



# Lake Tahoe Community College Campus Guide to Accreditation 2017

Team visit: October 9-12, 2017

**Our Vision:**

"California's Premier Destination Community College"

**Our Mission:**

Lake Tahoe Community College serves our local, regional, and global communities by promoting comprehensive learning, success, and life-changing opportunities. Through quality instruction and student support, our personalized approach to teaching and learning empowers students to achieve their educational and personal goals.

**Our Beliefs:**

- Students come first
- An educated citizenry is fundamental
- Learning enhances the quality of life
- Innovation, integrity, high standards and the pursuit of excellence are essential
- Diversity enriches
- We make a difference

**Key Dates and Times for Events**

- Monday, October 9, Welcome Reception, 3:30pm-4:30pm in the Student Center
- Tuesday, October 10, College Hour Open Forum, 12:00pm-1:00pm in the Boardroom
- Wednesday, October 11, Late Afternoon Open Forum, 4:30pm-5:30pm in the Boardroom
- Thursday, October 12, Visiting Team Preliminary Report, 11:00am-12:00pm in the Duke Theatre

If you have any questions, please contact Michelle Risdon (x214), Jeremy Brown (x266), or Lori Thorne (x214).

## Letter from Our President



Colleagues,

The week of October 9-12 is the culmination of the work in which many of you have been deeply involved; the preparation and publication of the *LTCC 2017 Institutional Self-Evaluation Report of Educational Quality and Institutional Effectiveness in Support of Reaffirmation of Accreditation*. I am justifiably proud of the Report, which contains extensive and representative contributions from our campus community. I again thank all who participated for their dedication to creating this exemplary document. The report and its supporting evidence may be accessed at [www.ltcc.edu/accreditation](http://www.ltcc.edu/accreditation).

We hope this guide will assist you by providing information on the logistics and expectations of the accreditation process, the team visit, and some aspects of the report that we consider especially significant. The guide includes a summary of the short-range plans created by the College to be more effective and a summary of our long-range Quality Focus Essay action projects. These will impact virtually every department and, we believe, will result in increased access, support, and success for students through more efficient and effective planning and support.

Brief biographical sketches of the Team Chair, President Michael Claire from the College of San Mateo, his assistant, and the nine faculty and administrators from across the California Community College system are contained in pages 5-9. You may see the team members individually and in groups on campus, as well as in forums and in smaller meetings. Scheduling specifics will be disseminated by email.

I know that we are a *premier* institution, not just because of our beautiful locale. Our students have spoken: they love our small classes, world-class faculty, the personal connections provided, and our commitment to a student-focused learning environment. I believe that our report validates their appreciation of our institution, and the team's visit will reaffirm that as well. As one of the smallest California Community Colleges, we have proven time and again how much a dedicated few can achieve. The LTCC community supports the success of the College, its students, and its commitment to our mission, vision, and the beliefs we exemplify each day. We remain "Small But Mighty!"

Thank you for all you do to improve the lives of our students and our community.

Best,

Jeff

## What You Should Know

### What is Accreditation?

The Accreditation status indicates that a college has met or exceeded a certain level of academic quality. The four categories institutions are evaluated in are: institutional mission and effectiveness, student learning programs and services, resources, and leadership and governance. Reaffirmation of Accreditation takes place every six years (now moving to seven).

### How does it work?

In the seven year period between Evaluations, a college will conduct a comprehensive self-study. A self-study will take one year to complete, and concludes in a published report. In the third year of the cycle (considered the halfway point) an institution must also submit a midterm evaluation report. For all seven years the college must conduct and submit annual reports.

The college will also develop documents such as the Institutional Self-Evaluation Report (ISER) for the Accreditors to read and review. A group of Accreditors then analyze the college's ISER, the External Evaluation Report, and other documents written and prepared by the college. The evaluation team visits the college campus at the end of the seven year cycle to examine peer reviews, and conduct interviews to decide if the college should maintain its Accredited status.

### Who accredits us?

The Accrediting Commission for Community and Junior Colleges (ACCJC) is the Accreditor of Lake Tahoe Community College.

### Who accredits the Accreditors?

ACCJC is authorized by the U.S. Department of Education through the Higher Education Opportunity Act of 2008 to carry out Accreditations, trainings, etc.

### What are the possible outcomes?

The ACCJC can either grant or deny a renewal for Accreditation.

### Facts about LTCC's Accreditation:

- The college was first Accredited in January of 1979.
- Programs such as Addiction Studies and Fire Science require additional "Programmatic" Accreditation through separate agencies.

### Links for more LTCC Accreditation Information:

- For more information about the process of Accreditation please refer to the Accreditation webpage. Link address is: [www.ltcc.edu/accreditation](http://www.ltcc.edu/accreditation)
- There is a Feedback Survey on the Accreditation Process available to fill out on the Accreditation 2017 webpage located on the LTCC website. The link is: [www.ltcc.edu/about/accreditation](http://www.ltcc.edu/about/accreditation)

\*Information collected from ACCJC website and the LTCC Accreditation webpage.



# What to Expect for the Site Team Visit

October 9-12, 2017

## Tips to Prepare for the Visit

- Review the Accreditation page on the LTCC website. This can be found at: <http://www.ltcc.edu/about/accreditation/index.php>
- If you have authority over any pages on the website, please do not change any links! This can result in a broken link to the Site Team Members will need to review the Institutional Self-Evaluation Report.
- If the Site Team asks for an interview, sits in on a class, or asks you to attend any conferences, please provide any expertise if needed by the Team.
- Please do not ask the Site Team to settle disputes or what their final opinion is about the Institutional Self-Evaluation Report or the Evaluation. They are here to work independently, and asking for opinions may jeopardize the credibility of the work from the entire team.
- Attend the Site Team's Conclusion Report, Thursday, October 12, 11:00am-12:00pm in the Duke Theatre.

## What MUST team members do?

- The Accreditation Site Team Members must work together as a team to determine if LTCC meets or exceeds the Accreditation Standards, the Eligibility Requirements (ERs), and Commission policies.
- Team members will organize classroom and distance education visits, conferences, hold interviews, review documents, and attend team meetings. These team meetings will take place in the team room, which will be provided by LTCC.
- Team members must create recommendations as a team to be submitted to the CEO of the college.
- Before arriving to evaluate LTCC, all team members must attend and complete an Evaluation Team Training workshop. The Team Chair must also attend a Team Chair Training workshop. All first-time evaluators must also complete an Accreditation Basics course, taken online.

## What will team members try to do?

- The Evaluation Team is here to validate rather than to evaluate. They will have our best interests in mind.
- The Accreditation Site Team will use their professional experience and expertise to make recommendations for LTCC to become more effective or recommendations to meet the Standards.
- The Site Team will try to work in accord with one another before, during, and after the site visit.

## What will team members try NOT to do?

- The Team Members will try not to discuss their own opinions with anyone outside of the team.
- The Site Team will not let any personal biases or feelings affect the outcome of the evaluation.
- They will try not to engage in non-work related conversations. They are here to do a job.

\*Information collected from ACCJC Team Evaluator Manual

## Who is Coming to Campus

### Lake Tahoe Community College 2017 Accreditation Evaluation Site Team Members



#### **Mr. Michael Claire (Chair)**

President  
College of San Mateo

Michael Claire, who began his association with the San Mateo County Community College District as a student, became the ninth president of College of San Mateo (CSM) in 2006. During his career with the district, Mr. Claire has worked at all three of its colleges, including positions as an instructor, program developer, division dean and vice president of instruction. Mr. Claire earned an A.A. degree from Cañada College and a B.S. degree in business administration and an MBA from California State University, East Bay. He is also a certified public accountant. Locally, he has served as a board member for a number of business and educational community organizations, including the Peninsula Partnership Leadership Council, San Mateo County School to Career Partnership and the Business Resource Assistance Network and the Notre Dame High School Board.



#### **Ms. Mary Vogt (Assistant)**

Administrative Assistant, President's Office  
College of San Mateo

Mary Vogt is the Administrative Assistant for the Planning, Research and Institutional Effectiveness Department and the President's Office at CSM. Before joining the college in 2015, Mary worked as webmaster, writer and project manager with In Defense of Animals, an animal rights nonprofit, and as a web developer since 2000. Prior to that, she held positions as Document Management Administrator and Software Specialist at several law firms in Los Angeles and Chicago.

## Academic Representatives:



### **Mr. Paul Flor**

Professor Political Science  
Compton College

Paul M. Flor is part of California community college history, having witnessed firsthand the loss and recovery of accreditation for Compton College, the 114th college. As professor of Political Science, Academic Senate President, and Division Chair, he is in his 30th year in higher education. His accreditation experience stems from co-chairing Compton's accreditation standards I & IV and planning committees. An active faculty leader, he is involved in program review and SLO assessments, curriculum planning, and student equity. Serving on his second accreditation visit, he is delighted to visit LTCC with the goal of objectively spotlighting commendations and recommendations.



### **Dr. Irit Gat**

Faculty, Professor of Psychology  
Antelope Valley College

Irit Gat just completed a tenure as her college (AVC) Academic Senate President and is currently department chair for the Social Sciences Division, Project Director for the AVC Drug and Alcohol Certificate program, psychology faculty (17 years) and AVC's Open Educational Resources Task Force chair. She is also on the Academic Senate State Wide (ASCCC) Accreditation Committee.



### **Dr. Joumana McGowan**

Associate Vice President of Instruction  
Mt. San Antonio College

Dr. McGowan serves as the Associate Vice President of Instruction at Mount San Antonio College where she oversees and provides administrative direction and oversight for all operations and support functions for the credit and non-credit instructional programs. Prior to her current position, Dr. McGowan started her career in the California Community Colleges as a Full-Time Business Management Professor, Business Management Department Chair, Academic Senate President, Dean of Career Technical Education (CTE), Dean of Business, and Executive Dean of Instruction.



### **Dr. James Thornburgh**

Faculty, Professor Drafting/Computer Science  
Merced College

Dr. James Thornburgh serves as the Professor of Drafting Technology at Merced College, and is the Division Lead for Industrial Technology. He is also heavily involved in the committee structure of the college, serving as an Academic Senator and on several other committees including: Admin Services Planning (Co-Chair), Technology (Co-Chair), Distance Education, Equity, and Educational Master Planning. Dr. Thornburgh holds a Doctorate in Educational Leadership as well as a Master's and Bachelor's in Industrial Technology, all from Fresno State. He also holds three associate degrees in the field of Drafting and Design from Sierra College. Dr. Thornburgh has participated in one prior Accreditation Visit and has been a reviewer for Merced College's Self Study.



### **Dr. Jennifer Taylor-Mendoza**

Interim Vice President of Instruction  
Skyline College

Jennifer Taylor-Mendoza holds a Ph.D. in Education from Claremont Graduate University, a M.S. in Counseling from California State University, Northridge, and a B.A. in Psychology from California State University, Los Angeles. Jennifer began her educational journey at El Camino College.

She currently serves as the Interim Vice President of Instruction at Skyline College and most recently, as the Dean of Academic Support and Learning Technologies at College of San Mateo, where she led transformative programs and initiatives in support of student achievement. She created, managed, and developed a wide variety of instructional support services: Adult Education Career Pathways, Basic Skills Initiatives, Distance Education, Equity, First-Year Success, the Honors Project, Interdisciplinary Studies, Learning Communities, Learning Support Centers, Library, Middle College, college-wide Professional Development, and Student Learning Outcomes.



## Administrative Representatives:



### **Mr. Val Garcia**

Vice President of Student Services  
Porterville College

Val Garcia currently serves as the Vice President of Student Services at Porterville College. He also served as a Dean of Instruction where he had administrative oversight over Fine Arts, Social Science, Math/Science, Language Arts, and Basic Skills. From 2008-2013, Val served as the Associate Dean of Instruction at Taft College. As the Associate Dean, he oversaw implementation of the college's STEM programs and Basic Skills efforts. Val has also served as the Director of the University of La Verne's Kern County Campus, Director of GEAR UP at CSU Bakersfield, and a high school counselor/instructor. Val is a proud community

college graduate (A.A. Sociology, Bakersfield College '90). He also earned his Bachelor of Science Degree (Sociology) and Master of Science Degree (Counseling) from the University of La Verne. Val has also completed all of the course work for the Doctorate Degree in Organizational Leadership from the University of La Verne.



### **Dr. Monte Perez**

President  
Los Angeles Mission College

On May 2011, Dr. Perez assumed the Presidency of Los Angeles Mission College (LAMC) serving Los Angeles San Fernando Valley and one of the nine colleges of the Los Angeles Community College District. LAMC prepares students for vocational careers in accounting, administration of justice, child development, computer applications, computer science information technology, food and nutrition, gerontology, marriage and

family life, finance, food service management, interior design, paralegal studies, retail management, animation and 3D Design, Graphic and Web Design, Video Production, Hospitality Management and Culinary Arts.



### **Dr. Erik Cooper**

Dean of Planning, Research, and Resource Development  
Sierra College

Dr. Erik Cooper is currently the Dean of Planning, Research, and Resource Development at Sierra College in Rocklin, CA. Erik is currently a member of the RP Group board and serves as the Sacramento regional representative. Erik previously worked at Yuba College in institutional research and Western Washington University as the tutoring center coordinator. He has been on several site visit teams, an IEPI PRT, and works on several statewide committees. Outside of work, Erik is an avid collector of less known sports and spends his time with his family.



### **Dr. Anthony Culpepper**

Executive Vice President, Administrative Services  
Glendale Community College

Dr. Culpepper's experience covers a variety of business structures. He is an experienced Executive, Academician, and Administrator. His background includes over 25 years of executive experience in both corporate and academia, profit and not-for profit models. Currently, Dr. Culpepper is the Executive Vice President at Glendale Community College. Dr. Culpepper has served as Chief Business Officer/Vice President of Finance and Administrative Services at Bakersfield College; Vice Provost of Faculty Affairs at Ashford University; Dean of the Colleges of Business Administration and Information Systems at Trident University; Dean of the College of Business and Management at DeVry University; Dean of the Keller Graduate School; and Dean (interim) of the College of Liberal Arts and Sciences at DeVry University.

He has served in several corporate executive positions as a Controller and CFO/Vice President of Finance. He is a member of the Glendale City Oversight Board. He has been serving as a member of the board of non-profit organizations for over 23 years.

# Accreditation Standards Abridged

## Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

[Standard I.A: Mission](#)

[Standard I.B: Assuring Academic Quality and Institutional Effectiveness](#)

[Standard I.C: Institutional Integrity](#)

## Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student learning support services offered in the name of the institution.

[Standard II.A: Instructional Programs](#)

[Standard II.B: Library and Learning Support Services](#)

[Standard II.C: Student Support Services](#)

## Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited Colleges in multi-College systems may be organized so that responsibility for resources, allocations of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

[Standard III.A: Human Resources](#)

[Standard III.B: Physical Resources](#)

[Standard III.C: Technology Resources](#)

[Standard III.D: Financial Resources](#)

## Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-College districts or systems, the roles within the district/system are clearly delineated. The multi-College district or system has policies for allocation of resources to adequately support and sustain the Colleges.

[Standard IV.A: Decision-Making Roles and Process](#)

[Standard IV.B: Chief Executive Officer](#)

[Standard IV.C: Governing Board](#)



## Changes and Plans

### Summary:

While developing the Institutional Self-Evaluation Report, LTCC identified areas for improvement to help the college be more effective in many different departments and programs. Below is the overview of these plans.

Changes and Plans Arising Out of the Self-Evaluation Process				
Changes Implemented During the Self-Evaluation Process				
Change, Improvement and Innovation	Standard	College Leads	Completion Date	Outcome
Expansion of the Institutional Effectiveness Office	I.A.2, IV.B.2	S/P, DIE	Fall 2016	Increased bandwidth to provide more accurate and credible evidence for decision-making and reporting.
IEPI Site Visit Team	I.B.1, II.A.2, II.A.6, IV.C.8	S/P, VPAA, EDSS, DIE	Spring 2017	Peer-facilitation on improved educational master planning and enrollment management strategies.
Update of the Governance Handbook	I.B.1, IV.A.2, IV.A.7	DIE, IEC	Spring 2016	Memorialization of updated improvements to practices and policies in the governance structure.
Improved SLO Assessment and Program Review Processes and Templates	I.B.1, II.A.3,	VPAA, DIE, SLO Coordinator, CLEMC	Spring 2016	Developed more data-informed, engaging annual program review and SLO assessment processes for instructional programs.
Improved SLO Tracking System	I.B.2, I.B.4, I.B.6, II.A.3,	VPAA, EDSS, DIE	Fall 2017 and ongoing	Increased access and use of student learning findings.
Created Co – Accreditation Liaison	I.B.3, I.C.1, I.C.12, IV.B.4	DIE, VPAA, S/P		Co-ALOs worked together on the current ISER and moving forward the role will transition



Officers (ALO)				to the Director of Institutional Effectiveness to enhance institutional capacity for ongoing accreditation efforts.
Coordination of Program Review Cycle for All Divisions of the College	I.B.5, I.B.9, IV.A.1, IV.B.3	SLT, DIE	Spring 2017 and Ongoing	Implemented a program review cycle that ensures more timely and regular evaluation of all program units, particularly administrative units.
Update of Board Policies and Administrative	I.B.7, I.C.5, III.A.11, IV.C.4,	SLT, PAC	Fall 2015 and Ongoing	Complete review and update to College policies and procedures for currency and relevance.
Improved Documentation and Communication of College Decision-Making	I.B.8, I.C.3, III.D.2, III.D.6, IV.A.6, IV.A.7,	SLT, IEC, Academic Senate	Spring 2016 and Ongoing	Improved dissemination of College information and access to decision making at the College, closer alignment between planning documents and resource allocations, and expanded use of BoardDocs for greater transparency.
Revised Full-time Faculty Evaluation Process and Forms	III.A.5	VPAA, Faculty Association	Fall 2016 and Ongoing	A revised full-time faculty evaluation process was created and includes consideration of faculty engagement in continued improvement around student learning.

Changes and Plans Arising Out of the Self-Evaluation Process

Future Changes Planned As a Result of the Self-Evaluation Process

Change, Improvement and Innovation	Standard	College Leads	Completion Date	Outcome
Professional Development on Data Governance and Effective Use for Decision-Making	I.A.2	DIE	Winter 2018	Data governance and validation processes developed and faculty, staff, and administration trained on data use.
Improved Dialogue Opportunities about Student Learning	I.B.1, II.A.3, II.A.9, II.A.11,	VPAA, EDSS, DIE, Academic Senate	Fall 2018	Develop a system of more direct assessment of program and institutional outcomes and expand the use of learning findings for improved decision-making and resource allocations.
Fold Evaluation of QFE into Regular Evaluation of the Institutional Planning Documents	I.B.9	DIE, IEC	Spring 2018	Coordinated planning for, and evaluation of improvement and innovation related to the QFE into existing operations.
Enhanced Quality Control Rubric for Distance Education	II.A.2, II.A.7, II.A.16,	VPAA, Distance Education Coordinator, CLEMC, COOL, Academic Senate	Summer 2017 and Ongoing	Develop and implement a new rubric to evaluate and enhance online course quality.
Merged Library and Learning Services	II.B.1, II.C.3,	VPAA, SLT, Director of Library and Learning Services		With the hiring of the full-time Director of Library and Learning Services, the new department will allow for extended hours and more integrated learning support.
Evaluate Institutional Assessment and Placement Practices	II.C.7	DIE, EDSS	Fall 2017 and Ongoing	Outcomes related to student assessment and placement using the MMAP model will be evaluated and revisions will be considered.

Finalize Pilot Evaluation Forms and Processes	III.A.5, III.A.6	S/P, VPAA, DHR, FA, and C/D Meet and Confer	Spring 2018	A revised set of forms and processes for both faculty and classified directors/confidentials will be developed for implementation in 2018/19. The final product will include evaluation regarding use of outcomes results for continuous improvement where appropriate.
Explore the Need for a Classified Staffing Prioritization Process or Plan	III.A.9	SLT, PAC, CEU, C/D Meet and Confer	Fall 2018	A group will consider the need for a plan or process and develop any appropriate criteria, forms, or procedures.
Develop Technology Training and Professional Development Goals within a Revised Technology Master Plan	III.C.1, III.C.4	VPAS, SLT, IEC, TC,	Fall 2018	The College will consider training and professional development in the development of a revised Technology Master Plan and set goals accordingly.
Establish Plan for Onboarding and Mentoring Student Trustee	IV.C.9	S/P, BOT	Fall 2018???	The College will develop a program of onboarding, mentoring, and providing continued training and development for the Student Trustee as a key student leader on campus.



# Quality Focus Essay

## Summary:

For the 2017 Accreditation Quality Focus Essay, the Accreditation Oversight Committee reflected on the four Accreditation Standards to identify how we can support student learning and success even more effectively.

The Accreditation Quad Chairs and Institutional Effectiveness Council (IEC) went through data trends, governance council findings, and other documents. After many discussions and brainstorming with Academic Senate and other governance councils, two action projects were chosen.

### Action Project 1: Institutionalizing More Effective Integrated Planning, Evaluation, and Resource Allocation Process

“The first action project is to institutionalize and improve upon the College’s integrated planning, evaluation, and resource allocation model to make it more effective, and to support the strategies needed to undertake the significant work of the second action project on building guided pathways.”  
Page 498 of ISER

Year	Activity	I/FA/SA *	Responsible Party
1	Team is formed to evaluate the current integrated planning, evaluation, and resource allocation model and explore options for improvement with the revised model. This year culminates with a proposal for moving forward.	I, FA	SLT and IEC
2	Team moves from the proposal for change to implementing the changes in the integrated planning process, routinely beta testing the revisions with college stakeholders. Once the new model is complete, broadly communicate it to the campus and other stakeholders.	I, FA	Team chair(s) and SLT
3	Team implements the new model, assessing it at each point of linkage and routinely checking in with end users.	I, FA	Team chair(s) and IEC
3	Institutional Effectiveness conducts a comprehensive assessment of College practitioners regarding the newly revised integrated planning, evaluation, and resource allocation model to inform the IEC as it evaluates its first year.	FA	Director of Institutional Effectiveness



3	Team reviews assessment findings and makes any needed changes prior to Year Four, and communicates findings and changes to college stakeholders.	I, FA	Team chair(s), IEC, and SLT
4	Integrated planning model, with any revisions, is deployed.	I	IEC and SLT
4	Institutional Effectiveness conducts year-end assessment of process and provides to IEC for any changes.	FA	Director of Institutional Effectiveness
5	Integrated planning model is deployed for its year of institutionalization.	I	IEC and SLT
5	Institutional Effectiveness conducts year-end assessment of process and provides to IEC for any changes.	FA	Director of Institutional Effectiveness
5	Institutional Effectiveness conducts final summative assessment of the new model.	SA	Director of Institutional Effectiveness

**Action Project 2: Building a Guided Pathway to Access, Success, and Completion**

“The second action project is building a model of “guided pathways to access, success, and completion.” Page 501 of ISER.

Year	Activity	I/FA/SA*	Responsible Party
1	Form teams and begin the work of exploration and learning about the four component parts of the guided pathways model and how they could be implemented at the College.	I	Senior Leadership Team (SLT), College Learning and Enrollment Management Council (CLEMC), and Student Success Team (SST)
1	Each team creates a summary of the practices and processes selected for the best fit for the College.	I, FA	Team chair(s)
1	Institutional Effectiveness creates a data set to track the outcomes of an effective guided pathways model, at each step of the pathway, including retention, persistence, completion, and time to completion, plus qualitative measures of student support and engagement. Data collection begins with Year One.	FA	Director of institutional effectiveness
2	Teams plan, develop, and test the tools and processes needed to implement their component of the pathway.	I, FA	Team chairs and Director of institutional effectiveness
2	Institutional Effectiveness supports evaluation efforts of those teams, building and testing pathways, and collects annual data for input into the longitudinal data set.	FA	Director of institutional effectiveness
3	Teams deploy guided pathways components for fall term, with strong communication and marketing effort to inform students, faculty, staff, and the community of the guided pathways implementation.	I	Team chairs and Director of marketing and communications
3	Institutional Effectiveness tracks evaluation of deployment and implementation of the four components of the pathway, providing actionable feedback to the teams.	FA	Director of institutional effectiveness and SLT
3	Each team meets to review data and feedback on deployment and make appropriate corrections throughout the year.	I, FA	Team chairs, CLEMC, and SST
3	Institutional Effectiveness collects annual data for input into the longitudinal data set.	FA	Director of institutional effectiveness
4	Teams continue with second year of implementation and continue monitoring the effectiveness of systems.	I, FA	Team chairs and SLT

4	Institutional Effectiveness collects annual data for input into the longitudinal data set.	FA	Director of institutional effectiveness
4	At the end of spring term, teams meet to review evaluations for the two years of implementation, make adjustments as needed, and move forward with the year of institutionalization of the pathways model.	FA	Team chairs and SLT
5	Guided pathways continue into their third year of operation.	I	SLT
5	Institutional Effectiveness collects annual data for input into the longitudinal data set.	FA, SA	Director of institutional effectiveness
5	Teams review the summative outcomes of the three years of implementation of the pathways model to determine success of the initiative and any needed next steps as it is institutionalized.	I, FA, SA	Team chairs, CLEMC, and SLT

\*I = Implementation; FA = Formative Assessment; SA = Summative Assessment

