



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.

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IV.A. Decision-Making Roles and Processes

“The Institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.”

IV.A.1. “Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in 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 discussion, planning, and implementation.”

Descriptive Summary:

Lassen Community College (LCC) embraces participatory governance through the development of structures and processes, which encourage participation from all constituent groups, functional units, and individuals. All segments of the campus community worked together to develop a vision, mission statement, strategic goals, values, Institutional SLOs, and a collegial consultation process. The campus community continues to work together to evaluate and revise processes and products as appropriate.

Each of the constituent groups developed its own *Code of Ethics* statement. The statements are annually reviewed and reaffirmed. The most recent reaffirmation occurred early fall 2013 for all constituent groups with the exception of the classified employees. [4.1 Constituent Groups’ *Code of Ethics* Statements]

LCC’s governance structure encourages broad participation by representatives from various constituent groups (administration, faculty, classified staff, management/confidential staff, and students). [4.2 2013-2014 *Shared Governance & Collegial Consultation Process Handbook*] The majority of the College committees have representatives from all groups. [4.3 2013-2014 Committee Assignments] Many of the campus committee chairs are elected from the membership of the committee and can be filled by a representative from any constituent group.

The College has emphasized the importance to all campus employees of coming forward with ideas for campus improvements through formal committee participation as well as informally through discussion at periodically scheduled open forums. Specifically, Consultation Council and all planning committees are designed to provide the College with the opportunity to receive creative and constructive ideas from individuals with widely varying perspectives. Departments (instructional and non-instructional) hold regularly scheduled meetings in order to provide employees the opportunity to participate in the improvement of their department. [4.4 Department Meeting minutes] In addition, employees are given opportunities to participate in various non-structured activities to bring forth ideas for institutional effectiveness such as convocation, open forums, and student town hall meetings. [4.5 Convocation agendas and town hall announcements]



Self-Evaluation:

Formal and informal structures are available for employees and students from all levels of the organization to participate in district decision-making. The *Shared Governance & Collegial Consultation Process Handbook* articulates the means by which employees participate in decision-making and bring forth ideas for improvements. Since a multitude of venues are available, employees and students are able to communicate their ideas to the College leadership and actively participate in goal setting and planning.

As expressed in the staff survey conducted during May of the last three years, the majority of staff participated in dialogue aimed at improving institutional effectiveness, but fewer felt that they had a voice in decision-making.

Although all constituent groups have reaffirmed their *Code of Ethics* statements the staff survey indicated either a lack of awareness or confidence in the statement “The institution upholds written codes of professional ethics.”

Perception of the value placed on effective leadership significantly improved between 2011 and 2012 and remained relatively high in 2013.

Table 46: Leadership Effectiveness Self-Evaluation Staff Survey

Question 3, 29, 37 & 41	2011	2012	2013
I participate in dialog and processes aimed at improving institutional effectiveness (planning, program review and assessment of student learning).	75.6%	85.8%	72.2%
The institution upholds written codes of professional ethics.	57.5%	75%	67.7%
I have a voice in the decision-making process through shared governance.	53.9%	65.9%	56.7%
The college values effective leadership throughout the institution.	46.1%	84.5%	76.1%

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

Actionable Improvement Plans:

Investigate and address the perception that individuals lack a voice in institutional decision-making.

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.”

IV.A.2.a. “Faculty and administrators 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. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.”

Descriptive Summary:

LCC has a clearly defined participatory governance process that includes all constituencies (students, faculty, classified staff, management/confidential staff and administrators). The College provides opportunities for input from all stakeholders throughout the decision-making process. The role of each of the constituent groups within the participatory governance process is articulated in the *Shared Governance and Collegial Consultation Process Handbook* consistent with adopted board policy and administrative procedures. [4.2 *2013-2014 Shared Governance and Collegial Consultation Process Handbook*; 4.7 BoardDocs-Board Policy/Administrative Procedure 2510-Participation in Local Decision-Making]

Consultation Council/Strategic Planning Committee is the primary vehicle for constituent group participation in both the governance and planning of the College. The membership includes key leaders from all constituent groups throughout the campus community. Broader constituent group participation is engendered by the planning structure whereby different planning committees develop the five master plans, which are ultimately combined to form the *Comprehensive Institutional Master Plan* subsequently adopted by Consultation Council/Strategic Planning Committee and presented to the Governing Board. [4.8 *2014-2015 Institutional Planning and Budget Development Process Handbook*; 4.9 *2013-2018 Comprehensive Institutional Master Plan*; 4.10 BoardDocs-Governing Board minutes-June 11, 2013]

The Academic Senate represents the faculty on all issues related to academic and professional matters. Title 5 grants the primary responsibility for making recommendations in the areas of curriculum and academic standards to the Academic Senate. [4.2 *2013-2014 Shared Governance and Collegial Consultation Process Handbook*; 4.7 BoardDocs-Board Policy/Administrative Procedure 2510-Participation in Local Decision-Making] The monthly Governing Board meetings include a standing report agenda item from the Academic Senate President. [4.10 BoardDocs-Governing Board minutes] The Academic Senate President serves as a standing member of Consultation Council. [4.2 *2013-2014 Shared Governance and Collegial Consultation Process Handbook*]

The *California School Employees Association (CSEA)* represents the classified employees. The CSEA membership meets once a month to discuss issues of interest to their group. The CSEA leadership appoints classified representatives to appropriate shared governance and hiring committees. [4.2 *2013-2014 Shared Governance and Collegial Consultation Process Handbook*]

The management/confidential employees are members of a less formal group, which interacts with the college leadership through a “meet and confer” arrangement. The

group annually elects officers. The management/confidential employee leadership appoints management/confidential representatives to appropriate shared governance and hiring committees. [4.2 2013-2014 Shared Governance and Collegial Consultation Process Handbook]

Students are represented by the campus Associated Student Body and have a representative advisory voting member on the College Governing Board. [4.10 BoardDocs-Governing Board minutes] The Associated Student Body appoints student representatives to the majority of campus committees. [4.2 2013-2014 Shared Governance and Collegial Consultation Process Handbook; 4.3 2013-2014 Committee Assignments]

Self-Evaluation:

The College has written policy, procedures and adopted handbooks, which clearly articulate all roles in participatory governance and the integrated planning process. Consultation Council/Strategic Planning Committee makes recommendations on all policies, adopts administrative procedures and the various master plans, and prioritizes budget allocation requests providing a substantial voice in institutional decisions for its member representatives from the administration, classified, management/confidential, faculty and student constituent groups.

There is a relatively broad understanding of the governance structure and individual roles within that structure as indicated by the positive responses to the statement: “I understand the role of my constituent group in shared governance.”

Table 47: Role in Shared Governance Self-Evaluation Staff Survey

Question 36	2011	2012	2013
I understand the role of my constituent group in shared governance.	75%	66.7%	67.2%

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

Actionable Improvement Plans:

None

IV.A.2.b. “The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrations for recommendations about student learning programs and services.”

Descriptive Summary:

LCC relies on the Academic Senate and faculty leaders for recommendations regarding learning programs and services. The Academic Senate and faculty leader roles are clearly defined in several documents, including the *Academic Senate Constitution and Bylaws*, *Shared Governance and Collegial Consultation Handbook*, and Board Policy/Administrative Procedure 2510. [4.11 *Academic Senate Constitution*; 4.2 *2013-2014 Shared Governance and Collegial Consultation Handbook*; 4.7 BoardDocs-Board Policy/Administrative Procedure 2510–Participation in Local Decision-Making] The Academic Senate meets bimonthly to discuss professional matters related to teaching and learning. The Academic Senate is comprised of six voting members elected by the full-time faculty. Any member of the faculty is welcome to attend as a non-voting member and has the right to speak on any issue. The Academic Senate additionally serves as the College’s Minimum Qualification/Equivalency Review Committee. The Minimum Qualification/Equivalency Chair, a faculty stipend position, reviews all applications for faculty positions for minimum qualifications. Certification for applicants meeting the adopted minimum qualifications is completed and signed. For applicants needing equivalency review, the approval process involving subject area faculty review is followed prior to bringing the applicant’s paperwork to the Academic Senate. [4.12 *Verification of Faculty to Meet Minimum Qualification/Equivalency in the Discipline of Instruction Resource Handbook*]

The Curriculum/Academic Standards Committee, a subcommittee of the Academic Senate, includes membership from constituent groups with the majority being faculty. The Academic Senate accepts and forwards recommendations from the committee to the Governing Board via monthly actions and the *Curriculum/Academic Standards Committee Log* at the end of each semester. The Curriculum/Academic Standards Committee is a key body in the development, review and adoption of courses, degrees, and certificates. [4.13 *Curriculum/Academic Standards Committee Log*; 4.14 *Curriculum/Academic Standards Committee minutes*]

Divisions Chairs, currently four faculty leaders, meet weekly with the Dean of Instructional Services to make operational recommendations for academic programs and to implement recommendations in the *Educational Master Plan*. The Academic Planning Committee comprised of faculty leaders along with constituent group representatives who work in Academic Services or counseling plays a crucial role in providing direction to academic programs and services through development of the *Educational Master Plan*.

The evaluation of student learning programs and services occurs through the adopted instructional (IPR) and non-instructional program review (NIPR) processes. The IPR and NIPR processes for student services rely heavily on the expertise of faculty. The IPR process was developed and has been revised ten times through the actions of the Academic Senate. [4.15 *2012 Instructional Program Review Policy and Procedure Handbook 10th edition*] The NIPR process, while developed and revised through administrative action, has been modeled on the IPR process for consistency. [4.16 *2012 Non-instructional Program Review Policy and Procedure Handbook 7th edition*]

Recommendations from the review process are forwarded to the appropriate dean and planning committees for consideration.

Self-Evaluation:

The College’s policies and procedures empower the Academic Senate and faculty leaders with primary responsibility for recommendations regarding academic matters, including student learning programs and services.

Actionable Improvement Plans:

None

IV.A.3 “Through established governance structures, processes, and practices the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussions of ideas and effective communication among the institution’s constituencies.”

Descriptive Summary:

LCC’s governance structure specifies roles for administration, classified staff, management/confidential staff, faculty, and students. [4.2 2013-2014 *Shared Governance and Collegial Consultation Process Handbook*; 4.7 BoardDocs-Board Policy/Administrative Procedure 2510-Participation in Local Decision-Making] All campus employees have the opportunity to participate in the established governance structure. Students have seats on the majority of campus committees, but do not often have the time to attend the committee meetings. [4.2 2013-2014 *Shared Governance and Collegial Consultation Process Handbook*] The majority of campus meetings are open and any interested individual is welcome to attend.

Convocation, which is mandatory for all full-time personnel and welcomes all other personnel, is one consistent opportunity occurring twice a year to provide broad college-wide communication.

Campus e-mail is a rapid method of communicating current information. On his arrival, the new Superintendent/President initiated weekly emails titled *The Week That Was* to better communicate with the entire campus community on institutional issues. [4.17 “*The Week That Was*”]

Important governance bodies such as Consultation Council/Strategic Planning Committee and Academic Senate meet regularly to promote ongoing dialogue on important institutional issues. [4.18 Academic Senate minutes, 4.19 Consultation Council Meeting Minutes]

The Consultation Council/Strategic Planning Committee meets weekly to discuss a variety of topics ranging from brief informational items to in-depth discussions leading to

important recommendations relating to changes to the College mission, strategic goals, board policies, administrative procedures, institutional planning and budget prioritization. The Academic Senate meets bimonthly to discuss and make recommendations on academic and professional matters. Many departments/areas hold regularly scheduled meetings to provide opportunities for dialogue. The management/confidential group, classified union, and faculty union meet as needed to discuss issues of particular interest to their membership. [4.18 Academic Senate minutes, 4.20 Management/Confidential Employee Meeting minutes]

The President has regular meetings with administrative, faculty, and student leaders.

Self-Evaluation:

Effective two-way communication is an ongoing challenge. At LCC, the flow of information down from administration/management has generally been more effective than the flow of information up from students, classified staff and faculty to the decision-making individuals. The implementation of the shared governance structure has provided a vehicle for the flow of information from the constituents to the administration. The use of e-mail to communicate large quantities of information is generally effective providing current information to interested individuals.

The majority of respondents to the Accreditation Self-Evaluation Staff Survey indicated a perception of collegial interaction by their agreement with the statement: “The faculty, administration and staff work together to improve the institution in a professional manner.”

Improvement in communication efforts is still warranted as indicated by the responses to the Accreditation Self-Evaluation Staff Survey statement: “Communication is open, honest, and encouraged at all levels.”

Table 48: Collegial Interaction Self-Evaluation Staff Survey

Question 38 & 38	2011	2012	2013
The faculty, administration and staff work together to improve the institution in a professional manner	61.5%	73.4%	61.6%
Communication is open, honest, and encouraged at all levels.	45%	68.9%	53.7%

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

The shared governance process at the College suffered a set-back in late summer 2013, when the classified employee leadership rescinded the appointments of classified representatives to all campus committees and informed the administration that classified representatives would not be appointed to selection committees pending resolution of bargaining unit issues. Consultation Council/Strategic Planning Committee, the primary governance and planning committee on campus, decided to proceed with their normal agenda. Every effort was made to assure a quorum (representatives from four of the five constituent groups) for each of the scheduled meetings. The classified leadership did not

take a public position on the participation of classified employees in the accreditation process. It should be noted that many classified employees chose to continue to participate and played a significant role in the completion of this document. Upon resolution of the bargaining unit issues in mid-October, the classified union leadership reaffirmed the appointment of representatives to the various shared governance committees.

Actionable Improvement Plans:

1. Improve effective two-way communication between the administration and campus community.
2. Strengthen understanding of the role of constituent group representatives in the participatory governance process through training and dialogue.

IV.A.4. “The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines and Commission requirements for public disclosure, self-study, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.”

Descriptive Summary:

LCC advocates and demonstrates honesty and integrity in its relationships with the Chancellor’s Office, the Commission on Athletics, National Intercollegiate Rodeo Association, the Accrediting Commission for Community and Junior Colleges (ACCJC) and other external agencies.

The College continues to meet the expectations of the Multi-year Fiscal and Academic Recovery Plan and Resolution Agreement negotiated between the College and Chancellor’s Office in 2009. [4.21 Multi-year Fiscal and Academic Recovery Plan] Financial reports, such as the 311 and 320, are submitted in a timely manner to the Chancellor’s Office.

The College complies with the rules and regulation governing athletic competitions as adopted by both the Commission on Athletics and National Intercollegiate Rodeo Association.

The College complies with the Accrediting Commission standards, policies, and guidelines for public disclosure. In fall 2011, representatives from the campus participated in the ACCJC training on the accreditation process in preparation for writing the College’s self-evaluation. The training served to further individual understanding of the expectations of the commission, as well as assisting the College in preparing for the

self-evaluation and for the evaluation team visit. Teams of faculty and administrators have also attended ACCJC training on institutional planning and SLOs.

Students, classified staff, management/confidential staff, faculty and administrators have participated in the development of the *2014 Self Evaluation Report of Educational Quality and Institutional Effectiveness*. The Governing Board has been regularly apprised of the progress of the preparations for the accreditation team's visit via reports and updates at board meetings.

The College received substantive change approval to offer Associate in Arts degrees in Administration of Justice and Associate in Science degrees in Correctional Science via more than 50 percent correspondence delivery January 2011 and approval to offer ten degrees and four certificates via more than 50 percent online delivery January 2013. [4.22 January 2011 Report on Commission Actions; 4.23 January 2013 Report on Commission Actions] The College began the development of a Substantive Change proposal to receive ACCJC approval for the new Public Safety Training Center, an off-campus facility, in October 2013. [4.24 Substantive Change Proposal Draft- Public Safety Training Center]

Self-Evaluation:

LCC has demonstrated honesty and integrity in its relationship with outside agencies. The College has fully cooperated with the Accrediting Commission, responding expeditiously and honestly to recommendations in each and every report.

Actionable Improvement Plans:

None

IV.A.5. "The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the result of these evaluations and uses them as the basis for improvement."

Descriptive Summary:

The process for the evaluation of the College's governance and decision-making structure is the responsibility of the Consultation Council/Strategic Planning Committee. The Consultation Council/Strategic Planning Committee is comprised of representatives from each of the College's constituent groups (administration, faculty, classified staff, management/confidential staff, and students). Consultation Council developed an evaluation process, timeline and set of evaluation forms for the shared governance structure and process. The evaluation has occurred annually since 2007. [4.25 *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*; 4.26 College Website] The evaluation process includes an opportunity for input from each of the constituent groups,



college planning committees and individuals. The annual evaluation process of governance occurs at the same time as the evaluation of the planning process, therefore it is articulated in the *Institutional Planning and Budget Development Process Handbook* [4.8 2014-2015 *Institutional Planning and Budget Development Process Handbook*] Following the evaluation the results are discussed and recommendations accepted in Consultation Council. The outcomes of the evaluations are disseminated with Consultation Council minutes and the combined evaluation results are published to the website. [4.19 Consultation Council minutes; 4.26 College Website] The *Shared Governance and Collegial Consultation Handbook* containing the campus committee structure and *Planning and Budget Development Process Handbook* containing the planning process is updated each year following the evaluation. Revised handbooks are distributed each fall to the campus community. [4.2 *Shared Governance and Collegial Consultation Handbook*; 4.8 2014-2015 *Institutional Planning and Budget Development Process Handbook*]

Self-Evaluation:

The College has an established evaluation process, which has been consistently implemented annually each of the last seven years. The results of the annual evaluation process are distributed to the campus community via email and are readily available to the campus community and public on the College website.

Actionable Improvement Plans:

None

IV. B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1 “The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.”

IV.B.1.a. “The governing body is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.”



Descriptive Summary:

The LCCD Governing Board has oversight responsibility for LCC. The Board is elected by the public and is responsible for ensuring the quality and effectiveness of student learning programs and services and the financial stability of the College. The Board is responsible for establishing and reviewing all district policies, and regularly receives reports from administrators on the effectiveness of programs and financial stability of the College.

As a publicly owned institution, no board members are owners of the institution and current employees are prohibited from serving as board members. [4.7 BoardDocs-Board Policy 2010-Board Membership] Policy and procedures are in place to avoid board member conflict of interest. On an annual basis, all trustees sign the California 700 statement of economic interest confirming that they do not have an economic interest in the district affairs. [4.7 BoardDocs-Board Policy 2710-Conflict of Interest; Administrative Procedures 2710/2712-Conflict of Interest/Conflict of Interest Code]

The Governing Board functions as an independent policy-making body and acts collectively to make decisions for the College. Decisions made by the Board can only be changed by subsequent board action. The current Board does not act outside of its policy-making role and is not involved in the day-to-day management of the College. Discussions and decisions by the Governing Board emphasize its intent to act in the public’s best interest. Following discussions, the Board formulates their decisions acting as a whole. [4.10 BoardDocs-Governing Board minutes] Board members are actively involved in the community and attend many college and civic events.

In compliance with the Brown Act, all meetings are open to the public. In order to facilitate public input, a time is set aside for public comments at each meeting. [4.7 BoardDocs-Board Policy 2345-Public Participation at Board Meetings]

Self-Evaluation:

A majority of those who responded to the statement: “The Governing Board effectively represents the public interest” in the Accreditation Self-Evaluation Staff Survey, indicated agreement.

Table 49: Board’s Reflection of Public Interest Self-Evaluation Staff Survey

Question 46	2011	2012	2013
The Governing Board effectively represents the public interest.	67.8%	77.4%	72.7%

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

In the Board self-evaluation reported to the public on June 11, 2013, seven out of seven board members rated themselves as very good for the statement: “The board fulfills its policy role and refrains from attempting to manage employee work.” [4.10 BoardDocs-Governing Board minutes]

Actionable Improvement Plans:

None

IV.B.1.b. “The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.”

Descriptive Summary:

The LCC Governing Board, acting on recommendations developed through the participatory governance process, annually reviews, revises as necessary, and adopts the College mission statement as part of the *Strategic Plan*. [4.7 BoardDocs-Board Policy 1200-Mission; 4.28 *Strategic Plan*] Consistent with the mission statement, the Board establishes policies that support quality, integrity and improvement of student learning programs and services. Through discussions, the Board demonstrates responsible concern for the quality of academic and student support programs, and provides appropriate oversight to ensure fiscal stability. [4.10 BoardDocs-Governing Board Minutes] Board policy addresses such issues as program, curriculum, and course development. [4.7 BoardDocs-Board Policy 4020-Program, Curriculum, and Course Development] Additionally, the Board approves all new courses and programs through monthly action. Separately, at the conclusion of each semester the Board accepts the curriculum action log documenting all actions taken by Curriculum/Academic Standards Committee. [4.13 *2012-2013 Curriculum/Academic Standards Annual Action Log*]

All policies adopted by the Governing Board and administrative procedures adopted by Consultation Council are available to the public on the College website. [4.7 BoardDocs linked to the College Website]

Self-Evaluation:

The Governing Board’s commitment to quality, integrity and effectiveness of student learning programs and services is clearly articulated in the adopted value and mission statements, policies, Institutional SLOs and planning documents.

Actionable Improvement Plans:

None

IV.B.1.c. “The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.”



Descriptive Summary:

The LCC Governing Board has decision-making authority for the College in the areas assigned to it by state and federal laws and regulations. The Governing Board acknowledges its responsibilities for educational quality, legal matters, and financial integrity through its actions at each meeting. The Governing Board also acknowledges the importance of enabling input and participation from various constituents of the institution. To this end, the Governing Board outlines the role of the Academic Senate, classified staff, management/confidential staff and students as participative members in the development of policies for the College in Board Policy 2510. [4.7 BoardDocs-Board Policy 2510–Participation in Local Decision-Making] The Governing Board’s role and role of other constituents are clearly defined in the *Shared Governance and Collegial Consultation Process Handbook*. [4.2 2013-2014 *Shared Governance and Collegial Consultation Process Handbook*] The Governing Board is responsible for approving all contracts, budgets, and legal matters. The responsibilities of the Governing Board are delineated in Board Policy 2200. [4.7 BoardDocs-Board Policy 2200–Board Duties and Responsibilities]

The Governing Board relies on the President, with input from appropriate administrators and participatory governance bodies, and the Academic Senate for accurate information in order to make informed decisions regarding educational quality.

The financial integrity of the District is ensured through board review of monthly financial reports and adoption of the tentative and final budgets. [4.10 BoardDocs-Governing Board minutes, 4.28 2013-2014 Adopted Budget] A financial audit is conducted and presented to the Board each year, providing an additional measure of financial integrity. [4.29 Annual Financial Audits] With an administrative procedure indicating a significant financial reserve, the Governing Board further demonstrates a commitment to financial integrity. [4.7 BoardDocs–Administrative Procedure 6305-Reserves; 4.28 2013-2014 Adopted Budget]

Self-Evaluation:

The Governing Board exercises its informed decision-making responsibility to assure educational quality, resolve legal matters, and maintain financial integrity within the framework of collegial participatory governance.

Actionable Improvement Plans:

None

IV.B.1.d. “The institution of the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.”

Descriptive Summary:

The LCC Governing Board established board policies are found in BoardDocs linked to the College website. [4.7 BoardDocs] The Governing Board consists of seven (7) voting members elected by the voters of the District to represent the area in which they reside. The five areas include: (1) Susanville Elementary School District (three members); (2) Westwood Unified School District; (3) Big Valley Joint Unified School District; (4) Herlong, Long Valley, Schaffer Union, Madeline, Surprise Valley; and (5) Ravendale Elementary School District and Johnstonville, Janesville Union and Richmond Elementary School District. The terms of office are for four (4) years, commencing in December at the first regular meeting following the election. [4.7 BoardDocs-Board Policies 2010/2100 – Board Membership/Board Election] The Associated Student Body elects an advisory voting student trustee each year. [4.7 BoardDocs-Board Policies 2015/2105–Student Trustee/Election of Student Trustee, 4.30 ASB Charter Election Code Article II.1 (a)(b)] The primary duties of the Board are to select, appoint and annually evaluate the Superintendent/President and to adopt and periodically review policies, which govern the District. [4.7 BoardDocs-Board Policy 2200–Board Duties and Responsibilities]

Monthly board meetings are held on the second Tuesday in the boardroom at LCC, with retreats or workshops held on the fourth Tuesday quarterly.

Self-Evaluation:

The board policies including policies that specify Governing Board size, duties, responsibilities, structure, and operating procedures are available in BoardDocs.

Actionable Improvement Plans:

None

IV.B.1.e. “The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.”

Descriptive Summary:

The minutes of the LCC District Governing Board meetings indicate that the Board acts in a manner consistent with its policies. The agendas and minutes are public and accessible through BoardDocs linked to the College website. [4.10 BoardDocs-Governing Board minutes]

The District participates in the Community College League of California model policy subscription service to ensure that policies are consistent and up-to-date with best practices in community colleges. The Governing Board and campus participatory governance entities have been engaged in a systematic review of all board policies over



the past four years. The review was initiated in 2009 using the Community College League of California model. The review process focusing on the separation of policy and procedure as well as validating compliance with local, state, and federal regulations was completed fall 2013. [4.10 BoardDocs-Governing Board minutes; 4.19 Consultation Council minutes; 4.7 BoardDocs-Board Policies/Administrative Procedures] Upon the completion of the alignment of board policies with the Community College League of California model in fall 2013, a policy review calendar was established. [4.31 President's Cabinet minutes]

The Governing Board approves and adopts policies that are appropriate for the organization and operation of the College. The Superintendent/President or other entities recommend new policies or revisions to existing policies to Consultation Council. Through Consultation Council faculty, management/confidential staff, classified staff, and students may comment on or recommend changes to the policy proposal. When appropriate, policy proposals are referred to constituent groups or administrators for further research and suggestions. Consultation Council forwards all new or revised policy changes as recommendations to the Board policy sub-committee. Subsequently, recommendations appear on the regular board agendas for two meetings before action is taken, allowing for comment by board members as well as faculty, management/confidential staff, classified staff, students, and the community. As provided in the California Education Code and Title 5 of the California Code of Regulations, the Academic Senate retains the option to take recommendations directly to the Board for consideration.

Self-Evaluation:

The Governing Board uses the district policies as a foundation for actions. A thorough review of policies and procedures occurred over the last several years. An ongoing calendar for the systematic review of board policies has been established. Recommendations developed through the participatory governance process are considered and generally accepted by the Governing Board. Revisions to the board policies occur, as needed utilizing the established process.

Actionable Improvement Plans:

None

IV.B.1.f. "The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office."

Descriptive Summary:

A policy for board development and new member orientation is in place. The policy states that the Board will engage in study sessions, be provided access to reading

materials, and support conference attendance and other activities that foster Board member education. [4.7 BoardDocs-Board Policy 2740–Board Education]

Board members are provided the opportunity and encouraged to attend statewide, as well as national conferences on trusteeship. Conferences hosted by the Community College League of California (CCLC) and Association for Community College Trustees (ACCT) are most frequently attended.

Board retreats and study sessions are held throughout the year providing opportunities for further development of board members on a variety of topics.

Staggered terms of office for board members ensure continuity on the Governing Board. [4.7 BoardDocs-Board Policy 2100–Board Elections] Annual Board reorganization and election of officers occurs in December of each year. [4.7 BoardDocs-Board Policy 2305–Annual Organizational Meeting]

The terms of office vary from nineteen years for the most senior board member to one year for the most junior board member. The average length of service on the LCC District Governing Board is just under seven years.

Self-Evaluation:

The members of the Governing Board engage in annual retreats and study sessions and are encouraged to participate in conferences and training activities designed for their professional development. In the Board self-evaluation reported to the public on June 11, 2013, indicated that the majority of the board members felt the needs for additional trustee development activities and new member orientations.

Table 50: Board Member Review: Comprehensive Orientation

Question	2013
Board members participate in trustee development activities; new members receive a comprehensive orientation to board roles and the district.”	5/7 (71%) needs improvement

[4.10 Retrieved from BoardDocs-Governing Board minutes – June 11, 2013]

The mix of senior and junior board members on the Governing Board provides for continuity and fresh perspective.

Actionable Improvement Plans:

Increase new member orientations and professional development activities for members of the Governing Board.

IV.B.1.g. “The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies and bylaws.”

Descriptive Summary:

The LCC District Governing Board is committed to assessing its own performance as a board in order to identify its strengths and weaknesses. The Governing Board's self-evaluation process for assessing board performance is clearly defined in board policy. The Board revises or reaffirms the Board Self-Evaluation instrument annually. The evaluation instrument completed by each board member is submitted to the Board President. A summary of the evaluation results are presented and discussed at a Board session scheduled for that purpose. The results are used to identify accomplishments in the past year and goals for the following year. [4.7 BoardDocs-Board Policy 2745–Board Self-Evaluation]

The self-evaluation was discussed and completed at a regular board retreat held on April 23, 2013. The results were presented to the public at the June 11, 2013 board meeting. [4.10 BoardDocs-Governing Board minutes]

Self-Evaluation:

The Governing Board of the LCC District has established a self-evaluation process for assessing Board performance which is clearly defined and published in BoardDocs linked to the College website. The process has been consistently implemented over the last several years.

Actionable Improvement Plans:

None

IV.B.1.h. *“The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.”*

Descriptive Summary:

The LCC District Governing Board has a Code of Ethics/Standards of Practice outlined in policy and published on the College website. The policy articulates expectation for the behavior of members of the Board. Additionally, the policy includes an oath addressing nine specific points of ethical board member conduct. [4.7 BoardDocs-Board Policy 2715–Code of Ethics/Standards of Practice]

Specific steps to be taken should a violation of the board policy occur are included. Initially, the President of the Board discusses the violation with the board member in order to seek a resolution. If resolution of the issue does not occur, the President of the Board may appoint a two-member adhoc committee to investigate and make further recommendations for courses of action to the Board. [4.7 BoardDocs-Board Policy 2715-Code of Ethics/Standards of Practice]

Self-Evaluation:

The Board has a code of ethics that includes a clearly defined policy for dealing with unethical behavior by members of the Governing Board.

Approximately half of the respondents to the Accreditation Self-Evaluation Staff Survey indicated their perception that: “The Governing Board adheres to its written Code of Ethics.” The analysis of the result from the accreditation survey led to the identification that information on why respondents replied as they did was not solicited. In subsequent surveys following each question, the College will ask for comments to clarify the reason for negative responses.

Table 51: Governing Board and Code of Ethics Self-Evaluation Staff Survey

Question 47	2011	2012	2013
The Governing Board adheres to its written Code of Ethics	46.1%	53.5%	52.2%

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

Actionable Improvement Plans:

Revise the survey providing for comments immediately after each question asking respondents to provide suggestions for improvement particularly if they responded in the negative to a question.

IV.B.1.i. “The governing board is informed about and participates in the accreditation process.”

Descriptive Summary:

Board policy is in place to ensure that the Governing Board is informed of and involved with the accreditation process. [4.7 BoardDocs-Board Policy 3200-Accreditation] The Superintendent/President ensures that the District complies with the accreditation process and standards of the Accrediting Commission of Community and Junior Colleges. The Superintendent/President provides the Governing Board with periodic updates on the progress of the development of self-evaluations, midterm, or follow-up reports and meeting recommendations from previous visiting teams. The Governing Board reviews and approves the College’s “Self Evaluation Report of Educational Quality and Institutional Effectiveness” document prior to the accreditation visit. [4.10 BoardDocs-Governing Board minutes]

Self-Evaluation:

The Governing Board is informed and participates in the accreditation process.

Actionable Improvement Plans:

None

IV.B.1.j. “The governing board has the responsibility for selecting and evaluating the college CEO (most often known as the Superintendent/President). The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the college.”

Descriptive Summary:

Board policy articulates the Governing Board responsibility for selecting and evaluating the Superintendent/President. [4.7 BoardDocs-Board Policy 2431–Superintendent/President Selection] The process for the selection of the Superintendent/President is outlined in Board adopted administrative procedure. The procedure allows the Governing Board to assign the task to the Human Resources department or a consulting firm. The Governing Board is to be involved in every step of the process including: initial planning meeting, review and adopt brochure, review and adopt criteria for screening committee, determine which candidates to interview, conduct initial and final interviews, and select the Superintendent/President. [4.7 BoardDocs–Administrative Procedure 2431–Superintendent/President Selection]

The Board conducts an annual performance evaluation of the Superintendent/President. Performance objectives are to be developed in writing and mutually agreed upon annually no later than October 15. The Governing Board is to complete the written evaluation based on the job description and performance objectives of the President no later than December 15 of each year. [4.7 BoardDocs-Administrative Procedure 2435–Evaluation of Superintendent/President]

Board Policy and Administrative Procedure 2430 delineate authority granted to the Superintendent/President for administering the policies adopted by the Governing Board. The administrative procedure articulates the Superintendent/President’s responsibility to provide leadership of campus level discussion and the shared governance process, to lead decision making at the college level which directly affects the operation of the College, and to establish and maintain a climate which encourages open discussion and communication across all levels on the campus. [4.7 BoardDocs-Board Policy/Administrative Procedure 2430–Delegation of Authority to Superintendent/President]

Self-Evaluation:

The Governing Board selects and evaluates the performance of the Superintendent/President. The current Superintendent/President was hired July 1, 2012. The mid-year performance evaluation was completed, at the March 12, 2013 Board



meeting and the annual evaluation was completed at the September 10, 2013 meeting. [4.10 BoardDocs-Governing Board minutes]

Actionable Improvement Plans:

None

IV.B.2. *“The president has primary responsibility for the quality of the institution he or she leads. He or she provides effective leadership in planning, organizing, budgeting, selecting, and developing personnel, and assessing institutional effectiveness.”*

IV.B.2.a. “The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He delegates authority to administrators and others consistent with their responsibilities, as appropriate.”

Descriptive Summary:

The current President upon his arrival implemented a modified version of the administrative structure, which had been in discussion for several years. Instructional services and student services were combined under the leadership of the Executive Vice President of Academic Services housed in the previous instructional office renamed the Office of Academic Services. The former Dean of Administrative Services position was elevated to a Vice-President. The new administrative structure was fully staffed for the first time on July 1, 2013. The organizational charts dated fall 2013 reflect the current administrative structure at this writing. [4.32 Organizational Charts]

Through the President’s leadership in President’s Executive Cabinet, the expectations for the direction of the College, performance, accountability, and sound decision-making are set. The President presides over weekly meetings of the Executive Cabinet (comprised of administrators) and the expanded President’s Cabinet (adding key managers and the accreditation chair). The President’s Cabinet meetings provide opportunities for evaluating progress on institutional initiatives by means of a regularly updated “task log.” [4.31 President’s Cabinet minutes]

Additionally, the President meets weekly with the Executive Vice-President of Academic Services to discuss issues and solve problems that arise at LCC. He meets bi-weekly with the Executive VP of Academics and Dean of Instructional Services on issues concerning instruction and in a separate meeting with the Executive Vice-President of Academics and Dean of Student Services on issues concerning student support services at LCC. The President meets bi-weekly with the Vice-President of Administrative Services to discuss college operations.

Further, the President meets regularly with campus leaders including the Academic Senate President, faculty and classified union Presidents, Associated Student Body President and Accreditation Chair. He also participates regularly in Consultation

Council, the participatory governance, planning, and accreditation self-evaluation coordinating group at LCC. [4.19 Consultation Council minutes]

Self-Evaluation:

In the Accreditation Self-Evaluation Staff Survey conducted in May of each of the last three years the majority of those who responded to the statement: “The President plans, evaluates, and supervises the administrative structure of the College to reflect purpose, size, and complexity of the institution” indicated agreement. The individual serving as the President was different for each of the survey years.

Table 52: President’s Approach to Structure Assessment Self-Evaluation Staff Survey

Question 45	2011	2012	2013
The President plans, evaluates, and supervises the administrative structure of the college to reflect purpose, size, and complexity of the institution.	71.4%	68.7%	80.5%

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

Actionable Improvement Plans:

None

IV.B.2.b. *“The president guides institutional improvement of the teaching and learning environment by establishing a collegial process that sets values, goals, and priorities; ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and establishing procedures to evaluate overall institutional planning and implementation efforts.”*

Descriptive Summary:

LCC established integrated planning and shared governance structures and processes, prior to the last accreditation visit. The collegial processes in place are used to set values, goals, and priorities for the institution. The President guides the continuous improvement of the teaching and learning environment at the College through these established mechanisms. The new President has supported the recognized processes through his regular participation in Consultation Council/Strategic Planning. [4.19 Consultation Council minutes]

The new President set the tone for his presidency with his address at his first Convocation highlighting three important documents that focus on ways to improve student learning, specifically: “They Never Told Me What to Expect, so I Didn’t Know What to Do,” a CCRC Working Paper No. 47; “Advancing Student Success in the California Community Colleges,” compiled by the California Community Colleges Student Success Task Force;

and “Reclaiming the American Dream: Community Colleges and the Nation’s Future” from the American Association of Community Colleges. The three documents all deal with adapting the culture of the campus to support student learning with clear expectations and data to promote student success. [4.5 Fall 2012 Convocation and Town Hall Notes]

The President uses open forums and student town hall meetings to increase the collaborative dialogue among students, faculty, management/confidential staff, classified staff, administrators, and community. Open forums and student town hall meetings result in the administration hearing issues and concerns about improving college programs and services. [4.5 Fall 2012 Convocation and Town Hall Notes]

Recognizing the need for high quality research and analysis promoting decision-based planning and advancing student learning, the President strongly advocated for the hiring of the Director of Institutional Effectiveness in spring 2013.

Self-Evaluation:

Under the leadership of the current President, the College has continued to move forward refining, improving and utilizing the collegial consultation, integrated planning, and evaluation mechanisms.

The Accreditation Self-Evaluation Staff Survey conducted in May of each of the last three years indicated that a majority of those who responded to the statement: “The president facilitates the setting of values, goals, and to improve the college’s educational programs” agreed with the statement. The individual serving as the President was different for each of the survey years.

Table 53: Presidential Improvement Processes Self-Evaluation Staff Survey

Question 43	2011	2012	2013
The president facilitates the setting of values, goals, and to improve the college’s educational programs.	75.7%	74.2%	80.8%

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

Actionable Improvement Plans:

None

IV.B.2.c. “The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary:

The President has responsibility for oversight of legal requirements and Governing Board policies. He is also responsible for assuring that institutional practices are in line with institutional mission and policies. [4.7 BoardDocs–Board Policies 2430 and 2433]

The President educates himself about statutes and regulation by attending training workshops sponsored by the Community College League of California. Subsequently, he assures that policies and procedures are consistent with the institutional mission through his participation in the College’s collegial consultation process. Consultation Council, with input from a cross-section of college constituents, recommends new and revised policies to the Governing Board and adopts administrative procedures.

State statutes and regulations are referenced throughout the College’s policies and procedures. This is an effective reminder to all employees of the important rules and regulations that govern community college operations.

Self-Evaluation:

The President assures the implementation of statutes, regulations, board policies, and administrative procedure. The President and other administrators constantly refer to the relevant statutes, board policies and administrative procedures when making important decisions at the College.

Actionable Improvement Plans:

None

IV.B.2.d. “The president effectively controls budget and expenditures.”**Descriptive Summary:**

The President effectively controls the budget and expenditure of the College through the budget development process tied to the integrated planning process. Because the budget development process is tied to institutional planning, which in turn is tied to program review based on assessment of student learning and administrative unit outcomes assessment, the budget is responsive to current educational needs of the community. [4.8 *2014-2015 Institutional Planning and Budget Development Process Handbook*] The President meets weekly with the Vice-President of Administrative Services to discuss budget-related issues that are internal to the District and external issues that are the result of the current State financial situation. The President continues to monitor expenditures closely.

Self-Evaluation:

Although there has been no new funding for general fund categories, the College has continued to conduct the budget planning process using recommendations derived from program review. The process was used in developing the 2013-2014 Budget providing for the replacement of existing positions and reallocating funds to provide for new services. In light of declining enrollments in the 2011-2013 years and the resulting decline in state apportionment, effective expenditure control will be particularly important in 2013-2014.

Actionable Improvement Plans:

None

IV.B.2.e. “The president works and communicates effectively with the communities served by the institution.”

Descriptive Summary:

The President uses diverse methods of communication and interaction within the community that the College serves including the *Lassen County Times* newspaper, the radio network and Sierra radio network, and Student Town Hall Meetings. The President is involved in various community, civic, governing, educational and social groups such as the Susanville Rotary Club, Lassen County Chamber of Commerce, the Regional Directors of Lassen County, Lassen Peaks, Administrative Advisory Council of School Superintendents, Lassen County Arts Council, Swimming Pool Advisory Committee, and the Lassen County Economic Development Commission as a means of communication and involvement within the college service area.

The President strives to have the College serve as the cultural and educational “hub” of the community. The College serves as host to many community diversity events and the President speaks at various school districts in the College service area.

During African-American History Month, the College hosted a “Soul Food Luncheon” and in the evening a special program on-campus featuring Louis Price, former lead singer of the Temptations. In April, the College sponsored the Women’s Appreciation Luncheon in recognition of the accomplishments of women in the college community.

The President has travelled throughout the service area to the various elementary and high school districts speaking on the “Closing the Achievement Gap” initiative. The purpose of this initiative is to form partnerships and learning communities between LCC English and math faculty with the K-12 teachers in the service area in order to develop a college-going culture.

Self-Evaluation:

Anecdotal feedback from numerous community leaders indicates that the President’s communications are well received and reflect an increased community confidence in the College.

In the Accreditation Self-Evaluation Staff Survey conducted in May of each of the last three years the majority of those who responded agreed with the statement: “The president communicates effectively to the community, administration, staff and students.” The individual serving as the President was different for each of the survey years.

Table 54: Presidential Communications Self-Evaluation Staff Survey

Question 44	2011	2012	2013
The President communicates effectively to the community, administration, staff, and students.	67.8%	61.7%	88.4%

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

Actionable Improvement Plans:

None