013 CIMP Annual Evaluation Matrix*] The Academic Planning Committee with subsequent review and additions by the other planning committees, President’s Cabinet and Consultation Council, develops the key performance indicators. [1.29 *Key Performance Indicator Annual Reports*; 1.19 Academic Planning Committee minutes] Progress towards the achievement of the identified key performance indicators are published in the *Key Performance Indicator Annual Report* [1.29 *2010-2011 Key Performance Indicator Annual Report; 2011-2012 Key Performance Indicator Annual Report*] The annual reports are presented to the Governing Board during the July Planning Retreat and published on the College website. [1.4 BoardDocs-Governing Board minutes; 1.7 LCC website]

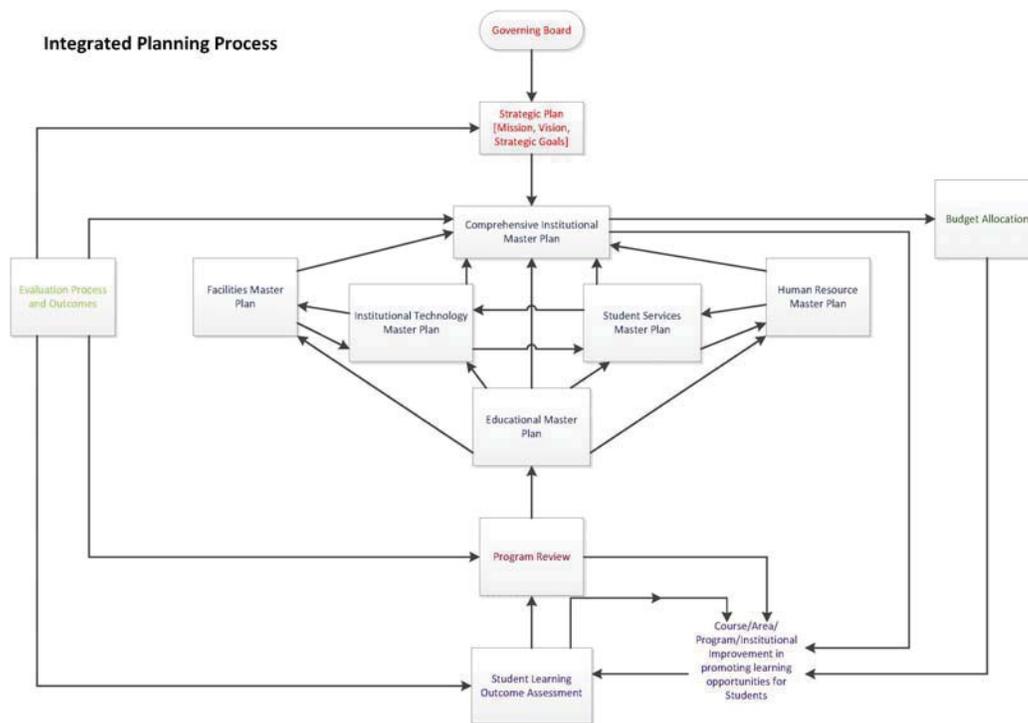
An *Annual Fact Book*, containing statistical data on student demographics, retention, persistence, graduation rates and other relevant information to assist with quantitative analyses and data driven decision-making, has been published for each of the last seven years. [1.31 *2007-2008 Annual Fact Book; 2008-2009 Annual Fact Book; 2009-2010*

Annual Fact Book; 2010-2011 Annual Fact Book; 2011-2012 Annual Fact Book; 2012-2013 Annual Fact Book]

The institutional planning and budget development process, as articulated in the *Institutional Planning and Budget Development Handbook* and graphically depicted in the *Integrated Planning Process Flowchart*, begins with the Instructional Program Review (IPR) and Non-instructional Program Review (NIPR) processes. [1.14 *2013-2014 Institutional Planning and Budget Development Process Handbook*] The IPRs and NIPRs provide the unit level planning documents for LCC. The President's Office and Academic Senate monitor the program review process and approve NIPRs and IPRs respectively. Approved program review documents are presented to Consultation Council/Strategic Planning Committee, which forwards them to the Governing Board. The approved IPRs and NIPRs are presented to the Strategic Planning Committee as information items and subsequently forwarded to the Governing Board. Upon Board acceptance, copies of each program's Prioritized Recommendation Forms are provided to the appropriate planning committees, Academic Planning/Institutional Effectiveness, Student Services Planning/Student Success, Facilities Planning, Institutional Technology Planning and Human Resource Planning. As appropriate the recommendations are integrated into the resulting master plans. During spring of each academic year the various master plans are integrated into the *Comprehensive Institutional Master Plan*. The *Comprehensive Institutional Master Plan* is the foundation upon which the institutional budget is built. Requests for funding are derived from the same prioritized recommendation forms taken from program reviews. The same budget request and resource allocation process is utilized for all funding sources. [1.14 *2013-2014 Institutional Planning and Budget Development Process Handbook*]



Figure 7 Integrated Planning Process



The annual evaluation of both the institutional planning and governance processes are held each May. Evaluation instruments are distributed to the planning committees, constituent groups and made available to individuals on campus. The evaluation results are reviewed, discussed and those considered appropriate accepted by Consultation Council. [1.32 *Evaluation Instruments*; 1.12 *2007 Annual Evaluation Results*; 2008 *Annual Evaluation Results*; 2009 *Annual Evaluation Results*; 2010 *Annual Evaluation Results*; 2011 *Annual Evaluation Results*; 2012 *Annual Evaluation Results*; 2013 *Annual Evaluation Results*]

The Academic Senate adopted a process to revise the budget development process through incorporation of recommendations from campus into the *Institutional Planning and Budget Development Process Handbook* by a subcommittee comprised of representatives from both the Academic Senate and Consultation Council, which meets during the summer of each year.

The current *Institutional Planning and Budget Development Process Handbook* was readopted by the LCC Academic Senate–July 23, 2013 and accepted by Consultation Council/Strategic Planning Committee–August 5, 2013. [1.11 Consultation Council/Strategic Planning Committee minutes–August 5, 2013; 1.13 Academic Senate minutes–July 23, 2013; 1.14 *2013-2014 Institutional Planning and Budget Development Process Handbook*]

Self-Evaluation:

The institution has developed and implemented a systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. The evaluation although emphasizing qualitative data through written recommendations also includes quantified data through the identification of completed objectives and strategies as articulated in the annual key performance indicator report and annual fact book.

Actionable Improvement Plans:

None

I.B.4. “The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.”

Descriptive Summary:

The institution implemented broad-based governance and integrated planning model in 2007. The involvement of representatives from the various constituent groups (administration, faculty, management/confidential staff, classified staff and students) in the planning process is clearly articulated in the *Shared Governance and Collegial Consultation Handbook* reviewed and readopted annually. Each of the planning committees, Strategic Planning, Academic Planning/Institutional Effectiveness, Student Services Planning/Student Success, Institutional Technology Planning and Human Resource Planning, include representatives appointed by their constituent groups. [1.33 2013-2014 *Shared Governance and Collegial Consultation Handbook*]

The recommendations that form the basis for each of the planning documents, and ultimately are prioritized in the budget allocation process, are derived from program review documents prepared by staff working in the area under review. The bottom up planning process allows employees to have a direct role in the planning and budget allocation process affecting their area.

The broad-based principal planning and governance body, Consultation Council/Strategic Planning Committee, also functions to make recommendations on budget allocation priorities. Although the budget has been extremely tight over the last few years, budget discussions occur each spring during Consultation Council/Strategic Planning Committee meetings. The budget requests derived from program review recommendations and incorporated into planning documents were prioritized on schedule during March 2013. [1.6 Consultation Council minutes; 1.34 2013-2014 Budget Allocation Spreadsheets]



Self-Evaluation:

The College has developed and implemented planning processes that are consistently broad-based; consistently offer opportunities for input by appropriate constituencies and interested individuals. The program review annual update template has been modified in order to strengthen the post budget allocation assessment process as a measure of improvement of institutional effectiveness.

The Accreditation Self-Evaluation Staff Surveys conducted in May of each of the last three years indicate that only about half of the respondents agree that they were familiar with the handbook for institutional planning and budget development and even fewer agreed that they had an opportunity to participate in the budget development process.

Table 27: Planning Handbook and Budget Development Self-Evaluation Staff Survey

Questions 11 & 12	2011	2012	2013
I am familiar with the handbook for institutional planning and budget development.	44.7%	59.1%	51.2%
I had an opportunity to participate in the budget development process.	42.8%	43.7%	41.4%

[1.10 Data retrieved from Accreditation Self-Evaluation Staff Survey]

Although planning processes are in place and opportunities for broad-based participation exist, many individuals remain unaware of the process or the opportunities for participation.

Actionable Improvement Plans:

1. Enhance efforts to publicize the integrated planning process and encourage participation.
2. Strengthen the post budget request assessment process to better determine the impact of the data driven decision.

I.B.5. “The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.”

Descriptive Summary:

The institution publishes an *Annual Fact Book*, containing statistical data on student retention, student persistence, student success, earned certificates and degrees as well as other relevant information as a means to communicating information to the campus community. The *Annual Fact Book* is available to all constituent groups and the public via the LCC website. [1.31 *2007-2008 Annual Fact Book*; *2008-2009 Annual Fact Book*; *2009-2010 Annual Fact Book*; *2010-2011 Annual Fact Book*; *2011-2012 Annual Fact Book*; *2012-2013 Annual Fact Book*]



LCC utilizes Key Performance Indicators (KPIs) to measure progress towards achievement of the Board adopted strategic goals. An Annual Report on KPIs is published at the end of each academic year. [1.29 *Key Performance Indicator Annual Reports*]

The College communicated the success of objectives and progress on strategies as articulated in the *Comprehensive Institutional Master Plan* four times a year to Consultation Council and the campus through the Action Plan Evaluation Matrix. The year-end Action Plan Evaluation Matrix is presented to the Governing Board each June and subsequently published on the College website. [1.28 *2008-2009 CIMP Annual Evaluation Matrix; 2010-2011 CIMP Annual Evaluation Matrix; 2011-2012 CIMP Annual Evaluation Matrix; 2012-2013 CIMP Annual Evaluation Matrix*]

In fall 2012, the College began implementation of an online application called WEAVE as a mechanism to better integrate the assessment of SLOs with strategic goals, institutional planning and ultimate accreditation standards. The acronym WEAVE stands for:

- W-Write expected outcomes/objectives
- E-Establish criteria for success
- A-Assess performance against criteria
- V-View assessment results
- E-Effect improvement through actions

The information contained within WEAVE is accessible to all campus employees, providing on-demand communication for interested individuals on the status of a variety of assessment results. [1.35 WEAVE]

Self-Evaluation:

The institution has used a variety of mechanisms to communicate outcomes to different constituencies. Annual reports are provided to the Governing Board and campus, which are made available to the community on the campus website.

Actionable Improvement Plans:

None

I.B.6. “The institution assures the effectiveness of its on-going planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.”



Descriptive Summary:

In 2007, an annual cycle of evaluation and revision to the institutional planning and budget allocation processes was initiated. The annual evaluation has occurred on schedule during May of each year since its inception. [1.32 *Evaluation Instruments*; 1.12 *2007 Annual Evaluation Results*; 2008 *Annual Evaluation Results*; 2009 *Annual Evaluation Results*; 2010 *Annual Evaluation Results*; 2011 *Annual Evaluation Results*; 2012 *Annual Evaluation Results*; 2013 *Annual Evaluation Results*]

Although the Academic Senate has primacy in the development of the budget development process, the senate has included representative from the Strategic Planning Committee, a shared governance body during the revision of the *Institutional Planning and Budget Development Handbook* each of the last six years. [1.13 *Academic Senate Minutes*; 1.11 *Consultation Council/Strategic Planning Committee Minutes*] The Academic Senate has accepted all of the recommendations derived from the annual institutional evaluation of the planning and budget allocation process, which has occurred during May of each of the same last six years. During the first few evaluations recommendations for significant revisions specifically to the timeline occurred. During the last few evaluations recommendations for only minor refinements to the processes have occurred. The revised *Institutional Planning and Budget Development Process Handbook* is adopted by the Academic Senate and presented to Consultation Council/Strategic Planning in August of each academic year. [1.36 *Previous Institutional Planning and Budget Development Process Handbook 2009-2010*, *Institutional Planning and Budget Development Process Handbook 2010-2011*, *Institutional Planning and Budget Development Process Handbook 2011-2012*, *Institutional Planning and Budget Development Process Handbook 2012-2013*, *Institutional Planning and Budget Development Process Handbook 2013-2014*; 1.14 *2014-2015 Institutional Planning and Budget Development Process Handbook*]

The *Instructional Program Review Policy and Procedures Handbook* adopted and revised by the Academic Senate is currently in its 10th edition, while the *Non-instructional Program Review Policy and Procedures Handbook* adopted and revised by President's Cabinet is in its 7th edition. [1.37 *2012 Instructional Program Review Policy and Procedures Handbook 10th edition*; 1.38 *2012 Non-Instructional Program Review Policy and Procedures Handbook, 7th edition*] One component of each revision has been the refinement of data to be provided in order to allow staff to better analyze the success of the program in achieving expected student outcomes.

Self-Evaluation:

The annual evaluation has become institutionalized and accepted over the last few years. The process has engendered collegial interaction between the faculty driven Academic Senate and broader based Consultation Council/Strategic Planning Committee.



Actionable Improvement Plans:

None

I.B.7. "The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services."

Descriptive Summary:

Systematic evaluation of instructional programs was initiated with the institutional adoption of an Instructional Program Review (IPR) process in 1991. The initial review process has been evaluated and revised nine times in the intervening years, most recently in August 2012.

The Academic Senate thoroughly examined and adopted revisions to the IPR process as articulated in the *Instructional Program Review Handbook* November 16, 2010 and again August 8, 2012. [1.37 *2012 Instructional Program Review Policy and Procedures Handbook, 10th edition*] The 2012 revisions included more formal evaluation and discussion of student learning outcome (SLO) assessment, changes to the sections to align them with planning committees, and putting recommendation/plans directly into a table format for input into the planning and budgeting process. The 2012 revision also included the annual updates as a method of updating program priorities and inputting requests directly into the budgeting and planning processes.

Originally, the review process allowed for the review of instructional programs on a six-year cycle. In the most recent version of the instructional review process adopted by the Academic Senate August 8, 2012, the review process for transfer programs reflects change from six-year to four-year cycles and the two-year cycle for CTE programs that was adopted in 2007. The provision for submittal of program review annual updates each May was added to the current version.

In the first section of the instructional program review documents, the program faculty members are asked to evaluate the interrelationships between program SLOs, the institutional SLOs and the institutional mission statement.

One consistent component of the IPR process is the curriculum review for the program. In addition to the review of all curricula within a program during the review process, all proposed new courses document their relationship to the College mission on the "Justification of New Course Form" as part of the curriculum review process as identified in the *Curriculum/Academic Standards Committee Handbook*. [1.39 *Curriculum/Academic Standards Committee Handbook*] 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. online delivery or correspondence delivery). Various sections of the same course are all taught to the same course outline of record. As part of the faculty evaluation process for



both full-time and adjunct faculty on campus and off-campus, the individual class syllabi are compared to the course outline of record to confirm course consistency. The IPR process also allows an opportunity to compare the number of degrees and certificates awarded in the program to those awarded in other programs and as an institution. CTE programs have program advisory committees, which meet regularly to make recommendations on revisions and updating of program courses, certificates and degrees.

Systematic evaluation of non-instructional programs was first initiated with the institutional adoption of a *Non-Instructional Program Review Policy and Procedure Handbook* in 1997. The review timeline and process was re-evaluated in 2010 and 2012 and, as a result, a revised *Non-Instructional Program Review Policy and Procedures Handbook* was adopted in August 2012. The revised process allows for the evaluation of all areas supervised by a specific administrator once every four years. [1.38 *2012 Non-Instructional Program Review Policy and Procedures Handbook, 7th edition*]

Both the instructional and non-instructional program review processes include student surveys, which provide a mechanism to ascertain progress on the improvement of services provided by the program. Independent surveys and reports such as the Institutional Priorities Survey and the Noel-Levitz Student Satisfaction Inventory provide another means of helping program staff gauge the effectiveness of the services provided. [1.40 *2012 Noel-Levitz Institutional Priorities Survey*; 1.41 *2012 Noel-Levitz Student Satisfaction Inventory*]

Self-Evaluation:

LCC has demonstrated its commitment to systematic review of evaluation mechanisms to measure institutional effectiveness in improvement of instructional programs, student support services, library and other learning support services. The Academic Senate has systematically reviewed and revised the instructional program review process in order to improve the effectiveness of the process nine times over the last twenty-two years. The President's Cabinet has followed the lead established by the Academic Senate to review and revise the non-instructional program review process six times over the last seventeen years. Each revision has improved the alignment of the program review process with the integrated planning process and increased the effectiveness of the institution in supporting student success.

Actionable Improvement Plans:

None