

**LASSEN COMMUNITY COLLEGE**  
**INSTITUTIONAL EFFECTIVENESS MASTER PLAN**



**LCC**

LASSEN COMMUNITY COLLEGE

**2015-2020**

## **Section IV – Six Master Plans**

### **1. Institutional Effectiveness Master Plan**

#### **I. INTRODUCTION**

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

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

#### **INSTITUTIONAL EFFECTIVENESS PLANNING COMMITTEE MEMBERSHIP:**

The following individuals served as members of the 2014-2015 Institutional Effectiveness Planning Committee:

Cheryl Aschenbach – Academic Senate President

Terry Bartley – Comptroller

Codi Mortell – Administrative Assistant in the Office Academic Services

Sue Mouck – Accreditation Liaison Officer

Brian Murphy – Associate Dean of Institutional Effectiveness and Research

Elaine Theobald – Information Technology Specialist II-TECC

#### **II. INSTITUTIONAL EFFECTIVENESS PLANNING COMMITTEE CHARGE**

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

The Institutional Effectiveness Master Plan consists of five Annual Action Plans covering each Academic Year from 2015-2016 to 2019-2020. The Annual Action Plans are reviewed and updated annually in the fall

term. The five-year plan is presented to Consultation Council by the Institutional Effectiveness Planning Committee for approval along with the Student Services Master Plan, prior to informing the development of the Facilities, Institutional Technology, and Human Resources Master Plans in the subsequent spring term.

### **III. AREAS OF FOCUS**

#### **A. Accreditation**

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

#### **B. Assessment of Student Learning and Administrative Unit Outcomes**

Student learning outcome assessments are reported at the end of each academic session and administrative unit outcome assessments are reported annually in May. The Associate Dean of Institutional Effectiveness and Research is responsible for monitoring outcome assessment and the entering of all results into the WEAVE online application utilized by the College for tracking assessment. WEAVE is also utilized for entering unit level, program level, and institutional level outcomes and integrating the results at eac h level into program review and institutional planning. The Institutional Effectiveness Planning Committee assists in making recommendations for the improvement of outcomes assessment and reporting.

#### **C. Fiscal Planning**

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

#### **D. Governance**

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

The governance structure and practices embrace the Lassen Community College values of supporting

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

#### **E. Grant Development/Coordination**

Grant development is primarily the responsibility of the Grant Development Team comprised of the Vice-President of Academic Services, Dean of Student Services and the Associate Dean of Institutional Effectiveness and Research. Coordination of grants is the responsibility of the Title III Project Director in the case of the Title III Grant and the Coordinator of Special Grants in the case of other grants. The College is engaged in actively pursuing grant funding to supplement the general fund.

#### **F. Institutional Planning**

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

The Comprehensive Institutional Master Plan is a five-year plan that is updated and sent to the Governing Board for acceptance annually. The institutional planning and budget development process begins with the program review process, which utilizes student learning and administrative outcome assessments as the mechanism to justify recommendations. The program reviews provide the unit level planning documents for Lassen Community College. The program goals and objectives as well as recommendations and budget requests developed during the review process integrate into the various planning sections of the Comprehensive Institutional Master Plan.

#### **G. Organizational Structure**

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

#### **H. Marketing**

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

#### **I. Program Review**

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

instructional programs are reviewed every two years and academic instructional and non-instructional programs are reviewed every four years.

**J. Research**

The Institutional Effectiveness and Research department addresses, both directly and indirectly, those functions that ensure careful planning for and data-informed decision-making in maximizing student access and success. The College’s approach to research combines internal expertise, outsourcing, and automation.

**IV. DESIRED OUTCOMES**

**A. Accreditation**

Accreditation signifies that an institution meets or exceeds minimum levels of institutional effectiveness. **Therefore, LCC needs to continue to meet the standards specified by the ACCJC.** As deviations from standards are discovered, LCC must assign appropriate resources to any area that is below standard. **Institutional reporting to the ACCJC must continue in a timely manner.** Accomplishing the items in the table below will ensure timely reporting to the ACCJC:

Outcome	Year	Item #
Timely reporting to the ACCJC	2015-16	
	2016-17	2
	2017-18	2
	2018-19	1,2
	2019-20	1,2

**B. Assessment of Student Learning and Administrative Unit Outcomes**

Assessment of SLOs and AUOs is the foundational point for program improvement and incrementally leads to the improvement of the college as a whole. **Therefore, LCC needs to provide both academic and administrative decision makers with a platform to input and store outcomes, measures of progress, action plans, and evaluation of plans.** WEAVE is the tool the college has chosen for this task. **LCC needs to foster a climate that encourages the use of SLOs and AUOs assessment in decision making.** Accomplishing the items in the table below will lead to the achievement of these outcomes:

Outcome	Year	Item #
SLO AUO platform	2015-16	7, Staffing proposal 1
	2016-17	7
	2017-18	
	2018-19	
	2019-20	
Climate of assessment in decision making	2015-16	4
	2016-17	
	2017-18	
	2018-19	
	2019-20	

**C. Integration of Learning – Planning – and Resource Allocation**

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

Outcome	Year	Item #
Integration of learning planning and resource allocation	2015-16	1, 2, 4, 6, 7, 9
	2016-17	3, 7
	2017-18	
	2018-19	
	2019-20	

**D. Governance**

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

Outcome	Year	Item #
Improved interpersonal relations on campus	2015-16	3
	2016-17	1
	2017-18	1
	2018-19	
	2019-20	
Better understanding of education code, local policies, and practices	2015-16	
	2016-17	1
	2017-18	1
	2018-19	
	2019-20	
Improved communication between constituencies	2015-16	
	2016-17	1, 3
	2017-18	1
	2018-19	
	2019-20	

**E. Grant Development/Coordination**

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

<b>Outcome</b>	<b>Year</b>	<b>Item #</b>
Increased grant funding	2015-16	8, 9
	2016-17	4, 8
	2017-18	
	2018-19	
	2019-20	
Campus vetting of grant opportunities	2015-16	11
	2016-17	
	2017-18	
	2018-19	
	2019-20	
Well managed grants	2015-16	
	2016-17	5, 6
	2017-18	
	2018-19	
	2019-20	

**F. Organizational Structure**

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

Outcome	Year	Item #
Workforce planning	2015-16	
	2016-17	
	2017-18	
	2018-19	
	2019-20	
Communication of workforce needs	2015-16	
	2016-17	
	2017-18	
	2018-19	
	2019-20	

### G. Marketing

Although many people believe that marketing is synonymous with advertising, promotion is just one piece of marketing. Product, placement, price and promotion lie at the core of a comprehensive marketing effort. **LCC should create a marketing plan to address these attributes with a focus on stabilizing revenue from apportionment and out of state fees.**

Outcome	Year	Item #
Develop a marketing plan with the goal of stabilizing college revenue	2015-16	2, 10
	2016-17	
	2017-18	
	2018-19	
	2019-20	

### H. Program Review

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

Outcome	Year	Item #
Improved Information transparency and efficacy	2015-16	1, 2, 4, 7
	2016-17	3, 7
	2017-18	
	2018-19	
	2019-20	
SLO AUO platform	2015-16	7, Staffing proposal 1
	2016-17	7
	2017-18	
	2018-19	
	2019-20	

## I. Research

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

Outcome	Year	Item #
Improved Information transparency and efficacy	2015-16	1, 2, 4, 7
	2016-17	3, 7
	2017-18	
	2018-19	
	2019-20	

### Recommendations for objectives to be added to the 2015-2020 Comprehensive Institutional Master Plan:

**Strategic Goal # 1 (Institutional Effectiveness): Provide the governance, leadership, integrated planning and accountability structures, and processes to effectively support the learning environment, while ensuring responsible stewardship of public trust and resources.**

1. Improve institutional effectiveness through the ongoing systematic documentation of adherence to eligibility requirements and accreditation standards and through the completion and timely submission of all requested reports to the Accrediting Commission.
2. Improve institutional effectiveness through financial planning to develop fiscal resources adequate to support student learning programs and services and to assure long-term financial stability.
3. LCC should create a marketing plan to with a focus on stabilizing revenue from apportionment and out of state fees.
4. Due to grant funding volatility, it is important that LCC carefully evaluate grant opportunities before taking them on. LCC will need to vet grant opportunities for maintenance of effort, long term effects, ongoing personnel, budget impact, and grant goal fit with the goals of the institution.
5. As grant funding begins to have a larger impact on district resources, an evaluation of the need for a grant coordinator to manage and solicit grants will be undertaken.

**INSTITUTIONAL EFFECTIVENESS STAFFING PROPOSAL 2015-2016 (recommended staffing positions in priority order)**

1. Add administrative assistant support for governance (2014 Governance Annual Update – Recommendation #3) and institutional effectiveness & research (WEAVE)
2. Reclassification of Purchasing Technician (2014 Fiscal Services NIPR – Recommendation #1)
3. Add a Marketing and Public Information Officer (2014 Marketing NIPR Recommendation #6)
4. Add Accountant I -53.4% (2014 Fiscal Services NIPR – Recommendation #4)
5. Add a Staff Accountant for Business Office (2014 Fiscal Services NIPR – Recommendation #5)

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

1. Increase Marketing Budget by \$10,000 for social media campaign (2014 Marketing NIPR Recommendation #1)
2. Increase Marketing Budget by \$4,000 for promotional items (2014 Marketing NIPR Recommendation #2)
3. Increase Business Office travel training budget by \$3,000 (2014 Fiscal Services NIPR – Recommendation #3)
4. Increase Academic Senate travel budget by \$6,000 (2014 Governance Annual Update – Recommendation #1)
5. Increase funding for talent assessment (Colors, Strength Quest) by \$5,000 (2014 Governance Annual Update – Recommendation #2)
6. Provide storage area for Marketing (2014 Marketing NIPR Recommendation #4)
7. Purchase Digital Imaging - \$70,000 (2014 Fiscal Services NIPR – Recommendation #6)
8. Increase equipment purchase for fiscal services - \$20,000 (2014 Fiscal Services NIPR – Recommendation #7)
9. Dual Monitor System for Marketing - \$600 (2014 Marketing NIPR Recommendation #3)

## INSTITUTIONAL EFFECTIVENESS ACTION PLAN

Institutional Effectiveness Action Plan 2015-2016 – 12 Strategies								
Temp	Item #	Strat Goal	Objective	Strategy Description	Desired Outcome	Timeline	Responsible Party(s)	Performance Measures
	1	1	1.4.a	Refine and elaborate reports to optimize Key Performance Indicator and Performance Measurement inquiry in support of Program Review and Institutional Effectiveness.	Improved accessibility and reliability of data	Summer 2015	Associate Dean of Institutional Effectiveness & Research	Data informed decisions
	2	1	New	Create an institutional plan to achieve revenue targets based on Instructional Program Review recommendations and input from shared governance constituencies. Integrate into college marketing plan.	A vetted and actionable plan to improve Institutional stability	Summer 2015	Associate Dean of Institutional Effectiveness & Research	An actionable document
	3	1	1.1.a	Provide activities and training on effective practices of conflict resolution.	Improved interpersonal relations on campus	Fall 2015	Director of Human Resources	Fewer grievances filed by unions
	4	1	1.2a	Provide a training program for student learning outcomes/administrative unit outcomes assessment as part of new employee orientation.	Increased dialogue about and meaningful assessment of outcomes	Fall 2015	Associate Dean of Institutional Effectiveness & Research	Improved incorporation of recommendations based on outcome assessment data in program reviews.
	5	1	1.1c	Provide training opportunities to encourage an understanding of collaboration and shared governance.	Wider acceptance and participation in governance  Improved campus	Fall 2015	Associate Dean of Institutional Effectiveness & Research	Increased participation in the shared governance structure and improved annual evaluation
	6	3,4	4.2, 4.4	Administer and analyze the results of the Noel-Levitz Institutional Priorities Survey and Noel-Levitz Student Satisfaction Inventory	Additional data for outcomes assessment and institutional planning	Spring 2016	Associate Dean of Institutional Effectiveness & Research	Data informed planning documents with greater credibility

7	1	1.9	Outcomes assessment along with action plans will have been entered into WEAVE and made available to staff completing program reviews and annual updates.	Institutionalization of the assessment cycle and integrated planning	Summer 2016	Associate Dean of Institutional Effectiveness & Research	Data driven planning documents with greater credibility
8	3	3.1	Identify grant opportunities to financially support professional development.	Increased professional development opportunities through ability to bring in outside presenters	Summer 2016	Director of Human Resources Grant Coordinator	Increased number of outside presenter with increase participation by campus staff
9	2,4	2.3	Identify grant opportunities to financially support academic, career technical and athletic programs.	Increased financial support for instructional programs separate from apportionment	Summer 2016	Grant Writing Team	Increased budget for instructional programs
10	4	4.2c	Market the availability of associate degrees for transfer	Increase enrollments and number of students earning degrees and transferring to a CSU	Summer 2016	Outreach Coordinator and Public Information Officer	Increase transfer degrees awarded Increased number of students transferring to CSU
11	1	New	Develop process for grant application vetting by campus constituencies. The process must not be a deterrent to submitting applications, but should be a method for informing constituencies of what resources will be needed and who responsible parties are.	A campus constituency that is informed about the resource implications of grant programs the district	Spring 2016	Grant Writing Team	A defined process for submitting grant proposals.

12	4	4.2	Implement Retention Improvement Plan	Stabilize enrollment through greater retention of students	Multi Year Goal	VP of Academic Services and Dean of Student Services	Achievement of goals outlined in plan
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Institutional Effectiveness Action Plan 2016-2017 – 8 Strategies							
Item #	Goal	Objective	Strategy Description	Desired Outcome	Timeline	Responsible Party(s)	Performance Measures
1	1	1.1c	Provide training opportunities to encourage an understanding of collaboration and shared governance for two consecutive years.	Wider acceptance and participation in governance  Improved campus community relations	Fall 2016	Associate Dean of Institutional Effectiveness & Research	Increased participation in the shared governance structure and improved annual evaluation
2	1	New	Submission of the Accreditation Mid-term Report ACCJC.	Maintain accreditation status without sanctions	Spring 2017	Vice-president of Academic Services Accreditation Liaison	Letter of Acceptance from ACCJC
3	1	1.3	Provide line item budgets to the public.	Transparency, Informed decision-making	Spring 2017	Vice-president of Administrative Services	Line item budget
4	1	New	Submission of proposal for a Strengthening Institutions (Title III) grant.	Improved Student Learning Program and Services Methodologies	Spring 2017	Grant Writing Team	Title III Grant

5	1	New	Evaluate grant performance.	Determine if institution is achieving goals related to grants	Spring 2017	Grant Management Team	Report to campus with action items
6	1	New	Evaluate need for grant coordinator.	Determine if a grant coordinator is needed to manage grants	Spring 2017	Grant Management Team	Communication of need to shared governance
7	1	1.9	Three cycles of outcomes assessment along with action plans will have been entered into WEAVE and made available to staff completing program reviews and annual updates.	Institutionalization of the assessment cycle and integrated planning	Summer 2017	Associate Dean of Institutional Effectiveness & Research	Data driven planning documents with greater credibility
8	4	4.2	Implement Retention Improvement Plan and Enrollment Management Plan.	Stabilize reserve and Improve student success	Multi-Year Goal	Vice-president of Academic Services and Dean of Student Services	Published plans

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**Institutional Effectiveness Action Plan 2017-2018 – 3 Strategies**

<b>Item #</b>	<b>Goal</b>	<b>Objective</b>	<b>Strategy Description</b>	<b>Desired Outcome</b>	<b>Timeline</b>	<b>Responsible Party(s)</b>	<b>Performance Measures</b>
1	1	1.1c	Provide training opportunities to encourage an understanding of collaboration and shared governance for three consecutive years.	Wider acceptance and participation in governance  Improved campus community relations	Fall 2017	Associate Dean of Institutional Effectiveness & Research	Increased participation in the shared governance structure and improved annual evaluation
2	1	New	Perform and compile the initial 2020 Self Evaluation Survey for Accreditation	Data to inform the 2020 Self Evaluation	Spring 2018	Associate of Dean of Institutional Effectiveness	Completed survey results
3	4	4.1, 4.3	Provide updated Student Equity Plan	Minimize barriers to access and success for underserved student populations	Spring 2016	Associate Dean of Institutional Effectiveness & Research and Student Services Planning	Student Equity Plan submitted to Chancellor's Office

Institutional Effectiveness Action Plan 2018-2019 –2 Strategies							
Item #	Goal	Objective	Strategy Description	Desired Outcome	Timeline	Responsible Party(s)	Performance Measures
1	1	New	Perform and compile the 2020 Self Evaluation Survey for Accreditation	Data to inform the 2020 Self Evaluation	Spring 2019	Associate of Dean of Institutional Effectiveness	Completed survey results
2	1	New	Preparation of initial draft 2020 Self Evaluation of Educational Quality and Institutional Effectiveness	Maintain accreditation status without sanctions	Spring 2019	Vice-president of Academic Services Accreditation Liaison	Initial draft

Institutional Effectiveness Action Plan 2019-2020– 2 Strategies							
Item #	Goal	Objective	Strategy Description	Desired Outcome	Timeline	Responsible Party(s)	Performance Measures
1	1	New	Submission of the 2020 Self Evaluation of Educational Quality and Institutional Effectiveness to ACCJC	Maintain accreditation status without sanctions	Fall 2019	Vice-president of Academic Services Accreditation Liaison	Reaffirmation of Accreditation June 2020
2	1	New	Prepare for Site Visit to validate 2020 Self Evaluation of Educational Quality and Institutional Effectiveness	Maintain accreditation status without sanctions	Spring 2020	Vice-president of Academic Services Accreditation Liaison	Reaffirmation of Accreditation June 2020