

Self Study Report

Institutional Self Study Report

November 2005

Submitted to the
Accrediting Commission
for Community
and Junior Colleges

Western Association
of Schools
and Colleges

Lake Tahoe Community College



INSTITUTIONAL SELF STUDY

in support of the
Reaffirmation of Accreditation

Submitted by

Lake Tahoe Community College

One College Drive
South Lake Tahoe, CA 96150

to the

Accrediting Commission
for Community and Junior Colleges
of the Western Association
of Schools and Colleges

November 2005





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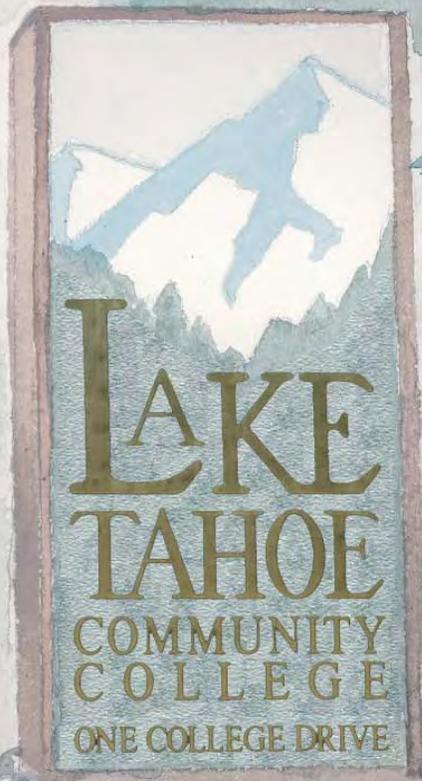
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**Certification
of the
Institutional
Self Study**



Certification

of the Institutional Self Study Report

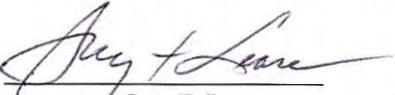
Date: November 2005

To: The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Lake Tahoe Community College
One College Drive
South Lake Tahoe, CA 96150

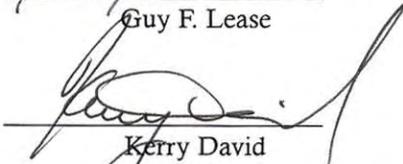
This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.



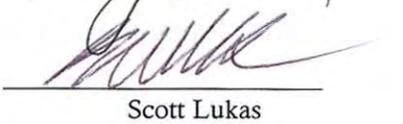
Guy F. Lease

Superintendent/President



Kerry David

President, Board of Trustees



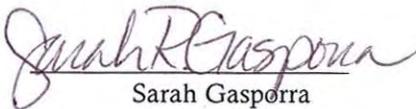
Scott Lukas

President, Academic Senate



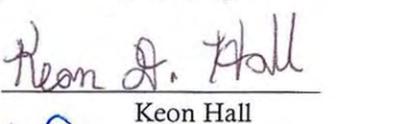
Mike Spina

President, Faculty Association



Sarah Gasperra

President, Classified Employees Association



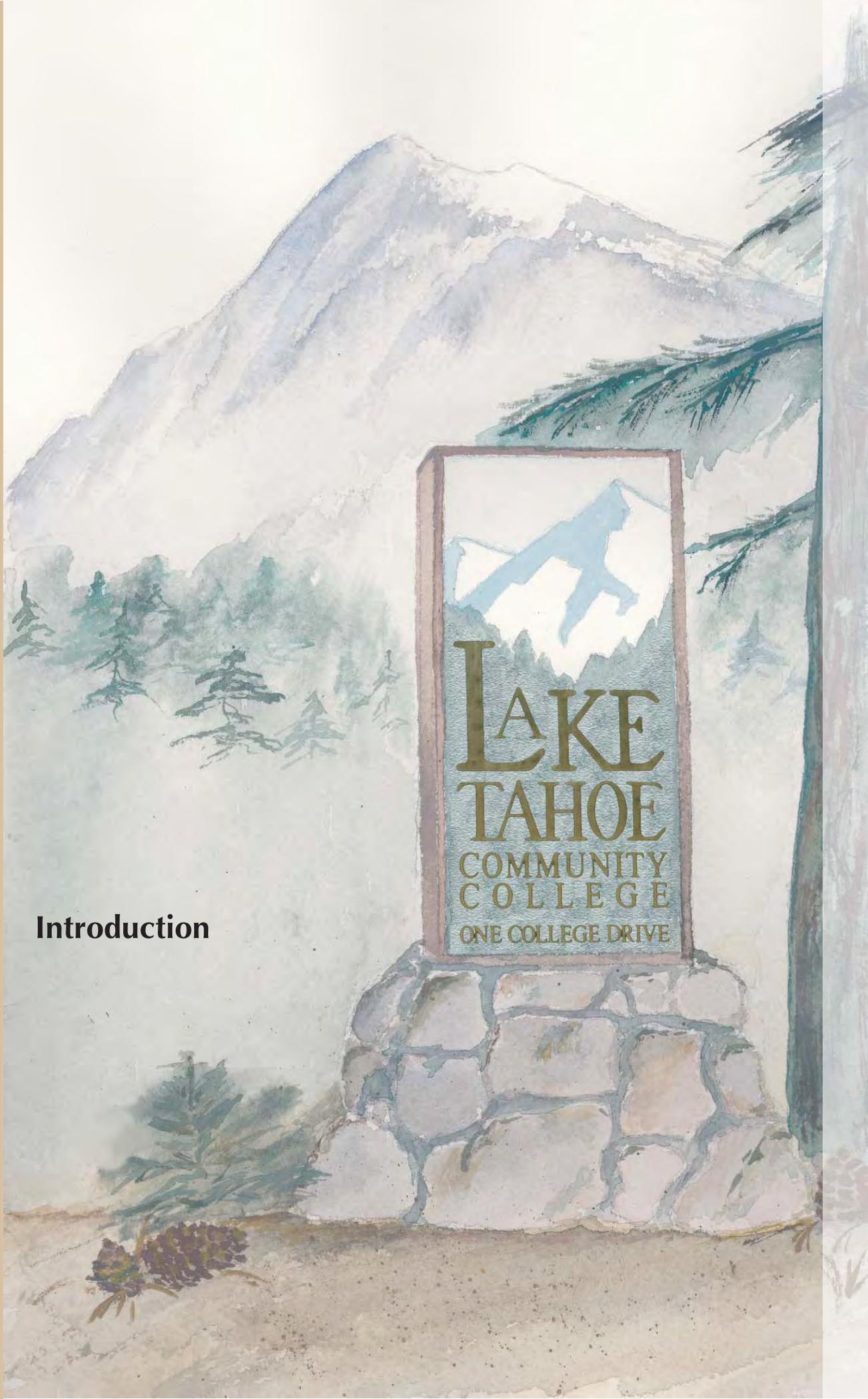
Keon Hall

President, Associated Student Council



Lori Gaskin

Accreditation Liaison Officer



Introduction

Introduction

History and Descriptive Background Information

Lake Tahoe Community College, located on the southern shore of Lake Tahoe at an altitude of 6,250 feet, serves the postsecondary needs of a small alpine community of approximately 30,000 residents. The College's service area is 196 square miles in size and is located in the extreme eastern portion of El Dorado County. Surrounded by the lake on the north, Nevada on the east, and high mountain passes on the south and west; the community is over two hours driving time from any other California institution of higher education. During much of the winter and spring (November through April) residents are subject to total isolation due to heavy snowfall and hazardous driving conditions.

On March 5, 1974, the voters of the Lake Tahoe Unified School District approved the formation of a community college district by a 66 percent vote—an indication of the support the college enjoyed at its origin and which remains evident by the percentage of the adult population which attends the college today. The college opened its doors for the first classes on September 18, 1975, with an enrollment of 1,407 students. Thirty years later, the college enrolled 3,029 students, more than double the number of students in a community that has not grown appreciably during that same period.

The college initially opened in a converted motel and utilized numerous sites throughout the city of South Lake Tahoe for a library facility, additional classrooms, a small performance theater, and a variety of physical education activities. The permanent campus opened in October 1988, with 55,000 square feet of space located on a 164 acre site acquired by the College in 1978. The second phase of construction, completed in early 1996, encompassed four computer laboratories and a fine arts complex. Six relocatable classrooms were added to the campus in the late 1990s.

In the late 1990s and early years of the new millennium, the college continued to pursue capital outlay funding from the state in order to complete the campus. In September 2002, the college occupied its first ever permanent physical education facilities with the completion of a gymnasium suitable for basketball, volleyball, indoor soccer, table tennis and other related activities. The building also included a large Fitness Education Center and a spacious dance studio along with men's and women's shower and locker rooms and restrooms. Just two months after that, the Student Center building was completed. This facility included a cafeteria room for serving meals and a nice fine dining area that is designed to provide a space for culinary arts students to learn and practice the skills associated with serving the public in a restaurant environment. The building also includes a kitchen that serves both as a food preparation facility and as a teaching laboratory for the college's culinary arts program. As part of this project, the business office was also rebuilt and expanded to house expanded fiscal services and human resources offices.

As of fall quarter 2005, the campus provides 11 general classrooms and 22 specialized laboratories for art, biology, chemistry, computer sciences, culinary arts, dance, digital arts, drama, learning assistance (tutoring), learning and physically disabled, music, photography, and physical education. The campus also houses the college's administration offices, the bookstore, student services, a maintenance and operations work area including a small warehouse, and a foundation office.

In July 2004 the college broke ground on its latest capital project, a Learning Resources Center. This building of 27,000 gross square feet will house the college's library that includes six group study rooms, a video conferencing center, a teaching learning resource center, computers for student use, stack space, offices, and book storage areas. In addition, the building will include one small classroom, two large meeting rooms (that are expandable into

one large room), and an art gallery. The building is scheduled to open in the winter of 2006.

By moving the library out of the main building, space will become available to establish the Learning Assistance Center, Gateway Math Center and Writing Center in the area vacated by the move of the library. This remodeling project is planned for the spring and summer of 2006 to be ready for use in the 2006-07 academic year.

Revenue projections for 2005-06 are approximately \$500,000 lower than the previous year as a result of recent declines in enrollment. The budget of \$13,166,859 consists of federal income of \$388,686 (3%), state revenues \$7,969,310 (61%) and local sources \$3,745,240 (28%) with the remainder from the beginning balance of \$1,063,623 (8%).

The college experienced dramatic growth from the year before the permanent campus opened in 1987-88 (just under 600 FTES) to the peak year of 2002-03 when the college reached 1,876 FTES. However, due to the dramatic increases in enrollment fees imposed by the State of California in 2003-04 and 2004-05 combined with a dramatic change in housing prices in South Lake Tahoe that has resulted in significant movement of permanent residents out of the area, the college full-time equivalent students declined to 1,754 in 2003-04 and 1,701 in 2004-05 (see graph below). This relatively new declining enrollment trend has created a chal-

lenge for the college that will test the college's ability to recruit and retain greater numbers of students and stress the shared governance decision-making culture of the college.

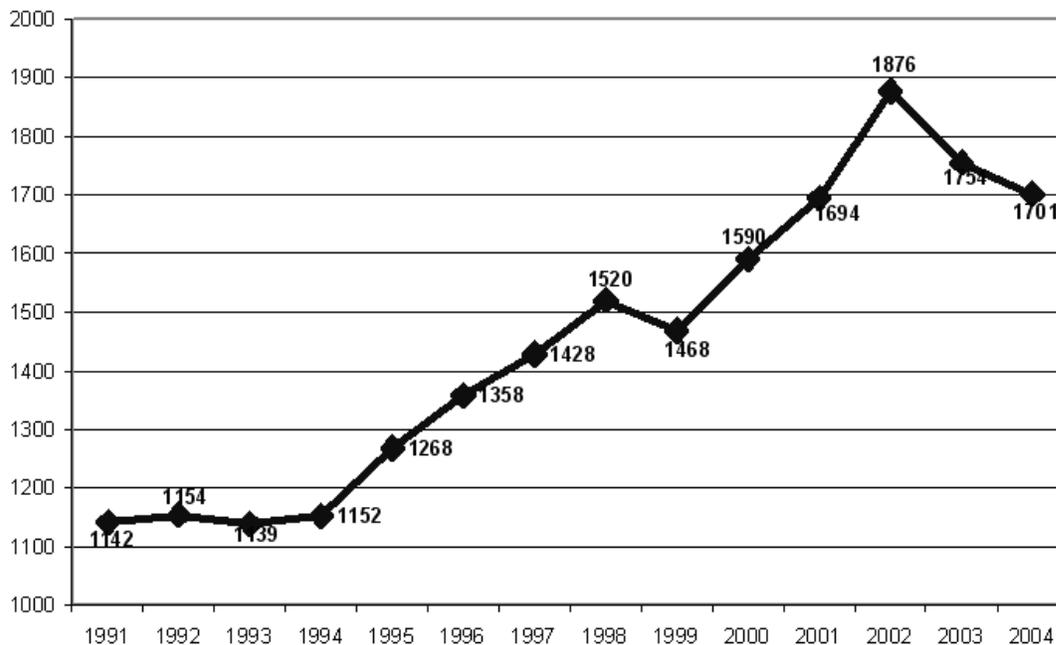
Demographic Information

Lake Tahoe Community College is the fifth smallest of the 109 community colleges in the state, and serves an area considerably larger than its district. While the district is essentially the California community located along the south shore of Lake Tahoe, its service area extends into the Nevada side of the Lake Tahoe basin.

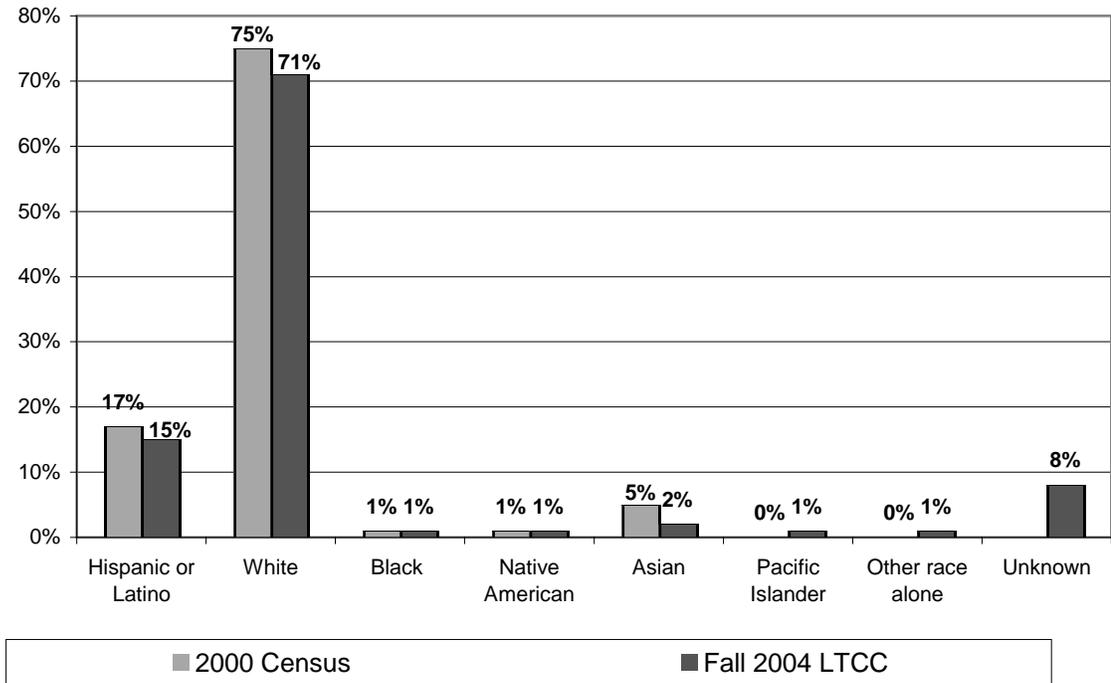
In January 1993, a Good Neighbor policy with Nevada was initiated. It allows Nevada residents to pay a reduced out-of-state enrollment fee of \$28 per quarter unit. This fee has not been raised since its inception, though the fees at Nevada community colleges have been steadily increasing. In fall 2005, the cost per unit for a Nevada resident at a Nevada community college is equivalent to \$37 per quarter unit (plus a \$10 technology fee). Approximately 10-15 percent of the Lake Tahoe Community College's students reside in Nevada.

According to the 2000 census for the Lake Tahoe Unified School District (whose district boundaries are similar to the College's), 17 percent of those over 18 years of age are Hispanic. In the

Factored FTES Credit and Non-Credit
(does not include non-residents)



Comparison of 2000 Census
 from Lake Tahoe Unified School District over 18 and
Enrollment at LTCC in fall 2004



fall quarter 2004, 15.2 percent of credit and non-credit students enrolled at the College were Hispanic. It is a goal of LTCC to increase the number of underrepresented students in the credit program. Goals in the College's *Strategic Plan* and the *Student Equity Plan* address these efforts. An analysis of the 2004 workforce at LTCC indicates 9 percent of the employees are people of color; the largest ethnic group (4 percent) is Hispanic.

The chart above provides a comparison of the ethnicity as reported in the School District Demographic System for the 2000 census and the ethnicity of the fall 2004 students at the College.

The percent of full-time students attending the College remains around 15% and the percent of those taking night courses has increased by 10% from fall 2003 to fall 2004 (to 44%). Through fall 2004, the age group experiencing the greatest decrease of its percentage of student body is the 18-24 year olds. Aggressive recruitment and retention efforts are in place to reverse the decline. The average age of the student body is slowly increasing and is now 35.78 years old, compared to 35.29 in 1999-2000.

In winter 2003, after the first increase in fees, the Chancellor's Office for the California Community

Colleges revised its projection of the College's enrollment. The College will revise its projections in fall 2005 when the 2004 *Educational Master Plan* is updated. The projections from the Chancellor's Office are included in the 2003-2004 addendum to the 2004 *Educational Master Plan*.

More detailed demographic information may be found in the attached copies of *Graphically Speaking*, and the 2004 *Education Master Plan*.

Results of the 2000 Comprehensive Visit

The team that visited the College in 2000 during its application for reaffirmation of accreditation identified six recommendations. These recommendations and the College's efforts to address each are detailed in the following section of this self study entitled *Responses to 2000 Visiting Team's Recommendations*.

Student Achievement Data

The College consistently meets or exceeds the goals set by the state in key areas of student achievement. The College transfers more students to the University of California (U.C.) system than many community colleges much larger in size. For example, in 2004-2005, 26 students transferred from Lake Tahoe Community College into the U.C. system, putting LTCC on par with many colleges with double the enrollment. The College exceeds its goals for awarding degrees and certificates by between 50 and 60 percent each year. Its course completion rates are consistently among the highest in the state (76.64 percent in 2003-04, with the statewide average of 69.96 percent). The number of students moving from one basic skills class to the next over a three-year period exceeds the goal established for the institution as well.

For the last three years, the College has conducted follow-up surveys targeting students who graduated or received a certificate at the end of the spring quarter. For each of these years, 100 percent of those responding to the survey stated that they completed their educational goals while at the College and would study here again. Those who transferred were asked how well the College prepared them for the transition to a four-year university. The majority responded that they were well prepared for continuing their education as a transfer student. Of those who did not respond with "being well prepared," the following were cited as being the most significant obstacles to making a smooth transition: registration process at their new institution, larger class sizes, and limited student-teacher contact.

Additional information concerning student achievement and success may be found in the attached copy of *Graphically Speaking*.

Student Learning Outcomes

Standards II.A.1.c and II.A.2.b provide a thorough discussion of the efforts the College has made to date to integrate student learning outcomes into the institution. To summarize, learning outcomes for all courses are embodied in the Student Outcomes section of the official course outline of record. In addition, faculty utilize a host of assessment strategies at the course level to gauge student learning in their courses and integrate the results into a plan for course improvement where needed.

Currently these course-level outcomes are not formally delineated as student learning outcomes nor is there an institutionalized process for officially documenting student achievement of the course outcomes.

At the program level, some of the College's 38 Associate in Arts (A.A.) degrees and 20 certificates articulate learning outcomes for the program; however, others do not. The ability of the College to assess the students' achievement of program-level outcomes is reliant upon available institutional research data which is limited in scope.

The *College Catalog* contains a clearly-defined general education philosophy statement with learning outcomes woven into the essence of the statement. However, at this time the College is unable to systematically and formally assess student achievement of the learning outcomes for the general education component of the A.A. degree.

To fully address development and assessment of student learning outcomes at all instructional levels will require clarification and more defined expression of student learning outcomes at the course, program and degree levels; continued support for faculty and staff development and training, faculty and staff participation, and appropriate institutional research support.

Off-Campus Sites and Distance Learning Efforts

The Lake Tahoe Community College campus is located in the center of the city of South Lake Tahoe. The main campus serves as the College's primary instructional site. In addition to the main campus, the College offers courses and programs at:

- *South Tahoe High School*
The College leases approximately two dozen classrooms each evening (Monday through Thursday) at South Tahoe High School to augment its inventory of classroom space for the evening instructional program. The high school is approximately 4 miles from the main campus.
- *Al Tahoe Elementary School site*
Due to declining enrollments, the local school district closed an elementary school, Al Tahoe Elementary School in 2004. The College leases 7 classrooms at this site for its ESL program as

well as for a cooperative nursery school program. This off-campus site is located approximately one mile from the main campus.

- *Family Resource Center*
The Family Resource Center is a community-based facility providing a range of social and support services to meet the needs of the local Hispanic population. The College holds a number of ESL classes at the site. The Family Resource Center is approximately 2.5 miles from the main campus.
- In addition to the above, courses are offered on occasion at other locations throughout the community such as Caesar's Hotel and Casino, Lake Valley Fire Station, El Dorado County Juvenile Hall, South Lake Tahoe Ice Rink, Marriott Hotel, South Lake Tahoe Recreation Center, El Dorado County Jail, Forest Inn, Sierra-at-Tahoe Ski Resort, Heavenly Ski Resort, and other smaller sites.

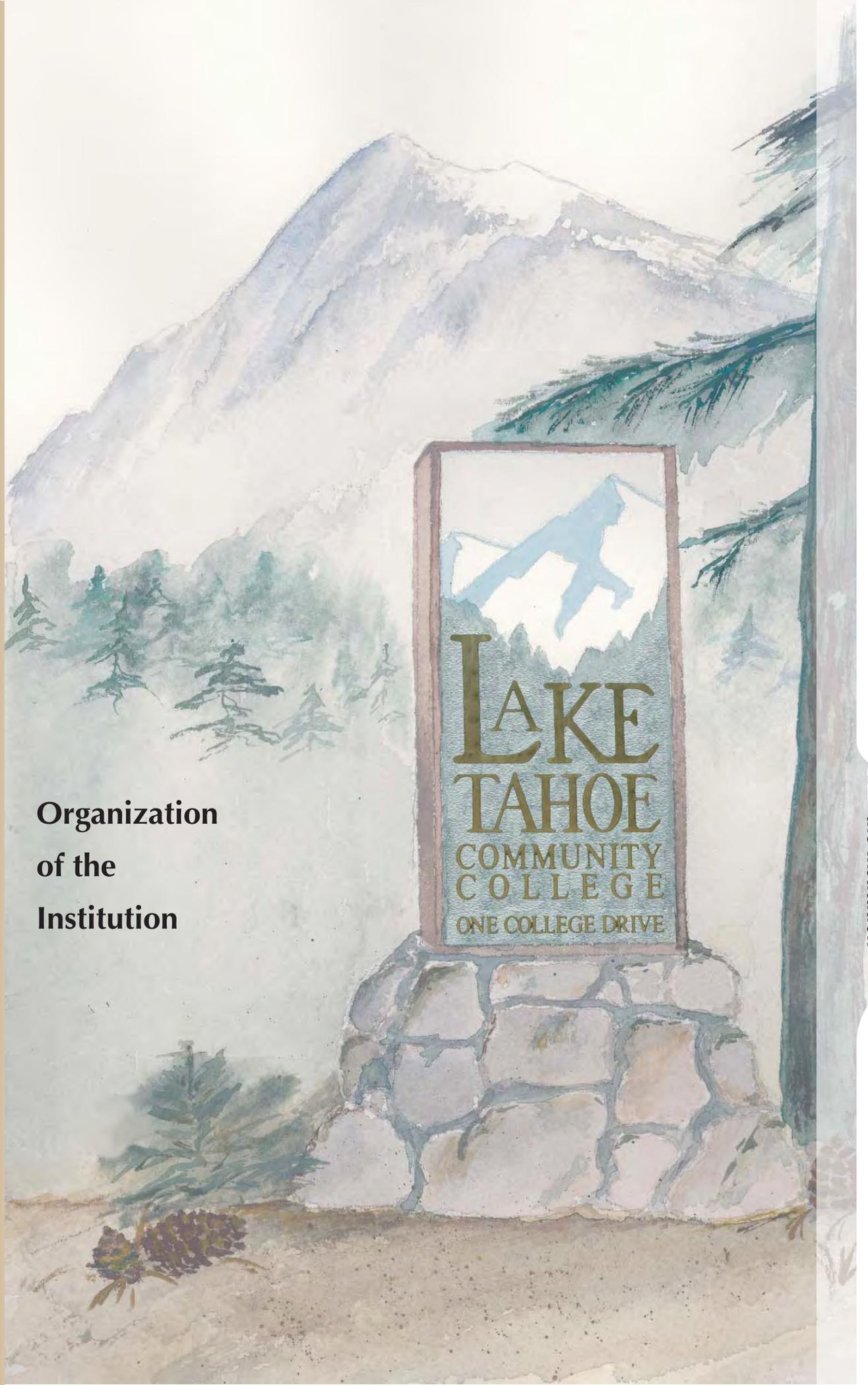
Lake Tahoe Community College offers a very limited number of online courses in the areas of Anthropology and Sociology. Additionally, some faculty are experimenting with hybrid delivery systems which consists of a portion of the course being scheduled in the traditional face-to-face manner and the remainder of the course offered online. Hybrid courses have been offered in two departments, Mathematics and Computer Applications/Office Technology.

External Independent Audit

The College annually contracts with an independent firm with expertise in community college finance and operations to perform a comprehensive audit of the College's finances, including review of any federally funded grants. The audit report is presented in a public meeting of the Board of Trustees and any findings are addressed in a timely manner and monitored throughout the fiscal year.



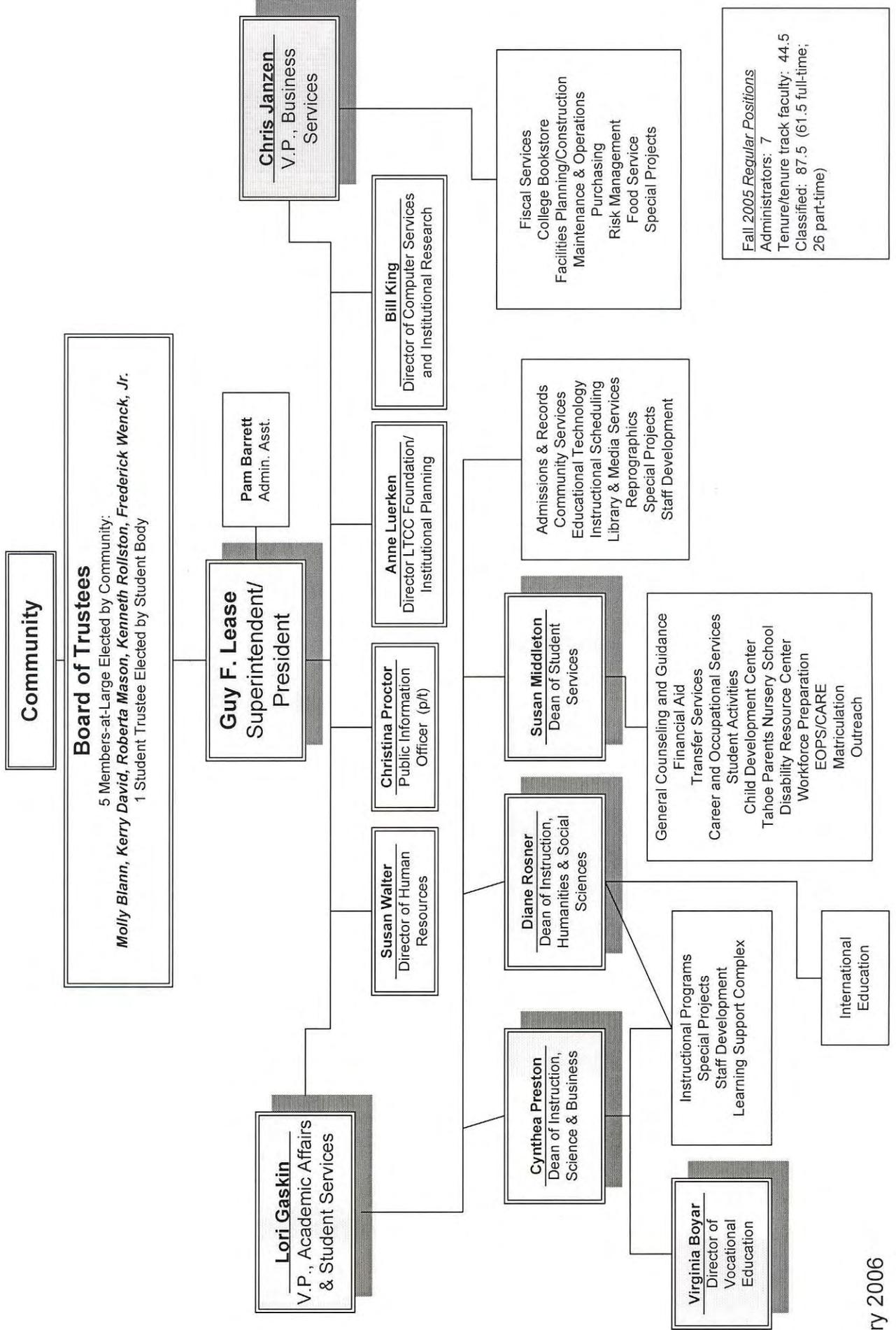
**Organization
of the
Institution**



**Organization of
the Institution**

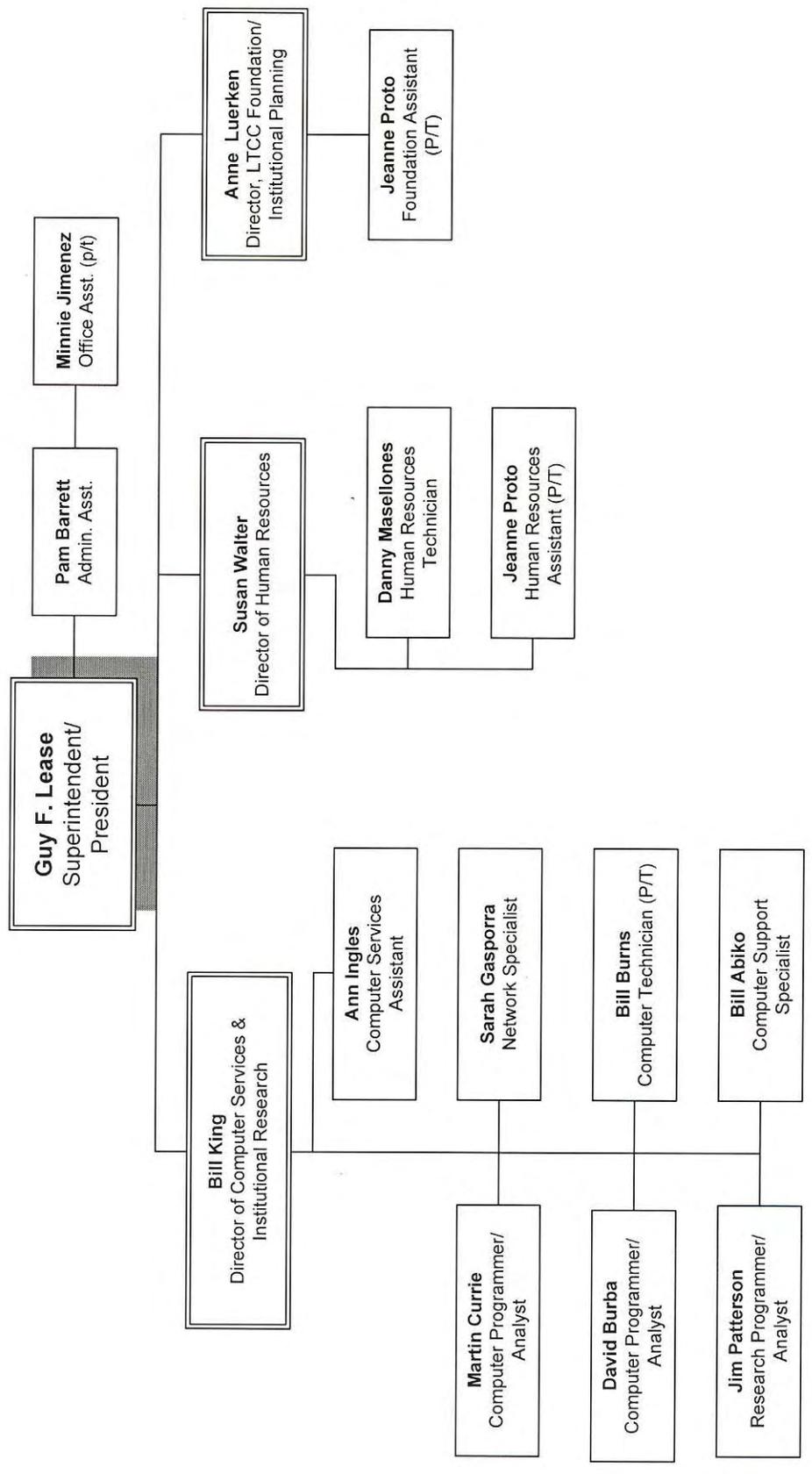
Lake Tahoe Community College

District Organizational Chart

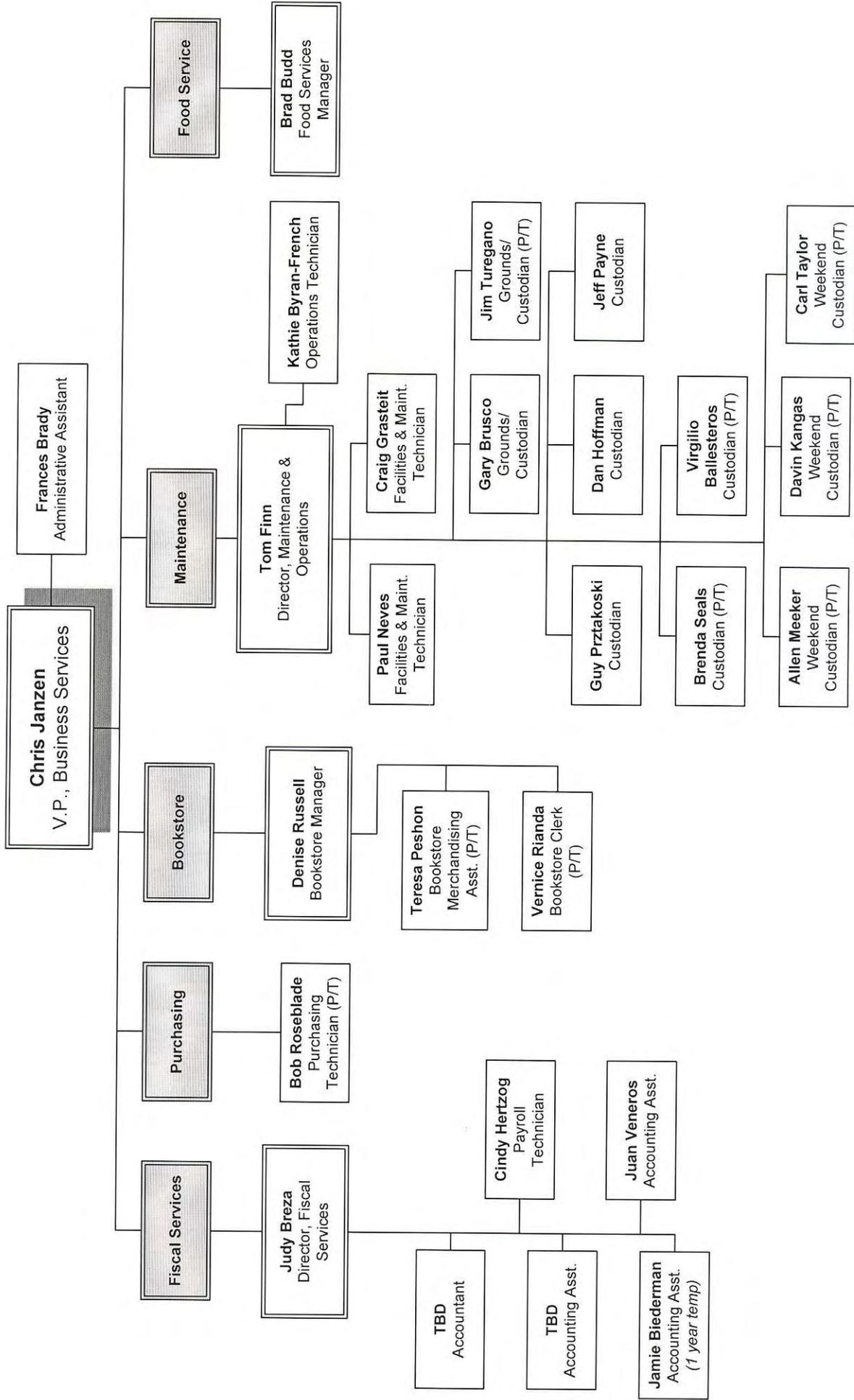


Fall 2005 Regular Positions
 Administrators: 7
 Tenure/tenure track faculty: 44.5
 Classified: 87.5 (61.5 full-time,
 26 part-time)

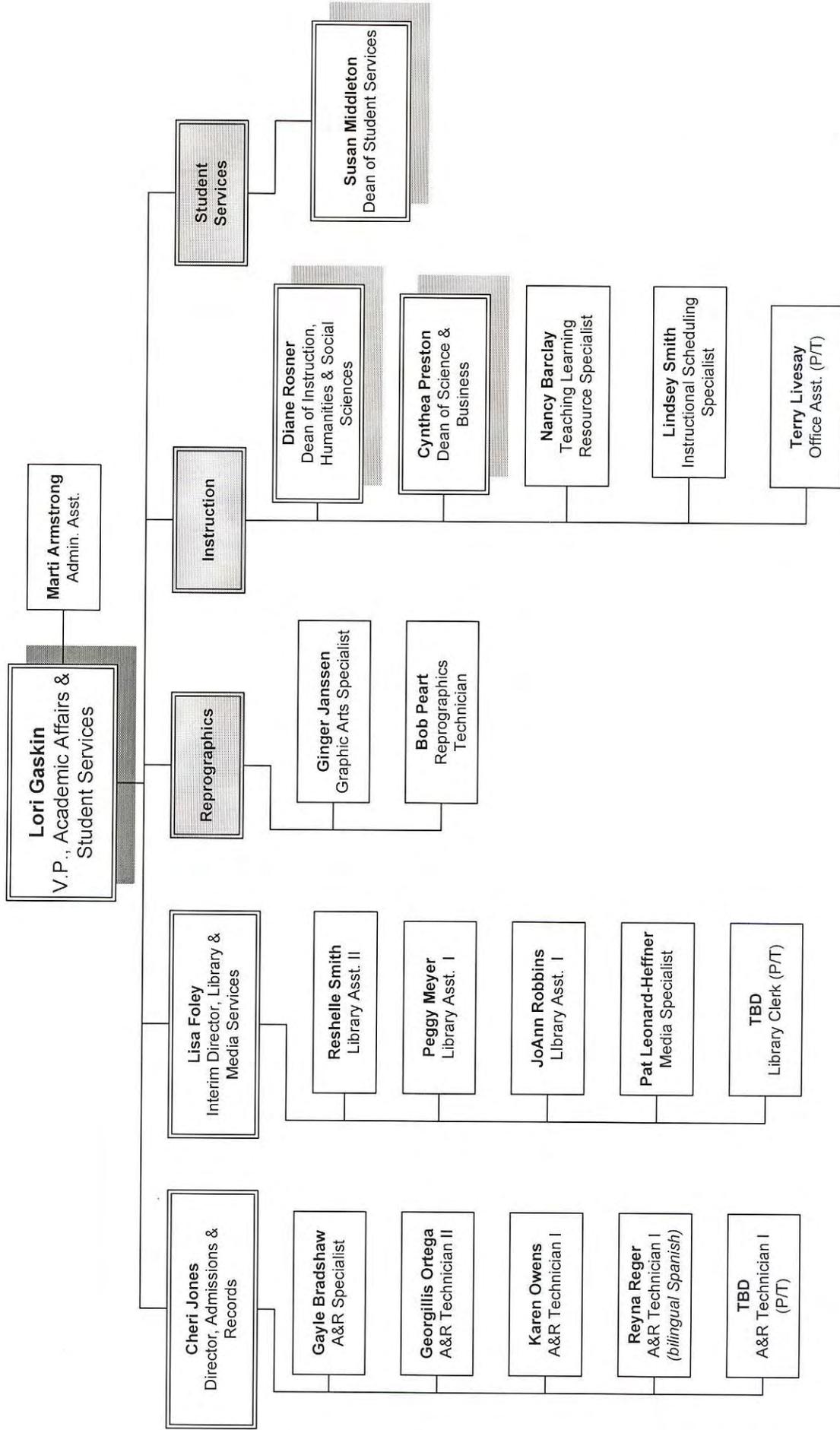
Lake Tahoe Community College Computer Services, Human Resources, LTCC Foundation



Lake Tahoe Community College Business Services

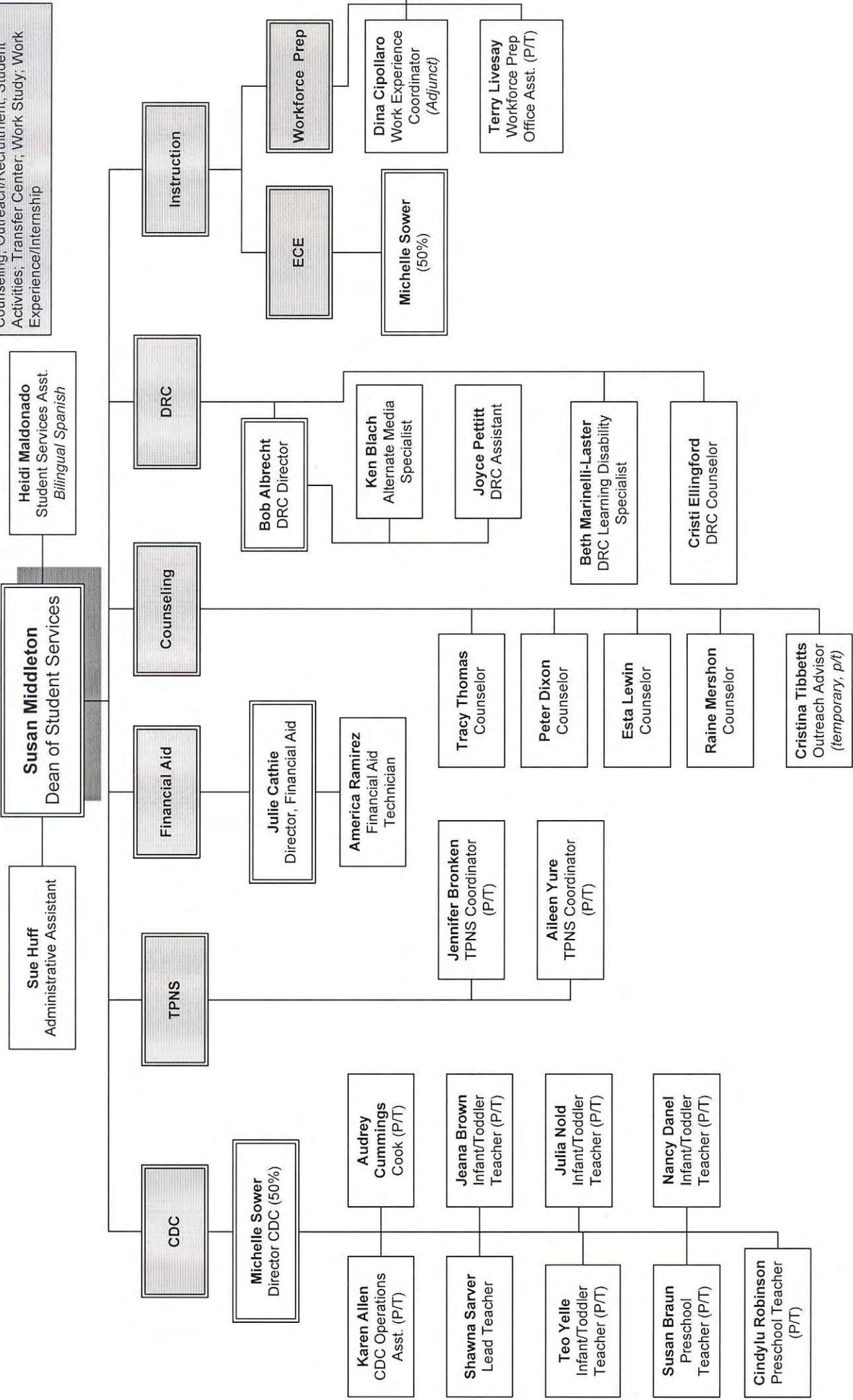


Lake Tahoe Community College
**Instruction, Student Services, Admissions & Records,
 Library & Media Services, Reprographics**



Lake Tahoe Community College Student Services

Academic Advising; Articulation; CaiWorks;
 Career Counseling; Child Development Center;
 Counseling; Disability Resource Center (DRC);
 Early Childhood Education; EOPS; Financial
 Aid; Job Development; Job Fair; Matriculation;
 Multicultural Affairs; Personal/Health
 Counseling; Outreach/Recruitment; Student
 Activities; Transfer Center; Work Study; Work
 Experience/Internship

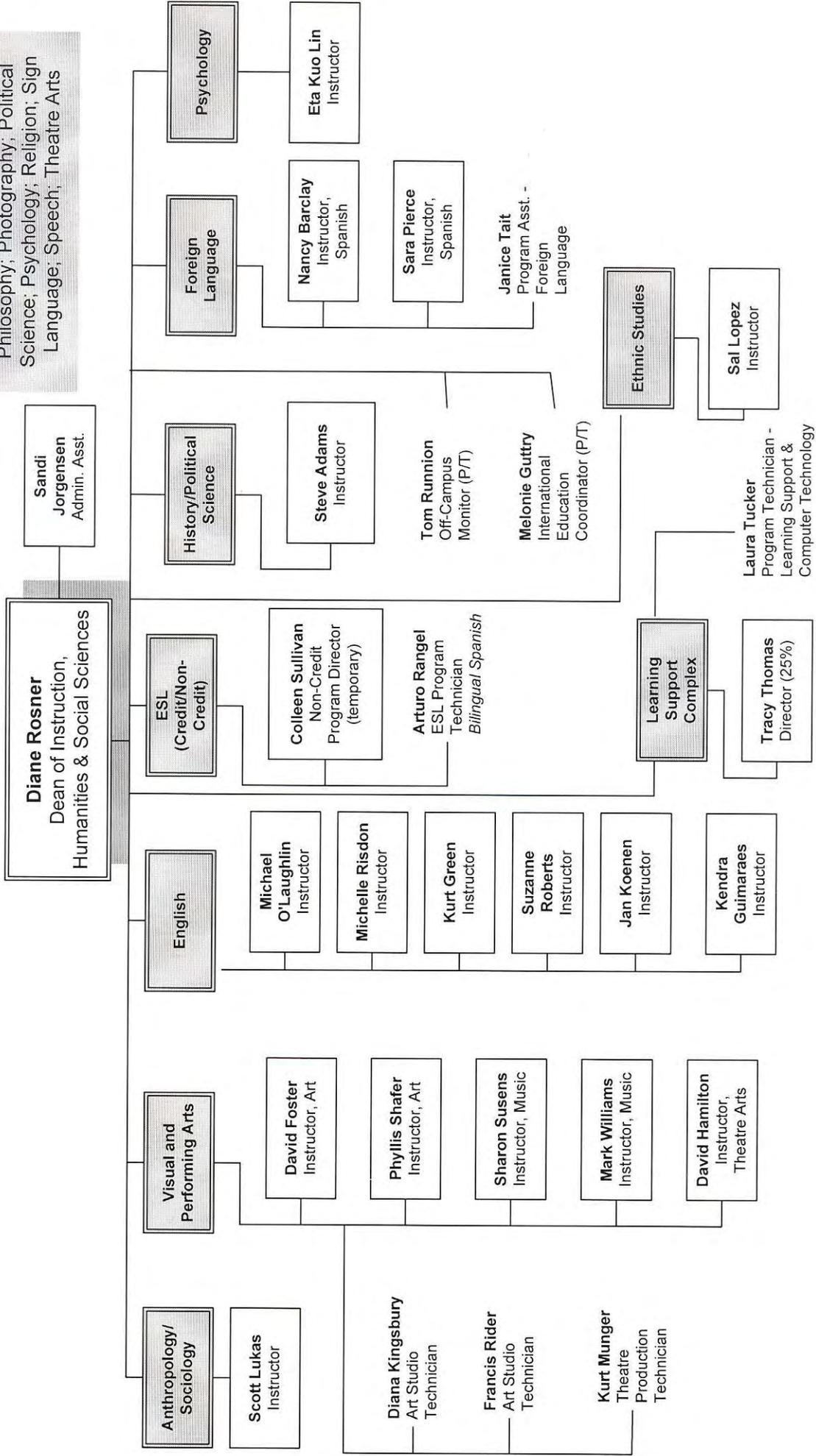


Lake Tahoe Community College

Instruction

Humanities & Social Sciences

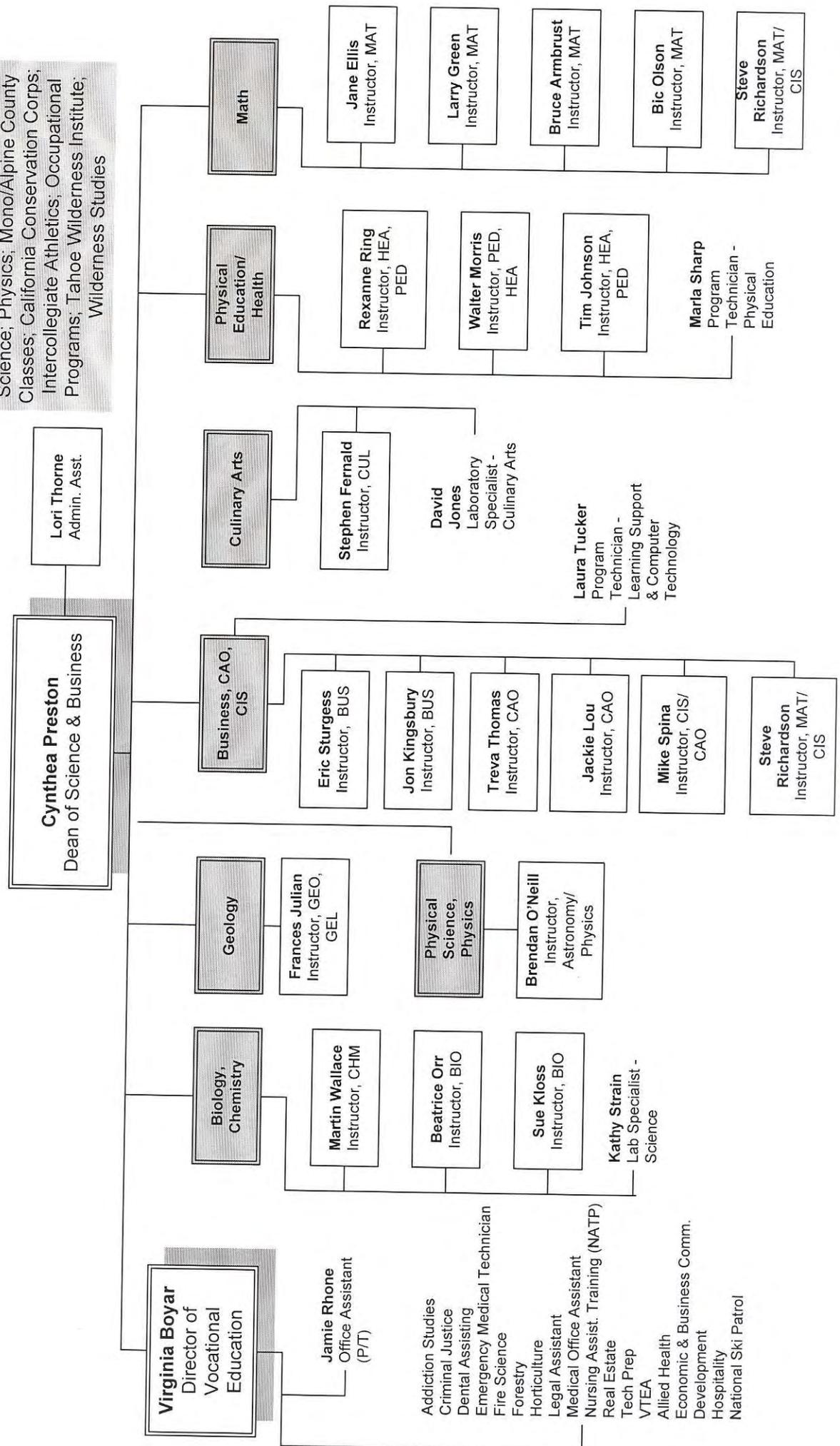
Anthropology; Art; Communications; Dance; Basic Skills English; Education; English; ESL (Credit/Non-Credit); Foreign Languages; Foster Parent/Independent Living Skills; History; Humanities; International Education; ISSI; Kids' College; Music; Performing Music; Philosophy; Photography; Political Science; Psychology; Religion; Sign Language; Speech; Theatre Arts



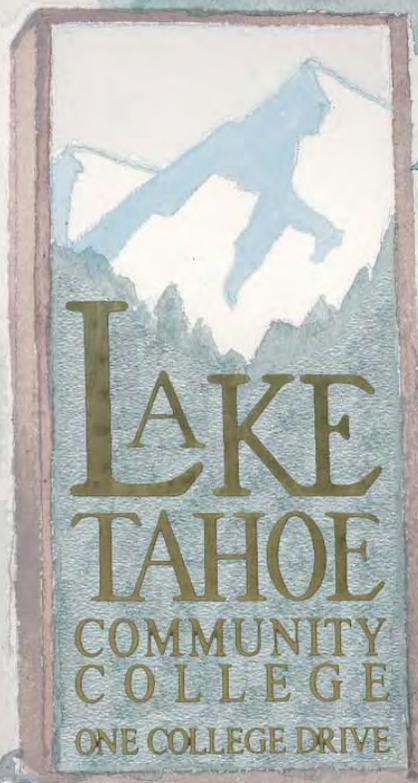
Lake Tahoe Community College Instruction

Science, Business and Occupational Programs

Accounting; Biology; Business; Computer Applications/Office Technology; Chemistry; Computer Information Sciences; Culinary Arts; Economics; Environmental Science; Geography; Geology; Home Economics; Health; Math; Physical Education; Physical Science; Physics; Mono/Alpine County Classes; California Conservation Corps; Intercollegiate Athletics; Occupational Programs; Tahoe Wilderness Institute; Wilderness Studies



**Certification
of Continued
Compliance**



**Certification of
Continued
Compliance**

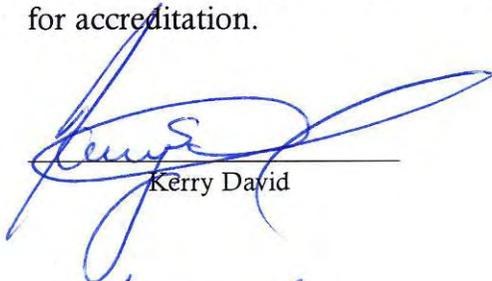
Certification

of Continued Compliance with Eligibility Requirements

The twenty-one eligibility requirements for accreditation have been reviewed and validated. Statements of compliance are provided for each of the requirements. The Superintendent/President of Lake Tahoe Community College and the President of the Board of Trustees of Lake Tahoe Community College certify continued compliance with these eligibility requirements.

Statement of Compliance

We certify that Lake Tahoe Community College continues to meet the eligibility requirements for accreditation.



Kerry David

President, Board of Trustees



Guy F. Lease

Superintendent/President, Lake Tahoe Community College

Certification

of Continued Compliance with Eligibility Requirements

1. Authority

The institution is authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

Lake Tahoe Community College is part of the California Community Colleges, a system of 109 public two-year institutions authorized by the State of California to offer instruction at the lower division level and to award the Associate in Arts degree. On a state level, the governing body of the system is the Board of Governors of the California Community Colleges. On a local level, Lake Tahoe Community College operates under the authority of a locally elected Board of Trustees. Further, Lake Tahoe Community College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. A statement to this effect is published annually in the *College Catalog*.

2. Mission

The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to achieving student learning.

The College's educational mission is defined by the regulations and laws of the State of California and is further defined by the local mission statement. The College's current mission statement was developed through a broad-based strategic planning process and adopted by the Board of Trustees in 1997. The mission statement was reviewed and reaffirmed in 2003 and remains a comprehensive statement of the purpose of the institution. Student learning is at the core of mission: "Lake Tahoe Community College promotes learning and enrichment for our students and community through exemplary educational experiences pro-

vided in a uniquely supportive environment." This statement is published annually in the *College Catalog* and prominently displayed at the College.

3. Governing Board

The institution has a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being carried out. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members has no employment, family, ownership, or other personal financial interests in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

The District has in place a Board of Trustees consisting of five members elected by the citizens in the Lake Tahoe Community College District and a student member elected by the Associated Student Body. The Board of Trustees is accountable to the voters of the Lake Tahoe Community College District to determine the direction and policies of the District in pursuit of its mission and to ensure the financial resources of the institution are used to provide a sound educational program. The Board members have no employment, family ownership, or other personal financial interest in the institution. Annually Board members file statements of economic interest pursuant to section 4 (B) of the Conflict of Interest Code with the Office of the Superintendent/President of the Lake Tahoe Community College District who transmits the statements to the El Dorado County Elections Department.

4. Chief Executive Officer

The institution must have a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. The college chief administrator may not serve as the chair of the governing board.

The chief executive officer of Lake Tahoe Community College is the college president, Dr. Guy F. Lease. He assumed this responsibility on May 1, 1990 and has served in a full-time capacity in this position since that time. Dr. Lease holds a bachelor's degree in Political Science from Rice University, a master's degree in Business from the University of Utah and a doctorate in Educational Administration from the University of Southern California. He holds credentials and meets minimum qualifications to serve as a faculty member, administrator and chief executive officer in the California Community Colleges. The president does not serve as a member of the governing board.

5. Administrative Capacity

The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

In addition to the Superintendent/President, the College has six full-time administrators and appropriately trained and qualified staff personnel to provide the administrative services necessary to support the mission and purpose of Lake Tahoe Community College. In 2002-03 when the College grew to the largest number of full-time equivalent students in the college's history, there was support for an additional full-time dean of instruction to relieve the heavy burden carried by the instructional administrators. Since that time budget restrictions have not enabled the College to fill the position and enrollment declines have reduced the critical need for the position, however, there is general agreement that additional administrative support is needed to administer the instructional programs.

6. Operational Status

The institution is operational, with students actively pursuing its degree programs.

The College operates year-round with three primary academic terms of 12 weeks in length and one summer session of 6 weeks duration. The College also offers courses and programs outside the set quarter-length

terms and summer session. Schedules of course offerings are published four times per year in concert with the upcoming term or summer session. Student enrollment (i.e., headcount) ranges between 3,000 - 3,800 per academic term. Twenty-eight percent of the students enrolled in courses during the fall 2004 quarter identified a goal of earning an Associate in Arts degree or occupational certificate or meeting transfer requirements. In June 2005, 118 Associate in Arts degrees and 37 certificates of achievement were awarded.

7. Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its student are enrolled in them.

The College offers 38 different Associate in Arts degrees that require the completion of 90 quarter units each and 20 certificates of achievement requiring completion of a minimum of 27 quarter units. Each degree calls for coursework in general education, a major area, and electives. Certificates require focused coursework in the specific field of study. A significant proportion of the College's courses satisfy requirements for one or more of the Associate in Arts or certificate programs offered. Conversely, only 42 courses offered by the College are considered as non-degree applicable and these primarily serve the needs of students who are underprepared in the basic skills of mathematics, reading, and writing or who have special learning needs. The *College Catalog* lists the degrees and certificates offered and the course and credit requirements for each. Twenty-three percent of the students enrolled in courses during the fall 2004 quarter specifically identified a goal of earning an Associate in Arts degree or occupational certificate. A nearly equal number of students remained undecided in their academic goals during the fall 2004 quarter suggesting that the percentage of students pursuing an Associate in Arts degree or occupational certificate would likely increase as these students clarify their educational objective.

8. Educational Programs

The institution's principal degree programs are congruent with its mission, are based on recognized higher education field(s) of study, are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student outcomes. At least one degree program must be of two academic years in length.

The College's Associate in Arts degrees are each designed to be a two-year program of study. The certificates of achievement are intended to be one-year programs of study. Each is congruent with the mission of the institution and the primary mission of the California Community Colleges. The Associate in Arts degrees are awarded in recognized higher education disciplines as well as interdisciplinary fields of study (e.g., mathematics, English, anthropology, natural science, liberal arts). Certificates of achievement are primarily awarded in occupational disciplines that contribute to workforce development and career preparation. Appropriate rigor and quality are assured through the College's curriculum development, review, and approval process.

Departmental dialogue and subsequent Curriculum Committee review shape both the program content as well as the intended outcomes for degrees and certificates. Further, each degree and certificate is reviewed on a cyclical basis through the program planning (i.e., program review) process. A key element in program planning is the requirement that departments examine, reflect upon, and comment on measures of student learning within the program under review. Recently, a number of the program descriptions in the *College Catalog* have been revised to incorporate defined learning outcomes.

9. Academic Credits

The institution awards academic credits based on generally accepted practices in degree-granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements provide appropriate information about the awarding of academic credit.

The credit awarded for courses reflects generally accepted norms in higher education. The College uses the Carnegie unit standard which was developed as a measure of the amount of time a student has studied a subject. This measure conforms to state regulations regarding the awarding of credit as described in Title 5 of the California Code of Regulations. The specific number of quarter units awarded is based upon the scope of course content (as reflected in the course outline of record and quantified by the number of hours the course meets), as well as the type of learning involved, such as lecture and/or lab.

10. Student Learning Achievement

The institution defines and publishes for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve these outcomes.

Learning outcomes for all courses are embodied in the Student Outcomes section of the official course outline of record. In addition, faculty utilize a host of assessment strategies at the course level to gauge student learning in their courses and integrate the results into a plan for course improvement where needed. Currently these course-level outcomes are not formally delineated as student learning outcomes nor is there an institutionalized process for officially documenting student achievement of the course outcomes.

At the program level, some of the College's 38 Associate in Arts (A.A.) degrees and 20 certificates articulate learning outcomes for the program; however, others do not. The ability of the College to assess the students' achievement of program-level outcomes is reliant upon available institutional research data which is limited in scope.

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To fully address development and assessment of student learning outcomes at all instructional levels will require clarification and more defined expression of student learning outcomes at the course, program, and degree levels; continued support for faculty and staff development and training, faculty guidance, and appropriate institutional research support.

11. General Education

The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge.

The College requires recipients of all Associate in Arts degrees to complete a general education pattern which includes demonstrated competence in writing and computational skills. Further, the College's general education philosophy states that general education requirements are "...intended to provide a broad yet integrated introduction to the skills, knowledge, and insights that are the foundation of a college education." Toward that goal, students fulfilling Lake Tahoe Community College's general education requirements must complete coursework in seven areas of study including: English communication, mathematical concepts and quantitative reasoning, fine arts and the humanities, the social sciences, physical and biological science, lifelong understanding and self development, and cultural pluralism.

The College's general education philosophy statement implies student learning outcomes for the general education core pattern. However, explicit student learning outcomes should be created and assessed.

12. Academic Freedom

The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or areas of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist.

The College protects freedom and communicates expectations regarding academic responsibility as evidenced by the adoption of *Board Policy 4.06* which states:

Academic freedom and academic responsibility are inseparable. Academic freedom is the right of instructors in their area of expertise to teach, conduct research, and to communicate one's knowledge to the academic community openly, honestly, and without interference.

Academic responsibility is the acceptance on the part of the instructor while teaching, researching and communicating, to do so in a manner as not to bring discredit to the college, profession, or community.

This statement is published in the *College Catalog* and the *Adjunct Faculty* and *Full-Time Faculty Handbooks*.

13. Faculty

The institution has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

As of Fall 2004, the College employed 46.5 full-time faculty. The number of full-time faculty is adequate to meet the needs of the instructional programs and student support services. To augment this core of full-time faculty, adjunct faculty are utilized extensively. This allows the College to offer a broad selection of courses and programs and to meet the needs in specific disciplines for which a full-time faculty load cannot be achieved. Faculty responsibilities are detailed in Board policy and include an expectation that both full-time and adjunct faculty will be involved in the development and review of curriculum as well as the evaluation and assessment of learning. Further, the evaluation process for full-time faculty requires that faculty reflect upon and write about (in their self-assessment) the effects that their instruction, counseling, librarianship, or directorship has on students and on student learning.

14. Student Services

The institution provides for all of its students appropriate student services that support student learning and development within the context of the institutional mission.

Recognizing that student success and achievement will be enhanced through assisting students with the challenges presented in pursuit of their academic goals, the College provides a broad range of academic and student support services including, but not limited to: counseling, new student orientation, career services, transfer planning services, financial aid, workforce preparation services, veterans assistance, tutoring support, services for students with disabilities, and targeted support services for second language learners. These services are augmented by a host of student clubs; a wide selection of personal and academic development, self-confidence, and stress management workshops; and a variety of special events and cultural activities to round out the college experience for the students.

15. Admissions

The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

As a California Community College, Lake Tahoe Community College is an open access institution. The *College Catalog* states that all high school graduates as well as anyone 18 years of age or older (regardless of high school graduation status) are welcome to attend. Students enrolled in grades 9-12 may be considered for enrollment at the College for the purposes of advanced scholastic or vocational work. As a general rule, students in grades K-8 are not eligible to enroll in the College's courses. Recognizing that some especially advanced students might benefit from access to college courses, exceptions may be considered for such students. International students and non-residents of California are also admitted. Admissions criteria and information are provided in the *College Catalog*.

16. Information and Learning Resources

The institution provides, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

The Lake Tahoe Community College Library provides resources, equipment, and services in support of the informational, instructional, and learning needs of students, faculty, staff, and the community. The Library's print collection consists of more than 50,000 books and other materials as well as subscriptions to approximately 200 magazines and newspapers. The Library augments its holdings by subscribing to 18 online information databases, which provide access to millions of magazine and newspaper articles as well as electronic versions of dictionaries, encyclopedias, and other reference tools. In addition, the Library offers online access to a collection of over 2,600 electronic books. These Internet-based resources, as well as the Library's online catalog, are available from both on and off campus locations via the Library's extensive website. Presently located in a 5,500 square foot area, the Library is scheduled to move to a modern 15,000 square foot facility in early 2006.

Learning support services are provided through the student support labs consisting of the Learning Assistance Center, Gateway Math Center, Writing Center, and open computer labs. These facilities provide tutoring

services to assist students in completing course assignments and in understanding and using discipline-specific subject material and computer software and resources.

17. Financial Resources

The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

The College budget is adopted annually by the Board of Trustees in a public meeting and is available for public inspection prior to and following board approval. The annual budget is developed from the prior year base using campus-wide input. Resources are allocated to meet programmatic and legal requirements to help ensure quality and effective academic programming and educational support services. The College operates within its budget and is audited each year for compliance with grant and categorical requirements and generally accepted accounting procedures. The budget for the College Foundation, which supports the educational programs of the College, is included in the budget development and approval process.

18. Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency.

The College annually undergoes an external audit of all financial documents by an independent, certified public accounting firm that has expertise in public higher education. The report of the accounting firm is reviewed each year by the Board of Trustees, including an audit committee of the Board. The report is available for public inspection and appropriate documentation is provided to the State of California. Findings in the report are addressed in a timely manner and copies of prior year reports and responses are maintained in District files for subsequent inspection.

19. Institutional Planning and Evaluation

The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals,

and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

The Mission Statement of the College directs the educational purposes of the institution and is the basis for an integrated and systematic planning process. Department planning begins with the program plans, which are reviewed annually and updated every six years. The program plans address student learning and success, and they are the basis for the *Educational Master Plan*.

The improvement of institutional structures and student achievement is addressed through the *Strategic Plan*, a comprehensive planning document that provides the direction for the future of LTCC in fulfilling its mission. A broad-based team consisting of representatives of the campus community - the Board of Trustees, full-time and adjunct faculty, classified employees, students, and administrators begins meeting each fall to evaluate and update the existing plan. Divided into focus areas of Instruction, Student Services, and Support Services, the *Strategic Plan* lists goals and measurable objectives. Throughout the year, the progress toward achieving the goals and objectives is presented to College Council, Academic Senate, the Classified Employees Association, Student Council, and the Board of Trustees. The *Strategic Plan* is used in the development of the College's annual Budget Goals and Assumptions and is referenced (along with the program plans) on the budget worksheets.

Demographic data on students, their persistence, and success is published in *Graphically Speaking*, a document produced annually to inform the campus and the community about the college.

20. Public Information

The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: general information, requirements, major policies affecting students, and locations or publications where other policies may be found.

Accurate and current information is published in the *College Catalog*, quarterly schedules of classes, and other College documents. Included in these documents is general information regarding the College, admissions requirements, student fees, program and course offerings, and major policies affecting students. Both the

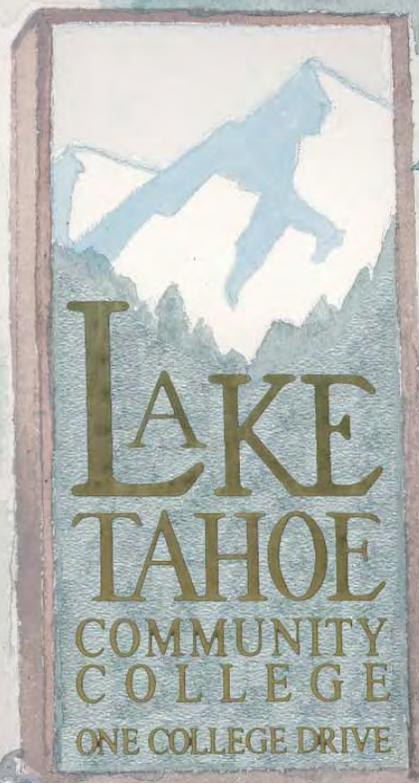
College Catalog and quarterly schedule of classes are available online through the College's website. Also available on the website is information regarding admissions, registration, course and program offerings, financial aid, student support services, and other pertinent resources for students.

21. Relations with the Accrediting Commission

The institution must provide assurance that it adheres to the eligibility requirements and accreditation standards and policies of the Commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to carry out its accrediting responsibilities. The institution must comply with Commission request, directives, decisions and policies, and must make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation.

The College represents itself honestly and truthfully to the Commission and adheres to the eligibility requirements and policies of the Commission. The College conducts the self study and accreditation process in accordance with the standards, guidelines, and practices set forth by the Commission. Further, the College complies with all Commission requests in a timely and appropriate manner, including the submission of annual and midterm reports.

Organization
for the
Self Study



Organization

for the Self Study

Lake Tahoe Community College began this self study process in support of reaffirmation of accreditation during the 2002-03 academic year. Over the course of several months during that year, the Accreditation Liaison Officer, Lori Gaskin, who serves in the capacity of Vice President, Academic Affairs and Student Services, conducted a series of presentations explaining the self study and reaccreditation processes to the following constituencies of the college: Performance and Access for Student Success Committee, College Council, and the Curriculum Committee. These presentations continued through 2003-04 and were held for the Associated Student Council, Classified Employees Association, Academic Senate, administration, and Board of Trustees. In addition, the following two training sessions were conducted at the College by staff from the Accrediting Commission for Community and Junior Colleges:

- April 30, 2004
This workshop was presented by Barbara Beno and Darlene Pacheco. The co-chairs of the four standard committees participated in this six-hour session.
- September 16, 2004
During the College's convocation activities, Jack Pond delivered a presentation to the entire College community to initiate the actual self study process.

Prior to the start of the fall quarter 2004, self study committees were appointed in consultation with the Academic Senate, Classified Employees Association, Associated Student Council, and the Board of Trustees. After careful consideration of the potential approaches to the self study (including thematic perspective), the College adopted a committee structure that mirrored the four standards (including the subsections in Standards II and III). A faculty member and an administrator co-chaired each of the four primary standard committees. The co-

chairs assumed responsibility for guiding the entire standard team(s) in the study, research, and writing of the standard. As described below, the co-chairs also served on the Accreditation Steering Committee. Standard II, *Student Learning Programs and Services*, was further subdivided into three subcommittees with a chair for each. Likewise, Standard III, *Resources*, was further subdivided into four subcommittees with a chair for each. Eighty-one individuals participated on these committees including 35 full-time faculty, 6 adjunct faculty, 23 classified staff, 6 administrators, 5 students and all 6 members of the Board of Trustees (including the student trustee). The committee membership is detailed below:

Standard I:

Institutional Mission and Effectiveness

**Co-chairs: Michelle Risdon, Faculty
Cynthea Preston, Administrator**

Faculty: Dave Foster
Wait Griswold
Esta Lewin
Sharon Susens
Julie Ewing

Classified Staff: Anne Luerken
Jim Patterson

Student: Urasha Patel

Trustee: Fritz Wenck

**Standard II:
Student Learning Programs and Services**

**Co-chairs: Walter Morris, Faculty
Lori Gaskin, Administrator**

A. Instructional Programs

Chair: Diane Rosner, Administrator

Faculty: Bruce Armbrust
Pete Dixon
Jan Koenen
Leah Rhodes
Treva Thomas

Classified Staff: Julie Cathie
Reshelle Smith

Administrators: Lori Gaskin
Diane Rosner

Trustee: Roberta Mason

B. Student Support Services

Chair: Tracy Thomas, Faculty

Faculty: Tom Alibrandi
Walter Morris
Beachy Orr
Tracy Thomas

Classified Staff: Danny Masellones
Lynn Thiesen
Deb Vidro

Student: Amber Westbrook

C. Library and Learning Support Services

Chair: Phil Roché, Faculty

Faculty: Steve Adams
Catherine Engel
Eta Lin
Beth Marinelli-Laster
Bic Ha Olson
Suzanne Roberts
Phil Roché

Classified Staff: Martin Currie
Laura Tucker

Trustee: Pat Amundson

Standard III:

Resources

**Co-chairs: Bob Albrecht, Faculty
Susan Middleton, Administrator**

A. Human Resources

Chair: Susan Walter, Classified Staff

Faculty: Heidi Humbird
Sue Kloss
Rexanne Ring
Mike Spina
Mark Williams

Classified Staff: Pam Barrett
Sandi Jorgensen
Susan Walter

Student: Michael Nelson

B. Physical Resources

Chair: Virginia Boyar, Administrator

Faculty: Dave Hamilton
Tim Johnson

Classified Staff: Frances Brady
Tom Finn
Cheri Jones

Student: Brennon Touryon

Administrator: Virginia Boyar

C. Technology Resources

Chair: Bill King, Classified Staff

Faculty: Nancy Barclay
Dave Burba
Jackie Lou

Classified Staff: Robin Armour
Ken Blach
Bill King
Pat Leonard-Heffner

Student: Tom Meagher

D. Financial Resources**Chair: Judy Breza, Classified Staff****Faculty:** Jane Ellis
Michelle Sower
Eric Sturgess**Classified Staff:** Judy Breza
Ginger Janssen**Trustee:** Kerry David**Standard IV:****Leadership and Governance****Co-chairs: Larry Green, Faculty**
Guy Lease, Administrator**Faculty:** Elaine Balkevitch
Betsy Julian
Michael O'Laughlin
Phyllis Shafer**Classified Staff:** Sarah Gasporra
Sue Huff**Student:** Chad Humason**Trustee:** Ken Rollston

September 2005) were provided to the college community in both an electronic format (via the College's online document warehouse accessible through the library's homepage) and in hard copy (upon request). The self study was reviewed and recommended to the Superintendent/President and Board of Trustees by the College Council on October 31, 2005. Following study of the initial draft and final version of the self study, the Board of Trustees approved the document at its meeting on November 22, 2005.

The timeline used for the self study process is reproduced on the following page and served as an effective framework for all working committees.

From October 2004 through May 2005, these committees met regularly to study, research, and develop the written narrative for their assigned standard.

A 12-member Accreditation Steering Committee had oversight responsibility for the entire self study process. The chair of this committee was the Accreditation Liaison Officer. In addition to the 8 standard co-chairs, the Accreditation Steering Committee was comprised of the Director of Computer Services and Institutional Research (Bill King), Director of Institutional Planning (Anne Luerken), Self Study Editor (Scott Lukas), and a member of the Board of Trustees (Fritz Wenck). The Accreditation Liaison Officer provided initial training to the Accreditation Steering Committee. Over the course of preparing the self study in 2004-05 and in fall quarter 2005, the Accreditation Steering Committee met seventeen times. Two drafts of the self study (dated June 2005 and

Accreditation Self Study Timeline

Prepared: September 20, 2004

September 30, 2004

First Meeting of *Accreditation Steering Committee*

October 2004 - May 2005

- *Steering Committee* meets every 3 weeks
- *Standard Committees* (led by the co-chairs) meet to study, research, and develop the written narrative for their standard
- *Steering Committee Chair* provides reports to Board of Trustees on progress of self study

November 1: Questions for student and faculty/staff surveys due to Survey Subcommittee from Standard Co-chairs

November 1 - November 29: Survey Subcommittee compiles student and faculty/staff surveys and reviews draft surveys with *Steering Committee*. Survey Subcommittee develops the survey distribution process.

November 29 - December 3: Survey Subcommittee conducts student and faculty/staff surveys

December 3 - January 3: Survey results compiled by Survey Subcommittee

January 3: Complied survey results distributed by Survey Subcommittee to *Steering Committee*

April 15, 2005

Co- chairs submit initial drafts of all standard narratives to the *Steering Committee Chair* for collation and distribution to *Steering Committee*

April 15 - June 1, 2005

- *Steering Committee* meetings to review all drafts
- Comments and recommendations for revisions back to *Standard Committees*

June 1, 2005

Final draft of all standard narratives to the *Steering Committee Chair* for collation and distribution to *Steering Committee*

June 1 - June 23, 2005

Steering Committee meetings to conduct a final review of the self study narrative

July 1 - September 1, 2005

- Self study editing conducted by *Editor*
- *Steering Committee Chair* to compile ancillary material for inclusion in final document
- Draft of self study to Board for review

September 1 - 19, 2005

- Edited self study to *Steering Committee Chair*
- *Steering Committee Chair* to review document for any necessary updates

September 19 - October 7, 2005

Edited document to the *Steering Committee* for final review

October 10 - October 28, 2005

College Council review and recommendation of self study

November 8 and 22, 2005

Board of Trustees review and approval of self study

November 28, 2005

To printer

December 19, 2005

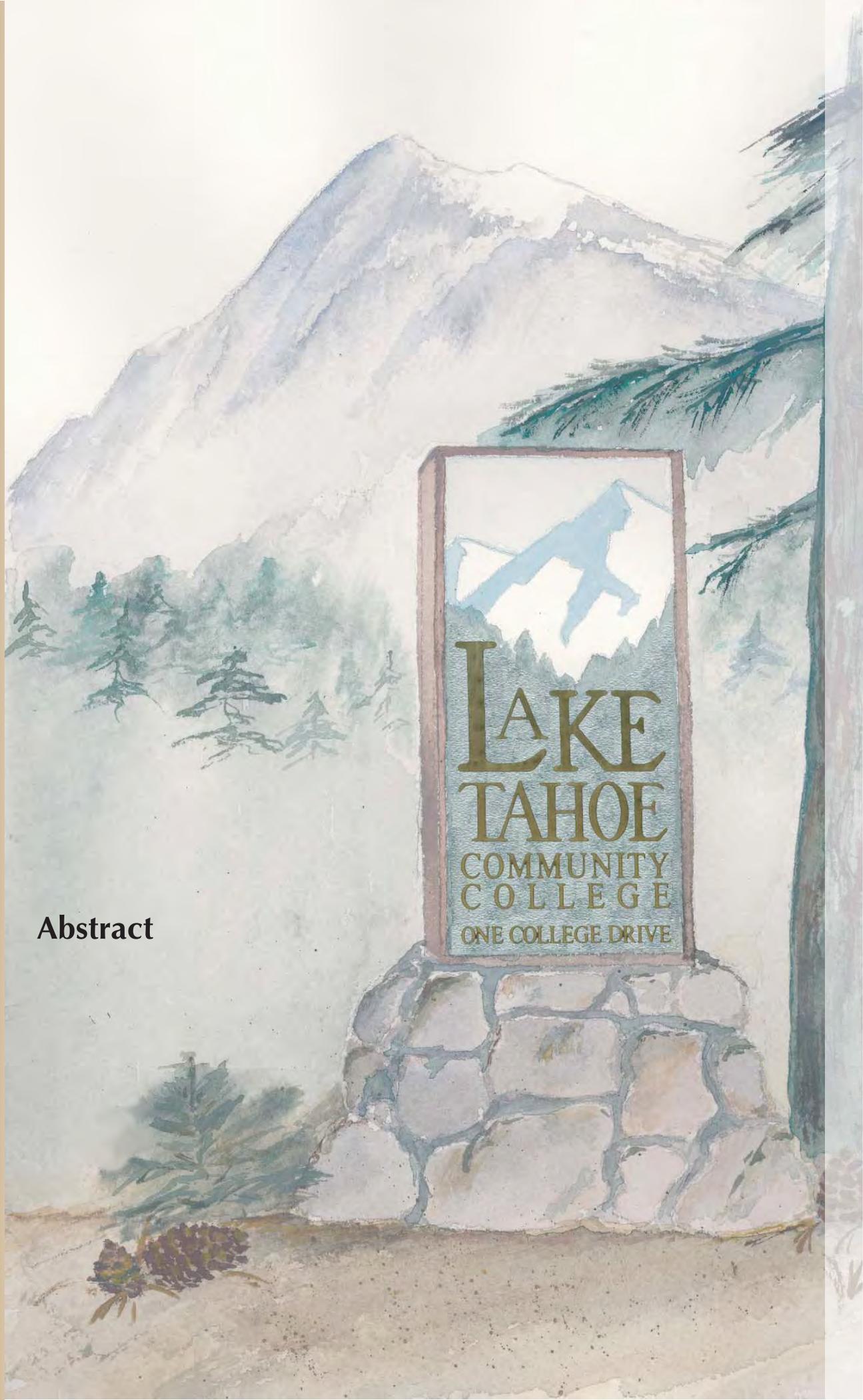
Printed copies on campus

January 10, 2006

Mail self study to accreditation team members

March, 2006

Accreditation site visit



Abstract

Abstract

Abstract

STANDARD I

Institutional Mission and Effectiveness

Lake Tahoe Community College's mission statement directs and guides all parts of the College. The mission of the College is communicated both internally and externally. The mission statement is intentionally broad, with a focus that centers on students and a commitment to learning. Learning programs and services are aligned with the mission. The College evaluates student learning with both quantitative and qualitative data systematically with the process of institutional planning, program plans, the *Educational Master Plan*, *Strategic Plan*, and other planning processes. The College's ability to assess progress is limited by the lack of research capabilities and support. The processes in place provide LTCC with a systematic cycle of evaluation to ensure institutional quality, effectiveness of programs and services, integrated and ongoing planning, resource allocation, implementation, and re-evaluation. Because the planning processes at LTCC are broad-based, there is global evidence that the evaluation mechanisms are effective in improving instructional programs, student support services, and Library and other learning support services.

STANDARD II

Student Learning Programs and Services

A. Instructional Programs

A multi-faceted approach is used to identify the diverse and unique educational of students served by the College. This broad-based effort has yielded a set of courses and programs that are congruent with: (1) the educational preparation of the students; (2) their educational goals; (3) the mission of the College; and (4)

the mission of the California Community College system. As a consequence, the College's instructional program is comprehensive in scope, spans 54 different disciplines, and encompasses curricula in lower-division transfer preparation, vocational education, basic skills, noncredit, specialized programs designed for students with disabilities, and lifelong learning.

The faculty use a multitude of teaching strategies and methodologies to address the varied learning styles and needs of students. Courses are primarily delivered through the traditional face-to-face manner. The College has a limited number of online and hybrid courses.

Learning outcomes for all courses are embodied in the Student Outcomes section of the official course outline of record. In addition, faculty utilize a host of assessment strategies at the course level to gauge student learning in their courses and integrate the results into a plan for course improvement where needed. Currently these course-level outcomes are not formally delineated as student learning outcomes nor is there an institutionalized process for officially documenting student achievement of the course outcomes.

At the program level, some of the College's 38 Associate in Arts (A.A.) degrees and 20 certificates articulate learning outcomes for the program; however, others do not. The ability of the College to assess the students' achievement of program-level outcomes is reliant upon available institutional research data which is limited in scope. The *College Catalog* contains a clearly-defined general education philosophy statement with learning outcomes woven into the essence of the statement. However, at this time the College is unable to systematically and formally assess student achievement of the learning outcomes for the general education component of the A.A. degree.

Through an institution-wide integrated set of processes for evaluation and planning, the College ensures the systematic assessment of courses and programs. The curriculum review and approval process serves as the evaluative mechanism for all courses and

programs. The College's program review process (locally known as program planning) has been institutionalized for some time and is providing an effective tool for evaluating programs, assessing program quality, and identifying areas in need of improvement. At the institution level, the educational master planning process examines the instructional programs as a whole and charts a course for the future. Together with other internal and external means for gauging program effectiveness, these efforts yield a comprehensive approach to evaluation, planning, and improvement.

B. Student Services

The mission of the College is to "provide learning and enrichment opportunities for students and community through exemplary educational experiences provided in a uniquely supportive environment." Students come to the College with varying socioeconomic backgrounds, cultural experiences, educational levels, and academic preparation, as well as academic goals and personal aspirations. Therefore, Student Services has developed and maintains a variety of programs and services designed to address the needs of this diverse student population.

The counseling staff comprised of five full-time counselors and two part-time counselors spearheads the delivery of these services. All of the counselors provide general academic advising and counseling, in addition to their various program responsibilities. The College also provides, for example, web registration, career and transfer planning services, workforce preparation and employment, Extended Opportunity Programs and Services, financial aid, a Disability Resource Center, a Learning Support Complex, and a variety of other services and programs to meet student needs. These services are widely accessible to main campus students and to those attending the College's nearby off-campus locations. The institution evaluates student support services through a range of formal and informal methods such as strategic planning, program planning, student surveys, program reports, and staff and faculty evaluations.

As described in the *College Catalog*, Lake Tahoe Community College is also committed to providing an environment that vigorously promotes instructional and co-curricular learning. Considering the modest size of the College, it offers a remarkable variety of courses, activities and programs to foster civic responsibility as well as intellectual, aesthetic, and personal development for its students.

Likewise, the College values efforts that have been made to deepen and broaden both student and community understanding of cultural differences. To this end, the College has many resources that enhance student understanding and appreciation of diversity, including programs, clubs, and activities such as: Multicultural Week, Intensive Summer Spanish Institute, International Education Study Abroad, and the International Club.

C. Library and Learning Support Services

The Lake Tahoe Community College Library provides resources, equipment, and services in support of the informational, instructional, and learning needs of the College's students, faculty, and staff, and community members. The Library's print collection consists of more than 50,000 books and other materials as well as subscriptions to approximately 200 magazines and newspapers. The Library augments access to high-quality information by subscribing to 18 online information databases.

The Library provides access to its resources and services for both local and remote users. The Library facility is open 61 hours during the week (including 4 hours on Saturday). Off-campus access is provided through the Library's website (<http://library.ltcc.edu>). Further, the Library has worked to ensure access to information resources for students with disabilities.

The Library provides instruction in an assortment of ways including class orientations (both in the Library and in classrooms), one-to-one instruction, electronic research guides, in-service presentations, information competency workshops, and via the Library's website. Although information competency has begun to make an impact at the College, it has yet to become significantly embedded in the curriculum. Further collaborative efforts between the Library and instructional faculty are needed to create a more effective means for infusing information competency into the curriculum. Presently located in a 5,500 square foot area, the Library is scheduled to move to a new 15,000 square foot facility in early 2006. This new facility will provide expanded stacks, seating, computers, group study rooms, and staff space.

Learning support services at the College include:

- The Learning Assistance Center (LAC) which provides free tutoring across the disciplines, assessment testing, test proctoring, and computer-assisted learning. This facility is open 63 hours each week.

- The Gateway Math Center (GMC) which provides free tutoring and computer-assisted instruction. These services can be accessed 53 hours per week.
- The Writing Center which makes available to all students free tutoring, assistance with writing, and reference materials. The Center is open 13 hours per week.
- Open computer labs that offer students access to current computer hardware and software applications. These labs are open a combined total of 69 hours each week.

Currently housed in separate buildings, the LAC, GMC, and Writing Center will move to the area vacated when the new campus Library opens in 2006 and will become a consolidated learning support center.

The Library and learning support centers are involved in program planning. This provides a formal structure for evaluating, planning, and improving the services offered through these programs. Additionally, user surveys are frequently conducted in order to gauge the effectiveness of the programs and their resources.

STANDARD III

Resources

A. Human Resources

The College is very thorough in following established procedures and guidelines for selection of administrators, faculty and classified employees. Required criteria and qualifications are clearly outlined in job postings, which are available in the Human Resources office, on the College website, and are frequently posted in local newspapers as well as in the California Community College Registry. Furthermore, all LTCC employees are evaluated on a regular basis in accordance with written criteria and explicit procedures. The current faculty evaluation process asks faculty to reflect on their effectiveness in their academic assignment, their philosophy, teaching methodologies, and the effects they have on students. It does not address, in particular, their effectiveness in achieving student learning outcomes and the College plans to incorporate student learning outcomes into the process once they have been established.

LTCC currently lacks formal written codes of ethics for faculty, classified personnel, and administrators other than the Superintendent/President, and the

College should develop and publish in the *Board Policy Manual* codes of ethics for faculty, classified personnel, and all administrators. The *Board Policy Manual* and *Faculty Association Agreement* also contain detailed personnel policies and procedures. These documents are systematically reviewed and updated annually, and exceptions to written policy must be approved by the Superintendent/President.

LTCC has demonstrated a commitment to addressing issues of equity and diversity, both through its hiring practices and in the programs and support offered to all staff and students. Through LTCC's comprehensive Mission Statement, the College supports diversity and equity, stating a fundamental goal of "offering classes, programs, and special services through which all persons in the community may broaden their educational and vocational potential and enhance their personal and cultural development."

The College plans activities and provides opportunities for professional development for all personnel including full-time faculty, adjunct faculty, classified staff, administration, and Board of Trustees. These professional development activities are systematically evaluated and the results are used for improvement. LTCC has made efforts to treat all employee groups with respect by annually negotiating in good faith with the faculty union and Classified Employees Association. However, the self study survey indicates a gap in perceived respectful treatment of the classified staff and full-time faculty and additional investigation is recommended.

B. Physical Resources

Lake Tahoe Community College provides instruction and support services and programs at three primary sites: the main campus, South Tahoe High School, and Al Tahoe Elementary School. The main campus location provides the majority of classroom space as well as support services. It also houses all district operations including, but not limited to, Instruction Office, Student Services, Admissions and Records, Fiscal Services, Computer Services, and Maintenance. Effective utilization of these resources is regularly evaluated through a number of qualitative and quantitative means including strategic planning, facilities planning and program planning.

All new and remodeled facilities are fully accessible and meet all Americans with Disability Act (ADA) standards and building codes and the Vice President,

Business Services is responsible for all ADA compliance issues. In addition, policies and procedures are in place to monitor and ensure access, safety, security, and healthful learning and working environment issues. LTCC struggles with parking issues during peak class times and will address parking adequacy issues as it becomes feasible.

The College has an institution-wide planning effort including comprehensive assessment and evaluation of facilities. Current facilities are assessed and future needs are identified through the strategic planning and program planning processes and are incorporated into the *Educational Master Plan* which serves as the framework for institutional planning. Prioritization and planning of facility construction is further developed in the *Five-Year Capital Outlay Plan*.

C. Technology Resources

The College is committed to providing and supporting technology to enhance student learning, assist faculty in instruction, enhance programs and services, and maximize the efficiency of operations. For a small college, LTCC has done well at securing technology for the improvement of instruction, programs, services, and operations. Technology available to the students is of high quality and is kept current on a regular basis. As funding permits, new systems are introduced to provide better service to the students. In addition, the College provides a variety of training opportunities to both students and College personnel through classes, workshops, and individual assistance. However, the most significant challenge LTCC has and always will face is that it must provide the same level of technological support to programs and services that larger colleges do, but on a smaller budget and with a smaller support staff. Despite this, the College has done well in offering and supporting technology for students, faculty, staff and operations.

Technology planning is an important component of the institutional planning structure. Long range technology goals are planned and written into institutional documents, such as departmental program plans, the *Strategic Plan* and the *Educational Master Plan*, but planning goes well beyond that. Various committees are involved in determining short-range goals, sharing ideas and recommendations, and evaluating the technology that has been acquired. Assessment of the College's technology is an ongoing process that occurs in many forms. Input from the various committees, thoughtful appraisal in program planning, surveys

of students and employees, the *Strategic Plan*, the *Educational Master Plan*, and feedback from all users contribute to improving technology on campus. The College is in the process of creating an institutional technology plan which will integrate the comprehensive application of technology across the campus.

D. Financial Resources

LTCC's mission and goals are reviewed at multiple levels during the fiscal planning process. In particular, this is done in the annual planning session which provides guidance for the *Strategic Plan* and involves the participation of Board members, administrators, faculty, students and staff. It is also done again by budget managers as they prepare budgets, by the College Council (comprised of administrators, faculty, students and staff) when it reviews and recommends an annual budget, and by the Board of Trustees as they review and subsequently adopt the budget. Financial planning occurs on an on-going basis at many levels and allows appropriate opportunities for all constituencies to participate in developing institutional plans and budgets. At the departmental level, program plans are used to develop and support annual budget requests. At the district level, the *Strategic Plan* provides the impetus for developing college-wide financial goals. These goals are reviewed annually and adjusted to accommodate changes in priorities and/or funding availability. Evidence of long term fiscal planning is seen in the 5-year capital outlay plan and in the audit report. The annual independent audit reports have consistently cited the prudent use of funds on the part of LTCC to meet both short-term and long-term liabilities. The need to set aside funds for building repairs, equipment replacement, long-term maintenance, and funding the District's long-term liability for retiree health benefits has been identified as a priority as soon as funds allow.

An annual independent audit is performed on all funds of the district. Issues of non-compliance are included in the annual report, as well as any recommendations, in the auditor's opinion, to strengthen controls and processes. These recommendations are addressed again in the subsequent year to report corrective action taken by the District. An examination of audited financial statements for prior years revealed no significant weakness in the District's systems for fiscal oversight or financial controls. The District is in compliance with all federal and state funded programs.

District Board Policy requires the adopted budget to include a contingency reserve "to protect the

District's financial security when anticipated revenues are not realized and/or unanticipated expenses are encountered during the fiscal year." Policy further directs that this reserve be set at no less than five percent of the District's current obligations. LTCC historically maintained or exceeded a 5% contingency reserve until 2004 - 2005. Two years of declining enrollment and consequent loss of revenue compelled the College in 2004-2005 to adopt a 3.1% reserve level to avoid the need to make further and deeper budget reductions. The institution should increase the contingency reserve level back to a minimum 5% and increase the self insurance retention reserve account to the desired level of \$50,000 as soon as fiscally possible.

STANDARD IV

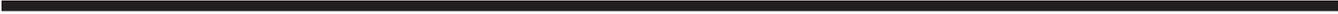
Leadership and Governance

Lake Tahoe Community College has met Standard IV through a well-established governance structure that empowers staff, faculty, administrators, and students to participate in planning and decision-making aimed at improving the practices, programs, and services of the College. The culture of this small college has been to encourage participation in the governance of the College and to respect the roles and opinions of those who officially, as well as those who informally, engage in leadership activities. The College takes great pride in its environment in which the governing board, administrators, faculty, staff and students work together for the good of the institution. Several leadership groups, such as the College Council, the Academic Senate, the Associated Student Council, and the Classified Employees Association effectively provide recommendations to the administration, Superintendent/President, and the Board of Trustees, who listen to these recommendations and implement plans and policies that support student learning. While there is ample evidence that the College's regular evaluation processes address its leadership, governance, and decision-making structures, there is room for greater focus on these evaluations and broader communication of the outcomes. The College represents itself honestly and truthfully to the Accrediting Commission and other external agencies and strives to take timely action on recommendations received from visiting teams and audits as well as with changes in applicable laws and regulations.

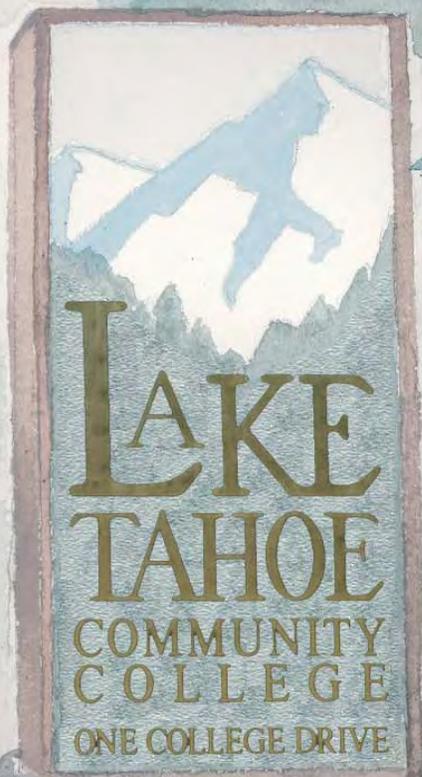
The College has a Board of Trustees with many years of experience and valuable involvement in local

and state issues that affect the College. The Board is an independent policy-making body that works together very effectively to reflect the public interests of the community the College serves and to ensure the quality, integrity, and improvement of student learning programs and services. The Board is responsible for the educational quality, legal matters and financial integrity of the College, and it functions through a published set of policies and regulations that are regularly reviewed and updated. The members of the Board conscientiously strive to understand the many complex issues that face them and annually evaluate their performance against their own established standards and objectives. The Board also annually evaluates the Superintendent/President encouraging broad participation from the faculty, staff and students at least every three years.

The Superintendent/President oversees the administrative structure, guides improvement of teaching and learning at the College and effectively communicates with the College community and the community at large. The Superintendent/President devotes a significant portion of time and effort to regularly meet with the administration, the Board of Trustees, and community groups to ensure the College's focus is consistent with its mission, and that its practices adhere to established policies.



**Responses to
2000 Visiting Team's
Recommendations**



**Responses to 2000
Visiting Team's
Recommendations**

Responses

to 2000 Visiting Team's Recommendations

The following identifies the six recommendations from the 2000 visiting team. A narrative accompanies each recommendation detailing the efforts the college has made to address the areas noted.

Recommendation, Standard 3

The team supports the college's self study Plan of Action which calls for a research position to support the mission of the college. In this way, constituent groups can identify the office/person who has this responsibility. This action would respond to clearly identified research needs over and above the Graphically Speaking document. It would also identify for staff the method through which recommendations from program reviews and other planning documents are prioritized and otherwise move through the planning process. (3A.1, 3A.3, 3C.1, 3C.3)

In 2002 the college established a full-time Research Programmer/Analyst position in the Computer Services department who was charged with the generation of data that would be used for planning and other administrative decision-making. This position was filled in late spring 2002. One half of the Research Programmer/Analyst's position was then made responsible for the collection of data and the creation of institutional reports from that data. The primary goal of this portion of the position was to work within the Computer Services Department to create a data warehouse and build computerized programs for the updating and retrieval of information, making it readily available to staff and faculty. The other half of the position was dedicated to computer programming with the goal of updating existing computerized programs and creating new programs that would provide the latest technology. This led to the creation of the Online Student Application, Online Class Schedule, Early Alert, Gradlist, and Course Roombook, just to name a few of the applications.

A Research Committee, consisting of the Superintendent/President, the Vice President of Academic Affairs and Student Services, the Dean of Student Services, the Director of Computer Services and Institutional Research, and the Director of Planning, began meeting in spring 2004 to address the research needs of LTCC. The committee is formalizing a systematic process to access data effectively and readily. That includes developing a list of standing research reports and the types of queries needed from the data warehouse to provide the research information necessary to planning and decision making. This committee is also studying decision support systems of other colleges and looking at what is reasonably feasible for a small college to provide in terms of research.

The effectiveness and availability of institutional research is still being assessed. Under the guidance of the Director of Computer Services and Institutional Research, the Computer Services department continues to gather, create, and maintain a variety of research-related data and reports, including but not limited to Management Information Systems (MIS) data, Performance and Access for Student Success (PASS) data, Cal Grant GPA data, and National Student Clearinghouse data. However, the division of the Research Programmer/Analyst's job responsibilities and the time allotted to recent programming efforts has severely limited the time dedicated to the gathering and dissemination of other types of data, thereby solidifying the college's continued need for a dedicated researcher.

While *Graphically Speaking* seems to satisfy a large portion of the campus research needs, research queries that are not addressed by *Graphically Speaking* are more difficult to acquire. For example, faculty, staff, and administrators often attempt and are unable to acquire specific programmatic and

longitudinal data which tracks by targeted populations, programs, across sequences, and the like. In addition, programs that have large student usage, such as PE/Fitness Education Center, the Gateway Math Center, and the Learning Assistance Center require data reports that are not addressed by research collected for *Graphically Speaking* and are thus inaccessible. Certainly, the demands for data have grown and evolved in the last six to seven years as the college has grown. And given the attention being directed locally, statewide, and nationally toward student learning outcomes, the need for more varied research capabilities is likely to be further increased in the near future in ways that go beyond what is available in *Graphically Speaking*.

In order to address continuing research needs, the college needs to enhance its research functions and data collection to support effective decision-making, planning, and assessment. However, until the state of California adequately funds smaller, rural community colleges, LTCC may not be able to meet these (nor the following) needs fully.

The college should assign the Director of Planning and the Research Programmer/Analyst as a support service to each program planning team.

The Research Programmer/Analyst position should be reevaluated in terms of its workload distribution and its effectiveness. Once the position is defined in terms of its research responsibilities and capabilities, institutional members should be made aware of the specific resources available through the work of the individual in this position.

Recommendation, Standard 4

It is recommended that the college should give early attention to a comprehensive review of its Educational Master Plan, using updated departmental program reviews and the college's Strategic Plan to insure the Educational Master Plan is responsive to the changes which have taken place since the last update and relevant to the changes contemplated by the Strategic Plan. (3B3, 3C.3, 4A.4, 4B.1, 4D.1)

In the early 1990s, with the assistance of a consulting firm, LTCC engaged in an institution-wide master planning effort to assess and evaluate its instructional programs, support services, staffing, and facilities. The *1994 Educational Master Plan (EMP)*

resulted from this study and served as the framework for institutional planning for the subsequent ten years. The updated *2004 EMP* is the result of further institution-wide master planning efforts that link program planning with the elements of master planning.

The program plans are the foundation of the *EMP*, which incorporates a commitment to student learning into its underlying framework. In addition, the *EMP* includes historical enrollments, FTES and WSCH, and the projections from the Chancellor's Office in these areas. The *EMP* also takes into account information concerning external factors impacting the college. LTCC develops its own projections for FTES, WSCH, and enrollment.

The *EMP*, which forms the basis of LTCC's long-range financial and facilities planning, addresses the human resource, facilities, and technology needs identified in the program plans and includes facility items listed in the *Strategic Plan* and the *Five-Year Capital Outlay Plan*. It is reviewed annually and formally updated every three years to ensure that it is current and reflects emerging trends and needs of the college. The ongoing review (which has been conducted once at the time of this report) occurs through dialogue between the Superintendent/President, the Vice President of Academic Affairs and Student Services, the Vice President of Business Services, the Director of Planning, and the Director of Human Resources.

When completed, the *EMP* is presented to the College Council. Upon approval, the College Council submits the plan to the Superintendent/President for recommendation for consideration by the Board of Trustees. Once approved by the Board of Trustees, the *EMP* is emailed to all employees of the college. The plan is available as a resource in the Instruction Office and the Library.

The program planning process was updated in January 2004 by a representative team consisting of faculty and administrators. As a result of the updating of the program planning process, future educational master plans will reflect the updates to program planning. The *Educational Master Plan* is now viewed as a dynamic document linked directly to the program reviews-conducted every six years for all instructional programs, student support services, and departments. The program review cycle has

been institutionalized and is serving the college well in terms of providing the process by which the programmatic components of the *EMP* are updated on a regular basis.

The addition of a half-time Director of Planning position is making possible a coordinated effort to integrate further the processes of strategic planning, program review, and budget development into an interconnected planning system. The current goals are to continue to make the *EMP* available to the campus community and interested parties as well as to connect the goals of the program plans, when appropriate, to consistently measurable outcomes.

Recommendation, Standard 5

The team recommends that the college provide, in addition to the current support, bilingual Spanish-speaking assistance at the point of contact in the admissions and records area. (5.3, 5.6, 5.7)

The college has fully complied with the Commission's previous recommendation to provide bilingual Spanish-speaking assistance at the point of contact in the admissions and records area. Assistance to Spanish-speaking students was expanded with a full-time bilingual Spanish-speaking admissions and records technician position being created in 2000 and staff hired in 2001. It is important to mention, that Spanish-speaking assistance at the point of contact in both Student Services and ESL have been provided since 1998 and 1999 respectively. Furthermore, the student services office assistance position was officially classified as a bilingual Spanish-speaking position in the fall of 2004 and a qualified candidate was hired. Additionally, in 2004 a full-time bilingual Spanish-speaking counselor was hired, as well as a part-time bilingual Spanish-speaking counselor in 2005.

Recommendation, Standard 6

It is recommended that the college provide additional "certificated" support on the library floor. (6.4)

At the time of the previous team's visit, the Director of Library and Media Services did not see the need for additional academic support in the library. In June 2001, the Director retired and the position was filled on a permanent basis in February 2002. The new Director assessed all library functions, services,

and processes and found it important to provide this additional academic support. Since 2003-04, the college has funded hours for a part-time librarian. However, this effort has been hampered by the lack of available qualified adjunct librarians and most recently, by funding limitations. However, the college continues to support an adjunct librarian position on a limited hourly basis.

Recommendations, Standard 7

It is recommended that evaluation criteria for adjunct faculty be consistent with those for full-time faculty with regard to knowledge of and currency in subject matter. (4D.2, 7A.1, 7B.3)

The fulltime faculty evaluation form contains a statement asking the evaluation team to rank the instructor on knowledge of subject matter. The adjunct faculty evaluation rating criteria was revised during the 2000-01 academic year to include a similar statement ranking the instructor on knowledge of subject matter.

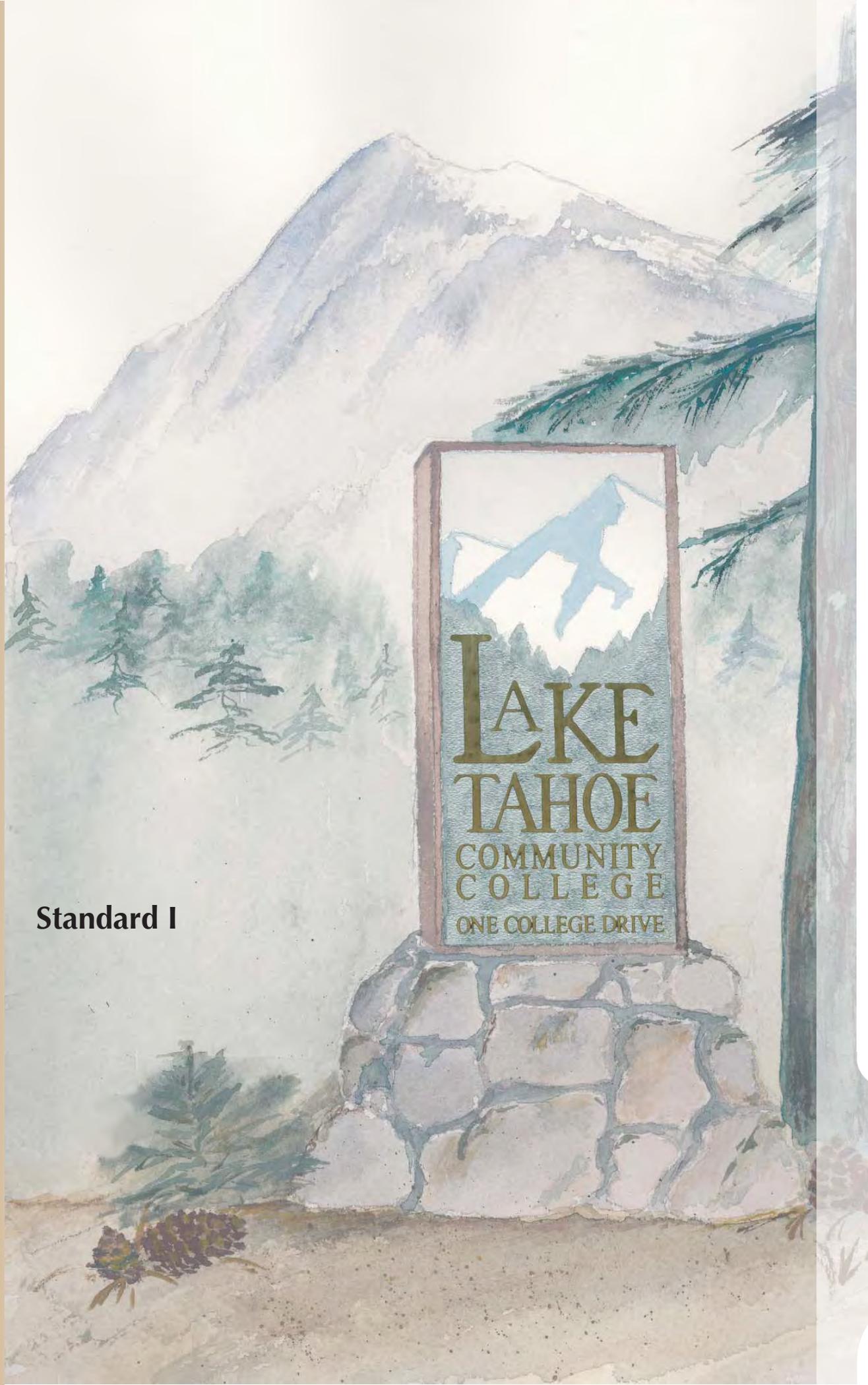
It is recommended that the college president take steps to assure that all management evaluations are completed systematically in accordance with governing board policy. (7B.1, 7D.3)

An improved classified evaluation notification and follow-up system, including classified manager evaluations, has been put into place through Human Resources. Supervisors are notified one month prior to the due date and the Human Resources assistant follows up periodically with reminders prior to the due date. If the management evaluation is overdue, the Director of Human Resources alerts the President or Vice President. This has resulted in significant improvement in timely classified management evaluations.

The Superintendent/President's office prepares a schedule for administrative evaluations. The schedule is reviewed at an Administrator's meeting and the Vice Presidents follow up on the evaluations. This has proven very effective in ensuring timely administrative evaluations.

The Superintendent/President informs the Board of Trustees when it is time to start his evaluation process and follows up with the Board to ensure it is completed.





Standard I

Standard I

Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

COMMITTEE

- Co-chairs:** Michelle Risdon, *Faculty - English*
Cynthia Preston, *Dean of Instruction, Science & Business*
- Faculty:** David Foster, *Art*
Wait Griswold, *Chemistry*
Esta Lewin, *Counselor*
Sharon Susens, *Music*
Julie Ewing, *Adjunct - English*
- Classified Staff:** Anne Luerken, *Director, LTCC Foundation/Institutional Planning*
Jim Patterson, *Research Programmer/Analyst*
- Student:** Urasha Patel
- Trustee:** Fritz Wenck

Standard I

Institutional Mission and Effectiveness

A. MISSION

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

Standard I.A.1

The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Standard I.A.2

The mission statement is approved by the governing board and published.

Standard I.A.3

Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Standard I.A.4

The institution's mission is central to institutional planning and decision-making.

Introduction

Given the comprehensive nature of the College's institutional mission, the committee working on Standard IA chose a slightly different approach than the other standards. The committee chose to address the standard thematically and comprehensively in the descriptive summary and follow that narrative with self-evaluations and planning agendas specific to each sub-section of the standard. Thus, the following narrative includes and addresses the descriptive summary for the entirety of Standard IA; the self-evaluations and planning agendas appear after the summary.

Descriptive Summary:

Mission Statement: "LTCC promotes learning and enrichment for our students and community through exemplary educational experiences provided in a uniquely supportive environment"

Lake Tahoe Community College (LTCC) has a comprehensive mission statement that directs its educational purposes. Prior to developing a Mission Statement, LTCC was guided by its Philosophy Statement, created in 1974 and first published in the 1976-77 *College Catalog*. While the philosophy has not changed, the name was changed to "Values." The Mission Statement was first included in the *College Catalog* in 1992-93. It was revised during the 1997 strategic planning session. At that time, an entire day was spent crafting the current Mission Statement. In the 2003 strategic planning session, mission statements from 60 California Community Colleges were studied, and the LTCC Mission Statement was thoroughly discussed. As a result of this review of mission statements, the planning team recommended keeping the current LTCC Mission Statement. The College Council, one of the primary vehicles for collegial and participatory governance on campus and a committee central to the strategic planning process, agreed with this recommendation at their December 1, 2003 meeting. The Board of Trustees readopted the Mission Statement on March 30, 2004 when it accepted the 2004-05 *College Catalog*. (See Standard IB for a more detailed and comprehensive description of the campus-wide planning and decision-making processes.)

The mission of the College is communicated internally and externally to the community-at-large by its inclusion in the published *College Catalog*. The Mission Statement is framed and posted in the Board Room, Student Services, and on the public bulletin board in the Commons - a large, open space where students gather located at the entrance of the College. It is also published on the LTCC website. It is included in the *Faculty Handbook* and the *Classified Employees Handbook*.

The LTCC Mission Statement is intentionally broad. Students are the focus, and a commitment to their learning is stated. The intended student population comes primarily from the community along the south shore of Lake Tahoe. The information provided in *Graphically Speaking* - the annual research report published by the LTCC Computer Services Department - identifies student demographics.

LTCC responds to the needs of students and the community through the programs it creates and supports. The College addresses student learning on a continual basis. For example, in the last several years:

- A second-year Calculus sequence requested by transfer students was added
- During recent difficult budgetary constraints, the College responded to student and faculty requests and instructional needs and made a commitment to replace three of four full-time faculty positions
- A Culinary Arts program and full-time instructor were added to meet local workforce needs
- Criminal Justice and Construction Trades courses were developed
- The College became the beneficiary of an online Nursing program, in partnership with the local hospital and Sierra College
- Nursing Assistant courses offerings were increased
- A Ski Patrol training program was created

Financial support from the community also provides educational opportunities for students. For example, the LTCC Foundation offers a scholarship that covers up to two years of tuition for graduates of the two local high schools (one of the high schools is in Nevada) with a grade point average of 3.0 and higher. Scholarships are provided to pay a portion of the child-care costs for some students, to cover the costs for students in the Nursing Assistant program, and to support Latino graduates of South Tahoe High School and second-language learners.

The College offers transfer and vocational programs to serve an assortment of constituents. In addition to programs associated with degrees and certificates, the College continually responds to the need for workforce training classes such as Emergency Response, CPR/AED for the Professional Rescuer, Guest Services, and California Real Estate Principles.

LTCC offers services that support and enhance student learning. Student learning is supported through a variety of different resources at LTCC:

- Offering support services and tutoring in the Learning Assistant Center (LAC), the Gateway Math Center (GMC), the Writing Center, and the Disability Resource Center (DRC)
- Establishing bridge classes between non-credit English as a Second Language (NC-ESL), ESL, and Basic Skills English
- Funding a Teaching Learning Resource Coordinator position (a full-time faculty member who devotes fifty percent of the teaching load to work with, support, and help develop excellence in teaching for full-time and adjunct faculty)
- Heightening awareness and referrals to the DRC, GMC and LAC (information disseminated in the weekly publication *Monday Morning Memo* published by the President's office, in syllabi, and through outreach by counselors and faculty)
- Holding Learning Styles Workshops, and New Faculty Friday (where discussions and presentations occur on student success, teaching and learning issues, and increasing the connections between adjunct and full-time faculty)
- Maintaining a low student/teacher ratio in writing composition and some math classes
- Emphasizing instructional skills in the recruiting, hiring process, and ongoing faculty training
- Supporting faculty development opportunities
- Institutionalizing an early alert program to identify students at risk in certain classes and provide early intervention to help improve the chances of student success
- Holding Student Success workshops (e.g., "How to Study," "Overcoming Test Anxiety")
- Providing evening counseling
- Creating Faculty Partnerships with counseling and instructional faculty working together to more effectively share information and resources for students

Each of these programs and others contribute to the "uniquely supportive environment" offered to LTCC students and faculty.

Standard I.A.1

The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Self Evaluation

The student learning programs and services established by Lake Tahoe Community College are aligned with its mission. From the graduate survey responses of students who graduated in 2003 and 2004, 100 percent said that they achieved their educational goals and would study again at LTCC. The College has a commitment to offering learning programs in the areas of transfer education, vocational education, general education, basic skills education, community education, non-credit English as a Second Language education, and support services. The College conscientiously works to be responsive to the needs of the community. (See Standard II.A.1.a for further details.)

Planning Agenda

None

Standard I.A.2

The mission statement is approved by the governing board and published.

Self Evaluation

The Board of Trustees last approved the Mission Statement in 2004. It is available in a variety of forms: framed and hanging in locations throughout the campus, posted on the Internet, and published in handbooks and the *College Catalog*. In the Fall 2004 Accreditation Survey of employees, 87 percent of full-time faculty and 90 percent of classified employees responded that they were familiar with the Mission Statement; however, only 41 percent of adjunct faculty are familiar with the Mission Statement. In order to educate the campus community even further about the Mission Statement, it would be useful to include the Mission Statement in the Adjunct Faculty Handbook and have it framed for the Library, meeting room, and student center.

Planning Agenda

None

Standard I.A.3

Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

Self Evaluation

The Mission Statement is reviewed each fall during the strategic planning session. In fall 2003, a group of full-time and adjunct faculty, students, classified employees, administrators, and the Board of Trustees thoroughly reviewed and decided not to change the Mission Statement. College Council and the Board of Trustees supported this decision.

Planning Agenda

None

Standard I.A.4

The institution's mission is central to institutional planning and decision-making.

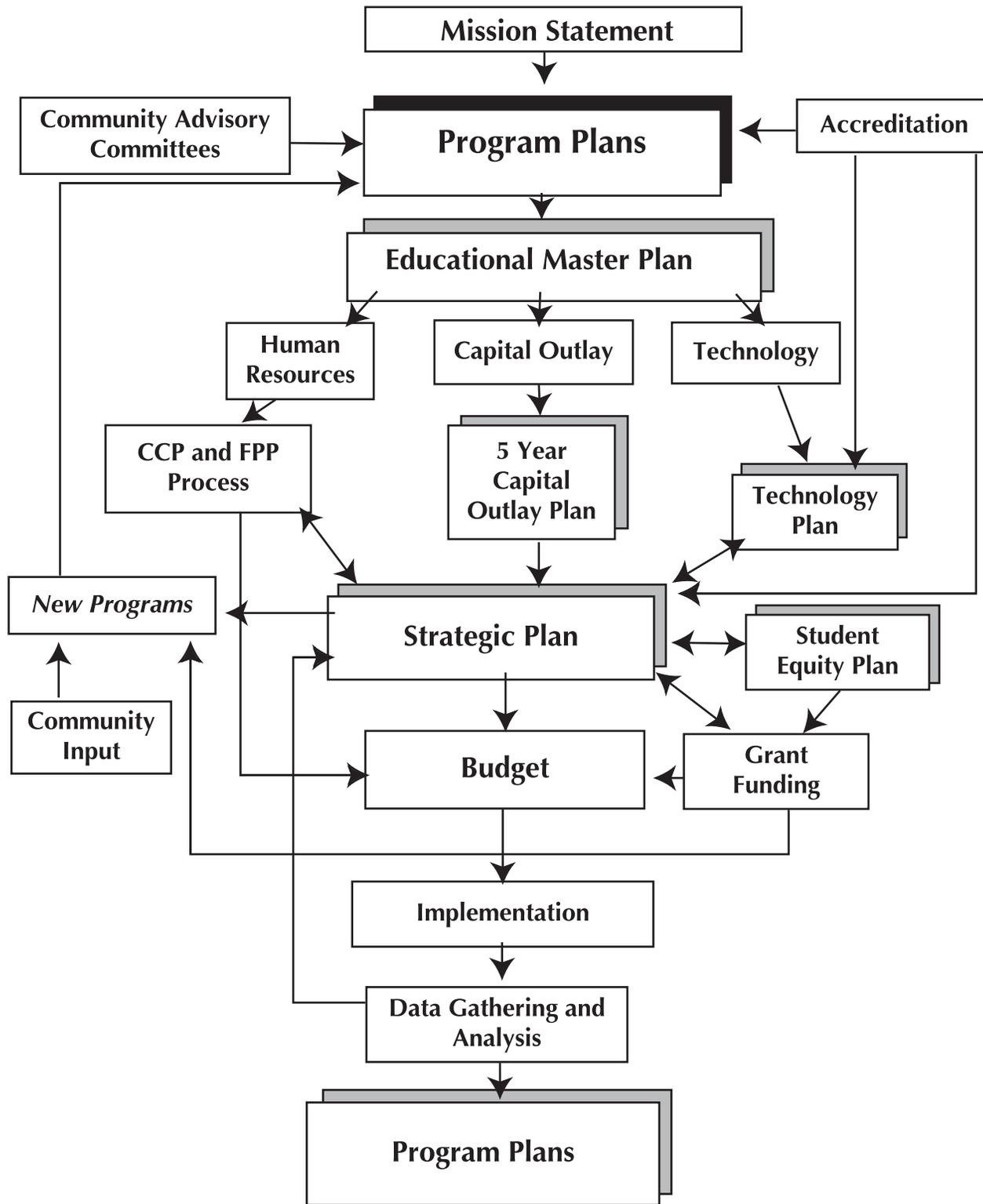
Self Evaluation

As evidenced by the planning flow-chart included below, the mission is central to all planning at the College, and decision-making is tied directly to planning at LTCC. In the Fall 2004 Accreditation Survey, 74 percent of the faculty/staff respondents strongly agreed or agreed and 11 percent disagreed that they are familiar with the planning process at LTCC. When asked if they have the opportunity to provide input into the College planning process, 74 percent strongly agree or agreed and 8 percent disagreed. The *Strategic Plan* and the *Program Plans* are closely linked to the budget development and the budget goals and assumptions.

Planning Agenda

None

Planning at Lake Tahoe Community College



B. IMPROVING INSTITUTIONAL EFFECTIVENESS

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

Standard I.B.1

The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Standard I.B.2

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

Standard I.B.3

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

Standard I.B.4

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

Standard 1.B.5

The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Standard 1.B.6

The institution ensures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Standard 1.B.7

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

Introduction

As with Standard IA, given the comprehensive nature of planning and institutional effectiveness, the committee working on Standard IB chose a slightly different approach than the other standards. The committee chose to address the standard thematically and comprehensively in the descriptive summary and follow that narrative with self-evaluations and planning agendas specific to each sub-section of the standard. Thus, the following narrative includes and addresses the descriptive summary for the entirety of Standard IB; the self-evaluations and planning agendas appear after the summary.

Descriptive Summary

Institutional Planning

Standard IB focuses on describing and evaluating the institution's commitment to student learning, the institutional processes in place to assess and improve that learning, the organization and allocation of resources to support student learning, institutional planning, and campus dialogue. Following is a summary of the main areas of institutional, campus-wide planning at LTCC: Program Plans, the *Educational Master Plan*, and strategic planning, as well as other areas of institutional planning. Following the discussion of planning, a description of how the campus conducts research and dialogue (effective campus decision-making) is included.

Program Plans

The program review process at LTCC is referred to as "program planning," described in the *Program Planning Handbook* as "a systematic process which assesses the effectiveness of the college's programs within the context of the mission and philosophy of the institution." Each area of instruction, Student Services, and operations of the College prepares a Program Plan on a six-year cycle. The purposes are to reflect on program strengths and weaknesses, improve instruction and student learning, ensure effective uses of financial resources, foster student success, and ensure accountability to the state and to the local community. The *Program Planning Handbook* was last updated in January 2004 by a representative team consisting of faculty and administrators. Revisions to the handbook are brought to the Academic Senate and the Board of Trustees for consideration and approval. The previous revision of the program planning process had been conducted in 1998.

To evaluate a program, a broad-based team is formed consisting of the area administrator, full-time faculty affiliated with the program, classified staff as appropriate, student(s) as appropriate, and other members, which could include additional full-time faculty outside the program, adjunct faculty, professionals in the field, and community members. The program planning process begins in fall quarter, and the planning team meets on a regular basis throughout the academic year.

Each program has its own mission and philosophy statement that defines its broad educational purpose. In addition to providing a brief history of the program, the planning team considers the previous Program Plan, the most recent accreditation self study, and visiting team recommendations. For instructional Program Plans, the team conducts an analysis of curriculum that includes the history of curricular changes and a discussion of future trends as they relate to meeting the needs of the students and the community. The in-depth study evaluates numerous programmatic components: the breadth and depth of course offerings, the courses that fulfill general education requirements, the appropriateness of all prerequisites, the course offerings, and the class schedule throughout the year. The planning team reviews and comments upon information about the program in the *College Catalog*; quarterly schedules; the College's website; brochures; student, staff/faculty, and community surveys; and other documents. The team also looks at professional development opportunities for faculty in the program. Non-instructional Program Plans address other data pertinent to their areas.

Qualitative and quantitative data are used for the analysis of student learning and success. These data may include student demographics, general transfer rates and success, graduation rates, degree/certificate completion, grades, job placement, course completion rates, course and program persistence, and survey results (faculty, students, and community). *Graphically Speaking* provides much of this information on an annual basis for continual monitoring by the departments. The planning team considers how this information should be used to improve the program or service and may request that the Computer Services Department provide additional research.

Once the program planning team has gathered relevant data, the team evaluates program trends and projections. It studies enrollment (headcounts and Full Time Equivalent Students), current staffing (full-time faculty, adjunct faculty, classified staff), supplies, equipment,

income and expenses, Weekly Student Contact Hours (WSCH), and Full Time Equivalent Faculty (FTEF). It also evaluates each program's needs in terms of facilities, human resources, and technology.

The planning team, after a thorough analysis of the program, agrees upon and articulates goals, objectives, and recommendations to advance the mission of the program. Upon completion of the plan, the team presents it as a recommendation to the Vice President, Academic Affairs and Student Services and/or the Superintendent/President. The team also provides an executive summary of the Program Plan to the College Council, advises the Academic Senate of the completion of the plan (in instructional and student services areas), and presents the report and the executive summary to the Board of Trustees. Reference copies of the Program Plans are filed in the Instruction Office and the Library and are combined to become part of the *Educational Master Plan*.

While the annual budget building process has always been informally connected to departmental program plans, the actual budget request forms that will be distributed for 2005-06 budget development will be directly linked to program plans. The Director of Planning (a position described below under "*Strategic Plan*") monitors each program's goals; objectives; recommendations; and facility, technology, and human resources requests, giving annual reports to the deans and the Vice President, Academic Affairs and Student Services.

Educational Master Plan

In the early 1990s, with the assistance of a consulting firm, LTCC engaged in an institution-wide master planning effort to assess and evaluate its instructional programs, support services, staffing, and facilities. The 1994 *Educational Master Plan (EMP)* resulted from this study and served as the framework for institutional planning for the subsequent ten years. The updated 2004 *EMP* is the result of further institution-wide master planning efforts that link program planning with the elements of master planning.

The Program Plans are the foundation of the *EMP*, which incorporates a commitment to student learning into its underlying framework. In addition, the *EMP* includes historical enrollments, FTES and WSCH, and the projections from the Chancellor's Office in these areas. The *EMP* also takes into account information concerning external factors impacting the College.

LTCC develops its own projections for FTES, WSCH, and enrollment.

The *EMP*, which forms the basis of LTCC's long-range financial and facilities planning, summarizes the human resource, facilities, and technology needs identified in the Program Plans and includes facility items listed in the *Strategic Plan* and the *Five-Year Capital Outlay Plan*. It is reviewed annually and formally updated every three years to ensure that it is current and reflects emerging trends and needs of the College. The ongoing review, which at the time of this report has been conducted once, occurs through dialogue between the Superintendent/President, the Vice President, Academic Affairs and Student Services, the Vice President, Business Services, the Director of Planning, and the Director of Human Resources.

When completed, the *EMP* is presented to the College Council. Upon approval, the College Council submits the plan to the Superintendent/President for recommendation for consideration by the Board of Trustees. Once approved by the Board of Trustees, the *EMP* is emailed to all employees of the college. The 2004 *EMP* was approved by the Board of Trustees on May 11, 2004. The plan is available as a resource in the Instruction Office and the Library.

Strategic Plan

The *Strategic Plan* is a comprehensive planning document that provides the direction for the future of LTCC in fulfilling its mission. It is written and updated each year by a broad-based team consisting of representatives of the campus community. Divided into focus areas of Instruction, Student Services, and Support Services, the *Strategic Plan* lists goals and measurable objectives. It also presents a bulleted list of examples of ways to achieve objectives that direct the institution but are not formal plans.

Creating the *Strategic Plan* is primarily the charge of the College Council. The College Council was created in 1990 and is a body representative of collegial and participatory governance. It meets semi-monthly during the school year, though special sessions have been held to ensure the *Strategic Plan* is completed in a timely manner. The voting members of College Council include two administrators; four full-time faculty, including the Director of Library and Media Services; one adjunct faculty; four permanent classified employees; and two students.

The College has assigned the general responsibilities for planning to a Director of Planning on a half-time basis. The Director of Planning reports directly to the Superintendent/President and coordinates and facilitates the district's strategic, student equity, and master planning processes. In addition to working closely with the Performance for Access and Student Success (PASS) Committee (which has recently become an ad hoc committee), the administrative team, and the Research Programmer/Analyst to ensure that various data and their analyses are communicated across the campus and incorporated in the campus-wide planning process, the Director of Planning also plays a large role in facilitating the strategic planning session, coordinating the planning group, and crafting proposed language for the *Strategic Plan*.

The annual strategic planning group consists of five representatives from each of the segments within the college (full-time faculty, adjunct faculty, classified employees, and students). Many of these representatives are members of College Council. The seven administrators and six members of the Board of Trustees (including the student representative) complete the thirty-seven member planning team. Prior to the formation of the planning team, the Director of Planning makes presentations to the Academic Senate, Classified Employees Association, and the Associated Student Council; broadcasts emails soliciting ideas for the planning session; and writes an article in the *Monday Morning Memo* inviting people to join the planning team. Representatives of each segment are asked to hold discussions with their groups prior to the planning day to brainstorm ideas.

The one-day planning session begins with a review of the Mission, Vision, and Beliefs Statements. The planning session differs each year: the team may invite members of the community to make presentations; it may discuss the strengths and weakness of LTCC; it may provide creative tools to let the participants brainstorm; or it could focus on and discuss data about the community and/or LTCC. The Director of Planning conducts surveys or holds discussions with focus groups prior to the planning session, and that information is available to the planning group. During the day, the planning team is divided into several representative subgroups that discuss and present an assortment of topics.

After the planning session and through subsequent College Council meetings, the strategic planning team continues to write potential goals and objectives from

the ideas generated from the planning session. The objectives are written according to the SMART format (meaning they are meant to be Specific, Measurable, Achievable, Realistic, and Timely). The ongoing philosophy in writing the goals is to have them be lofty yet attainable for the institution, requiring a commitment and resources.

The existing *Strategic Plan* is evaluated each year during the planning session and subsequent College Council meetings. Because the *Strategic Plan* objectives are measurable, quantitative and qualitative data are assessed. The planning team evaluates the progress of the existing goals and objectives and determines if the resource allocation has been effective and sufficient. If an objective or goal is not met by its targeted date, the planning team considers all of the evidence and recommends that the goal or objective either be removed, as it may no longer be a direction the institution should pursue; be rewritten; or the time-frame extended. If the objectives have been completed, yet the desired outcome has not been achieved, the goal is not removed; rather, new objectives are written.

The new goals and objectives resulting from the one-day planning session, and any revisions to existing goals and objectives recommended by the strategic planning team, are voted upon by the College Council and made part of a draft for the new *Strategic Plan*.

Once the planning team has written the *Strategic Plan*, the College Council reviews and recommends the plan to the Superintendent/President for consideration by the Board of Trustees. Once the *Strategic Plan* is approved by the Board of Trustees, the Director of Planning emails it to all employees of the College and writes an article for the *Monday Morning Memo* announcing its completion. Throughout the year, updates of the progress of achieving the goals and objectives are given to College Council, Academic Senate, Classified Employees Association, the Associated Student Council, and the Board of Trustees. The Superintendent/President reviews the progress made toward achieving the goals and objectives of the *Strategic Plan* in the annual State of the College Address.

Fall 2004 was the first time since 1990 that a planning session was not held. It was decided that the institution should wait one year to hold the next planning session for the following reasons: the extension of the 2004 *Strategic Plan* goals and objectives through 2009; the predicted significance of the workload generated by the accreditation self study; and the anticipated influence on the College's

planning of extensive surveying of employees and students to be completed in the 2004-05 academic year. Updates assessing progress to achieving the goals of Instruction, Student Services, and Support Services from the 2004-2009 *Strategic Plan* will be given to College Council, the Academic Senate, the Classified Employees Association, and the Associated Student Council throughout the 2004-05 year. The Board of Trustees will also receive a consolidated update of the entire plan when the presentations to the other groups are completed.

The *Strategic Plan* is integral to the budget process at LTCC. Each year the Budget Goals and Assumptions are written, and budget developments are linked to the *Strategic Plan*. Achieving the goals and objectives of the *Strategic Plan* requires collaboration and financial prioritization. For several years the *Strategic Plan* was referenced during budget development. Declining enrollments and decreased revenues projections have caused the college to build a streamlined budget for 2005-06. Links to the *Strategic Plans* have been eliminated on the budget worksheets, as the projected budget does not allow strategic goals to be pursued.

Other Planning Processes

Five-Year Capital Outlay Plan

A *Five-Year Capital Outlay Plan* is created and reviewed every year by College Council. It includes the capital outlay plans and projects listed in the *Strategic Plan* as well as less-strategic capital outlay plans. Once considered by the College Council, the plan is recommended to the Superintendent/President for consideration by the Board of Trustees. The *Capital Outlay Plan* is then sent to the Chancellor's Office.

Technology

A *Technology Plan* is currently being created through the Technology Council, which is comprised of the Superintendent/President; the Vice President, Academic Affairs and Student Services; the Vice President, Business Services; the Director of Computer Services and Institutional Research; and the former Ed-Tech Specialist, now a faculty member in the Computer and Information Sciences and Computer Application and Office Technologies Departments. In creating the plan for the technology direction for LTCC, the Technology Council has held interviews with key technology users - Library, Admissions and Records, Disability Resource Center, Instruction, Student Services, and Business Services - to ascertain their specific needs. The Council has requested feedback from

all employees concerning their specific technology projects and will consider all technology requests from the Program Plans as well as goals and objectives from the *Strategic Plan*. It is anticipated that the *Technology Plan's* measurable goals and objectives will be linked to the resource-allocation process. It will be approved through the participatory governance process and will have its own ongoing review and evaluation cycle.

Student Equity Plan

The institution has also developed a *Student Equity Plan (SEP)*. To improve institutional effectiveness, this plan develops goals that address the five student equity indicators as identified by the California Community Colleges Chancellor's Office: access; course completions; degree and certificate completion; ESL/basis skills completion; and transfers to four-year universities as they relate to the population groups of gender, ethnicity, and students with disabilities.

The SEP had a major revision and update in 2004. The Performance and Access for Student Success Committee (PASS) wrote the new *SEP*. The members of this committee include:

- the Vice President, Academic Affairs and Student Services
- the Dean of Student Services
- the Director of Planning
- a Dean of Instruction
- the Director of Computer Services and Institutional Research
- the Director of Admissions and Records
- three full-time faculty, one of whom is a counselor
- one classified representative
- the Research Programmer/Analyst
- two students.

Additional students and community members participated in the process to write the plan.

Based on data provided about each indicator of student equity, the committee held numerous collegial discussions, wrote measurable goals for each of the indicators, established the activities designed to complete the goals, and identified funding sources for the activities.

The Chancellor's Office established the procedure for the plan to be accepted. It included review by the Academic Senate and Board of Trustees. This plan carries the recommendation from the Academic Senate and approval from the Board of Trustees. The *SEP* was forwarded to the Chancellor's Office in June 2004.

The first update of the *SEP* will occur in spring 2005. The progress toward goals will be assessed in a manner similar to that of the *Strategic Plan*. The PASS Committee and community members will continue to assess, evaluate, and revise as necessary.

The Chancellor's Office has requested annual updates of the *SEP*. The results of the update will be communicated to the Academic Senate, Classified Employees Association, Associated Student Council, and Board of Trustees prior to sending it to the Chancellor's Office.

Partnership for Excellence

To improve student learning and success, the Board of Governors established five goals for community colleges to achieve. This mutual commitment by the State of California and the community colleges is known as Partnership for Excellence (PFE). LTCC works diligently to achieve the PFE goals. Each of the five measurable goals is part of the *Strategic Plan*. The Director of Planning presents an update of the progress of achieving these goals to the Administrative team, College Council, Classified Employees Association, Academic Senate, Associated Student Council, and Board of Trustees. The Superintendent/President gives an annual update of the PFE goals during the annual State of the College Address.

Research on Campus

In 2002 the College established a full-time Research Programmer/Analyst position in the Computer Services department who was charged with the generation of data that would be used for planning and other administrative decision-making. This position was filled in late spring 2002. One half of the Research Programmer/Analyst's position was then made responsible for the collection of data and the creation of institutional reports from those data. The primary goal of this portion of the position was to work within the Computer Services Department to create a data warehouse and build computerized programs for the updating and retrieval of information, making it readily available to staff and faculty. The other half of the position was dedicated to computer programming with the goal of updating existing computerized programs and creating new programs that would provide the latest technology. This led to the creation of the Online Student Application, Online Class Schedule, Early Alert, Gradlist, and Course Roombook, just to name a few of the applications.

A Research Committee, consisting of the Superintendent/President, the Vice President, Academic Affairs and Student Services, the Dean of Student Services, the Director of Computer Services and Institutional Research, and the Director of Planning, began meeting in spring 2004 to address the research needs of LTCC. The committee is formalizing a systematic process to access data effectively and readily. That includes developing a list of standing research reports and the types of queries needed from the data warehouse to provide the research information necessary to planning and decision-making. This committee is also studying decision support systems of other colleges and looking at what is reasonably feasible for a small college to provide in terms of research.

Dialogue on Campus

In addition to the campus-wide planning, evaluation, and goal-setting processes described above, administrators, faculty, staff, and students engage in dialogue on many other levels regarding the improvement of student learning and institutional processes. LTCC also disseminates various forms of information through many channels, allowing faculty and staff to keep abreast of current issues and policies and providing opportunities for professional dialogue and development.

- **The College Council** is one of the collegial and participatory governance vehicles for the College. In addition to being central to the strategic planning process, voting members are key to other decision-making processes at LTCC. The College Council represents the collective wisdom of the College as a whole and advises the Superintendent/President and the Board of Trustees. Through the dialogue of College Council, representatives are informed of the issues and share that information with their constituents. The dialogue of the College Council centers on:
 - Accreditation review and implementation
 - Facility and Institutional planning
 - Budget review and transfers
 - Proposed Board policy changes
 - Program review

- The **Classified Employees Association (CEA)** meets once a month to discuss the following issues as they pertain to all classified LTCC employees:
 - Employee efficiency
 - Standards of employment and service
 - Working conditions
 - Employees' rights
 - Funding
 - Salary and benefit negotiations

The CEA's goals are to provide the opportunity for classified employees to have a collective voice in applicable aspects of governance and representation in negotiations for salary, benefits, and working conditions. CEA discussions afford the opportunity for the exchange of ideas upon subjects pertaining to the progressive development of the community college system. It is open to all permanent classified employees and is, thus, comprised of all classified staff (66 full-time, 26 regular part-time employees). Through the participatory governance procedure, the CEA has representatives on College Council as well as other committees, and a representative attends the meetings of the Board of Trustees.

- The **Academic Senate** meets bi-monthly and is a forum for the faculty to discuss, debate, and formulate an opinion on District policy development and academic and professional matters. Its goals are to promote the best interests of higher education and to serve the needs of the faculty and all members of the District community; and to ensure that the faculty participate in the governance process of the District and consult collegially on academic and professional matters.

The Academic Senate is a senate of the whole, comprised of LTCC faculty who, as contract employees, are employed one-half time or more in regular, authorized positions and who are employed in positions that are not designated as supervisory or management. Two elected representatives from the adjunct faculty also serve as members. All adjunct faculty are encouraged to attend Senate meetings.

Reports from representatives to campus-wide committees are given at each meeting as a

means of keeping the entire faculty apprised of campus discussions and decisions. The Academic Senate President and Vice President meet on at least a bi-monthly basis with the Vice President, Academic Affairs and Student Services; they also discuss issues via email and in meetings as needed. The Academic Senate President also attends and presents a report at the Board of Trustees meetings. Academic Senate meeting minutes are distributed to the faculty via email following each meeting.

- The **Curriculum Committee (CC)** is a standing committee of the College and acts as an advisory body to the Board of Trustees. It is charged with thoroughly discussing and recommending action on:
 - All credit and non-credit courses to ensure that each meets the standards for approval set forth in Title 5
 - Proposed new courses and course modifications
 - Changes to requirements for majors, certificates of achievement, and associate degrees
 - Course deletions, inactivations, and re-activations
 - Proposals for new instructional programs
 - Institutional and general education requirements
 - Standards for course prerequisites/corequisites/advisories or other issues related to student preparation and success
 - Factors used to determine what constitutes "critical thinking" and "college level" requirements for courses
 - Program discontinuance
 - Determination of transferability
 - Other matters bearing on the curriculum of the College

The CC is comprised of seven voting members, including an instructional dean; five full-time faculty members, including the articulation officer; and one adjunct faculty member. Also on the committee are five non-voting ex-officio members, including the Vice President, Academic Affairs and Student Services, a student enrolled in nine or more units, the Director of Library and Media Services, the Director of Admissions and Records, and the Director of the Disability Resource Center.

- The academic and student service programs of LTCC are divided into three **divisions**: Math/Science, Business, and Occupational Programs; Humanities and Social Science; and Student Services. Each division holds quarterly meetings attended by full-time faculty and the area dean to discuss developments pertaining to their division: budget, scheduling, student enrollments and success, curriculum, office hours, and hiring. Information from these meetings is often discussed at subsequent department meetings.
- **Academic departments** discuss developments pertaining to their areas: student success, budget, scheduling, enrollments, curriculum, selection of textbooks, and hiring. Adjunct faculty are often invited to these meetings, and the area dean often attends a portion of the meetings. Visits from other campus service areas are available to departments. The departments decide the frequency of their meetings and their agendas, and one-person departments are grouped appropriately to discuss issues relevant to their fields.
- The **Performance and Access for Student Success Committee (PASS)** was originally called the Student Equity Committee and was created in response to funding agencies' and accrediting bodies' requirements for educational assessment. The specific emphasis of this assessment is performance measures focused on output measures of student performance and success. This committee expanded in 2000 to become the Accountability Committee and in 2001 adopted the committee title of Performance and Access for Student Success (PASS) Committee to describe more accurately its purpose and scope. The PASS Committee is primarily responsible for developing and monitoring a quantitative review and measurement of the success of the College by considering successful course completions, persistence, grades, class size, student access, and other measures of student success. The committee considers certain data annually and provides some quarterly data to the campus community (including, but not limited to, course-by-course completion rates, grade distributions, grade point averages, and department and campus-wide statistics on student success).

The PASS Committee includes the Vice President, Academic Affairs and Student Services; the Dean of Student Services; the Director of Planning; a Dean of Instruction; the Director of Computer Services and Institutional Research; the Director of Admissions and Records; three full-time faculty, one of whom is a counselor; one classified representative; the Researcher Programmer/Analyst; and two students. It has recently become an ad hoc committee.

- Volunteers to the **Visionary Group** began meeting in fall 2003 at the request of the Academic Senate and in response to discussions regarding the development of Student Learning Outcomes. During the fall Flex Day activity, the faculty developed five goals it considered most important for students to have upon graduation:
 - A desire to learn, leading to lifelong learning
 - An appreciation for diversity of opinions as well as cultural diversity
 - An ability to form ideas and informed opinions
 - A command of communications skills
 - A sense of personal and community responsibility

The Academic Senate asked volunteers to look into achieving those goals. The Teaching Learning Resource Coordinator (defined below) facilitates the dialogue for this group of full-time and adjunct faculty, which holds open meetings once each quarter.

The group chose "diversity" as the focus for 2003-2004. A group of three faculty and three classified staff attended a national diversity conference in spring 2004 (three faculty will be attending this conference in June of 2005) and shared information gained with the faculty and staff during a Group Flex Day activity in the fall of 2004. The group began year-long discussions, started a book club, held diversity workshops, created a special scholarship program, and invited guest speakers on diversity to address the campus. The topic under discussion for the 2004-05 year is "access" to education and ideas.

- Each occupational educational program and several of the College service programs have an **Advisory Committee**. These committees are the advice-giving bodies assisting the programs in meeting the needs of the community in a manner consistent with the LTCC Mission Statement. The committees serve as a channel of communication between the College, industry, and the community. The committee discussions focus on ideas to help the program continue its success or to solve problems within the program; they also consider the following data when relevant:

- Student success rates
- The number of degrees and/or certificates awarded
- Course completion rates
- Enrollment
- The costs of the program

The committees are approved annually by the Board of Trustees, and each committee meets at least once a year. Members of the committees include:

- Full-time faculty in the area
- Community members
- Representatives from interested agencies
- Student representatives

Vocational program advisory committees also include the Director of Vocational Education and the career counselor. Administrators who oversee the various programs also sit in when appropriate.

- **Faculty Partnerships (FP)** is a new initiative that will begin in winter 2005. The purpose of FP is to bring instructional and counseling faculty together to share pertinent information about their respective areas so that all faculty can provide students with timely, accurate, and consistent information that is critical to the students' success. Specific counselors will become departmental liaisons and will work closely with the instructors in that area. Instructors and their counselor partners will schedule regular formal and informal meetings in which they will emphasize the sharing of expertise, ideas, and concerns, such as:
 - Information about career fields
 - Information about curriculum, course content, and expectations
 - More detail about university programs of study for transferring students

- Information about transfer requirements
- Career resources
- Articulation with different schools for majors in specific areas
- Other services available to assist students

- **The Mentoring Program for New Faculty** is a year-long program designed to familiarize new faculty with LTCC and their responsibilities. This program is structured to enable new faculty to explore the LTCC learning community by encouraging self-realization; furthering their dedication to their profession; and promoting the connections between them, their students, their colleagues, and the institution.

Each new faculty member is paired with an experienced member of the faculty with whom he or she meets regularly and shares classroom observation visits. On specific Fridays throughout the year, the Vice President, Academic Affairs and Student Services facilitates New Faculty Fridays to discuss specific areas (i.e., Student Services, the budget process, Admissions and Records) and to provide new faculty the opportunity to maintain connections with each other. New faculty meet with campus leaders, attend the meetings of key campus committees, and observe the teaching or counseling of other faculty in addition to their mentor's. The program additionally asks the faculty to participate in research and reading on teaching and counseling strategies.

- The **Technology Council** consists of the Superintendent/President, Vice President, Academic Affairs and Student Services, Vice President, Business Services, Director of Computer Services and Institutional Research, and a member of the faculty involved with computer instruction. This group meets every two weeks and:
 - Works on creating a College Technology Plan
 - Considers priorities for expansion and replacement of technology resources
 - Recommends campus-wide budget allocations for technology
 - Determines standards, where applicable, for software and hardware
 - Determines platforms and application programs that the College will support

- Reviews proposals for network and system improvements, including security
 - Determines computer lab capabilities that drive scheduling and student access
 - Recommends appropriate training for system operators and users
- The **Associated Student Council (ASC)** is the representative voice for the students of LTCC. The ASC was established to represent students in all matters affecting students. The council consists of sixteen voting members (eight executive officers and eight representatives) and directs student activities that stimulate the intellectual, physical, and social life of the College. ASC representation is required on many of the College's standing committees (i.e., College Council, Advisory Committees, and Performance and Access for Student Success), on all academic hiring committees, and on the strategic planning group. The students also elect a Student Trustee to serve on the Board of Trustees. Student representatives on committees communicate and inform students of the issues at LTCC. Members may also serve on state associations, attend a fall leadership conference, and work throughout the community
 - The **Teaching Learning Resource Center (TLRC)** is a resource for full-time and adjunct faculty. Focused on teaching and learning opportunities, the TLRC provides the resources to strengthen the academic quality of all LTCC programs and thus foster student success. The TLRC functions as a meeting room, resource center for teaching materials, and technology center. Every Wednesday, the **Teaching Learning Resource Coordinator** holds a Walk-in Hour. Adjunct faculty are encouraged to meet with the coordinator, share ideas, and discuss their challenges in teaching and student learning. The resource coordinator organizes brown bag discussions, conducts outreach to faculty on teaching matters, offers workshops on teaching and learning strategies, writes a quarterly newsletter for adjunct faculty, maintains a website for faculty with a link to relevant resources for adjunct faculty, and plans group flex day activities.
 - **Convocation** is an annual event that occurs prior to the beginning of fall quarter. It begins with one day of activities for new faculty, followed by three more days of activities for all faculty. Classified staff are included in the activities for two days. Workshops and discussions are geared toward professional development and student success. The Superintendent/President delivers a welcoming address, including an update on enrollment, hiring decisions, and budget issues.
 - The **Instructional Skills Workshop (ISW)** and the **Advanced Teaching Workshop (ATW)** are intensive workshops that concentrate on the development of the fundamental skills of creating a learner-centered classroom. The workshops utilize a peer-training model that helps instructors identify their strengths, encourages new teaching approaches, and provides insight into the teaching/learning process. Both workshops provide faculty an opportunity to discuss and share teaching strategies to enhance student learning. Full-time and adjunct faculty are encouraged to apply to participate in these workshops.
 - The Superintendent/President delivers the **State of the College Address** annually in January. The entire campus and the local press are invited to the presentation. Typically, the presentation includes the Governor's proposed budget and its impact on LTCC, enrollment figures and trends, the College's success in meeting statewide goals for student achievement in the Partnership for Excellence, and a progress report on the *Strategic Plan*.
 - The Superintendent/President has been holding a "**Fireside Chat Group**" since 1992. In some years the frequency of the meetings has been sporadic; however, it has been meeting monthly for the last two years. A gender-representative group of four faculty and four classified staff is invited to discuss any topic with the Superintendent/President. There is no agenda. It is an opportunity for the Superintendent/President to have more intimate discussion with employees. Additionally, faculty and staff who wish to attend are welcome.

- For the past fifteen years, the administrators have had an **open door hour**. Over the past several years, that one hour has been increased to three hours per week. During these open door hours, anyone can drop in to discuss any topic on his or her mind. Employees are reminded of this policy each fall through the *Monday Morning Memo* and again if they are having difficulty scheduling an appointment with an administrator.
- The *Monday Morning Memo* is an internal weekly publication prepared by the Superintendent/President's office and distributed to all LTCC employees. It communicates pertinent information on current programs, local and state news affecting the College, teaching tips for instructors, a calendar of events for the week, and information regarding recent actions taken by the Board of Trustees, among other College news.

Standard I.B.1

The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Self Evaluation

Members of the Lake Tahoe Community College Board of Trustees, administrative team, faculty, and staff are committed to the exchange of information and ideas regarding the improvement of student learning and institutional processes. This commitment is demonstrated in the work done in almost every area on campus. Student learning is often at the heart of the planning processes as well as committee, sub-committee, division, and area-specific work.

Dialogue occurs regularly on a number of different levels: campus-wide planning, smaller campus-wide and community-based groups, area-specific collaboration, and individual processes. This dialogue encompasses everything from institutional planning to budget development to teaching strategies in the classroom. Planning is ongoing, reflexive, recursive, and interconnected. For example, individual Program Plans comprise a large part of the *Educational Master Plan*, which, along with Capital Outlay, Technology, and Human Resources planning, informs the *Strategic Plan*. The *Strategic Plan* then guides, in part, the development of

Program Plans. This system illustrates the institution's dedication to ongoing and cyclical dialogue.

Other processes also reinforce the commitment the institution has to collaborative dialogue. Most of the committees are comprised of a wide constituency; the advisory committees involve the community in decision-making; Faculty Partnerships will reinforce the sharing of expertise; and the Mentoring Program for New Faculty involves new faculty in institutional dialogue early in their employment. Convocation, brown bag lunches, and group flex days bring individuals together to discuss student learning, and the administrative office hours and the Fireside Chat Groups allow for the exchange of ideas and concerns.

The institution supports collaborative involvement and encourages the inclusion of representatives of many different areas of the College community in its processes. The planning processes, even at the level of program planning, include discussion and input from a variety of campus and community members. Committees that consider and are responsible for the operations of the institution often require participation and input from Board members, administrators, faculty, staff, and students.

Fall 2004 Accreditation Survey results provide evidence of the success of these endeavors to include many voices in the dialogue. For instance, 74 percent of faculty and staff either agree or strongly agree that they have the opportunity to provide input into the College planning process. Eighteen percent neither agree nor disagree, and 8 percent disagree. Additionally, 64 percent agree or strongly agree that the methods of communication at the College are effective, meaning that communication is understandable and timely. Twenty percent neither agree nor disagree, and 16 percent disagree.

Planning Agenda

The Program Plans, *Educational Master Plan*, and the *Strategic Plan* should be made more widely available in order to make these documents, as well as their goals and objectives, more accessible for consideration and evaluation.

The College should evaluate the value and efficacy of putting important committee documents and minutes on the LTCC website.

Standard I.B.2

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

Self Evaluation

Goals are regularly established, communicated, and reviewed at all levels of institutional operations. The program planning process, for example, evaluates the qualitative and quantitative data provided by *Graphically Speaking*, the Performance and Access for Student Success Committee, and *Keeping Your Eyes on the Ball* to evaluate previous goals and set new ones. Historical enrollments, FTES and WSCH, are taken into account in the goals set by the planning process. The *Strategic Plan* not only establishes goals at the annual planning session but continues to assess the achievement of those goals throughout the year. All of these processes result in documents that are available to the campus and the community and that list the goals and objectives clearly. Program Plan goals and objectives are often measurable but sometimes are not written in a way that indicates when or how they will be completed. This is particularly true of goals pertaining to student learning.

Planning Agenda

Program Plans need to outline goals and objectives in a more clearly measurable way when appropriate.

Standard I.B.3

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

Self Evaluation

There is sufficient evidence that, in each of the multiple planning processes described above, LTCC assesses its progress toward its stated goals. The evaluation of planning is linked to qualitative and quantitative data, though (as described in Standard I.B.4 as follows) the

College's ability to assess progress is limited by its lack of research capabilities and support. The systematic and cyclical process is effective and leads to the improvement of student learning at LTCC through the assessment, evaluation, and recommendations in place at the College.

Resource allocation is linked to planning. Based on the Fall 2004 Accreditation Survey of faculty and staff, 57 percent strongly agree or agree and only 16 percent disagree that the planning process drives the budget process. Twenty-seven percent neither agree nor disagree. Seventy-one percent strongly agree or agree that the College provides adequate resources for effective evaluation. Fourteen percent neither agree nor disagree, and 14 percent disagree with this statement.

Planning Agenda

None.

Standard I.B.4

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

Self Evaluation

The planning process is inclusive with few exceptions. Necessary resources are allocated through the budget process. Evidence of institution and program performance is provided annually in *Graphically Speaking*.

Fifty-three percent of those faculty/staff surveyed in the Fall 2004 Accreditation Survey strongly agreed or agreed that they have the opportunity to provide input into the planning process and that the planning process leads to improvement of programs and services. Thirty-three percent neither agreed nor disagreed, and 14 percent disagreed with this statement. Fifty-three percent strongly agreed or agreed that "the college planning process leads to improvement in my area of responsibility," with 34 percent neither agreeing nor disagreeing and 14 percent disagreeing with this statement.

The effectiveness and availability of institutional research is still being assessed, but there is reason to believe that the College's research capabilities and support are insufficient at this time. Under the guidance of

the Director of Computer Services and Institutional Research, the Computer Services Department continues to gather, create, and maintain a variety of research-related data and reports, including but not limited to Management Information Systems (MIS) data, PASS data, Cal Grant GPA data, and National Student Clearinghouse data.

However, the division of the Researcher/Programmer/Analyst's job responsibilities and the time allotted to recent programming efforts has severely limited the Research Programmer/Analyst's ability to gather and disseminate other types of data. These limitations solidify the College's continued need for a dedicated Researcher/Analyst.

For example, two program planning groups (Natural Sciences and Physical Education) have in the recent past requested data and research in order to contact students who have left the College and to begin the process of measuring student learning outcomes for that group. The College did not (or could not) provide that resource. While *Graphically Speaking* seems to satisfy a large portion of the campus research needs, research queries that are not addressed by *Graphically Speaking* are more difficult to acquire. Faculty, staff, and administrators often attempt and are unable to acquire specific programmatic and longitudinal data, which tracks by targeted populations, programs, across sequences, etcetera. In addition, programs that have large student usage, such as PE/Fitness Education Center, the Gateway Math Center, and the Learning Assistance Center require data reports that are not addressed by research collected for *Graphically Speaking* and are thus inaccessible.

Certainly, the demands for data have grown and evolved in the last six to seven years as the College has grown. Additionally, given the attention being directed locally, statewide, and nationally toward student learning outcomes and their measurement, the need for more varied research capabilities is likely to be further increased in the near future in ways that go beyond what is available in *Graphically Speaking*.

Planning Agenda

In order to address continuing research needs, the College needs to enhance its research functions and data collection to support effective decision-making, planning, and assessment. However, until the state of California adequately funds smaller, rural community

colleges, LTCC may not be able to meet these (nor the following) needs fully.

The College should assign the Director of Planning and the Researcher Programmer/Analyst as a support service to each program planning team.

The Researcher/Programmer/Analyst position should be reevaluated in terms of its workload distribution and its effectiveness, and more institutional members should be made aware of the specific resources available through the work of the individual in this position.

As a result of institutional research, the College should further develop a means to track students after they have left the College in order to measure the achievement of student learning outcomes.

Standard 1.B.5

The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Self Evaluation

The broad-based planning mentioned above provides direction for developing institutional goals, as well as a process for achieving these goals. In support of broad-based planning, the Computer Services Department provides timely and accurate data via the annual statistical report *Graphically Speaking*. These data are reviewed by the College Council, Academic Senate, the Classified Employees Association, students, the Board of Trustees, individual departments, and instructional programs. Additionally, these data are shared through institutional reports, at Convocation, in the State of the College Address, and through press releases disseminated by the Public Information Officer. Data, including quarterly PASS data, are provided for updates of the *Strategic Plan*, the *Student Equity Plan*, and the Partnership for Excellence. These results are communicated to the college community.

The Fall 2004 Accreditation Survey of faculty and staff included two questions regarding the respondents' view and understanding of the *Graphically Speaking* data. Sixty percent strongly agree or agree that the Institutional Research Office (Computer Services) provides reports that are useful to them, with 28 percent neither agreeing nor disagreeing and only 12 percent disagreeing.

Seventy-five percent strongly agree or agree that the "Institutional Research Office (Computer Services) provides the information I request," with 20 percent neither agreeing nor disagreeing and only 5 percent disagreeing.

The results of these questions indicate that a strong majority of the survey respondents viewed the data provided by Computer Services to be useful and responsive to individual requests. The data provided through such reports as *Graphically Speaking* and the quarterly PASS data reports appear to be sufficient for most programmatic decisions. However, the limitations on research (as discussed above in Standard I.B.4) remain a concern to those attempting to track data outside the purview of *Graphically Speaking*, particularly in the area of student learning outcomes.

Planning Agenda

None.

Standard 1.B.6

The institution ensures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Self Evaluation

The institution ensures the effectiveness of the planning and resource allocation processes as described in the description of the *Strategic Plan*, program planning, and the *Educational Master Plan* at the beginning of Standard IB. The program planning process was updated in January 2004 by a representative team consisting of faculty and administrators. As a result of the updating of the program planning process, future *Educational Master Plans* will reflect the updates to program planning. The strategic planning process is reevaluated annually at the planning session.

Planning Agenda

None.

Standard 1.B.7

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

Self Evaluation

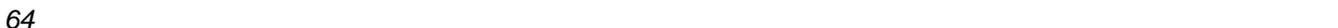
Through the described planning processes there is global evidence that LTCC's evaluation mechanisms are effective in improving instructional programs, student support services, and library and other learning support services. There are indications that the goals and recommendations of Program Plans are not, however, regularly revisited.

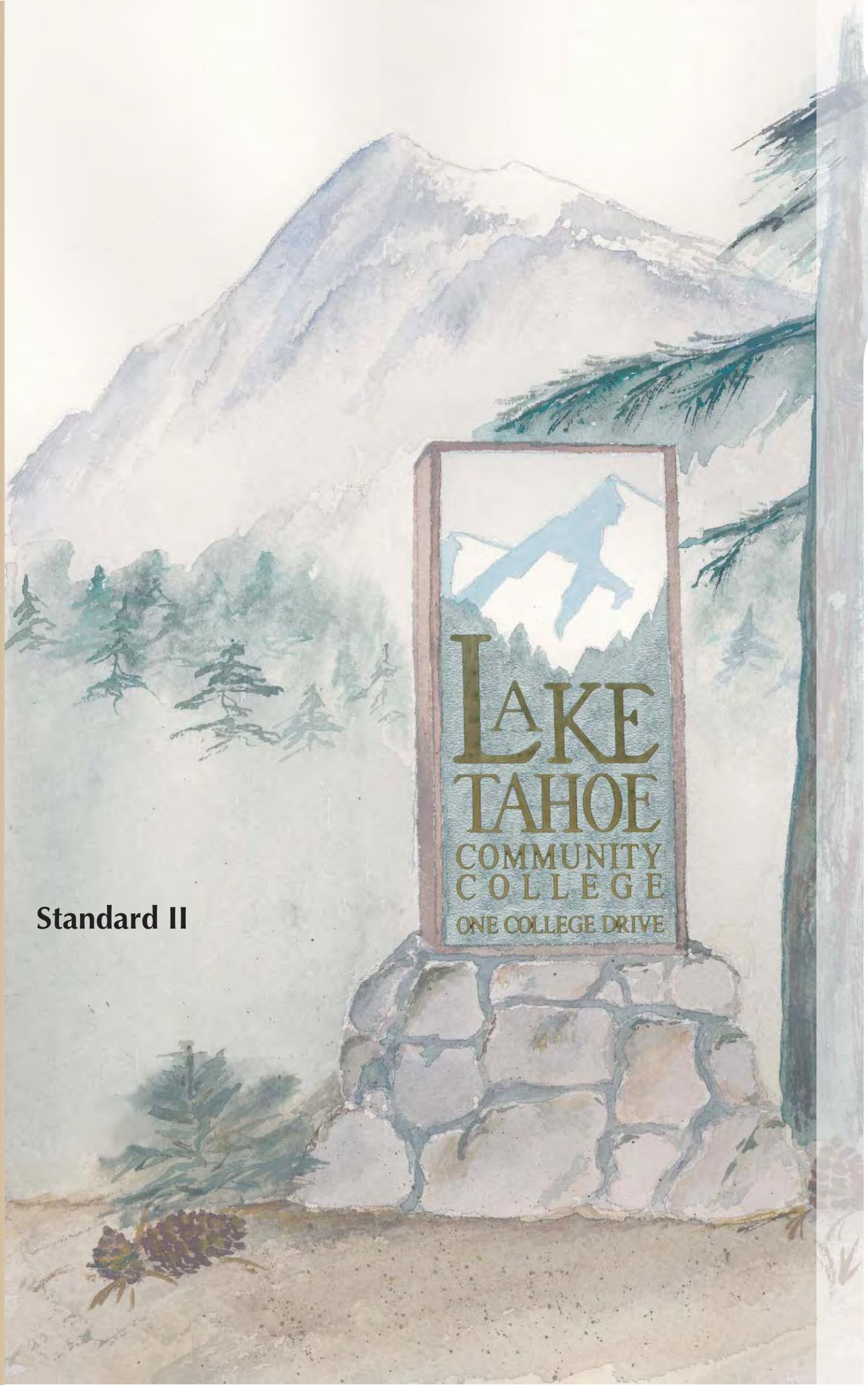
Planning Agenda

The departments will annually review their Program Plans to evaluate the effectiveness of the goals and recommendations on the programs' success.

Resources - Standard I

- I-1 2005-2006 Budget Development Form (link to program planning)
- I-2 Accountability Committee Meeting Minutes, May 22, 2001
- I-3 *Accountability* Document, January 7, 2000
- I-4 Accreditation Survey, Fall 2004: Faculty and Staff
- I-5 Accreditation Survey, Fall 2004: Students
- I-6 Annual Planning Session Agenda, 2003
- I-7 Board of Trustees Minutes, March 30, 2004
- I-8 *Bylaws of the Academic Senate of Lake Tahoe Community College*, 2001
- I-9 Child Development Center Scholarship Application
- I-10 *Classified Employees Association Bylaws*
- I-11 College Council Minutes, December 1, 2003
- I-12 *College Council Policies and Procedures*
- I-13 *Constitution of the Associated Students of Lake Tahoe Community College*
- I-14 *Curriculum Committee Handbook*, 2005-2006
- I-15 *Educational Master Plan*, January 5, 1994
- I-16 *Educational Master Plan*, 2004
- I-17 *Five-Year Capital Outlay Plan*, 2006-2010
- I-18 Foundation for the Future Scholarship Policy
- I-19 *Full-Time Faculty Handbook*, 2005-2006
- I-20 Graduating Student Survey Results, 2003
- I-21 Graduating Student Survey Results, 2004
- I-22 *Graphically Speaking*, December 2004
- I-23 *Graphically Speaking*, December 2005
- I-24 *Handbook for Classified Employees*, November 2004
- I-25 Instructional Skills Workshop and Advance Teaching Workshop Information
- I-26 *Keeping Our Eyes on the Ball*
- I-27 *Lake Tahoe Community College Catalog*, 2005-2006
- I-28 Lake Tahoe Community College Councils and Committees
- I-29 Mentoring Program for New Faculty, 2005-2006
- I-30 Mission Statement from LTCC Catalog, 1996-1997
- I-31 Nursing Assistant Training Program Foundation Scholarship
- I-32 Partnership for Excellence Spreadsheets
- I-33 Performance and Access for Student Success Measures, June 2, 2003
- I-34 Philosophy Statement from LTCC *Catalog*, 1976-1977
- I-35 Physics/Astronomy, Chemistry, Spanish Position Announcements for Fall 2005
- I-36 *Program Planning: English Department*, October 2003
- I-37 *Program Planning Handbook*, January 2004
- I-38 Research Programmer- Analyst Job Description
- I-39 State of the College Address, January 28, 2005
- I-40 *Strategic Plan, Goals, and Objectives*, 2004-2009
- I-41 *Student Equity Plan*, May 2004
- I-42 Teaching Learning Specialist Job Description
- I-43 *Visionary Group: Overview and History*, Spring Quarter 2004





Standard II

Standard II

Standard II

Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated learning outcomes. The institution provides an environment that supports learning, enhances students' understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

COMMITTEES

Co-chairs: Walter Morris, *Faculty - Physical Education*
Lori Gaskin, *Vice President, Academic Affairs and Student Services*

A. INSTRUCTIONAL PROGRAMS

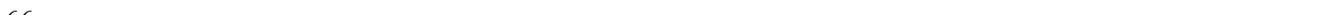
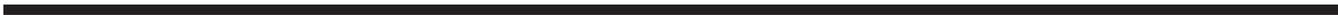
Chair: Diane Rosner, *Dean of Instruction, Humanities & Social Sciences*
Faculty: Bruce Armbrust, *Math*
Pete Dixon, *Counselor*
Jan Koenen, *English*
Leah Rhodes, *Adjunct - Addiction Studies*
Trevia Thomas, *Computer Applications/Office Technology*
Classified Staff: Julie Cathie, *Financial Aid Technician*
Reshelle Smith, *Library Assistant II*
Administrators: Lori Gaskin, *Vice President, Academic Affairs and Student Services*
Trustee: Roberta Mason

B. STUDENT SUPPORT SERVICES

Chair: Tracy Thomas, *Faculty - Counselor*
Faculty: Tom Alibrandi, *ESL*
Walter Morris, *Physical Education*
Beachy Orr, *Biology*
Classified Staff: Danny Masellones, *Human Resources Technician*
Lynn Thiesen, *Director, Financial Aid*
Deb Vidro, *Admissions & Records Technician*
Student: Amber Westbrook

C. LIBRARY AND LEARNING SUPPORT SERVICES

Chair: Phil Roché, *Director, Library & Media Services*
Faculty: Steve Adams, *History, Political Science*
Catherine Engel, *Adjunct - Art*
Eta Lin, *Psychology*
Beth Marinelli-Laster, *DRC Learning Disability Specialist*
Bic Ha Olson, *Math*
Suzanne Roberts, *English*
Classified Staff: Martin Currie, *Computer Programmer / Analyst*
Laura Tucker, *Program Technician*
Trustee: Pat Amundson



Standard II

Student Learning Programs and Services

A. INSTRUCTIONAL PROGRAMS

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to ensure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

Standard II.A.1.

The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Standard II.A.1.a.

The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary

Identifying the Educational Needs of Students

All of the processes described below assist the College in identifying the unique and diverse educational needs of its students. Using this information and the expertise of faculty, the College then seeks to meet these varied educational needs by offering a comprehensive array of programs that are congruent with: (1) the educational preparation of the students; (2) their educational goals; (3) the mission of Lake Tahoe Community College; and (4) the mission of the California Community College system.

- *Input from community- and industry-based advisory committees.*

Advisory committees provide guidance to the College on workplace expectations and competencies required for new employees seeking to enter a profession. Additionally, the committees give feedback on necessary skills for career advancement. This information is used by the instructional departments as a gauge to ensure that course and program content is current, appropriate, and meeting employer requirements.

- *Student input to faculty.*

The comments section of the quarterly course evaluation form provides the vehicle for students to give direct feedback to faculty. Frequently, students use this as an avenue to make their specific educational needs known to the College. In turn, the faculty and departments use this information to improve and enhance course offerings, methods of delivery, and support services.

In addition, the College's small class sizes (average class size is 15 students) encourage frequent student/teacher interchange. As a consequence, students are given the opportunity to directly communicate to faculty the areas in which their specific educational needs are or are not being met.

- ***Transfer institution requirements.***

The educational needs of transfer students are often prescribed by the institutions to which they seek to matriculate. Thus, LTCC works closely with transfer institutions to ensure that their requirements and expectations are addressed to the degree possible within our curriculum.

- ***Targeted research.***

Prior to embarking upon a new program (particularly in a vocational area), the College conducts extensive research to ensure that the endeavor will address a particular educational need. This process was followed prior to creating the Culinary Arts program, the Dental Assisting program, and the Registered Nursing partnership program with Sierra College. Results from such research can yield outcomes which do not lead to new program development, as was the case with the teacher preparation program (a program considered by the College to be of potential interest to students).

- ***Students' self-identified goals.***

Upon initial application to the College and during subsequent registration, each student is asked to identify or update his/her educational goal. This information provides a base of knowledge to assess student interests and needs.

- ***Study of incoming high school graduates.***

The College evaluates the educational needs of incoming high school graduates from its one local feeder high school through ongoing study of the mathematics and English skills of these students.

- ***Articulation Council meetings.***

In 1996 a partnership was formed between Lake Tahoe Community College, South Tahoe High School (the College's one local feeder high school in California), and George Whittell High School (a small local high school in close proximity to the College on the Nevada side of Lake Tahoe). The foundation of this partnership was a biannual meeting of the newly created Articulation Council. Comprised of faculty and administration from each of the institutions, the Council provided a formal way of promoting dialogue between the different segments of education in the basin. Additionally, this communication link provided the College with feedback and guidance as to the educational needs of students making the transition from high school to college. The Articulation Council was active

through 2003. Since that time, the Council has been inactive as the local community grapples with the immediate issue of shifting demographics which has caused a steady and sharp decline in K-12 enrollments and consequent shrinking budgets, school closures, and reductions in services and staff.

- ***Input from surveys***

College-Wide Student Surveys

Since the last accreditation self study, two college-wide student surveys have been conducted to ascertain student satisfaction with programs and services and to identify areas of educational need not being addressed. The first survey was distributed in Spring 2002 (at the mid-point of the College's accreditation cycle) to students in selected classes and was completed by 158 respondents. The second survey was developed in conjunction with the current self study process. It was distributed in the fall 2004 quarter to a pool of approximately 1,289 students and was completed by 603 respondents.

Survey of Graduates

Each fall, the College distributes a Graduating Student Survey which is mailed to all LTCC students who graduated with an A.A. degree or certificate the previous June. Information received from this survey assists the College in identifying the educational needs of those seeking to complete a degree or certificate as well as transfer students.

Program Plan Surveys

Student and, as appropriate, community surveys are conducted with each instructional and student services program plan. These surveys target specific information regarding the effectiveness of a particular instructional program or support service and provide feedback regarding a program's strengths, weaknesses, and deficiencies. The results from these program planning surveys are used in three ways: (1) to determine that the program is meeting the educational needs of students served by the department; (2) to identify ways in which to improve programs and services; and (3) to analyze emerging student educational needs.

Educational Master Plan Survey

In conjunction with the process of updating the *Educational Master Plan* in 2003-2004, the College solicited feedback from the community through a survey which asked the following questions:

1. What are the greatest strengths of Lake Tahoe Community College?
2. What are its greatest weaknesses?
3. What do you believe is the greatest community need that the college should be meeting?
4. What advice would you offer to the college as it looks forward to the rest of the decade?

Over 300 surveys were received and they have provided information that has allowed the College to gain a sense of the educational needs of community members as well as current and potential students.

Drop Surveys

The College collects drop surveys from those students who drop classes in person (at Admissions and Records) during the quarter. This brief survey asks students to anonymously state the reason(s) they are dropping a course. This information is analyzed to provide information on retention and student needs.

The College offers the following instructional programs to address the multi-faceted educational needs of its students:

- Lower-division transfer preparation curriculum (including second-year coursework in key areas of major preparation, such as second-year calculus; four-quarter calculus-based physics sequence; year-long literature sequences for English majors; year-long computer programming sequence for CIS majors; research designs in psychology);
- Vocational programs and certificates for career preparation and advancement, as well as for transfer preparation in certain fields;
- Basic skills curriculum in English and math to prepare students for college-level coursework;
- Non-credit English as a Second Language (ESL) curriculum designed to enhance workplace skills and prepare students to bridge into credit ESL and basic skills English coursework;
- Curriculum designed to address specific learning needs of students with disabilities; and
- Lifelong learning.

To fully appreciate the nature of the College's programs, it is important to understand the uniqueness of the community served by the College. According to the 2000 census, the south shore of Lake Tahoe (in California) is home to approximately 34,000 people. The area can be categorized as a resort community

which markets itself to destination travelers seeking outdoor recreation experiences (such as, snowboarding, skiing, hiking, boating) as well as indoor activities (such as gambling). The economic structure of this area is intimately tied to, and dependent upon, two variables: tourism and weather (specifically, snow in the winter). There are ample job opportunities in this tourist-based economy, particularly in the hospitality (food service, lodging, casino service occupations) and retail job sectors. However, these positions are typically entry-level, low paying, and unstable (in that they are subject to the vagrancies of a tourist-based, seasonal economy). Commonly, immigrants from Mexico and temporary workers from Eastern Europe and South America are recruited to fill these positions. In the Lake Tahoe basin, professional positions in employment sectors that offer career advancement opportunities and wages that are commensurate with the high cost of living are limited.

The 2000 census lists the ethnicity of the south shore of Lake Tahoe in California as 72 percent White, 20 percent Latino/Hispanic, 5 percent Asian, and less than 1 percent each American Indian/Alaska Native, Black, and Native Hawaiian/Other Pacific Islander. The National Center for Education Statistics data documents a similar percentage of Hispanics/Latinos for the area serviced by Lake Tahoe Unified School District, the local school district. However, there is considerable evidence from public agencies and community-based organizations to suggest that the Latino population in the area may actually comprise closer to one-third of the total population.

These distinctive economic and demographic conditions impact the College's instructional programs in two specific ways:

1. ***English as a Second Language (ESL) instruction***

With the large percentage of non-English speaking residents, employees, and temporary workers in the community, the College has responded by creating a non-credit ESL program in 1998-99 to complement its credit ESL program. Courses are primarily offered at the off-site ESL Center, which is centrally located in the residential area where a majority of ESL students live. Designed to enhance workplace skills and prepare students to bridge into credit ESL and basic skills English coursework, the non-credit program currently serves over 400 students each quarter. Recently, the ESL program has been enhanced by the acquisition of a state-funded grant

to promote development of integrated services that incorporate adult basic education, English language and literacy instruction, and civics education. A College team comprised of ESL faculty, counselors, the bilingual ESL program technician, the grant coordinator, and bilingual support staff in Student Services and Admissions and Records work together to provide effective instruction and support services for the College's second language learners.

2. *Vocational programs*

Because of the one-dimensional nature of the area's tourist-based workforce and the College's small size, LTCC lacks the traditional vocational programs commonly found at other community colleges (for example, automotive repair, welding, electronics, cosmetology). The community does not have the ability in this tourist-dominated workforce to support such programs nor absorb students trained in many of the traditional technical fields. As a consequence, the College has developed vocational programs to meet specific local workforce needs, most notably in Culinary Arts, Hospitality/Customer Service, Emergency Medical Technician, Ski Patrol, and Fire Science. Further, the College continues to respond to emerging workforce training needs as evidenced by the new juvenile corrections officer program designed to meet the staffing needs for the recently-opened Juvenile Treatment Center in South Lake Tahoe. Other vocational programs offered at the college include Addiction Studies, Business, Computer Applications/office Technology, Early Childhood Education, Criminal Justice, and Allied Health (Nursing Assistant Training program, Dental Assisting, Medical Office Assisting).

Despite the College's limitations in offering vocational programs in a wide array of areas, the College has sought ways of increasing opportunities to students. Particularly noteworthy is the College's partnership with Sierra College and Barton Memorial Hospital (the local hospital facility) to bring a Registered Nursing (R.N.) program to the basin. Sierra College recognized the need to offer nursing education to rural areas and sought approval from the California State Board of Registered Nursing for an extended, online R.N. program to serve the more isolated areas in northern California. Students in South Lake Tahoe are registered in Sierra College's nursing courses and LTCC offers instructional services (such as the ability to meet program prerequisites) and support services

(such as, access to computer labs, Library services, counseling services). Lake Tahoe Community College students are the beneficiaries of this outreach effort; currently nine Lake Tahoe students are enrolled in the two-year program.

Over the past several years, the south shore of Lake Tahoe has been experiencing a demographic shift that is influencing the nature of the entire community. Due to the lack of reasonably priced housing, high cost of living, and low prevailing wages associated with the tourist-related employment sector, this resort community is losing population to more affordable areas (particularly in neighboring Nevada). This exodus of individuals and families to population centers outside the basin has impacted county and city agencies, the local school district, and local businesses. The direct impact this demographic shift has on the College is one of declining enrollments which began in 2003-04. This enrollment trend has continued into 2004-05 and is causing the College to think about what it means to stabilize in enrollment at a level lower than previously projected.

Research and Analysis to Identify Student Learning Needs

As described above, the College relies on a variety of quantitative and qualitative means (such as, advisory committees, surveys, student input, transfer institution requirements, targeted research, study of incoming high school graduates) to identify student learning needs. Data from each of these sources are reviewed and analyzed by applicable departments, resulting in program enhancement and/or new program development to address unmet needs.

Research and Analysis to Assess Student Learning Outcomes

The narrative for Standard II.A.1.c. describes in detail the manner in which the College relies upon research and analysis to assess student progress toward achieving stated learning outcomes. The reader is referred to that section to evaluate the College's efforts in this area.

Self Evaluation

The College uses an array of information and data-gathering tools to identify student educational needs. Departments then analyze this information toward the goal of improving existing programs and developing new instructional areas as appropriate. Evidence of this effort is found by examining the comprehensiveness of the College's curriculum: students are able to take

courses in 54 different disciplines, obtain an Associate in Arts (A.A.) degree in 38 different majors, seek a certificate in 20 varied fields, and choose between 12 different career preparation certificates.

Additionally, results from the Fall 2004 Accreditation Survey suggest that students are satisfied with the instructional programs offered at the College:

- 77 percent of the students who had an opinion agreed with the statement that the College offers a broad array of majors from which to select.
- 70 percent of the students who had an opinion agreed with the statement that the College offers an appropriate selection of courses in their major.
- 93 percent of the students who had an opinion agreed with the statement that the instructors at the College use a variety of teaching methods/styles to meet their learning needs.
- 72 percent of the students who had an opinion agreed with the statement that the vocational courses are appropriately preparing them for employment in the field.

Planning Agenda

None.

Standard II. A.1.b

The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Standard II. A.2.d

The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

Delivery Systems: Compatible with the objectives of the curriculum

At Lake Tahoe Community College the majority of courses offered are delivered in the traditional face-to-face manner. LTCC also offers a very limited number of online courses in the areas of Anthropology and Sociology. Some faculty are experimenting with hybrid delivery systems for their courses consisting of a portion of their course offered in the traditional face-to-

face manner and an additional portion of the course that is offered online. Hybrid courses have been piloted in two departments, Mathematics and Computer Applications/Office Technology.

All courses offered, regardless of the delivery system, honor the integrity of the course as described in the official course outline of record. The objectives of the courses are maintained through the curriculum approval process. The Curriculum Committee must review and take action on all traditional and non-traditional course offerings.

Delivery Systems: Appropriate to the current and future needs of students and reflect the diverse needs and learning styles of students

The College explores alternative delivery systems when instructional interest arises from the faculty, as noted above. LTCC students self-select when offered alternate delivery modes. Faculty and counselors provide guidance to students who seek to enroll in the College's small non-traditional offerings to ensure their learning style is congruent with the delivery and presentation of course materials.

Modes of Instruction: Compatible with the objectives of the curriculum

All course outlines of record require that methods of instruction (i.e., modes of instruction) be identified so that the Curriculum Committee, through the course review and approval process, can ascertain that the pedagogical strategies and approaches are compatible with the stated learning objectives for each course.

Modes of Instruction: Appropriate to the current and future needs of students and reflect their diverse needs and learning styles

LTCC faculty use a multitude of teaching strategies and methodologies that ensure the implementation of diverse modes of instruction in order to meet the varied educational needs of all students. Examples of these modes of instruction are:

- Lecture
- Lab
- Group work
- Discussions/Debates
- Interactive project-based activities
- Individualized instruction
- Self-paced activities
- Compressed course content
- Collaborative learning strategies
- Technology-based instruction

- Fieldwork
- Experiential and participatory learning
- Internships
- Worksite placements
- Clinical practicum

Modes of Instruction: Faculty development opportunities to support the current and future diverse instructional needs and learning styles of students

The College continually supports faculty development opportunities toward the goal of fostering an exploration of modes of instruction that are congruent with the needs of students. Some of the ways that this is accomplished include:

- Travel/conference funding for full-time faculty.
- Limited travel/conference funding for adjunct faculty.
- A professional development leave program for all full-time, tenured faculty on a 6-year cycle.
- Annual team participation at a nationally recognized teaching conference in honor of excellence in teaching.
- Support for the Teaching Learning Resource Coordinator position. This half-time faculty reassignment allows the specialist to provide an array of teaching support services such as trainings, workshops, mentoring, and access to online faculty support through the Teaching Learning Resource website.
- Faculty are also provided numerous resources (e.g., books, periodicals) through the College's Teaching Learning Resource Center (TLRC) that enable them to explore a wide range of teaching strategies designed to meet the varied learning styles of students. The TLRC also provides a place for teachers to discuss and research pedagogical practices.
- A multitude of brown bag lunches, workshops and trainings that are offered throughout the quarter that focus on teaching issues, technology integration, and classroom methodologies to better support excellence in instruction.
- The institutionalization of the Instructional Skills and Advanced Teaching Workshops, which are peer-led trainings designed to explore innovative teaching strategies and improve instructional skills.
- Recognition of the excellent teaching of adjunct faculty through the Associate's program (i.e., a salary enhancement program).
- Support for professional literature and professional memberships.

- A year-long mentor program for new, tenure-track full-time faculty.

Self Evaluation

Delivery systems and modes of instruction that reflect the diverse needs and learning styles of our students are embodied in the diverse teaching methodologies incorporated by LTCC faculty. This is evidenced by the responses to the following query on the Fall 2004 Accreditation Survey: "My instructors use a variety of teaching methods/styles to meet my learning needs." Of the 596 students responding to the statement, 93 percent of those who stated an opinion marked strongly agree/agree while 5 percent were neutral and 2 percent (9 students) disagreed. This clearly indicates that students feel that their learning needs are being adequately met.

Delivery systems consist of traditional face-to-face course offerings and alternate delivery systems based on the faculty's interest. The College has an interest in exploring and increasing non-traditional delivery systems within the constraints of the institution's limited resources.

Planning Agenda

None.

Standard II.A.1.c.

The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Standard II.A.2.b.

The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for course, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary

Course-Level Student Learning Outcomes

The identification of student outcomes at the course level is a faculty-driven process. For each course, faculty define student outcomes that describe the essential knowledge, skills, competencies, and abilities that a student will gain upon successful completion of the

course. Some of these outcomes are written in measurable terms while others describe outcomes that are more conceptual, abstract, and intangible and thus not readily quantifiable. The faculty delineate these outcomes in the Student Outcomes section of the Curriculum Committee's official course outline of record. While not formally documented as student learning outcomes, these course-level objectives nonetheless provide the framework for each course. These are shared with the students and are used as the foundation for evaluating and assessing student learning. Faculty update and modify curriculum on a cyclical basis to ensure that these objectives accurately reflect the content, purpose, and scope of each course.

Program-Level Student Learning Outcomes

The College offers students the opportunity to pursue an Associate in Arts (A.A.) degree in 38 different majors. Additionally, students may obtain a certificate in 20 varied fields of study. Departmental dialogue and subsequent Curriculum Committee review and approval shape both the program content as well as the intended outcomes for degrees and certificates. Further, each degree and certificate is reviewed on a periodic basis through the program planning process. A key element in program planning is the requirement that departments examine, reflect upon, and comment on measures of student learning within the program under review. As a consequence, faculty dialogue is generated as departments re-evaluate the program's outcomes.

The course requirements for all degrees and certificates are published in the *College Catalog* along with a description of the program. Recently, a number of the program descriptions in the *College Catalog* have been revised to incorporate defined learning outcomes.

Degree-Level Student Learning Outcomes

The general education component of the College's A.A. degree has as its foundation the College's general education philosophy statement which is published in the *College Catalog*. This statement defines broad-based, holistic student learning outcomes and reflects the conviction of the College that students who receive an A.A. from this institution possess:

- a critical awareness of the variety of means through which people comprehend the past, present, and future;
- an understanding of the basic principles, concepts, and methodologies both unique to and shared by the various disciplines and the ability to use this knowledge when evaluating and

appreciating the physical environment, the arts, the culture, and the pluralistic society in which they live;

- an understanding of the interdisciplinary nature of knowledge;
- self-understanding and the capacity to adapt, respond, and grow in a changing world; and
- skills of logical thought and reasoning, clear and precise expression, intellectual inquiry, and critical analysis.

Discussion regarding the purpose of general education has recently expanded as a result of the Visionary Group, a faculty committee of the Academic Senate. Since its inception in spring 2003, the Visionary Group has tackled the following fundamental question: What values, knowledge, and skills should our students possess as a consequence of their educational experience here at the college? Following an all-faculty flex day activity in fall 2003 dedicated to addressing this question, the following five outcomes/goals were identified as areas of primary focus:

- a desire to learn, leading to lifelong learning
- an appreciation for diversity of opinions as well as cultural diversity
- the ability to form ideas and informed opinions
- communication skills
- a sense of personal and community responsibility

The committee devoted the 2003-04 academic year to the goal of enhancing understanding and appreciation for diversity. In 2004-05, the Visionary Group committed to continuing its work with diversity and expanding it to embrace the concept of student access.

Campus Dialogue on Student Learning Outcomes

The College has begun to formally dialogue about the concept of student learning outcomes and the need to more clearly define and assess the learning experiences of students. The Academic Senate's Visionary Group is evidence of this effort. Additionally, for the past two years, the College has offered mini-grants to faculty to develop, pilot, and evaluate learning outcomes at the course, major, program, or A.A. degree level. To date, faculty from English, Biology, Physics, and Student Services have been awarded mini-grants to explore and experiment with learning outcomes. Further, the Academic Senate established the Student Learning Outcomes Committee in spring of 2004 to inform faculty and serve as a resource. During the 2004-05 academic year, the committee has focused its efforts on research, disseminating information to the faculty, and

providing guidelines and potential models for faculty to consult. In addition, the College has arranged for a formal training on student learning outcomes to be conducted by faculty from Bakersfield College during Convocation in September 2005.

Assessment of Learning Outcomes: Course- and Program-Levels

The College assesses student achievement of learning outcomes in a variety of ways. For example, faculty use varied assessment strategies to ascertain students' attainment of the course-level outcomes that are delineated in each course outline of record, including:

- traditional assessment methods (e.g., exams)
- project-based assessments (e.g., Computer and Information Sciences and Computer Applications/Office Technology)
- capstone projects (e.g., Theatre, Mathematics, Physics, Anthropology, Sociology)
- pre- and post-testing and benchmarking to measure learning gains (e.g., non-credit English as a Second Language)
- juried works (e.g., Art and Culinary Arts)
- rubric-based projects (e.g., Foreign Languages)
- portfolio-based assessment (e.g., Photography, English)
- clinical practicum (e.g., Dental Assistant)
- skills-based assessment (e.g., Emergency Medical Technician, Criminal Justice)
- external licensure examinations (e.g., Nursing Assistant Training Program)

Each of these assessment methods yields quantitative and qualitative information that faculty utilize to not only assess learning but to improve and strengthen the content, structure, scope, and delivery of each course.

At the course and program level, the College uses available research data to assess student achievement. These data sources include:

- ***Graphically Speaking***
This document is published annually and contains programmatic data such as course completion rates by department, completion rates across varied demographic groups (age, gender, ethnicity, special populations), degree/certificate completions for demographic groups, transfer data, year-to-year persistence, and basic skills improvement.
- ***Performance and Access for Student Success (PASS)***
Each quarter, the PASS Committee publishes

the following course and program data: grade distribution by each course and by department, completion rates for each course and department, and quarter-to-quarter persistence rates.

- **Program Planning**

Data are used by each planning team in the evaluation of program effectiveness and student success. Information that is typically evaluated in the program planning process includes: program-specific demographic data, course completion rates, departmental and course grade distributions, persistence data, other quantitative data specific to the needs and interests of the program planning team, and qualitative data such as student survey results.

- ***Keeping Our Eyes on the Ball***

From 1998 to 2003, the College received a federal Title III grant to strengthen institutional effectiveness. An important aim of the grant was to evaluate, enhance, and redesign curricula in three key disciplines that serve as gateways to student success. These three instructional areas were English as a Second Language (ESL), basic skills Mathematics, and English (principally basic skills English). Outcomes were delineated for these three disciplines, and an assessment of student achievement was published annually in a document entitled *Keeping Our Eyes on the Ball*. This resource included data tracking student success and persistence rates and served as a valuable tool for departmental faculty as they sought to gauge the effectiveness of the curricular redesign being implemented. It is anticipated that the institution will again publish this document beginning in the 2005-06 academic year.

Each of these above mentioned assessment resources provides data that faculty utilize to identify areas in need of improvement and to take action in implementing necessary changes and enhancements. For example, analysis of data from *Keeping Our Eyes on the Ball*, as well as from other sources, prompted both the ESL and basic skills English faculty to experiment with curriculum that would strengthen the bridge between these two programs and promote a successful transition for students. In Mathematics, the careful tracking and analysis of student success in the College's basic Mathematics course (that is, MAT187A, B which was formerly MAT181A, B, C, D) led to curricular redesign

and subsequent improvements in student achievement of learning outcomes. The program planning process, as well as the evaluation of student achievement in selected vocational programs (for example, Criminal Justice, Medical Office Assistant, Culinary Arts), resulted in program restructuring to foster student success both in the program and in the workplace.

Assessment of Learning Outcomes: Degree-Level

To date, the College does not have an institution-wide mechanism in place to systematically and formally measure student achievement of the College's general education outcomes at the A.A. degree level. However, the Fall 2004 Accreditation Survey yields data regarding the students' perception of their achievement of two of the Visionary Group's outcomes/goals:

- In response to the statement that the "college's general education course requirements have helped me become a life-long learner," 78 percent of student respondents marked strongly agree/agree. (This percentage excludes don't know and not applicable responses.)
- In response to the statement that the "college's general education course requirements have helped me become a more effective citizen," 65 percent of student respondents marked strongly agree/agree. (This percentage excludes don't know and not applicable responses.)

Faculty Roles

Faculty expertise drives all curriculum development, including the identification of competencies (typically found in skills-based and vocational courses) and student learning outcomes at the course, program, and degree level. The central role of faculty in this regard is evidenced by examining the College's curriculum review and approval process (which is a faculty-based process), as well as the program planning process (which originates from faculty within each instructional department). The primacy of faculty in curricular matters and program review is articulated in the College's *Board Policy Manual* (section 4.23B) and the state's *Education Code*.

Learning outcomes and competencies for vocational programs are developed by departmental faculty with input and guidance from the College's ten vocational advisory committees. The College relies on these committees to ensure that the curriculum and learning objectives are aligned with industry expectations, workplace needs, and the competencies necessary to succeed in the specific career field.

Self Evaluation

Learning outcomes for all courses offered at the College are embodied in the Student Outcomes section of the official course outline of record. Faculty use these outcomes to frame each course as evidenced by the student responses to the following statement on the Fall 2004 Accreditation Survey: My instructors clearly identify educational goals for the course. Ninety-four percent of the respondents ranked this with a strongly agree/agree rating. In addition, faculty effectively utilize a host of assessment strategies at the course level to gauge student learning in their courses and integrate the results into a plan for course improvement where needed. Currently, these course-level outcomes are not formally delineated as student learning outcomes nor is there an institutionalized process for officially documenting student achievement of the course outcomes. Further, the College is grappling with the relationship between the existing student outcomes-as described in the official course outline of record-and the student learning outcomes referenced throughout the accreditation standards.

The *College Catalog* contains program requirements and general descriptions for each degree and certificate offered at the institution. Some of these descriptions clearly articulate learning outcomes for the program; however, others do not. Additionally, the ability of the College to assess the students' achievement of degree and certificate outcomes is reliant upon available institutional research data which is limited in scope. The *College Catalog* also contains a clearly-defined general education philosophy statement with learning outcomes woven into the essence of the statement. At this time, the College is unable to systematically and formally assess students' achievement of the learning outcomes for the general education requirements of the A.A. degree.

Planning Agenda

The College will: (1) promote clarity of learning outcomes at the course and program levels and (2) formally assess learning outcomes at the course, program, and degree (that is, general education) levels with appropriate institutional research support.

Standard II.A.2.

The institution ensures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Standard II.A.2.a

The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary

Procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs.

The basis for designing, identifying learning outcomes for, and evaluating courses and programs comes from the expertise of faculty through several different but related processes. These are as follows:

- ***Program Planning***

Through the program planning process faculty evaluate their program and courses and identify areas in need of enhancement and/or improvement. This process provides the impetus for designing new courses and programs and redesigning existing curriculum. Additionally, a key element in program planning is the requirement that departments examine, reflect upon, and comment on measures of student learning within the program under review.

- ***Emerging Trends in the Discipline***

Faculty recognize, evaluate, and react to emerging trends in their discipline and adjust, revise, and enhance courses and programs accordingly. Faculty are able to identify such trends by their active participation in state and national professional organizations, involvement in professional development opportunities (such as conferences), and maintaining currency with respect to relevant research.

- ***Changing Workplace Needs and Expectations***
Vocational Advisory Committees meet at least once a year to discuss and evaluate various programs (e.g., Allied Health, Computer Applications/Office Technology, Culinary Arts, and Business). The Advisory Committees' general responsibilities include: advising on workplace needs, defining workplace expectations, reviewing programs and courses, and recommending appropriate courses to adequately prepare students for employment. Additionally, employer feedback guides course and program design.

- ***Enrollment Trends***

Student enrollment trends influence the design of programs and courses. For example, student interest in advanced coursework in a subject is considered by the faculty when evaluating existing curriculum. Currently, the Biology department is making program changes that will result in better articulation with four-year institutions for different science majors. Another example is the development of various levels of a subject to meet the diverse needs of the students (e.g., transfer level vs. basic skills math; foreign language transfer level vs. academic enrichment courses). Finally, development of new degrees and certificate programs (e.g., Anthropology, Sociology) addresses growing interest in the disciplines.

- ***Quarterly Student Evaluations***

Faculty and instructional deans review and analyze information compiled from the quarterly student evaluations. If results consistently reflect areas in need of improvement, then this becomes the impetus for re-evaluation of the course's design as well as the course's stated learning outcomes.

- ***Performance and Access for Student Success (PASS) Data***

Every quarter, the PASS Committee publishes student success data that is distributed to each department. The faculty and instructional deans review these data. If areas of concern are identified, the course's design and/or stated learning outcomes are then re-evaluated.

- ***External Licensing/Certification Agency Requirements***

Many of the College's vocational programs are certified through an external licensing agency (e.g., Peace Officers Standards and Training; California Department of Health Services; El Dorado County Emergency Medical Services). Their requirements often dictate the course design and learning outcomes for the curriculum. Thus, the criteria required by these external agencies are reviewed and incorporated as necessary into the courses and programs and are presented to the Curriculum Committee.

- ***Special Topics Courses***

The Curriculum Committee allows departments to experiment with course design through the special topics process. Departments are able to offer experimental courses (called special topics courses) on a restricted basis as a way to ascertain student interest in new and emerging areas within the discipline. These special topics courses, if successful, form the basis for curricular design and program enhancement.

- ***Transfer Institution Requirements***

Transfer institution requirements often influence the structure, content, and design of courses (e.g., in the sciences). The departmental faculty and Curriculum Committee respond to these requirements by reviewing the necessary course components and addressing them accordingly.

As appropriate, each of the aforementioned processes contributes information and guidance to faculty as they evaluate and design new courses and programs, redesign existing curriculum, and identify learning outcomes.

The approval of courses and programs is an institutionalized process that rests with the Curriculum Committee and the Board of Trustees. The Curriculum Committee is the formal committee through which all curriculum changes must be processed. Specifically, the committee is charged with recommending action on: proposed new courses; changes to the requirements for majors, certificates of achievement, and associate degree; course modifications; course deletions, inactivations, and re-activa-

tions; proposals for new instructional programs; institutional and general education requirements; standards for courses (prerequisites, corequisites, advisories) or other issues related to student preparation and success; program discontinuance; and determination of transferability. The *Curriculum Committee Handbook* describes in detail the procedures for all curriculum processes and provides samples of the uniform documents to be used for each procedure.

Administration and delivery of courses and programs rests with the individual departments, faculty, instructional deans, and the Vice President, Academic Affairs and Student Services. The administration and delivery of courses or programs includes: establishing a projected timeline for course offerings (*Two Year Schedule of Course Offerings*); scheduling courses in a program each quarter; staffing each course; ordering textbooks and course materials; optimizing the learning environment for each course; and ensuring that appropriate support and resources are available to the faculty and students. Therefore, all of these items must be in place each quarter to effectively administer and deliver courses and programs.

Among the tools used for evaluation of courses and programs are student surveys (usually completed during the Program Planning process), quarterly student evaluations of individual courses, input from vocational advisory committees (e.g., Allied Health, Computer Applications/Office Technology, Culinary Arts), and input from advisory committees representing areas of local need (e.g., Addiction Studies, English as a Second Language, Foster and Kinship Care). Additional tools to assist in the evaluation of programs and courses include *Graphically Speaking*, a research document which includes measures of enrollment trends and student success measures. Further, the Performance and Access for Student Success (PASS) Committee compiles course and program data on a quarterly basis for departmental review and evaluation.

Central role of the faculty in establishing quality and improving instructional courses and programs.

Faculty assume the primary role in establishing quality and improving instructional courses and programs. This is manifested through the curriculum development and approval process. Curriculum design, redesign, and revisions originate at the faculty level and move through a faculty-driven review and approval process in the Curriculum Committee. Furthermore, the central role of faculty in ensuring quality and continual

improvement is demonstrated by reviewing the processes described above. On a formal level, the recognition of the primacy of faculty in curricular matters is articulated in the Lake Tahoe Community College *Board Policy* 4.07 and 4.23, the *Curriculum Committee Handbook*, and guidelines set forth in Title 5 of the *California Education Code*.

Self Evaluation

The Fall 2004 Accreditation Survey of faculty and staff included the following statement: "Faculty are encouraged to explore innovative curriculum approaches to ensure the quality and continued improvement of courses and programs." Of the 131 respondents who expressed an opinion, 85 percent agreed or strongly agreed with this statement. This percentage indicates that faculty feel they are encouraged to evaluate and improve their courses and programs on an ongoing basis. This is evidenced by the fact that faculty submitted, and the Curriculum Committee approved the following in 2003-2004:

- 57 new courses;
- 75 modifications to existing courses;
- 13 course inactivations/deletions; and
- 142 special topics courses.

The Program Planning process also leads to improvement of programs and services; 75 percent of survey respondents who expressed an opinion supported this assertion.

Planning Agenda

None.

Standard II. A.2.c

High quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

High Quality Instruction

The Mission Statement epitomizes the College's commitment to high quality instruction:

"Lake Tahoe Community College promotes learning and enrichment for our students and community through exemplary educational experiences provided in a uniquely supportive environment."

This statement guides administration, faculty, and staff efforts and decisions and provides a focus for continu-

ing to provide excellent instruction to students. Operationally, the College is committed to providing high quality instruction in a myriad of ways. The key to this is the faculty. The College's thorough faculty hiring process ensures the employment of high-quality instructors. The College inculcates and expects excellence and to that end, ensures outstanding faculty through a number of means:

- A year-long mentoring program supports newly hired, tenure-track full-time faculty.
- Institutional support for travel to conferences encourages faculty to keep current in their disciplines and to explore innovative pedagogy.
- Funding is provided for memberships in professional organizations.
- Faculty are encouraged to become involved in NISOD (National Institute for Staff and Organizational Development) through subscription to *Innovation Abstracts*; three faculty each year are funded to attend the annual NISOD conference.
- The College subscribes to professional literature.
- The College supports scheduled professional development leaves.

The College has also established a Teaching Learning Resource Center (TLRC), run by a faculty member who serves as coordinator. The TLRC is available to full-time faculty and adjunct faculty, and the coordinator regularly organizes informational trainings and workshops on such varied topics as diversity in the classroom and how to incorporate technology in learning.

Adjunct faculty are also supported in numerous ways:

- The College remunerates adjunct faculty for attending department meetings and participating in various institution-sponsored teaching workshops through the TLRC.
- Each fall, adjunct faculty are invited to attend a special adjunct-only convocation.
- Winter and spring quarters include opportunities for adjunct faculty orientations.
- A quarterly newsletter is prepared by the Teaching Learning Resource Coordinator and distributed to all adjunct faculty.
- Adjunct faculty are provided with one paid office hour per week if they apply and meet certain criteria.
- Individual adjunct faculty orientations are provided to all new adjuncts by the deans of instruction.

- Adjunct faculty are also eligible for funds from a limited travel/conference budget.
- Adjunct faculty may apply for and attend yearly Instructional pedagogy.
- The adjunct faculty evaluation process supports efforts to enhance the quality of teaching.
- The Associate's program recognizes exemplary teaching among adjunct faculty through the title of associate faculty and a commensurate increase in pay rate once certain teaching-related criteria have been met.

The College uses appropriate measurements to assess high quality instruction.

- Each quarter, students participate in the evaluation of courses, answering questions specific to the quality of instruction (e.g., "The instructor takes the time to explain when the students do not understand the material," "The instructor is knowledgeable in the subject matter and presents new and up-to-date material.").
- Analysis of quarterly course completion data, contained in the Performance and Access for Student Success report, offers measurement of student achievement.
- Grade distribution at the course and department level and persistence from quarter to quarter are tracked to monitor student success.
- *Graphically Speaking*, the college's annually-updated data source, provides additional institutional and departmental information to gauge student success and the quality of instruction.
- Each fall, the Graduating Student Survey is mailed to all students who graduated the previous June. In fall 2003, 134 graduates from the previous June were surveyed. Of the 38 who responded, all respondents agreed with the question: "Did you fulfill the educational goals you had set for yourself while at LTCC?" In fall 2004, 136 graduates from the previous June were similarly surveyed. All 35 students responding to the survey answered yes to this same question.
- Statewide data on course completion rates also attest to the quality of instruction at LTCC. In 2002-2003, only 8 of the 108 California community colleges had a higher course completion rate than LTCC (at 78 percent).
- Finally, according to the December 2004 edition of *Graphically Speaking*, LTCC students transferring to the California State University

system have a higher average entering GPA than the average entering GPA of students from all other California community colleges. More significantly, transfer students from LTCC maintained their higher average GPA's.

Faculty involvement in the process of ensuring high-quality instruction includes both the faculty evaluation process and program planning. Faculty evaluation is an in-depth process that includes multiple classroom observations by an evaluation team, substantial written self-assessment by the evaluated faculty member, and student evaluations conducted in all courses. Departments use the established program planning process to examine outcomes, evaluate curriculum offerings, and re-assess the department's goals and vision toward the goal of program excellence.

Breadth, Depth, Rigor, Sequencing, Program Completion, Synthesis of Learning

To ensure breadth and depth, as well as appropriate sequencing of all instructional programs, the College relies on faculty expertise in conjunction with the curriculum review and approval process. Faculty expertise drives the content of the instructional program; in addition, all transferable coursework has the added standard of meeting the expectations of transfer institutions regarding depth, breadth, and sequencing of courses and programs. Further, vocational areas must meet industry expectations regarding breadth, depth, and sequencing of courses and programs. All instructional programs are designed to move students from broad, introductory exposure to a discipline to more advanced, focused study. One representative example is the Culinary Arts program. In the Principles and Practices of Advanced Food Preparation course, for their capstone project, students design and execute their own dinner menus, which are then served to the public. In The Business of Culinary Arts course, students create a business plan for a project of their own choosing. Such projects prepare students to work professionally. Courses are sequenced to guide students through increasingly complex topics and ideas. In Mathematics, coursework is designed to allow students steady, incremental progress toward more advanced study. For students who persist through Calculus, the final project is the demonstration (through the use of calculus) of a solution to a real-life problem. Students progressing through the Foreign Language sequences systematically build upon concepts by first demonstrating proficiency at the word, sentence, and paragraph levels. Additionally, the four skill areas of reading, writing, listening, and speaking are intertwined

throughout the language courses. This pedagogical approach promotes synthesis of learning at the highest levels of language acquisition resulting in the completion of projects requiring students to read, speak, analyze, and critique authentic cultural literature written in the target language.

Appropriate rigor is ensured by meeting state-mandated curricular standards for a degree-applicable course:

- It must be college level.
- It must incorporate a suitable writing component.
- It requires a vocabulary that the curriculum committee deems consistent with a college-level course.
- It incorporates critical thinking skills.
- It treats subject matter with a scope and intensity that necessitates that students study independently.
- It demands understanding and application of concepts as determined by the Curriculum Committee to be at college level.

Additionally, transferable courses must meet certain standards regarding the requisite rigor expected by four-year transfer institutions. The Curriculum Committee's review and approval process ensures that these standards are met.

Annually, faculty develop a plan for course offerings for the upcoming year. The planning associated with developing the *Two-Year Schedule of Course Offerings*, as well as the finalized Program Plan, ensure students' ability to complete a program or certificate within the time period stated in the *College Catalog*.

- Degree programs are designed to allow student completion within a two-year period. Certificate of Achievement programs are designed to allow student completion within a one-year period.
- Short-term career preparation certificates, such as Dental Assisting and Emergency Medical Technician, are designed to be completed within one to three quarters.

Synthesis of learning is ensured as an outcome of all certificate and degree programs whereby the sequence of required coursework culminates in a cohesive understanding of the discipline. Depending on the discipline, various methods of assuring synthesis of learning are used. For example:

- Culinary Arts, Theatre, Physics, and Calculus incorporate capstone projects to assess synthesis of learning.
- Sociology and Anthropology use poster sessions, work by students displayed in the college Commons, as a final project, incorporating the important concepts learned throughout the quarter.
- The Early Childhood Education program requires a practicum for all students.
- The Art Department requires students graduating with a degree in Art to take ART228 (Developing a Portfolio) during their last quarter. To complete the course, the student writes an artist's statement and develops a CD and slide portfolio demonstrating his or her achievements in previous coursework. It also prepares the student to compete in the larger art world.

All of the above ensure graduating students have a broad yet cohesive understanding of the discipline.

Self Evaluation

The Fall 2004 Accreditation Survey asked students several questions pertinent to this standard. Ninety-four percent of students who expressed an opinion agree with the statement, "I receive high quality instruction in my courses." Seventy-one percent of those who expressed an opinion agree that the College schedules courses frequently enough. Eighty-seven percent of students who stated an opinion agree that the College offers an appropriate selection of courses in the majors enabling them to complete their studies in a timely manner. Ninety-three percent of the students who expressed an opinion stated that their courses are appropriately challenging.

Breadth and depth of the College's curriculum is demonstrated by the scope of the courses and programs available to students. Currently the College has 1,651 active courses across 54 disciplines.

Rigor is evidenced in a number of ways:

- by meeting rigorous articulation standards set forth by the University of California and California State University systems and University of Nevada, Reno and successfully articulating transfer-level and major preparation courses with these four-year institutions;
- by meeting rigorous licensing and certification standards in certain vocational programs and course;

- by the positive results from the Graduating Student Survey which provides feedback on the adequacy of preparation the College provides to its graduates - particularly those who have directly transferred to a four-year institution or entered a particular career field; and
- by adhering to discipline-specific standards and expectations as called out in the official course outline of record.

Given the constraints of a small college, courses and course sequences are offered in as timely a manner as possible. The review processes conducted by department faculty and the Curriculum Committee guarantee that synthesis of learning is the foundation on which all courses and programs are designed.

Planning Agenda

None.

Standard II.A.2.e.

The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans. (II.A.2.e)

Standard II.A.2.f.

The institution engages in ongoing, systematic evaluation and integrated planning to ensure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs, including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies. (II.A.2.f)

Descriptive Summary

Through a college-wide integrated process for review and planning, the College ensures systematic evaluation of courses and programs at the course, program, and institutional levels.

At the course level, the curriculum review and approval process addresses the relevance and appropriateness of new or revised courses. Courses are systematically reviewed, at a minimum, every six years through a faculty-generated curriculum process. From the faculty level, curriculum is then reviewed by the appropriate dean and sent to the Curriculum Committee, which

evaluates the course submitted for approval. The curriculum is assessed for relevance and appropriateness according to the following rubrics:

- the mission of the California Community Colleges.
- the mission of the College.
- the department's stated objectives.
- the requirements of the degree or certificate.
- the general education criteria.
- workforce training needs.
- four-year transfer institution guidelines.

Student outcomes are part of the proposal process for new and revised courses. The committee examines course topics and content to ensure that they correspond to proposed student outcomes. Currency of coursework is assessed through textbook evaluation and comparison of proposed coursework to similar courses offered at other colleges and universities.

The program planning process ensures an ongoing, systematic review of each program's relevance, appropriateness, and currency, as well as possible future needs and plans. Through this process, departments examine, reflect upon, and comment on measures of student learning applicable to the program under review. The outcome of program planning is a series of recommendations that are driven by the commitment to overall program improvement. The departmental program plan encapsulates the total vision of the department and provides:

- an overview of an individual department's strengths and needs.
- an analysis of the current state of the department.
- identification of problems or issues that need to be addressed.
- formulation of goals and objectives.
- encouragement to regularly re-assess recommendations which serve as initiators for program improvement.

At an institutional level, the instructional programs are guided by the vision and direction encompassed within the *Educational Master Plan*. The *Educational Master Plan* examines instructional programs as a whole and asks how the College should orient itself in the future given projected or current constraints. Departmental program plans are the heart of the *Educational Master Plan* and guide the direction of the College. This master planning process ensures a cohesive and deliberate process toward achieving the Plan's vision.

The Plan is updated every three years by the *Educational Master Plan* team, comprised of the Superintendent/President, the Vice President, Academic Affairs and Student Services, the Vice President, Business Services, the Director of Planning, and the Director of Human Resources. Departmental program plans serve as the foundation for this review process and form the basis for updating the planning sections in enrollment trends and projections, human resources, facilities, and technology.

Advisory committees are established to oversee and advise vocational programs, as well as specialized programs, such as English as a Second Language and the Disability Resource Center. Advisory committees, at a minimum, annually review program relevance, appropriateness, currency, outcomes, and future needs and plans. The committees also provide recommendations regarding occupational programs and College services, assist the College in anticipating trends that may impact curriculum, and foster communication and a positive relationship between the College and various organizations and agencies associated with the programs.

See response to II.A.1.c for a more detailed discussion of student learning outcomes.

Self Evaluation

The College's current evaluation and planning processes rely on an ongoing systematic review of course and program relevance, appropriateness, currency, and future needs and plans through the program planning, curriculum review and approval, advisory committee review, and *Educational Master Plan* processes. The thoroughness and relevancy of these processes are attested in the response to the Fall 2004 Accreditation Survey of faculty and staff. To the statement, "The program planning process leads to improvement of programs and services," 75 percent of respondents who expressed an opinion replied that they strongly agreed or agreed. To the statement, "In general, there is adequate planning for educational and curricular programs," 83 percent of respondents who expressed an opinion replied that they strongly agreed or agreed. The integrity and functionality of the curriculum and program planning processes continue to produce steady and measurable improvement of programs.

For self-evaluation of student learning outcomes, see II.A.1.c.

Planning Agenda

None.

Standard II.A.2.g

If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary

The only department that incorporates a program examination is non-credit English as a Second Language. This department uses the Comprehensive Adult Student Assessment System (CASAS).

CASAS Grant Description

Currently, the College receives federal funding under Title II of the Workforce Investment Act (WIA) Adult Education and Family Literacy Act (AEFLA), sections 225/231 and English Literacy/Civics Education. The Act expands and promotes the development of integrated services that incorporate adult basic education, English language and literacy instruction, and civics education.

These grants were initially awarded in December of 2002 and provide our noncredit English as a Second Language program with supplemental funding to support English language instruction and civics education.

Grant Requirement: Administration of the CASAS Tests

These grants require that the College track all learner progress through the administration of the Comprehensive Adult Student Assessment System (CASAS). This competency-based curriculum management and assessment system integrates basic skills curriculum, instruction, and assessment within a functional adult life skills context. All students are required to take the Life and Work Reading Test. Students also enrolled in the U.S. Citizenship course must take the aforementioned reading test along with the U.S. Government and History Oral Citizenship Interview exam.

The CASAS Testing Process

The CASAS testing process provides the College with a system to accurately place students into the appropriate level and monitor their progress. The CASAS testing process requires the following sequences of examinations:

1. CASAS appraisal test that assists with program placement and determines the appropriate pre-test the student is required to take.
2. Once program placement has occurred, a CASAS pre-test is administered within one week of enrollment. The pre-test establishes a baseline score and is used to diagnose student learning needs.
3. A post-test is given at the end of each quarter and is used to measure student learning gains. Based on the post-test scores and instructor evaluation, students either remain in their current level course or are promoted to the next level.

CASAS Assessment Validation

In 1984, the CASAS Testing System was nationally validated by the U.S. Department of Education, Joint Dissemination Review Panel. This system of testing was developed after 22 years of research and development in adult assessment, instruction, and evaluation. Each of the tests represents a standardized assessment instrument that has undergone rigorous statistical testing to ensure reliable and valid results.

Self Evaluation

Validated CASAS examinations that minimize test biases have been utilized to more effectively measure English language skills and student achievement levels of learning in the noncredit English as a Second Language program. Faculty state that these examinations accurately place students into the appropriate levels of coursework. Faculty also agree that the CASAS assessments effectively measure student progress and provide valuable feedback in terms of course advancement through the College's non-credit English as a Second Language curriculum.

Effective placement and student progress through the CASAS assessment process is evidenced by student achievement. Evidence is provided by the TOPS pro Learning Gains First to Last report that is issued on a bi-weekly basis.

Planning Agenda

None.

Standard II.A.2.h

The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary

Student learning outcomes are defined for each course in the official course outline of record. Student achievement of the course's stated learning outcomes is determined by faculty use of varied methods of evaluation and assessment (see response to Standard II.A.1.c.). Units of credit are subsequently awarded by the institution based on this assessment by the faculty.

Student learning outcomes and methods of evaluation for each course are systematically reviewed by each department and the Curriculum Committee at a minimum of every six years.

The credit awarded for courses reflects generally accepted norms in higher education; the College uses the Carnegie unit, which was developed in 1906 as a measure of the amount of time a student has studied a subject. Thus the number of units awarded is based upon the scope of course content, as well as the type of learning involved, such as lecture and/or laboratory.

Self Evaluation

Those full-time and adjunct faculty who were interviewed for this standard stated that credits awarded are appropriately tied to courses' stated learning outcomes. Ninety-eight percent of respondents to the Fall 2004 Accreditation Survey of faculty and staff indicated that they believe the learning objectives in their course syllabi are consistent with those in the College's officially approved course outlines.

The units of credit awarded by the College correlate to accepted standards common to institutions of higher education.

Planning Agenda

None.

Standard II.A.2.i

The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary

The institution offers 38 A.A. degrees and 20 certificates of achievement. These degrees and certificates recognize the completion of a prescribed set of coursework as outlined in the *College Catalog*. Students who are awarded a degree or certificate have satisfactorily progressed through the set of required courses, indicating a synthesis of learning and student achievement as established by the course-level student learning outcomes.

Program-level student learning outcomes for some of the degrees and certificates are included in the *College Catalog*. Work is in progress for those programs without formally defined student learning outcomes.

Self Evaluation

A.A. degrees for which student learning outcomes are clearly delineated in the *College Catalog* include:

- Addiction Studies
- Anthropology
- Business
- Computer Applications/ Office Technology
- Criminal Justice
- Early Childhood Education
- English
- Fire Science
- Humanities
- Sociology
- Liberal Arts
- Mathematics
- Medical Office Assistant: Administrative
- Medical Office Assistant: Clinical
- Natural Sciences
- Psychology
- Spanish

Certificates for which student learning outcomes are clearly delineated in the *College Catalog* include:

- Addiction Studies
- Business
- Computer Applications
- Criminal Justice
- Early Childhood Education
- Fire Science

- Office Technology
- Medical Office Assistant: Administrative
- Medical Office Assistant: Clinical
- Spanish

The faculty is in the process of developing clearly defined student learning outcomes to meet newly adopted ACCJC standards, however, student learning outcomes are not yet formalized for all majors and certificates.

Planning Agenda

The College will develop explicit student learning outcomes for all program degrees and certificates, and these student learning outcomes will be included in the *College Catalog*.

Standard II.A.3.

The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general educational curriculum by examining the stated learning outcomes of the course.

General education has comprehensive learning outcomes for the students who complete it, including the following:

- An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.*
- A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and qualitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.*
- A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.*

Descriptive Summary

The College requires recipients of all Associate in Arts degrees to complete either the College's general education pattern, the California State University general education pattern, the Intersegmental General Education Transfer Curriculum (IGETC), or the University of Nevada, Reno transfer core curriculum. The California State University and University of Nevada, Reno curricula are determined by those institutions. The IGETC pattern is designed for transfer to both the University of California and the California State University systems and course inclusion is determined by UC and CSU faculty.

The Curriculum Committee determines the inclusion of courses in LTCC's general education core pattern. This committee, composed primarily of faculty, examines the course outline and then consults the College's general education philosophy as published in the *College Catalog*, the general education criteria established by major receiving institutions, and the locally generated document, *Lake Tahoe Community College Associate in Arts General Education Requirements Criteria*, to determine if the course should be included in the general education pattern.

Students fulfilling the LTCC general education requirements must complete seven areas of study. Area 1 (English Communication) requires students to take a minimum of four units in Composition as well as a minimum of four units in Communication. Area 2 (Mathematical Concepts and Quantitative Reasoning) requires students to complete a minimum of four units in Mathematics. Area 3 (Fine Arts and Humanities) requires students to take a minimum of four units from the Fine Arts curriculum as well as at least four units in Humanities. Area 4 (Social Sciences) requires completion of at least four units in U.S. Studies in addition to a minimum of four units in Social Sciences. Area 5 (Physical and Biological Sciences) requires students to take a minimum of one course from the Physical Sciences and at least one course from the Biological Sciences. An additional requirement in this area is that one of the courses must be a laboratory-supported course. Area 6 (Lifelong Understanding and Self Development) requires completion of at least four units from a list of courses including, but not limited to, Counseling, Dance, Health, Physical Education, Psychology, and Sociology. Area 7 (Cultural Pluralism) requires the completion of at least four units from a list of courses that contain a strong cultural diversity component.

Self Evaluation

The College's general education philosophy states that general education requirements are "intended to provide a broad yet integrated introduction to the skills, knowledge, and insights that are the foundation of a college education." By requiring completion of courses in a variety of areas, the general education curriculum helps students discover the interdisciplinary nature of knowledge. In addition, the breadth of the general education curriculum instills a variety of life skills (such as critical thinking, oral communication, and quantitative reasoning) that assist students to become lifelong learners. In the Fall 2004 Accreditation Survey, 78 percent of those students stating an opinion either agreed or strongly agreed that "the college's general education course requirements have helped me become a life-long learner." Another goal of the general education curriculum, as stated in the College's general education philosophy, is that the knowledge learned assists students when "evaluating and appreciating the physical environment, the arts, the culture, and the pluralistic society in which they live." In addition, 65 percent of those students stating an opinion either agreed or strongly agreed that "the college's general education course requirements have helped me become a more effective citizen."

Planning Agenda

The College's general education philosophy statement implies student learning outcomes for the general education core pattern. However, explicit student learning outcomes should be created for the general education core pattern and be included in the *College Catalog*. Also, the College should ensure that courses in the general education core pattern assist in meeting the broad-based student learning outcomes in this standard.

Standard II.A.4

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary

The College offers 38 Associate in Arts degrees that require the completion of 90 units. Each degree calls for coursework in general education, a major area, and electives. Coursework in the major requires the completion of between 23 and 57.5 units of focused study in at least one area of inquiry or in an established interdisciplinary core.

Self Evaluation

The College offers a wide variety of majors in many different subjects. The majority of the majors require a focused study in a specific field (i.e., English), while the remaining majors require study in an interdisciplinary core (i.e., Natural Science). The *College Catalog* clearly delineates the core course requirements for each major. Overall, students are satisfied with the structure of the degree programs at LTCC as evidenced by the results of the Fall 2004 Accreditation Survey of students. In response to the statement, "My A.A. program offers me a broad background of study as well as a major focus," 76 percent of students stating an opinion either agreed or strongly agreed. In addition, 70 percent of those stating an opinion either agreed or strongly agreed that "The college offers an appropriate selection of courses in my major."

Planning Agenda

None

Standard II.A.5

Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary

The College's vocational certificates and degrees have well-defined, competency-based learning outcomes at both the course and program levels. These outcomes are aligned with industry expectations for the workplace skills and competencies required for success in the career field.

These specific learning outcomes are developed with advisory committee input as well as guidance from local employers to ensure that the curriculum is both current and meets industry standards and expectations. Thus, upon successful completion of the coursework leading to the degree or certificate, students will have demonstrated proficiency in the stated competency-based learning outcomes for the program.

A review of successful course completion rates (percentage of students receiving a grade of A, B, C, or Cr) in selected vocational programs over the past seven quarters is provided below and indicates the degree of

student achievement of the required course competencies (as compared to successful course completion rates in all courses that quarter).

| Quarter | Computer and Information Sciences | Criminal Justice | Culinary Arts | Early Childhood Education | Fire Science | All Courses |
|-------------|-----------------------------------|------------------|---------------|---------------------------|--------------|-------------|
| Fall 2004 | 65% | 88% | 70% | 94% | 91% | 77% |
| Spring 2004 | 75% | 77% | 81% | 87% | 95% | 76% |
| Winter 2004 | 79% | 70% | 75% | 87% | 85% | 74% |
| Fall 2003 | 71% | 79% | 80% | 86% | 71% | 74% |
| Spring 2003 | Not available | 86% | 68% | 85% | 87% | 74% |
| Winter 2003 | Not available | 84% | 88% | 87% | 87% | 75% |
| Fall 2002 | Not available | 98% | 84% | 92% | 79% | 77% |

The instructional programs listed in the table below are certified by external licensing agencies.

| Program | Certifying Agency |
|------------------------------------|--------------------------------------------------------------------------------|
| Nursing Assistant Training Program | Department of Health Services |
| Reserve Officer Training | State of California Commission of Peace Officers Standards and Training (POST) |
| Dental Assisting | California Board of Dental Examiners |
| Emergency Medical Technician | El Dorado County Emergency Medical Services |

The certifying agency requirements dictate the course design and competency-based learning outcomes for the curriculum to ensure that students meet certification requirements (e.g., licensure exams). The following information provides pass rate data for external licensing/certification for the programs noted above.

Nursing Assistant Training Program

In the Nursing Assistant Training program, the pass rates for both the written and skills certification exam are indicated in the chart below:

| Academic Year | Written Exam Pass Rate | Skills Exam Pass Rate |
|---------------|------------------------|-----------------------|
| 2003-2004 | 100% | 92% |
| 2002-2003 | 100% | 100% |
| 2001-2002 | 100% | 100% |
| 2000-2001 | 100% | 100% |

Reserve Officer Training

Since the inception of the Reserve Officer Training program in 2000-2001, 95 percent of the students have passed the required POST certification tests.

Dental Assisting

The Dental Assisting instructor estimates that over 95 percent of the students are successful in obtaining their Radiation Safety Certificate.

Emergency Medical Technician

According to both the HEA141: Emergency Medical Technician I and HEA143: Refresher - Emergency Medical Technician I instructors, 99 percent of students have passed the initial certification exam and 98 percent have passed the recertification exam over the past five years.

Self Evaluation

The data provided above, although limited in scope, reflects that the students are acquiring the defined competencies in the vocational programs. Likewise, 72 percent of students responding to the Fall 2004 Accreditation Survey who expressed an opinion indicated that their vocational courses are appropriately preparing them for employment in the field.

Planning Agenda

None.

Standard II.A.6.

The institution ensures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

Standard II.A.6.a.

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes of transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

Transferring courses to LTCC

In order for courses to be accepted for credit at LTCC, they must be from a regionally accredited college or university. LTCC's Admissions and Records Office reviews descriptions of courses from other institutions to determine whether such courses have an LTCC equivalency and if not, whether the course description places courses into a general education area. In addition, Admissions and Records uses the ASSIST database (the official repository for articulation between the California Community Colleges and the University of California and California State University systems) to determine how courses from other California community colleges meet requirements for an LTCC A.A. degree in the Liberal Arts major (which patterns IGETC and CSU general education).

In some instances, if course equivalency cannot be determined from *College Catalog* descriptions, the Admissions and Records staff will contact the other college for course syllabi and course outlines. In addition, discipline-specific LTCC faculty are also contacted for their expertise in determining course equivalency based upon similar learning outcomes.

Transfer of LTCC courses to other colleges and universities

The primary institutions to which LTCC students transfer are the:

- University of California system (UC)
- California State University system (CSU)
- University of Nevada, Reno (UNR)

All courses transferable to these institutions are so noted in the *College Catalog* and quarterly schedules. LTCC's Curriculum Committee determines CSU trans-

ferability. The UC Office of the President and UNR determine transferability to their institutions. LTCC's Articulation Officer submits courses to the UC system and UNR on a yearly basis to be reviewed for transfer.

Due to LTCC's remote location, students commonly need to move to a different location in order to transfer. In turn, LTCC students transfer to universities in all regions of California. This is detailed in the chart below.

| Lake Tahoe Community College Transfers to Campuses of the University of California and California State University | | | | | |
|---------------------------------------------------------------------------------------------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Four-Year Institution | 1999/2000 | 2000/2001 | 2001/2002 | 2002/2003 | 2003/2004 |
| University of California, Berkeley | 4 | 1 | 1 | 3 | 7 |
| University of California, Davis | 5 | 13 | 11 | 15 | 4 |
| University of California, Irvine | 0 | 2 | 0 | 2 | 1 |
| University of California, Los Angeles | 6 | 1 | 0 | 0 | 1 |
| University of California, Riverside | 0 | 1 | 0 | 0 | 0 |
| University of California, San Diego | 2 | 0 | 2 | 1 | 2 |
| University of California, Santa Barbara | 5 | 0 | 2 | 2 | 1 |
| University of California, Santa Cruz | 3 | 3 | 6 | 2 | 2 |
| California Maritime Academy | N/A | N/A | N/A | 0 | 1 |
| California Polytechnic State University, San Luis Obispo | 6 | 3 | 3 | 0 | 3 |
| California State Polytechnic University, Pomona | 0 | 0 | 1 | 0 | 0 |
| California State University, Bakersfield | 1 | 0 | 0 | 1 | 0 |
| California State University, Channel Islands | N/A | N/A | N/A | 0 | 1 |
| California State University, Chico | 7 | 7 | 5 | 5 | 11 |
| California State University, Dominguez Hills | 0 | 0 | 1 | 0 | 0 |
| California State University, Fresno | 0 | 1 | 1 | 0 | 1 |
| California State University, Fullerton | 3 | 2 | 3 | 0 | 0 |
| California State University, Hayward | 3 | 0 | 0 | 0 | 0 |
| California State University, Long Beach | 6 | 2 | 5 | 3 | 1 |
| California State University, Los Angeles | 1 | 0 | 0 | 1 | 0 |
| California State University, Monterey Bay | 1 | 1 | 1 | 1 | 2 |
| California State University, Northridge | 2 | 0 | 1 | 0 | 0 |
| California State University, Sacramento | 18 | 7 | 14 | 13 | 17 |
| California State University, San Bernardino | 1 | 0 | 1 | 0 | 0 |
| California State University, San Marcos | 1 | 2 | 0 | 3 | 0 |
| California State University, Stanislaus | 0 | 0 | 0 | 0 | 1 |
| Humboldt State University | 10 | 3 | 8 | 12 | 8 |
| San Diego State University | 7 | 8 | 2 | 8 | 4 |
| San Francisco State University | 2 | 2 | 4 | 6 | 7 |
| San José State University | 3 | 3 | 1 | 0 | 2 |
| Sonoma State University | 2 | 2 | 4 | 1 | 1 |

Lake Tahoe Community College Transfers to University of Nevada, Reno

| Four-Year Institution | 1999/2000 | 2000/2001 | 2001/2002 | 2002/2003 | 2003/2004 |
|----------------------------|-----------|-----------|-----------|-----------|-----------|
| University of Nevada, Reno | 14 | 21 | 21 | 32 | 29 |

LTCC attempts to create and maintain articulation agreements with all UCs, CSUs and UNR to best serve its students. LTCC currently has articulation agreements with 8 UCs and 21 CSUs. Articulation with UNR is comprehensive. In addition, LTCC strives to have as many courses as possible categorized in the California Articulation Numbering (CAN) system, a common course numbering system that facilitates student mobility between California's higher education systems. Through all of the aforementioned ways, the LTCC articulation office works diligently to ensure students can transfer without penalty of losing units.

LTCC's articulation office purchased a database, called Articulation Manager, which is a mechanism to keep up-to-date information regarding the articulation process with various schools. This database tracks the courses submitted for articulation, courses granted articulation, and courses denied articulation.

Self Evaluation

The staff and faculty interviewed felt that LTCC does a comprehensive job of evaluating incoming transcripts. They also stated that all possible resources to evaluate transcripts are being utilized. In addition, interviewees believed that, given the resources and time available, an adequate job is being done to develop and maintain articulation agreements between LTCC and other colleges and universities.

The Fall 2004 Accreditation Survey results related to transfer were also positive. Of students who stated an opinion on the survey:

- 79 percent strongly agreed or agreed that transfer information from LTCC to other colleges is readily available.
- 77 percent strongly agreed or agreed that counselors provided accurate information regarding transfer requirements
- 81 percent strongly agree or agreed that they were satisfied with Transfer Services.

Planning Agenda

None.

Standard II.A.6.b

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary

When degree and certificate programs change or are eliminated, the Student Petitions Committee - an advisory body to the Vice President, Academic Affairs and Student Services dealing with student petitions for exceptions to College policies and procedures - meets on a case-by-case basis to discuss what courses could be substituted, thus enabling students to complete a degree in that particular area. Instructional faculty are consulted for their discipline-specific expertise to suggest course substitutions that fulfill degree and certificate requirements without compromising the integrity of the program. Recent courses substitutions have been approved for degree and certificate programs in Business, Criminal Justice, Fire Science, Spanish, and Culinary Arts.

Self Evaluation

Members of the Student Petitions Committee felt that when program requirements change, LTCC does a satisfactory job of handling course substitutions. This ensures that such changes do not inhibit students from attaining a degree or certificate, and at the same time, maintains academic integrity. If a course needed for a degree or certificate is cancelled or not offered in a timely fashion for students to earn their degrees or certificates, discipline-specific faculty are consulted to determine an appropriate substitute course that will allow students to successfully complete the requirements for their program of study.

Planning Agenda

None.

Standard II.7.

In order to ensure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Standard II.A.7.a.

Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

The College encourages academic freedom and academic responsibility as evidenced by the following statements included in the *Adjunct Faculty Handbook*, the *Faculty Handbook*, the *College Catalog*, and section 4.06 of *Board Policy Manual*:

Academic freedom and academic responsibility are inseparable. Academic freedom is the right of instructors in their area of expertise to teach, conduct research, and to communicate one's knowledge to the academic community openly, honestly, and without interference.

Academic responsibility is the acceptance on the part of the instructor while teaching, researching and communicating, to do so in a manner as not to bring discredit to the college, profession, or community.

It is within the professional purview of the faculty to uphold the rights and responsibilities that are concomitant with the institutional value of academic freedom.

Self Evaluation

Results from the Fall 2004 Accreditation Survey provide evidence that the College is meeting this expectation. Ninety-three percent of student respondents who expressed an opinion agree that instructors present data and information fairly and objectively. In contrast, only 1 percent of students said they disagree with this statement.

In addition, students complete a course evaluation near the end of each academic quarter. The two questions that most closely request input on instructor presentation of data state:

- The instructor is knowledgeable in the subject and presents new and up-to-date information.
- The instructor communicates effectively to the students his/her knowledge of the subject.

While the students' responses to these two statements are not compiled on an institution-wide basis, they do provide direct feedback of student perception for faculty to reflect upon.

Planning Agenda

None.

Standard II.A.7.b.

The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Descriptive Summary

Both faculty and students have access to the standards of student conduct and the disciplinary procedures in the *Faculty Handbook*, *College Catalog*, and *Board Policy Manual* sections 6.12 and 6.13. Students, non-students, and guests are required to abide by these standards of conduct. With regard to dishonesty, both the *Faculty Handbook* and the *College Catalog* define this as:

Cheating, plagiarism, furnishing false information to the college; forgery, alteration or misuses of college documents or records of identification.

Faculty are encouraged to consult with their dean if situations of student misconduct arise and to review the procedures outlined in the aforementioned documents.

Self Evaluation

Responses to the Fall 2004 Accreditation Survey support the standard that the expectations for honesty and the consequences for dishonesty are clear and accessible to students. Eighty-six percent of students who stated an opinion agreed with the statement:

I know that the college has a code of conduct that includes an expectation of academic honesty and consequences for academic dishonesty.

Only 3 percent said they did not know about the code of conduct, the expectations, and the consequences.

Planning Agenda

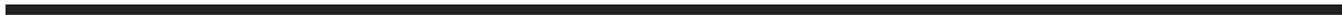
None.

Resources - Standard II.A.

- IIA-1 2002-2003 *Administration Manual for California*: CASAS, July 2002
- IIA-2 Accreditation Survey, Fall 2004: Faculty and Staff
- IIA-3 Accreditation Survey, Fall 2004: Students
- IIA-4 *Adjunct Faculty Handbook*, 2005-2006
- IIA-5 *Board Policy Manual and Regulations*, 2005-2006
- IIA-6 *Curriculum Committee Handbook*, 2005-2006
- IIA-7 *Educational Master Plan*, 2004
- IIA-8 *Full-Time Faculty Handbook*, 2005-2006
- IIA-9 *Graphically Speaking*, December 2005
- IIA-10 *Keeping Our Eyes on the Ball*
- IIA-11 Lake Tahoe Community College Associate in Arts General Education Requirements Criteria
- IIA-12 *Lake Tahoe Community College Catalog*, 2005-2006
- IIA-13 Partnership for Excellence Spreadsheets
- IIA-14 Performance and Access for Student Success (PASS) Quarterly Data: Fall 2001 - Fall 2005
- IIA-15 Profile of General Demographic Characteristics: 2000, Census Data for the Geographic Area of South Lake Tahoe CCD, El Dorado County, California, <http://factfinder.census.gov>
- IIA-16 *Program Planning Handbook*, January 2004
- IIA-17 *Program Plans*
- IIA-18 *Quarterly Class Schedules*: Summer 2005, Fall 2005, Winter 2006
- IIA-19 Schedule of Course Offerings for 2004-2005 and 2005-2006
- IIA-20 School District Demographic System - Race and Ethnicity Profile, Lake Tahoe Unified School District, El Dorado County, California, <http://nces.ed.gov>
- IIA-21 TOPS pro Learning Gains - First to Last Report
- IIA-22 *Visionary Group: Overview and History*, Spring Quarter 2004
- IIA-23 *Workforce Investment Act, Title II: Adult Education and Family Literacy Act, Sections 225/231 and English Literacy/Civics Education*, California Department of Education, 2003

Websites:

www.ASSIST.org
www.can.csus.edu
www.ccsn.nevada.edu
www.ltcc.edu



B. STUDENT SUPPORT SERVICES

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the intuitional experiences is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Standard II.B.1.

The institution ensures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

The mission of the College is to "provide learning and enrichment opportunities for students and community through exemplary educational experiences provided in a uniquely supportive environment." The College's effort to fulfill this mission is exemplified in the dedication of the institution to enhancing student success as students pursue their educational goals. Recognizing that student success and achievement will be enhanced through assisting students with the challenges presented in pursuit of their academic goals, the College provides a broad range of academic and student support services.

Students come to the College with varying socioeconomic backgrounds, cultural experiences, educational levels, and academic preparation, as well as academic goals and personal aspirations. Therefore, Student Services has developed and maintains a variety of programs and services designed to address the needs of this diverse student population.

- **Counseling:** The College offers an array of counseling and advising services designed to assist students with accomplishing their academic, career, and personal goals. These services include academic advising, educational planning, career exploration, transfer planning, personal counseling, and referrals to other resources. Counselors are trained to provide advisement to all students including those seeking certificates, Associate in Arts degrees, transfer to other colleges and universities, and entry into the workforce.

The counseling staff is comprised of five full-time counselors and two part-time counselors, with all of the counselors providing general academic advising and counseling, in addition to their various program responsibilities. The counseling faculty include a full-time counselor who works specifically with students with disabilities, another full-time bilingual counselor who coordinates a program designed to serve educationally- and economically-disadvantaged students. There is a full-time counselor who acts as the articulation officer and director of the transfer center. Another full-time counselor is responsible for coordinating career services. In addition, there is a full-time counselor who has responsibilities in student retention and directing the learning support complex. Finally, one of the two part-time counselors is a bilingual counselor working 19 hours per week serving both non-credit and credit ESL students on-campus and at two off-campus locations.

Counselors are available for scheduled appointments and drop-in appointments throughout the academic year. Student Services is open Mondays and Fridays from 8:00 a.m. to 5:00 p.m., and on Tuesdays, Wednesdays, and Thursdays from 8:00 a.m. to 7:00 p.m. to meet the needs of evening students.

- **New Student Orientation:** New students with an educational goal of earning an Associate in Arts degree, Certificate, or transfer are required to attend a 1.5-hour multimedia orientation. The presentation is designed to welcome new students, while disseminating important information about the College including degree

requirements, transfer information, tips for success, support services, the assessment and placement process, and registration procedures. Materials such as the *College Catalog*, *Class Schedule*, *Student Handbook*, and various other resources are distributed to students during the orientation.

Orientations are held before and during registration periods for each quarter. New students attend an orientation and then complete a math and English assessment before meeting with a counselor to discuss their goals and determine appropriate course placement. Approximately 300-400 students each fall quarter participate in the orientation and assessment process.

- **Web Registration:** The Automated Registration Committee was formed in early 2001 and began researching telephone and online registration options. Several committee members conducted site visits in the fall of 2001 to review automated registration systems at other community colleges. The committee decided that online registration was most advantageous; therefore the committee began the process of selecting a vendor and developing procedures for implementing online registration. Web registration was piloted in late 2003 and early 2004 and fully implemented in the spring of 2004. Students still have the choice of registering in person at Admissions and Records, however more and more students are choosing the convenience of web registration, with 69 percent of students registering online in fall 2004.
- **Summer Bridge:** This one-week class is held each summer to introduce recent high school graduates to the College, providing them with an opportunity to increase their understanding of college life and develop the necessary skills to be successful. The course covers information such as understanding the college environment, various services and programs to assist students, academic expectations and requirements, educational planning, career and transfer planning, critical thinking, and study skills.
- **Workshops and Classes:** Various student success workshops and classes are held throughout the year. These workshops include topics such as test anxiety, study skills, time management, building self-confidence, career exploration, and understanding the UC and CSU application process. In addition, counselors regularly teach courses in career planning and college success.
- **Career Services:** Career services are designed to help students explore their options and make career choices consistent with their interests, abilities, personality traits, and values. The College offers a variety of career services including individual career counseling, career inventories, personality type indicators, DISCOVER (a comprehensive career and educational planning web site), activities during career awareness month, a career planning course, career exploration workshops, resources and referrals, and a variety of career books and information available in the Career Center.
- **Transfer Planning Services:** A variety of services are available to assist students who are planning on transferring to four-year universities and colleges. These services include general education and major preparation course articulation with the CSU and UC systems, UNR, and some two-year schools and private universities. In addition, students can access the Transfer Center and related online resources to research various transfer options. There is also an annual transfer day held each fall with a variety of colleges represented. Finally, the Transfer Center offers students access to information and catalogs for all other California Community Colleges, California State Universities, University of California, and a variety of private and other public universities.
- **Workforce Preparation and Employment:** This program provides students an opportunity to explore careers in their desired occupations, earn college credit for their work experience, and gain valuable experience through experiential programs. There are three workforce preparation and internship programs, including occupational internships offering students the opportunity to earn credits and obtain on-the-job

experience in positions directly related to their career goals; occupational work experience offering students who are currently employed in jobs related to an educational or occupational goal the opportunity to extend their knowledge and expand their professional competence; and general work experience offering students who are currently employed in jobs not related to their educational goals an opportunity to identify new and challenging objectives on the job and improve work habits while earning elective units. During the 2003-2004 year, approximately 140 students participated in the various workforce preparation programs.

- **Financial Aid:** The College participates in federal and state financial aid programs to ensure that low-income students have access to the College. These programs include: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Educational Loan Programs, Federal Work Study, Cal Grant, and the Board of Governor's Fee Waiver. In 2003-04, approximately 1,100 students received some type of financial assistance, accounting for over \$1,000,000 in aid disbursed to LTCC students.

There are also scholarships available for students sponsored by various businesses, community organizations, and the college Foundation. The Director of Financial Aid works closely with the Director of the Foundation to coordinate scholarship efforts. The Foundation and local community provide funding for numerous scholarships for continuing, transfer, nursing, as well as local high school students (both California and Nevada) who are planning on attending the College.

- **Extended Opportunity Programs and Services (EOPS):** This is a state-funded program for low-income, educationally-disadvantaged students. EOPS provides supplemental services to qualified students in order to facilitate the successful completion of their educational goals and objectives. These services include: priority registration, book vouchers, educational planning, mentoring, and workshops developed towards the specific needs of the EOPS population (i.e., test-taking, time management, and building self-confidence). In 2003-04, this program served 120 students.

- **Cooperative Agencies Resources for Education (CARE):** This program provides additional resources, such as books, on-campus meal vouchers, and childcare for EOPS students who are single parent welfare recipients with children under the age of 14. During 2003-04, nine students received services through this program.

- **Early Alert:** This program was implemented in fall 2001 and facilitates collaboration between instructors, counselors, and students. The goal of the program is early identification of and outreach to at-risk students. Instructors are asked to identify students, by the fifth week of the term, that are showing signs of possibly not being successful. Behaviors that may indicate possible academic difficulty such as poor attendance, missed assignments, poor performance on quizzes and/or exams, or other areas of concern are used by instructors when making referrals. These students are then sent a letter encouraging them to talk with their instructor, meet with a counselor, and utilize various support services in order to make positive changes and increase their chances of being more academically successful.

Each quarter 70-120 courses are identified for participation in this program. Instructors participate as appropriate and each quarter between 65-105 students are identified and contacted using this system. The majority of full-time faculty participate in this program and participation by adjunct faculty is steadily increasing as the program has grown during the past four years.

- **Faculty Partnerships:** In the fall of 2002 the College convened a group of faculty and staff to discuss faculty advising. Through research and discussion, the faculty partnerships program was developed. This effort is an active team approach to advising students that utilizes the expertise of both instructional and counseling faculty. Departments are assigned a specific counselor as their faculty partner and a collaborative relationship is formed. The counselors and instructors share expertise, ideas, and concerns regarding meeting student needs. By improving communication and collaboration, this program is aimed at providing students

with more consistent and accurate information regarding degree requirements, transfer planning, major preparation, career choices, and general College policies and procedures. This program will be fully implemented in the 2005 winter quarter.

- **Probation Students:** The College began revising its probation policy during the 2001-02 academic year and fully implemented the revised policy, focusing on earlier intervention and expanded support, in the fall of 2004. Students who are identified as meeting the criteria to be on academic probation are sent a letter prior to the start of each registration period advising them to meet with a counselor. This intervention is meant to provide the counselor and student an opportunity to explore the reasons for the student's academic challenges, discuss potential barriers to success, and develop strategies for overcoming those barriers. The counselor may also require the student to complete and sign a student success contract before authorizing them to register for a maximum of 13 units.
- **Veterans Assistance:** Students who are eligible for veteran services complete eligibility and enrollment certification paperwork required by the Department of Veterans Affairs. These students are also required to develop an educational plan that outlines their academic goal and what courses they plan to complete to achieve that stated goal. These educational plans are developed with a designated VA counselor and appropriate verification is kept in the Admissions and Records office. In addition, separate veteran student files are maintained in Admissions and Records for audit purposes. The College serves approximately thirty students per quarter who are eligible for veteran services.
- **Disability Resource Center (DRC):** This program offers learning disability testing, specialized tutoring, counseling and advising, and support services for students with disabilities. The DRC currently accommodates and serves approximately 150 students per quarter and is funded through the Disabled Students Programs and Services. In addition, several classes are offered through the DRC, including

independent living skills, reading, vocabulary, and basic math skills. Students who are eligible for services through the DRC receive reasonable accommodations during their academic career at the College. Support is available for students with documented learning, psychological, visual, hearing, and communication disabilities, as well as acquired brain injury, developmentally delayed, and health and mobility limitations.

- **The Learning Support Complex (LSC):** This complex provides student support, at no cost, toward the goal of enhancing student learning and success. The LSC offers individualized and group tutoring in most subject areas, assessment testing, computer-assisted learning, computer and Internet access, and general academic support in a helpful, student-friendly, and non-threatening environment. The LSC is comprised of the following tutoring centers: The Gateway Math Center (GMC), Learning Assistance Center (LAC), and the Writing Center.

The LAC provides:

- Free tutoring in any subject for registered LTCC students
- Assistance with writing assignments
- Assessment testing
- Test proctoring for make-up exams
- Test proctoring for distance education
- Computer-assisted learning
- Computer and Internet access
- Study space

The GMC provides:

- Free math tutoring
- Math study groups

The Writing Center provides:

- Free tutoring in all aspects of the writing process
- Guidance through the research paper process
- Tutoring in the basics of grammar and punctuation
- Tutoring and learning support for non-native speakers of English

-
- **Child Development Center (CDC):** This center is a fully licensed childcare facility for children ages 6 weeks through pre-kindergarten. The CDC provides childcare for students with children, as well as for faculty, staff, and community members. While students have top priority and every attempt is made to accommodate their needs, the majority of children are those of community members. Financial demands make it imperative that the center remains full; therefore, when necessary, spaces are filled with community members to ensure financial stability. Once spaces are taken they remain full until the parent voluntarily removes the child or the child reaches the age limit. The ever-changing nature of student schedules also makes it challenging to rely solely on students to keep the center full; consequently, openings are often filled with children from the community.

In addition, because general fund contributions to the center are minimal, the center imposes the highest fees charged for childcare in the community. This can pose financial challenges for students and community members wanting to place their children in the center. However, fees for most students who have children in the center are subsidized through state programs or scholarships through the Foundation.

The center makes continuous efforts to better meet the childcare needs of parents who are attending the College. Each fall the center keeps any openings available throughout September as a service to students; however, if these spaces are not taken by the end of September, the center fills open spaces with children from the community.

- **Campus Bookstore:** The Bookstore stocks supplies, books, some clothing, snacks, and drinks for students, as well as all required and optional textbooks for courses taught at the College. During the regular quarter the Bookstore is open Monday through Thursdays from 9:00 a.m. to 8:00 p.m., and on Fridays from 9:00 a.m. to 3:30 p.m.

The hours of operation for all services extend into the evening to accommodate those students attending night classes as well as day students.

The College has three off-campus locations, including South Tahoe High School, Al Tahoe Elementary School, and the Family Resource Center on the Bijou Community School campus. All of these locations are within five miles of the main campus. The local high school provides the College with 15 to 20 classrooms for classes taught in the evening. Many students who take classes held at the high school also take day classes on the main campus. For example, during the fall 2004 quarter 67 percent of students taking night classes at the high school were also enrolled in day classes held on the main campus. Due to proximity and extended hours of operation, students who take night classes at the high school have access to the various student support services and counseling on the main campus. In addition, these students can utilize various other support services; for example, online registration, financial aid, tutoring, and accommodations through the Disability Resource Center.

The College non-credit ESL program is housed off campus at two community sites. While services are available on the main campus for all LTCC students, it can be difficult - due to transportation - for the non-credit ESL students to access services. For this reason, the College is focusing a great deal of attention on providing access to services for this population. While still in the planning and staffing stages, the intent is to provide critical services such as counseling and financial aid onsite at the ESL centers. In addition, access to the main campus for ESL students will be facilitated through scheduled events for which transportation will be provided.

The quality of student support services is ensured in a variety of ways. The program planning process that occurs every six years allows for a complete review of the wide array of programs found in the student support services area. This process includes intensive self study, staff and student evaluations through surveys and interviews, and service-specific surveys. Besides the comprehensive six-year process, many of the student support services are continually readjusted to maximize student learning and success at LTCC. This adjustment of services is a result of formal and informal feedback obtained from students and staff. For example, a recent remodel to widen the entrance to Student Services to create better access to the space and a more welcoming environment was the result of informal yet regular recommendations from faculty and students.

The quality of the Student Services programs is also ensured through the process of conducting regular faculty and staff evaluations. As part of the staff and faculty evaluation process, the students fill out surveys to critique the faculty and staff and the office services in general. In addition, student support areas meet frequently for internal staff meetings, as well as with faculty and staff from different departments to ensure that consistent information is provided to students.

The counselors are regularly expanding and modifying programs and services to address the changing needs of students and counseling staff. For example, an internal website has been created, the intranet, which allows instant updating of transfer information and immediate access to information by counselors in their offices. This ensures the quality, consistency, and accuracy of information provided to students by counselors. Faculty partnerships will allow instructors and counselors to meet regularly, to discuss any relevant departmental and curricular issues. Sharing of this information with the entire counseling faculty will ensure that all have access to the latest information.

Another aspect of assuring the quality of services is to ensure that staff and faculty are well trained and current in their field. At a small and isolated college, this is critically important, and, thus, staff and faculty training has been an ongoing priority. This effort includes participation at various statewide and national conferences and workshops on subject matter directly related to providing quality services to students.

Finally, quality of services is reviewed by external entities in a number of programs. Different programs (EOPS, CDC, DRC) have periodically undergone site visits for external validation of programs and services. The recommendations of these external reviews are incorporated into program planning and into modified goals and objectives as necessary.

Self Evaluation

As evidenced by the wide range of evaluation, feedback, and training, the College makes significant efforts to ensure the quality of student support services. The effectiveness of these efforts is illustrated in the results of the Fall 2004 Accreditation Survey. Excluding responses of don't know/not applicable, the student respondents indicate a range of 82 to 95 percent satisfaction with access to services. Again, excluding responses of don't know/not applicable, 91 percent of

student respondents were satisfied with Admissions and Records, 88 percent with web registration, 85 percent with orientation and assessment, 80 percent with career services, 81 percent with transfer services, 92 percent with the Bookstore, and 87 percent with the Learning Assistance Center. Seventy-nine percent of student respondents indicated satisfaction with financial aid, scholarships, and the Disability Resource Center; 78 percent with EOPS, and 78 percent with work experience and internships. Seventy-eight percent of students responding indicated the LAC provided the tutoring support needed, 74 percent and 70 percent respectively said the Writing Center and Gateway Math Center provided the tutoring support needed. Perhaps just as indicative of the College's support of student learning-demonstrated by the positive responses on the student survey-is the fact that the percent of respondents marking disagree was never higher than 5 percent of responses. In spite of the survey numbers indicating overall satisfaction with access, the College remains committed to enhancing such access for the ESL population.

The full-time faculty are active participants in referring students to the various support services on campus. The more visible services such as counseling, financial aid, the DRC, transfer services, and the Learning Assistance Center find percentages of faculty referring students ranging from 74 to 92 percent. More specialized services such as EOPS, career services, Gateway Math and the Writing Center have fewer faculty making referrals. The pattern is similar with adjunct faculty and staff. Efforts to promote awareness of services among College constituents are ongoing through email, voice mail, and faculty mailboxes, as well as through individual and group meetings.

While overall the College is meeting this standard, enhancing provision of services for ESL students at the two off-campus locations where ESL courses are taught remains an institutional goal; therefore, the College is currently dedicating staff and resources to accomplish this goal.

Planning Agenda

None.

Standard II.B.2.

The institution provides a catalog for its constituencies with precise, accurate and current information concerning general information, requirements, major policies affecting students, and locations or publications where other policies may be found.

Descriptive Summary

The *College Catalog* is published annually and made available, free of charge, in hard copy, on compact disk, and online in a portable document format via the College website (www.ltcc.edu). The *College Catalog* provides comprehensive information regarding policies affecting students and is distributed broadly to College constituents. The *College Catalog* includes the following information: academic calendar; welcome to the college; Admissions and Records; student support services; student life; special programs and events; policies and procedures; degree requirements and transfer planning; major and certificates; course descriptions; college staff and faculty; and abbreviations and terms.

The *College Catalog* is developed collaboratively between the Catalog and Curriculum Committees with input from faculty and various departments such as Admissions and Records, Instruction Office, Student Services, and Human Resources. The Catalog Committee is responsible for review of non-curricular content, format, and design while the Curriculum Committee is responsible for reviewing and taking action on any new courses or programs and course and program modifications. Actions of the Curriculum Committee are reviewed, modified, and approved by the Board of Trustees before the *College Catalog* goes to final print and distribution.

In order to ensure timely, accurate and current information is being provided to students in the *College Catalog*, a document, "General Catalog Production Timeline" is generated and maintained by the Instruction Office. As part of this production timeline, the *College Catalog* undergoes a page-by-page review process annually. In addition, this process ensures that the production timeline of the *College Catalog* is on track prior to final printing.

The College website and the quarterly schedule of classes are other sources of college information. The College website has general information about individual departments, faculty, and College events as well the

online *College Catalog* and *Class Schedule*, access to web registration and support services. The quarterly schedule is available both in hard copy and on the College's website at www.ltcc.edu. Printed schedules are available on campus as well as mailed to all local post offices every quarter. The schedule includes information on all courses being offered in a specific quarter, important dates, finals schedule, campus maps, online and walk-in registration procedures and timelines, financial aid information, and counseling and advising services.

Self Evaluation

The College is meeting this standard. In the Fall 2004 Accreditation Survey, 94 percent of students responding who expressed an opinion stated that they strongly agree or agree that the *College Catalog* clearly describes instructional programs and courses offered, while 90 percent of students who expressed an opinion strongly agree or agree that information is easy to find in the *College Catalog*. Due to the dynamic nature of the campus, the current information will naturally result in a certain amount of obsolescence (e.g., turnover in classified staff and faculty and ongoing course revisions and modifications) by the end of the catalog year. Every effort is made to ensure that the College is represented with precise, accurate, and current information.

As mentioned, the College website offers a wide array of information which is accessible through various links on the website. Currently, maintenance of the website is handled through a contracted outside source; therefore, updating information can be time consuming and inefficient. However, the Fall 2004 Accreditation Survey showed that 82 percent of student respondents who expressed an opinion strongly agree or agree that the College website is easy to use, while 84 percent strongly agree or agree that the website contains the information they need. Although the percentages are fairly high, there is potential for improvement by making the website more current, interactive, and user friendly. The College is currently exploring options and new ideas on ways to make the website more easily updatable and interactive.

Planning Agenda

None.

Standard II.B.3.

The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Standard II.B.3.a.

The institution ensures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary

This standard encompasses two distinct categories: (1) initial access to the College; and (2) equitable access to all services by all enrolled students. These two categories include a subset of two additional categories: (a) students who attend classes on campus; (b) and students who attend classes at the College's off-campus sites. In a relatively small geographic area, most off-campus sites are less than 5 miles from the main campus.

Initial access to the College is typically gained through outreach, the college website (WebReg), and Admissions and Records. Outreach consists of presentations to high school students, open house for prospective students, campus orientations and tours, small group presentations and workshops, and various other specialized campus activities targeted for specific populations, advertisements in the local newspaper (*The Tahoe Daily Tribune*), a general mailing of the *Class Schedule*, and other marketing efforts.

The primary instructional sites include: the main campus; Family Resource Center and the ESL Center at Al Tahoe School (almost exclusively ESL sites); and South Tahoe High School. The Family Resource Center is at the east end of South Lake Tahoe some 2.5 miles from the main campus (located roughly in the center of the city of South Lake Tahoe); the high school is at the southwestern edge of the city, approximately 4 miles from the main campus; and the ESL Center at Al Tahoe School is located near the center of the city, approximately a mile from the main campus. To meet the diverse needs of our student population, the College has recently begun offering a small online program of courses. Four online courses are scheduled for fall 2005.

Courses are offered on occasion at other locations throughout the community such as Caesar's Hotel and Casino, Lake Valley Fire Station, El Dorado County Juvenile Hall, South Lake Tahoe Ice Rink, Marriott Hotel, South Lake Tahoe Recreation Center, El Dorado County Jail, Forest Inn, and other smaller sites.

Main Campus

The full range of LTCC services was detailed in IIB.1. All services are provided onsite at the main campus. Services are offered throughout the day and evening during the week and on the weekend for services such as the library and tutoring. In addition, students have online access to registration, grades, and transcripts.

South Tahoe High School

The high school is located approximately 4 miles from the main campus where each quarter 14 to 15 classrooms are used Monday through Thursday serving approximately 590 students per quarter in the evening. Because the distance to main campus is so close, the full range of services has not been provided at the high school. Each quarter a select number of classes are visited by the counseling staff to inform students about the early alert program and the range of services available to students at the College. Students attending classes at the high school access registration by either enrolling online or going directly to the main campus for walk-in registration. Grades and transcripts are also available for viewing online.

Non-credit ESL

The primary classroom locations for noncredit ESL at Al Tahoe School and the Family Resource Center (FRC) are 1 mile and 2.5 miles respectively from the main campus. The noncredit program serves approximately 500 duplicated students per quarter and is free to students. The registration is completed onsite by faculty, tutors, and staff working in the noncredit ESL program. Online registration is not available for noncredit classes. Admission and Records and Student Services/Financial Aid have routinely employed bilingual staff, though the latter are located on the main campus. The full range of services is not offered in entirety at the noncredit sites and this has been a major focus of the College's outreach efforts over the past year.

Prior to the 2004/05 academic year, quarterly informational visits from financial aid staff and the College outreach advisor were held at Al Tahoe School and the FRC. In the past year an ESL Support Services Committee consisting of representatives from various

College departments has been formed to identify, develop, and provide necessary services to ESL students attending classes at off-campus sites. One full-time and one part-time bilingual Spanish academic counselor have recently been employed by the College to enhance access and comfort level for ESL and native Spanish speakers. Tutoring is provided for ESL students at the Al Tahoe School and Family Resource Center sites. A more structured plan providing for regularly scheduled onsite services at those sites including counseling, financial aid, DRC, and EOPS is currently being developed and implemented. In addition, the basic skills English faculty are making quarterly visits to the ESL classes to ease the transition anxiety ESL students often feel in moving into the credit curriculum.

Both the Al Tahoe ESL Center and Family Resource Center provide Internet access. In addition to allowing students access to the Internet and language learning sites, the students at these facilities can also access the College website, and, thus, the myriad of services offered on the College website-including, class schedule, Admissions and Records, Library and Student Services.

Online classes

The College currently has a very small online program consisting of 4 social science classes. Access to Admissions and Records and registration is available online. Access to financial aid has expanded for all students through online applications and providing the fee waiver application in the quarterly schedule. Both of these reduce the need for students to make multiple trips to the main campus for financial aid. Also, once eligible, students receive their financial aid checks via mail; therefore, eliminating the need for them to come on campus to pick up their checks. Online access to counselors and other support services is also limited.

Self Evaluation

Because of the College's proximity to off campus classroom sites, students are able to access services easily, and it could be said that, in general, the College is meeting this standard. However, according to data gathered in the Fall 2004 Accreditation Survey as depicted in the following chart, when questioned about access to support services, the student responses varied widely depending on location. In some cases, such as with the

| Responses to questions by location | STHS - Percent respondents strongly agreeing or agreeing | Al Tahoe - Percent respondents strongly agreeing or agreeing | FRC- Percent respondents strongly agreeing or agreeing | All students |
|--------------------------------------|----------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------------------------------|--------------|
| Access to A&R | 77% | 50% | 100% | 91% |
| Access to Bookstore | 87% | 76% | 86% | 92 % |
| Access to Counseling | 72% | 38% (important to note that 50% of respondents marked <i>don't know/not applicable</i> .) | 86% | 78% |
| Access to financial aid | 59% | 35% (50% of the response for this question is in <i>don't know/not applicable</i> response) | 0% | 67% |
| Access to student services | 68% | 56% | 43% | 80% |
| Access to Learning Assistance Center | 63% | 59% | 43% | 72% |
| Access to Gateway Math Center | 58% | 19% | 0% | 66% |
| Access to Disability Resource Center | 49% | 24% | 0% | 58% |
| Access to Writing Center | 53% | 24% | 43% | 65% |

Gateway Math Center or the Disability Resource Center, the fact that the percentages are not as high as others can be attributed to a certain extent to the circumstance that only specific students would be accessing those particular services.

Clearly the students at off-campus sites report less access to services than the overall student response, especially in the case of noncredit ESL. For a number of services, the noncredit ESL students marked either disagree or don't know which indicates either a lack of awareness of services or the perception that they are unable to access the services. These statistics reinforce the direction of the College relative to outreach at the ESL sites and in increasing the presence of support services at those sites. These efforts are designed to increase awareness of the College, of College programs and services, and the process for accessing educational opportunities through the College.

Planning Agenda

The College will enhance its efforts to publicize all services and provide comprehensive, appropriate, and reliable services to students at off-campus locations, particularly at the noncredit ESL sites.

Standard II.B.3.b.

The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary

Providing enrichment for students in a uniquely supportive environment is at the core of Lake Tahoe Community College's mission. Consistent with this mission, the College provides an environment that promotes the development of human potential through a wide variety of courses, programs, and activities. As described in the *College Catalog*, such instructional and co-curricular programs are intended to foster students' intellectual, civic, ethical, and personal and aesthetic enrichment.

The College's large array of courses that promote civic responsibility as well as intellectual, aesthetic and personal development, is described thoroughly in the instructional programs portion of this document. To cite a few representative examples, courses in traditional

academic disciplines such as Math, Science and the Humanities foster intellectual growth while courses in Art, Dance, Physical Education, and Music cultivate aesthetic appreciation and personal development. Civic responsibility is promoted in courses in disciplines such as Political Science, Philosophy, Business, Sociology and Environmental Science.

Associated Student Council, the Alpha Gamma Sigma Club, and student participation in participatory governance and community service promote civic and ethical responsibility. The Associated Student Council represents the voice of the student population on campus. It nurtures students' civic responsibility by providing them with the opportunity to express their needs and concerns to the administration, faculty, and staff. Student participation in participatory governance via representation on hiring committees, the Board of Trustees, College Council, Curriculum Committee, Academic Senate, and all advisory committees also contributes to the development of student leadership abilities and sense of civic responsibility. In addition, students participate in a range of community service activities such as the Koats for Kids drive, Martin Luther King, Jr. Great Winter Clothing Give Away, Earth Day programs, service learning, and a variety of AIDS awareness activities. The College's CASAS Grant program also provides training and instruction to help non-native speakers negotiate such processes as acquiring driver's licenses and library cards, as well as registration and other local school district procedures.

To promote the aesthetic appreciation and development of its students, the College maintains a variety of visual, and performing arts programs. The 200-seat college theatre offers regular performances in music, theatre, and dance. In addition, the Dance and Music Departments hold quarterly studio hour performances, and the theatre screens movies monthly that are sponsored by the Performing Arts League. Moreover, the Art Department produces twelve exhibitions annually, and the Art Club encourages interest in the arts and raises funds for excursions to art museums and galleries.

A variety of College programs also stimulate the intellectual and personal growth of the student body. For example, the English Department sponsors a guest writer's series, which includes novelists and poets, while the Physical Education Department's Health and Wellness lecture series provides current information on fitness and health. The Sociology and Anthropology programs have sponsored film series, speakers and

United Nations-sponsored civic events, including The People Speak. In addition, stimulating the intellectual life of the College's students is among the objectives of the Associated Student Council, as well as the twelve active student clubs, including clubs such as the Math Club, Geology Club, and the Art Club. The office of Student Services regularly sponsors workshops in personal development, self-confidence, and stress management. Likewise, during career awareness month, a multitude of activities and workshops provide insights about job options and career possibilities for students.

The College also offers programs that foster cultural awareness, many of which take place annually during Multicultural Week. Educational presentations and dialogue on, for example, feminism, promoting tolerance and reducing hate crimes, Americans with Disabilities, and cross-cultural communication take place during this celebration of diversity. Moreover, the International Club and the Club Latino promote an appreciation of different cultures of the world.

Self Evaluation

Lake Tahoe Community College is committed to providing an environment that vigorously promotes instructional and co-curricular learning. Considering the modest size of the College, it offers a remarkable variety of courses, activities and programs to foster civic responsibility as well as intellectual, aesthetic, and personal development for its students. The number of student clubs has doubled over the past six years and the breadth of student activities and programs has mushroomed. As the Fall 2004 Accreditation Survey indicates, 82 percent of the student respondents who expressed an opinion appreciate the special enrichment activities that are available.

Planning Agenda

None.

Standard II.B.3.c.

The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

Lake Tahoe Community College designs and maintains counseling and academic advising programs that support student development and success. The College provides academic, career, transfer, and personal counseling. Academic counseling offers students assistance with identifying academic goals, choosing appropriate courses, developing educational plans, and preparing for registration. Career counseling is designed for students who are looking for further guidance toward different career choices and goals. Transfer counseling is provided for students who are interested in transferring to other institutions and assists students with understanding the complex array of transfer requirements. The counselor intranet contains a wealth of information for counselors to use when advising matriculating students. This resource includes extensive information about transfer, articulation updates, admission requirements for different colleges and universities, information on impacted programs, specific transfer requirements for various programs and institutions, and some general policies and procedures. The intranet is an internal website available exclusively to counselors and is a convenient and instant way of accessing relevant information during counseling appointments. Other related counseling programs include Extended Opportunity Program and Services, Disability Resource Center, and Workforce Preparation. For the structure and details of the counseling programs, refer to the descriptive summary in Standard II.B.1.

Matriculation is another key program that has been designed to support student success. Matriculation is designed for students who are new to the College, have completed less than 44.5 quarter units and have a goal of a certificate, Associate in Arts degree or transfer to a university. Unless exempted, matriculating students are required to attend a new student orientation, take the Math and English assessment, and meet with a counselor before registering for classes.

Counselors are responsible for counseling and student advising at the College. Counselors meet monthly and attend an annual retreat to discuss the effectiveness of

services and student needs. The various staff meetings and counselor retreats provide constant review and improvement of programs and services for students. In addition, counselors regularly attend conferences and trainings to stay current on counseling and academic advising issues.

New counselors go through an extensive systematic training process using a comprehensive training manual developed by one of the full-time counselors. The training for new counselors incorporates several methods of teaching and learning. Some of the methods include: following a structured training schedule, observing student appointments with different counselors, performing counseling under the supervision of a trained counselor, responding to a variety of scenarios depicting common issues for counselors in their work with students, continuously assessing progress, practice transcript evaluations, and meeting weekly with counselors to discuss student appointments and application of knowledge. The College is currently training a new part-time counselor to focus on academic, transfer, and career counseling for students who are second language learners.

Counseling and academic advising are assessed for improvement to meet the needs of the changing student population. One of the ways the assessment takes place is through Program Planning. Program Plans for counseling have been conducted in 1996 and 2003. During the 2003 planning process, the goals and objectives from the 1996 Counseling Program Plan and the 2000 accreditation self study and visiting team's evaluation report were reviewed. There were two areas identified in the self study plans of action that directly impact the counseling program: developing a faculty advising program and an early alert system. Since the time of that self study, several members of the counseling faculty, along with instructional faculty, met to discuss various faculty advising models. From these discussions, a program called Faculty Partnerships has been developed. This partnership model is essentially a team approach aimed at enhancing communication and collaboration between counselors and instructors. The goal is to present students with more consistent and accurate information about their academic and career goals. In addition, an early alert system has been developed to assist students who show signs of possibly not being successful during the first half of each quarter (refer to standard IIB.1 for a more detailed description of this program).

Self Evaluation

During the winter of 2003, as part of the counseling program planning process, a total of 303 students completed the counseling satisfaction survey. Surveys were distributed to all English and Math classes, as well as selected vocational classes. In addition, an online version of the survey was made available in Student Services for any students interested in completing it. Almost all of the respondents, 95 percent, stated that they have met with a counselor at least once, and 82 percent stated they currently meet with a counselor at least once per quarter. Eighty-six percent of respondents reported that it was either very important or important to be able to work with a counselor in regards to their academic concerns, while 82 percent said it was either very important or important to be able to work with a counselor in regards to their career concerns. Finally, 91 percent responded that it was either very important or important to be able to work with a counselor in regards to their transfer concerns. Of the 47 percent who stated having developed an educational plan, 98 percent felt it was helpful to some degree. Almost all respondents felt that counselors provided accurate career and transfer information, with only 6 percent stating that the information provided by the counseling staff was not helpful.

The College is able to access data regarding the number of students utilizing counseling services; however, having the ability to analyze if those students follow through with recommendations to access other campus support services is extremely difficult given the institution's current data collection and research capabilities. Therefore, Student Services manually reviews data relevant to tracking and following up with probationary students. In addition, follow-up data for students who are referred through the early alert system are manually gathered and reviewed as there is no current electronic method of tracking if students who receive early alert letters then utilize support services. This is an area that could be enhanced with more efficient means of data collection and comprehensive analysis. Follow-up data comparing the success rates of students who utilize support services with those who do not would be valuable to consider when making modifications to existing services or developing new programs and services.

Planning Agenda

The College will research ways to enhance and improve data collection and student tracking in an effort to improve follow-up services.

Standard II.B.3.d.

The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary

The institution lists one of its beliefs, as "We at Lake Tahoe Community College believe diversity enriches." This belief statement is from the *College Catalog* and succinctly describes the values and efforts that have been made to deepen and broaden both student and community understanding of cultural differences.

Admission and Records, Student Services, and ESL offices have each hired bilingual Spanish-speaking employees. These front line employees are a resource to a large segment of our Hispanic population, as well as the student body and community.

In June 2004, six faculty and staff members attended the National Conference on Race and Ethnicity in American Higher Education (NCORE). This national conference included workshops and speakers focused on diversity in higher education. A direct result of participation in this conference is the creation of a book group which meets monthly on campus to discuss current literature about various issues related to diversity on campus and in the classroom. The conference participants hosted a presentation titled Clear Vision - Your Personal Awareness during Convocation in the fall of 2004. There will be four faculty and staff attending the conference again during the spring of 2005. These types of programs have an on-going impact on the College by continually bringing diversity awareness to the forefront.

The College's commitment to the understanding and appreciation of diversity is shown in the 2004-05 Board of Trustees Goals, the *Strategic Plan*, and *Student Equity Plan*. The first goal for the Board of Trustees is to "Increase enrollments of recent underrepresented graduates of STHS attending LTCC in fall quarter 2004." There are two goals in the *Strategic Plan* to "Pursue growth opportunities in overall and under-represented student enrollment to meet the needs of our students and the community," and "Provide educational support to traditionally under-represented students," with seven supporting objectives specifically addressing the enrollment and success of underrepresented students. The *Student Equity Plan* addresses the access and success of underrepresented students and students with disabilities.

The College maintains a *Faculty and Staff Diversity Plan* that was adopted by the Board of Trustees in August 1999. This plan strives to include men and women, persons with disabilities, and individuals from all ethnic groups in numbers to ensure an inclusive education and employment environment which fosters cooperation, acceptance, democracy, and the free exchange of ideas.

The College has also established and updated a *Student Equity Plan*, which addresses five student equity indicators as identified by the Chancellor's Office. These indicators include access, course completion rates, degree and certificate completion, ESL/basic skills completion rates, and students with disabilities. A committee of faculty, staff, students, community members, and administrators has worked with the data for each indicator and developed institutional goals, timelines, budget, and identified activities to accomplish these goals.

The College has many other resources that enhance student understanding and appreciation of diversity, including programs, clubs, and activities such as:

- **Multicultural Week** is a weeklong program to celebrate diversity. In 1993, this began as a one-day celebration and then in 1999 expanded into a week-long event focused on education, awareness, and celebration. This annual event occurs in May, during which time the campus comes alive with cultural films, workshops, exhibits, ethnic foods, music, dancing, and guest speakers to bring about awareness of and respect for diversity.
- **The Visionary Group** is a body of faculty members that have established a set of goals for students to accomplish prior to graduation. These student goals identified by this group include: a desire to learn, leading to lifelong learning; appreciation for diversity; ability to form ideas and opinions; communication skills; and a sense of personal and community responsibility. Starting in the 2003-2004 year, one of the priorities identified by this group was to focus on promoting an appreciation of diversity among faculty, staff, and students.
- **Diversity Group** was created as a result of discussion at a Visionary meeting. This group is open to the entire campus to provide a forum for faculty, adjunct, classified staff, students, and administration to discuss issues of diversity.

- **Performing Arts League (PAL)** was formed to provide a venue for performing music, drama, and dance. PAL presents approximately ten award-winning movies annually that range from alternative, independent, multicultural, foreign language and/or documentary films.
- **Intensive Summer Spanish Institute (ISSI)** is an annual weeklong immersion program offering students an intensive experience in the Spanish language and culture. Students have the opportunity to attend a multi-faceted selection of cultural sessions in Latin cooking, weaving, music, dance, literature, politics, and numerous other classes.
- **International Education Study Abroad** enables students to travel abroad and experience diverse people and places directly while living among other cultures.
- **International Club** is intent on educating students, staff, and community about the cultures from various parts of the world. They host presentations that include language, visual aids, artifacts and cultural foods from different countries. This club has offered Egyptian hieroglyphics, Vietnamese, Japanese and Russian lectures.
- **Club Latino** is a campus organization dedicated to sharing the diversity of the Hispanic cultures. Club objectives include developing leadership skills, mentoring Latino youth, and promoting awareness and understanding of the Latin Culture.
- **Theatre Performances** are hosted once a quarter. These shows include a range of theatrical experiences covering issues reflecting the human experience through modern to classical and comedy to drama. These performances provide students and the community with a variety of cultural experiences that enhance cultural awareness.
- **The Disability Resource Center (DRC)** is committed to accommodating students with disabilities. They provide services for learning, psychological, hearing, visual, and communication disabilities, and assist students with health disorders, acquired brain injuries, mobility limitations, and developmental delays. The DRC staff has conducted trainings for faculty and staff demonstrating what it is like to be disabled. During Multicultural Week, the DRC distributes flyers about being sensitive to people with disabilities. Speakers are recruited through

the DRC to speak at public forums about their disabilities to broaden the student and community understanding of diversity.

- **The Martin Luther King, Jr. Great Winter Clothing Give Away** teaches students about the ideals of Dr. King through an understanding of the segregation that exists within the community. Students, faculty, and staff give new winter clothing purchased by the College's Foundation to K-8 children in the local Nevada and California schools and provide over 400 children in the community with needed winter clothing. This is often the first volunteer activity many students experience.
- **Next Step Student Family Night** occurs annually when underrepresented local high school juniors and seniors and their families are invited to an Open-House Night at the college. In a social setting including a buffet dinner, it is an opportunity to convey the benefits further education can provide and includes presentations from faculty, table displays with hands-on activities, information about financial aid, and various support services.
- **Guest Service Academy** offers classes that teach customer service to students along with community businesses. These classes are designed to assist with understanding and meeting customer needs. In an effort to address the large Spanish-speaking population in South Lake Tahoe, a Spanish version was created in 2001 to focus on this specific sector of the population.

A non-discrimination policy and a grievance procedure are listed in the *College Catalog* and quarterly *Schedule of Classes*.

The College's Associate in Arts general education pattern requires students to take a cultural pluralism course. To complete this requirement, students may select courses from Anthropology, Art, Business, Culinary Arts, English, Geography, History, Psychology, Sociology, Spanish, and Speech. The goal of this requirement is to introduce students to diverse cultures.

Along with all of these programs, the College hosts workshops and training as well as invites guest speakers to help educate, celebrate, develop, and enhance awareness of the diversity within our community. These training opportunities are on-going and offered to college employees as a way of providing continuing education.

Self Evaluation

According to the Fall 2004 Accreditation Survey, 96 percent of students who expressed an opinion either strongly agree or agree that they are treated equitably at Lake Tahoe Community College regardless of race, color, gender, disability, age, religion or sexual orientation. When asked if they believed their understanding and appreciation of diverse philosophies, cultures, and ways of life have been enhanced through attendance at Lake Tahoe Community College, 83 percent of those expressing an opinion either strongly agreed or agreed.

Lake Tahoe Community College is committed to enhancing student understanding and appreciation of diversity as evidenced by its many programs, clubs, activities, and trainings.

Planning Agenda

None.

Standard II.B.3.e

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

Admissions and Placement Practices

Lake Tahoe Community College has an open-door admissions policy and therefore has no formal admissions testing requirements. Registration has been available on a walk-in basis since the inception of the College. In spring of 2004, an online registration process was launched that allows students to register from any location with Internet access. Students have the option of completing a survey after finishing the online application process the first time. This survey determines the effectiveness of the online application process. The survey results are shared periodically with the Automated Registration Committee and changes are made as appropriate.

The Admissions and Records Office underwent a comprehensive program planning process in the 2002-03 year. In addition to extensive departmental reflection and evaluation, the program planning process included a survey of faculty, staff and students. Results of this survey indicated students would prefer to register and to check their grades online. In the spring of 2004, grades and unofficial transcripts became available at the onset of online registration.

The College has designated the day prior to regular registration of each quarter as priority registration day to address the needs of special populations, such as educationally- and economically-disadvantaged students and students with disabilities who meet specified criteria.

To assist in the admissions and placement processes for second language learners, bilingual staff members are assigned in key areas: Admissions and Records, Student Services and non-credit English as a Second Language.

Admissions and Placement Instruments

The College does not have an actual admissions instrument, other than the application process. Assessment instruments (COMPASS/ASSET testing) are part of the process used to determine a student's placement in English and Math classes. Counselors use multiple measures to assess a student's ability to be successful at the College. These multiple measures include the COMPASS/ASSET scores and other factors such as: prior high school and college coursework, student's work schedules, length of time out of school, and confidence level. The COMPASS computerized assessment process was piloted in 2000-01 and validation studies began in 2001-02 (the results of which are summarized in the self evaluation section). Students still have the option of completing the paper ASSET test if they are not comfortable with the computerized assessment process, however very few students request to do so.

The COMPASS test is an approved assessment instrument of the California Community College Chancellor's Office. The ASSET test is approved for English and most of math, with the exception of intermediate algebra and higher. Therefore, if a student chooses to take ASSET and scores into college-level math they are required to also take the math portion of COMPASS to verify placement. Cut-off scores are locally established and validated periodically utilizing student and faculty evaluations of placement appropriateness. Determining disproportionate impact has been done less regularly due to the College's limitations in the area of research.

Self Evaluation

Admissions and Placement Practices

The student survey conducted in March of 2003 as part of the Admissions and Records program planning process indicated that 71 percent of students were satisfied with the registration procedure (walk-in registration), and 64 percent indicated they planned to register online when web registration became available.

As evidenced by the responses to the Fall 2004 Accreditation Survey, 95 percent of students expressing an opinion either strongly agree or agree that they are able to access Admissions and Records services when they need them, 91 percent who expressed an opinion are satisfied with the services, and 88 percent of students expressing an opinion are satisfied with the online registration process.

Admissions and Placement Instruments

The College undergoes periodic validation of the placement process. This validation consists of surveys of appropriate (i.e. Math and English) faculty and students to determine the accuracy of course placement. Surveys were conducted of both faculty and students in winter of 2002 and 2003. Survey results from winter of 2002 indicate that 87 percent of Math faculty and 90 percent of English faculty were satisfied with the course placements. Math students were 83 percent satisfied and English students 92 percent satisfied with their course placement. The results of the 2003 survey indicate that 77 percent of Math faculty and 94 percent of English faculty felt students were appropriately placed. The survey also showed that 80 percent of Math students and 86 percent of English students felt they were appropriately placed. Ongoing discussions with counselors and faculty are used to continually assess the effectiveness of the assessment process in student placement.

In consultation with counselors, training has been improved and enhanced in order to continue improving the assessment process and make it more understandable for students. As evidenced by the student survey conducted in the fall of 2004, 85 percent of students who expressed an opinion are satisfied with the assessment and course placement process.

Planning Agenda

None.

Standard II.B.3.f

The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

The Admission and Records Office at Lake Tahoe Community College secures student records in full compliance with the *Family Education Rights and Privacy Act* (FERPA) and according to the guidelines of the *Board Policy Manual* on record retention (section 7.35). Student Services also maintains student records in accordance with confidentiality policies. Full and part-time staff are counseled during orientation about the policies and procedures of maintaining confidential records. Class I records such as transcripts, grade sheets, and degrees are permanent records that are maintained and retained according to Board Policy. Class II records such as academic records and admission applications are securely and confidentially kept until varied retention deadlines are met in accordance with Board Policy. Class III records are disposable records with retention deadlines subject to administrative responsibility and procedure approved by the Superintendent/President.

Student records are stored securely on the College's administrative server and are backed up on a daily basis. The server is a Compaq Alphaserver DS20e, runs on the OpenVMS operating system, and sits behind the College's Cisco Pix firewall. It resides in its own virtual local area network, allowing only privileged users direct access to it from inside the College's firewall. Apache web server is installed on the server to provide access and protection to the College's web registration system. Data moving in and out from the server to the Internet is encrypted via secure sockets layer (SSL).

The server is located in Computer Services and is accessible only through the Director's office or the Programmer/Network Specialist's office. Computer Services maintains five sets of backup tapes, one for each day of the workweek. The most recent backup is stored in the Business Office safe, and the others are stored in the Computer Services safe. One tape set is kept offsite and is rotated on a monthly basis. Each employee with internal access to the administrative

server is assigned a user account that is password protected. A user incorrectly entering their login information three times consecutively is not allowed access to the system for 24 hours.

Students are advised of the *Family Education Rights and Privacy Act* (FERPA) and the confidentiality of social security numbers. Students' rights to privacy are published in the *College Catalog*. The College also complies with the federal law excluding social security numbers from all documents that are routed throughout the campus such as grade sheets, rosters, and all memoranda. Admissions and Records and Student Services have purchased privacy screen covers that prevent students from viewing confidential information on the computers screens.

Self Evaluation

Lake Tahoe Community College is cognizant of the importance of maintaining confidential student records. All records are maintained in a secure, permanent, and confidential manner and are retrievable in the event of a disaster. Records are backed up on computers and stored securely. The College assesses and evaluates the policies and procedures governing student records on an annual basis.

Planning Agenda

None.

Standard II.B.4.

The institution evaluates student support services to ensure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The institution evaluates student support services through formal and informal evaluation methods (see standard II.B.1 for a complete list of student support services). The evaluation methods are aimed at monitoring the effectiveness of various programs and services. The evaluation processes review a range of student support services and determine if they are meeting the needs of the diverse student population. In addition, the evaluation results are then used as the basis for mak-

ing improvements to programs and services. These evaluation processes include Strategic Planning, Program Planning, student surveys, program reports, and staff and faculty evaluations.

The evaluation processes are an important component in the ongoing efforts to develop, expand, and modify services for students. These methods provide feedback and assessment that allow for the establishment of goals and objectives for improvement in the provision of services. Through comprehensive evaluation methods the College gathers data and information about the effectiveness of programs and services and, when necessary, makes adjustments to existing services as well as develops new programs and services. The various evaluation methods include multiple instruments and processes:

- **Strategic Planning:** A group of staff, faculty, administrators, students, and Board members participate in an annual planning session, which involves reviewing goals and objectives, determining progress and outcomes, updating goals, and developing long-term institutional priorities. The outcome of these planning sessions is the *Strategic Plan*, which has a section devoted to Student Services. Progress towards accomplishing the strategic goals is evaluated annually.
- **Program Planning:** Programs Plans are produced every six years as a means to systematically assess the effectiveness of the College's programs within the context of the mission and philosophy of the institution. These plans include review of services, student and staff surveys, evaluation of past goals, and development of new goals and objectives. These plans include several programs within student services: Admissions and Records, Counseling, Disability Resource Center, EOPS/CARE and Financial Aid, Matriculation, Transfer/Career Center, the Child Development Center, Learning Support Complex, and the Bookstore.
- **Student Satisfaction Survey:** A campus-wide survey was conducted in 2002, during the mid-point of the College's accreditation cycle, which included questions pertaining to student satisfaction with various student support programs and services.

- **Categorical Program Reports:** The various categorical programs within student services, such as EOPS/CARE and matriculation, develop annual reports outlining program goals, objectives and outcomes, as well as external evaluations and site visits.
- **Counseling and Staff Evaluations:** Formal evaluations of counseling faculty and classified staff working in the various student support departments are a mandatory component of employment. All full-time counselors are evaluated annually for the first four years of employment and every three years thereafter. If necessary, recommendations are included in individual counselor evaluations that are aimed at improving the overall quality of services being provided to students.
- **Counselor Retreat:** Student services and counseling goals, objectives, and quality of services are reviewed and evaluated annually at the fall counselor retreat.
- **New Student Orientation Surveys:** These surveys are periodically conducted to gather information from students attending the new student orientation. The last time these surveys were conducted was during 2002 and more survey collection is planned for the spring of 2005. The survey asks students to evaluate the usefulness of the information presented, the quality of the presentation and their overall satisfaction. These results are considered when making annual updates and modifications to the orientation process.

Further, there has been significant progress towards evaluating outcomes in relation to both the early alert and probation programs. Efforts are being made to better track students who have been referred to student services for intervention and support through both the early alert system and probation. Additionally, the College's probation policy has been revised to include earlier intervention, support services including use of student success contracts, and a more stringent dismissal policy for those students who remain on probation. Both of these systems are in place to identify students who are at-risk for not being academically successful, providing them with appropriate support services, and following-up with them to determine the effectiveness of the services they received.

The Student Services Department has recently begun formal discussions to more clearly define student learning outcomes related to student support services and develop methods of measuring those outcomes. Thus, providing evidence that student support services contribute to the achievement of student learning outcomes is currently in the developmental stages. Two counselors have been awarded a mini-grant and have begun studying student learning outcomes associated with the new student orientation. In addition, several staff members have attended or are scheduled to attend trainings regarding student learning outcomes. Finally, student learning outcomes were a major focus of discussion and planning during the most recent counselor retreat.

Self Evaluation

The College utilizes several evaluation processes for student support services aimed at determining if student needs are being adequately met. One of the most effective processes for evaluation is program planning, which is instrumental in maintaining, enhancing, and promoting quality services at the College. Faculty and staff view this process as valuable and useful as illustrated by the Fall 2004 Accreditation Survey results. Out of the 153 faculty and staff respondents, 75 percent of those giving an opinion either strongly agree or agree that the program planning process leads to improvements of programs and services. In addition, 86 percent who stated an opinion either strongly agree or agree that there is adequate planning for student support services and programs.

The College is doing an effective job in meeting the student support needs of the student population, as evidenced by number of students accessing counseling services as well as the positive responses on the 2002 Student Satisfaction Survey. Counseling services are utilized by a large number of students at the College with approximately 3,690 student counseling appointments and drop-ins occurring throughout the 2003-04 academic year. The results of the 2002 student survey revealed that, excluding not able to judge responses, 75 percent of students were very satisfied or satisfied with the academic counseling services. In addition, excluding not able to judge responses, 73 percent of students reported being very satisfied or satisfied with financial aid services. Finally, excluding not able to judge responses, 66 percent of students reported being very satisfied or satisfied with career services.

Students also provided positive feedback regarding student services in the Fall 2004 Accreditation Survey, which yielded 603 student responses. These results indicated that 90 percent of students who expressed an opinion strongly agree or agree that they are able to access student services when needed. Eighty-three percent of students who expressed an opinion responded strongly agree or agree that they would recommend meeting with a counselor to other students. When asked if counselors gave them useful assistance selecting appropriate courses, 81 percent of those who expressed an opinion reported as strongly agree or agree. Seventy-seven percent of those expressing an opinion strongly agree or agree that counselors gave them useful assistance regarding transfer requirements, while 80 percent strongly agree or agree that they are given accurate information regarding degree requirements. Finally, 76 percent of those students expressing an opinion strongly agree or agree with the statement that counselors recommend appropriate support services on campus.

The new student orientation has been revised in recent years to include a multi-media presentation and updated written information. The orientations are conducted by counselors and are aimed at welcoming students and providing them with useful and relevant information as they begin their college career. In surveys distributed after orientations during the spring of 2002, students reported high levels of satisfaction with the orientation. With a total of 40 students reporting, 83 percent reported the information provided was very helpful. In addition, 100 percent of the students responding rated the overall orientation as either excellent or good.

The College has several effective processes aimed at analyzing and improving student support services; however, incorporating evidence that these services contribute to the achievement of student learning outcomes has not yet been formally implemented. Student services staff have begun discussing student learning outcomes related to student support services. Nonetheless, there is a lack of clearly defined student learning outcomes for student support services. Hence, the evaluation of services as they contribute to student learning outcomes is under development.

Planning Agenda

The Student Services department will more clearly define the student learning outcomes of student support services in an effort to improve services for students.

Resources - Standard II.B.

- IIB-1 Accreditation Survey, Fall 2004: Faculty and Staff
- IIB-2 Accreditation Survey, Fall 2004: Students
- IIB-3 Assessment Test Survey Results, Winter 2003
- IIB-4 *Board Policy Manual and Regulation, Section 7.35*
- IIB-5 COMPASS Assessment Validation Project, Winter Quarter 2002
- IIB-6 Counseling Retreat Notes, November 1, 2004
- IIB-7 *Educational Master Plan, 2004*
- IIB-8 Faculty Partnerships PowerPoint Presentation, 2004
- IIB-9 *Family Educational Rights and Privacy Act, 1997*
- IIB-10 *Graphically Speaking, December 2005*
- IIB-11 *Keeping Our Eyes on the Ball*
- IIB-12 *Lake Tahoe Community College Catalog, 2005-2006*
- IIB-13 *Lake Tahoe Community College District Faculty and Staff Diversity Plan, 1999-2000*
- IIB-14 *New Counselor Training Resource Manual*
- IIB-15 New Student Orientation Survey Results, Spring 2002
- IIB-16 *Program Planning: Admissions and Records Office, June 2003*
- IIB-17 *Program Planning: Counseling, April 2003*
- IIB-18 *Program Planning: English as a Second Language Department, October 2003*
- IIB-19 *Quarterly Class Schedules: Summer 2005, Fall 2005, Winter 2006*
- IIB-20 *Student Equity Plan, May 2004*
- IIB-21 Student Satisfaction Survey, June 2002

Websites:

www.ltcc.edu

C. LIBRARY AND LEARNING SUPPORT SERVICES

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

Standard II.C.1.

The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Standard II.C.1.a.

Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary

Library

The Lake Tahoe Community College Library provides resources, equipment, and services in support of the informational, instructional, and learning needs of the College's students, faculty, staff, and community members. All Library and learning support materials and equipment that are considered for purchase are evaluated, first and foremost, on the basis of usefulness to

classroom instruction. In addition, input from faculty and staff is included in the prioritizing of materials acquisitions. As a result, the overwhelming majority of Library and learning support tools and resources exist to support student learning.

Materials that are relevant to College classes are routinely acquired and the Library and Media Services Director accepts requests for material purchases from students, faculty, and staff. To enhance the effectiveness of the Library's information collections, class assignments are examined to select materials that will support the topics and subjects being assigned and the recommended reading lists included in course syllabi are also used as a tool for selecting current materials. Moreover, faculty members are encouraged to assess the Library collection to ensure that relevant materials in their disciplines are available. For example, as part of the fall 2004 College Convocation, the Library and Media Services Director invited faculty to browse Library resources in their subject area(s) and make suggestions for items to be removed as well as recommendations for new purchases.

The Library's print collection consists of more than 50,000 books and other materials as well as subscriptions to approximately 200 magazines and newspapers. In addition, the Library has audio and video recordings, a large news clippings (vertical file) collection, plays, documents, maps, pamphlets, telephone directories, and microfilm resources. Also, a reserve book collection includes class texts, study guides, assigned readings, and other pertinent materials; and interlibrary loan service is provided to students, faculty, and staff. The Library augments access to high-quality information by subscribing to 18 online information databases, which provide access to millions of magazine and newspaper articles as well as electronic versions of dictionaries, encyclopedias, and other reference tools. Furthermore, the Library and Media Services Director has created many specialty websites to support specific student informational needs. For example, the Online Statistics Portal (<http://library.ltcc.edu/stats.htm>) contains links to useful statistical websites, and the Government Officials page (<http://library.ltcc.edu/officials.htm>) lists contact information for pertinent elected leaders. Additionally, the Library offers online access to a collection of over 2,600 electronic books. These Internet-based resources, as well as the Library's online catalog, are available from both on and off campus locations 24 hours a day, seven days a week. To assist students in utilizing all of these resources, the Library staff provides reference assistance

during all open hours, and reference service is also available via telephone and electronic mail.

Available Library equipment includes audiocassette and compact disc players, videotape monitor/players, a DVD player, a record player, slide audio viewers, a photocopier, and two microfilm reader/printers. The Library has a large quiet study room to allow individuals to study comfortably and a group study room to help facilitate collaborative student work. To serve the needs of students with disabilities, the Library is equipped with adequate assistive technology that includes a computer station with pertinent software programs, a scanner, as well as an image-enlarging viewer, two Kurzweil Reading Edge Readers (a computer screen reader for students with visual or learning disabilities), and CCTV (a closed circuit television that enlarges text and graphics from a printed page). Also, the Library has 11 computer workstations that provide Internet access as well as a word processing software application. Presently located in a 5,500 square foot area, the Library is scheduled to move to a modern 15,000 square foot facility in early 2006.

Descriptive Summary

Learning Support Services

The Learning Support Complex is comprised of the following:

- The Learning Assistance Center (LAC) which provides free tutoring across the disciplines, assessment testing, test proctoring and computer-assisted learning
- The Gateway Math Center (GMC) which includes free tutoring and computer-assisted learning
- Open computer labs that offer students access to current IBM-compatible computer hardware and software applications
- The Writing Center which makes free tutoring, assistance with writing, and reference materials accessible

Combined, these learning support areas offer more than 130 computers, each with many valuable software applications for student use. Currently housed in separate buildings, the LAC, GMC, and Writing Center will move to the area vacated when the new campus Library opens in 2006. This consolidation will provide students with a single location to make use of all of the learning support services.

To ensure quality service, all tutors are mandated to successfully complete tutor trainings that cover areas such as diversity, communication skills, study skills, and tutoring guidelines. One area of concern regarding tutoring service is the overall decrease in usage in recent quarters. However, while some of the decline can be explained by the recent drop off in College enrollment, this reduction can also be attributed, in large part, to a more rigorous and accurate system of data collection now employed by the Learning Support Complex. Nevertheless, more marketing and outreach of the entire tutoring program is planned.

Self Evaluation

The Fall 2004 Accreditation Survey asked students to rate the quality as well as diversity of Library resources and in each case, more than 80 percent of respondents who expressed an opinion strongly agreed or agreed that these resources are adequate and meet their educational needs. Concerning faculty, the Fall 2004 Accreditation Survey asked if they feel they are effectively involved in the selection of Library materials and the results indicate that over 78 percent strongly agree or agree. However, a 2004 Library Survey that asked faculty and administrators to evaluate Library services and management showed somewhat dissimilar results as only 68 percent of College faculty responded extremely satisfied or very satisfied when asked about the Library resources available in their discipline. With regard to faculty, more careful examination of this important aspect of student support is needed.

Students expressed a high level of satisfaction with the learning support services in their responses to the Fall 2004 Accreditation Survey. In response to the question "I am satisfied with the following services" over 86 percent of students who expressed an opinion scored strongly agree or agree for both the LAC and the computer labs (the GMC and Writing Center were not included in this section of the survey). Additionally, students who expressed an opinion of the campus tutoring programs strongly agree or agree that the LAC (78 percent), GMC (70 percent), and Writing Center (74 percent) provide them with the support they need. Undoubtedly, the majority of students feel that learning support services are important and satisfactory in meeting their needs.

The opening of the new Library and the move of the learning support services to the vacated Library spot will create much-needed space for more student computers,

group study rooms, and greatly expanded seating as well as a significant increase in space for Library materials and equipment. In addition, it will considerably expand the learning support resources and services available to students.

Planning Agenda

None.

Standard II.C.1.b.

The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

Library

The Library provides instruction in an assortment of ways including class orientations (both in the Library and in classrooms), one-to-one instruction, electronic research guides, in-service presentations, information competency workshops, and via the Library's website (<http://library.ltcc.edu/>).

Between September 2002 and December 2004 the Library and Media Services Director offered 106 instruction and information competency sessions (an average of more than 15 sessions per quarter) at the request of faculty, providing guidance in information gathering and research to students in many classes including:

- Art 141 - History of Photography
- Biology 101 - Principles of Biology
- Biology 103 - Principles of Biology
- Biology 115 - Forensics and Biotechnology I
- Business 100 - Introduction to Business
- Business/Early Childhood Education 128 - Principles of Supervision
- Business 135 - Principles of Marketing
- Business 215 - International Business: Competing in the Global Marketplace
- Computer Applications/Office Technology 185 - Office Procedures
- Computer and Information Sciences 150 - Introduction to the Internet
- Counseling 101 - Career Planning
- Counseling 102 - College Success
- Criminal Justice 101 - Introduction to Criminal Justice
- Criminal Justice 104 - Criminal Procedures
- Culinary Arts 110 - Introduction to the Business of Culinary Arts
- Culinary Arts 201 - Food and Beverage Purchasing and Operations
- Economics 101 - Principles of Economics (Macro)
- Economics 102 - Principles of Economics (Micro)
- English 101 - Reading and Composition
- English 102 - Introduction to Literature
- English 103 - Critical Reasoning: Writing the Research Paper
- English 151R - Reading Improvement
- English 152 - Critical Reading and Writing
- Health 101 - Personal Health
- Health 104/Psychology 106 - Human Sexuality
- Health/Home Economics 105 - Nutrition
- Health 113 - Wellness Education
- Health 116 - Nutrition for Fitness and Sport
- Health 131 - Introduction to Health Occupations
- History 110 - Minority and Multicultural History of the United States
- History 111 - History of the United States
- Independent Living Program
- Political Science 101 - United States Government
- Psychology 211 - Experimental Research Designs and Methods
- Sociology 101 - Introduction to Sociology
- Spanish 102 - Elementary Spanish
- Spanish 110 - Hispanic Civilization and Culture
- Spanish 201 - Intermediate Spanish
- Spanish 210 - Advanced Spanish Grammar and Composition
- Speech 101 - Public Speaking
- Theatre 107 - Actor's Workshop

Library staff members are always available for one-to-one instruction, which constitutes assistance to individual Library users with answering reference questions and locating information. In 2004, a weeklong reference service survey was conducted. Extrapolating the data gathered from this survey showed that an average of more than 1,300 reference queries were answered during the year.

The Library offers several electronic research guides (<http://library.ltcc.edu/erg.htm>), which are online

Library and information resource tutorials containing hyperlinks that direct students to useful data resources, as well as to information about the Library and its services. Currently electronic research guides exist for many subjects including Art, Biology, Business, Computer and Information Sciences, Early Childhood Education, Economics, English, Foreign Language, Health, Psychology, Sociology, and Spanish.

During the past three years the Library and Media Services Director has offered an in-service presentation to faculty and staff during the College's Convocation week, in an effort to further inform the College staff of the many excellent resources available in the Library. In 2002 the presentation focused on Library resources and their benefits for students, while in 2003 wellness information was the topic. This past fall faculty members were invited to browse Library resources in their subject area(s). They then made suggestions for obsolete items to be removed as well as recommendations for new purchases.

Information competency is systematically becoming a regular component of Library instruction. Each time the Library and Media Services Director addresses College classes regarding information tools and resources, aspects of information competency (for example website evaluation techniques) are included. In addition, since 2003 the Library and Media Services Director, in conjunction with English Department faculty, has presented an in-depth information competency workshop to an English 103 (Critical Reasoning: Writing the Research Paper) class every quarter, fine-tuning the presentation each time in an attempt to best serve the class. This workshop is a comprehensive lesson in the ability to find, evaluate, use, and communicate information in all its various formats.

The Library's website contains many instructional tools such as:

- A website evaluation guide (<http://library.ltcc.edu/webevaluation.htm>)
- A Library research tips page (<http://library.ltcc.edu/tips.htm>)
- An online catalog search guide (<http://library.ltcc.edu/help/combinedsearch.htm>)
- Campus copyright information (<http://library.ltcc.edu/copyright.htm>)
- An electronic mail etiquette guide (<http://library.ltcc.edu/emaillet.htm>)

- A link to exemplary Internet search tools (<http://www.infopeople.org/search/tools.html>)
- Hyperlinks to style guides, Library definitions, and Library of Congress call number primers (<http://library.ltcc.edu/help.htm>)

Descriptive Summary

Learning Support Services

The student support labs, consisting of the LAC, GMC, Writing Center, and open computer labs, all offer tutoring services that assist students in using discipline-specific subject material, computer software and resources, and in completing class assignments. In addition, each of these support labs provides regular tutor trainings to ensure that students are provided with first-rate service. Moreover, in the GMC faculty members are available to meet with students on a regular basis. Further information regarding the student support labs is contained in Standard II.B.1.

Self Evaluation

Instruction is a very successful component of the overall service the Library provides. The 2004 Library Survey asked College faculty members about instruction services in the Library. The responses, although somewhat limited, were overwhelmingly positive as 14 of 16 faculty members ranked Library instruction as extremely satisfying. On the other hand, only 15 of 29 survey respondents had actually requested and received Library instruction for their classes. However, a lack of academic Library staff limits the possibility of increased instruction offerings. Although the College has worked to address the recommendation (from the Accreditation Self Study 2000 report) of acquiring additional academic Library support by adding a part-time librarian, it has been difficult to fill this position due to a dearth of qualified applicants in the region. Nevertheless, the College has pledged to support an adjunct librarian position should a suitable candidate be located. Increased academic personnel could offer additional services, such as Library instruction opportunities during College orientations, thereby greatly expanding the outreach of the Library and presenting information gathering skills to a much broader student audience.

One-to-one instruction is also making a very positive impact at the College. The most recent student survey of Library services, the 2003 Library Customer Survey (in class), showed Library staff members as being highly knowledgeable, helpful, available, and courteous to

students. All of these areas ranked between 70-80 percent as extremely or very satisfied.

Electronic Research Guides make available research tools and guidance to students, regardless of location. The success of these online guides is reflected in the Fall 2004 Accreditation Survey results as less than 3 percent of student respondents answered disagree when asked about the usefulness of the Library's website.

In-service workshops have proven popular with faculty and staff. During these workshops the Library and Media Services Director informs and teaches College personnel about the many helpful resources the Library possesses and these events are typically well attended.

Although information competency has begun to make an impact at LTCC, it has yet to become significantly embedded in the College curriculum. Further collaborative efforts between the Library and English Department are needed to create an ideal information competency module that will have the most comprehensive impact upon students. If possible, installing information competency as a regular part of the English 101 (Reading and Composition) course would be optimal, as this course is a requirement for all graduating and transferring students. An alternate option would be the creation of an online information competency tutorial so that students could complete the instruction from both local and remote locations.

While the tutors in the LAC, Writing Center, and computer labs do an excellent job assisting students, they are not all trained in using Library resources as only the GMC currently provides this important preparation. Having Library staff offer regular trainings in the use of Library resources and information competency practices to all support service tutors would greatly enhance the services in the learning support centers.

Planning Agenda

The College should establish a standard information competency component for the campus.

Standard II.C.1.c.

The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

Library

The LTCC Library provides access to its resources and services for both local and remote users. The Library is open Monday through Thursday 8:00 a.m. to 8:00 p.m., Friday 8:00 a.m. to 5:00 p.m., and Saturday 12:00 p.m. to 4:00 p.m. during the fall, winter, and spring quarters, as well as Monday through Friday 7:30 a.m. to 4:00 p.m. during summer session. The Library staff provides reference assistance during all open hours, and reference service is also available via telephone and email. Additionally, the Library has 11 computer workstations that provide access to the Internet in addition to word processing software. Moreover, many information resources are available online through the Library's website (<http://library.ltcc.edu/>) including the Library catalog, 18 article and information databases, dictionaries and encyclopedias, electronic books, research tips, a website evaluation guide, an Ask-the-Librarian feature, and more. Off-campus access to the article and information databases is available to students and College personnel via a login and password configuration. Although these many excellent resources are adequately serving the needs of the College, having an additional full-time academic Library staff member would greatly enhance the services the Library provides.

Library services are publicized in several ways including the Library website, the Lake Tahoe Community College Library Guide, advertisements in the *College Catalog* and schedule, and regular entries in *LTCC Happenings* (the College's monthly student newsletter). The Library and Media Services Director, who frequently addresses classes to ensure that students are familiar with Library services and resources and to demonstrate proper usage of information tools, also heavily promotes Library services and resources during these class visits.

The Library has worked to ensure access to information resources for students with disabilities. Library equipment and technology to accommodate this special population comprises two Kurzweil Reading Edge Readers, CCTV, JAWS (a screen reader application for

low-vision students), Dragon Dictate (voice command software for students with physical disabilities), closed-captioned videos for individuals with hearing impairments, and a scanner.

Descriptive Summary

Learning Support Services

The Learning Assistance Center, Gateway Math Center, Writing Center, and open computer labs all provide excellent access and services. The LAC has 15 computers, the GMC contains 17 computers, and the Writing Center makes available 18 computers, while the open computer labs offer nearly 90 computers, in addition to many valuable software applications, for student use. The LAC is open 63 hours per week, the GMC 53 hours per week, and the computer labs are open for a combined 69 hours per week, with each being open six days per week. The Writing Center is open four days per week for 13 hours of service and is also available by appointment. These four student support areas provide instructional assistance and tutoring for students, use of computers and technical assistance, placement examinations, and exam proctoring. Furthermore, the LAC and GMC offer at least two instructional aides or tutors during each hour of operation and each full-time Math faculty member holds at least one office hour per week in the GMC to further assist all students and provide a better student to teacher/tutor ratio. Moreover, a website (http://www.ltcc.edu/student_services/student_support.htm) maintained by the learning support services outlines many of the on-campus services offered as well as availability and contact information. In addition, tutoring support is offered to many students enrolled in the College's non-credit English as a Second Language (ESL) program. Specifically, tutoring is offered at the Al Tahoe ESL Center four days per week in the mornings and evenings for a total of 20 hours of service. However, tutoring services are unavailable at the El Dorado County Jail, the Family Resource Center, and other facilities where ESL is taught.

Students' schedules, the number of tutoring hours needed, and the availability of tutors for the subject matter determine tutorial sessions. Every effort is made to provide tutors for areas in which students need assistance. Currently, the subjects available for tutoring include Accounting, Anatomy, Biology, Chemistry, Computer Science, English, English as a Second Language, Math, Physiology, Psychology, and Sociology. The foreign language tutors provide assistance with French,

German, Japanese, Polish, Russian, and Spanish. All tutors attend trainings to ensure they are skilled in areas such as working with students with diverse learning styles, approaching students needing assistance, providing study skills and strategies, and making referrals to various campus services.

The Math Department maintains a website (<http://www.ltcc.edu/depts/math/>) that contains hyperlinks to many resources such as Math programs, tutorials, and Math course syllabi. These resources are freely available to all students with a computer and an Internet connection.

One other area on campus that greatly augments access is the Student Cyber Café located in the Student Center/Cafeteria area. Here students can utilize eight computer stations that allow them access to Internet-based resources and services. Furthermore, because the Student Center/Cafeteria is available during all of the hours the College is open, students can access online information resources Monday through Friday, 8:00 a.m. to 10:00 p.m. and Saturday, 8:00 a.m. to 5:00 p.m.

Self Evaluation

Many useful information resources are continuously available via the Library's website, making research and data-gathering readily available to students and student support personnel, regardless of location. According to the Fall 2004 Accreditation Survey results, 89 percent of students strongly agreed or agreed that they are able to access Library services when needed. Similarly, more than 81 percent of students who have used the Library's website believe it is useful. Furthermore, students are utilizing the Library and Library services in great numbers. In mid-April 2004 a patron counter was installed to collect data of the number of users entering the facility. Between the time of the install and the end of 2004 over 51,000 patrons entered the Lake Tahoe Community College Library.

Although the learning support services are available many hours each week and the facilities offer numerous helpful resources, a limited online presence restricts the accessibility of these services. Listing all of the support services available hours on the campus website as well as pertinent departmental websites will help to alleviate confusion regarding availability. More importantly, the learning support services should benefit greatly from the planned relocation and expansion to the vacated space that will become available when the new campus

Library opens in early 2006. This move will allow for more availability of lab hours and tutors and should significantly enhance services provided to students—the support services will be centrally located inside the main College building.

Support for the Library's online catalog and circulation system, as well as the majority of electronic information databases, is typically provided via Telecommunications and Technology Infrastructure Program (TTIP) funding. During the current year an Instructional Equipment and Library Materials (IELM) grant provided for these critical resources. Should either of these funding sources become unavailable, it is vital that the College designate funds to continue making this information accessible, as without it students would not have access to high quality data.

Planning Agenda

The College should explore ways to provide learning services support via electronic delivery methods in order to better assist students.

Standard II.C.1.d.

The institution provides effective maintenance and security for its library and other support services.

Descriptive Summary

Library and Learning Support Services

The Library and other learning support centers rely upon the campus Maintenance Department for building cleaning and general maintenance and upon Computer Services for preservation and protection of computers, peripheral devices, networks, and software. In addition, the Library retains maintenance contracts for a photocopier and Library system software. Moreover, Library staff as well as Learning Support Complex tutors and lab aides ensure that the Library, as well as other learning support centers, are clean, well-maintained, and that all equipment is in proper working condition.

The Library and other learning support centers are protected and secure; each are equipped with alarmed doors and motion detectors. In addition, all Library materials located on open shelving are targeted with security strips, and a Checkpoint Signature Receiver security gate ensures these items do not leave the Library without being properly checked out. To augment Library safety during nighttime hours, two

employees are scheduled to work during each evening shift. Library staff members also have access to a battery operated cellular phone that dials directly to 911. Campus tutoring centers and labs provide effective security for students and staff as well as documents and equipment. Each tutoring center is equipped with a telephone for emergency purposes and documents are secured in locked filing cabinets. Also, all students must check-in before using labs and tutoring centers. In case of emergency, the Library and learning support centers are equipped with emergency exit plans, fire extinguishers, disposable rubber gloves, and a CPR Microshield Clear Mouth Barrier. Further, students and staff members can request to be escorted to their car and there is signage to this effect posted at the front of the main campus building.

In order to ensure campus-wide safety and security, Lake Tahoe Community College has a Safety Committee comprised of key personnel. This committee examines campus safety issues and works to create a more safe and secure environment. The Safety Committee is described in greater detail in Standard III.

Self Evaluation

According to the 2004 Maintenance Department Survey, 91 percent of respondents answered that they strongly agreed or agreed that campus facilities overall are well maintained. Eighty-five percent also strongly agreed or agreed that the College maintains efficient study and work environments, including lighting, climate, and cleanliness.

The LAC, GMC, and Writing Center are each located in portable classroom buildings adjacent to the main campus structure. These areas are well lit in the evening, and the Maintenance Department works diligently to keep the walkways free of snow and ice. In the 2004 Maintenance Department Survey, 74 percent strongly agreed or agreed that the exterior lighting is satisfactory and 84 percent strongly agreed or agreed that snow and ice removal is adequate.

Though Lake Tahoe Community College does not have a campus police department, the majority of employees and students perceive the College as providing a safe environment. According to the 2004 Maintenance Department Survey, 93 percent strongly agreed or agreed that they felt safe and secure on campus. In the Fall 2004 Accreditation Survey Results, 80 percent of respondents who expressed an opinion

strongly agreed or agreed that safety and security are adequate. The Safety Committee goal for 2004 was that 80 percent of employees and students see themselves as safe on campus. Clearly, this objective is being met.

According to the Annual Report of Crime on Campus for Calendar Year 2003, there has never been a murder, criminal sexual assault, or aggravated battery on the main campus or at any off campus class locations.

Overall, the maintenance and security of the Library and other learning support centers are effective and enhance the quality of education at Lake Tahoe Community College.

Planning Agenda

None.

Standard II.C.1.e.

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and ensures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

Library and Learning Support Services

Since 2000 the Library has contracted with Endeavor Information Systems Incorporated for the Voyager online library system, which includes an Internet-based Online Public Access Catalog (OPAC) as well as modules for cataloging, reserve materials, and acquisitions. In addition, since 2002 the Library has subscribed to the Online Computer Library Center (OCLC) classification utility, which allows staff access to high-quality cataloging data.

To acquire large numbers of books, the Library contracts with Midwest Library Service to provide new acquisitions. The Library also engages EBSCO Subscription Services for maintenance of the Library's sizeable periodicals collection.

The Library participates in the Mountain Valley Library System (MVLS) consortium as a way to gain

access to the many useful collections of other regional libraries, so as to offer these resources to our students and staff members via an interlibrary loan (ILL) service.

The Library is a member of the Community College League of California (CCLC), which negotiates reasonably priced access to valuable article and information databases via a consortium.

Self Evaluation

The Voyager system is an adequate fit for the Library as it contains more than enough features and capabilities for a small college facility. However, the time and expertise needed to maintain the system at peak capacity is beyond that of the current Library staff. On the other hand, OCLC is an extremely valuable utility that affords the Library the opportunity to download expert cataloging data within 24 hours, thereby permitting staff to quickly make new materials shelf-ready and available.

Both Midwest Library Service and EBSCO are invaluable resources for the Library as each makes many print materials easily available for order.

The MVLS provides Library patrons with the ability to acquire materials from extensive collections within our region, including the libraries at California State University, Sacramento and the University of California, Davis. Since the last Lake Tahoe Community College Accreditation Self Study was published, the Library has seen a dramatic increase in the use of its interlibrary loan service due to heavy promotion on the part of Library staff. Throughout fiscal year 2000-2001 the library had acquired six items via interlibrary loan, whereas during the 2003-2004 school year it acquired 54 items utilizing interlibrary loan agreements with the MVLS and beyond.

The CCLC allows the Library to acquire premium research information databases at reasonable prices, thereby supplying students with access to valuable, reliable data for research and other class projects. Currently, the Library subscribes to 18 online research databases via the CCLC.

Each of the services listed are documented by means of formal contractual agreements between the Library and service provider. Moreover, these contracted services meet the needs of students and faculty as the Fall 2004 Accreditation Survey results report high levels of satisfaction regarding Library materials.

Planning Agenda

The College should examine opportunities for staff training or increased staffing to provide expertise and support for optimal maintenance of the Voyager online library system.

Standard II.C.2.

The institution evaluates library and other learning support services to ensure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Library

The Library and Media Services Director frequently evaluates all of the resources in the Library collections in an effort to ensure continuous improvement.

The book collections and audiovisual materials are continually updated through periodic ordering of materials. Typically, books are ordered on a quarterly basis while audiovisual items are purchased at the request of faculty and staff. Every attempt is made to solicit input for new materials. The Library and Media Services Director is visible and approachable and offers several methods for requesting materials including in person, by phone, or via electronic mail. Deselection of outdated and obsolete materials is an extremely time-intensive activity and is typically not conducted in a systematic way.

Electronic article and information databases are reviewed for usefulness and effectiveness each spring and fall in conjunction with the ordering schedule of the Community College Library Consortium. Database usage statistics, which a Library staff member compiles each month, are closely examined to measure the usage of each online information resource and help decide which resources are meeting student needs.

Reference statistics are gathered annually when the Library staff conducts a sample survey of questions received. Library statistical data is also compiled for book checkouts and number of users entering the Library each day.

The Library conducts several surveys each fall in order to gauge the effectiveness of the program and its resources. Typically faculty and staff members, students, and Library patrons are each surveyed as a group. During fall 2004 the campus-wide accreditation student survey was conducted in lieu of the student and Library patron assessments. The library also maintains a suggestion box and the Library and Media Services Director uses the comments and suggestions received to improve service.

The Library and Media Services Director meets every other week with the Vice President, Academic Affairs and Student Services to discuss issues and developments that impact the Library program. These meetings provide a forum for maintaining as well as improving support and access to Library materials.

The initial Library and Media Services program plan was conducted in 2004 and consisted of faculty, staff, and student input in an effort to review and improve Library and Media Services resources and services. Because Lake Tahoe Community College requires all areas on campus to conduct program planning every six years, the Library and Media Services will now undergo this process on a regularly-scheduled basis.

Descriptive Summary

Learning Support Services

The LAC, GMC, and open computer labs collect student data via computerized tracking software, which allows these support services to gather important usage information that is utilized to assist in improving the quality of service. In addition, these areas measure their effectiveness through other formal methods such as undergoing the program planning process on a recurring basis, conducting quarterly surveys, and providing suggestion boxes. Moreover, support service staff members hold weekly meetings as well as quarterly tutor meetings and yearly tutor trainings in an effort to ensure that the services meet the needs of the students.

Self Evaluation

Library information and learning resources are evaluated in an assortment of ways that result in overall program improvement. However, evaluations of all Library services are not conducted in a consistent manner. For example, book purchases and decisions concerning online database selections are often left to the Library and Media Services Director. While the Director strives to make choices based on the Library's

mission and the input of College personnel, the Director is sometimes forced to make decisions without faculty and staff input or that are limited by insufficient funding. For instance, a significant portion of the print collection is selected by Library staff members because of the absence of suggestions from College faculty and staff. This situation could improve with the addition of academic staff that could devote the necessary time to actively seek recommendations as well as create tools to facilitate a greater response. For example, an online book purchase suggestion form would allow faculty and staff to easily request new materials from their computer.

Other current evaluation procedures, which include compiling and analyzing statistical data, conducting annual surveys, collecting and responding to user suggestions, conducting program planning, and holding scheduled meetings between the Library and Media Services Director and the Vice President, Academic Affairs and Student Services, are all effective methods that help to assess the value of library services and guide the program. Additionally, these processes are serving to help the development of identifying and achieving student learning outcomes.

The tracking software application as well as recurring user and departmental evaluations help the LAC, GMC, and open computer labs ensure they are meeting student needs. For instance, usage data collected assists in identifying the number of tutors needed and available open hours each quarter. Furthermore, these support areas have also used the results of their evaluative processes and trainings, such as regular assessments and feedback from student users, to help shape their services and ensure that quality assistance is provided. In addition, GMC services are regularly evaluated in Math Department meetings throughout the year.

Planning Agenda

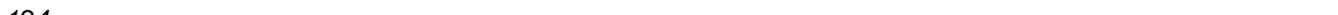
The College should explore options for systematizing evaluations of Library services, specifically in regards to collection development for traditional and electronic resources.

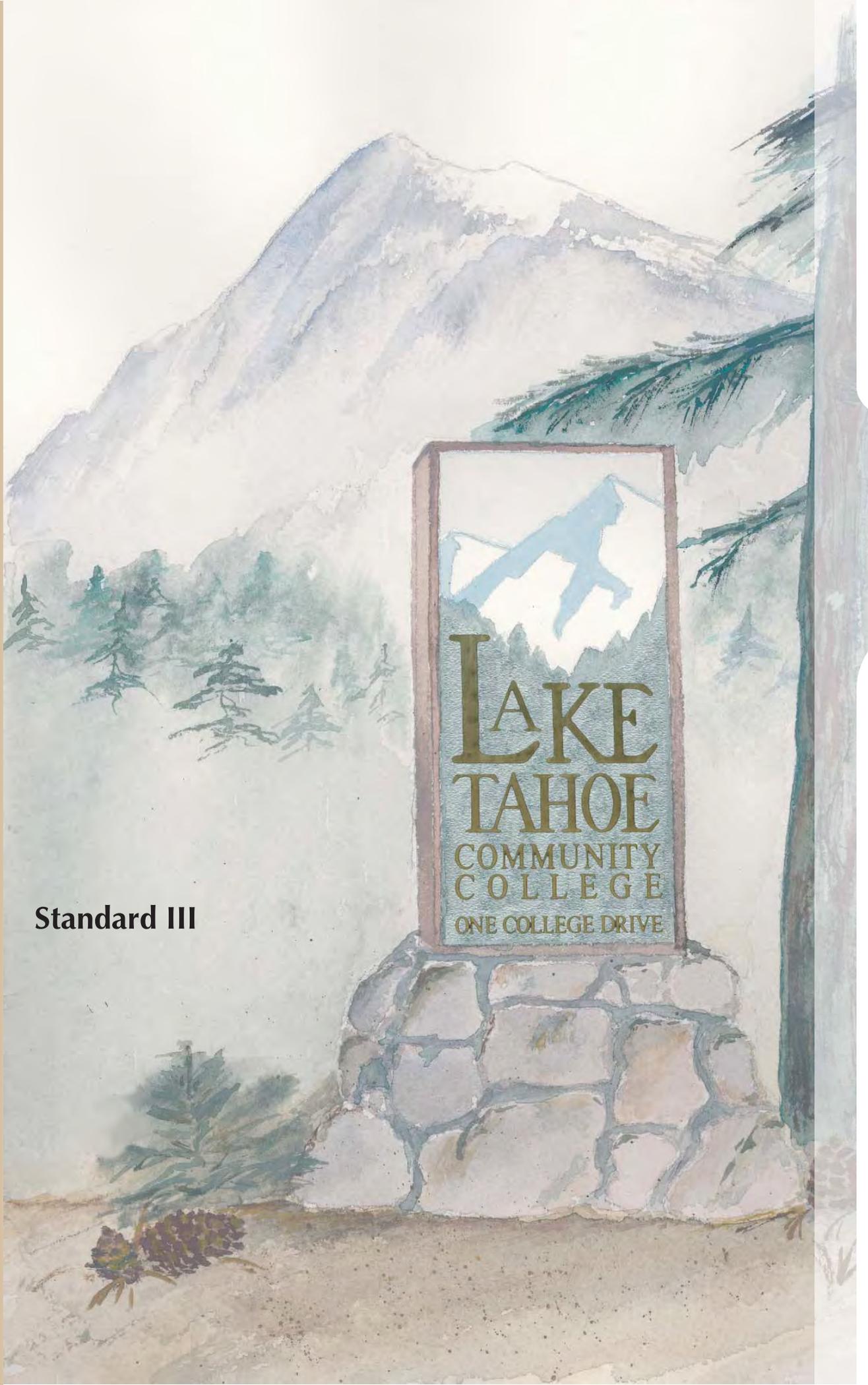
Resources - Standard II.C.

- IIC-1 *Accreditation Self Study, 2000*
- IIC-2 Accreditation Survey, Fall 2004: Faculty and Staff
- IIC-3 Accreditation Survey, Fall 2004: Students
- IIC-4 Annual Report of Crime on Campus for Calendar Year 2003
- IIC-5 Lake Tahoe Community College Library Guide 2004-2005
- IIC-6 Library Survey 2004
- IIC-7 Library Customer Survey (in class) 2003
- IIC-8 Maintenance Department Survey, 2004

Websites:

- <http://library.ltcc.edu/>
- <http://library.ltcc.edu/copyright.htm>
- <http://library.ltcc.edu/email.htm>
- <http://library.ltcc.edu/erg.htm>
- <http://library.ltcc.edu/help.htm>
- <http://library.ltcc.edu/help/combinedsearch.htm>
- <http://library.ltcc.edu/officials.htm>
- <http://library.ltcc.edu/stats.htm>
- <http://library.ltcc.edu/tips.htm>
- <http://library.ltcc.edu/webevaluation.htm>
- <http://www.infopeople.org/search/tools.html>
- <http://www.ltcc.edu/depts/math/>
- http://www.ltcc.edu/student_services/student_support.htm





Standard III

Standard III

Standard III

Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

COMMITTEES

Co-chairs: Bob Albrecht, *Faculty - DRC Director*
Susan Middleton, *Dean of Student Services*

A. HUMAN RESOURCES

Chair: Susan Walter, *Director, Human Resources*

Faculty: Heidi Humbird, *Adjunct - Dance*
Sue Kloss, *Biology*
Rexanne Ring, *Health, Physical Education*
Mike Spina, *Computer Information Sciences*
Mark Williams, *Music*

Classified Staff: Pam Barrett, *Administrative Assistant*
Sandi Jorgensen, *Administrative Assistant*

Student: Michael Nelson

B. PHYSICAL RESOURCES

Chair: Virginia Boyar, *Director, Vocational Education*

Faculty: Dave Hamilton, *Theatre*
Tim Johnson, *Physical Education*

Classified Staff: Frances Brady, *Administrative Assistant*
Tom Finn, *Director, Maintenance and Operations*
Cheri Jones, *Instructional Scheduling Specialist*

Student: Brennon Touryon

C. TECHNOLOGY RESOURCES

Chair: Bill King, *Director, Computer Services and Institutional Research*

Faculty: Nancy Barclay, *Spanish*
Dave Burba, *Adjunct - Computer and Information Sciences*
Jackie Lou, *Computer Applications/Office Technology*

Classified Staff: Robin Armour, *Admissions and Records Technician*
Ken Blach, *Alternate Media Specialist*
Pat Leonard-Heffner, *Media Specialist*

Student: Tom Meagher

D. FINANCIAL RESOURCES

Chair: Judy Breza, *Director, Fiscal Services*

Faculty: Jane Ellis, *Math*
Michelle Sower, *Early Childhood Education*
Eric Sturgess, *Business*

Classified Staff: Ginger Janssen, *Graphic Arts Specialist*
Trustee: Kerry David



Standard III

Resources

A. HUMAN RESOURCES

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Standard III.A.1.

The institution ensures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Standard III.A.1.a.

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

Criteria, qualifications and procedures for selection of administrators, faculty and classified employees are clearly outlined in job postings, which are available in the Human Resources office, on the College website, and are frequently posted in local newspapers as well as in the California Community College Registry. To ensure positions match the institutional needs and goals, each department produces a Program Plan every six years, which analyzes the department's performance since the last review and outlines new plans for the future. In the Program Plan, staffing needs are identified by each department so that new positions closely match program and institutional needs. Procedures for the hiring process are described below for each type of employee.

Full-time Faculty

The recruitment and selection process for full-time faculty is established in *Board Policy Manual*, 4.01 A.1. Full-time faculty job announcements are listed for a minimum of two months. Faculty job descriptions are outlined in Chapter IV of the Lake Tahoe Community College *Board Policy Manual* and are reviewed annually. In years when hiring is taking place, a hiring prioritization committee, composed of full-time faculty members from diverse departments, recommends a ranking for the hiring of needed positions consistent with the institution's mission and goals to the Academic Senate. The Academic Senate then determines the order of positions to be presented to the administration as the faculty recommendation to the Board of Trustees for order of hiring [*Educational Master Plan*, 2004, p. 48].

Faculty play a significant role in the hiring of new full-time faculty. The hiring committees for full-time faculty positions consist of four faculty members (participation by an adjunct faculty member is strongly encouraged), one administrator, one classified staff member, a non-voting Equal Employment Opportunity (EEO) monitor, and a non-voting student representative. LTCC follows the Chancellor's Office current minimum qualifications requirements as documented in the *Faculty Services Areas Minimum Qualifications Equivalencies Disciplines* document. The hiring committee members work together prior to the recruitment phase to determine screening criteria, keeping the mission of the institution in the forefront of the process. A teaching demonstration or role playing exercise is always included as part of the interview process for faculty. The hiring committee forwards finalists to the Superintendent/President and Vice President, Academic Affairs and Student Services who then forward their recommendation to the Board of Trustees.

Adjunct Faculty

Although there are procedures to hire adjunct faculty, they are implemented through informal past practice rather than in written format. The hiring process for adjunct faculty involves the full-time faculty member with discipline expertise in the area and the instructional dean supervising the area. If the candidate does not meet minimum state qualification requirements, an equivalency evaluation form is completed. Given the small number of full-time faculty (46), the small number of deans (3), and the large cadre of adjunct faculty hired each quarter (140-190), an adjunct faculty hiring process that requires a teaching demonstration has not

been developed by most departments. Certain departments (e.g., Math) have required a short teaching demonstration prior to hiring adjunct instructors, but this is not standard practice for most departments.

The deans orient the new adjunct faculty to their roles and responsibilities as well as to the teaching of students at the community college level. New adjunct faculty are evaluated the first quarter they teach by full-time faculty or an administrator, and are provided with an assessment of their teaching, with constructive feedback and remediation as needed.

Each individual considered for employment must possess "qualifications that are at least equivalent to the applicable minimum qualifications specified in regulations adopted by the Board of Governors," as listed in the *Faculty Services Areas Minimum Qualifications Equivalencies Disciplines* document, and as stated in the LTCC Faculty and Administrative Hiring Procedures.

Classified Personnel

The Human Resources Department is responsible for maintaining classified position descriptions. Classified job descriptions are reviewed jointly by the supervisor and employee as part of a required annual performance appraisal review. Suggested changes to the position description are given to the Director of Human Resources.

Job announcements for classified positions include job descriptions and minimum qualifications for the particular position and are posted for a minimum of two weeks, and more typically for three or more weeks. The Hiring Manager screens the applications, and candidates are contacted for interviews by the Human Resources office. The interview panel consists of a minimum of three classified employees and the Academic Senate President is invited to appoint one faculty member to the committee. Subsequent final interviews are with the Hiring Manager and an administrator who make a hiring recommendation to the Superintendent/President for recommendation to the Board of Trustees.

Administration

The recruitment and selection process for administrative positions other than the Superintendent/President is set forth in regulation 4.01 A.2 in *Board Policy Manual*, chapter IV. Administrator job announcements are listed for a minimum of two months. Administrator job descriptions are outlined in Chapter II of the Lake

Tahoe Community College *Board Policy Manual* and are reviewed annually. The selection committee consists of five faculty for instructional positions and three for non-instructional positions, one administrator, one to three classified employees depending on position, a student, and a trained EEO representative. The selection committee reviews all of the applications, interviews selected candidates, and recommends qualified candidates to the Superintendent/President. The final candidate is chosen from those recommended by the Selection Committee. Candidates for the Vice President level are also interviewed by the Board of Trustees.

Information on the selection of the Superintendent/President is detailed in *Board Policy Manual*, 1.05 A.1. The governing Board has responsibility of ensuring a successful hiring process for the position of Superintendent/President. As stated in Board policy, the Board will develop a process that ensures the participation of all groups on campus in appropriate phases of the hiring process for Superintendent/President.

Self Evaluation

Lake Tahoe Community College utilizes a set of comprehensive employment procedures for administrators, full-time faculty, and classified staff to ensure that qualified personnel are matched to program/department needs. Human Resources uses an established application and hiring process for adjunct faculty. However, within the departments there is some variation in procedures in order to meet unique departmental needs.

Planning Agenda

None.

Standard III.A.1.b.

The institution ensures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary

The institution requires systematic evaluation of all employees. The following are descriptions of the evaluation process for each type of employee.

Faculty

All faculty are evaluated according to the evaluation procedures listed in the *Faculty Agreement*. Tenure-track faculty are evaluated during their first, second, third and fourth years, and tenured faculty are evaluated every three years. The evaluation team for all faculty consists of an administrator and a faculty peer. In addition to the administrator and peer observation, the process includes a comprehensive self-assessment, student evaluations, and a discussion with students in the classroom. A faculty member can receive either a satisfactory, needs improvement, or unsatisfactory rating. Full-time faculty receiving a needs improvement or unsatisfactory rating must complete a remediation plan and an additional evaluation may be scheduled.

Adjunct Faculty

The faculty contract states that every adjunct faculty member shall be evaluated during the first quarter he/she is assigned to teach and subsequent evaluations will take place at least once every nine quarters. Evaluations include observation and a written assessment by a full-time faculty member or administrator, as well as student evaluations. Actions taken following the evaluation of faculty are documented in the *Faculty Agreement*. Timelines for actions suggested in evaluations are established by the supervising dean or the department chair/director.

Classified Personnel

All regular classified employees are evaluated at least three times (i.e., at 3, 6 and 10 months) during their twelve-month probationary period. Once probationary status ends, regular classified employees are evaluated annually. Job descriptions and attainment of previous goals are reviewed during each classified employee's formal evaluation. Attainment of these goals is then assessed during the next evaluation period. If an employee does not meet standards during the probationary period, he or she is coached on strategies for improvement or ultimately released from employment. If a classified employee successfully completes the probationary period, a formal annual evaluation thoroughly assesses effectiveness of personnel and encourages improvement in written goals and training needs. Permanent classified employees lagging in performance standards are evaluated more frequently and given written action plans for improvement. Actions taken following evaluation are documented in the *Board Policy Manual 5.06J*. Timelines for actions suggested in the evaluation are established by the supervisors of classified employees.

The classified employee's performance evaluation form was reviewed and revised with the input of classified staff and managers in 2004. Training on goal setting and the performance appraisal process was given to all classified managers this same year.

Administrators

Administrators are evaluated according to the procedures and schedules published in *Board Policy Manual*, regulation 4.25. The administrator evaluation process seeks to assess effectiveness through annual and comprehensive (every three years) evaluations. Administrative personnel are evaluated according to procedures in each administrator's Employment Agreement and in the *Board Policy Manual*. Comprehensive evaluations include written evaluations by faculty and classified staff. On or before October 1 of each year, the employee and the supervising administrator meet to establish the employee's performance objectives for the academic year. These performance objectives are written and are based on the duties set forth in the *Board Policy Manual* and any other criteria mutually agreed upon by the parties. The supervising administrator evaluates the employee's performance no later than June 25. The evaluation is based on the administrator's duties and performance objectives. Actions taken following administrator reviews are documented in *Board Policy Manual*, regulation 4.25.

Board of Trustees

Per *Board Policy Manual 1.05.A*, one of the duties of the Board of Trustees is to annually evaluate its performance and effectiveness and to set objectives based on the needs of the College. An annual Board of Trustees retreat is held one day each year in August, at which time the Board evaluates its progress for the year and discusses goals to be set for the coming year. Each September, the Board takes action during open session to approve its self-evaluation, which reflects progress made on its goals, and to set annual objectives for the upcoming year. The Superintendent/ President reports to the Board of Trustees at least twice each year on the Board's progress towards meeting these annual goals.

Self Evaluation

All LTCC employees are evaluated on a regular basis in accordance with written criteria and explicit procedures. These comprehensive evaluation processes not only measure effectiveness, but also encourage improvement.

Planning Agenda

None.

| |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;">Standard III.A.1.c.</p> <p style="text-align: center;"><i>Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.</i></p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Descriptive Summary

The College has focused on establishing student learning outcomes, and trainings on student learning outcomes have been provided on campus or attended at other locations by faculty and administrators. An Academic Senate committee is currently examining student learning outcomes. The Office of Instruction encourages departments to apply for mini-grants provided by the College to examine how the department could develop and integrate student learning outcomes most effectively. As a result, some departments are beginning to move forward with implementation of student learning outcomes.

Self Evaluation

The current faculty evaluation process asks faculty to reflect on their effectiveness in their academic assignment, their philosophy, teaching methodologies, and

the effects they have on students. It does not address in particular their effectiveness at achieving student learning outcomes.

Planning Agenda

Once the College has established student learning outcomes, it will incorporate effectiveness in assisting students to achieve those outcomes into the evaluation process for faculty and appropriate staff.

Standard III.A.1.d.

The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

A comprehensive written code of ethics for trustees and the Superintendent/President is published in the *Board Policy Manual* (1.06 and 2.02.C respectively). No official code of ethics for other administrators, faculty or classified staff exists; however, the LTCC *College Catalog* 2004-05 (page 8) lists the College's mission statement and commitment to academic freedom. The policy on academic freedom encompasses a written code of ethics, stating that academic freedom and academic responsibility are inseparable. Academic freedom is the right of instructors in their area of expertise to teach, conduct research and to communicate knowledge to the academic community openly, honestly and without interference. Academic responsibility is the acceptance, on the part of the instructor while teaching, researching and communicating, to do so in such a manner as not to bring discredit to the College, profession or community.

Self Evaluation

LTCC lacks formal written codes of ethics for faculty, classified personnel, and administrators other than the Superintendent/President.

Planning Agenda

The College should develop and publish in the *Board Policy Manual* codes of ethics for faculty, classified personnel, and all administrators.

Standard III.A.2.

The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purpose.

Descriptive Summary

A comparison of fall 2004 data with information on the composition and number of faculty, staff and administrators present during the previous accreditation process (fall 1998) reveals the following among various employment groups:

| # Full-time: | Fall 1998 | Fall 2004 | Increase |
|------------------------|-----------|-----------|----------|
| Faculty | 38 | 47 | 22% |
| Administrators | 6 | 7 | 17% |
| Classified (f/t) | 50 | 65 | 29% |
| Classified (p/t) | 15 | 26 | 73% |
| Classified staff (all) | 65 | 91 | 39% |

- Administration (7) has grown by one position, or 17 percent, adding the position of Director of Vocational Education. In 2002 the Academic Administration Reorganization Committee researched and identified the desire to add a third instructional dean, but funding is currently not available for that position.
- Classified staff (91) has increased overall by 39 percent, adding 11 part-time and 14 new full-time positions since 1998. In most years, when the budget allows, new classified positions are evaluated and prioritized by a committee of all administrators, all classified managers and faculty representatives. Temporary help is hired on an as-needed basis quarterly, as the budget allows, assisting in periods of heavy workload.
- Full-time faculty (47) has increased by 22 percent since 1998. When loads within a specific discipline have increased (e.g. English, Math) or the College has identified a specific area for development (e.g. Culinary Arts), additional full-time faculty have been added. Adjunct faculty are utilized extensively to allow for a broad selection of course offerings and to meet the needs in specific disciplines for which a full-time faculty load cannot be achieved. Due to budget restrictions, new full-time faculty hires are not planned at this time.

Self Evaluation

The number of full-time faculty is adequate to meet the needs of instruction and student services. Although the number of administrators is sufficient to maintain the current academic programs, the workload is too great to address program growth and enhancement in an ideal manner. While new classified hires would help reduce frequent heavy workloads, the College is meeting staffing requirements with temporary staffing, and the current budget precludes additional hiring.

Planning Agenda

None.

Standard III.A.3.

The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Standard III.A.3.a.

The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

Detailed personnel policies and procedures are set forth in the *Board Policy Manual* and *Faculty Association Agreement*. These documents are systematically reviewed and updated annually. Each year, in early fall, a review schedule for the *Board Policy Manual* is sent out to appropriate staff by the Superintendent/President's office with deadlines for recommended revisions. The *Board Policy Manual* is then reviewed by the appropriate administrators and management staff, and recommended changes are reviewed by Administration, College Council, and the Superintendent/ President before they are submitted to the Board of Trustees for approval. The College Council includes representation from all College groups, ensuring that all groups-administration, faculty, classified staff and students-have input prior to any policy change or clarification. The *Faculty Association Agreement* is reviewed, negotiated with administrative and faculty representatives, approved by the Board of Trustees, and updated at the beginning of each fiscal year, and occasionally modified as issues arise during the year.

The *Board Policy Manual* is publicly available on the College website. Individual copies of the current

Faculty Association Agreement are given to all full-time faculty. Full copies of the *Board Policy Manual* are given to all administrators and directors, and are available in the Library. To aid in communication of policies, each year all full-time faculty are given a *Faculty Handbook* that includes a summary of important policies and procedures. All adjunct faculty also receive an *Adjunct Faculty Handbook* upon hire and annually thereafter, which includes a summary of relevant policies and procedures. A *Classified Employee Handbook* summarizing key sections of the *Board Policy Manual* was approved in 2004 and is given and explained to new hires by the Human Resources Director as part of the new hire orientation. These summary handbooks are reviewed and updated annually prior to the start of the fall quarter.

Policies are adhered to on a consistent basis to ensure fairness, and are updated for clarity and consistency. Exceptions to written policy must be approved by the Superintendent/ President. In the absence of a written document to deal with a particular issue, staff rely on the past practices of the District. A grievance process for both faculty and classified staff is clearly outlined in *Board Policy Manual*, 4.20 and 5.08. No formal grievances have occurred based on unfairness of application of a policy or procedure since the last accreditation visit.

Self Evaluation

Policies and procedures of the College are clearly outlined in the *Board Policy Manual* and the *Faculty Association Agreement*. These are reviewed by all relevant parties on a scheduled annual basis. In addition, faculty and staff handbooks have been generated and are reviewed and updated annually. They summarize relevant policies and procedures for full-time faculty, adjunct faculty and classified staff.

Planning Agenda

None.

Standard III.A.3.b.

The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance to law.

Descriptive Summary

The Human Resources department maintains the official personnel file for each employee. Personnel files are maintained in a room within the Human Resources office and are secured by a door that is locked at the close of business each day. Only authorized personnel in Human Resources are permitted access to the personnel files.

The *Faculty Association Agreement* (Article 16) outlines a faculty member's rights to review of his/her personnel file, and the *Classified Employee Handbook* summarizes this right for classified employees.

The completeness of the personnel files is verified by an independent audit firm annually. Archived personnel files are kept in a locked storage area. Confidential information, including medical information and results of criminal records checks, are maintained separately in the Human Resources office.

The Human Resources and Fiscal Services offices have taken positive measures to ensure the privacy and confidentiality of employee information. These two departments worked together and took action in 2004 to substitute the printing of social security numbers on payroll checks and contracts with newly generated employee identification numbers. The College also took the initiative to change all forms, including timesheets and leave slips, substituting the employee identification number for the social security number to better ensure the privacy of such confidential information.

Self Evaluation

The security and confidentiality of personnel files is strictly adhered to by employees in the Human Resources office and administration. These policies are clearly stated in the *Faculty Association Agreement* and *Classified Staff Employee Handbook*.

Planning Agenda

None.

Standard III.A.4.

The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Standard III.A.4.a.

The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

A long established goal in faculty hiring, per *Board Policy Manual*, 4.01.A, is to hire not only experts in the instructional area, but also those able to serve the needs of a varied student population and who are sensitive to, and themselves represent, the racial/ethnic and cultural diversity of the District community. The College supports equity and diversity in its personnel, as discussed in greater detail in Standard II.B.3.D

Board Policy Manual 4.38 states the College's position on equal opportunity in employment practices. All job announcements for both faculty and classified staff include a statement on support of equal opportunity in employment and communicate that the College provides accommodations to all interviewees, due to disability, as needed.

The Equal Employment Opportunity (EEO) Officer meets with every hiring committee prior to the screening process to address the College's commitment to fairness in its hiring practices. A trained EEO representative sits on each hiring committee to monitor the process. Criteria are included in the candidate screening process to measure a candidate's sensitivity to and understanding of the diverse academic, socioeconomic, cultural, disability and ethnic background of community college students.

The College has developed policies and procedures to ensure equitable treatment of all staff and students. All complaints, grievances, and lawsuits related to discrimination, harassment and other personnel issues are investigated, as outlined in the College's *Unlawful Discrimination Procedures* and *Sexual Harassment Policy*.

The College plans to update its *Faculty and Staff Diversity Plan* upon receiving a model policy from the Chancellor's office. The current plan is out of date and should be updated to reflect new case law. In addition,

the College has a Diversity Advisory Committee consisting of representatives of faculty, staff, Board of Trustees, students and community that will meet once a draft update of this plan is available for review.

In 2003/04 the Academic Senate implemented a visionary group that elected to focus in 2003/04 on diversity issues. The College sent six staff members to a comprehensive diversity conference in spring 2004 with the goal of better understanding diversity issues and sharing this new learning with all staff. The visionary group provided training to all staff on diversity issues during fall 2004 convocation and in discussion groups open to faculty, staff and students throughout the following 2004/2005 academic year.

The College also holds an annual Multicultural Week where special events such as ethnic dancing, dress and food are celebrated, and speakers and workshops are held to promote an understanding of and respect for diversity. Faculty and staff regularly participate in planning and attending the events of the week.

Self Evaluation

The College meets this standard. LTCC has demonstrated a commitment to addressing issues of equity and diversity, both through its hiring practices and in the programs and support offered to all staff and students. The College is committed to maintaining a diverse staff, reflective of the general population of the community, as outlined in its *Board Policy Manual* and hiring procedures. The College will continue these efforts, as the current ethnicity of faculty and staff remains primarily white and does not adequately represent the diverse ethnicity in our local community.

The College is proactive in training on diversity issues, both to faculty, staff and students. This is reflected in the many programs and services offered, including the annual Multicultural Week and trainings and discussions to faculty and staff on diversity issues provided by the Visionary Group.

Planning Agenda

The College should update the Faculty and Staff Diversity Plan in 2005/06 following the state's model policy.

| | | Administration | Tenured/Tenure Track | Academic Temporary | Classified |
|------------------|-----------------|----------------|----------------------|--------------------|------------|
| Ethnicity | | | | | |
| | White | 100% | 85% | 93% | 89% |
| | Asian | 0% | 9% | 2% | 5% |
| | Hispanic | 0% | 2% | 6% | 5% |
| | Black | 0% | 2% | 0% | 0% |
| | Native American | 0% | 2% | 0% | 0% |
| | Filipino | 0% | 0% | 0% | 1% |
| Gender | | | | | |
| | Female | 71% | 49% | 55% | 67% |
| | Male | 29% | 51 % | 45% | 33% |
| Age | | | | | |
| | <=34 | 0% | 15% | 20% | 7% |
| | 35-39 | 0% | 13% | 10% | 5% |
| | 40-44 | 29% | 6% | 11% | 14% |
| | 45-49 | 14% | 21% | 17% | 28% |
| | 50-54 | 14% | 21% | 15% | 19% |
| | 55-59 | 29% | 4% | 8% | 12% |
| | 60-64 | 14% | 9% | 10% | 5% |
| | 65+ | 0% | 2% | 4% | 1% |
| | Unknown | 0% | 9% | 5% | 9% |
| | Average Age | 50.6 | 46 | 45.6 | 47.7 |

Source: Chancellor's Office DataMart Report, Fall 2004.

Standard III.A.4.b.

The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary

The College's mission statement includes the vision, beliefs, mission, and goals of Lake Tahoe Community College. Through this comprehensive Mission Statement, the College supports diversity and equity, stating a fundamental goal of "offering classes, programs, and special services through which all persons in the community may broaden their educational and vocational potential and enhance their personal and cultural development." In addition, a basic belief outlined in the College's mission statement is that "diversity enriches."

Employment equity and diversity is evaluated annually and also reviewed as a key part of the *Educational Master Plan*, last updated in 2004. Despite new limitations on special efforts to recruit ethnic minorities imposed by *Connerly v. State Personnel Board* in 2001, the ethnic mix of our faculty and staff has not changed significantly since 2001. A continuing goal is to attract qualified staff reflecting our diverse community. Most notably, our community includes a fairly large Hispanic population; consequently, attracting more Hispanic students and Hispanic faculty and staff would benefit our community and this remains a goal of the College.

Self Evaluation

Lake Tahoe Community College has demonstrated a commitment to addressing issues of diversity and equity both through its hiring practices and in the programs and support to all staff and students. The College will continue efforts to attract a diverse student body and employee base to reflect the ethnicity of our local community.

Planning Agenda

None.

Standard III.A.4.c.

The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary

In College publications, including the *LTCC College Catalog*, *Faculty Handbook* and *Classified Employee Handbook*, a commitment to participatory governance is emphasized. The idea of participatory governance that LTCC promotes in its policies is a recognition by the Board of Trustees that one of the basic principles of academic governance in higher education is that authority is derived not only from the statutory powers vested in governing boards and their staff, but also from the knowledge and experience possessed by administrators, faculty, staff and students. In order to effectively use the knowledge and experience that exists on campus, the Board of Trustees supports the principle of participatory governance, including processes that embrace both shared decision-making and the delegation of responsibility in appropriate areas.

The College has made efforts to treat all employee groups with respect by annually negotiating in good faith with the faculty union and Classified Employees Association. In addition, all major decisions, including the annual draft budget, are reviewed and discussed in detail with College Council - a group that represents all constituency groups - prior to forwarding to the Board of Trustees for recommendation.

Multiple events are held annually to bring faculty and staff together and show appreciation for both faculty and classified staff. These events include an annual fall barbeque, winter holiday party, holiday lunch and celebration for classified staff, classified staff appreciation lunch, and extra effort awards and recognition. In addition, classified staff are invited to attend faculty flex activities each year during Convocation.

The staff survey in 2004 included a question on whether or not the College treats employees with integrity and respect. Survey results are open to interpretation due to the format of the question; however, we find:

- Most employees (89 percent) indicate that they believe students are treated with integrity and respect.
- The majority of administrators (86 percent), and adjunct faculty (76 percent) indicate that they are treated with integrity and respect.

- A lesser majority of classified staff (60 percent) and full-time faculty (67 percent) believe that they are treated with integrity and respect.

Self Evaluation

Lake Tahoe Community College has shown in written policies and procedures a commitment to students and participatory governance and inclusion of all employee groups. However, as the survey suggests a gap in perceived respectful treatment of the classified staff and full-time faculty, additional investigation is recommended.

Planning Agenda

The College will investigate the reasons why some classified staff and full-time faculty believe they are not treated with integrity and respect.

Standard III.A.5.

The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Standard III.A.5.a.

The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary

The College plans activities and provides opportunities for professional development for all personnel including full-time faculty, adjunct faculty, classified staff, administration, and Board of Trustees.

The Staff Development Committee also distributes funds on a competitive basis to faculty, staff, and administrators for professional development activities. Applications are considered on a cyclical basis contingent on availability of funding. [*Educational Master Plan*, 2004, p. 58]

Full-time Faculty

The College provides ample opportunity for professional development of full-time faculty, including one of the most generous leaves for professional development of any College in the state. These opportunities include:

- **Professional Development Leave:** Full-time LTCC academic employees are granted

Professional Development Leaves, after eighteen quarters of continuous service, as a "means of preparing for improved service in the future." [*Faculty Association Agreement*, Article 10.11.2]. Full-time faculty are granted a quarter of paid leave to complete a mutually approved program for professional development.

- **Flex Activities:** According to the *Faculty Handbook* 2004/05, full-time faculty members are required to develop professionally through a combination of group and individual flex activities. Individual flex projects must be approved by the individual's supervising administrator. Group flex activities are planned on a yearly basis and faculty are notified of their availability to the faculty.
- **Teaching Learning Resource Center (TLRC):** The TLRC is a center for faculty to "learn and work together to modify curriculum and implement new teaching strategies in order to strengthen the academic quality of all of our programs and to improve the success of LTCC students." [*Faculty Handbook* 2004/5, Section IV, Support Services, p. 34.]. The TLRC also offers:
 - An extensive collection of books, videos, and related media on reserve.
 - A half-time Teaching Learning Resource Coordinator. The Teaching Learning Resource Coordinator position assists faculty with questions, issues, and challenges they may have as well as the use of effective teaching strategies. [*Educational Master Plan*, 2004, p. 58].
 - A series of brown bag lunch meetings on a variety of relevant topics is available to faculty who have an interest in their content.
 - The TLRC holds workshops on a variety of classroom management and presentation skills on a twice-monthly basis. Interested faculty and adjunct faculty may sign up and attend.

The Teaching Learning Resource Center and the Teaching Learning Resource Coordinator are also discussed in standards II.A.1.b and II.A.2.c.

- **Travel/Conference:** The College supports travel for professionally related opportunities. Full-time faculty members are allotted \$750 in their budget for these activities. Conference/travel must be approved by the individual's supervising administrator. In addition, each year the College sends a team to the National Institute for Staff and Organizational Development (NISOD) Teaching Excellence conference in Austin, Texas. [Ibid., p. 35.]
- **Instructional Skills Workshop (ISW):** An intensive 24-hour workshop is available which concentrates on the development of the fundamental skills of creating a learning-centered classroom. [Ibid., p. 35.] These workshops are offered throughout the year by application through the individual's supervising administrator.
- **Staff Development:** The Staff Development Committee distributes funds on a competitive basis to the faculty, staff, and administrators for professional development activities. Applications are considered on a cyclical basis dependent on availability of funding. [Ibid., p. 35.]
- **Professional Literature and Institutional Memberships:** Funds to support professional literature and memberships in professional organizations may be requested through the budget process. [Ibid., p. 35.]
- **Instructional Skills Workshops (ISW)** identical to those offered to full-time faculty.
- **Advanced Teaching Workshop (ATW)** and Associate's Program. The Advanced Teaching Workshop focuses on teaching issues beyond the basics provided in the ISW. The ATW is limited to 10 participants a year who have successfully completed the ISW program.
- The level of Associate Faculty, including a higher salary, has been established to recognize the contributions of our adjunct faculty. The criteria are as follows:
 - (a.) Recommendation for the program from a full-time faculty member or from one of the Deans of Instruction
 - (b.) Completion of three (3) quarters of teaching at Lake Tahoe Community College
 - (c.) Completion of a 24-hour Instructional Skills Workshop (ISW)
 - (d.) Completion of an 8-hour Advanced Teaching Workshop (ATW) and
 - (e.) Satisfactory classroom evaluation after he/she has completed both the ISW and ATW. This formal evaluation is conducted by one of the Deans of Instruction or another College administrator

Adjunct Faculty

The College provides professional development opportunities for adjunct instructors. As with full-time faculty, adjunct instructors have full access to the Teaching Learning Resource Center and the Teaching Learning Resource Coordinator. In addition, limited funds are available to support adjunct faculty attendance at conferences and workshops. [*Adjunct Faculty Handbook*, 2004/05, Chapter VI, Support Services, p.18.] Additional discussion can be found in standard II.A.2.c.

The College has taken a proactive approach to fostering pedagogical skills among adjunct instructors with Instructional Skills Workshops and Advanced Teaching Workshops.

Classified Staff

The Board of Trustees demonstrates its commitment to continued classified professional development in *Board Policy Manual*, 5.06 O.1. Procedures listed here refer to: (1) the College assigning a classified employee to take a college class related to their work duties, and (2), a classified employee requesting to take a class. Employee requests must be approved by their supervisor and are subject to the availability of funds.

According to the *Classified Employees Handbook* (2004), classified employees meet at least annually to discuss performance and developmental needs with their supervisor. When the College assigns a classified employee to take a class, all fees and/or books required in the class are paid and reassigned time is provided. When a classified employee requests to take a class directly related to current duties, the supervisor may approve up to three hours reassigned time to match each hour of personal time the employee attends the class, plus reimbursement of fees upon successful completion of the class.

Classified employees are limited to no more than the cost of tuition for 30 semester hours of an undergraduate taking six units at a California State University.

The Staff Development Committee also distributes funds on a competitive basis to the faculty, staff, and administrators for professional development activities. Applications are considered on a cyclical basis contingent on the availability of funding. [*Educational Master Plan*, 2004, pg. 58]

Administration

Administrative staff are provided professional development leave, travel and conference funds, and have access to staff development funds. All full-time academic administrative employees are granted and are expected to make full use of a professional development leave in accordance with criteria listed in *Board Policy Manual*, 4.18. The program must be approved by the Superintendent/President (or in the case of the Superintendent/President, approved by the Board of Trustees). Budget permitting, the College also supports administrative professional development through institutional memberships and participation in statewide organizations such as the Association of Chief Business Officers, Chief Instructional Officers, and Chief Student Services Officers.

Board of Trustees

New Board members are provided a thorough orientation. The orientation process is separated into two processes: (1) orientation to the institution, and (2), orientation to trusteeship. New Board members are provided written materials and invitations to attend various meetings and conferences with the Superintendent/President. These new Board members are also encouraged to attend meetings held as training/information sessions on a regional basis by other organizations. [*Board Policy Manual*, 1.07]

Following orientations, Board members are encouraged to continue their professional development by attending conferences and retreats. Board members may attend conferences and retreats utilizing funds from the Superintendent/President's budget. Attendance is usually recommended by the Superintendent/President.

Self Evaluation

The institution plans professional development activities to meet the needs of its personnel, including Board of Trustees, administrators, classified staff, full-time faculty and adjunct faculty. Professional development leaves for administration and full-time faculty are generous and structured. Adjunct faculty are supported by a Teaching Learning Resource Center, Teaching Learning Resource Coordinator, encouraged to attend intensive Instructional Skills Workshops, and have access to staff development funds. Classified staff are offered opportunities for professional development through staff development funds, program budgets, and tuition reimbursement.

Planning Agenda

None.

Standard III.A.5.b.

With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Professional development programs are evaluated either formally and informally for all personnel and activities.

Full-time Faculty

Full-time faculty members at the College are offered many opportunities for professional development. Professional development leaves undergo the following evaluation process. The *Faculty Association Agreement* [Article 10.11.3.8.] states that leave proposals are submitted for approval to the participant's supervising administrator. Article 10.11.3.9 states: "Reports of experiences and/or accomplishments shall be submitted to the Vice President, Academic Affairs and Student Services. . . . Employees returning from a professional development leave may also be required to present the results of the leave to the Board of Trustees and/or the Academic Senate at the discretion of the Vice President, Academic Affairs and Student Services." A report is typically always requested, and the Board of Trustees uses the report as a form of evaluation and as a basis for improvement to the program.

Full-time faculty members are required to develop professionally through a combination of group and individual flex activities. The participant's supervising administrator must approve individual flex projects. A report of the flex activity is provided by the faculty member and evaluated by the individual's supervising administrator. Group flex activities are evaluated by a survey of the participants. The results of these surveys are used to determine future group flex activities.

Section III.A.5.a outlined many additional professional development opportunities for full-time faculty. These are evaluated as follows:

- The Teaching Learning Resource Center (TLRC) and half-time Teaching Learning Resource Coordinator are funded based on the success and positive feedback from surveys conducted during the Title III grant, as well as ongoing informal feedback from faculty.
- Travel for professionally related opportunities, including National Institute for Staff and Organizational Development (NISOD), must be approved by an administrator. Faculty members evaluate these conferences and use the results in the self-evaluation for their yearly tenure review evaluation (if tenure-track) or for their regular three-year evaluation (if tenured).
- Instructional Skills Workshops (ISW) are evaluated by participant surveys.

Adjunct Faculty

Adjunct faculty members who successfully complete the ISW are eligible for the Advanced Teaching Workshop (ATW) and Associate's Program. These programs are evaluated by surveys of the participants. Eligibility for the Associate's Program requires completion of both the ISW and ATW programs, a recommendation by a full-time faculty member or Dean of Instruction, and an informal classroom evaluation by one of the Deans or other college administrator.

Classified Staff

Performance evaluations for classified staff include a question on professional development needs. If training is recommended, the outcome of the training is reviewed for its effectiveness.

Administration

Professional development programs for administrative staff undergo an evaluation process before they are approved. *Board Policy Manual* 4.18.A.1.b states that the Superintendent/President must approve professional development leave for the administrative staff, and the Board of Trustees must approve professional development leave for the Superintendent/President. According to the Vice President, Academic Affairs and Student Services, the participant's supervising administrator evaluates administrative professional development leaves informally and a formal report is presented to the Board of Trustees.

Board of Trustees

Professional development programs for the Board of Trustees, such as attendance at professional meetings and conferences, are evaluated systematically through reports given by the participant at regular Board meetings. The results of the reports are used to determine whether the Superintendent/President will recommend continued attendance at a particular professional meeting or conference.

The Superintendent/President conducts new Board member orientations. In the past 12 years, new Board members have consisted solely of student trustees. The Superintendent/President has indicated that recent evaluations of this program by participants have been very positive.

Self Evaluation

The Board of Trustees and the College have demonstrated a strong commitment to professional development for all constituents of the institution. Professional development programs are systematically evaluated and the results are used to improve programs.

Planning Agenda

None.

Standard III.A.6.

Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The integration of human resources into institutional planning takes place through several planning processes: strategic planning, *Educational Master Plan*, faculty prioritization committee (Academic Senate), departmental program planning, College Council, and classified positions proposals. Through these activities, staffing recommendations are made that align with the mission of the College. Evaluation of effectiveness is ongoing through follow up to the planning process. Based on the recommendations that emerge from the various planning efforts, the faculty prioritization committee makes recommendations to the Academic Senate for new/replacement tenure faculty hires. The Academic Senate then makes recommendations to the administrative team who then, in conjunction with the College Council (the budgeting oversight committee) forwards the recommendations to the Superintendent/President and Board of Trustees.

A similar process applies to new classified positions. The classified position proposals are recommendations based on outcomes of planning in each department that are then forwarded to the Leadership Team. These recommendations are studied in light of institutional priorities and needs so that new hires will allow the institution to progress and improve.

Self Evaluation

The planning process is adequate for advising and directing the institution in effective use of human resources. Through the various planning efforts that take place across the institution and the departmental program planning documents, Human Resources has effective tools to determine whether staffing needs are being met for the current academic year as well as future staffing needs.

Planning Agenda

None.

Resources - Standard III.A.

- IIIA-1 *Adjunct Faculty Handbook*, 2005-2006
- IIIA-2 *Agreement between the Board of Trustees of the Lake Tahoe Community College District and the Lake Tahoe Community College Faculty Association CCA/CTA/NEA*, 2005-2006
- IIIA-3 *Board Policy Manual and Regulations*, 2005-2006
- IIIA-4 *Educational Master Plan*, 2004
- IIIA-5 Final Recommendations of the Academic Administration Reorganization Committee, June 18, 2002
- IIIA-6 *Full-Time Faculty Handbook*, 2005-2006
- IIIA-7 *Graphically Speaking*, December 2005
- IIIA-8 *Handbook for Classified Employees*, November 2004
- IIIA-9 *Lake Tahoe Community College Catalog*, 2005-2006

B. PHYSICAL RESOURCES

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Standard III.B.1.

The institution provides safe and sufficient physical resources that support and ensure the integrity and quality of its programs and services, regardless of location or means of delivery.

Standard III.B.1.a.

The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that ensures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary

Lake Tahoe Community College provides instruction and support services and programs at three primary sites: the main campus, South Tahoe High School, and Al Tahoe Elementary School.

Main Campus

Situated on 164 acres of forested land in the center of South Lake Tahoe, the campus opened in October of 1988 with a single, 55,000 square-foot facility. The Child Development Center (CDC), a 4,500 square-foot facility adjacent to the main campus building, was opened in September 1993. In 1996 a 30,000 square-foot addition to the main campus was completed. The Project included a fine arts wing with a 190-seat theater, a computer science wing, and four relocatable classrooms. Student Services offices, the library and bookstore were also enlarged as part of the project. In 1999, the College added 2,400 square-feet of relocatable classroom space which houses the Learning Support Complex (LSC). In September 2002, a 26,000 square foot physical education building with gymnasium, fitness education center, dance studio, locker rooms, and office space opened. In November 2002, a 9,000 square foot student center with food service, culinary arts teaching facilities, casual and fine dining, staff lounge,

and student body office space opened. At the same time a remodeling project added 2,000 square feet of office space for Business Services, Fiscal Services, Payroll and Purchasing. District facilities total approximately 140,000 gross square feet.

The Learning Resource Center (LRC), a 26,000 square foot complex scheduled to open in February 2006, will include a learning resource center/Library, quiet study space, art gallery with sculpture yard, meeting room and one classroom. When the existing Library moves to its new location in the LRC, the vacated Library space will be remodeled for the Learning Support Complex and general classroom space, with occupancy expected by fall quarter 2006. The vacated LSC space will then become general classroom space. When these construction and remodeling projects are complete, the College will have five additional classrooms, an approximate 25 percent increase in general classroom space on campus.

South Tahoe High School

Since the College opened in 1975, it has utilized classrooms at the Lake Tahoe Unified School District. Beginning in May 1993, the District contracted for the use of approximately 25 general classrooms at the South Tahoe High School for late afternoon and evening classes. The high school is located approximately four miles from the main campus.

Al Tahoe Elementary School

The non-credit English as Second Language program and Tahoe Parents Nursery School, a cooperative preschool program that requires parents to attend parenting and cooperative classes at LTCC, are housed in relocatable classrooms at Al Tahoe Elementary School, approximately one mile from the main campus.

Other Off-Campus Facilities

The District also conducts classes at a variety of other off-campus sites including the Family Resource Center; Barton Memorial Hospital; the City of South Lake Tahoe pool and ice arena; El Dorado County jail, library and Superior Court; local ski resorts; golf courses; tennis courts; and bowling facilities.

Facilities planning is based upon an integrated approach to identify physical resource needs. Initially, Program Plans for each segment of the College serve as the source for assessing facility needs. Program Plans describe how each department views the future of its program and help identify facility and equipment

needs. The *Educational Master Plan* includes the outcomes and recommendations from the Program Plans.

In addition to program planning, and as part of the strategic planning process, full-time and adjunct faculty, classified employees, administrators, trustees and students meet annually to discuss (among other things) the facility needs as well as the support programs and services of the College. The outcomes of the strategic planning process are coupled with the results of the Program Plans, and are reviewed by the College Council and the Board of Trustees to generate the master plan for facility needs and capital outlay projects.

The District's *Five-Year Capital Outlay Plan* is the result of the master plan for facility needs. The plan is updated annually and submitted to the Board of Trustees and to the California Community College Chancellor's Office for physical resource construction projects. Construction project planning begins with input from interested groups across the campus community. After consultation with the District architect, capital outlay project proposals are submitted to the Chancellor's Office for review and approval.

All District facilities are built in compliance with Division of the State Architect (DSA) requirements. The DSA reviews projects for structural, fire/life safety, and accessibility requirements. The District's architect must be appropriately licensed and experienced in community college design and construction, and is selected by a committee comprised of a student, classified staff, faculty, administration and Board of Trustees members. The architect is also responsible for observing construction, interpreting construction drawings and specifications, administering required testing and inspection processes, and preparing change orders. For major construction projects, the District hires a project manager to represent the District and coordinate the construction project from the design phase through construction and closeout. A project inspector, approved by the DSA, is responsible to personally conduct daily inspection and review of every phase of the construction work to ensure compliance and quality construction.

The Director of Maintenance and Operations is directly responsible for the management, maintenance and operation of all District facilities. The Vice President, Business Services supervises the Director of Maintenance and Operations and oversees all aspects of physical facilities with the approval of the Superintendent/President and the Board of Trustees.

The District participates in the California Community College's Scheduled Maintenance Program, and in recent years has applied for and received funding for roof repair, exterior and interior painting, floor refinishing, and carpet repair. The College updates the list of projects to be submitted every year based on critical needs, periodic facilities assessments, and the ability of the District to meet the match requirements.

In addition, the Maintenance and Operations Department conducts a preventive maintenance program for equipment serving buildings such as mechanical systems, boilers, air conditioners, fans, and lighting. Equipment is visually inspected periodically and repair records are kept on file. Maintenance of instructional and specialized equipment is generally the responsibility of the department.

The College replaces most equipment with regular, annual appropriations. The College maintains reserves in the capital outlay fund for repair and replacement of larger, more expensive equipment. A physical inventory of all equipment valued at \$5,000 or more is maintained by the Fiscal Services Department.

Effective utilization of resources is regularly evaluated through a number of qualitative means including strategic planning, facilities planning and program planning. These planning processes allow the College to assess the relationship between facility usage and various factors such as climate, demographics and the local economy. The tourism-based economy of Lake Tahoe tends to provide more student employment opportunities and other activities during weekend hours when the tourist population of the region increases. As a result, facility usage tends to be much higher from Monday through Thursday in accordance with student demand for classes. When demand exceeds capacity at the main campus, the College utilizes off-site facilities to provide additional space. As a result of budgetary constraints, the College campus has remained closed on Sundays since 2003.

Self-Evaluation

The District provides a high-quality physical environment in support of institutional goals. The College plans, builds, maintains and upgrades its physical resources in a manner that ensures effective utilization and the continuing quality necessary to support its programs and services. Physical resources support student learning programs and services and improve institutional effectiveness.

Since the campus buildings are relatively new, minimal upgrade of facilities has been required. Fourteen out of twenty general use classrooms and labs have been upgraded with technology including instructor computer stations with projection devices, and six mobile media carts are also available, thereby providing instructors with immediate access to state-of-the-art technology. The addition of the Physical Education building has greatly improved physical fitness education, and the Student Center provides state of the art facilities for the Culinary Arts program and also houses Food Services.

A 2004 Maintenance and Operations survey indicated a high degree of satisfaction with District facilities, with some comments about heating and ventilation concerns in certain areas on campus. Leased classroom space at the Lake Tahoe Unified School District received less favorable reviews. The College provides a monitor at the high school to assist faculty and students when evening classes are in session. This monitor helps to maintain and clean the instructional space as necessary.

A Fall 2004 Accreditation Survey was distributed to staff, faculty, and administrators and examined satisfaction with physical facilities and safety and security issues. Regarding planning for physical facilities, 80 percent of survey respondents indicated that they strongly agree or agree with the statement: "In general, there is adequate planning for physical facilities." Planning for safety and security was rated slightly lower. Over 65 percent of survey respondents indicated agreement with the statement: "In general, there is adequate planning for safety and security."

Planning Agenda

None.

Standard III.B.1.b.

The institution ensures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to ensure access, safety, security, and a healthful learning and working environment.

Descriptive Summary

All new and remodeled facilities are fully accessible and meet all Americans with Disability Act (ADA) standards and building codes. The state architect and the Tahoe Regional Planning Agency (TRPA), a local regulatory agency, also review building plans. In order to assess compliance with ADA requirements and ensure adequate access for all students, including those with disabilities, the Deans inspect off-campus facilities. The Vice President, Business Services is responsible for all ADA compliance issues, including responding to accommodation requests and potential violation complaints. Representatives from the College's Disability Resource Center are consulted when needed to ensure access at all locations.

The College maintains an Injury and Illness Prevention Program (IIPP) to address issues related to the physical facility including worksite hazard assessments, self-inspection requirements, and hazard prevention and control. The IIPP was updated in fall 2004 and continues to be updated annually.

In 2001 the District's insurance broker expanded insurance consulting, risk management and claims services to the College. They provide training designed specifically to control the major causes of injuries and accidents on district property, and provides the following assistance:

- reviews the district's Injury and Illness Prevention Program (IIPP)
- training in safety awareness and IIPP responsibilities
- develops site and department specific Codes of Safe Practice
- job hazard analysis
- develops new employee safety orientation and hazard awareness procedures
- assists with development of site and department specific inspection checklists
- accident investigation training and specific accident follow-up
- conducts routine documented facility inspections

- prepares loss trend analysis reports
- attends safety committee meetings
- assists with emergency preparedness plans
- workers' compensation coverage

Worksite hazard assessment and self-inspection is conducted regularly by maintenance department employees. Each of the labs is inspected and assessed regularly by the technicians and faculty assigned to those areas. The Director of Maintenance and Operations' quarterly walk-through is designed to identify those areas in need of attention.

The Safety Committee is comprised of members of faculty, classified staff, and administration and meets on a quarterly or as needed basis. The committee makes recommendations to departments, administration, and the Board of Trustees, as well as taking action of its own. The Safety Committee has completed an update of the Injury and Illness Prevention Program, and CPR masks and latex gloves were distributed throughout the main campus. Basic first-aid kits are stationed in a variety of offices; more comprehensive first-aid kits are housed in the office of the Maintenance Technician, the Theatre Scene Shop, the Three-dimensional Art Laboratory, and the Fitness Education Center. The committee developed a brochure to remind students, faculty and staff of safety issues and procedures. Evacuation plans are posted and an emergency procedures manual is being developed. Faculty will be asked to review the emergency evacuation plan with each class and sign off when completed.

Routine snow removal at the main campus, including parking lots and sidewalks, is the responsibility of the maintenance staff and the highest priority is given to safety. The Superintendent/President is charged with the responsibility of making the decision to close the campus if conditions are unsafe or if access to parking is significantly compromised. Rented facilities are subject to the same snow removal procedures and decisions related to hazardous weather conditions.

The College has 530 parking spaces at the main campus. Of these, 14 are reserved for handicap parking, four spaces are reserved for seniors, and 12 parking spaces are reserved for persons participating in car-pools. Due to the construction of the Learning Resource Center, the College has temporarily lost 34 parking spaces. In the interim, this loss of parking capacity has been addressed by re-stripping the main parking lot in order to maximize available space.

Pay telephones are located on the main campus for use by students and visitors. Maintenance employees carry cellular phones and a satellite phone is available to instructors teaching field trip classes in remote and inaccessible locations. On the main campus, maintenance employees are available to escort students and employees to their cars during the evening hours. This service is also provided for evening classes at South Tahoe High School by the LTCC monitor.

Material Safety Data Sheets (MSDS) are kept on file in the Maintenance Office and in each of the labs where hazardous materials are used. The Director of Maintenance and Operations is responsible for the disposal of hazardous materials on days specified by the local refuse company. Other hazardous materials are removed under contracts with outside agencies. Individual departments are responsible for storage of hazardous waste between disposal days.

The Disability Resource Center participates in assessing health and safety issues for disabled students. Currently all facilities meet accessibility requirements for students with disabilities.

The College complies with the Campus Security Act of 1990 by creating and distributing an annual report of crime on campus. The College has experienced very little crime since this reporting requirement was enacted. Since the College could be facing limited financial resources in the near future and there is minimal crime on campus, the hiring of a full or part-time safety officer responsible for safety issues, as part of the action plan in the last accreditation self study, is not feasible. The Vice President, Business Services and the Safety Committee have assumed responsibility for ensuring that safety plans and procedures are updated and operational. If safety concerns or reported crimes on campus increase, the College will re-evaluate the hiring of a safety officer.

Self-Evaluation

Policies and procedures are in place to monitor and ensure access, safety, security and healthful learning and working environment issues. Evidence exists from a number of sources to support the College's performance on this standard.

Respondents to the Fall 2004 Accreditation Survey showed enthusiastic support for the statement: "Physical resources such as facilities and equipment adequately support student learning programs and

services." Only 7 percent of respondents disagreed with this statement. Over 75 percent of survey respondents indicated satisfaction with their office workspace. Adjunct faculty, however, were less satisfied with workspace issues, and only 55 percent of this subgroup indicated that they agreed with the statement: "The office work space provided for me is comfortable and adequate." Although workspace for adjunct faculty was added in 2003, the use of this space has been sporadic. Increased promotion of the adjunct faculty workspace may lead to more efficient usage in the future.

The Fall 2004 Accreditation Survey distributed to students yielded results similar to the staff, faculty, and administrator survey. Over 92 percent of students surveyed agreed or strongly agreed with the statement: "The safety and security where I take most of my classes is adequate." Regarding facilities issues as they relate to learning, students indicated the highest level of satisfaction with the LTCC main campus location. Over 96 percent of survey respondents agreed or strongly agreed with the statement: "The LTCC main campus provides me with an adequate learning environment." Other frequently utilized venues, including South Tahoe High School, Al Tahoe Elementary School, and the Family Resource Center were rated somewhat lower than the main campus.

According to results from a 2004 Maintenance and Operations survey, 84 percent of respondents (students, staff, and faculty) indicated satisfaction with snow and ice removal at all locations. In regard to disability access, only 7 percent of respondents disagreed or strongly disagreed with the statement: "Physical disability access is adequately maintained." According to this survey, 91 percent of respondents indicated satisfaction with the maintenance of facilities most often visited. The custodial services were rated as satisfactory by 92 percent of respondents and 76 percent of survey respondents indicated that the restrooms are well maintained. Additionally, 85 percent of survey respondents indicated satisfaction with the lighting, climate, and cleanliness of study and work environments.

Like many community colleges, Lake Tahoe Community College struggles with parking issues during peak class times. A 2003 survey conducted by the Business Services department found that 71 percent of survey respondents (students, staff, faculty, and administrators) were either somewhat dissatisfied or dissatisfied with the number of parking stalls on the main campus. Comments about inadequate parking are most

common at the beginning of each academic quarter. Off-campus parking was rated higher: only 28 percent of survey respondents indicated that they were somewhat dissatisfied or dissatisfied with the number of parking stalls at the off-campus facilities. The College has addressed parking concerns through the *Strategic Plan* and the *Educational Master Plan*. Building additional parking space is listed as one of the top priorities in the *Five-Year Capital Outlay Plan*.

Other than the addition of expanded services from LTCC's insurance provider, the College has not made any major changes to its safety and security policies and procedures. There have been no major incidents that would indicate any lack of procedure or policy on the part of the College. The College provides continuing support for a variety of safety and health issues. Results from the Fall 2004 Accreditation Survey show a high degree of satisfaction with the level of safety and security on the main campus, with 11 percent of staff disagreeing that either safety or security is adequate where they work, and 2 percent of students indicating concerns about inadequate safety or security on campus. According to a survey conducted by the Business Services department in 2003, 67 percent of respondents (students, staff, faculty, and administrators) were aware of procedures for reporting unsafe conditions. The Annual Crime Report shows only one instance of violence on campus in the last ten years, along with fifteen instances of crime related to vehicles or stolen property. There has been no increase or change in severity of crime in the last ten years and the level of crime on campus is minor.

Planning Agenda

The College will address parking adequacy issues as feasible.

Standard III.B.2.

To ensure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Standard III.B.2.a.

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary

Total Cost of Ownership (TCO) is a calculation designed to help assess both direct and indirect costs and benefits associated with the purchase of any equipment. The intention is to arrive at a final figure that will closely reflect the actual cost of purchase. The College has not implemented a TCO model for all decision-making. Nevertheless, the College makes all facility and equipment decisions in a climate of serious consideration and caution. The College is committed to building and remodeling facilities and refreshing technology when financially possible. New facilities constructed with state funding generally include subsequent ongoing local funding for maintenance and operations of the buildings. Scheduled maintenance and equipment replacement is currently funded on a pay-as-you-go basis with some matching funds available from the State. A small reserve has been established to recognize the imminent replacement of district vehicles and big ticket equipment. In lean budget years, such as the College has recently experienced, contributions to the reserve fund have not been a high priority for funding. Ideally, the College would replace computer equipment every three years. Other instructional equipment would ideally be replaced on an as-needed basis.

The state-funded Telecommunications and Technology Infrastructure Program (TTIP) formally recognizes TCO as an important aspect to providing current technology for students and staff. The TCO philosophy encompasses all aspects of technology implementation including: (1) Initial equipment purchase; (2) A recommended level of technical support (staffing) resources for different activities; (3) A recommended equipment lifespan; and (4) Other recommendations, such as, number of personal computers per full-time equivalent student (FTES) and number of computers per full-time faculty equivalent (FTE). Unfortunately, there has been little budgetary support from the State to achieve the

goals set forth in the TCO philosophy. Consequently, LTCC has not yet implemented the Total Cost of Ownership model.

Self-Evaluation

When funds become available, it is expected that the College will further adopt Total Cost of Ownership methodology. In the meantime, the College will continue to replace equipment in areas that require the most technologically advanced systems through categorical funding such as Vocational and Technical Education Act (VTEA), and trickle down computers into programs and offices that do not currently require high-end performance.

Planning Agenda

The College should investigate the feasibility of fully implementing a Total Cost of Ownership model for decision-making.

Standard III.B.2.b.

Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

Beginning in the early 1990s, the College began an institution-wide strategic planning effort including comprehensive assessment and evaluation of facilities. In response to this process, the *Educational Master Plan* was developed to serve as the framework for institutional planning. Since the last accreditation, the *Educational Master Plan* has been updated to include the outcomes and recommendations of the Program Plans. Program planning, which is systematically conducted in specific instructional and support areas, identifies campus facility and program needs. The strategic planning group and College Council prioritize the facility needs and forward their recommendations to the Superintendent/President.

Section six of the 2004 *Educational Master Plan* acts as a Facilities Master Plan for the College. The 2004 *Educational Master Plan* includes relevant data to forecast future building needs and is consistent with the programmatic aims and objectives of the College as a whole. Projections of facilities needs were based largely

on outcomes of program planning completed through August 2003 and trends in the growth of weekly student contact hours (WSCH). The 2004 *Educational Master Plan* also incorporates planning elements and program considerations that are utilized to develop construction plans.

The 2006-2010 *Five-Year Capital Outlay Plan* is a specific plan outlining priorities and planned funding sources for construction of the projects outlined in the 2004 *Educational Master Plan*. It identifies seven projects as District priorities for the next five years:

- Learning Resource Center, including space for a new Library, art gallery, meeting room, study rooms and storage.
- Tahoe Parents Nursery School (TPNS) construction project
- Outdoor multipurpose physical education facility
- Remodel of current Library space after completion of Learning Resource Center
- Warehouse, parking lot and vehicle storage
- Classrooms and faculty offices
- Tennis courts

Since the last accreditation study, the Phase II South project was completed and the Learning Resource Center is currently under construction. A planning committee evaluated the needs of the College and its programs in order to determine how the space to be vacated by the current Library will be most effectively utilized (i.e., classrooms and offices). The Tahoe Parent Nursery School (TPNS) construction project is presently on hold due to budgetary constraints. The warehouse, parking lot and vehicle storage projects are scheduled for a future date.

Self-Evaluation

Physical resource planning is integrated throughout the College's institutional planning. Current facilities are assessed and future needs are identified through the strategic planning and program planning processes and are incorporated into the *Educational Master Plan*. Prioritization and planning of facility construction is further developed in the *Five-Year Capital Outlay Plan*.

Based upon the Fall 2004 Accreditation Survey written responses and the construction of additional facilities like Phase II South, parking is becoming a major campus issue (see discussion under III.B.1.b.). As mentioned

previously, the warehouse, parking lot and vehicle storage projects are scheduled for a future date.

Administrators, faculty and classified staff are encouraged to participate in institutional planning. Results from the Fall 2004 Accreditation Survey indicate that 80 percent of respondents agree that there is adequate planning for facilities. The design decisions for the facilities in Phase II South received constant input and review by faculty members in affected departments as well as the administration and classified staff.

Planning Agenda

None.

Resources - Standard III.B.

- IIIB-1 *2007-2011 Five Year Construction Plan*
- IIIB-2 *Accreditation Self Study, 2000*
- IIIB-3 *Accreditation Survey, Fall 2004: Faculty and Staff*
- IIIB-4 *Accreditation Survey, Fall 2004: Students*
- IIIB-5 *Annual Report on Crime on the Campus for Calendar Year 2004*
- IIIB-6 *Educational Master Plan, 2004*
- IIIB-7 *Extracted Program Plan Data - Facility Requirement and Equipment/
Financial Needs*
- IIIB-8 *Injury and Illness Prevention Program, March 29, 2005*
- IIIB-9 *Maintenance Department Survey, 2004*
- IIIB-10 *Program Planning: Business Services Division, March 2003*
- IIIB-11 *Strategic Plan, Goals, and Objectives, 2004-2009*

C. TECHNOLOGY RESOURCES

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

Standard III.C.1.

The institution ensures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Standard III.C.1.a.

Technology services, professional support, facilities, hardware and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

The College is committed to providing and supporting technology to enhance student learning, assist faculty in instruction, and maximize the efficiency of operations.

Available for students and instruction are:

- 140 computers in seven instructional classrooms.
- 80 computers in other student support areas, such as the Disability Resource Center, Learning Assistance Center, Gateway Math Center, and the Library.
- 14 smart classrooms, consisting of a computer, projector, wall-mounted screen, and VCR.
- 6 mobile computer stations for use in classrooms not having a permanent computer installation.
- Internet access in all classrooms.
- Access to printers.

Available to permanent faculty and staff:

- A desktop computer.
- Access to support through the Computer Services Helpdesk.
- An email account on the college email system.
- Connection to the enterprise anti-spam system.

Available to all college computer systems:

- An enterprise anti-virus system protects each computer from viruses.
- Internet access.
- Access to a printer.
- Connection to the enterprise anti-spyware system.

Software systems acquired and supported by the College include:

- A registration system and billing system accessible for both walk-in students and available for administrative use.
- A web registration system accessible by all students. Added functions allow the student to check schedules, grades, transcript, and account information.
- Web schedule available through any Internet browser
- Web application available to students
- Library automation system with its own built-in web server.
- Degree audit system.
- Financial aid software system (PowerFaid).
- Counselor scheduling software (SarsGrid).
- Student tracking software system.
- A system to generate Student ID cards.
- Accounting software system (QSS).
- Room scheduling software.
- Schedule building software.
- Curriculum management software system.

Technological advances in these areas are made possible by the College's dedication to opportunistic funding. For example, beginning in 1998 a five-year Title III grant presented many opportunities for the college. Significant new systems were acquired and implemented, such as web registration, degree audit, student tracking, and student identification cards. In addition, assistance was provided to the faculty in the areas of training and introducing different methods of bringing technology into the classroom.

The registration process was modernized at LTCC when the College implemented web-based registration in 2004. The traditional walk-in method produced lines with two to six hour waits at peak registration times. Web registration allows students to register and pay for classes from home or from designated computers on campus. This has effectively eliminated the registration waiting lines. In addition, web registration has the

added benefits of offering students the option to check their grades, transcript, schedule, and account status online.

The College procured and implemented a degree audit system. This system automated the processing of student credit evaluations, significantly benefiting the College evaluator and counselors. The College evaluator enters the transfer courses into a data repository, which is bridged into the online DegreeWorks system. The data are then available for use by Student Services and students. Counselors also use DegreeWorks to calculate transferable units, GPAs, and student proximity to graduation.

Computer Services has incorporated a help desk into its department to facilitate the process of users submitting technology-based problems and requests. The help desk is comprised of two primary components: 1) an emergency help phone number available for users with a problem or question requiring an immediate response; 2) an online work request form for projects not needing urgent attention. The help desk provides users with a single point of contact, eliminating the unnecessary confusion of whom to call. It also ensures that the request is assigned to the appropriate support person. This process not only serves the users with better quality service, but allows the Computer Services staff to utilize their time more effectively.

The acquisition of an annual Microsoft software license agreement offers many benefits to the College. It standardizes desktop software, allowing for better integration between applications and between users, minimizes training needs, and saves the College money. It also is much easier for the support staff to maintain and provide assistance.

The College has provided additional staff to assist the users of its technology. An Operational Programmer and a Research Programmer/Analyst were hired in the past five years to serve in a number of capacities. One function was to assist in the implementation and support of the new registration and student billing systems. Another was to create new databases and develop automated solutions for many manual processes on campus. Examples such as the following are an indicator of enhanced service in these areas:

- For students transferring into LTCC, a program was created to integrate their classes into the College's registration database. This served

to automate the process for determining whether the transfer student has met a course prerequisite during the registration process.

- A data warehouse was created to centralize and integrate the various operational databases of the College. This has helped in making data more accessible for institutional research purposes.
- A program called Roombook was created to assist in assigning classes to classrooms and building the quarterly class schedule.
- An online application for new students was developed to automate the application process. This program has simplified the application process for students and has eliminated the manual data entry by Admissions and Records.

Self Evaluation

For a small college, LTCC has done well at securing technology for the improvement of instruction, services, and operations. Technology available to the students is high quality and is kept current on a regular basis. As funding permits, new systems are introduced to provide better service to students.

Technology, however, is dynamic and costly. There is always more demand for automation and technology than there is money available. Currently the College lacks sufficient resources to provide extensive professional support such as assistance in the development of online courses. As new technology is acquired, maintaining the ability to support it and keep it upgraded is an ongoing challenge. This is an issue all colleges are facing and is currently being dealt with at both the district and state level.

Planning Agenda

None.

Standard III.C.1.b.

The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

The College offers a plethora of opportunities for students and personnel to receive training in various areas of technology. The institution provides quality instruction to students through a wide range of computer course offerings. In addition, specific trainings are tailored to the individual needs of students and personnel, as well as to the entire computing environment of the College. Instruction is also available to make electronic information accessible to disabled users.

A wide variety of computer classes are available to students through several departments, including Computer Applications/Office Technology, Computer Information Systems, Business, and Art. Classes are offered in business applications, web development, programming, computerized accounting, and digital art. Over 40 different computer courses are currently being offered on both PC and Macintosh platforms.

Course offerings span all levels of technology, from introductory to advanced, and are scheduled in various time frames-including three hour, six week, and twelve week classes. Computer courses and curriculum are continually updated to keep students trained in current software.

Upon request from faculty, the Library and Media Services Director visits classes to conduct library technology orientations to teach students how to effectively use the Internet for research. The Director demonstrates the Library website that provides students with easy access to relevant research databases. The Library and Media Services Director provided 43 technology orientation sessions during the 2003-2004 academic year.

Students receive individual assistance with technology from lab aides and College personnel. Lab aides and tutors are available to help students with computer questions in the student computer labs and in the Disability Resource Center. Admissions and Records personnel provide individual instruction on the web registration system to students wanting to learn how to register for courses online.

The Media Specialist trains faculty in the use of smart classrooms, mobile computer carts, and AV media equipment. The Media Specialist also provides instructional guidelines related to the use of the equipment and helps with malfunctions and problem-solving.

The Teaching Learning Resource Coordinator provides instructional training to full-time and adjunct faculty on a small group or individual basis. The specialist teaches group workshops that include basic technology skills and the application of those skills to classroom instruction. More individualized training is available upon request.

An Educational Technology Specialist faculty position was created and filled in 1999 to assist and train faculty in the use of computers. The Educational Technology Specialist worked closely with faculty and provided them with introductory to advanced training in computer software. This full-time position was eliminated in 2003 when the Title III grant ended.

Technology workshops are offered throughout the year to meet the training needs of College personnel. The Teaching Learning Resource Coordinator, computer faculty, the Media Specialist, the Alternative Media Specialist, and Computer Services personnel provide training through these workshops. When feasible, the trainings are also offered on a one-on-one basis to personnel upon request.

Computer instructors teach half-day mini-courses designed for students, faculty, and staff to learn and update their software skills. These mini-courses are offered in various topics and levels of Microsoft Office with more topics being planned for the future. College staff can attend these mini-courses during work hours and with tuition reimbursement. For more extensive instruction, College personnel can enroll in any of the full and half quarter technology courses offered by various academic departments on campus.

In 1996 the State of California began allocating funds for technology and training to the California Community Colleges through the Telecommunications and Technology Infrastructure Program (TTIP), and LTCC has allocated these funds for technology training. Training requests are reviewed and recommended by the Staff Development Committee to facilitate a wide range of training and professional development opportunities. Examples include technical training for the IT staff and faculty attendance at conferences.

Currently, TTIP funding for training has been eliminated at the state level.

Computer Services staff holds workshops to train College personnel in the use of computers on campus. Workshops on the College's electronic mail client, Microsoft Outlook, are among the most popular. With the implementation of web registration, Computer Services staff provided training in the registration and student billing processes to all personnel involved with online registration.

The Alternative Media Specialist teaches faculty and staff about accessibility guidelines that enable courses and websites to be accessed by all students, including students with disabilities. Students also receive instruction on both adaptive and regular hardware and software.

Self Evaluation

The College presents students with a wide variety of technology courses using current software taught on state-of-the-art computer equipment. Courses and curriculum are continually updated to reflect technology needs in industry. The College is keeping its personnel abreast of the uses of technology for both the institution and for instruction through ongoing training opportunities. Evaluations, such as the one required by the Teaching Learning Resource Coordinator following faculty training sessions, and student evaluations required at the end of technology classes, verify that the College provides technology training that is both appropriate and effective for the campus.

As new technology needs arise, the College has responded with workshops, classes, and individual training. In the past, faculty and staff have been able to attend workshops and to request trainings and follow-up when needed. However, emerging needs and growing areas in technology are making it difficult to keep pace as available funding is being reduced. For example, faculty are not able to receive much training or assistance in the development and teaching of online classes as well as website development and maintenance issues. As the budget situation improves, funding for attendance at technology conferences and both on and off campus trainings/workshops for faculty and staff should be enhanced.

Planning Agenda

None.

Standard III.C.1.c.

The institution systematically plans, acquires, maintains and upgrades or replaces technology infrastructure and equipment to meet institution needs.

Descriptive Summary

LTCC has a long history of supporting, providing and maintaining technology for its students, faculty, and staff. For many years desktop computers have been provided for each full-time employee. Instructional computer labs have been well-maintained for students and faculty. In addition, the network, servers, and services that connect the technology are kept up-to-date.

To keep pace with the growing demand for network services such as Internet, email, and document storage, a major upgrade to the College's network infrastructure was implemented between 1999 and 2001. Ten megabit wiring, network devices, and the 10Base5 backbone were replaced with 100 megabit wiring, switches and hubs. Internet access was added to all classrooms, and a number of traditional classrooms were converted to smart classrooms (as described in standard III.C.1.d), consisting of a permanently installed instructor station, computer, and LCD projector.

The evolution and growth of the Internet over the last 10 years has resulted in new threats to the network and data. In 2000, a Cisco Pix firewall was acquired and integrated into the College's network for protection from outside threats. In 2001 the local area network was restructured by subdividing it into a number of virtual local area networks (VLAN). These VLANs provide protection for our administrative systems from students, and allow user access to only the resources they need. In 2002, a centralized and automated anti-virus system was acquired to protect LTCC's servers, desktop computers, and the email system from the destructive threats of viruses.

The number of servers and equipment in the Computer Services area has rapidly increased with the growth in technology usage at LTCC. This created an issue with both space and electrical power, which has been resolved in stages. First, keyboard-video-mouse (KVM) switches were purchased to eliminate the need for a monitor, keyboard, and mouse for each tower server. Second, a migration to rack mounted servers began in 2003, at which time a rack cabinet was purchased and six tower servers were replaced with rack

mounted servers. New circuits were added in the server room to handle new, high-capacity rack mounted UPSs. For the tower servers not upgraded, LCD flat panel monitors were purchased to replace the CRT monitors. These actions have served to maximize the space utilization in the main computer room and, for the time being, have resolved the space and power issues.

During the early planning stages of the web registration system, the College was aware that a new administrative server would need to be purchased. This server would sit at the center of the College's registration, billing and web registration systems. Although it was a considerable expense to the College, there was unanimous support to purchase a top-of-the-line server with state-of-the-art components to power these systems. As a result, the acquisition immediately increased productivity in Admissions and Records and Computer Services. Its faster processing speed dramatically decreased the time to process data and generate reports. The server has easily handled the load of students adding and dropping classes and checking their schedules, grades, transcripts, and accounts.

Many new systems have been created by the College's programmers to meet the growing demand for automation of manual processes. Examples include the Roombook program to assign classes to rooms, a program to register students into the Kid's College summer program, a graduating student database, and an International Studies database. A data warehouse has been created to integrate data from non-compatible systems and to provide a central repository for institutional research data. In addition, the programmers have automated previously manual processes, such as tracking probation students, financial holds, and transfer student pre-requisite information.

Microsoft Outlook Web Access (Webmail) was implemented in 2001 to allow faculty and staff access to their Microsoft Outlook email and calendars from outside the College. Adjunct faculty were offered the option of having an LTCC email account or linking their home account to the College email system. These two options were employed to accommodate the increasing number of employees with computers at home.

Self Evaluation

Acquiring and maintaining technology is an ongoing challenge that is largely budget-driven. Regardless of planning, in good budget years, the College is able to fund technology acquisition; while in bad budget years, less funding is the norm.

To date the College has committed itself to the support of the critical operational systems and infrastructure of the institution. For example, the College budget includes funding for annual maintenance agreements on its administrative and operational systems. These systems include the student registration, billing, and degree audit systems, the anti-virus defense system and instructional computer security software. Other strategies have been adopted to ensure support of critical equipment and systems. Costs have been minimized by outsourcing the College and instructional websites, and its curriculum management system. New equipment purchases include maintenance agreements: five years for servers, three years for desktop computers and laptops, and three years for critical operational laser printers. Core network devices are maintained on an annual basis. In appropriate areas a new or used device is kept as a replacement in the event a similar device fails. Examples include classroom projectors, laser printers, network devices, and computer parts not under warranty. These plans have evolved over many years through observation and analysis and have been successful in maintaining the infrastructure, equipment and various systems of the College.

Since the College began using desktop computers, a process has been developed to cascade computers. As new computers are acquired, the computers being replaced are cascaded to persons or areas with the greatest need for upgrade. In the past, determining the user technology requirements was a task managed primarily through personal contact by Computer Services. However, as the College has grown and technology has increased, identifying individual technology needs is a greater challenge.

Planning Agenda

None.

Standard III.C.1.d.

The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary

The use of technology at the College is vital to its operation and extends into nearly every area. Faculty and staff are encouraged to explore and use technology in ways that improve the quality of instruction, improve the student learning experience, and maximize the efficiency of College operations.

The College has provided important computer systems in the past few years which improve the ability to make changes to the curriculum and to schedule classes. The Curriculum Management System (CMS) was customized to streamline the process of adding new classes and modifying or deleting existing classes to the College curriculum. The application has automated and simplified the curriculum development and approval process for faculty, administrators, and staff. Roombook is another custom database application that simplifies the process of scheduling quarterly classes. It is integrated with the course information contained in CMS. Underlying Roombook is a database of all classrooms and the technological resources in each classroom. The application gives faculty a means to request classrooms that contain certain equipment, and the College's Instruction Office a way to assess competing requests.

The College maintains over 200 computers in seven computer classrooms and three support labs. Fourteen out of 20 general classrooms are smart classrooms. Smart classrooms consist of an instructor station, a computer, LCD projector, projection screen, DVD, speakers, and Internet access. In addition, 6 mobile smart carts are available for use in rooms not having a permanent smart station. The smart carts consist of a computer, LCD projector, DVD and speakers. Smart classrooms give teachers options to employ various teaching methodologies. They enable instructors to include PowerPoint presentations, video, audio and Web content in their instruction. The Learning Support Complex and Disability Resource Center (DRC) labs are staffed by aides and tutors whose responsibilities include helping students, enforcing rules and policies, and keeping the equipment clean. Each full-time faculty has a computer, as does every staff member. Adjunct faculty have use of an office that contains computers and access to the Internet.

The Faculty Access System is a component of the College's web registration system and was piloted by a small group of faculty in the fall 2004 quarter. The system gives the faculty the ability to check rosters and post grades for their classes either from the workplace or home via the Internet. In addition, it eliminates data entry and paperwork for the Admissions and Records staff. Full implementation for full-time faculty use is planned for the winter 2005 quarter.

Various software systems have been introduced at the College, and they have made a major impact. Altiris Deployment Solution (ADS) is a software imaging system whose function is to automate and make the installation and configuration of large quantities of computers manageable and consistent. Deepfreeze is security software used on student-accessible and smart classroom computers. It gives students and instructors the full freedom to add or delete programs and customize the computer's configuration. However, when the computer is rebooted, the original configuration overwrites any changes that were made and it returns to its original state. This allows instructors to teach without any software restrictions, student to practice with no constraints, and computers to operate virtually maintenance-free.

Numerous software solutions have been implemented for various departments to enhance their operation, such as:

- SARSGrid is a program used by Student Services and the Disability Resource Center to improve scheduling and better manage student appointments with the counselors. The program allows the people assigned to scheduling to see all the counselor schedules simultaneously and makes the task of finding an open time for student appointments much easier.
- An electronic document storage and file management system was created for the Disability Resource Center (DRC) to reduce paperwork and make operations more efficient when dealing with students.
- A system to enter and manage student financial holds by the various departments was developed by the Computer Services department. The appropriate department now maintains the hold information, which was previously centralized in Admissions and Records.

- A database called Articulation Manager was purchased to keep track of courses submitted for articulation to four year colleges and universities. The program allows the Articulation Officer to keep track of when courses were submitted to schools for articulation and whether course-to-course articulation proposals were accepted, denied, or still in progress. Articulation Manager has enhanced the College's ability to track the articulation process, in addition to reducing paperwork.

The College has a networked and automated anti-virus system. The system automatically updates the virus update files to all campus computers. The College recently installed an anti-spam system, dramatically eliminating junk mail in the email system. This has reclaimed time spent on managing personal spam to valuable work time and has eliminated one source of technological frustration.

Self Evaluation

The College is meeting the standard. However, one of the challenges LTCC has and always will face is that it must provide many of the programs and services that larger colleges do, but on a smaller budget and with a smaller support staff. Despite this, the College has done very well in offering and supporting technology for students, faculty, staff, and operations. An example of this is illustrated by the immediate response times and excellent helpdesk support of Computer Services. One hundred percent of the employee respondents of the Computer Services program plan survey felt Computer Services responded to their needs in a timely manner. The Computer Services program plan survey, conducted in February 2004, indicated that over 90 percent of the students responding agreed or strongly agreed that the computers in the classrooms (91 percent) and open labs (93 percent) met their needs.

The College has hired more programmers to implement new systems and provide automation to manual processes. These systems have benefits in many different areas. Students benefit from the Web registration systems, faculty from CMS and Roombook, and staff from many custom processes that automate their everyday work.

Planning Agenda

None.

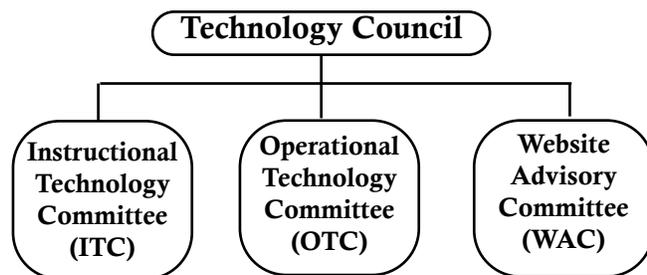
Standard III.C.2.

Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary

Technology planning is an important component of the institutional planning structure. Long range technology goals are planned and written into institutional documents, such as departmental program plans, the *Strategic Plan* and the *Educational Master Plan*, but planning goes well beyond that. Various committees are involved in determining short-range goals, sharing ideas and recommendations, and evaluating the technology that has been acquired.

In 1990 the Data Ideas and Support Committee (DISC) was created to serve as the primary technology planning committee at LTCC. This large committee was composed of a cross-section of the institution that included administrators, faculty, and directors. As technology accelerated and became more engrained in the College's educational environment, it became apparent that a restructuring was required to more efficiently meet the technology needs of the different groups. In 1999, the following reorganization of DISC was proposed and implemented:



The new structure consists of the following:

- The Technology Council is comprised of the Superintendent/President, Vice President, Academic Affairs and Student Services, Vice President, Business Services, Director of Computer Services, and a computer instructor. The purpose of this committee is to discuss current issues and topics, assist Computer Services in project prioritization, determine applicable hardware and software standards, review proposals for network and system improvements, create and maintain a

Technology Plan, and process technology issues and items passed to it from other committees and groups on campus.

- The Instructional Technology Committee (ITC) includes faculty members appointed by the Academic Senate, the Vice President, Academic Affairs, and the Director of Computer Services. Its function is to discuss technology issues, generate new ideas, and make recommendations from an instructional perspective.
- The Operational Technology Committee (OTC) is led by the Vice President, Business Services and includes the directors of the various operational departments such as Computer Services, Admissions and Records, Fiscal Services, Human Resources, Maintenance and Operations and Financial Aid. The role of this committee is to discuss technology items and issues dealing with the operations of the College.
- The Website Advisory Committee (WAC) includes a variety of faculty, classified staff, and administrators to discuss the operation and maintenance of the College's website.

Items from these three groups requiring further review or approval are passed along to the Technology Council for discussion and consideration. The new structure has brought together people of similar interests to discuss and plan the more specialized technology issues and needs of the specific groups. In all cases, the results of strategic planning and program planning are considered in making recommendations.

A number of other groups are involved in more specific and/or short-range planning. These groups include:

- Automated Registration Committee (ARC) - this group was formed to direct, plan, and implement an online student registration system. ARC is composed of administrators, directors and members of classified staff in Admissions and Records, Student Services, Computer Services and the Instruction Office. ARC has identified and analyzed manual processes, planned their automation, and was responsible for the implementation of the web registration, student online application and

online schedule. This committee, formed in 2001, was integral in the success of the project, and continues to meet regularly to evaluate and identify ways to improve the systems and processes currently in place.

- Operational Systems Support (OSS) - this group is composed of the Director of Computer Services, three programmer/analysts and the software support specialist. OSS meets weekly to identify solutions for existing operational problems, plan and prioritize operational systems projects, and provide an opportunity to share knowledge and individual and group projects with one another.
- Technical Systems Support (TSS) - this group is composed of the Director of Computer Services, network specialist, computer support specialist, and 2 technicians. TSS meets weekly to identify solutions for existing technical problems, plan and prioritize technical projects and provide an opportunity to share knowledge and individual and group projects with one another. This group also discusses new technical issues and security threats as they arise.
- Computer Services and Admissions and Records group (CSAR) - this committee is composed of the directors of Computer Services and Admissions and Records, an Admissions and Records specialist, and 3 programmer/analysts. CSAR originally was organized in parallel with ARC to discuss the technical issues of automating student registration. CSAR meets every two weeks to discuss new issues and solutions, and passes recommendations to ARC for review.

The creation of a *Technology Plan* is currently in progress. The plan will outline the goals and objectives regarding technology projects over one year and over a three year period. Goals will originate from the institutional planning documents, such as the *Strategic Plan*, *Educational Master Plan*, and various departmental program plans, and will also incorporate short-term goals originating from the various committees on campus. The *Technology Plan* will also include an overview of the College's technology infrastructure and equipment to assist in identifying the needs and assessing the effectiveness of the technology resources.

In 1999 the institution's administrative registration system was upgraded and a student billing and accounts receivables module was purchased. This served to make the system compatible for Y2K, and provided greater function and ease of use for the Admissions and Records staff. In assessing this upgrade, however, the College recognized this did not have direct impact on students. A survey of students indicated that registering for classes via the Internet would significantly benefit them. The student input directly influenced the decision to add a web registration module to our administrative system. Spring 2004 marked the successful implementation of web registration, with 70 percent of the students registered online.

The Automated Registration Committee (ARC) originally was created to implement web registration. Once implemented in spring 2004, an online survey was made available for student feedback. This survey, along with student email, phone calls, and the observation of College employees helping students, has resulted in modifications to procedures, and in modifying the registration software.

In 2004 the Instructional Technology Committee conducted a faculty survey to measure satisfaction with the smart classroom technology. As a result, computers received hardware upgrades, the computer software configurations were standardized to match that of the computer labs, and helpdesk procedures for installing new software were created. These actions benefited faculty as well as students required to give class presentations.

Helpdesk calls and work orders requests to Computer Services have also served as a form of evaluation. New and persistent problems have led to campus wide solutions. For example, recent issues with a number of computers being infected with malicious spyware resulted in the acquisition of a patch upgrade system, an anti-spam system, and generated discussions in the Technical Systems Support (TSS) committee of how to deal with the growing security issues.

Self Evaluation

Assessment of the College's technology is an ongoing process that occurs in many forms. Input from the various committees, thoughtful appraisal in program planning, surveys of students and employees, the *Strategic Plan*, the *Educational Master Plan*, and feedback from all users contribute to improving technology on campus. The College is in the process of creating an institutional technology plan which will integrate the comprehensive application of technology across the campus.

Computer Services conducted a self-evaluation in creating its program plan in 2004. Student and employee surveys were distributed to measure satisfaction with the services it provides. The general consensus of both surveys indicates that the technology needs of the College are being met satisfactorily. Of the employees taking the survey, 86 percent were satisfied with their level of computer knowledge.

Planning Agenda

None.

Resources - Standard III.C.

- IIIC-1 Program Planning: Computer Services, May 2004
- IIIC-2 Teaching and Learning Resource Center Training Workshop Evaluations, January 2004 and March 2004

Persons Interviewed:

Lori Gaskin, Vice President, Academic Affairs and Student Services
Bill King, Director of Computer Services and Institutional Research

D. FINANCIAL RESOURCES

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

Standard III.D.1.

The institution relies upon its mission and goals as the foundation for financial planning.

Standard III.D.1.a.

Financial planning is integrated with and supports all institutional planning.

Descriptive Summary

LTCC's mission and goals are reviewed at multiple levels during the annual fiscal planning process. In particular, this is done in the annual planning meeting which provides guidance for our *Strategic Plan* and involves the participation of Board members, administrators, faculty, students and staff. It is also done again by budget managers as they prepare budgets, by the College Council (comprised of administrators, faculty, students and staff) when it reviews and recommends an annual budget, and by the Board of Trustees as they review and subsequently adopt the budget. The budget cycle is annual and the *Strategic Plan* is also updated annually. The budget goals and assumptions document cites one item or more in the *Strategic Plan* to support almost every budget goal listed, thus showing the strong link between financial planning and institutional planning.

When there are competing needs for finances, priorities are established at the administrative level and recommended to the College Council, which is comprised of

a cross section of the campus community. Institutional planning is a key part in making these difficult decisions. These plans include the *Strategic Plan* for the entire institution and Program Plans for each program or department.

LTCC now has an Institutional Planner who has evidence that past fiscal expenditures and resource allocation have supported achievement of institutional goals as listed in the *Strategic Plan*. In addition, the planner provides reports on this process to the Board of Trustees, the College Council, the Academic Senate, and the Classified Employees Association. In addition to receiving regular updates on the *Strategic Plan*, the Board of Trustees also approves the budget goals and assumptions.

Self Evaluation

The College is meeting this standard. In questioning the institutional planner, a majority of the goals in the *Strategic Plan* receive funding because the goals are recognized as an institutional priority. While the District is unable to provide resources to fully fund all of the goals, the future direction of the College is shaped by the *Strategic Plan*. Each year a presentation document detailing the progress of each goal in the *Strategic Plan* is shared in detail with the Academic Senate, the Classified Employees Association, the Board of Trustees, the administration, and the College Council.

Planning Agenda

None.

Standard III.D.1.b.

Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary

Financial planning occurs on an on-going basis at many levels. At the departmental level, Program Plans are used to develop and support annual budget requests. At the district level, the *Strategic Plan* provides the impetus for developing college-wide financial goals. These goals are reviewed annually and adjusted to accommodate changes in priorities and/or funding availability. In addition to documents listed in the previous section, the adopted budget includes a narrative that describes the

current financial environment both statewide and locally. Budget goals are developed by the administration and College Council each year and adopted by the Board prior to each budget cycle.

In order to provide a realistic assessment of financial resources, LTCC has on occasion employed consultants to assist in non-routine planning. For example, a consultant was retained to assist in developing an application for a Title III grant and the assessment of the institution's ability to meet its responsibility of matching funds.

FTES income has changed dramatically in the period of just one year due to declining enrollment and the institution has responded in kind with short- and long-term decisions. For example, in 2002-03, due to a growing student population that had been on-going for some time, the institution was planning on borrowing money for additional parking, a warehouse building, and a classroom building. However, just one year later (2003-04), due to declining enrollment, the plan to borrow this money was indefinitely suspended. Plans to construct a facility for Tahoe Parents Nursery School (TPNS) have been indefinitely abandoned due to costs beyond the District's ability to fund and a decline in TPNS enrollment.

Significant monies have been focused on student learning as demonstrated in the last six years through the establishment of a half-time teaching and learning resource specialist position to provide teacher support, a new non-credit ESL center, and expansion of the Learning Support Complex that includes a Learning Assistance Center, Gateway Math Lab for tutoring, and a Language Learning Center. During the years 1998-2003 most of these initiatives were funded by a Title III grant and now they are funded by the general budget.

In the area of developing financial resources, in addition to the 5-year Title III grant, the school also received a Workforce Investment Act (WIA) grant through the State Department of Education. Adding new and expanding existing academic programs have generated additional FTES. The Foundation Director is charged with researching and applying for new funding sources through grant writing. In addition, partnerships with local agencies, such as the U.S. Forest Service which leases land from the district for their new building, generate on-going income for the College. The College is currently pursuing additional partnerships of this type.

Self Evaluation

During 1999-2003, LTCC had a steady increase in FTES, which resulted in consistent funding increases. In 2003-2004 there was a drop of 124 FTES from the previous year, which was a decrease of approximately 7 percent. Based on the decrease in FTES in fall 2004 compared to the previous fall, LTCC is currently predicting an additional drop of 139 FTES in the year 2004-05 for an additional 8 percent decrease in FTES. Student enrollments and corresponding revenue have decreased since 2003-04 for the following reasons:

- The year 2003-04 saw a 64 percent increase in fees for students and 2004-05 saw an additional 44 percent increase in these same fees.
- In recent years, housing prices in the community have increased so dramatically that there has been a significant exodus of permanent residents to areas with less expensive housing, creating a decreasing number of permanent residents in the area. This is also demonstrated in the enrollment decline at the Lake Tahoe Unified School District.

The year 2004-05 has seen a loss in funding from the state and was the second consecutive year in which there were no raises in salary for the staff. Some vacant faculty positions were either not refilled at all (e.g. Math) or only replaced with a one-year temporary position (e.g. Digital Arts which is being eliminated in 2005-06 as a full-time position). Unrestricted reserves for contingencies, previously maintained at 6 percent, have been reduced as low as 3 percent to avoid even deeper cuts.

Upon evaluation of the current fiscal environment, budget goals for 2005-06 include the following:

- Not to lower the contingency fund any lower than the current 3+ percent and attempt to raise it to 5 percent.
- To build a minimal budget consisting of only essential budget items.
- Develop new marketing strategies to recover FTES.
- Look for community partnerships to provide affordable student housing.

Planning Agenda

None.

Standard III.D.1.c.

When making short-range financial plans, the institution considers its long-range financial priorities to ensure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Descriptive Summary

Evidence of long term fiscal planning is seen in the *Five-Year Capital Outlay Plan* and in the audit report. The annual independent audit reports have consistently cited the prudent use of funds on the part of LTCC to meet both short-term and long-term liabilities.

The institution has few long-term liabilities. They include health insurance for retirees, accrued sick leave and vacation pay, and from time to time long-term capital outlay. Deferred maintenance of buildings and grounds and the replacement of aging equipment are handled on a cash basis. A relatively small fund (approximately \$68,000) is set aside for such repairs and replacement and an additional \$48,000 is restricted for parking expansion and repairs. The potential of retiree health benefits developing into a significant liability has led the District into joining a joint powers authority (JPA) in 2004-05, which will provide the investment mechanism to fully fund this future liability.

Long-term liabilities are disclosed in the annual audited financial statements, which are reviewed by the Board of Trustees. The District's annual financial statements disclose depreciation of the physical plant and equipment. Reserves exist to repair/expand parking lots and replace equipment.

Self Evaluation

The District's initial buildings are 16 years old and will eventually need repairs. Because of this, the District has identified the need to set aside funds for this purpose. In addition, new governmental financial reporting standards will require dedicating monies to a restricted account to meet future needs for the health benefits for retirees. The District has joined a retiree health benefit JPA and expects to begin contributing to this fund in 2006/07.

Planning Agenda

Given the age of the buildings, it is recommended that the District increase the fund for building repairs, equipment replacement, and long-term maintenance as soon as funds allow. Priority should also be given to funding the District's long-term liability for retiree health benefits.

Standard III.D.1.d.

The institution clearly defines and follows its guidelines and processes for financial planning and budget, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary

Chapter 7.02 of *Board Policy Manual* defines the process for planning and preparing the annual budget. At the core of the process is the development of the budget assumptions and goals document that is recommended by the College Council and approved by the Board of Trustees. The budget goals are developed using the *Strategic Plan* as a guideline.

The annual planning and budget calendar, also recommended by the College Council and approved by the Board of Trustees, details the timeline for each activity involved in institutional planning and budget development. It is distributed to each budget manager along with guidelines for budget development. Each budget manager develops the first draft of departmental budgets and then meets with his/her supervisor to review the budget proposal, which provides another opportunity to further define and clarify the process involved in financial planning.

The administrative team reviews the first draft of the compiled budget requests, along with a revenue estimate prepared by the Director of Fiscal Services. An administrative recommendation is developed from this review and is presented to the College Council along with the original budget requests. The College Council spends several meetings reviewing the spending proposal before formulating a recommendation to the Superintendent/President for a tentative budget. The Superintendent/President presents the College Council recommendation, as well as his own recommendation if it is different, to the Board of Trustees. The Board of Trustees takes action on the tentative budget on or before June 30 in order to have a spending plan in place prior to the new fiscal year.

If significant funding changes result from the adoption of the State budget, which happens after the district has approved the tentative budget, College Council is reconvened to make an additional recommendation prior to the adoption of the final budget by the Board of Trustees.

Self Evaluation

In the Fall 2004 Accreditation Survey, 66 percent of the faculty/staff respondents either agreed or strongly agreed that they are familiar with the budget planning process and 64 percent either agreed or strongly agreed that they have an opportunity to participate in the planning process. However, only 47 percent of the respondents either agreed or strongly agreed that they are given ample/appropriate opportunity to participate in the budget development process.

While the College meets the standard, further queries should be made as to why only 47 percent of the respondents feel they are given ample/appropriate opportunity to participate in the budget development process.

Planning Agenda

None.

Standard III.D.2.

To ensure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making.

Standard III.D.2.a.

Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary

Budget managers utilize planning documents and current budget information to develop the preliminary District budget annually. Administrators, College Council, and budget managers review this annual budget for appropriateness before being recommended for adoption by the Board of Trustees. Upon adoption, it is released to budget managers. Any significant changes to the budget during the year are presented to the College Council for a recommendation to the Superintendent/President. The Board of Trustees takes action on all budget revisions that involve an overall increase or a shift from major object categories.

An annual independent audit is performed on all funds of the District and is completed in two basic activities - 1) review of the College's internal controls over all College resources; 2) reviewing financial statements for accuracy and compliance with state and federal laws. Issues of non-compliance are included in the annual report, as well as any recommendations, in the auditor's opinion, to strengthen controls and processes. These recommendations are addressed again in the subsequent year to report corrective action taken by the District.

Self Evaluation

Annual review of the College's *Strategic Plan* indicates timely implementation of the planning goals. For example, Goal 9 in the 2002-2006 *Strategic Plan* was to establish an International Education Program to foster intercultural understanding. This was achieved through financial planning and commitment to student learning objectives which led to the development and implementation of the program in 2001/02.

Review of the previous three years of audit reports reveals no major non-compliance issues to state and federal laws. Audit reports indicate that the College's financial statements are free of material misstatement and in their opinion, are fairly stated in all material respects in relation to the basic financial statements as a whole. They noted no matters involving the internal control over financial reporting and its operation that are considered to be material weaknesses.

The District implements auditor recommendations in a timely manner as shown in all prior auditor reports. Recommendations are addressed immediately upon receipt of auditor reports and the various departmental managers work with their departments and administrators to implement the recommendations. Once the recommendation is in place, the Board of Trustees reviews the actions taken. For example, a prior period audit report recommended an improved accounts receivable system for the Child Development Center. The District management agreed with the recommendation and took corrective action.

Planning Agenda

None.

Standard III.D.2.b.

Appropriate financial information is provided throughout the institution.

Descriptive Summary

Financial information is developed and distributed in a timely manner throughout the College in the form of the annual budget, the *Strategic Plan*, Program Plans, monthly departmental budget reports, quarterly financial statements, and the institution's *Graphically Speaking* publication that highlights all areas of growth and fiscal responsibility within the College. As a year-long process, all budget documents are developed in accordance with the annual planning and budget calendar to ensure timeliness of information and compliance with state law and local policy. Regular updates regarding both budget development and the condition of the budget are provided to the College community through the *Monday Morning Memo*, the Superintendent/President's annual state of the College address, and through the College Council and Board meetings - all of which are open and available to the general public.

Financial statements of all District funds are presented to the Board audit committee and then to the entire Board of Trustees within 45 days after the end of each fiscal quarter. In addition, periodic departmental budget reports are distributed to budget managers for their review and planning. The budget managers are responsible for communicating budget-related matters and developing and implementing the departmental budget.

The District's financial information is processed on a system maintained by the county office of education. The system has previously been reviewed for appropriate controls of financial transactions and, as previously mentioned in the midyear report, the financial control system (QSS) as currently configured, provides appropriate financial control and produces timely, accurate reports. However, the QSS system is not fully integrated with human resources, student financial aid, and student accounts receivable.

Self Evaluation

The Fall 2004 Accreditation Survey reports 61 percent of responding employees agreed or strongly agreed and 10 percent disagreed with the statement "the budget development process is effective." Multiple avenues are available for perusal of the budget documents and anyone at the college or in the community has sufficient access to these documents, if desired. In addition,

financial information is shared in a variety of ways throughout the year.

At the program level, in a survey question, 64 percent agreed/strongly agreed and 25 percent disagreed that they receive regular budget reports for their area(s), which are timely and accurate. In this particular area not all employees have budget responsibilities and as such are not in receipt of budget reports.

Planning Agenda

None.

Standard III.D.2.c.

The institution has sufficient cash flow reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

District Board policy requires the adopted budget to include a contingency reserve "to protect the District's financial security when anticipated revenues are not realized and/or unanticipated expenses are encountered during the fiscal year." Policy further directs that this reserve be set at no less than five percent of the District's current obligations.

The El Dorado County Treasurer holds the majority of LTCC cash and invests the funds in short-term securities according to the El Dorado County Investment Policy. LTCC has the ability to access cash from other sources such as TRANS (Tax Revenue Anticipation Notes) from private lending institutions, borrowing against the future tax revenues and obtaining short-term loans from the County Office of Education.

The District maintains property insurance that covers \$150 million of property value. Primary liability insurance provides coverage up to \$5 million and an excess liability plan (SELF) covers up to \$15 million. The District is self-insured for the first \$5,000 of any loss and maintains a reserve fund to cover these SIRs (self-insured retention) as well as any minor losses.

The institution has a workers compensation plan that covers all employees of the District. Coverage includes medical and temporary disability as well as loss prevention and student insurance (with coverage up to \$25,000).

The Vice President, Business Services chairs the safety committee that monitors all safety issues of the institution. The committee consists of faculty and staff and meets quarterly. The College insurance provider conducts training for committee members. Incident reports are used to track safety incidents at the College and are reported to Human Resources and Business Services. Safety training is also provided to new hires to prevent incidents at the institution.

Self Evaluation

LTCC historically maintained or exceeded a 5 percent contingency reserve until this current year, 2004/2005. In the 2004/05 a 3 percent reserve level was adopted to buffer the loss of revenue due to low enrollment. By way of this analysis, it appears LTCC has insufficient general reserves to meet an unanticipated emergency or to further buffer revenue losses.

The cash balances have historically been sufficient to meet District needs according to past quarterly financial statements. In the history of the College, there has never been a need to borrow funds for cash flow purposes. The institution has been using a portion of the SIR reserve funds to meet claims against the District but has not been able to replenish the fund to the desired \$50,000 level due to financial constraints.

Planning Agenda

The institution should increase the contingency reserve level back to a minimum 5 percent and increase the SIR reserve account to the desired level of \$50,000 as soon as fiscally possible.

Standard III.D.2.d

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary

The Board of Trustees assigns the ultimate responsibility for fiscal stability to the Superintendent/President. The Vice President, Business Services has the responsibility for the administration of District finances. The Director of Fiscal Services is responsible for day-to-day financial oversight. Each institutional program has a manager responsible for the control of their departmental budget. Externally funded programs have an

assigned unique program code so that their activities may be monitored and maintained separately in the District's accounting records. Financial aid funds, the LTCC Foundation, the Child Development Center, Food Services, and the Bookstore are maintained as separate funds of the District.

The Board of Trustees audit committee reviews financial statements and audit reports which are subsequently reviewed by the Board of Trustees. An outside audit firm provides an independent audit of all funds of the District, including the Foundation. The Foundation has a separate finance committee that monitors funding. All Foundation financial services are provided through the District.

Fiscal services staff are assigned distinct responsibilities that provide proper separation of duties consistent with sound fiscal practices. Only on the authority of the Superintendent/President may the District enter into contractual relationships, and only when such contracts meet dollar or time limits established in the *Education Code* and district Board policy. All contracts require approval by the Board of Trustees or their designee.

Self Evaluation

An examination of audited financial statements for prior years revealed no significant weakness in the District's systems for fiscal oversight. The District is in compliance with all federal and state funded programs.

Planning Agenda

None.

Standard III.D.2.e.

All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity and in a manner consistent with the mission and goals of the institution.

Descriptive Summary

All resources of the District are subject to the same fiscal standards for budgeting, planning and independent audit as described throughout this standard. The College's mission and goals are considered through each planning stage to ensure consistency, both in regards to the general operating funds which supports instructional activities and the College's subsidiary funds.

The mission of Lake Tahoe Community College, as outlined in the *College Catalog*, states that the College "promotes learning and enrichment for...students and community through exemplary educational experiences provided in a uniquely supportive environment." In pursuit of this mission, grant writing and fund-raising activities are conducted through the College Foundation when resources are unavailable or inadequate through normal mechanisms. Auxiliary activities and services are provided to the students through the College Bookstore, student activities, the Child Development Center (CDC), and Food Services.

The goals serve as a catalyst for auxiliary and fundraising activities. The College Foundation provides direct assistance to students through scholarships and book stipends. It provides funds for the purchase of equipment and software, and staff and faculty training. The Foundation directly supports artistic and cultural experiences by sponsoring various cultural activities such as the special speaker series. The Foundation supports cooperation between the College and local community by imparting the message, through activities and mailings, that the College is an important resource for the community. To ensure integrity of its actions, the Foundation has a 25-seat board, which approves, reviews, and monitors all activities. The Board of Trustees approves the Foundation bylaws and its activities are subject to an annual independent audit.

The Bookstore, CDC, and Food Services support College goals by facilitating personal growth opportunities for students, staff, and faculty, and by cooperating with the community. The Bookstore makes available materials that support student educational activities. The CDC provides a safe environment for children, allowing students and staff to pursue professional development. The CDC, Food Services, and the Culinary Arts program provide hands-on learning experiences for students in the respective fields and serve as teaching-learning facilities. The cafeteria meets the needs of the community by providing a meeting place for various service groups and is also available for special events.

Self Evaluation

The College meets this goal. Evidence exists that the fund-raising activities of the Foundation are conducted with integrity and support the missions of the Foundation and the College. With regards to auxiliary services (CDC, Bookstore and Food Services), specific

survey questions were asked of staff, faculty and students in the Fall 2004 Accreditation Survey that directly related to their level of satisfaction with these services. The following chart indicates responses relative to the different services:

| Faculty/Staff Survey | | | |
|-------------------------------|----------------|----------------------------|----------|
| <i>I am satisfied with...</i> | Strongly Agree | Neither Agree nor Disagree | |
| | | Disagree | Disagree |
| Bookstore | 79% | 9% | 12% |
| Food Services | 70% | 13% | 17% |
| Child Development Center | - Not Asked - | | |

| Student Survey | | | |
|-------------------------------|----------------|----------------------------|----------|
| <i>I am satisfied with...</i> | Strongly Agree | Neither Agree nor Disagree | |
| | | Disagree | Disagree |
| Bookstore | 92% | 5% | 3% |
| Food Services | 86% | 10% | 4% |
| Child Development Center | 76% | 22% | 2% |

Food Services is a recent addition to the College and has struggled with becoming financially solvent. Since opening in fall of 2002, the Kokanee Café has posted losses averaging \$100,000 per fiscal year. Rental revenues from the government center and other non-operational sources have covered these losses.

Planning Agenda

The College should review the current structure and organization of Food Services to decide whether or not it can continue in its present state.

Standard III.D.2.f.

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary

Contractual agreements between the College and external entities fall under the following headings: Instructional Services Agreements, Operational Service Agreements, Categorical Funding Agreements, Purchasing Agreements, and Personal Services Agreements. Board Policy Manual 7.06 identifies those persons responsible for negotiating a contract.

Before entering into any contract, the contract is first reviewed for consistency with the District's mission and goals. Contracts of legal significance are individually developed and reviewed by the College's legal counsel before being executed. The Board approves all contracts directly or indirectly through the budget process. Long-term contracts and agreements then go the Board of Trustees for approval prior to execution, as appropriate.

All contracts are maintained in the Business Services department or the Director of Fiscal Services office.

Self Evaluation

All contracts entered into by the district are handled in a manner consistent with public codes and local policy and procedures. Oversight is conducted by Business Services, with the College attorney's review if necessary and is subject to further scrutiny by the independent audit firm.

An audit performed by the California Board of Equalization in 2003/04 indicated the College is correctly distinguishing independent contractors from employees with no exceptions.

Planning Agenda

None.

Standard III.D.2.g.

The institution regularly evaluates its financial management process, and the results of the evaluation are used to improve financial management systems.

Descriptive Summary

Financial management is regularly evaluated by the Business Services staff, the Board of Trustees, and the Chancellor's Office, as well as by contracted auditors. The Director of Fiscal Services is available throughout the year to assist budget managers in monitoring and controlling their budgets. The Quintessential School System (QSS) program allows all budget managers immediate access to up-to-date account balances and current record of fiscal activity. Individual purchase requisitions are generated by budget managers, and then approved by the appropriate administrator or director only after assurance of available funds. For every expenditure, the budget is checked to ensure that adequate funds are available.

A Quarterly Financial Status report goes to the Administrative team, the Board of Trustees, the Board of Trustees Audit committee, and to the Chancellor's Office. This report includes prior year comparisons as well as year-to-date comparisons of expenditures. An audit committee of the Board of Trustees meets quarterly to review the quarterly financial reports, audit reports, investment reports, and participates in other matters that pertain to fiscal policies of the District. Additionally, the District receives an annual independent audit with a minimum of two visits per year. A written report of the audit findings and recommendations is evaluated and incorporated into fiscal management.

A comprehensive review of the Board policies and regulations governing financial management is conducted each year. Recommended changes to policy, if any, are made at this time.

Self Evaluation

Annual reviews of the District's financial systems by the independent auditors indicate no material weaknesses in financial controls. The auditors' recommendations are used by the District to implement improvements to financial systems. For example, a new customer billing system was implemented at the Child Development Center in 2003/04 on the recommendation of the auditor. The appropriate staff is able to access the financial system and obtain reports that are necessary to monitor budgets.

Planning Agenda

None.

Standard III.D.3.

The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

Use of financial resources is disclosed in the quarterly financial statements, annual budget, annual audit report, and *Graphically Speaking*. Each of these reports is reviewed by the administration, the Board audit committee, and the Board of Trustees and is used to determine areas needing improvement. Before approving the annual budget goals and assumptions, the prior year goals are reviewed with the College Council and the Board of Trustees to assess progress, evaluate the outcome if appropriate, and determine any continuing needs. Categorical programs such as VTEA and Tech Prep prepare quarterly and annual reports, which identify how the restricted funds were used and evaluate the effectiveness of the use compared to the predicted outcomes identified in the annual applications for funding.

Should funding levels change in the middle of a fiscal year, a process similar to regular budget development is utilized to accommodate any newly identified funding priorities or, in the case of declining revenue, reprioritize to effectively use remaining funds. As with the regular budget, the *Strategic Plan* is reviewed and input from all departments is solicited.

Self Evaluation

As previously stated, the budget development and oversight process provides close supervision of the budget throughout the year. This has allowed the College to make efficient and effective use of financial resources to meet the students' and the College's needs, even during times of declining enrollment. Through this ongoing oversight of financial resources, the College is able to realign the budget as needed to support programs and services more efficiently.

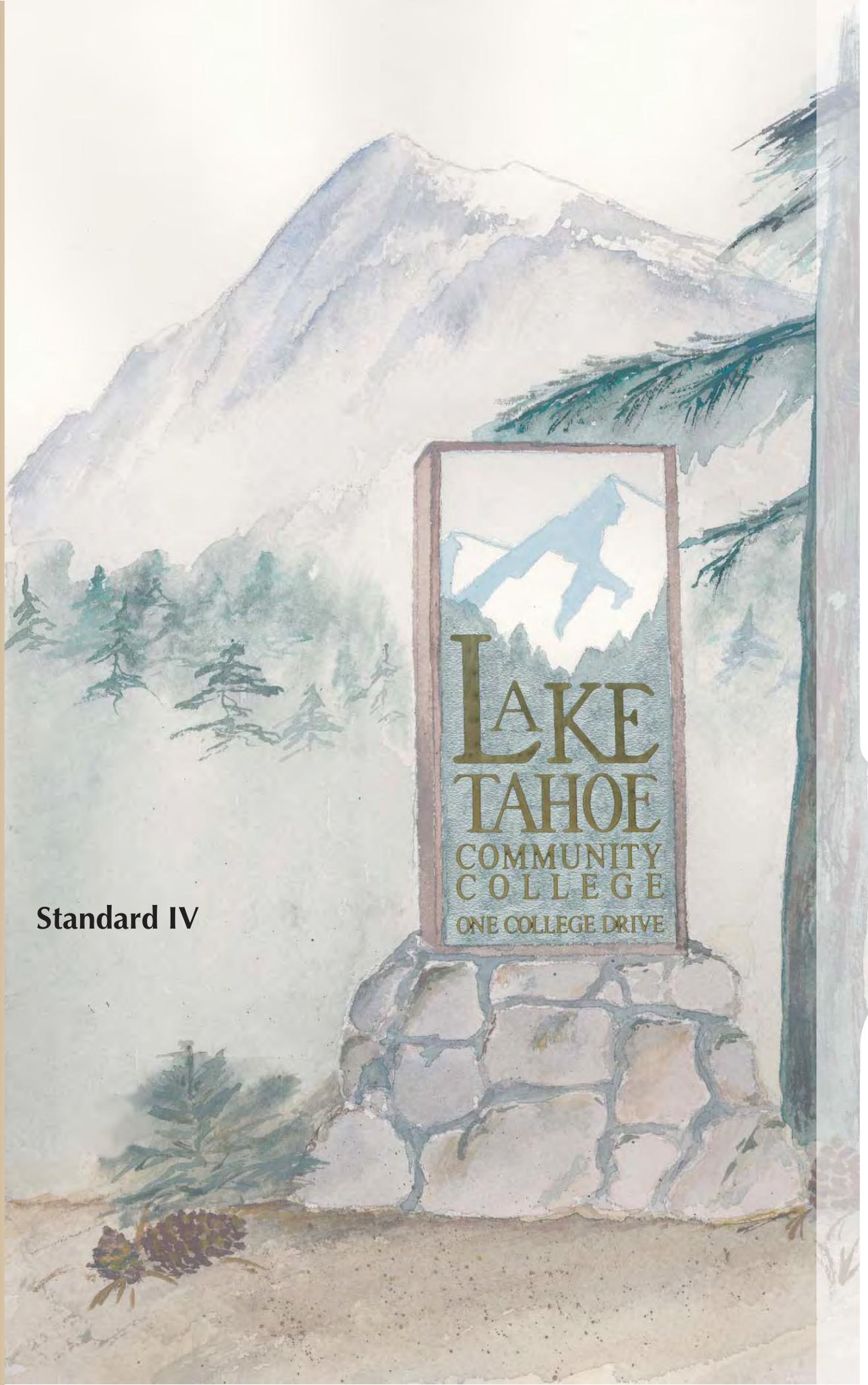
Planning Agenda

None.

Resources - Standard III.D.

- IIID-1 2005-1006 Budget
- IIID-2 *2006-2010 Five Year Construction Plan*
- IIID-3 Accreditation Survey, Fall 2004: Faculty and Staff
- IIID-4 Accreditation Survey, Fall 2004: Students
- IIID-5 *Board Policy Manual and Regulations, Chapter 7*
- IIID-6 Budget Assumptions and Goals, 2004-2005 and 2005-2006
- IIID-7 CCFS311Q Quarterly Fiscal Report
- IIID-8 District Insurance Programs, 2004-2005
- IIID-9 El Dorado County Pooled Investments - Statement of Investment Policy, September 20, 2003
- IIID-10 El Dorado County Treasury, County Investment Pool, December 31, 2004
- IIID-11 *Graphically Speaking*, December 2005
- IIID-12 Independent Auditor's Report with accompanying financial statements, June 30, 2002, June 30, 2003, June 30, 2004
- IIID-13 Lake Tahoe Community College Foundation Annual Fund Disbursement Reports, 2002, 2003, 2004
- IIID-14 Lake Tahoe Community College Foundation Board of Directors Information Packet
- IIID-15 Lake Tahoe Community College Foundation Mission Statement
- IIID-16 Monthly departmental budget reports (published monthly; available upon request)
- IIID-17 Planning and Budget Calendar, 2004-2005 and 2005-2006
- IIID-18 *Strategic Plan, Goals, and Objectives*, 2004-2009

Standard IV



Standard IV

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.

COMMITTEE

| | |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Co-chairs: | Larry Green, Faculty - Math Guy Lease, Superintendent/President |
| Faculty: | Elaine Balkevitch, <i>Adjunct - Health</i> Betsy Julian, <i>Geography, Geology</i> Michael O'Laughlin, <i>English</i> Phyllis Shafer, <i>Art</i> |
| Classified Staff: | Sarah Gasporra, <i>Network Specialist</i> Sue Huff, <i>Administrative Assistant</i> |
| Student: | Chad Humason |
| Trustee: | Ken Rollston |



Standard IV

Leadership and Governance

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.

Standard 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 ensure effective discussion, planning, and implementation.

Descriptive Summary

The institution's commitment to excellence is made clear in terms of institutional goals put forward in the Mission Statement, "Lake Tahoe Community College promotes learning and enrichment for our students and community through exemplary educational experiences provided in a uniquely supportive environment." In order for the College to achieve this goal of excellence, all faculty, staff, administrators, and students must take the initiative to improve the practices, programs and services in which they are involved. The College offers many official processes for self study and improvement, as discussed in greater detail in Standard IV.A.2., but it is also clear that informal, daily communication is key to uncovering the richness of ideas and innovations that are needed for the institution to reach its full potential.

One of the advantages of a small college is that those involved in a particular academic or support department have the ability to discuss directly with other department members, supervisors, and senior administrators, ideas for improvement. Full-time faculty members have autonomy in writing curriculum, choosing textbooks, determining teaching strategies, means of assessing learning, recommending quarterly and annual course offerings, and assisting with the selection and evaluation of adjunct faculty in their departments. Department meetings are very small and collegial. Staff members are encouraged to participate, in most cases, as colleagues with faculty members and supervisors. Administrators attend and participate as appropriate. The more formal processes such as Program Review (program planning at Lake Tahoe Community College), curriculum approval, budget development, and strategic planning exist as well with well-established systematic participatory processes to ensure effective discussion, planning, and implementation.

Opportunities for institutional planning and improvement occur in all major governance committees of the college and include participation from classified staff, faculty, administrators, and students. These committees are discussed more fully in Standards I and IV.A.2., and their existence provides the foundation for open, candid discussion of the College's policies, practices, and priorities on an institution-wide basis.

As an example of the College's recognition of the contributions of leadership throughout the organization, following a Title III meeting on April 5, 2000, a Faculty Issues Committee was formed by the Academic Senate to address issues of concern to the faculty. The committee worked diligently to list and define those faculty issues that were creating a morale problem on campus. The committee shared its work with the administration with the comment that, "We are committed to sharing serious and difficult issues with you in an atmosphere of collegiality and humanity." This effort led to very serious and candid discussions regarding communication, administrative management styles, trust, problem-solving

and the need for a shared vision. The administration frequently refers to these issues as the administrators work to provide academic leadership.

Self Evaluation

The major governance committees of the College, where opportunities for institutional planning and improvement occur, were interviewed in small focus groups. Groups were asked about their perceptions of the institution's leaders and their success in creating an environment for empowerment, innovation, and institutional excellence. The groups questioned included: College Council, Curriculum Committee, Academic Senate, Classified Employees Association, Faculty Association, Associated Student Council, and the Leadership Team. The self-study committee for Standard IV created questions for each group that broadly addressed all aspects of the Leadership and Governance standard. The committee felt that these discussions would allow for a more thorough evaluation of the effectiveness of the College's leadership and governance processes than a simple survey. The majority of this section is based upon those focus group discussions.

The majority of responses indicated a belief that the College's leaders have created an environment for empowerment, innovation, and institutional excellence. One of the major factors that affects the climate of empowerment at LTCC is its size. Due to the small size of the College, cross training of the staff between different positions is often necessary. This gives employees a better understanding of the interconnectedness of the College's various operating systems. Effective training from supervisors is also responsible for a feeling of empowerment on the part of the employee. Staff members indicated that they are encouraged to find new ways to improve systems within their area of responsibility. Classified staff expressed the opinion that though they feel opportunity exists for empowerment and innovation, time and money are restrictive factors in ensuring that it actually occurs. If innovations involve a fiscal impact or reassigned time from regular duties, which they most often do, the realization of these opportunities is often limited.

There was a consensus among the focus groups that when ideas for improvement have policy or significant institution-wide implications, College leaders have created systematic participatory processes to ensure effective discussion, planning and implementation. The Academic Senate and standing committees, such as the

Curriculum Committee and College Council, provide a forum for reviewing such issues. One example of the participatory process cited in the Leadership focus group interview is the manner in which the College proceeded to create an automated registration system. The implementation of this system necessarily involved collaboration between departments for its success. The Vice President, Academic Affairs and Student Services, in collaboration with the Director of Admissions and Records, established a new committee to address this major procedural innovation for the College. The committee, the Automated Registration Committee (ARC), utilized the expertise and creative thinking of administrators, counselors, teaching faculty, classified employees and students. The effort required two years and a significant allocation of human and financial resources, culminating in a popular and highly successful outcome.

The Curriculum Committee decisions frequently have institution-wide implications. One example cited in the Curriculum Committee focus group interview was a proposal forwarded by the statewide Academic Senate to raise standards for English and Math. The proposal went from the Curriculum Committee to the Academic Senate for discussion and then back to the Curriculum Committee for action on a recommendation to the Board of Trustees. The Board ultimately approved the recommendation as proposed. It was a participatory process where all opinions were heard.

Instances where the process of effective discussion, planning, and implementation break down are occasionally experienced. The focus groups indicated that these situations appear to be in the minority and are attributed to two major factors. The small size of the College in this situation can create an illusion that all are fully informed, when in reality they are not. Another factor in limiting effective discussion, planning, and implementation is workload. Full participation of all governance bodies is time intensive for the College and for the individuals involved and, in an effort to be efficient, some groups are not always fully consulted and some individuals find themselves left out of the process.

It is generally felt, according to opinions expressed in focus group interviews, that institutional planning efforts provide an opportunity for appropriate faculty and staff participation. The mechanisms for participation are in place but willingness to participate varies greatly. Administrators, faculty, and staff who are

employed in leadership roles felt the most positive regarding the institution's efforts for participation in institutional planning. Classified staff expressed the opinion that while the opportunities exist, there are factors contributing to a resistance to participate in institutional planning activities. These factors include heavy workloads, a lack of effective back-up to cover employees' primary duties while participating in these kinds of activities, and a perceived lack of support from supervisors. It is generally felt, however, that the opportunity for participation exists and that the majority of supervisors are supportive of staff participation.

Planning Agenda

None.

Standard 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.

Standard 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.

Standard IV.A.2.b.

The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

The Board of Trustees has written policies providing for faculty, staff, administrator and student participation in decision-making processes. These policies were developed jointly by the administrative representatives of the Board of Trustees and the leadership of the faculty, staff

and students, and subsequently adopted into the *Board Policy Manual*.

The faculty have a substantive and clearly defined role in participatory governance and exercise a voice in institutional policies through the Academic Senate, Curriculum Committee, Faculty Association, numerous advisory committees and other operational committees that lead to institutional decisions. For a more detailed description of the Lake Tahoe Community College Academic Senate, please see Standard I.B. of this self study.

The President of the Academic Senate serves as that organization's representative at meetings of the Board of Trustees.

The Curriculum Committee is a standing committee of the College that is responsible for recommending approval of all regular credit and non-credit courses. It conducts its business as formally described in its Manual of Organization and Procedures and is responsible for studying and reviewing recommendations and advising the Board of Trustees regarding curriculum-related matters. For a more detailed description of the Lake Tahoe Community College Curriculum Committee, please see Standard I.B. of this self study.

The role of the LTCC Faculty Association is "to represent all certificated employees in the Lake Tahoe Community College District in matters pertaining to employment and professional relations pursuant to state law and our own sense of professional responsibility." Established in 1990, the Faculty Association became formally affiliated with the California Teachers Association/National Education Association in 1993, and serves as the exclusive representative of the faculty in the collective bargaining process in matters of employment. Three full-time representatives and one adjunct representative of the Faculty Association negotiate on a regular basis with representatives of the College administration. Membership is optional, but non-member instructors are encouraged to attend association meetings and are permitted to participate in discussions of the issues before the Association. However, only dues-paying members of the Association are allowed to vote on the contractual issues negotiated by the bargaining unit.

The written policies providing for administrator participation in decision-making processes are included in

Chapter II of the *Board Policy Manual* and are incorporated into the position descriptions of each administrator. Administrative representatives participate in most major College governance committees.

The staff is represented by the Classified Employees Association, a body that participates in leadership and governance as well as in the employee relations arena. *Board Policy Manual* 5.12 specifies the College "will provide staff the opportunity to participate in the formulation and development of District and College policies and procedures and in those processes for jointly developing recommendations for action by the Board of Trustees that the Board of Trustees reasonably determines, in consultation with the staff, will have a significant effect on staff." Classified staff also serve on hiring committees and usually constitute a majority of the membership of classified hiring committees for classified positions; one classified employee is selected to serve on hiring committees for full-time faculty positions; one to three classified staff serve on administrative hiring panels. In addition, staff serve on the College Council, the Leadership Team and on a negotiating team representing the Classified Employees Association. The President of the Classified Employees Association serves as that organization's representative at meetings of the Board of Trustees.

The Associated Student Council (ASC) of Lake Tahoe Community College is the primary agent for student representation and participation in governance within the College. The ASC has been established to represent students in all matters that affect the students of LTCC. The Council consists of 16 voting members: 8 executive officers and 8 representatives. The ASC directs student activities that stimulate the intellectual, physical, and social life of the College, and is involved with issues that directly affect the students. *Board Policy Manual* 6.08 specifies the College "will provide students the opportunity to participate effectively in College governance." Student representatives participate in a variety of planning and governance forums, meetings, and committees on a regular and formal basis: Board of Trustees (1 non-voting student trustee); College Council (2 voting members); Curriculum Committee (1 non-voting member); four (4) Advisory Committees-Faculty and Staff Diversity, Disabled Student Services, EOPS/CARE, and Multi-Cultural Outreach (1 non-voting student member for each committee); and the Annual Planning Session (5 members). In addition, students serve on full-time faculty hiring committees (1 non-voting member) and administrator hiring committees (1 voting member).

In keeping with the spirit of participatory governance, the College has established a College Council to "embrace the basic objective that all key parties of interest should participate in jointly developing recommendations for governing board action." As a standing committee of the institution, the College Council is responsible for reviewing and making recommendations on almost all major policies and issues affecting students, staff, faculty, administration, and the institution itself. The *College Council Policies and Procedures* note, "The College Council recognizes that ethical and effective leadership resides throughout the institution and encourages all constituents to participate in an ongoing effort to improve the practices, programs, and services of the college." Membership includes three full-time faculty, one adjunct faculty, four classified staff, two students, four administrators (two are non-voting) and the Director of Library and Media Services. The scope of the Council is also stipulated in the *Policies and Procedures* document and includes proposed Board policy changes, accreditation review and implementation, facilities planning, institutional planning, and budgetary development and oversight.

Self Evaluation

The Standard IV committee met in focus group discussions with the leadership of the Academic Senate, the Lake Tahoe Community College Faculty Association (CTA/NEA), the Classified Employees Association, the Leadership Team, and the Associated Student Council. In addition the committee attended meetings of the College Council, Curriculum Committee and the Board of Trustees to discuss questions relating to the leadership and governance of the College. In all seven of these discussion group meetings, there was consensus that the faculty, staff, administrators and students have an effective means of participating in College decision-making processes. There were many examples provided during these discussions of opportunities that faculty, staff and students had to take the initiative to improve the practices, programs and services of the institution. One faculty member commented that she felt she had almost unlimited authority, control, and freedom within her own department. Another in that discussion group commented, "People here listen to what I say, even outside of my department." Another commented that the development of Program Plans (the outcome of the College's program review process) allowed the faculty to articulate the needs of the various instructional programs and that she felt "encouraged to develop ideas for improvement." [Tape of the Academic Senate focus group meeting of December 3, 2004.]

In the meeting with the Curriculum Committee, the administrative co-chair of the committee commented that she sensed "the committee feels quite empowered to make decisions in the best interests of the institution." She described the committee as having a "common goal" and a "common purpose." Others agreed that the institution was looking for excellence in teaching and that there were numerous opportunities and encouragement for faculty to improve as the College worked to meet the needs of the students. Another commented that on the Curriculum Committee, "Our vote really counts." She noted that the faculty are regularly reminded of their obligation to create the best learning environment possible for our students. In general there is a strong feeling that the Curriculum Committee is a dynamic committee where members work together for a common goal, striving for excellence in education in every decision. Decisions support curriculum that is innovative and creative. It is clear to the members of the Curriculum Committee and to others on campus who have observed the actions of the administration and the Board of Trustees, that the institution relies on the faculty, the Curriculum Committee and administrators for recommendations about student learning programs and services. [Tape of the Curriculum Committee focus group meeting of December 3, 2004]

The officers of the Faculty Association strongly agreed that the College's leaders have created an environment for empowerment, innovation and institutional excellence. While there seemed to be no doubt about opportunities for innovation and institutional excellence, the President of the Association expressed a concern that some faculty perceive micromanagement in the push for these improvements. Others indicated that this does not pervade the institution. There was some concern expressed that the Association is limited in its ability to speak for all the faculty because not all faculty have joined the Association and this prevents it from becoming a strong voice on campus. As a result the officers do not feel as empowered as an organization and this leads them to feel the Association suffers from a relative lack of bargaining power. They do, however, agree that the negotiating environment is positive, innovative ideas are not met with negative response, and that the small size of the College is, once again, a major factor in creating a positive work environment. [Tape of the Faculty Association focus group of December 9, 2004]

The participants in the Classified Employees Association focus group meeting were equally supportive of the campus environment. The Bookstore

Manager stated that as a director, "I am empowered to try new things and supported by the administration." The president of the CEA noted that although the environment encourages participation in governance and improvement in programs and services, "time limits our ability to do so." Another CEA officer commenting on her particular assignment felt that her department (Computer Services) is constantly searching for innovative ways to do the job on campus. She felt her supervisor encouraged her to be creative. [Tape of the Classified Employee Association focus group, December 2, 2004]

Members of the Leadership Team were very supportive of the processes on campus that provided them a voice in institutional policies, planning and budgeting. They felt that on an individual basis they had a substantial voice on matters that directly and indirectly affected them and/or their areas of responsibility. The Director of Admissions and Records noted "...training allows us to make decisions based on our knowledge." It was clear from the discussion that these campus leaders feel their opinions are regularly solicited and respected in the decision-making processes at the College.

In the focus group meeting with the officers of the Associated Student Council, members were affirmative in their feelings that students at Lake Tahoe Community College have an effective mechanism for providing input into institutional decisions. They noted that students serve on the College Council, Curriculum Committee, faculty-hiring committees, all of the self study committees, as well as many advisory committees on campus. The Student Trustee is elected by the students in a general election and is an active participant in the meetings of the Board of Trustees. She noted that she was encouraged to attend the student trustee workshop sponsored by the Community College League of California in the summer where she learned a great deal regarding her role on the Board and met other student trustees from around the state. She affirmed that she believes the other trustees and the administration listen and respect her views on behalf of the students of the College. Students on the ASC feel they are encouraged to participate in a variety of venues where issues are discussed to improve the practices, programs and services with which the ASC is involved. [Tape of the ASC focus group, January 21, 2005]

Planning Agenda

None.

Standard 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 discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary

Board policy establishes the processes and practices for the different groups to work together. The philosophy as stated in *Board Policy Manual* reads, "Consultation at Lake Tahoe Community College is a decision-making process committed to the best interests of our students and our institution based on participation by those affected by decisions with cooperation and trust, with the understanding that the Board of Trustees has the ultimate authority and accountability." In addition, faculty roles are stated in the *Board Policy Manual* in Chapter IV and the *Academic Senate Bylaws*. The Classified Employee Association (CEA) role is stated in *Board Policy Manual* 5.12. Also, according to *Board Policy Manual* 1.11 and 1.13, the Board invites and encourages public participation in its deliberations. Employees of the District are encouraged to participate, as are students, through student organizations or as individuals.

Groups work collaboratively through the College Council, which is a body that has representatives from all areas of the College and deals with policy, resource allocation, and planning and whose recommendations are forwarded to the Board of Trustees for action. The Strategic Planning Session is held yearly and consists of 37 representatives: students, classified employees, faculty, administrators, and Board of Trustee members who represent the community. The *Strategic Plan* goals and objectives list the College's effort on institutional improvement and representatives disseminate information to their constituents. Agendas and minutes of the Board of Trustees meetings and College Council are published and distributed via email and are available for viewing in the Superintendent/President's office. The *Strategic Plan* is available for viewing in the Administration Office, Library, and Foundation Office.

The Associated Student Council (ASC), whose representatives are elected annually by students, provides student representation. The student trustee attends Board meetings and has an advisory role.

Self Evaluation

The commitment to the philosophy statement stated above reveals itself in the various decision-making committees. The College has worked diligently to keep employees and the public informed and involved in the governance process. The processes and active participation of administrators, faculty, staff and students in the strategic planning and budgeting processes are ample evidence of the spirit of cooperation that exists on campus. In the focus group discussions with the members of the Board of Trustees, it is evident that the Board fosters and supports these processes and itself acts in a manner that is clearly aimed at the good of the institution.

Planning Agenda

None.

Standard 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

The College represents itself honestly and truthfully to the Commission, external agencies including the Independent Auditor, the California Community College Chancellor's Office, and federal and state agencies governing specific programs.

The College conducts the self study and accreditation process in accordance with the standards, policies, and guidelines set forth by the Commission.

A yearly independent audit of the College's financial statements is conducted in accordance with auditing standards generally accepted in the United States, the Governmental Auditing Standards issued by the Comptroller General of the United States, and the California Community Colleges Contracted District Audit Manual presented by the Chancellor's Office. Schedules of federal financial assistance, state financial assistance, and workload measures are also reviewed to identify compliance with various federal and state laws and regulations.

Every five years the College must complete an application process with the United States Department of Education Federal Student Aid Case Management and Oversight for participation in federal student aid programs. This process was last completed in 2003.

Self Evaluation

To ensure compliance with Accreditation Committee standards, policies, and guidelines, the College's preparation for the accreditation self study began in 2002 when new accreditation standards were presented and the student learning outcome aspects of the standards were introduced. Twelve participants from the College attended workshops over the 2002-03 and 2003-04 school years, a presentation was made at Convocation, and training was provided to the chairs of each standard in Spring 2004. Accreditation self study committee members received an orientation as committee work began.

The College has taken seriously the 2000 Visiting Team's recommendations and has worked diligently to address them. The College involved the academic community in its review and preparation of the November 1, 2002 *Accreditation Midterm Report*, sending it through the governance process for approval before publication. In reviewing the progress reports for the recommendations and plan of action items listed in the *Midterm Report*, the College has responded timely and appropriately. Six recommendations were made by the 2000 visiting team:

- Recommendation, Standard 3 - establish a research position to support the mission of the college
- Recommendation, Standard 4 - give early attention to a comprehensive review of the College's *Educational Master Plan*
- Recommendation, Standard 5 - provide bilingual Spanish-speaking assistance at point of contact in the Admissions and Records area
- Recommendation, Standard 6 - provide additional "certified" support on the Library floor
- Recommendation, Standard 7 - evaluation criteria for adjunct faculty be made consistent with those for full-time faculty with regard to knowledge of and currency in subject matter
- Recommendation, Standard 7 - the College Superintendent/President take steps to ensure that all management evaluations are completed systematically in accordance with governing Board policy

All six recommendations have been addressed expeditiously and appropriate departments have been consulted on the action plans throughout the process. These action plans have become part of the planning process to the extent there are resources to support them. The recommendations for Standards 4, 5, 6, and 7 are complete. Regarding the recommendation for Standard 3, the College has responded by establishing a full-time Researcher Programmer/Analyst position, which it filled in 2002. In addition, the College assigned responsibilities for planning to a director on a half-time basis. However, to date there still exists a need to further clarify and define the role of the Research Analyst with regard to institutional research support endeavors. (Please see Standard I.B.4. for details.)

As an additional example of the College's commitment to the accreditation process, several members of the College staff and two members of the Board of Trustees have served on accreditation visiting teams for other colleges.

The Independent Audit found the College's basic financial statements to be free of misstatement and to present fairly the financial position of the College. The Independent Auditor's report for the year ending June 30, 2004 found no instances of noncompliance and no matters of material weakness. In researching past audit reports, the committee found no significant findings of noncompliance over the six years since the last self study.

Analysis of the material submitted to the United States Department of Education indicated that the College meets the minimum requirements of institutional eligibility, administrative capability, and financial responsibility for participation in federal student aid programs. The College received a five-year unconditional extension to its financial aid programs. The Program Participation Agreement for the College was extended until June 30, 2008. As another indication of the College meeting the financial requirements for fiscal responsibility, it has also always received up-front funding for its federal financial aid programs. If required reporting to the Chancellor's Office and the California Student Aid Commission is not accurate and timely, funding could be withheld and fines imposed. To date, the College has met all such reporting requirements in a timely and accurate manner.

Other programs, such as EOPS and veteran's services, also have specific agency reporting requirements. Reporting deadlines are met and requests for information are responded to in a timely fashion.

Planning Agenda

None.

Standard IV.A.5.

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

Descriptive Summary

Board Policy Manual section 1.05 W. calls for the Board of Trustees "to annually evaluate its own performance and effectiveness and to develop processes to address areas identified as needing improvement." The Board also adopted Policy 1.06, which is a Code of Ethics for the Board of Trustees. It mandates the promotion of a healthy academic environment for the students, faculty, and staff that inspires and challenges the College's community to greater service and achievements.

The College Council also conducts an annual self-evaluation to determine how successfully it carries out its duties prescribed in the "Philosophy of the College Council." It states, "Shared Governance at LTCC is a decision-making process committed to the best interests of our students and our institution based upon participation of those affected by decisions with cooperation and trust, with the understanding that the Board of Trustees has the ultimate authority and accountability." Additionally, the administration, faculty, staff, and students recently evaluated the College Council.

The Academic Senate conducted two very thorough year-end reports from 2000-01 and 2001-02. These year-end reports contain Officers' Reports that include accomplishments, goals and objectives, and recommendations. A year-end report from all standing committees of the Academic Senate stating their accomplishments, goals and objectives, and recommendations is also included. A record of each year's resolutions is included as well as a copy of the *Academic Senate Bylaws*.

The Classified Employees Association does not currently conduct an annual evaluation.

The Associated Student Council does not currently conduct an annual evaluation.

Self Evaluation

The focus of this standard, to evaluate the institution's governance and decision-making *structures and processes* (emphasis added) is a relatively new emphasis for good institutional practice. In past years the focus has been more to ensure that those structures and processes were in place and on the need for the various bodies involved in the governance of the institution to evaluate their performance within these existing structures and processes. Thus the descriptive summary and self evaluation address this standard from this perspective. The planning agenda will encourage the College's governance bodies to regularly evaluate the effectiveness of the institution's participatory governance and decision-making structures and processes.

The Board conducts a self-assessment each summer during the Board retreat. This evaluation addresses and reviews the Board's annual set of objectives it establishes for itself (for example, see the document 2003/2004 Board of Trustees Objectives) and its progress in meeting those goals. Following this analysis and self-evaluation, the Board establishes new goals and objectives for the upcoming academic year. The Board clarifies and formalizes this process for the College community by formally reviewing and adopting its self-evaluation and adopting the new goals and objectives at a regular Board meeting each year. Those results are made available to the College community in the Board meeting minutes. As an example of a typical year since the last self study, the goals for the Board of Trustees in 2003/04 were as follows:

- Increase enrollments of recent underrepresented graduates of STHS attending LTCC in fall quarter 2003
- Organize follow-up activities to the trip to the Museum of Tolerance for community leaders
- Continue plans for Government Center Phase II for campus land development
- Maintain an adequate reserve in anticipation of continued state revenue shortfalls
- Ensure a new facilities master plan is developed including a financial plan for the construction of future needed facilities

-
- Ensure the establishment of a system of data collection and analysis on student learning outcomes in accordance with new accreditation standards
 - Redefine the objectives of the Demonstration Garden
 - Take a more active role in the fundraising activities in support of the Art Gallery and the TPNS building

Employees Association and the Associated Student Council conduct a self-evaluation. It is further recommended that all of these bodies include within their regular evaluations a consideration of the institution's governance and decision-making structures and processes to ensure their integrity and effectiveness.

The College Council also conducts an annual self-evaluation as well as an evaluation from non-council members within the College community. It seeks to address issues of participatory governance and whether or not the College Council is an effective consultation body for the purposes of participatory governance. The results of the 2003/2004 College Council Self-Evaluation show that Council Members feel that participatory governance is working effectively at LTCC and that the College Council is an effective consultation body. On an evaluation scale where 1 is poor and 10 is excellent, members of the College Council rated the question "Do you feel shared governance is working effectively at LTCC?" at 8. In a similar survey conducted of all college employees the response averaged 5, indicating a weaker perception of the effectiveness of the Council by those not directly involved in the Council, but still one that recognized the value of the process.

The Academic Senate *Year-end Report*, conducted for two years (2000-01 and 2001-02) through the initiative of one Senate officer, is an excellent model for self-evaluation, accountability, and the establishment of a more cohesive set of goals and accomplishments. This document creates a continuum for future officers to refer to and build on as they develop their own goals and objectives. It also provides to the College community a more transparent record of the history, current activities, and overall purpose that the Academic Senate serves to the college community as a whole.

During the review of this standard with the officers of the Classified Employees Association, the officers expressed an interest in conducting regular evaluations of the organization and its effectiveness in the governance and decision-making processes of the College in the future.

Planning Agenda

It is recommended that the Academic Senate reinstate and continue the model of the year-end report document. It is also recommended that the Classified

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.

Standard IV.B.1.

The institution has a governing board that is responsible for establishing policies to ensure 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.

Standard IV.B.1.a.

The governing board 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 Code of Ethics in the *Board Policy Manual* (§1.06) clearly states that Board members will:

- Remember that Board members have authority only when acting as a Board legally in session, or when acting in pursuance of specific instructions of the Board. Accept the concept that each Board member is only one member of an educational team.
- As a Board member, avoid situations, which have or appear to have potential for personal gain and act honestly and openly at all times.
- Recognize that the primary duty of the Board is to represent the entire community while maintaining an independent judgment unbiased by special interests or politically active, narrowly focused groups.
- Insure a model atmosphere in which controversial issues can be presented fairly, demonstrating respect and consideration for Board members, citizens, students, and College staff.

- Be an advocate of the College in the community by encouraging support for and interest in Lake Tahoe Community College.

Members of the Board of Trustees have diverse life experiences, professions, and academic backgrounds. Many of the trustees are active in local social and service clubs, and several have served on statewide committees related to their positions as trustees. In a small community like South Lake Tahoe, the Board members are constantly being approached by community members with comments about or suggestions for the College.

Self Evaluation

The Board of Trustees of the Lake Tahoe Community College District is an independent policy-making body that works diligently to reflect the public interests of the community the College serves. It is extremely unusual for the Board to disagree on decisions to the extent that the Board might have trouble acting as a whole subsequent to the decision.

The recent decision to allow the US Forest Service to lease land and build on campus is an example of the Board acting as a whole when there was disagreement among the Board members on the issue. One Board member was strongly opposed to the lease plan based on previous concerns with the Forest Service. This member eventually decided that the potential gains for the College were greater than the member's concerns with the Forest Service, so the member voted in favor of the lease and has supported the decision ever since.

The Fall 2004 Accreditation Survey of faculty and staff included two questions on this topic. The first, "The governing board appropriately represents the public interest" received 66 percent positive responses, 28 percent neutral responses, and only 6 percent negative responses. The second, "The governing board acts in a manner free from conflict of interest," received 59 percent positive, 30 percent neutral and 12 percent negative responses. This sub-committee sent out a follow-up request to all faculty and staff at Lake Tahoe Community College asking persons who responded disagree or neither agree nor disagree to explain their response. Of the six explanations received, three said that they did not have much contact with the Board so they could neither agree nor disagree. The other three people explained their negative answer by stating that they felt that the Board "is not an independent body but is, instead, controlled by the President" or "is often too much just a rubber stamp for the college President's

wishes." While this is obviously a concern to some individuals, it does not constitute a conflict of interest on the part of the Board of Trustees.

Planning Agenda

None.

Standard 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

Board Policy Manual 1.06 states that the Board "is elected and accountable to the voters of Lake Tahoe Community College District to determine the direction and policies of the District in pursuit of its mission."

Board Policy Manual 3.01A states that "Lake Tahoe Community College exists to meet the post-high school educational needs of the residents of the District. The College places the student at the center of all considerations. The needs, interests and welfare of the students are the principal criteria against which all determinations are measured."

The Board of Trustees has established a policy, "To provide for and approve current and long-term academic plans and programs" (*Board Policy Manual* 1.05. A. 10.) in order to ensure the campus community regularly evaluates student learning programs and services in an effort to better serve the students of the College. The Lake Tahoe Community College *Program Planning Guide* (pp. 2-3) states that program planning at Lake Tahoe Community College is a systematic process that assesses the effectiveness of the College's programs within the context of the mission and philosophy of the institution. This process culminates in a report, which is the product of intensive study, analysis, and evaluation. The report and its recommendations are used by the faculty/staff in the program, the administration, and the Board of Trustees as guideposts for near- and mid-term planning and for program improvement and enhancement. Upon completion of a program plan, it is presented to the College community as follows:

- Present an executive summary to the College Council
- Present the report to Board of Trustees accompanied by an executive summary

- File reference copies of Program Plan reports in the Instruction Office and incorporate the results in the *Educational Master Plan*

A review of a sample of the Board of Trustees meeting minutes (July 8, 2003, October 28, 2003) provides evidence that program plans are regularly submitted to the Board for review and discussion.

In addition, the Board of Trustees has established numerous policies designed to ensure the quality, integrity and improvement of student learning programs and services. As an example, these policies address hiring procedures aimed at recruiting the best possible candidates for vacant positions in an equal employment environment. The Board also established, from the opening of the College, a professional development program that allows all full-time academic employees the opportunity to take a paid sabbatical following every 60 months of service. In addition, the Board is concerned and involved with the establishment of an effective evaluation system of faculty, staff and administrators.

In the California community colleges, local boards of trustees are limited in their ability to affect the revenues of the district. As a consequence, the Board must generally focus on the expenditure side of the annual budget and place the educational welfare of the students and student learning programs as the highest priority for financial support. It is in this manner that the Board must strive to establish policies consistent with the mission statement and provide the resources necessary to support the quality, integrity, and improvement of student learning programs and services.

Self Evaluation

The College meets the standard. Relative to the mission statement, the Board of Trustees develops policies that support, maintain, and improve student learning programs and services. Within the limits of state laws and regulations, the Board is active in system and legislative advocacy for the financial resources needed to provide for the quality, integrity, and improvement of student learning and services.

Planning Agenda

None.

Standard IV.B.1.c.

The governing board has ultimate responsibility for educational quality, legal matters and financial integrity.

Descriptive Summary

The Board-adopted Mission Statement explains the primary focus of the institution: "Lake Tahoe Community College promotes learning and enrichment for our students and community through exemplary educational experiences provided in a uniquely supportive environment." As stated in the *Board Policy Manual* 1.05, the duties of trustees that help to ensure the educational quality of Lake Tahoe Community College are:

- To consider and act upon the curricular offerings of the College upon the recommendation of the Superintendent/President.
- To provide for and approve current and long-term academic plans and programs
- To establish ad hoc citizen advisory committees and curricular or vocational advisory committees and to appoint the members of such committees
- To consider and act upon the annual calendar

Also in *Board Policy Manual* 1.05 the duties are listed that help to ensure the financial integrity of the District. These include:

- To determine the policies which will govern the operation of the District and to review them periodically
- To require and consider reports from the Superintendent/President concerning the program and condition of the College
- To fix the rate of compensation of all employees and to review all salary schedules annually
- To review and adopt the annual budget
- To approve the expenditure of all funds
- To provide for the establishment of the necessary procedures to ensure proper accounting of receipts and disbursement of District funds and those of student organizations, and other funds under the supervision of the district
- To provide for the annual audit of all funds of the District, student organizations, and other funds under the supervision of the District
- To act upon the recommendation of the Superintendent/President on site and plant

development, major capital outlay items and maintenance of buildings, grounds and equipment

In recent years the Board of Trustees has established an Audit Committee that meets each quarter with the Superintendent/President, Vice President, Business Services and the Director of Fiscal Services. The two members appointed by the President of the Board carefully review the quarterly financial reports and the annual audit in greater detail than would generally be appropriate in a regular meeting of the Board. Prior to the annual audit report being presented to the entire Board, the Audit Committee meets with the District's auditor to discuss fully the report with particular emphasis on concerns and recommendations the auditor may have for fiscal operations, controls and compliance issues.

The *Board Policy Manual* also contains a Code of Ethics (§1.06) that includes the following two statements dealing with educational quality and financial integrity:

- Hold the educational welfare of students as the primary concern in all decisions and ensure the opportunity for high quality education for all students regardless of sex, race, color, religion, ancestry, national origin, or disability.
- Confine Board action to policy determination, planning, evaluation, and maintaining the fiscal stability of the district. Delegate authority for the execution of these items on a day-to-day basis to the Superintendent/President as the Chief Executive Officer of the District.

Self Evaluation

Two of the current trustees were on the original Board of Trustees, serving since 1974. This long and continuous tenure on the Board gives them an historical perspective. The other three members have each served at least 11 years on the Board, and this continuity has allowed for the Board to become familiar with the College and to understand its strengths and weaknesses. The Board has actively participated in planning sessions and Board members attend many campus activities.

The Board is actively involved in ensuring the quality of education provided by Lake Tahoe Community College. Members review the curriculum proposed by the Curriculum Committee and approve all programmatic changes. They oversee the hiring of new faculty

and staff, and receive regular reports from the administration, faculty, and staff regarding various aspects of the instructional programs of the College. Data from *Graphically Speaking* are reviewed each year and analyzed for developing trends. Board members volunteer to attend each Advisory Committee meeting, requiring some Board members to participate in more than one Advisory Committee. Some Board members enroll in classes at the College and participate directly in the educational process.

The Board demonstrates its concern for the financial integrity of the institution by striving to maintain a 5 percent reserve in the budget. This Board allowed the reserve to drop to 3 percent during recent years when the state budget did not provide a cost of living adjustment and the College was experiencing a decline in enrollment. The Board has indicated that returning to 4 percent reserve is one of its highest priorities for the 2005-2006 fiscal year. (Feb 8, 2005 minutes) The Board also scrutinizes the proposed budget for each coming year. They thoroughly study both the tentative and final budgets, and then monitor expenditures throughout the year. The Board's strong commitment to the financial health of the College is reflected in the annual audit reports.

Planning Agenda

None.

Standard IV.B.1.d

The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary

The governing Board of Lake Tahoe Community publishes Board bylaws and policies that specifically refer to: Board size, duties, responsibilities, structure, and operating procedures. (*Board Policy Manual* §1.02A. §1.02D. §1.04. §1.05. §1.08. §1.10. §1.12. §1.13) The Lake Tahoe Community College *Board Policy Manual* can be accessed online or in the Library for public viewing.

Self Evaluation

The policies and procedures at Lake Tahoe Community College satisfactorily fulfill the standard in a majority of respects. In two ways, however, the

requirements for public access to information are not truly being met. The copy of the *Board Policy Manual* that is kept in the Library is not current. It dates back to 2001-2002. Also, there is no easy access to minutes from past Board meetings. This information is only available through a directed request to the Administrative Assistant to the Superintendent/President.

Planning Agenda

The Board publishes the Board bylaws and policies as recommended by this standard; however, it recommended that the Board work with the Superintendent/President to ensure these documents are broadly distributed and maintained as up-to-date as possible including providing access through the College's website for the benefit of those on and off campus.

Standard 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 Board of Trustees has adopted a policy (§1.05 A.3.) that states that the duties of the publicly elected Board members will be "To determine the policies which will govern the operation of the district and to review them periodically." Their Code of Ethics states that the Board of Trustees will "confine board action to policy determination, planning, evaluation, and maintaining the fiscal stability of the district [and] delegate authority for the execution of these items on a day-to-day basis to the Superintendent/President as the chief executive officer of the district."

Self Evaluation

The Board of Trustees has developed and adopted a *Board Policy Manual*. Every year the administrators and the College Council review the *Board Policy Manual* and make recommendations for revisions. The Superintendent/President then brings these recommendations to the Board. The Board reviews each of the chapters in the manual and modifies the document as necessary to remain current and accurate. As required by the *Board Policy Manual* (§1.13.B), the Board has a first reading of proposed changes at a meeting "prior to the meeting at which action is taken on the matter." Following this review and a second reading, the Board

annually readopts each chapter (for examples, see the Board minutes of October 28, November 11, and November 25, 2003.)

A review of the Board minutes for the previous year shows many instances in which the Board follows its policies. This search of the minutes reveals no instances in which the Board has acted in a manner inconsistent with its policies.

Planning Agenda

None.

Standard IV.B.1.f

The governing board has a program for board development and new member orientation. It has mechanisms for providing continuity of board membership and staggered terms of office.

Descriptive Summary

The *Board Policy Manual* (§1.07A) states, "The Superintendent/President and the Board shall assist each new member-elect to understand the Board's functions, policies and procedures before the assumption of office. Such assistance will include providing written materials and invitations to attend Board meetings and conferences with the Superintendent/President. New Board members shall be encouraged to attend meetings held as training/information sessions on a regional basis by other organizations." The Board traditionally assigns one member as a mentor to the student trustee (or new Board member). This member provides information that the new member may find useful in performing his or her duties and understanding the actions of the Board. The student trustee has consistently attended at least one workshop or conference to assist him or her in better understanding the role of the student trustee. Typical of this process, in 2004-2005, the student trustee was sent to two conferences (CCLC 2004 Student Trustee Workshop, and CCLC 2005 Annual Legislative Conference) to help her develop her understanding of the responsibilities, practices and procedures of the Board of Trustees, and to allow her to interact with other student trustees.

Self Evaluation

At Lake Tahoe Community College the governing Board has established a policy and a regulation that provides for the orientation and development of a new

member of the Board. The Board takes extra measures to ensure that every Board member is properly educated and participates in ongoing professional development activities to fulfill the responsibilities of a College trustee.

Planning Agenda

None.

Standard 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

Board Policy Manual (§1.05.A.22) states the Board's annual self-evaluation is a process through which Board members evaluate the performance and effectiveness of the Board of Trustees and set objectives to be achieved based on the needs of the College. The Board schedules a meeting annually for the sole purpose of this self-evaluation. Each year, the results of the self-evaluation are published in an annual report.

Self Evaluation

The Board meets annually for the purpose of self-evaluation; the results are a published report of progress on the previous year's goals and objectives that were based on the needs of the College. In this fashion, the Board meets its goal of self-evaluation of the Board as an entity.

This process, however, does not provide a clear, concise method of self-evaluation of individual roles within the Board. The Board has been together for so long, the self-evaluation process has evolved into its current state that emphasizes evaluation of the group rather than the role of individual members. In anticipation of the changing composition of the Board in the future, it would be advantageous for the Board to establish a mechanism for individual reflection and evaluation, prior to the election of a new member. By acting now, the Board can avoid the appearance of creating an individual self-evaluation process solely because of the inclusion of new members. This process will help new members to understand and evaluate their role within the larger group.

Planning Agenda

The Board of Trustees should consider adding to its self-evaluation process to ensure that the criteria for evaluating performance and effectiveness of both the Board as a whole and the individual members are clear to faculty, staff, administrators, students, and the public.

Standard 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 Board of Trustees has approved a code of ethics in *Board Policy Manual* section 1.06. In the introductory statement prior to the specific provisions of this code, the Board has stated its purposes in approving such a policy, "To promote a healthy academic environment for the students, faculty and staff which inspires and challenges the College's community to greater service and achievements, and in the spirit of mutual trust and support, the Board of Trustees adopts this Code of Ethics."

Self Evaluation

While the Board policy includes a code of ethics, the Board meets this standard only partially, because the policy does not specify a process for dealing with behavior that violates the code. This is probably the result of the fact that there has never been a need for such a process. However, in order to fully meet the standard, a procedure should be in place before it is actually needed.

Planning Agenda

The Board of Trustees should incorporate a clear policy for dealing with code violations into its code of ethics.

Standard IV.B.1.i.

The governing board is informed about and participates in the accreditation process.

Descriptive Summary

A member of the Lake Tahoe Community College District Board of Trustees served on a committee of the Accrediting Commission for Community and Junior Colleges (ACCJC), a division of the Western Association of Schools and Colleges, to review and comment on the 2002 Accreditation Standards. This member and another trustee have both served on numerous visiting teams over the past few years and are informed about the accreditation process. During this self study accreditation period, all members of the Board served on individual standards committees, although illness has limited the participation of one member. The results of the Fall 2004 Accreditation Survey were discussed at a Board meeting. The Board is regularly updated on the progress of the self study during bi-monthly Board meetings. A copy of the draft self study will be provided to the Board in June 2005 for Board members to review prior to the final edited version. The Board will receive and approve a final version prior to the formal publication of the self study and distribution to the commission and the visiting team.

Self Evaluation

The governing Board has been informed about and has effectively participated in the accreditation process. Trustees have gained insight into the accreditation process by serving on standard subcommittees and on visiting teams to other colleges. They have had an opportunity to discuss various aspects of the College's function and performance with many different members of the staff and faculty and students.

Planning Agenda

None.

Standard IV.B.1.j.

The governing board has the responsibility for selecting and evaluating the...college chief administrator (most often known as the president) in the case of a single college. 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 district/system or college respectively.

Descriptive Summary

The *Board Policy Manual* (§1.05A) states that the Board will "select and appoint the Superintendent/President of the District " and "evaluate the performance of the Superintendent/President annually and to set objectives to be achieved based on the needs of the College." The procedures for selection of the Superintendent/President are outlined in §1.05 A.1 and the evaluation procedure is given in §1.05 A.2.

Self Evaluation

The Board of Trustees has not hired a new Superintendent/President since the last accreditation self study. The process for annually evaluating the Superintendent/President is in place and has been implemented by the Board on a regular basis. Different techniques are used in different years for this evaluation. In general, the Board conducts an evaluation of the Superintendent/President every year and uses a much more comprehensive process involving a committee of administrators, faculty, staff and students every third year.

The Superintendent/President (personal communication) says he feels that the Board gives him full authority to administer its policies. He is given complete authority for maintaining an effective program of public information. The Board delegates responsibility for interviewing job applicants and assignment of duties to the Superintendent/President and other administrators. Although the Board conscientiously reviews all expenditures, the Superintendent/President does not feel Board members interfere in expenditures related to personnel, supplies, equipment, utilities, conferences, and travel.

The Superintendent/President is held accountable for the operation of the College through an annual evaluation process and through the Board's expectation that the Superintendent/President will make carefully considered, thoughtful recommendations for policies, regulations, educational programs, personnel, budget, and

facilities. The Board holds the Superintendent/President accountable to act in the best interests of the students and the District.

Planning Agenda

None.

Standard IV.B.2.

The president has primary responsibility for the quality of the institution he/she leads. He provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Standard 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

In 1990, the current Superintendent/President of the College inherited an administrative structure made up of four administrators, appropriate at the time for a college with approximately 600 FTES. At present (approximately 1700 FTES), the College administration consists of seven administrators. Of these, the Superintendent/President directly oversees two vice presidents: the Vice President, Academic Affairs and Student Services, and the Vice President, Business Services. He also oversees the Public Information Officer, the Director of Computer Services and Institutional Research, the Foundation Director, the Director of Planning, and the Director of Human Resources.

At the beginning of each year, the Superintendent/President meets with the vice presidents and considers what the school wants to accomplish for that year not only from the perspective of the College's mission statement and the *Strategic Plan* but also within the goals of the vice presidents in their areas. Through this process, goals and objectives are jointly established and made as measurable as possible through the creation of timelines and assigned responsibilities associated with the goals and objectives. Specifically, the Superintendent/President meets with each vice president every two weeks for an hour.

During these meetings, they discuss ongoing issues relative to their objectives and to their overall area. The *Strategic Plan* is reviewed with a focus on progress toward accomplishing the goals included in the *Strategic Plan*. In addition, the Superintendent/President meets often with the directors in the same manner. As part of this overseeing process, the Superintendent/President meets with all of the College administration (with the exception of the Director of Vocational Education) weekly for three hours to review the administrative agenda. These meetings focus on issues that require the entire administrative team to come together rather than on issues that would require only one-on-one interaction. At these meetings, each member of the team has the ability to add agenda items.

Due to the growth of the College, the Superintendent/President has recently worked with the staff, faculty, and administration to reevaluate administrative structure and size. As a result, a recommendation has been created to add an additional administrator to reflect the growth in enrollments that occurred over the past several years.

The *Board Policy Manual* contains the position descriptions of each administrator that specifies the areas where they are formally responsible. Section 2.00 of the *Board Policy Manual* states, "In the interest of efficient administration, the Superintendent/President may delegate functions to members of the staff."

Self Evaluation

One plan of action included in the last self-study (2000) under the heading of governance directed the school to "consult or include appropriate directors in the weekly administration meetings when their area is affected or their expertise may be of value." Comments from administrators and directors confirm that the directors are occasionally invited to the administrators' meetings to discuss issues related to their areas of responsibility. It was also suggested that the school "proceed with the goal of achieving reasonable workloads established in the strategic planning process." In response, since that time, a committee made up of administrators, Academic Senate members, and the Classified Employees Association recommended expansion to a third dean of instruction. However, the school has been unable to fund this position because FTES has recently begun to decline, reversing a 15 year trend of growth since 1988. It is believed the District will be unable to fund the position in the immediate future. However,

with FTES dropping, such a position may become unnecessary and unaffordable.

With respect to the delegation of academic responsibilities, the Vice President, Academic Affairs and Student Services, in an interview, validates the Superintendent/President's delegation of responsibility. The Vice President, Academic Affairs and Student Services acknowledges that the Superintendent/President delegates authority through a system built on trust and respect. Regarding the delegation of financial responsibilities, based on an interview with the interim Vice President, Business Services, the Superintendent/President is informed about the budget development and audit report but does not dictate the small details. The Superintendent/President allows staff to complete their roles and expects them to work on the everyday tasks in a professional manner. In *Board Policy Manual* 2.02, it is stated that the Superintendent/President "delegates to members of the staff any of the duties of the superintendent/president which may be delegated." Based on interviews with the two vice presidents, the Superintendent/President effectively delegates such authority.

Planning Agenda

None.

Standard IV.B.2.b.

The president guides institutional improvement of the teaching and learning environment by the following:

- *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

The Superintendent/President, working in collaboration with faculty, classified staff, and the administrators of the College, has established a variety of processes that have as a fundamental goal the institutional improvement of the teaching and learning environment. One of the major collegewide efforts in this area is the strategic planning process. Since 1990 the College

has annually developed a *Strategic Plan* that includes the creation and/or review of the mission statement and goals of the College. In the early years of this effort, many of the strategic plans were created for a single year and included assigned responsibilities and timelines. As the process matured, the College began producing multiple-year strategic plans and spending more time reviewing the progress of efforts to achieve these plans. The strategic planning process has always involved representatives of the Board of Trustees, administration, faculty, staff, and students. The current *Strategic Plan* was created in the fall of 2003 and was developed to cover a five-year period with the intention to revisit the plan in the fall of 2005 and roll it forward by removing those goals and objectives that have been achieved and adding new goals and objectives as envisioned a priority by those involved in the process. In every instance, the final plan is reviewed by the College Council and ultimately adopted by the Board of Trustees.

Another example of a process with which the Superintendent/President guides institutional improvement is program planning—the term this institution uses for program review. Each department of the College (Instruction, Student Services, and all support services) is responsible for creating a Program Plan during a six-year cycle in accordance with a program planning guideline published by the Vice President, Academic Affairs and Student Services and approved by the Academic Senate. This format allows each department to review its current status, review progress on objectives since the last Program Plan, and project future needs in the areas of human, equipment, and physical resources. Upon completion, all Program Plans are reviewed by the administrative team, the College Council, the Superintendent/President, and the Board of Trustees. Once completed, the plans are used as the foundation for the *Educational Master Plan* and budget requests throughout the six-year cycle.

Research at a very small college is particularly challenging. At Lake Tahoe Community College there is no official research department and, consequently, many staff members participate in the function. The Computer Services Department is primarily responsible for the creation and operation of the College's management information system. Annually the department publishes a document entitled *Graphically Speaking*, which was conceived and designed to simplify the statistical information of Lake Tahoe Community College with a format that can be easily understood by the

everyday user. In this manner the Superintendent/President ensures statistical information is presented in a graphic format and is produced to be useful in such areas as strategic planning, program analysis, resource allocation, staffing, and management decision-making. The document includes sections on student demographics, finances, support services, instructional programs, instructor loads, course completions, and a variety of student performance and achievement issues.

As part of the annual planning process, the Superintendent/President provides an opportunity for the College to take a brief look at external conditions that might provide an opportunity for, or a threat to, the future of the College. A section of the *Educational Master Plan* addresses external conditions in a more specific manner. Several members of the faculty and staff serve on community boards and organizations including one College employee who currently serves on the local Chamber of Commerce board of directors and a faculty member who serves as the chair of a federal advisory committee. Members of the Board of Trustees and administration attend virtually all of the meetings of vocational advisory committees in order to keep in touch with the changes that are occurring in career fields that need to be addressed in programs and curriculum. Administrators, faculty and trustees have served on statewide organizations including two members of the Board who have served the maximum ten-year term on the California Community College Trustees board and served as the chair of that board. The Superintendent/President served for six years as a member of the board of the chief executive officers of the California Community Colleges and held the position of chair of that organization for a year. Further, the Superintendent/President served for two years on the Chancellor's Consultation Council. In addition, the College receives publications from El Dorado County, the City of South Lake Tahoe, the South Lake Tahoe Chamber of Commerce, and private research groups in this region that assist with regional planning and projections.

Two of the goals of the program planning process at Lake Tahoe Community College are to form a core of the *Educational Master Plan* and link educational planning with resource allocation. As instructional departments determine the need for additional staff, equipment, or facilities in order to achieve the goals for student learning, these needs are subsequently submitted through the budget building process. Inclusion in the

program plan is a strong argument in support of a higher priority in this process although in a time of limited resources, there is no guarantee that every plan need can be met. As the College develops more specific student learning outcomes, the program planning process will allow needs identified to achieve these outcomes as a high priority for resource allocation.

As an integral part of the planning process, the College annually reviews the institutional planning process as well as the progress of the College to achieve the goals and objectives established therein. The Director of Planning regularly appears before the College Council and the Board of Trustees to review the *Strategic Plan* and the progress being made on each objective.

Self Evaluation

The Fall 2004 Accreditation Survey of faculty and staff included several questions that addressed the effectiveness of the Superintendent/President as a leader and the processes in place that lead to institutional improvement. 81 percent of the 223 respondents either strongly agreed or agreed that the Superintendent/President is an effective leader with only 7 percent disagreeing. 76 percent agreed the Superintendent/President facilitates the setting of values, goals, and priorities in order to improve the teaching and learning environment at the College while only 5 percent disagreed. In focus group discussions with faculty, staff, and students, comments clearly supported efforts made by the Superintendent/President to create an environment for empowerment, innovation, and institutional excellence. Faculty and staff are aware of planning processes that set values, goals, and priorities for the institution (Fall 2004 Accreditation Survey of Faculty and Staff).

To ensure that evaluation and planning rely on high quality research and analysis, the Superintendent/President, working with the Director of Computer Services and Institutional Research, has created an annual publication, *Graphically Speaking*, that contains a wealth of statistical information on College programs, finances, and students. Administrators comment on the use of the document extensively in the evaluation of instructional programs and faculty refer to the document regularly in preparing program plans. The document is a valuable resource for the campus's use in decision-making and planning. Despite the lack of an annual publication that summarizes external conditions that may affect the College, the *Educational Master Plan* and the information presented at the annual planning session along with regular reports by the

Superintendent/President to the College Council and the Board of Trustees appear to be adequate to guide the planning of the College.

Through program planning the College has a process in place to ensure that educational planning is integrated with resource allocation. In addition, the budget building process as described in Standard III, requires all budget managers to submit resource requests each year with justification including the provision that additional human, equipment, and physical resources need to be addressed in the program plan. Clearly, in a six-year cycle, it is not always possible to identify every need that may occur over such an extended period of time, but those needs that are identified in such a plan are regarded as having a high priority in the process.

There are numerous efforts to evaluate the various institutional planning efforts on campus. The College Council is the overall College committee responsible for planning and budget recommendations. Members of the College Council make up the core participants in the annual planning session and the Council reviews the revised annual plan as well as ongoing efforts to carry out the goals and objectives of the plan itself. The Council conducts an annual self-evaluation to determine if members believe the participatory governance system on campus is effective (see summary of 2003-04 self evaluation.) In May 2004, the College Council also invited faculty, staff, administrators, and students to complete an evaluation questionnaire (see summary of 2003-04 College Council Evaluations.) Other bodies that participate in planning also conduct annual evaluations of their effectiveness including the Board of Trustees and the Curriculum Committee.

Planning Agenda

As the College formalizes its program of identifying and evaluating student learning outcomes, the research function will need to be more formally assigned. While there may not be resources that will allow the College to increase its research staff or associated support, the College will nevertheless need to identify those areas that require data and analysis to support the planning and evaluation cycle inherent in the student learning outcome process.

Standard IV.B.2.c.

The president ensures the implementation of statutes, regulations, and governing board policies and ensures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

The first item in the Superintendent/President's job description from the *Board Manual Policy* (2.02B1) is that the Superintendent/President "directs the overall operation and general administration of the District in conformity with Governing Board policies and procedures. The fourth item (2.02B4) is that the Superintendent/President "implements new or revised policies and procedures of the Governing Board when approved."

Self Evaluation

The Superintendent/President chairs monthly leadership meetings to ensure that the leaders at the College understand statutes, regulations, and Board policies, and consistently apply them across the campus. The Superintendent/President also reviews governing Board policies with the Board of Trustees on an annual basis and regularly informs the Board of new or revised *California Education Code* and Title V regulation provisions. In order to ensure that the actions and events at Lake Tahoe Community College are consistent with the mission and policies of the College, the Superintendent/President utilizes established governance systems on campus to identify the priorities of the College in the consideration of new policies, programs and budgets. The Superintendent/President relies heavily on faculty and staff to take the mission and District policies seriously. A recent example of this process involved the decision to fill three full-time faculty vacancies despite extremely tight budget conditions.

Planning Agenda

None.

Standard IV.B.2.d.

The president effectively controls the budget and expenditures.

Descriptive Summary

The control of the budget begins with its creation. The administrative team reviews the proposed budget. The College Council then analyzes the proposed budget and approves a recommended budget to the Superintendent/President. *Board Policy Manual* 2.02 B. 7, states that the Superintendent/President, "submits to the Governing Board for study, and recommends, the annual budget [and] administers the budget when approved." During the year, line items are checked monthly by budget managers to make sure they are not exceeded. All purchase requisitions must have adequate budget allocations available before a purchase order can be created and approved. The administrators and budget managers are each provided with a budget update in their area each month. Occasionally, the exception to the line items are approved, however they are monitored and eventually ratified by the Board of Trustees.

Self Evaluation

Through established processes and controls, the Superintendent/President ensures that spending is based upon the Board-approved budget and that expenditures do not exceed authorized limits. Annual audit reports confirm the College complies with existing statutory requirements relative to budget controls and expenditures. The Superintendent/President maintains knowledge of statewide issues in order to ensure that the College is aware of annual fluctuations in financial support and is not caught unprepared in the midst of a fiscal year or as the budget is being prepared for a coming year. The Superintendent/President stays active on statewide boards and advocates for the statewide budget on behalf of Lake Tahoe Community College. For example, the Superintendent/President advocated on behalf of small colleges to create the small college formula for the Partnership for Excellence enabling this small college to more than double its annual appropriation.

Planning Agenda

None.

Standard IV.B.2.e.

The superintendent/president works and communicates effectively with the communities served by the institution.

Descriptive Summary

The Superintendent/President devotes a significant portion of the daily schedule meeting with various communities, both on and off campus. On-campus communities include faculty, classified staff, administrators, students, and the Board of Trustees. Off-campus communities include the Chamber of Commerce, local businesses, and service clubs that have an interest in what the school is achieving. The Superintendent/President meets once a month with the chief executive officers of various public agencies in the community, such as the Tahoe Regional Planning Agency, the South Tahoe Public Utility District, the City of South Lake Tahoe, the California Tahoe Conservancy and the Lake Tahoe Unified School District. This effort allows the Superintendent/President to frequently reduce barriers that restrict the College from accomplishing strategic goals. The Superintendent/President regularly discusses with these individuals how well the College is serving the community and how the District can better serve it, as well as how the entities can work together better for good of the institution and the community.

The Superintendent/President also ensures that there are community representatives who serve on vocational advisory committees. Their role is to ensure that students are being trained in the skills required by the community's employers, such as programs like Fire Science and Allied Health. Internally, the Superintendent/President communicates regularly through Convocation activities, the State of the College address that the Superintendent/President delivers in January, the *Monday Morning Memo*, and the *Friday Newsletter*. Administrators meet directly with the people they supervise, passing along information on what is being planned. The Superintendent/President is responsible for "an effective program of public information and serves as the chief public information officer of the College" (*Board Policy Manual 2.02.B.14.*) The College has a part-time Public Information Officer who works closely with the Superintendent/President to ensure the community is fully informed about the College. This public information effort is conducted through local and regional newspapers, local radio and television stations, and the College website.

Self Evaluation

One plan of action under the last self-study (2000) in the area of governance directed the District to "communicate the results of the different stages of the strategic planning process to college personnel as they are completed [and to] periodically communicate to college personnel what activity or plan the Strategic Planning Committee is working on." The Superintendent/President has accomplished this as described above. Furthermore, the Superintendent/President's efforts to communicate effectively with both on-campus and off-campus communities are not only appropriate but commendable. The Superintendent/President devotes a significant portion of his schedule to communicating openly with the groups described above.

Planning Agenda

None.

Resources - Standard IV

- IV-1 Academic Senate Year-end Report, 2000-2001 and 2001-2002
- IV-2 *Accreditation Self Study*, 2000
- IV-3 Accreditation Survey, Fall 2004: Faculty and Staff
- IV-4 Accreditation Survey, Fall 2004: Students
- IV-5 *Board Policy Manual and Regulations*, 2005-1006
- IV-6 College Council Self-Evaluation Results, 2003-2004
- IV-7 *Educational Master Plan*, 2004
- IV-8 *Graphically Speaking*, December 2005
- IV-9 Independent Auditor's Report for the Year Ended June 30, 2004
- IV-10 *Lake Tahoe Community College Accreditation Mid-Term Report*, November 1, 2002
- IV-11 Policies and Procedures of the College Council, Revised June 10, 2005
- IV-12 *Program Planning Handbook*, January 2004
- IV-13 *Strategic Plan, Goals, and Objectives*, 2004-2009

Persons Interviewed:

Judy Breza, Interim Vice President, Business Services
Lori Gaskin, Vice President, Academic Affairs and Student Services
Guy Lease, Superintendent/President
Susan Middleton, Dean of Student Services
Cynthia Preston, Dean of Instruction
Christina Proctor, Public Information Officer
Linda Stevenson, Director of Admissions and Records
Lynn Thiesen, Director of Financial Aid

Focus Group Meeting Tapes:

Academic Senate Officers, December 3, 2004
Associated Student Council, January 21, 2005
Classified Employees Association Officers, December 2, 2004
College Council, December 2, 2004
Curriculum Committee, December 3, 2004
Faculty Association Officers, December 9, 2004

