

Lake Tahoe Community College

INSTITUTIONAL SELF STUDY

2011

Follow-Up Report

Submitted by

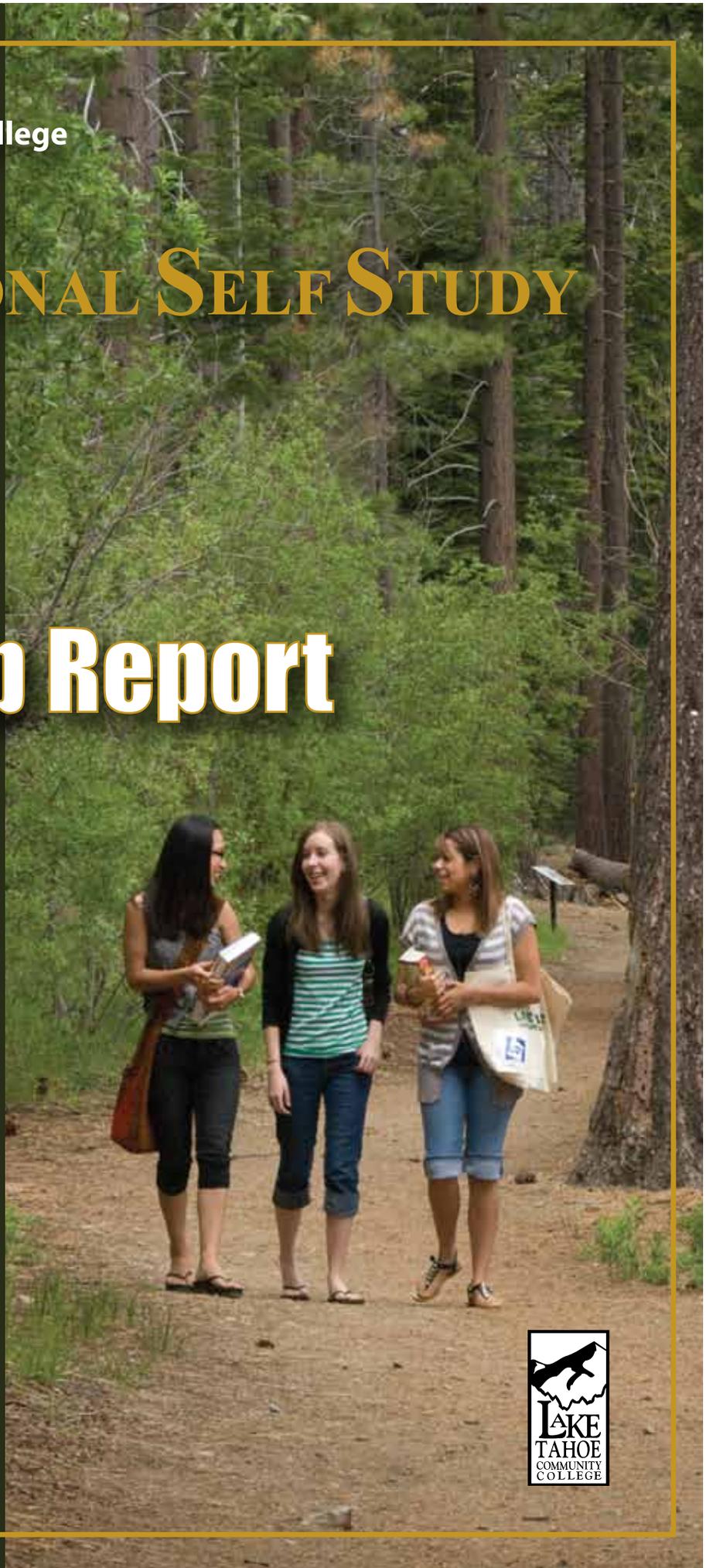
Lake Tahoe Community College
One College Drive
South Lake Tahoe, CA 96150

to

Accrediting Commission for
Community and Junior Colleges

Western Association of
Schools and Colleges

October, 2012



Follow-Up Report – Certification Page

Date: October 13, 2012

This *Follow-Up Report* is submitted to the Accrediting Commission for Community and Junior Colleges/ Western Association of Schools (ACCJC/WASC) for the purpose of fulfilling the Commission's requirement in connection with its action to reaffirm the institution's accreditation status.

We certify that there was broad participation by the campus community and believe that this report accurately reflects the nature and substance of the institution.

Signed:



Kindred Murillo, Ed.D, Superintendent/President



Molly Blann, President, Board of Trustees



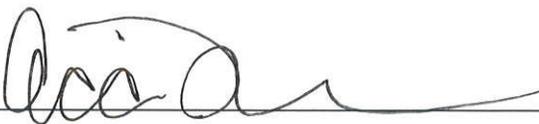
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Preparation of Follow-Up Report

Between October 24 and 27, 2011, a ten-member Accreditation Site Visit Team (SVT) visited Lake Tahoe Community College to evaluate the extent to which it was achieving its stated mission and the standards of the Accrediting Commission for Community and Junior Colleges (ACCJC). On February 1, 2012, the ACCJC notified the college that based on its review of the College's *Accreditation Self Study Report* and the *SVT Evaluation Report*, it acted to reaffirm accreditation, with a requirement that the College complete a *Follow-Up Report*.

Lake Tahoe Community College began its preparations for the *Follow-Up Report* in early February 2012 as part of responding fully to the five recommendations, associated deficiencies, and the one area of concern noted in the letter of action dated February 1, 2012. Preparations began with the formation of the Accreditation Response Steering Committee (ARSC), a four-member team that met regularly between February and October 2012 to provide overall leadership, coordination, and support to college-wide efforts associated with addressing the five commission recommendations. The ARSC—consisting of the Superintendent/President (Dr. Kindred Murillo), the Accreditation Liaison Officer/Vice-President of Academic Affairs and Student Services (Dr. Thomas Greene), the Director of Institutional Research and Planning (Aaron McVean), and the Academic Senate President (Dr. Michelle Risdon)—worked with faculty, program directors, classi-

fied staff, and students through committees, governing councils, and other working groups during this time period to address the commission's recommendations. The ARSC was also responsible for ushering the *Follow-Up Report* through the participatory governance process for review and approval.

In June 2012, the ARSC submitted a draft of the *Follow-Up Report* to the Academic Senate and the primary participatory governance body of the College—the College Council—for review and feedback. In July and August 2012, the ARSC revised the *Follow-Up Report* based on feedback received from these groups. In September, 2012, a final draft of the *Follow-Up Report* was submitted and approved by the various participatory governance bodies of the College. On September 25, 2012, the *Follow-Up Report* was submitted and approved by the Board of Trustees and submitted to the Commission in early October 2012.

Many college staff, faculty, and administrators have worked on continuing the essential college work necessary to meet the ACCJC requirements successfully (the work done daily to serve students and facilitate their success), as was true for the College's original *Accreditation Self Study Report*. Many of those same people have also worked diligently and collaboratively to prepare this response.

Response to the Commission Action Letter



Recommendation 1 (2011)

In order to comply with the standards and to improve, the team recommends that the College continue the improvements it has recently made to its planning processes and use its educational master plan to drive development of new technology, facilities, and human resources plans that are integrated with its educational master plan (I.B.4, I.B.5, III.A.6, III.B.1.a, III.B.2.b, III.C.2).

Response to Recommendation #1

The visiting team noted in its *SVT Evaluation Report* that the College *Educational Master Plan* and *Strategic Plan* represent excellent models for planning. From that report,

... the team found the current, updated versions of the College Educational Master Plan and Strategic Plan to be excellent models of planning that should lead the College effectively into the future. These data-driven plans provide institutional goals that are shaped by key internal and external trends. They should also provide an institutional planning framework for the alignment of other college plans that need updating, particularly in human resources, technology, and facilities. (I.B1, I.B2, IB.3)

The SVT also documented that the College has a long history of planning, and, therefore, was accustomed to utilizing planning committees with broad-based representation. The SVT also noted that the creation of the new College Planning Council provided evidence that the College was committed to improving the evaluation of core planning processes through improving the College's ongoing and systematic cycle of evaluation, integrated planning, and resource allocation. The team documented that the institution uses assessment results to communicate matters of quality assurance to appropriate constituencies (I.15).

Using Standard III.A.6., the team noted that human resource planning was not integrated into overall College planning. The team also observed the lack of assessment to determine the extent to which physical

resource needs have been effectively met as well as the lack of a formal process for space allocation for programs and services (Standard III.B.2). The team also noted some uncertainty as to whether or not “total cost of ownership” or “sustainability” principles were being used in the capital planning decisions of the College.

Based on these findings, three ad-hoc committees were formed to oversee the process for developing technology, facilities, and human resource plans. The development of these plans was identified in both the LTCC *Accreditation Self Study Report* planning agenda items, and was reinforced by the recommendations contained in the Commission’s action letter. The processes for the development of each of these plans are described on the following pages.

The Technology Master Plan

The 2011 LTCC *Accreditation Self Study Report* identified the need for an updated *Technology Master Plan (TMP)* in order to ensure that the College will continue to provide the highest quality technology infrastructure to support student learning as well as day to day operations (I.1). As stated in the LTCC *Accreditation Self Study Report* planning agenda items,

The College will conduct a comprehensive update to its Technology Master Plan beginning in fall 2011. This planning will insure the long-term sustainability of the College’s technology infrastructure, and by extension, academic program needs and enhanced student learning (LTCC Accreditation Self Study Report – Planning Agenda – III.C.1, III.C.1.a, III.C.1.c, III.C.2).

In November 2011, the College partnered with Strata Information Group (SIG) to begin development of a *TMP*, which was to include all aspects of capital planning, staff planning, organizational structure, and technology governance. The institution’s mission statement, *Educational Master Plan (EMP)*, and *Strategic Plan* provided the context for the technology strategic planning

process, which had the twin goals of further advancing the College’s technological progress and ensuring consistency between the College’s technology development and its overall strategic direction. The President appointed a Technology Master Planning Committee (TMPC) to work with the SIG consultants to develop the master plan.

Throughout the planning process the SIG consultants interviewed numerous campus stakeholders, including both academic and administrative personnel, as well as facilitated focus group discussions with students, faculty, and staff. The input received from these conversations provided significant confirmation of issues and priorities that impacted technology support and services at the College. The actions developed in the *TMP* were driven from the feedback of these interviews and focus groups (I.3, I.4).

As a result of these efforts, a plan was developed that provided the College with a shared technology vision and set of guiding principles, related planning assumptions, and objectives and actions for realizing the College’s strategic vision for technology (I.2, I.7, I.8, I.9). The *TMP* also included a detailed description of the resources needed to fully implement all the recommendations contained therein. Beginning with FY2012-13, the College has committed to allocating resources to begin implementation of the plan despite the difficult budget situation (I.2, I.6).

Upon completion of the *TMP*, the plan followed the LTCC governance review process. The College Council engaged in two readings of the plan before recommending approval of the *TMP* to the President. The President recommended adoption of the plan to the Board of Trustees, and it was formally approved June 19, 2012 (I.5). The TMPC was disbanded upon completion of its work. As identified in the *TMP*, and further described in the *College Governance Handbook*, a permanent Technology Council will be formed as part of the ongoing governance structure of the College (I.16). This council will, among other tasks, provide oversight for the implementation and ongoing assessment of the *TMP*.

The Facilities Master Plan

The LTCC *Accreditation Self Study Report* identified the need for an updated *Facilities Master Plan* in order to ensure that the College continues to provide the highest quality facilities and infrastructure to support student learning as well as day-to-day operations (I.1). As stated in the LTCC *Accreditation Self Study Report* planning agenda items,

As the facilities age and new instructional or support programs dictate specialized space, the Superintendent/President, in concert with Board of Trustees, will examine options to assure resources are available to maintain and modernize facilities (LTCC Accreditation Self Study Report – Planning Agenda - III.B.1).

The College will develop a comprehensive Facilities Master Plan that will insure the long-term sustainability of the College's physical infrastructure, and by extension, academic program needs and enhanced student learning. Additionally, a Facilities Committee will be established to oversee and guide the planning, building, and maintenance of physical resources to insure the ongoing achievement of these outcomes (LTCC Accreditation Self Study Report: Planning Agenda – III.B.1.a, III.B.2, III.B.2.a, & III.B.2.b).

In December of 2011, the Facilities Planning Committee (FPC) was formed in order to guide the development of the *Facilities Master Plan (FMP)*. A subcommittee was immediately established to review responses to a Request for Qualifications (RFQ) for a new District Architect to assist with the master planning process (I.10, I.11). The subcommittee reviewed proposals from fifteen firms. A total of seven were invited to present to the subcommittee. From this group, three firms were selected for final interviews. After reference checks were completed, a firm was selected to serve as the District Architect and assist with the *FMP* process (I.12, I.13, I.17).

Upon completion of the *FMP*, the plan followed the LTCC governance review process. The College Council engaged in two readings of the plan before recommending approval of the *FMP* to the President. The President recommended adoption of the plan by the Board of Trustees, and it was formally approved on October 9, 2012 (I.6, I.18, I.19).

The Facilities Planning Committee was disbanded upon completion of its work. As described in the *College Governance Handbook*, a permanent Facilities Council will be formed as part of the ongoing governance structure of the College. Members of the ad-hoc Facilities Planning Committee have been asked to serve on the permanent council.

The Strategic Resource Plan

The LTCC *Accreditation Self Study Report* identified the need for an updated *Human Resources Plan* in order to ensure that the College continues to provide an environment that attracts and supports the highest quality faculty, staff, and administration to support student learning (I.1). As stated in the LTCC *Accreditation Self Study Report* planning agenda items,

The College will update its EEO plan based on the Chancellor's Office model policy as soon as feasible. This plan will help ensure that the College continues creating and maintaining appropriate programs, practices, and services to support its diverse personnel, as these required efforts will be outlined in the updated EEO plan (LTCC Accreditation Self Study Report: Planning Agenda – III.A.4.a).

In January of 2012, the Resources Committee was formed and charged with the development of a *Strategic Resource Plan*. The purpose of the LTCC *Strategic Resource Plan (SRP)* is to provide guidance in resource planning that includes both financial and human re-

sources needed to support student learning, technology, facilities, and the operations of the College. The *SRP* clarifies and defines the operations through which the College will address Strategic Issue 4: College Sustainability, as identified in the *Strategic Plan*. The *SRP* specifically addresses the following goals from the strategic plan:

Goal 8: Fiscal Stability, Resilience, and Vitality

Goal 9: Vibrant Learning Spaces

Goal 10: A Dynamic Workforce

Upon completion of the *SRP*, the plan followed the LTCC governance review process. The College Council engaged in two readings of the plan before recommending approval of the *SRP* to the President. The President recommended adoption of the plan by the Board of Trustees, and it was formally approved September 25, 2012 ([I.6](#), [I.20](#), [I.21](#)).

The Resource Planning Committee was disbanded upon completion of its work. As described in the *College Governance Handbook*, a permanent Budget Council will be formed as part of the ongoing governance structure of the College. Members of the ad-hoc Resource Planning Committee have been asked to serve on the permanent council ([I.22](#)).

Summary of Response to Recommendation #1:

The College has fully addressed this recommendation and affirms that all accreditation standards and commission policies are now met. The College also affirms that it will assess and sustain the changes and improvements that have resulted from the above described processes and plans.



Response to Recommendation #2

The *SVT Evaluation Report* noted that the research capacity of the College had been enhanced since the last accreditation visit by the employment of a full-time Director of Institutional Research and Planning but was still somewhat hampered by its current information system. Availability of data continues to be a challenge, as the College has not finalized the implementation of its new student information system (*Project View*), which, when fully implemented, will provide the research office with a data warehouse and other reporting solutions. Program reviews include quantitative and qualitative data that can be used by instructors and planning committees to evaluate program performance, but some quantitative measures, such as student retention data and faculty productivity, are not part of the data set provided for program review. The team questioned how successfully the College is using quantitative metrics to assess its programs and processes (Standards I.B.3, I.B.7).

Recommendation 2 (2011)

In order to comply with the standards, the team recommends that the College develop and use quantitative measures, in addition to the qualitative measures it has already identified, to enable it to better assess progress toward realizing its mission and completing its planning goals (I.B.2).

Building Capacity

The College has been actively engaged in the implementation of systems and processes that will enhance the use of quantitative measures. The reporting software *Business Objects* has been purchased as part of the *Project View* information system, and staff have been designated to build the research capacity of the College through the use of that solution. Some examples of the progress made to-date include enhanced admission reports (II.8), enrollment reports (II.9), and program review data packets (II.10). The College has also submitted an application for a Cooperative Title III grant, in collaboration with Columbia College. If awarded, the grant funding will be used to further develop a culture of evidence through the regular use of both quantitative and qualitative sources of data (II.5).

Additionally, the College has been actively engaged in the implementation of *Trac-Dat* software in support of the assessment of Student Learning Outcomes (SLOs) at the course, program, and institutional levels. This implementation and progress on SLO assessment is described in greater detail under Recommendation 3 below.

Further, the College has worked to develop processes for fiscal reporting that allow for better clarity and transparency in how the College manages its budget and how it devotes resources to support its stated planning goals. For example, upon completion and adoption of the *Technology Master Plan*, the resources required for the first year of implementation were calculated and identified in the College's FY 2012-13 Tentative and Final Budgets ([II.4](#), [II.6](#)).

Assessing Progress

The College met on January 20, 2012, for its Annual Strategic Planning Session. As part of this session, the College engaged in the development of quantitative performance indicators, referred to as the LTCC *Scorecard*, for measuring progress on the *Strategic Plan 2011-2017*. Performance indicators were developed for all four strategic issues and the ten strategic goals contained in the LTCC *Strategic Plan*. Baselines were established for each indicator using the 2010-11 academic year, and small groups worked to develop targets for the College to achieve by 2016-17. The College will review these performance indicators annually to track progress toward achieving its stated goals and objectives, as it implements new programs, plans, and processes ([II.1](#), [II.3](#)).

The LTCC *Scorecard* followed the LTCC governance review process. The College Council engaged in two readings of the LTCC *Scorecard* before recommending approval to the President. The President recommended adoption of the LTCC *Scorecard* by the Board of Trustees, and it was formally approved June 26, 2012 ([II.2](#), [II.7](#)).

Summary of Response to Recommendation #2:

The College has fully addressed this recommendation and affirms that all accreditation standards and commission policies are now met. The College also affirms that it will assess and sustain the changes and improvements that have resulted from the above described processes.



Response to Recommendation #3

The College has continued its progress uninterrupted relative to the identification and assessment of Student Learning Outcomes (SLOs) as well as the consideration and use of assessment results to facilitate positive change and continual improvement. Building upon this solid foundation, beginning in fall 2011, the College accelerated its progress in this area through the full implementation of *Trac-Dat*—an interactive database that allows for a more structured process and system for submitting, organizing, monitoring, and reporting course, program, and institutional SLOs; methods of assessment; and assessment results. Using *Trac-Dat*, moreover, the College mapped all course, program, and institutional SLOs as part of assessing program and institutional SLOs. Additionally, the College further modified its planning processes to strengthen the integration of SLO assessment results into its regular cycle of planning and resource allocation.

Recommendation 3 (2011)

In order to meet the Proficiency Level described in the ACCJC's rubric for Student Learning Outcomes by 2012, the team recommends that the College build on the work it has achieved in student learning outcomes assessment for courses and accelerate the assessment of program and institutional outcomes (II.A.1.c, II.A.2.a, II.A.2.b, II.A.2.f).

Strengthening an Already Solid Foundation

As was noted in the *SVT Evaluation Report*, 100 percent of the College's courses and programs have developed SLOs; the course-level SLOs have been reviewed by the SLO Committee and Curriculum Committee for consideration and approval; course SLOs are included in all course outlines of record and course syllabi; and faculty reflect on the results of their assessment to improve student learning ([III.1](#)). This work continues to progress through the leadership provided by the SLO Committee and SLO Assessment Committee of the Academic Senate. These committees continue to meet regularly to review SLOs and SLO modifications as part of the curriculum process, maintain course-level assessment schedules, and review and advise faculty on SLO assessment results and methodologies ([III.2](#)).

In January 2012, the SLO Coordinator and SLO Assessment Committee Chair worked with faculty to migrate all course, program, and institutional SLOs; assessment schedules; assessment methodologies; and assessment results into the comprehensive SLO database and reporting tool (*Trac-Dat*). As a result, the College now has a fully functioning database that it uses on an ongoing basis to submit, monitor, and report on its learning outcomes and improvement efforts. Through *Trac-Dat*, for example, faculty, department chairs, the SLO committees, and others have real-time access to:

- All course, program, and institutional-level SLOs ([III.3](#), [III.4](#), [III.5](#))
- Reports containing course, program, and institutional-level assessment results ([III.6](#), [III.7](#), [III.15](#))
- A current inventory of assessment methodologies ([III.8](#))
- A schedule that highlights which courses are slated for assessment in upcoming academic terms ([III.9](#))

Faculty, academic and student services directors, deans, and others received training on the use of the *Trac-Dat* system through a series of “All-Faculty” training workshops as well as through one-on-one working sessions provided by the SLO Coordinator and SLO Assessment Coordinator ([III.10](#)). As a result of these efforts, the College now uses this system to submit and review all assessment results ([III.11](#)).

The Assessment of Program and Institutional SLOs

Building on the already strong foundation of course-level SLO assessment, the College accelerated efforts relative to the assessment of its program- (Certificates & Degrees) and institutional-level SLOs (Core Competencies). Through the aforementioned “All Faculty” and one-on-one working sessions, and via the *Trac-Dat* system, the faculty, academic directors, and instructional deans successfully mapped all course-to-program-level SLOs and program-to-institutional-level SLOs for all instructional programs ([III.12](#)). Further, all stand-alone courses—those not directly associated with an academic program—were mapped directly to the institutional-level SLOs (Core Competencies) ([III.13](#)). The mapping of program-to-institutional-level SLOs was also completed for all student and academic support departments and programs ([III.14](#)).

With the completion of this mapping, the College used its large repository of direct assessment results to assess successfully all higher-level program- and institutional-level SLOs ([III.7](#), [III.15](#)). In addition to the College incorporating these data into ongoing planning processes (see next section), the SLO Committee and SLO Assessment Committee intend to use these reports to assess, and where applicable, work with faculty to modify course and program SLOs so as to strengthen these linkages ([III.16](#)). Lastly, the SLO Committee and SLO Assessment Committee developed a comprehensive manual describing all pertinent information related to the learning assessment process at the College ([III.24](#)).

The Use of SLO Assessment Results for Planning & Resource Allocation

As was noted in the *SVT Evaluation Report*, the College regularly uses SLO assessment results as part of its ongoing planning and resource allocation processes.

The College has embedded the assessment of SLOs in its planning and resource allocation processes. Student learning assessment takes place every quarter for instructional programs and is part of the program review process for instructional and non-instructional programs. SLO assessment is also tied to the College's planning and resource allocation processes. The SLO assessment documentation (including Trac-Dat) for courses includes a section on resource requests in order to support the improvement of student learning based on the results of the SLO assessment process. As part of the annual budget process, these results are used to support requests for resources. Further, these requests are aggregated as part of program review, which forms the foundation for the Educational Master Planning and Strategic Planning processes at the College. The results of SLO assessment have become a regular part of the planning and resource allocation process.

The SVT also recognized, however, that once the College began assessing program- and institutional-level SLOs, it needed to incorporate the reflection of these results into its ongoing improvement efforts. Toward this end, the College has modified its planning processes to ensure these data are reviewed, discussed, and considered on a regular basis and as part of a regular cycle of planning and resource allocation.

As highlighted in the *SVT Evaluation Report*, the review and consideration of SLOs takes place on a regular basis through individual reflection and departmental discussions of course-level SLO assessment results

([III.17](#)). Formalized processes also exist for the consideration of these results in planning and resource allocation through the Annual Program Review Update and Unit Planning processes ([III.18](#)). With access to program- and institutional-level SLO assessment results, in tandem with a working knowledge of *Trac-Dat*, faculty and staff now have access to a richer source of assessment data for use as part of individual reflection and departmental discussions associated with their improvement efforts ([III.19](#)).

The Annual Program Review Update process has also been modified to incorporate program-level SLO assessment results as well as more effectively guide the intentional review and consideration of all SLO assessment results ([III.20](#)). Specifically, the datasets provided to departments as part of this review process and the more comprehensive six-year review now include well-organized *Trac-Dat* reports of course- and program-level assessment data from the previous academic year ([III.21](#)). These datasets also include reports that consolidate the specific budget recommendations from each course-level SLO assessment conducted during the previous academic year ([III.22](#)). As has been noted already in the *SVT Evaluation Report*, these program review documents are directly linked to annual budget development through the unit planning process and inform strategic and educational master planning.

SLO assessment results have also been incorporated into the College's annual strategic planning processes. For example, the College's *Strategic Plan* performance indicators (*LTCC Scorecard*) now include the assessment results of its Core Competencies ([III.23](#)). As such, reports of these assessment results will be presented at the annual strategic planning session for consideration and to provide qualitative and quantitative data for evaluating progress toward achieving strategic objectives and goals as well as for assessing institutional effectiveness.

Summary of Response to Recommendation #3:

The College has fully addressed this recommendation and affirms that all accreditation standards and commission policies are now met. All courses and programs have SLOs and all course-level SLOs are mapped to program-level SLOs or directly to the College's institutional-level SLOs (Core Competencies). All SLOs are entered into *Trac-Dat*, and reports have been formulated to summarize the qualitative and quantitative data regarding SLO assessments. Program-level SLOs are assessed through the compilation of the data from the course-level assessments as they are specifically mapped to the SLOs for the programs. Core competencies are assessed through the compilation of the data from the course- and program-level SLOs that are mapped to each Core Competency. The reports containing this qualitative and quantitative assessment data are available to faculty, directors, and departments. They are provided to the relevant parties for consideration during the Annual Program Review Update, the regular cycle of program review every six years, the annual strategic planning session, and the annual budget development process. The College uses assessment data to evaluate and improve all areas of student learning and student services through program review, budget development, and strategic planning.

The College also affirms that it will assess and sustain the changes and improvements that have resulted from the above described processes. The College has fully addressed this recommendation.



Recommendation 4 (2011)

In order to meet the ACCJC standards and to improve the team recommends the College must consistently and formally evaluate all of its core processes to include governance, budgeting, communication, planning and decision making and use those evaluations to improve these core processes (I.B.5, I.B.6, III.A.6, III.B.2, III.D.3).

Response to Recommendation #4

As noted in the *SVT Evaluation Report*, the College has a well-established planning and governance infrastructure.

The institution has a long history of planning and consequently has a developed planning infrastructure. The College Council has been in existence for many years and serves as the official body on campus to provide faculty, staff, administrators, and students the opportunity to participate in governance and decision-making processes. Recently, the Council formed a subcommittee, the College Planning Council (CPC), to improve the College's ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation.

The SVT also noted, however, that it was unclear to what extent the College consistently and formally evaluated its core governance and related structures.

The CPC assessed the need for changes in governance, decision-making, and participation that were formerly identified in the fall 2010 faculty and staff survey as well as the College Council self-evaluation (IV.1). This assessment resulted in the need to conduct a governance summit to clarify roles and responsibilities, understand governance statutes, develop formal mechanisms for consistent evaluation of its structures, and make recommendations for improvements to existing structures through consideration of the fall faculty and staff survey results. The areas requiring improvement in the fall 2010 faculty and staff survey included:

- Effective policies for participation in decision-making
- Sufficient roles for faculty, staff, and administration in College governance
- Sufficient roles for faculty, staff, and administration in policies, planning, and budget

- Mechanisms for providing input into College decision-making ([IV.2](#), [IV.3](#))

On December 5, 2011, the CPC was expanded, becoming the Governance Summit Planning Committee (GSPC) in order to incorporate more constituency groups. The GSPC focused on implementing improvements to address faculty and staff concerns about effective participation in decision-making and governance processes. The GSPC met throughout the winter to plan a formal process for improving existing governance structures ([IV.4](#)). The efforts of the GSPC led to a college-wide governance summit conducted for all constituency groups on March 9, 2012. The goals of this summit were to:

- Learn and understand statutes and regulations as they relate to governance, decision-making, and constituent participation, including Title 5 statutes on faculty, classified, and student governance;
- Learn about participatory governance through the presentation “Participating Effectively” facilitated by Scott Lay, CEO of the Community College League of California, and Michelle Pilati, President of the Academic Senate for California Community Colleges;
- Review survey results from fall 2010 indicating areas for improvements in governance, communication, decision-making, and participation;
- Review and approve a proposed governance structure, one that imbedded formal evaluation mechanisms ([IV.5](#)).

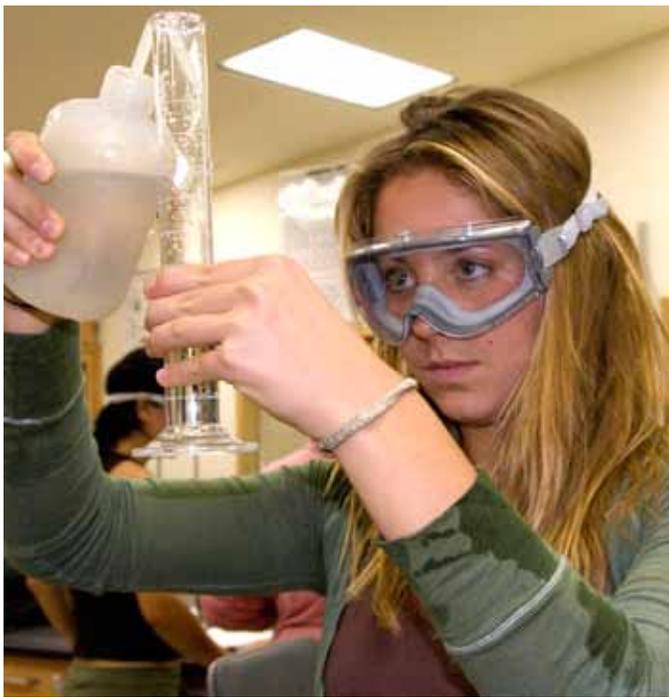
The GSPC used the feedback provided by summit participants to begin revising or creating operational bylaws or charters for existing and new governance groups as follows:

- College Council (revised to Institutional Effectiveness Council)
- College Learning Council (new)
- Budget Council (new)
- Technology Council (new)
- Facilities Council (new)

As part of this process, the existing College Council became the Institutional Effectiveness Council (IEC) to reflect a stronger focus on institutional effectiveness and the strategic integration of budget and planning ([IV.6](#), [IV.7](#)). The four new councils were designed to effectively and efficiently facilitate improved participation, communication, decision-making and governance in well-defined and specific spheres of governance (i.e., learning, technology, etc.). As part of this process, the GSPC also recommended moving from a majority vote to a consensus-based model of governance and decision-making ([IV.6](#), [IV.7](#)). These councils will evaluate their effectiveness on an ongoing basis. The new governance model has been approved and will be implemented beginning in fall 2012. A faculty and staff survey will be conducted soon thereafter to begin evaluating the effectiveness of and further improving this new model.

Summary of Response to Recommendation #4

The College has fully addressed this recommendation and affirms that all accreditation standards and commission policies are now met. The College also affirms that it will assess and sustain the changes and improvements that have resulted from the above described processes.



Recommendation 5 (2011)

In order to improve the team recommended that the College analyze staffing issues in the administrative services area and effectively staff the area so that the College president no longer performs part of the work formerly done by the Vice President of Business Services (III.A.1, III.2.).

Response to Recommendation #5

The current president began her tenure at the college in July 2011. Prior to the start of the fall 2011 term, the president solicited input from college constituents about their concerns involving the existing organizational and administrative structure. The Human Resources Department provided additional information through analyzing the administrative structures of similar-sized peer community colleges in the state (V.1). In fall 2011, a committee comprised of three faculty members, the College president, the Vice-President of Academic Affairs & Student Services, two instructional deans, and the Director of Institutional Research and Planning was formed to review the administrative structure. The committee reviewed staffing trends and other data, concluding that the College's administrative staffing levels and structure (including the Vice President of Business Services) were comparable to other small colleges (V.2).

In early October, the College president recommended that the College replace the Vice President of Business Services with a Vice President of Administrative Services (VPAS), moving this recommendation through various college governance processes and ultimately to final approval by the Board of Trustees (V.3, V.4, V.5). Consequently, *Board Policy* "Chapter II, Section 2.05" was revised with the relevant job description to reflect this approved change. The College Council approved the new position on November 3, 2011 (V.6); the Board of Trustees approved it on November 8, 2011 (V.7). The recruitment was opened on December 2, 2011, and initial screening was on February 2, 2012 (V.10). Candidates were screened, and initial interviews were conducted on March 9 and 12, 2012. Three finalists were interviewed pursuant to Board Regulation 4.01 A.2., Employment of Academic Personnel. On April 24, 2012, the Board of Trustees approved a contract with a new Vice President of Administrative Services, effective June 29, 2012 (V.8).

During this recruitment period, an Interim Vice President of Administrative Services was appointed and attended to the business-related responsibilities previously assumed by the College president. The interim position was effective February 15, 2012, and ended with the arrival of a permanent VPAS on June 30, 2012 ([V.9](#)).

Summary of Response to Recommendation #5

The College has fully addressed this recommendation and affirms that all accreditation standards and commission policies are now met.

Commission Concern

The Commission is concerned for potential loss of income resulting from the end of the Good Neighbor Policy between California and Nevada. Lake Tahoe Community College should provide a description of the effect of this policy change on college and enrollments and revenues and its financial and enrollment management plans for any anticipated shortfalls in enrollment and revenue.

	2008-09	2009-10	2010-2011	2011-2012
	GNP in Effect			GNP Rescinded
Unduplicated GNP Headcount	466 Students	316 Students	221 Students	154 Students
GNP-FTES	87.034	74.298	58.927	45.661
Percent of Total College FTES	4.5%	3.7%	3.1%	2.4%

Since 2008-09, the College has intentionally restricted Good Neighbor Policy (GNP) enrollment as part of intentional efforts to reduce unfunded growth. Between 2008-09 and 2010-11—before the rescission of the GNP—headcount enrollments of GNP students were decreased by over 50 percent and FTES by over 30 percent.

Nevada residents enrolled continuously since the Good Neighbor Policy was rescinded in fall 2011 remain eligible for the GNP reduced fee rate. The fact that 45.661 FTES was generated from the GNP enrollments subsequent to the rescission of the GNP suggests that many of these students remained enrolled, and thereby, eligible for the GNP rate in 2011-12.

The College's and surrounding communities' geographic isolation implies that Nevada residents may continue to enroll at the College, despite now having to pay higher fees. These now out-of-state fees, moreover, represent a potential increase to the College's non-resident revenue stream and may potentially ameliorate

any potential loss of GNP apportionment revenue. In 2011-12, the College's non-resident FTES increased by almost 8 percent (4.2 FTES) suggesting that this transition is indeed taking place.

It is important to note, however, that the College may experience a workload reduction during the AY2012-13, and therefore, would not need to achieve its previous year's enrollment to garner all available apportionment revenue. Such a workload reduction would more than offset any reduction in GNP enrollment. Despite this possibility, the College is actively marketing its distance education courses to more California residents via the California Virtual Campus as a way to serve unmet regional enrollment demand and, therefore, position itself to replace, if needed, the potential loss of apportionment funding from the rescission of the GNP.

Evidence Citations

Recommendation I

[I.1 - LTCC Self Study, Signed](#)

[I.2 - Technology Master Plan 5-30-2012](#)

[I.3 - TMP Agenda from 12-7-2011](#)

[I.4 - TMP Agenda from 1-10-2012](#)

[I.5 - College Council Special Meeting Packet 5-31-2012](#)

[I.6 - College Council Technology Master Plan Presentation 5-31-2012](#)

[I.7 - LTCC Educational Master Plan \(EMP\) 2011-2017](#)

[I.8 - LTCC Strategic Plan 2011-2017](#)

[I.9 - Technology Master Planning Committee](#)

[I.10 - Facilities Planning Committee](#)

[I.11 - FPC Minutes 12-6-2011](#)

[I.12 - FPC Agenda 5-17-2012](#)

[I.13 - BOT Agenda 5-22-2012](#)

[I.14 - Resource Planning Committee](#)

[I.15 - Site Visit Team Evaluation Report](#)

[I.16 - College Governance Handbook \(DRAFT\)](#)

[I.17 - Facilities Master Plan](#)

[I.18 - Minutes from College Council – 10-4-2012](#)

[I.19 - Minutes from Board of Trustees – 10-9-2012](#)

[I.20 - Minutes from College Council – 9-20-2012](#)

[I.21 - Minutes from Board of Trustees – 9-25-2012](#)

[I.22 - Organization and Governance Handbook](#)

Recommendation II

[II.1 - LTCC Scorecard](#)

[II.2 - College Council Agenda4-19-2012](#)

[II.3 - Strategic Planning Session 2011-12 Agenda-FINAL](#)

[II.4 - Tentative Budget Packet – FINAL](#)

[II.5 - Title III Cooperative Grant Application](#)

[II.6 - 2012-13 Operating Budget](#)

[II.7 - BOT Agenda and Minutes 6-26-2012](#)

[II.8 - Example of Application Activity Report in Business Objects](#)

[II.9 - Examples of Weekly & Daily Enrollment Reports in Business Objects](#)

[II.10 - Program Review Data Packet](#)

Recommendation III

[III.1 - SLO Progress Cited in Comprehensive Evaluation Visit Team Report](#)

[III.2 - Compendium of Documents Demonstrating On-Going SLO Assessment Efforts](#)

[III.3 - Trac-Dat Course SLOs Inventory Report](#)

[III.4 - Trac-Dat Program SLOs Inventory Report](#)

[III.5 - Trac-Dat Institutional SLOs Inventory Report](#)

[III.6 - Example Trac-Dat Report - Psychology Course Assessment Results](#)

[III.7 - Program level SLO Assessment Results](#)

[III.8 - Example Trac-Dat Report - English Dept. MASLOs](#)

[III.9 - Master Course-Level SLO Assessment Schedule](#)

[III.10 - All Faculty Meeting Agendas - 2011-12 Academic Year](#)

[III.11 - Guidelines for Using Trac-Dat System & Screenshot of Faculty Trac-Dat Interface](#)

[III.12 - Trac-Dat SLO Mapping Report - Course-to-Program-to-Institutional SLO Mapping](#)

[III.13 - Trac-Dat SLO Mapping Report - Course-to--Institutional SLO Mapping](#)

[III.14 - Trac-Dat SLO Mapping Report - Student and Academic Support Services SLO Mapping](#)

[III.15 - Institutional-Level SLO Assessment Results Report](#)

[III.16 - Proxy Evidence for Meeting Minutes from SLO Assessment Committee](#)

[III.17 - Citation from Accreditation Site Visit Team Comprehensive Report](#)

[III.18 - Annual Program Review Update Documents for 2011-12](#)

[III.19 - Trac-Dat Report of All Course Assessments](#)

[III.20 - Annual Program Review Update Form](#)

[III.21 - Program Review Data Packet](#)

[III.22 - Trac-Dat Report Example-Budget Recommendations Tied to Assessment Results](#)

[III.23 - LTCC Scorecard Report](#)

[III.24 - LTCC SLO and Assessment Manual](#)

Recommendation IV

[IV.1 - College Council Self-Evaluation, 2010-11](#)

[IV.2 - Faculty-Staff Experience Survey Fall 2010](#)

[IV.3 - Governance Summit Agenda Package](#)

[IV.4 - Governance Summit Planning Committee Agendas and Minutes](#)

[IV.5 - Governance Summit Agenda Packet \(complete\)](#)

[IV.6 - Organization and Governance Handbook](#)

[IV.7 - LTCC Governance Bylaws Handbook](#)

Recommendation V

[V.1 - Staffing Comparison Report](#)

[V.2 - Committee Meeting Staffing Comparisons](#)

[V.3 - College Council Packet 11-3-2011](#)

[V.4 - Board of Trustee Minutes 11-8-2011](#)

[V.5 - Board of Trustee Agenda 11-8-2011](#)

[V.6 - College Council Minutes 11-17-2011](#)

[V.7 - Board of Trustee Minutes 11-08-2011](#)

[V.8 - Board of Trustee Minutes 4-24-2012](#)

[V.9 - Board of Trustee Minutes 2-14-2012](#)

[V.10 - VP Admin Services Announcement](#)

Notes

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