# INSTITUTIONAL SELF STUDY
## IN SUPPORT OF
# REAFFIRMATION OF ACCREDITATION

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

August 2011

# CERTIFICATION
### of the Institutional Self Study Report

Date:   August 2011

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

The Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.
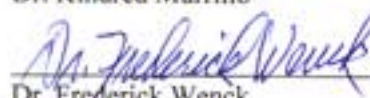
We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.
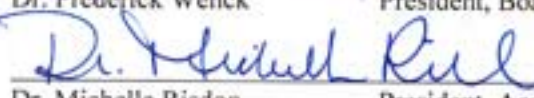
Signed:

| | | |
|---|---|---|
| Dr. Kindred Murrillo | Superintendent/President | 8/23/11   Date |
| Dr. Frederick Wenck | President, Board of Trustees | 8/24/11   Date |
| Dr. Michelle Risdon | President, Academic Senate | 8/24/11   Date |
| Diane Lewis | President, Classified Employees Association | 8/23/11   Date |
| Dr. Tom Greene | Accreditation Liaison Officer | 8/23/11   Date |

# Contents

# Table of Contents

# Table of Contents

# Lake Tahoe Community College
## District Organizational Chart

**Regular Positions**
Administrators: 6
Tenure/tenure track facilty: 40.5
Classified: 73.5
(56.5 full-time; 20 part-time)

**Community**

**Board of Trustees**
5 Members-at-Large Elected by Community:
*Molly Blann, Karen Borges, Kerry David, Roberta Mason, Frederick Wenck, Jr.*
1 Student Trustee Elected by Student Body

**Dr. Kindred Murillo**
Superintendent/President

**Julie Booth**
Administrative Assistant

**Tom Greene**
Vice President,
Academic Affairs &
Student Services

**Vacant**
Vice President,
Business Services

**Christina Proctor**
Public Information
Officer (P/T)

**Aaron McVean**
Director of
Institutional
Research & Planning

**Virginia Boyar**
Director of
Career &
Technical Education

**Cynthea Preston**
Dean of Instruction,
Science &
Business

**Kurt Green**
Interim Dean of
Instruction, Humanities
& Social Sciences

**Melonie Guttry**
Director,
LTCC Foundation

**Shelly Hansen**
Foundation
Assistant (P/T)

Admissions & Records
Community Services
Disability Resource Center (DRC)
Educational Technology
Graphic Arts
Instructional Scheduling
Library & Media Services
Special Projects
Staff Development
Title III
TRIO

**Tracy Thomas**
Interim Director
of Student
Services (P/T)

General Counseling and Guidance
Financial Aid
Transfer Services
Career and Occupational Services
Student Activities
EOPS/CARE
CalWORKS
Matriculation
Outreach

Computer Services
Facilities Planning/Construction
Fiscal Services
Human Resources
Maintenance & Operations
Purchasing
Risk Management

# Lake Tahoe Community College
## Business Services

**Vacant**
Vice President,
Business Services

**Frances Brady**
Administrative Assistant

**Human Resources**

**Purchasing**

**Fiscal Services**

**Maintenance**

**Computer Services**

**Susan Walter**
Director of Human Resources

**Shelley Hansen**
Accountant Asst.
Temporary (P/T)

**Marc Sabella**
Director,
Fiscal Services

**Vacant**
Director, Maintenance &
Operations
Tom Finn (50%) Interim

**Teresa Peshon**
(P/T)
Operations
Technician (70%)

**Bill King**
Director of Computer Services

**Danny Masellones**
Human Resources
Technician

**Teresa Peshon**
Human Resources
Assistant (30%) (P/T)

**Safety**

**Mark Norton**
Accountant

**Avril Harcourt**
Payroll Specialist

**Kellie Prigian**
Accountant Asst.

**Juan Veneros**
Accountant Asst.

**Shelley Hansen**
Accountant Asst.
Temporary (P/T)

**Paul Neves**
Facilities & Maint.
Technician

**Craig Grasteit**
Facilities & Maint.
Technician

**Guy Prztakoski**
Custodian

**Gary Brusco**
Grounds/
Custodian

**Davin Kangas**
Custodian

**Jim Turegano**
Custodian

**Jose Gutierrez**
Grounds/
Custodian

**Ramiro Oropezo**
Weekend
Custodian (P/T)

**Virgilio Ballesteros**
Custodian (P/T)

**Brenda Seals**
Custodian (P/T)

**Kathy Strain**
Safety Officer
(P/T)

**David Burba**
Programmer II

**Martin Currie**
Programmer II

**TBD**
LAN Administrator

**Bill Abiko**
Programmer I

**Kirby Moulton**
Computer Technician
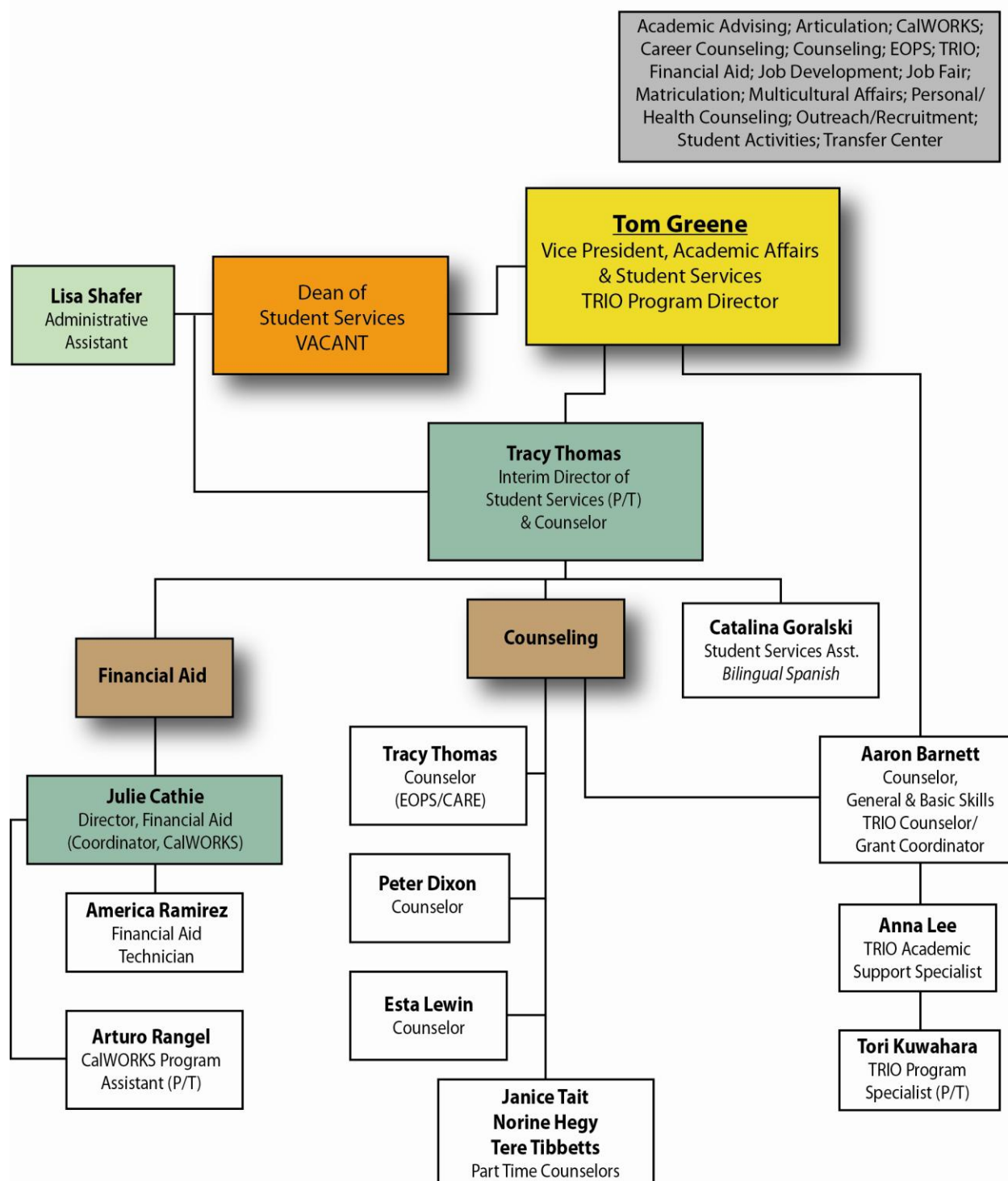
# Lake Tahoe Community College
## Instruction, Student Services, Admissions & Records, Library & Media Services, Graphic Arts, Institutional Planning
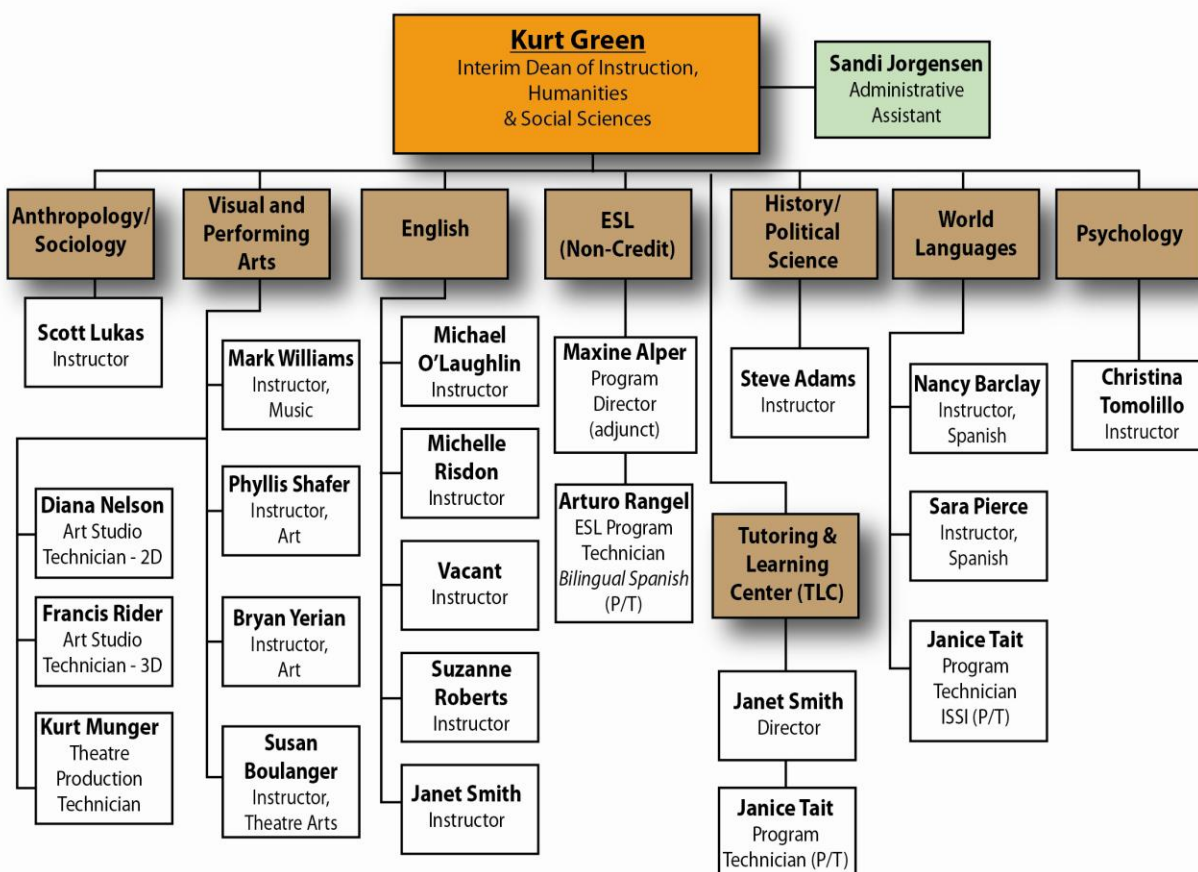
**Tom Greene**
Vice President, Academic Affairs & Student Services

**Lori Thorne**
Administrative Assistant

**Cheri Jones**
Director, Admissions & Records (50%)
Interim ERP Project Implementation Leader (50%)

**Lisa Foley**
Director, Library & Media Services

**Aaron McVean**
Director, Institutional Research & Planning

**Instruction**

**Disability Resource Center**

**Student Services**

**Gayle Bradshaw**
A&R Interim Supervisor (50%)
ERP Project (50%)

**Georgillis Ortega**
A&R Technician II

**Reyna Reger**
A&R Technician II

**Mia Smyrski**
A&R Technician I

**Erica Franco**
A&R Technician I
*(bilingual Spanish)*

**Dru Cunningham**
Interim A&R Specialist (P/T)

**Cheryl Huestis**
Interim Document Imaging Technician (P/T)

**Peggy Meyer**
Library Technician II

**Jonathan Schank**
Library Technician II

**Diane Lewis**
Library Technician I

**Pat Leonard-Heffner**
Media Specialist

**Rose Valero**
Library Clerk (P/T)

**Ginger Janssen**
Graphic Arts Specialist

**Reprographics**

**Bob Peart**
Reprographics & Switchboard

**Cynthea Preston**
Dean of Instruction, Science & Business

**Kurt Green**
Interim Dean of Instruction, Humanities & Social Sciences

**Virginia Boyar**
Director of Career & Technical Education

**Ricki Rozga**
Schedule Production Specialist

**Kate Bailey**
Schedule Production Assistant (P/T)

**Terry Livesay**
Office Assistant

**Bob Albrecht**
DRC Director

**Beth Marinelli-Laster**
DRC Learning Disability Specialist

**Cristi Ellingford**
DRC Counselor

**Distance Education**

**Lesley Sheppard**
Distance Education Coordinator (adjunct)

**Tracy Thomas**
Interim Director of Student Services (P/T) & Counselor

# Lake Tahoe Community College
## Student Services

Academic Advising; Articulation; CalWORKS;
Career Counseling; Counseling; EOPS; TRIO;
Financial Aid; Job Development; Job Fair;
Matriculation; Multicultural Affairs; Personal/
Health Counseling; Outreach/Recruitment;
Student Activities; Transfer Center

**Tom Greene**
Vice President, Academic Affairs
& Student Services
TRIO Program Director

**Lisa Shafer**
Administrative
Assistant

Dean of
Student Services
VACANT

**Tracy Thomas**
Interim Director of
Student Services (P/T)
& Counselor

**Financial Aid**

**Counseling**

**Catalina Goralski**
Student Services Asst.
*Bilingual Spanish*

**Julie Cathie**
Director, Financial Aid
(Coordinator, CalWORKS)

**Tracy Thomas**
Counselor
(EOPS/CARE)

**Aaron Barnett**
Counselor,
General & Basic Skills
TRIO Counselor/
Grant Coordinator

**America Ramirez**
Financial Aid
Technician

**Peter Dixon**
Counselor

**Anna Lee**
TRIO Academic
Support Specialist

**Arturo Rangel**
CalWORKS Program
Assistant (P/T)

**Esta Lewin**
Counselor

**Tori Kuwahara**
TRIO Program
Specialist (P/T)

**Janice Tait**
**Norine Hegy**
**Tere Tibbetts**
Part Time Counselors

# Lake Tahoe Community College
## Instruction
## Humanities & Social Sciences

Anthropology; Art; Art Gallery; Communications; Dance; Digital Media Arts; Education; English; ESL; Ethnic Studies; Foster and Kinship Care; Foundational English; History; Humanities; International Education; ISSI; Kids' College; Music; Philosophy; Photography; Political Science; Psychology; Religion; Sign Language; Speech; Theatre Arts; World Languages

**Kurt Green**
Interim Dean of Instruction, Humanities & Social Sciences

**Sandi Jorgensen**
Administrative Assistant

**Anthropology/ Sociology**

**Visual and Performing Arts**

**English**

**ESL (Non-Credit)**

**History/ Political Science**

**World Languages**

**Psychology**

**Scott Lukas**
Instructor

**Mark Williams**
Instructor, Music

**Michael O'Laughlin**
Instructor

**Maxine Alper**
Program Director (adjunct)

**Steve Adams**
Instructor

**Nancy Barclay**
Instructor, Spanish

**Christina Tomolillo**
Instructor

**Diana Nelson**
Art Studio Technician - 2D

**Phyllis Shafer**
Instructor, Art

**Michelle Risdon**
Instructor

**Arturo Rangel**
ESL Program Technician
*Bilingual Spanish* (P/T)

**Sara Pierce**
Instructor, Spanish

**Francis Rider**
Art Studio Technician - 3D

**Bryan Yerian**
Instructor, Art

**Vacant**
Instructor

**Tutoring & Learning Center (TLC)**

**Janice Tait**
Program Technician ISSI (P/T)

**Kurt Munger**
Theatre Production Technician

**Susan Boulanger**
Instructor, Theatre Arts

**Suzanne Roberts**
Instructor

**Janet Smith**
Director

**Janet Smith**
Instructor

**Janice Tait**
Program Technician (P/T)

# Lake Tahoe Community College
## Instruction
## Science, Business and Occupational Programs

Accounting; Biology; Business; Child Development Center; Computer Applications; Chemistry; Computer Information Sciences; Culinary Arts; Early Childhood Education (ECE); Economics; Environmental Science; Geography; Geology; Green Sustainable Education; Health; Math; Physical Education; Physical Science; Physics; Mono/Alpine County Classes; California Conservation Corps; Occupational Programs; Tahoe Parents Nursery School (TPNS); Wilderness Education; Workforce Development

**Cynthea Preston**
Dean of Instruction,
Science & Business

**Cindy Hertzog**
Administrative
Assistant

### Earth Science

**Scott Valentine**
Instructor,
Earth Science

**Physics**

**Cathy Cox**
Instructor,
Physics

**Wilderness Community Education**

**David Reichel**
Wilderness Ed.
Coordinator
(adjunct)

### Biology, Chemistry

**Martin Wallace**
Instructor,
Chemistry

**Beatrice Orr**
Instructor,
Biology

**Sue Kloss**
Instructor,
Biology

**Kathy Strain**
Lab Specialist -
Science

### Business, CAO, CIS

**Jackie Lou**
Instructor,
CAO

**Carol Merkley**
Program
Technician,
Computer
Technician, (P/T)

**Mike Spina**
Instructor,
CIS/CAO

**Steve Richardson**
Instructor,
MAT/CIS

**Eric Sturgess**
Instructor,
Business

**Jon Kingsbury**
Instructor,
Business

**Treva Thomas**
Instructor,
Business

### Math

**Larry Green**
Instructor,
Math

**Bruce Armbrust**
Instructor,
Math

**Helen Shen**
Instructor,
Math

**Steve Richarson**
Instructor,
Math, CIS

**Community Education**

**Megan Waskiewicz**
Community
Education
Coordinator
(adjunct)

### Physical Education/ Health

**Rexanne Ring**
Instructor,
PEF, PET, PEH

**Walter Morris**
Instructor,
PED, PEF,
PET, PEH

**Tim Johnson**
Instructor,
PEF, PET, PEH

**Marla Sharp**
Program
Technician &
Phys Education

**Culinary Arts**

**Stephen Fernald**
Instructor,
Culinary Arts

### ECE & Child Development Center (CDC)

**Michelle Sower**
Director CDC
ECE, F/T Faculty

**Karen Allen**
CDC Operations
Asst. (P/T)

**CindyLu Robinson**
Cook (P/T)

**Shawna Sarver**
Lead Teacher

**Tara Vohs**
Infant
Teacher (P/T)

**Cristina Crazysnake**
Infant Teacher
(P/T)

**Julia Nold**
Preschool
Teacher (P/T)

**Diana Brown**
Toddler Teacher
(P/T)

**Lisa Strauss (Riley)**
Toddler
Teacher (P/T)

**Tahoe Parents Nursery School (TPNS)**

**Jennifer Bronken**
TPNS
Coordinator
(P/T)

**Aileen Yure**
TPNS
Coordinator
(P/T)

# Lake Tahoe Community College
## Instruction
## Vocational Education & Technical Preparation

**Virginia Boyar**
Director of Career &
Technical Education

**Tracy Owen-Chapman**
Work Experience
Coordinator (adjunct)

**Jamie Rhone**
Program
Technician

**Beth Loureiro**
Work Experience
Coordinator (P/T)

Addiction Studies
Criminal Justice
Dental Assisting
Emergency Medical Technician (EMT)
Fire Science
Forestry
Horticulture
Medical Office Assistant
Nursing Assistant Training (NATP)
Real Estate
Tech Prep
VTEA
Allied Health
Economic & Business
Comm. Development
Workforce Development

# COLLEGE HISTORY

Lake Tahoe Community College (LTCC), 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, California. Bordered by the lake to the north, Nevada to the east, and high mountain passes to 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 relative isolation due to heavy snowfall and hazardous driving conditions.

On 5 March 1974, the voters of the Lake Tahoe Unified School District (LTUSD) 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 population which attends the College today. The College opened its doors in temporary facilities for the first classes on 18 September 1975, with an enrollment of 1,407 students. Thirty-five years later, the College now regularly enrolls over 3,000 students, more than double the number of students, despite the fact that over the years the community has experienced a declining population due to severe economic challenges.

The College initially opened in a converted motel and made use of 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, representing 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, contained four computer laboratories and a fine arts complex. Six portable 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 facility with the completion of a gymnasium suitable for basketball, volleyball, indoor soccer, table tennis, and other related activities. The building also includes a large Fitness Education Center and a spacious dance studio along with men's and women's showers, locker rooms, and restrooms. Just two months later, the Student Center building was completed. This facility includes a cafeteria room for serving meals and a fine dining area 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.

The College experienced dramatic growth from the year before the permanent campus opened in 1987-88 with just under six hundred full-time equivalent students (FTES) to the academic year (AY) 2002-03 when the College reached 1,876 FTES. However, due to the considerable increases in enrollment fees imposed by the State of California in 2003-04 and 2004-05 combined with the out-migration of perma-

# Introduction

nent residents caused by a dramatic change in housing prices in South Lake Tahoe, the College FTES declined to 1,754 in 2003-04 and 1,701 in 2004-05. Enrollment growth resumed through substantial efforts by the College, reaching a record high of 2,021 FTES in 2009-10.

In July 2004 the College broke ground on its Learning Resources Center. This 27,000 gross square feet facility now houses the College's Library, one small classroom, two large meeting rooms (which are expandable into one large room), and an art gallery. This building opened in the winter of 2006. By moving the Library out of the main building, space became available to relocate the Learning Assistance Center (now called the Tutoring and Learning Center), Math Success Center, Writing Center, and TRIO program support services in the vacated area. The College also boasts an outdoor learning environment that takes advantage of its idyllic setting. The Ledbetter Terrace and Demonstration Garden provide an excellent venue for events and activities, a dynamic learning space for the environmental sciences, and interactive surroundings for workshops that address issues unique to the Tahoe Basin and community.

## THE CURRENT STATE OF THE COLLEGE

The mission of the College is to provide access to higher education for the local community and enhance the intellectual, cultural, and economic vitality of its diverse community by offering high-quality instructional programs and other opportunities for students to achieve their educational, professional, and personal goals. While students bring diverse interests and goals to the College, each degree and certificate program concludes with options either to transfer or obtain meaningful employment. The College offers forty-one majors in transfer programs and twenty-five certificates in a variety of career and technical programs leading to employment. Many of these degrees and certificates reflect the unique environment of Lake Tahoe.

For example, the Wilderness Education program offers multiple majors leading to either a degree or certificate that takes advantage of the location of the College and reflects the interests of the community. The College serves as the center of culture and activity for South Lake Tahoe, which is reflected in its Art and Theatre programs, shows and performances put on in the Haldan Art Gallery and Duke Theatre, and the Fitness Education Center. The College also provides essential opportunities for professional growth in the form of Career and Technical Education programs in Emergency Medical Technician, Fire Science, and multiple Business programs. Finally, the College is the launching point for local students looking to transfer to four-year institutions to pursue a baccalaureate degree. Each of these foci is reflected in the College mission statement and is central to all its efforts.

The College has experienced significant changes over the past three years, both internally due to notable transitions in senior leadership as well as externally due to state and local economic challenges. After a twenty-year tenure, the College's second Superintendent/President retired in 2008-09. Within the first year of the third Superintendent/President's tenure, the College experienced its next major leadership change with the resignation of the Vice President of Academic Affairs and Student Services (VP-AASS), who had served in this position for more than seven years.

The Dean of Student Services assumed additional responsibilities by stepping in as the Interim VP-AASS for AY 2009-10, and an experienced counselor served as an Interim Director of Student Services. At the same time, the Vice President of Business Services resigned and was replaced on an interim basis for six months before a permanent replacement was hired in January 2010.

In July 2010 the College's third Superintendent/President resigned. The Interim VP-AASS was immediately appointed as the acting Superintendent/President for a three-month period while a search was con-

# Introduction

ducted for an Interim Superintendent/President. The College hired an Interim Superintendent/ President in August 2010 and soon thereafter began the search for a permanent replacement. At the same time, a permanent VP-AASS replaced the Interim VP-AASS who retired.

In June 2011 the Vice President of Business Services resigned. The search for a permanent Vice President of Business Services is anticipated to begin in fall of 2011; however, that position is being reviewed prior to beginning the search. The search for a permanent Superintendent/President concluded successfully with the appointment of the College's fourth President, who began service in July 2011.

## ECONOMIC BASE: LAKE TAHOE COMMUNITY COLLEGE REGION[1]

The economic base of the Lake Tahoe Basin, and more specifically the City of South Lake Tahoe in which the College is located, is comprised largely of tourism and visitor services. Due to the regulatory environment of the Lake Tahoe Basin, manufacturing and resource intensive businesses and industry are almost exclusively prohibited within the watershed of Lake Tahoe. This restriction presents a persistent challenge to the economic sustainability of the communities of the Lake Tahoe Basin. This challenge is reflected in the economic indicators throughout the Basin, where unemployment rates are regularly higher than elsewhere in the State and increasingly so during the most recent downturn in the economy. These economic stresses, coupled with a housing market priced well above the available median income, have led to the decline of the population of South Lake Tahoe by more than 10 percent between 2000 and 2010—a decline that persisted even during relatively healthy economic times driven by the housing boom in the middle of the decade.

The regional picture in which the College operates is presented below in the form of data derived from multiple sources, including the Center of Excellence Rural Opportunities Environmental Scan conducted in 2010, the Lake Tahoe Basin Prosperity Plan of 2010, and the Army Core of Engineers Watershed Sustainability Indicators Report of 2009. Data from the environmental scan provides the broadest perspective on the region, encompassing counties both inside and outside the Tahoe Basin. The economic data illustrate the industry sectors and other sources of income that drive the regional economy. This analysis identifies which industries are most important to the regional economy. The economic base of the College service area consists primarily of tourism services, government, and residents' outside income.
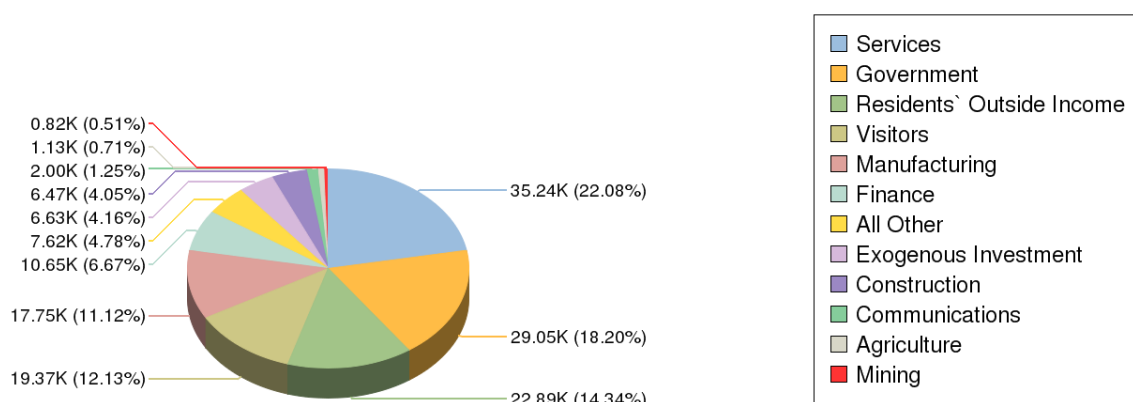


**FIGURE 1: JOBS IN THE LTCC REGION – COE RURAL OPPORTUNITIES ENVIRONMENTAL SCAN 2010**

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[1] Unless otherwise indicated, data presented are derived from the College's internal data warehouse.

$1.45B (20.00%)

$0.04B (0.61%)
$0.03B (0.45%)
$0.09B (1.30%)
$0.36B (4.99%)
$0.32B (4.40%)
$0.38B (5.19%)
$0.44B (6.06%)

$1.06B (14.64%)

$0.60B (8.23%)

$1.63B (22.47%)

$0.85B (11.65%)

Legend:
- Services
- Government
- Residents` Outside Income
- Visitors
- Manufacturing
- Finance
- All Other
- Exogenous Investment
- Construction
- Communications
- Agriculture
- Mining
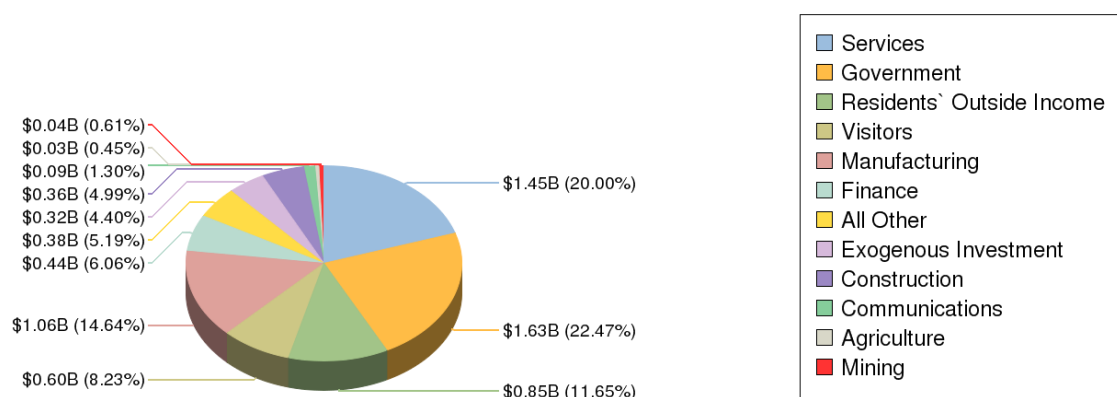
**FIGURE 2: EARNINGS BY JOB SECTOR - COE RURAL OPPORTUNITIES ENVIRONMENTAL SCAN 2010**

## DEMOGRAPHIC DATA: LAKE TAHOE COMMUNITY COLLEGE REGION

There have been significant shifts over the past decade in the demographics of the communities that comprise the Lake Tahoe Community College region. Similar to California as a whole, the region has seen an increase in both the number and proportion of the Hispanic population. However, relatively unique to the Tahoe Basin has been an attending decrease in the White, non-Hispanic population. Additionally, there have been decreases in the 10-20 year-old and 35-50 year-old populations. Both trends reflect the exodus of middle income families and their children from the Lake Tahoe Basin.

| Area | 2005 Population | 2010 Population | Change | % Change |
|------|-----------------|-----------------|--------|----------|
| College Region | 235,955 | 241,324 | 5,369 | 2% |

**TABLE 1: POPULATION TOTALS, 2005-2010 - COE RURAL OPPORTUNITIES ENVIRONMENTAL SCAN 2010**

| Age | 2005 Population | 2010 Population | Change | % Change |
|-----|-----------------|-----------------|--------|----------|
| Under 5 years | 13,354 | 14,833 | 1,479 | 11% |
| 5 to 9 years | 16,015 | 16,303 | 288 | 2% |
| 10 to 14 years | 19,395 | 17,222 | -2,173 | -11% |
| 15 to 19 years | 16,291 | 15,228 | -1,063 | -7% |
| 20 to 24 years | 11,553 | 12,076 | 523 | 5% |
| 25 to 29 years | 11,088 | 14,296 | 3,208 | 29% |
| 30 to 34 years | 14,132 | 16,114 | 1,982 | 14% |
| 35 to 39 years | 19,561 | 18,701 | -860 | -4% |
| 40 to 44 years | 24,121 | 20,435 | -3,686 | -15% |
| 45 to 49 years | 21,666 | 19,863 | -1,803 | -8% |
| 50 to 54 years | 17,724 | 18,452 | 728 | 4% |
| 55 to 59 years | 13,736 | 14,846 | 1,110 | 8% |
| 60 to 64 years | 9,593 | 12,020 | 2,427 | 25% |
| 65 to 69 years | 8,441 | 10,077 | 1,636 | 19% |
| 70 to 74 years | 7,643 | 8,391 | 748 | 10% |
| 75 to 79 years | 6,260 | 6,346 | 86 | 1% |
| 80 to 84 years | 3,372 | 3,562 | 190 | 6% |
| 85 years and over | 2,011 | 2,559 | 548 | 27% |
| Total | 235,955 | 241,324 | 5,369 | 2% |

**TABLE 2: AGE DISTRIBUTION, 2005-2010 - COE RURAL OPPORTUNITIES ENVIRONMENTAL SCAN 2010**

# Introduction

| Race/Ethnicity | 2005 Population | 2010 Population | Change | % Change |
|---|---|---|---|---|
| White, Non-Hispanic | 187,024 | 182,972 | -4,052 | -2% |
| Hispanic | 31,930 | 38,634 | 6,704 | 21% |
| Black or African American | 2,923 | 3,392 | 469 | 16% |
| American Indian or Alaska Native | 3,203 | 3,453 | 250 | 8% |
| Asian | 5,768 | 6,887 | 1,119 | 19% |
| Native Hawaiian and other Pacific Islander | 562 | 630 | 68 | 12% |
| Two or more races | 4,545 | 5,356 | 811 | 18% |

**TABLE 3: RACE/ETHNICITY, 2005-2010 - COE RURAL OPPORTUNITIES ENVIRONMENTAL SCAN 2010**

## THE LOCAL COMMUNITY

The majority of the College's student population resides in the communities of the Tahoe Basin, primarily in and around the City of South Lake Tahoe. The local community has two very distinct faces. To visitors, tourists, and others outside the area, it represents great wealth and beauty, where million dollar homes and views are the norm. The reality is much different for the full-time or local residents of the area, most of whom are less affluent than their seasonal counterparts. Over 60 percent of homes are owned by part-time residents and are either second-homes or vacation rentals. Coupled with development restrictions, this situation creates a severely impacted housing market for local residents.

The local community has seen extensive changes over the past decade that present a number of challenges. Based on the latest 2010 Census data, The City of South Lake Tahoe has experienced a continuous decline of more than 10 percent of its permanent population over the past decade, from 23,609 in 2000 to 21,403 in 2010. A declining casino and gaming industry has led to the permanent loss of available middle income jobs and has resulted in a persistently high unemployment rate that exceeds 15 percent. Casino and gaming, as well as visitor and tourism services have traditionally been the largest employment sectors in the Tahoe Basin; their decline has been steady since the mid-1990s and has accelerated in recent years.

State and federal agencies, including Lake Tahoe Community College, the Lake Tahoe Unified School District, and the United States Forest Service represent the second largest employment sector. These employment sectors combined with the health care sector anchored by Barton Memorial Hospital have represented the majority of middle income jobs in the area. Unfortunately, with the recent economic downturn, declines have also been experienced in these sectors. These downward trends have contributed to a disturbing reality—almost two-thirds of all permanent households in the local community live at or below the federal low-income level. With a housing market that is largely unaffordable based on the median income of the community, Tahoe has garnered the unfortunate adage of "poverty with a view."

The demographics of the City of South Lake Tahoe have also seen a major shift in the past decade. The percentage of Hispanic residents has grown to encompass more than a third of the permanent population, primarily attracted by the service-based economy centered at the California/Nevada state line in the casino corridor. At the same time, population declines have resulted in declining enrollment experienced in the Lake Tahoe Unified School District, resulting in the closure of elementary and middle schools during the past decade.

# Introduction

In an attempt to spur sustained, regional economic develop and reverse these trends, the community has developed the Lake Tahoe Basin Prosperity Plan (LTBPP). Focusing on the economic development clusters of Health, Fitness and Well-Being, Tourism and Visitor Services, and Environmental Innovation, the LTBPP represents a deep collaboration between regional businesses, governments and educational systems aimed at reestablishing a sustainable, environmentally responsible economy that leads to a better quality of life for its residents. Through the LTBPP "poverty with a view" will become "prosperity with a view."

## THE COLLEGE

Lake Tahoe Community College is one of the smallest, most isolated, single-college District in the California Community College System.  In AY 2009-10, it was ranked the fourth smallest of the credit-granting colleges in the system.

The College was formally established in 1974, and has experienced steady growth generally, in faculty, staff, students, and programs since that time. In 1990, the College offered a total of twenty-five concentrations for the Associates in Arts (AA) Degree and twenty vocational certificates. These numbers have increased to forty-one major concentrations for the AA Degree and twenty-five Career and Technical Education (CTE) certificates as of 2010.

The growth in educational programs has been attended by growth in the numbers of faculty and staff employed by the College. In 1990 the College boasted twenty full-time faculty members and twenty-five full-time classified staff, led by two administrators. The College experienced rapid growth during the 1990s, hiring a total of twenty-five full-time faculty during that decade. As of 2010, the College's programs were supported by forty-one full-time faculty, eighty-one full-time classified staff, and six administrators.

**College FTES**

| | 1999-2000 | 2000-2001 | 2001-2002 | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Total Resident FTES | 1468.0 | 1590.0 | 1695.0 | 1876.0 | 1752.0 | 1701.0 | 1585.0 | 1690.0 | 1735.0 | 1935.0 | 2021.1 |
| Total Credit FTES | 1394.9 | 1517.0 | 1640.8 | 1800.8 | 1698.2 | 1612.0 | 1566.1 | 1665.4 | 1699.6 | 1866.8 | 1907.5 |
| Total Non-Credit FTES | 105.3 | 117.0 | 106.0 | 116.0 | 91.0 | 89.0 | 81.6 | 69.0 | 90.0 | 118.5 | 113.6 |
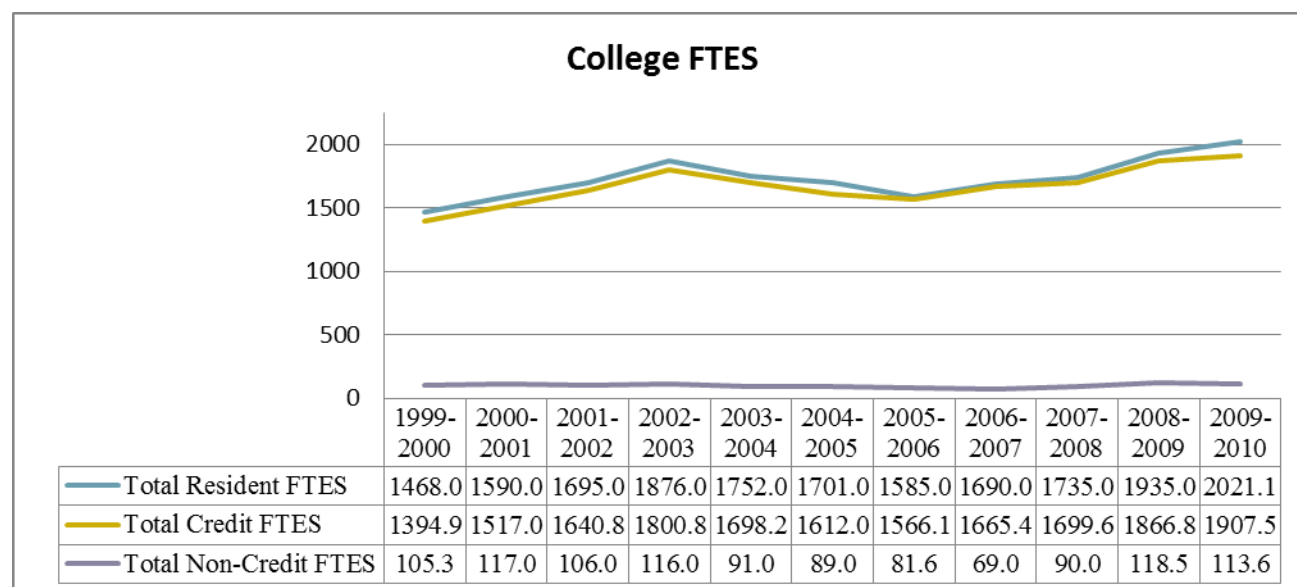
**FIGURE 3: FULL-TIME EQUIVELANT STUDENTS, 1999 - 2009**

# Introduction

After sustained growth since the College's inception, the recent decade from 2000 to 2010 has included periods of both growth and decline in the overall budget. Although the College maintains a growth trajectory, fluctuations in the budget have brought challenges (see Figure 4).
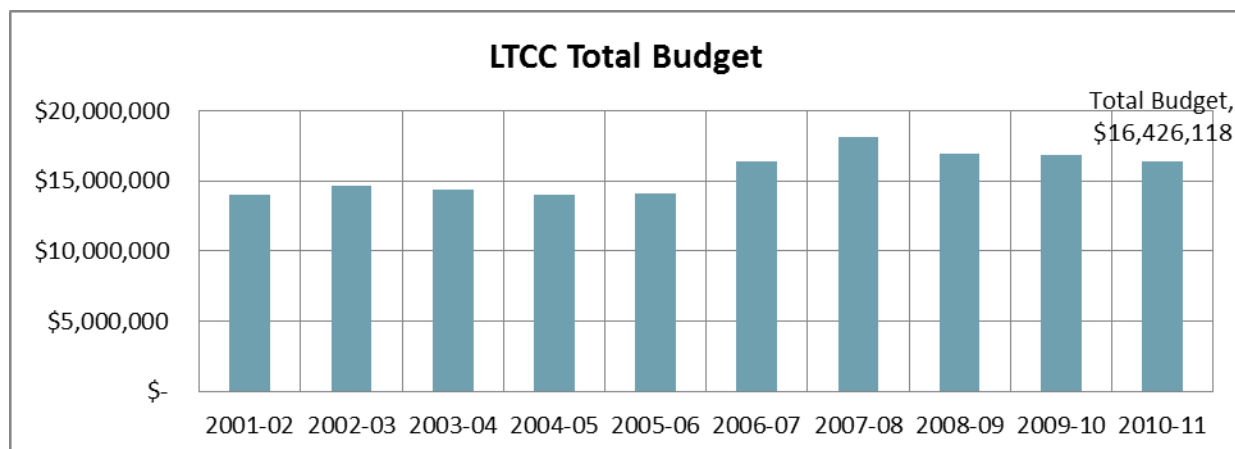


**FIGURE 4: COLLEGE BUDGET TOTALS, 2001-2010**

**STUDENT DEMOGRAPHICS**

The demographics of the College's student population have remained relatively consistent over the past five years in terms of ethnicity, age and gender. However, changes in community demographics, the addition of support programs that serve low-income and first generation students, and the intentional efforts of the College to close the access and achievement gaps between ethnic and income groups will begin to impact these data.
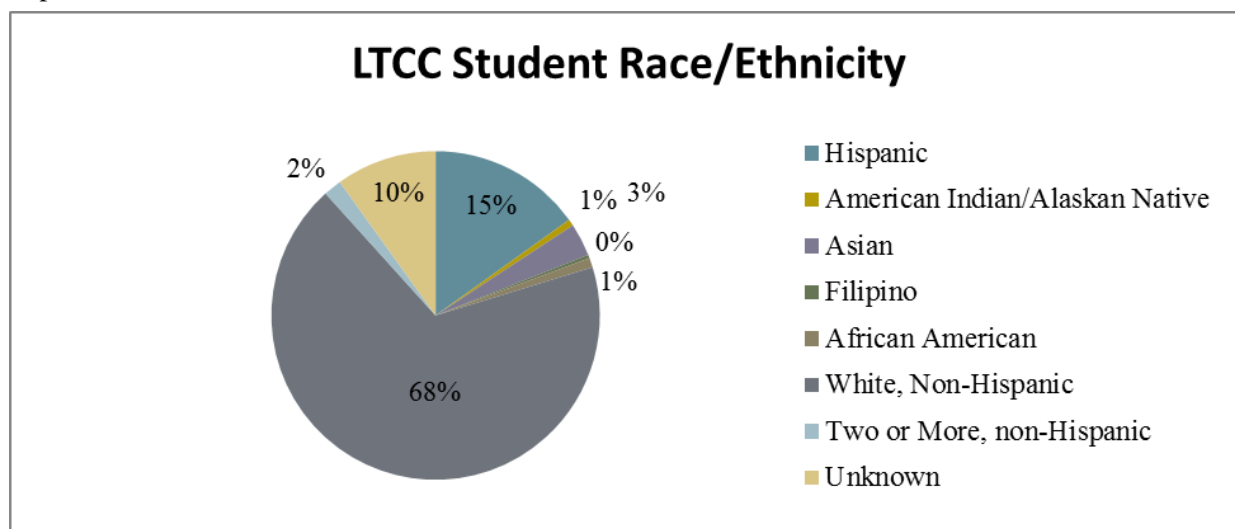


**FIGURE 5:  LTCC STUDENT RACE/ETHNICITY DISTRIBUTIONS, AY2009-10**

# Introduction

| | 2005-06 | | 2006-07 | | 2007-08 | | 2008-09 | | 2009-10 | |
|---|---|---|---|---|---|---|---|---|---|---|
| Ethnicity | n | % | n | % | n | % | n | % | n | % |
| Asian | 284 | 3.8% | 274 | 3.6% | 239 | 3.2% | 230 | 3.0% | 221 | 3.2% |
| African American | 53 | 0.7% | 47 | 0.6% | 51 | 0.7% | 72 | 0.9% | 64 | 0.9% |
| Hispanic | 1114 | 14.9% | 1108 | 14.5% | 1170 | 15.8% | 1246 | 16.2% | 1033 | 15.1% |
| American Indian/Alaskan Native | 81 | 1.1% | 71 | 0.9% | 73 | 1.0% | 58 | 0.8% | 44 | 0.6% |
| Pacific Islander | 22 | 0.3% | 32 | 0.4% | 35 | 0.5% | 26 | 0.3% | 23 | 0.3% |
| Two or more races | 22 | 0.3% | 27 | 0.4% | 36 | 0.5% | 40 | 0.5% | 121 | 1.8% |
| White, non-Hispanic | 5264 | 70.3% | 5384 | 70.3% | 5053 | 68.3% | 4742 | 61.8% | 4653 | 68.1% |
| Unknown | 644 | 8.6% | 713 | 9.3% | 741 | 10.0% | 1260 | 16.4% | 678 | 9.9% |

**TABLE 4: LTCC STUDENT RACE/ETHNICITY TRENDS**



## Student Age

| | Summer | Fall | Winter | Spring |
|---|---|---|---|---|
| <18 | 5.1% | 2.6% | 2.1% | 2.7% |
| 18-24 | 22.5% | 38.0% | 35.6% | 35.4% |
| 25-40 | 23.5% | 29.7% | 32.2% | 31.2% |
| 41-60 | 32.3% | 23.6% | 23.9% | 25.5% |
| >=61 | 16.6% | 6.1% | 6.2% | 5.2% |
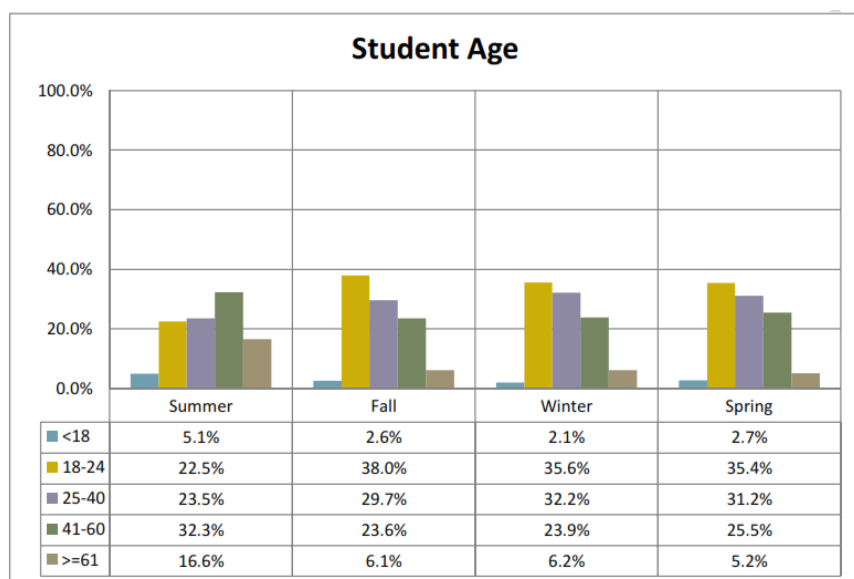
The ages of students are evenly distributed, with 18-24 year-olds representing the largest age group student population.

**FIGURE 6: STUDENT AGE GROUP DISTRIBUTION,  AY 2009-10**

The ratio of female to male students has also remained relatively consistent for the last few years at approximately 6 to 4.



## Student Gender

| | Summer | Fall | Winter | Spring |
|---|---|---|---|---|
| Female | 66.5% | 58.7% | 55.5% | 55.4% |
| Male | 33.5% | 41.3% | 44.5% | 44.6% |
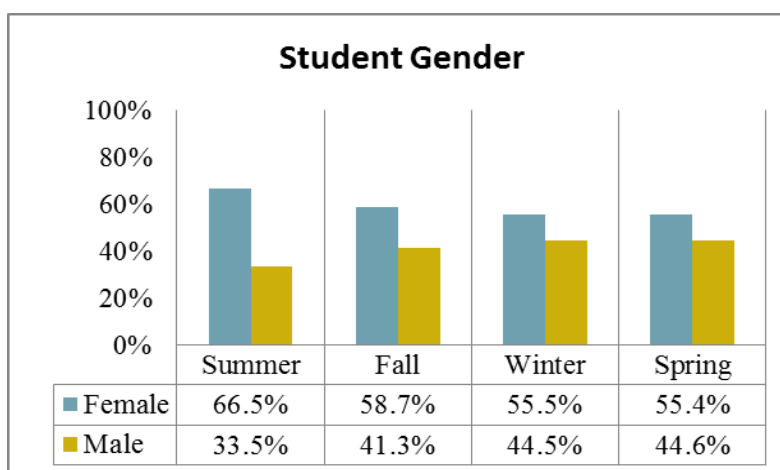
**FIGURE 6A: STUDENT GENDER AY 2009-10**

## STUDENT SUCCESS AND ACHIEVEMENT

Student success and achievement are central to the mission and *Strategic Plan* of the College. Data are regularly collected, reported, and reviewed through the program review process in order to maintain a continual focus on improving the success and achievement of students. Successful course completion rates for both distance education (DE) and face-to-face courses are presented in Table 5. Similar to many colleges, DE successful course completion rates have tended to be lower than those of tradition face-to-face courses. However, recent gains have been made in that area.

| Academic Year | DE | F2F | Overall |
|---|---|---|---|
| 2005-06 | 52.0% | 76.3% | 76.0% |
| 2006-07 | 67.9% | 77.6% | 77.1% |
| 2007-08 | 64.1% | 75.6% | 74.5% |
| 2008-09 | 66.7% | 76.6% | 75.5% |
| 2009-10 | 71.8% | 78.1% | 77.2% |

**TABLE 5: SUCCESSFUL COURSE COMPLETION RATES**

Similar gaps exist in the successful completion rates between foundational skills and college-level courses (see figure 7). However, as the California Accountability Report for Community College's (ARCC) data demonstrate (see figure 8), the College continues to close this gap. Additionally, the College has and continues to lead its peer group in this category.

**Student Success in Basic Skills vs. non Basic Skills**

| | Fall 2007-08 | Winter 2007-08 | Spring 2007-08 | Fall 2008-09 | Winter 2008-09 | Spring 2008-09 | Fall 2009-10 | Winter 2009-10 | Spring 2009-10 |
|---|---|---|---|---|---|---|---|---|---|
| Non-Bskills | 75.7% | 75.6% | 75.7% | 76.4% | 75.7% | 75.9% | 76.4% | 78.6% | 76.7% |
| Bskills | 67.7% | 69.4% | 62.6% | 73.6% | 76.2% | 59.0% | 75.5% | 72.1% | 60.5% |
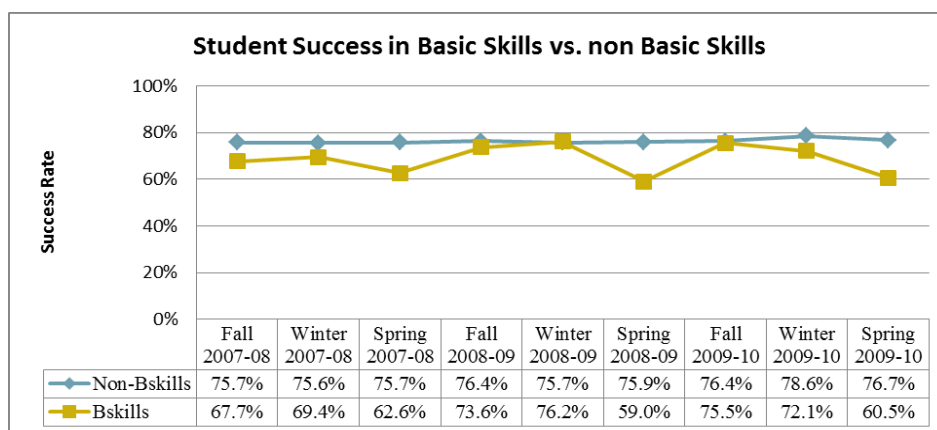
**FIGURE 7 – CCCCO DATA MART**

**Table 1.4:**
**Annual Successful Course Completion Rate for Credit Basic Skills Courses**

See explanation in Appendix B.

| | 2007-2008 | 2008-2009 | 2009-2010 |
|---|---|---|---|
| Annual Successful Course Completion Rate for Basic Skills Courses | 65.9% | 70.0% | 71.4% |

**FIGURE 8 – ARCC REPORT, MARCH 2011**

# Introduction

The number of transfers to the CSU and UC system has fluctuated over the past 10 years, with AY 1999-00 seeing the most transfers to the California systems with 99 students. The most recent year for which data are available, AY 2008-09, saw 61 students transfer to the California University and State systems. Transfers from the College to the Universities of California (UC) and California State Universities (CSU) systems are shown in Figure 9.



**Transfer to the UC and CSU System**

| | 1999-00 | 2000-01 | 2001-02 | 2002-03 | 2003-04 | 2004-05 | 2005-06 | 2006-07 | 2007-08 | 2008-09 |
|---|---|---|---|---|---|---|---|---|---|---|
| Transfer CSU | 74 | 43 | 55 | 54 | 60 | 50 | 39 | 53 | 65 | 47 |
| Transfer UC | 25 | 21 | 22 | 25 | 18 | 26 | 19 | 13 | 15 | 14 |
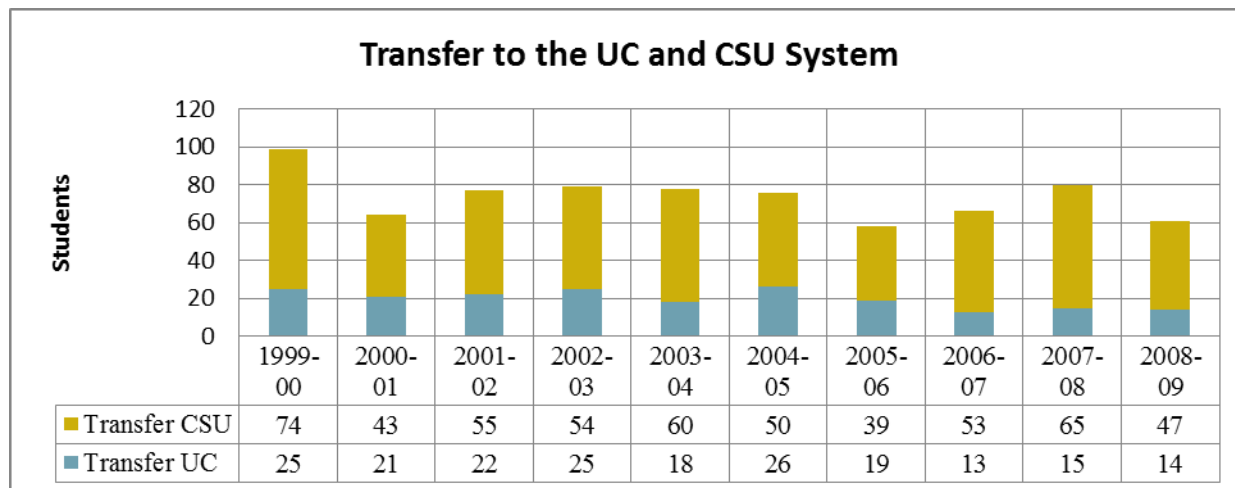
**FIGURE 9: CPEC DATA MART**

The College's awarding of degrees has also fluctuated over the last five years, ranging from a high of 160 to a low of 117. Certificate awards, however, have shown more consistency as a result of the addition of in-demand certificate programs during this time period.



**Degrees and Certificates Awarded**

| | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|---|---|---|---|---|---|
| AA Degree | 117 | 148 | 144 | 160 | 126 |
| Certificate | 6 | 9 | 13 | 10 | 36 |
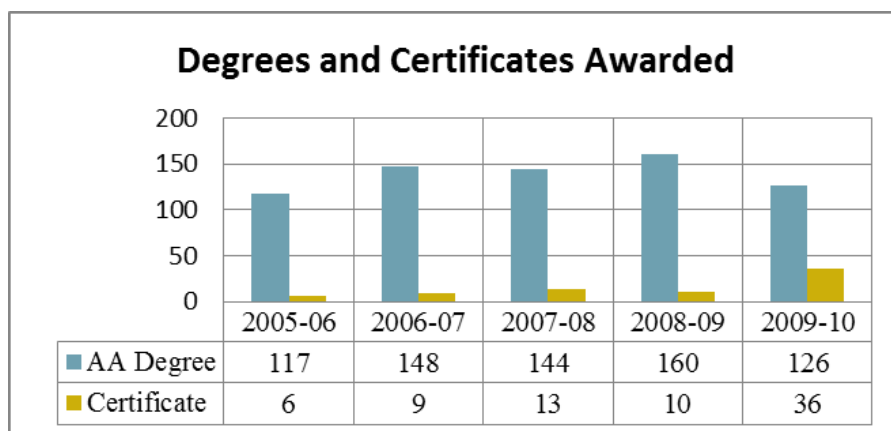
**FIGURE 10: CCCCO DATA MART**

# Introduction

**THE RECENT TRENDS IN DISTANCE EDUCATION**

A significant portion of the growth in FTES experienced by the College over the past five years has come from online or distance education. For example, the total growth in FTES at the College between AY 2008-09 and 2009-10 was 86.1 FTES, with 66.2 FTES (75%) coming from increases in DE. In fall quarter 2009-10, the College submitted a substantive change proposal to the Accrediting Commission due to students' being able to complete through DE a number of units exceeding 50 percent required for specific majors. This proposal was subsequently accepted and approved by the Commission at its 4-5 November 2010 meeting.

Figure 11 shows the growth of DE as compared to growth in traditional face-to-face instruction over the past five years. As of AY 2009-10, DE represented 17.6 percent of the total FTES produced at the College (see Table 6). The trend is projected to continue.



**DE FTES Comparison**

| | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
|---|---|---|---|---|---|
| F2F | 1554.4 | 1570.8 | 1521.5 | 1665.3 | 1685.1 |
| DE | 30.6 | 119.2 | 213.5 | 269.7 | 335.9 |
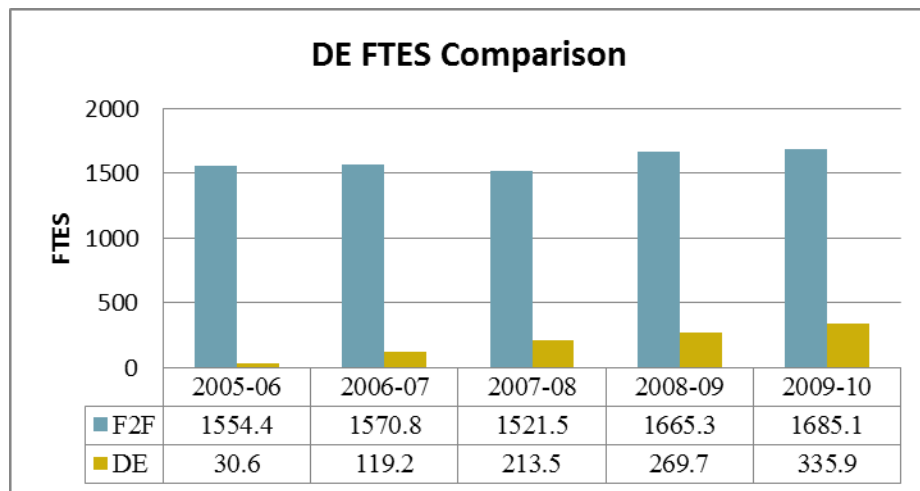
**FIGURE 11**

| Academic Year | F2F | % | DE | % |
|---|---|---|---|---|
| 2005-06 | 1554.4 | 98.1% | 30.6 | 1.9% |
| 2006-07 | 1570.8 | 92.9% | 119.2 | 7.1% |
| 2007-08 | 1521.5 | 87.7% | 213.5 | 12.3% |
| 2008-09 | 1665.3 | 86.1% | 269.7 | 13.9% |
| 2009-10 | 1685.1 | 83.4% | 335.9 | 17.6% |

**TABLE 6: DISTANCE EDUCATION (DE) AND FACE-TO FACE (F2F) FTES TOTALS AND PERCENTAGE**

# ORGANIZATION FOR THE SELF STUDY

Lake Tahoe Community College began the self-study process in support of reaffirmation of accreditation in the 2009-10 academic year. Committees were established for each accreditation standard in order to ensure the broadest representation from all campus constituencies, including faculty, staff, administration, trustees, and students.

The **Accreditation Tri-Chair Committee** comprised of the Accreditation Liaison Officer (ALO) and Vice President of Academic Affairs and Student Services, the Academic Senate President and English Department Faculty Chair, and the Director of Institutional Research and Planning, provided leadership and guidance to the overall accreditation self-study process.

> **Tom Greene**, Vice President of Academic Affairs and Student Services (ALO)
> **Aaron McVean**, Director of Institutional Research and Planning
> **Michelle Risdon**, Academic Senate President

The **Accreditation Steering Committee** comprised of the Tri-Chair Committee members and the various chairs/co-chairs of each of the accreditation standard committees, were primarily responsible for facilitating the development of the self-study report.

In preparation, the committee chairs attended the ACCJC sponsored accreditation training in April 2010. Subsequent to this training the College established the timelines and processes for the completion of the self-study report. The writing of the report began in earnest in the fall of 2010. Central to the writing of the self-study report was college-wide dialogue focused on such topics as the effectiveness of the College in meeting its mission; the importance of continuously striving to improve student learning, success, and achievement in all decision-making; and the role of ethical and effective leadership and governance in supporting institutional effectiveness.

## Standard I:
## Institutional Mission and Effectiveness

| | |
|---|---|
| **Co-Chairs:** | Cynthea Preston, Dean of Instruction |
| | Michelle Risdon, Academic Senate President & English Dept. Faculty |
| | |
| **Full-time Faculty:** | Esta Lewin |
| **Adjunct Faculty:** | Fran Lord |
| **Classified Staff:** | Lori Thorne |
| **Trustee:** | Fritz Wenck |
| **Student(s):** | Otto Hsiao |

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

|  |  |
|---|---|
| **Co-Chairs:** | Kurt Green, Interim Dean of Instruction |
|  | Tracy Thomas, Counseling Faculty |

### A. Instructional Programs

|  |  |
|---|---|
| **Chair:** | Kurt Green, Interim Dean of Instruction |
| **Administrator:** | Virginia Boyar |
| **Full-time Faculty:** | Bruce Armbrust |
|  | Sarah Pierce |
|  | Michael O'Laughlin |
| **Adjunct Faculty:** | Maxine Alper |
| **Classified Staff:** | Jamie Rhone |
|  | Sandi Jorgensen |
| **Trustee:** | Karen Borges |
| **Student(s):** | Araceli Ramos |

### B. Student Support Services

|  |  |
|---|---|
| **Chair:** | Tracy Thomas, Counseling Faculty |
| **Full-time Faculty:** | Beth Marinelli-Laster |
|  | Aaron Barnett |
|  | Nancy Barclay |
| **Adjunct Faculty:** | Norine Hegy |
| **Classified Staff:** | Julie Booth |
|  | Reyna Reger |
|  | Christina Proctor |
| **Trustee:** | Molly Blann |
| **Student(s):** | Johana Gonzalez |

### C. Library and Learning Support Services

|  |  |
|---|---|
| **Chair:** | Lisa Foley, Librarian |
| **Full-time Faculty:** | Susan Boulanger |
|  | Scott Valentine |
| **Adjunct Faculty:** | Ginger Janssen |
| **Classified Staff:** | Janice Tait |
|  | Peggy Meyer |
| **Student(s):** | Francisco Gomez |

## Standard III:
## Resources

**Co-Chairs:** Sue Niehoff, Vice-President of Business Services
Susan Walter, Director of Human Resources

### A. Human Resources

**Chair:** Susan Walter, Director of Human Resources
**Full-time Faculty:** Sue Kloss
Tim Johnson
**Adjunct Faculty:** Pat Leonard-Heffner
**Classified Staff:** Kurt Munger
Dru Cunningham
**Student(s):** Lauren Govern

### B. Physical Resources

**Co-Chairs:** Sue Niehoff, Vice-President of Business Services
Jonathan Neff, Director of Maintenance and Operations
**Full-time Faculty:** Steve Fernald
**Adjunct Faculty:** Kathy Strain
**Classified Staff:** Craig Grasteit
Frances Brady
**Student(s):** Megan Jones

### C. Technology Resources

**Chair:** Cheri Jones, Director of Admission & Records
**Full-time Faculty:** Mike Spina
Mark Williams
**Adjunct Faculty:** Nancey Carter
**Classified Staff:** Renee Pegues
Carol Merkley
**Student(s):** Richard Brown

### D. Financial Resources

**Chair:** Marc Sabella
**Full-time Faculty:** Erice Sturgess
**Adjunct Faculty:** Judy Guinn
**Classified Staff:** Melonie Guttry
Cindy Hertzog
**Trustee:** Kerry David

## Standard IV:
## Leadership and Governance

| | |
|---|---|
| **Co-Chairs:** | Steve Maradian, Interim Superintendent/President |
| | Jon Kingsbury, Business Dept. Faculty |
| **Full-time Faculty:** | Phyllis Shafer |
| | Cathy Cox |
| **Adjunct Faculty:** | Julie Ewing |
| **Classified Staff:** | Diane Lewis |
| | Gayle Bradshaw |
| **Trustee:** | Roberta Mason |
| **Student(s):** | Michelle McNicol |

# 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 (LTCC) is part of the California Community College System, which consists of 112 public two-year institutions authorized by the State of California to offer instruction at the lower division level and to award the Associate degree. On a state level, the system is governed by the Board of Governors of the California Community Colleges. On a local level, the College operates under the authority of a locally elected Board of Trustees. Further, the College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). A statement to this effect is published annually in the *College Catalog*.

The College meets this Eligibility Requirement.

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 refined by the local mission statement. The College's current mission statement was developed through a broad-based participatory governance process and was adopted by the Board of Trustees on 8 December 2009. The mission statement is reviewed and reaffirmed on an annual basis and remains a comprehensive statement of the purpose of the institution. Student learning is at the core of mission:

*"The College provides access to higher education for the local community and to those who show an interest in our unique and supportive environment. LTCC focuses on enhancing the intellectual, cultural, and economic vitality of our diverse community by offering opportunities for students to achieve their educational, professional, and personal goals through the provision of:*

- *Developmental education to achieve basic foundational skills in English, including reading and writing, and mathematics, which are essential for students to succeed in the workforce and higher education*
- *Professional and career education to achieve employment, and enhanced career and technical skills for job advancement, in order to stimulate the development of an increasingly diverse local economy and to advance California's economic growth and global competitiveness*
- *Lower division post-secondary education to achieve transfer to a four-year post-secondary educational institution and success in obtaining a degree*
- *General education to achieve critical thinking and communication skills, global awareness, personal responsibility, and professional development.*

# Certification of Continued Compliance

*LTCC is committed to fostering innovation and sustainable practices that contribute to institutional effectiveness and student success, verified by a process of assessment and supported by integrated planning and resource allocation."*

This statement is published annually in the *College Catalog* and displayed at the College.

The College meets this Eligibility Requirement.

3. <u>**Governing Board**</u>**: 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 boards adheres to a conflict-of-interest policy that ensures 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 of the Lake Tahoe Community College District and a student member elected by the student body. The Board of Trustees is accountable to the voters of the College District to determine the direction and policies of the College in pursuit of its mission and to ensure the financial resources of the institution are used to provide sound educational programs. 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 College District who transmits the statements to the El Dorado County Elections Department.

The College meets this Eligibility Requirement

4. <u>**Chief Executive Officer**</u>**: 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 Superintendent/President serves as the chief executive officer for the College and is responsible for the development of all programs and services and for the administration and operation of the College. The Superintendent/President was appointed by the Board of Trustees after a nationwide search. The Superintendent/President does not sit on the Board of Trustees as a voting member but attends and participates in all board meetings as the College representative. The Superintendent/President holds the necessary credentials to meet the minimum qualifications to serve as a faculty member, administrator, and chief executive officer in the California Community Colleges.

The College meets this Eligibility Requirement.

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 five full-time administrators and appropriately trained and qualified staff personnel to provide the administrative services necessary to support the mission and purpose of the College. The College has a sufficient number of administrators to manage the College's programs and services effectively. All administrators are selected using appropriate statewide minimum qualifications and district guidelines and have the education and experience needed to perform their assigned duties.

The College meets this Eligibility Requirement.

6. *Operational Status: The institution is operational, with students actively pursuing its degree programs.*

The College operates year-round with four academic terms: three primary academic terms (i.e., quarters), twelve weeks in length, and one summer term of six weeks. The College also offers courses and programs outside the set terms. Schedules of course offerings are published four times per year in concert with the upcoming term. Student enrollment (i.e., headcount) ranges from 3,000 to 3,500 per academic term.

The College meets this Eligibility Requirement.

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

The College offers forty-one different Associate in Arts degrees, with each requiring the completion of ninety quarter units, and twenty-five certificates of achievement. 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 offered Associate in Arts or certificate programs. Conversely, only fifty-five courses offered by the College are considered to be non-degree applicable, and these primarily serve the needs of students who are underprepared in the foundational skill areas 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. More than 32 percent of the students enrolled in courses during the fall 2010 quarter specifically identified a goal of earning an Associate in Arts degree, with an additional 8.2 percent having the goal of transferring to a four-year college or university without earning a degree, and 2.2 percent of students having the goal of obtaining a vocational degree or certificate.

The College meets this Eligibility Requirement.

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.*

# Certification of Continued Compliance

The College's Associate in Arts degrees are designed to be two-year programs of study. The certificates of achievement are designed with varying lengths based on requirements (e.g., full vs. part-time enrollment). 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, and liberal arts). Certificates of achievement are primarily awarded in career and technical disciplines that contribute to workforce development and vocational 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 review process, and information gathered during this process, including student learning outcomes, is used to improve programs. A key element in program review is the requirement that departments examine, reflect upon, and comment on measures of student learning within the program under review.

The College meets this Eligibility Requirement.

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 is required to participate in each course in order to receive credit. This measure conforms to state regulations regarding the awarding of credit as described in Title V 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 instruction involved, such as lecture and/or lab.

The College meets this Eligibility Requirement.

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.*

Student learning outcomes have been developed for 100 percent of the courses and programs offered by the College and are published in the Student Learning Outcomes section of the official Course Outline of Record. Additionally, student learning outcomes are assessed on a timeline established by each department as a regular part of both full-time and adjunct faculty responsibilities. The review of student learning outcomes and assessments are also included as part of the cyclical program review process. Department, major, certificate, and degree learning outcomes are published in the *College Catalog*. Finally, the College's Institutional Learning Outcomes, referred to as the Core Competencies, were developed and approved by the Academic Senate and are included in abbreviated form in the mission statement.

The College meets this Eligibility Requirement.

**11. <u>General Education</u>: 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 that includes demonstrated competence in core instructional areas, including English and mathematics. 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 the 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. Each course that meets these requirements has defined learning outcomes and a level of rigor appropriate for degree-applicable courses.

The College meets this Eligibility Requirement.

**12. <u>Academic Freedom</u>: 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 Manual* Section 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 their 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*.

The College meets this Eligibility Requirement.

**13. <u>Faculty</u>: 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 2010, the College employed 40.5 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 members are utilized. 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 in their self-assessment write about the effects that their instruction, counseling, librarianship, or directorship has on students and on student learning.

The College meets this Eligibility Requirement.

**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 online and in-person academic and student support services including, but not limited to, new student orientation, academic counseling, career counseling, transfer planning services, financial aid, workforce preparation, veterans assistance, tutoring, services for students with disabilities, and targeted support services for second language learners. These services are augmented by a host of student clubs and a variety of special events and cultural activities to round out the College experience for the students.

The College meets this Eligibility Requirement.

**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, and counseling guidelines are in place to advise such students. International students and non-residents of California are also admitted. Admissions criteria and information are provided in the *College Catalog*.

The College meets this Eligibility Requirement.

**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 collection consists of more than 40,000 books and hundreds of films, plus subscriptions to thousands of online and print periodicals and other information resources. These web-based resources, including numerous tutorials and the Library's online catalog, are available to on-campus and distance education students via the Library's extensive website. The Library is located in a modern 15,000 square foot facility which offers spacious study areas, such as a fireside reading area and several group and quiet study rooms.

Learning support services are provided through the Tutoring and Learning Center (TLC), consisting of Writing Across the Curriculum, Math Success 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.

The College meets this Eligibility Requirement.

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. These assurances are secured through the integration of budget allocation with program review and strategic planning goals and recommendations. The College operates within its budget and is audited each year for compliance with grant and categorical requirements and generally accepted accounting procedures. The College is financially stable.

The College meets this Eligibility Requirement.

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 undergoes an annual 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 a Board Audit Committee. 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. The results of the audit are submitted to the Commission as part of the College's annual report.

The College meets this Eligibility Requirement.

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 program review, the resulting reports of which are reviewed annually and updated every six years. The program reviews address student learning and success, and they are the basis for the _Educational Master Plan (EMP)_.

The College most recently reviewed its _Educational Master Plan_ in 2010 as part of the regular six year revision. The _Educational Master Plan_ incorporates both internal and external data and lays out the strategic issues for the College to address over the subsequent planning cycle. The strategic planning process takes place every year and represents the operationalization of the _EMP_ in the form of measureable objectives that are used to guide resource allocation. The _Strategic Plan_ is reviewed annually, and progress toward the achievement of objectives is communicated to the College community. Responsibility for institutional planning and evaluation is college-wide. Several participatory governance committees participate in the recommendation process including the College Council and its Planning Council sub-

Committee, the Academic Senate, the Enrollment Management Committee, the Classified Employees Association, and the President's Council.

The College meets this Eligibility Requirement.

20. <u>*Public Information*</u>*: 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 the 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.

The College meets this Eligibility Requirement.

21. <u>*Relations with the Accrediting Commission*</u>*: 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 discloser. 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 mid-term reports.

The College meets this Eligibility Requirement.

# RESPONSE TO PREVIOUS RECOMMENDATIONS

The mid-term report submitted to the accrediting commission in March 2009 was accepted and approved. This section outlines progress made in response to the 2004 visiting team's recommendations since the mid-term report.

## RECOMMENDATION 1

*In order for the college to achieve substantial compliance with Standard I, the college must begin developing and implementing student learning outcomes (SLOs) for all of its courses, programs, degrees, and certificates. The team recommends that the college adhere to the October 2005 Academic Senate Resolution that mandates responsibility for the development and oversight of SLOs to the Academic Senate for all instructional units of the campus. The team further recommends the college develop mechanisms for measuring student learning outcomes and demonstrate how it uses these findings to improve student learning (I.B., I.B.2, I.B.3).*

## RECOMMENDATION 3

*In order for the institution to demonstrate substantial compliance with Standard II, it is recommended the college develop SLOs and a systematic process for the assessment of those SLOs, at the course and program level, and use the outcomes of that process in course and program improvement. Furthermore, it is recommended greater emphasis be placed upon documenting dialogue taking place in all the other aspects of the campus and making it more readily accessible to internal and external constituencies (II.A.2.a, II.A.2.b, II.A.2.c, II.A.2.f, II.A.3, II.A.5, II.A.6).*

### RECOMMENDATION 1 AND 3 – STATUS

Since the mid-term report SLOs have been developed for 100 percent of the courses offered at the College and are part of the Course Outline of Record. Additionally, SLOs have been developed for all academic and student services programs. Learning outcomes for each department, major, and program are published in the *College Catalog*. The responsibility for the development of SLOs was assumed by the SLO Coordinator, appointed by the Academic Senate, who received 50 percent release time to spearhead the SLO development process.

The SLO assessment process has also been established and is currently in its second year of operation, with a goal of 100 percent of courses being assessed a minimum of one time at the end of three years or by 2012. The SLO Assessment Committee was established by the Academic Senate as an independent sub-committee in addition to the original SLO Committee. The SLO Assessment Committee meets weekly throughout the quarter and oversees the SLO assessment process; reviews submitted assessment schedules and related course assessments; develops policy to guide the SLO assessment process, which is then recommended to the Academic Senate for adoption; and develops SLO assessment guides and templates that can be found online under the Office of Institutional Research and Planning, as well as on the website for the SLO Assessment Coordinator for adjunct-only departments.

The SLO assessment process has been utilized to make changes in order to improve student learning. Several examples of changes made are discussed in Standard II.A.1.c of this Self Study. Currently all documentation related to the SLO assessment process is stored in a shared drive. The College purchased Nuventive's TracDat software in 2010-11 in order to manage the volumes of documentation associated with the assessment process to facilitate the assessment of higher level program and institutional learning outcomes, to track resource allocation requests based on the assessment of student learning, and to ensure documentation of the integration of resource requests with program review and strategic and educational

master planning goals and objectives in a more accessible format. The implementation of the software is scheduled for 2011-12.

The College has fully addressed these recommendations.

## RECOMMENDATION 2

*To obtain substantial compliance with Standard I, the visiting team recommends the institution revisit its established and published planning cycle and demonstrate the extent to which the planning process and cycle includes the establishment and measurement of SLOs and how these are linked to the mission statement, institutional research, planning, resource allocation, and evaluation (I.A.4, I.B.1, I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, I.B.7).*

### RECOMMENDATION 2 – STATUS

Since the mid-term report, the College has continued efforts to embed the measurement of SLOs in its planning and resource allocation processes. Student learning assessment takes place on a quarterly basis for instructional programs and as part of the program review process for instructional and non-instructional programs. The SLO assessment documentation 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 College has fully addressed this recommendation.

## RECOMMENDATION 4

*To ensure substantial compliance with Standard II, it is recommended Student Services develop and implement SLOs for all its component units, assess those measures, analyze the data, link the process to planning and budgeting, and use the results for continuous program improvement (II.B.4).*

### RECOMMENDATION 4 - STATUS

Since the mid-term report, the Student Services programs of the College have continued to be fully engaged in the SLO development and assessment process. Learning outcomes have been developed for all Student Service programs and are assessed as part of the program review process. The results of SLO assessment in Students Services is used to support resource requests which are identified in program review, the foundation for the planning process at the College.

The College has fully addressed this recommendation.

## RECOMMENDATION 5

*To ensure substantial compliance with Standard II, it is recommended the institution ensure, to the extent possible, that sufficiently trained and certificated human resources are made available during the times of library operation, to maximize the benefit of opportunities provided to students by library services (II.C.1.c).*

### RECOMMENDATION 5 – STATUS

The College has responded to this recommendation by providing line-item funding in support of the hiring of adjunct librarians to augment the full-time academic staffing of the Library during its hours of op-

eration. Given the tenuous fiscal state the College was in following three years of declining enrollment (2003-04, 2004-05, and 2005-06), the College started gradually allotting funds to this staff position, beginning in 2004-05 with 4 hours per week of adjunct Library staffing. In fall 2006, upon the opening of a much larger Library facility, the College allocated 19 hours/week for the adjunct librarian who staffs the Library during the evening and Saturday hours of operation. Following budget reductions beginning in 2008-09, the adjunct librarian staffing has been reduced to 16 hours a week during the primary 3 quarters, with no hours allocated during the summer session.

The College has fully addressed this recommendation.

## RECOMMENDATION 6

*In order that the institution represent itself as committed to the principles embodied in Standard III, it is recommended the college incorporate student learning outcomes in the process of evaluation of faculty and other staff as applicable (III.A.1.c).*

### RECOMMENDATION 6 - STATUS

Establishing and measuring student learning outcomes (SLOs) is part of the regular activities of the programs and departments at the College. Faculty have embraced the importance of meeting this Standard and, with the guidance of an SLO Coordinator, an Adjunct SLO Assessment Coordinator, and SLO and Assessment Committees, have established learning outcomes for their courses, programs, departments, and the College. Assessment plans have been created to ensure the assessment of all SLOs on a three-year cycle. The faculty negotiating team and administration have worked together in reviewing the faculty evaluation processes and have made modifications to the faculty evaluation forms to ensure these evaluations include adequate reflection on the instructor's effectiveness in assisting students to achieve stated learning outcomes. During their evaluation period, full-time faculty write a self-assessment, including reflecting upon their effectiveness in helping students achieve student learning.

The College has fully addressed this recommendation.

## RECOMMENDATION 7

*To achieve substantial compliance with Standard III, it is recommended the institution adopt and publish a Board policy defining and delineating a code of ethics and conduct for faculty, staff, and administrators (III.A.1.d).*

### RECOMMENDATION 7 - STATUS

Codes of ethics for faculty, classified personnel, and administrators were addressed by the respective constituent groups and have been incorporated into the *Board Policy Manual* and other appropriate institutional documents. The administrators' code of ethics is contained in Section 2.02 of the *Board Policy Manual*. The Classified Employee Association (CEA) Code of Ethics was developed and agreed upon by the CEA and has been published in Section 5.13 of the *Board Policy Manual*. The code of ethics is also included in the *Classified Employee Handbook* and is covered as part of the new hire orientation process. The faculty code of ethics was developed by the Academic Senate and is published in our *Full-Time Faculty Handbook* and *Adjunct Faculty Handbook*. The codes of ethics for faculty, classified staff, and administrators are also included in this Accreditation Midterm Report in Appendix B.

The College has fully addressed this recommendation.

## RECOMMENDATION 8

*To achieve substantial compliance with Standard III, it is recommended, as soon as fiscally reasonable, the college address the issue of restoring and maintaining the Self Insured Retention (SIR) fund to a prudent level and to increase and maintain the General Fund Reserve to at least a minimum level as prescribed by and consistent with Board policy (III.D.2.c).*

### RECOMMENDATION 8 – STATUS

The College has re-established and maintained a self-insured retention reserve of between \$50,000 and \$60,000 over the past three fiscal years that is deemed at a prudent level by both the district's Audit Committee and the Board of Trustees. The General Fund Contingency Reserve is set at 7 percent and the level has not dropped below that amount over the past three years. A minimum level of 5 percent was set by the Board of Trustees as outlined in Section 7.02.E.b of the *Board Policy Manual*.

The College has fully addressed this recommendation.

## RECOMMENDATION 9

*To achieve substantial compliance with Standard IV and to increase the effectiveness of the institution's commitment to college- wide dialogue and consultation, the team recommends that an institutional commitment be established to the development of Student Learning Outcomes from the course level to the institutional level. The team recommends that the administration, as part of the institution's overall assessment of its own quality and effectiveness, provide the appropriate level of resources and support to accomplish this task in a timely manner (IV.A.2.b, IV.A.3, IV.B.1.b, IV.B.1.c, IV.B.2.b).*

### RECOMMENDATION 9 – STATUS

Since the mid-term report, the position of SLO Coordinator has been maintained as an integral part of continuing the momentum for the development and assessment of student learning outcomes. The result of this investment was the achievement of SLOs established for 100 percent of the courses offered at the College. The 50 percent release time the SLO Coordinator was receiving was reduced to 25 percent in spring 2009-10 in order to provide 25 percent release time to an SLO Assessment Coordinator for adjunct-only departments. The SLO Assessment Coordinator has been charged with involving all adjunct-only departments in the SLO assessment process by 2012 and has made substantial progress toward this goal. The SLO Assessment Coordinator is also an assessment resource for all faculty. In 2007 the Academic Senate developed and approved General Education Core Competencies for student learning at the College, which serve as the institutional-level SLOs. All course, department, and program student learning outcomes are in the process of being mapped to these Core Competencies. The institutional commitment to the SLO development and assessment process remains strong.

The College has fully addressed this recommendation.

# ACCJC RUBRICS FOR EVALUATING INSTITUTIONAL EFFECTIVENESS

Below is a matrix that identifies where Lake Tahoe Community College is in relation to the rubrics provided by ACCJC for evaluating program review, planning, and student learning outcomes. The veracity of this self-assessment is supported by evidence presented throughout this Self Study Report.

| Category | Awareness | Development | Proficiency | Sustainable Continuous Quality Improvement |
|---|---|---|---|---|
| Program Review | | | | ☐ |
| Planning | | | | ☐ |
| Student Learning Outcomes | | ☐ | | |

**TABLE 7: MATRIX OF RUBRICS FOR EVALUATION OF INSTITUTIONAL EFFECTIVENESS**

### Part I – Program Review

The program review process is robust and has been in place prior to being required by the Commission. Program review takes place in every department and program on a regular six-year cycle and is integrated into college-wide planning for improvement and informed decision-making. Program review processes are ongoing, systematic, and are used to assess and improve student learning, success, and achievement. The results of program review are used to refine and improve program practices. The College reviews and has recently enhanced the program review process to improve its ability to contribute to institutional effectiveness through the inclusion of student learning outcomes and better integration with other planning processes in order to inform decision-making and resource allocation.

### Part II – Planning

Planning at the College takes part in all units and programs, is integrated into comprehensive plans to achieve broad educational purposes, and provides for the systematic evaluation of key processes in order to improve student learning, success, and achievement. There is regular dialogue about institutional effectiveness that takes place in the participatory governance groups that are part of the planning processes of the College. The College is committed to the improvement of student learning, success, and achievement, and this is evidenced in all component plans, including program review, and is integrated into the College's comprehensive *Educational Master Plan* and *Strategic Plan*.

### Part III – Student Learning Outcomes (SLOs)

Student learning outcomes (SLOs) have been established for all courses and programs at the College. The assessment of these learning outcomes takes place on a regular systematic basis, and dialogue about the results is widespread and growing. Student learning outcome assessment is integrated into program review, informs and influences decision-making and resource allocation, and is used for the improvement of college-wide practices. Alignment of course learning outcomes and program learning outcomes is in process, as is ultimate alignment of program learning outcomes with the College's Core Competencies (i.e., institutional SLOs). The College is committed to ensuring that the campus community becomes fully engaged in the process of assessment, dialogue, and improvement of student learning.

# THEMES OF THE SELF STUDY

The Self Study is divided into the Standards for Accreditation outlined by the Commission. However, throughout and across the Standards, consistent themes are presented and supported with evidence.

**Institutional Commitments**

Lake Tahoe Community College is committed to its students and community. As the only open-access institution in a rural, isolated region, the importance of the College cannot be overstated. It is the primary choice for many students and the only option for many more who aspire toward the advancement of their educational, professional, and personal goals. The College is the intellectual and cultural center of South Lake Tahoe and helps to sustain a diverse community through its programs and activities. Commitment to student learning is not just a topic for discussion; it is an imperative based on the College's mandate to serve the community and to provide access and opportunity to students in search of development and advancement—opportunities many would not have otherwise.

In addition, the College is committed to the goal of continuous improvement of its educational programs and services through evaluation and planning focused on student learning. The College achieves this goal through its organizational structure made up of dedicated faculty, staff, administrators, and trustees. This structure promotes open and widespread dialogue and serves to maintain the integrity of the institution as it works to achieve its mission.

**Evaluation, Planning, and Improvement**

As discussed in Standard I, the College expresses its commitment through its mission and the planning processes that support that mission. These processes are characterized by dialogue and participation and lead to the improvement of institutional effectiveness. A growing culture of evaluation and assessment that drives evidence-based decision-making is part and parcel of these processes, as evidenced by long-standing program review and planning processes, as well as the established and evolving student learning outcome assessment process. Throughout the Self Study, descriptions of these processes and examples of their results in the form of tangible outcomes are presented.

**Student Learning Outcomes**

As described in the responses to previous recommendations, the College has made strong progress toward the complete implementation of student learning outcome development, assessment, and revision in order to improve programs and services. As will be evident throughout the Self Study, the College is on track to reach the level of Proficiency as described in the ACCJC Rubrics by the 2012 deadline. Student learning outcomes exist for one hundred percent of courses, programs, and the institution overall. The assessment process is established and takes place on a regular cycle, is embedded in program review, and has led to changes designed to improve student learning. The College demonstrates its commitment not only through engagement in the process but also through significant resource commitments. The process remains faculty driven, which will ensure its longevity.

**Organization**

Lake Tahoe Community College takes pride in its uniqueness. It is one of only a handful of rural, small colleges in the California Community College System. This, at times, is both a strength and a challenge. In order to maintain an organizational structure to support the educational programs and services of the College, ensure effective governance and decision-making, and adapt to an ever-changing educational environment, the College relies on the commitment and dedication of its faculty, staff, and administration. While commitments and committees proliferate, human resources do not. Thus, there is great importance

placed on thoughtful planning and resource allocation so as to maximize the efficient use of its available resources to meet the needs of students and achieve the mission of the College.

**Dialogue**

The culture of the College is characterized by dialogue. Evidence abounds in the form of committee memberships, meeting minutes, and podcasts where matters of import are discussed, information is shared, and decisions are made. As a small College, few individuals are unaware of the activities, processes, and decisions made at the College. The governance structure promotes participation from all constituent groups, including faculty, staff, students, and administration, in the planning and decision-making processes.

**Institutional Integrity**

The College strives to represent itself honestly and accurately both internally to the College community and externally to the community it serves. The Self Study structure and process is evidence of this commitment to integrity. Broad participation is evident in the process and the product. Faculty, staff, students, administrators, and trustees were represented on most, if not all, Accreditation Committee Standard Teams. Co-chairs were identified on the basis of expertise and responsibility over the areas covered by the Standard. The Accreditation Tri-Chairs represented faculty, staff, and administration, and engaged in a lengthy process of review, editing, and dialogue with the College community to ensure that the information contained in the Self Study accurately represented the institution.

Further, the College demonstrates its integrity through the established processes and structures dedicated to the evaluation and assessment of programs and services that ensure the needs of students are being met in order to support their learning, success, and achievement.  These themes are evident throughout the Standards presented below.

# STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

**The institution demonstrates a strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses quantitative and qualitative data analysis 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.**

Since its inception, Lake Tahoe Community College has focused on serving the community through a dynamic mission. The College recognizes that a changing world necessitates a continuous review of its programs and services, which are inexorably linked to and consistent with its mission. In addition, the effective use of

appropriate data and student achievement information provides for ongoing dialogue which focuses on continuous improvement. The language of learning is at the heart of all College dialogue and activity; this focus on learning is central to the mission, supported by program review, and appropriate to a small, rural community college which serves as the educational, cultural, and recreational center of the Lake Tahoe Basin area. A focused adherence to the mission and the attendant integrated planning provide the context from which the narrative below follows.

The College is committed to a mission that emphasizes student learning. The accomplishment of the mission is verified through a systematic cycle of integrated planning and evaluation. The mission statement is communicated internally to the College community through multiple sources, including faculty and staff handbooks and College planning documents. Further, there is regular dialogue regarding the mission that takes place in the decision-making processes and through the governance structures of the College. The mission is communicated externally to the community-at-large by its inclusion in the *College Catalog* and through its availability on the College website. (I.1, I.2, I.3, I.4, I.5)

Guided by the mission, the College has established an environment that has created a campus-wide commitment to student learning. This commitment is evidenced by the College's establishment of student learning outcomes (SLOs) at all levels and within all appropriate areas of the College, and the inclusion of a focus on student learning in educational master planning, strategic planning, program review, and the budget development cycle.

The mission statement of the College defines its broad educational purposes, its intended student population, and its commitment to achieving student learning. The mission statement, in tandem with the College vision and statement of beliefs, captures the values established by the College community and provides appropriate direction for an institution of higher education.

**The Lake Tahoe Community College Mission Statement***:* Lake Tahoe Community College (LTCC) provides access to higher education for the local community and to those who show an interest in our unique and supportive environment. LTCC focuses on enhancing the intellectual, cultural, and economic vitality of our diverse community by offering opportunities for students to achieve their educational, professional, and personal goals through the provision of:

- Developmental education to achieve basic foundational skills in English, including reading and writing, and mathematics, which are essential for students to succeed in the workforce and higher education.
- Professional and career education to achieve employment and enhanced career and technical skills for job advancement, to stimulate the development of an increasingly diverse local economy, and to advance California's economic growth and global competitiveness.
- Lower division post-secondary education to achieve transfer to a four-year post-secondary educational institution and success in obtaining a degree.
- General education to achieve critical thinking and communication skills, global awareness, personal responsibility, and professional development.

The College is committed to fostering innovation and sustainable practices that contribute to institutional effectiveness and student success, verified by a process of assessment and supported by integrated planning and resource allocation.

### *Vision*

- Lake Tahoe Community College will provide outstanding educational opportunities for every student in a personal learning community.
- Guided by our commitment to learning, we will be known for our innovative instructional programs delivered in a student-oriented environment.
- Academic excellence and strong community partnerships will afford our students the experiences necessary for their future.
- "A Personal Learning Community for all Seasons"

### *Beliefs*

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

The descriptions in the mission statement align with the mandates from the State of California and Title V Regulations, as well as California's *Master Plan for Higher Education* and Education Code. The mission statement identifies the intended student population, which comes primarily from the local community on the south shore of Lake Tahoe, the demographics of which are described in the *Introduction* section of this report. With the addition of online classes, access has been expanded beyond the borders of the south shore to those who are interested in the College's unique and supportive learning environment. Finally, in its most recent revision described in detail in I.A.3, the mission statement was updated to include a more explicit focus on

student learning, success, and achievement, including the notable coherence of the mission with the College's Core Competencies (i.e., Institutional SLOs). (I.1, I.5)

**Self Evaluation**
The College meets this Standard. The College has a comprehensive mission statement that directs its educational purposes. Students are the focus, and a commitment to student learning, success, and achievement is clear.

**Planning Agenda**
None

| STANDARD I.A.1. |
| *The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.* |

The student learning programs and services established by the College are aligned with its purposes, as defined by the mission, its character, and its student population. Guided by the mission, the College is committed to offering learning programs in the areas of basic skills, career and technical education, transfer, and general education. Additionally, the College strives to be responsive to the needs of the community, offering appropriate services and programs and making efforts to include input from the community in its planning and assessment processes through the use of advisory groups that include members from the community and local businesses. The educational master planning, strategic planning, and program review processes provide the means to assess the College's effectiveness in meeting students' evolving needs. (I.7, I.8, I.9)

The following examples demonstrate the College's commitment to the alignment of student learning programs and services with the mission of the College:

Developmental education classes are designed to ensure that students achieve basic foundational skills in English, including reading and writing, and mathematics, which are essential for students to succeed in the workforce and higher education.

- To meet the needs of a community that has a substantial population of ESL learners, Non-credit English as a Second Language classes were held in three locations convenient for students: the Family Resource Center (FRC), Al Tahoe School, and LTCC. In July 2011, the College's Non-credit ESL Program was relocated to the main campus based on program assessment and classes continue to be offered at the FRC based on need. (I.10)

- The Basic Skills Initiative was established in 2006-07, and the College hired a Basic Skills Counselor in 2008-09 to advance the initiatives in the Strategic Plan for foundational English and mathematics students. The College embedded counseling in foundational mathematics courses and provides tutoring, peer mentors, and staff development courses on Basic Skills topics. (I.12)

- The Math Center, Tutoring and Learning Center (TLC), and Writing Center were each relocated to the main building in fall 2008 to provide more student-friendly access and allow for centralized service delivery that addressed the weather-related obstacles associated with locating services in out-buildings during winter. In 2010 the TLC initiated a "Writing Across the Curriculum" program in an effort to institutionalize standards for college-level writing. (I.11, II.11a, II.12)

- A full-time Director of Institutional Research and Planning was hired in 2008-09. One function of this position is to provide accurate data of student success rates in foundational mathematics and English courses. This data is made available to administrators and faculty and incorporated into program review. (I.12)

- Online tutoring for foundational English students started in January 2010 due to the

growth in distance education and is designed to improve student achievement. (I.68)

- The College was awarded a federal TRIO grant in 2010-11. The purpose of the grant is to facilitate the participation and academic success of educationally disadvantaged students. Staff include a counselor/coordinator, an academic support specialist, peer mentors and a program assistant. Peer mentors support participants in a wide variety of online and face-to-face classes, including foundational skills. (I.12a)
- All foundational mathematics classes use My Math Lab software which provides structure, practice tests, immediate feedback, and assistance to students developing computer skills.

The College provides professional and career education programs to achieve employment and enhance career and technical skills for job advancement, to stimulate the development of an increasingly diverse local economy, and to advance California's economic growth and global competitiveness. Examples include:

- The LTCC Fire Academy, a regional training program accredited by the State Fire Marshal, began in 2006-07 and has graduated eighty-six students. (I.4)
- A phlebotomy course was started in summer 2006. It is certified by the State of California Department of Health Services and results in a designation of Certified Phlebotomy Technician. (I.4)
- The Culinary Arts program was updated and revamped, resulting in a 300 percent increase in enrollment over the last five years. El Dorado County Jail Culinary Arts courses were added in 2007-08. (I.4, I.13)
- The Dental Assistant and Culinary Arts program established articulation with the local high school Regional Occupational Program in 2009-10. (I.14, I.15)
- A textbook loan program for economically disadvantaged Career and Technical Education students started in spring 2009. This program was expanded in 2010 to include

TRIO and other economically disadvantaged students (I.16)

The College offers lower division post-secondary education to achieve transfer to a four-year post-secondary educational institution and success in obtaining a baccalaureate degree. Examples include:

- Student Services created articulation with online baccalaureate programs: City University of New York (CUNY) for majors in Business and Communication and Culture and Western Governors University (WGU) for a wide range of majors. (I.17, I.18)
- As a result of student, instructor, and counselor input, Calculus for Business and Social Sciences (MAT118) was added to the curriculum. (I.4)
- To meet the needs of the local community and aspiring elementary school teachers, the College added a Mathematics for Elementary School Teachers course (MAT 109). (I.4)
- The biology year-long sequence was enhanced to facilitate transfer for biology majors. (I.4)
- The Art Department has enhanced its existing course offerings to meet requirements for transfer to four-year institutions. (I.4)
- A chemistry course was developed to meet the specific needs of Allied Health majors. (I.19)
- The College offers an annual Transfer Day to allow students the opportunity to meet with representatives from four-year institutions and gather transfer information. (I.20)

The College offers general education to achieve critical thinking and communication skills, global awareness, personal responsibility, and professional development. Examples include:

- The General Education pattern at the College, as noted in the *College Catalog,* requires that students pursuing an Associate in Arts degree take classes in the following areas: English composition, mathematical

concepts and quantitative reasoning, fine arts and humanities, social sciences, physical and biological sciences, lifelong understanding and self-development, and cultural pluralism. (I.4, I.19)

- The *College Catalog* also contains SLOs for all programs, and learning outcomes are currently being mapped to the Institutional SLOs. (1.4, I.19)
- The Curriculum Committee evaluates general education courses to ensure that their breadth, depth, and rigor meet the requirements of the general education philosophy. (I.21, I.39)

Educational programs are responsive to the needs of students as evidenced by the Student Experience Survey conducted in fall 2010, wherein 85.7 percent of students strongly agreed or agreed that they received clear and accurate information about transfer requirements from the College's counselors. Approximately 92 percent describe their experience with online courses at the College as good or very good. Admission and registration is considered easy or very easy by 93.9 percent and 95.9 percent of students respectively, while 75.0 percent say that the scheduling of classes meets their needs, and 93.2 percent have received the information they need from the College's orientation programs. Of the student respondents, 81.5 percent agree or strongly agree that there are enough tutors to meet their needs, and 96.5 percent agree or strongly agree that the Tutoring and Learning Center supports their development and success. In response to the question of whether the College provides them with the support services and programs they need to develop, learn, and succeed as students, 96.7 percent agree or strongly agree, and between 88.3 percent and 97.6 percent agree or strongly agree that access to the campus, facilities, courses and programs, and their instructors meets their needs as students. All of these responses reinforce the College's assertion that it establishes student learning programs and services aligned with its student population and that the College is successfully mak-

ing student needs and student learning its priority. (I.22)

**Self Evaluation**
The College meets this Standard. Through its mission, the College establishes its purposes which are used to guide the development of student learning programs and services. Moreover, through comprehensive assessment, the College recognizes the character of its community and student population and establishes appropriate programs and services to meet identified needs.

**Planning Agenda**
None

**STANDARD I.A.2.**
*The mission statement is approved by the governing board and published.*

The Board of Trustees approved the most recent revision of the College's mission statement on 8 December 2009. It is available on the College website and is published in the *College Catalog* and faculty and staff handbooks. (I.23, I.1, I.2, I.3)

**Self Evaluation**
The College meets this Standard. The mission statement is regularly reviewed, approved by the Board of Trustees, and published.

**Planning Agenda**
None

# Standard I

The College was guided by a philosophy statement until 1992-93, when the first mission statement was developed and included in the *College Catalog*. This mission statement was further revised during a day-long planning session in 1997. The mission statement was reaffirmed in 2003, after the College reviewed mission statements from sixty peer institutions during a strategic planning session.

During the 2009 Student Learning Outcome (SLO) development process, it became evident that the College's mission statement did not contain certain critical elements pertaining to student learning. On 18 February 2009, the Academic Senate adopted a Mission Statement Resolution recommending that the mission statement be revised to include student learning and success, verified by a process of assessment. On 21 October 2009, the Academic Senate adopted a resolution recommending that the College mission statement be revised to include an emphasis on student learning, reasserting the mission as providing guidance and direction for planning and decision-making at the College. This resolution became the basis for the present mission statement.

Following this recommendation, the College Council, as the primary planning body of the College, established an ad hoc sub-committee to revise the mission statement. Members from all constituent groups on campus, including the Board of Trustees, participated in two meetings to draft a revised mission statement. Dialogue on the draft revision took place in Academic Senate, the Classified Employees Association, and finally the College Council before a final version was recommended to the Board of Trustees. The revised College mission statement was adopted by the Board of Trustees on 8 December 2009. (I.24, I.25, I.26, I.27)

The mission statement is regularly reviewed through the planning processes of the College. Educational master planning, strategic planning, and program review all include a review of the mission statement in order that it guide and inform those efforts. (I.7, I.8, I.9)

**Self Evaluation**

The College meets this Standard. The College reviews its mission statement on a regular basis and revises it if and when deemed necessary using the College's governance and decision-making processes.

**Planning Agenda**

None

The College's mission is central to both institutional planning and decision-making. The primacy of the mission in the College planning processes can be found in various planning documents, which purposefully contain the mission statement in their first pages to remind all planning groups of the purposes toward which the College works. Educational master planning, strategic planning, and program review processes all begin with a review of the mission of the College. The role of the mission is also detailed in the Guide to Integrated Planning where diagrams of the College's planning processes can be found. (I.7, I.8, I.9)

The College's mission has recently received a renewed focus and prominence in planning and decision-making processes due to significant resource constraints. Much more than previous iterations, the mission statement adopted in fall 2009 provides language delineating the specific areas in which the College should focus its increasingly limited resources. Substantial dialogue contributed to the crafting of that statement, as described in I.A.3, and substantial dia-

logue has ensued, primarily in the College Council, regarding how to best fulfill the mission through planning and budgeting processes. Additionally, these specific mission foci have been used regularly to provide direction to enrollment planning and schedule-building efforts over the last several years (I.28, I.29)

According to the fall 2010 Faculty/Staff Experiences Survey, 46 percent of respondents agreed or strongly agreed that "LTCC relies upon its mission as the foundation for financial planning," with 23 percent expressing disagreement. While room exists for further improvement, this indicates that processes are in place that link the College mission to planning, decision-making, and resource allocation. (I.30)

**Self Evaluation**
The College meets this Standard. Through its planning and decision-making processes, documents, and governance structures, the College maintains an ongoing dialogue and focus on the central role of the mission of the College. As part of the continuous improvement of the College's planning and decision-making processes, and in recognition of information that suggested that improvement was needed, the College Council established the College Planning Council sub-committee to focus specifically on the review, revision, and evaluation of the planning and decision-making processes.

**Planning Agenda**
As part of the review, revision, and evaluation of College planning and decision-making processes, the College Planning Council sub-committee will develop mechanisms for improving campus wide communication and for understanding the link between the mission, program review, strategic planning, and resource allocation.

Notes:

## STANDARD I.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 it resources to effectively support student learning. The institution demonstrates it 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.*

The College demonstrates purposeful efforts to produce and support student learning, measure that learning, assess how well learning is taking place, and make changes to improve student learning. The College also incorporates student learning into key planning and decision-making processes that lead to resources allocated in support of student learning. The College demonstrates the achievement of student learning outcomes (SLOs) through its continued progress toward their regular assessment in every area of the College. Further, the College engages in a regular cycle of program review that includes the assessment of student learning, and that forms the foundation for the *Educational Master Plan* (*EMP*) and *Strategic Plan* of LTCC. The College is committed to improving student learning through systematic research and planning to continuously improve its key processes.

The College is dedicated to ongoing and participatory dialogue regarding the improvement of student learning and the effectiveness of institutional processes. Administrators, faculty, staff, and students engage in dialogue on many levels regarding the assessment and improvement of student learning, success, and achievement. Numerous College committees, groups, processes, and governance structures, as outlined below and in subsequent Standards, are designed to ensure that student learning is reflected upon, discussed, and improved. In recent years, the outcome of this dialogue has led to a number of institutional improvements.

### Student Learning

Since the College's Mid-term Accreditation Report, Student Learning Outcomes (SLOs) have transformed the campus culture. Campus-wide dialogue about student learning has directly contributed to the refinement of the College's mission statement as described in Standard I.A.3. This dialogue also provides a focus for planning and budgeting, as well as ensures a focus on continual improvement. (I.31)

The Student Learning Outcome (SLO) and SLO Assessment Committees of the Academic Senate have been instrumental in facilitating dialogue about student learning. In addition to engaging in dialogue with individual faculty (full-time and part-time) and with groups of faculty and staff more broadly, each of these two standing committees regularly communicates its progress to the Academic Senate as a whole and to the Board of Trustees when appropriate. (I.6, I.32, I.33, I.34, I.35)

**The Student Learning Outcome Committee** (SLO Committee) is responsible for facilitating the development and revision of SLOs and their mapping to larger institutional outcomes (i.e., Core Competencies). The SLO Committee is chaired by the SLO Coordinator—a faculty member who initially received 50 percent release time to promote the development and assessment of SLOs among full-time faculty. In 2009-10 the College shifted 25 percent of this release time toward establishing the position of SLO Assessment Coordinator to support the development and assessment of SLOs by adjunct faculty. This position also offers support to full-

time faculty in the area of SLO assessment. (I.33, 1.34)

**The SLO Assessment Committee** (Assessment Committee) is charged with overseeing the assessment process, establishing guidelines, and encouraging focused dialogue on student learning throughout the process. The Assessment Committee provides departments with feedback on submitted assessment reports, including recommendations that promote a focus on authentic assessment, reflection on student learning, and dialogue about assessment results within departments. Additionally, the Assessment Committee promotes linkages between SLO assessments and budget recommendations to improve student learning outcomes based on those assessments. (I.6, I.34, I.36)

**The Curriculum Committee**, another standing committee of the Academic Senate, is the official body charged with advising and recommending action to the Board of Trustees (via the governance structure) in curricular areas such as course development and modification, SLOs and their inclusion in course outlines of record, and course prerequisites/co-requisites/advisories, areas that directly impact student preparation, learning and success. Regular dialogue concerning student learning, therefore, is an ongoing part of the committee's work.

As an example, focused dialogue related to the rapid growth of distance education led the Curriculum Committee to develop a more robust review of curriculum intended to be delivered via distance education. Similar dialogue within the Academic Senate resulted in its establishing a Distance Education Committee in 2010-11 and charging it with establishing guidelines for design, delivery, and best practices for online course delivery. (I.37, I.38, I.39, I.40)

The **College Council** is comprised of representatives from each campus constituent group and facilitates dialogue involving student learning through its central role in guiding college-wide planning and resource allocation. Dialogue

on the improvement of student learning is a regular part of the budget development process of the Council. This group also makes recommendations to the Superintendent/President and, through the Superintendent/President, the Board of Trustees on these matters. Through the dialogue of the College Council (and the podcasts that are available for those unable to attend), representatives are informed of the issues and share that information with their constituents. Agendas and minutes of the College Council are posted on the College's website. (I.41, I.42, I.84)

As the official voice of the faculty, the **Academic Senate** exists to promote the best interests of higher education; to serve the needs of the faculty and all members of the District community; to ensure that the faculty participate in the governance processes of the District and that it consult collegially with the District governing board; and to provide a forum for the faculty to discuss, debate, and formulate opinions on district policy development related to academic and professional matters. (I.43, I.84)

The standing committees of the Academic Senate reflect the importance that the Senate places on dialogue for the improvement of student learning. Besides the SLO Committee, the Assessment Committee, and the Curriculum Committee, the Senate also has a Distance Education Committee, a Basic Skills Committee, a Faculty Technology Committee, a Professional Development Committee, and an Equivalency Committee (to minimum qualifications). The work of these committees contributes to maintaining a high level of quality instruction to promote student learning.

The academic and student service programs of the College are divided into three **divisions**: (1) Mathematics/Science, Business, and Career and Technical Education; (2) Humanities and Social Science; and (3) Student Services. Each academic division holds regular (usually quarterly) meetings attended by full-time faculty and the area dean to discuss developments pertaining to its division, including student learning, success,

and achievement. Student Services meet on a regular basis to discuss similar issues. The division meetings also are used as an opportunity for faculty within and across disciplines to discuss SLOs and assessments for the purposes of instructional improvement. Information from division meetings is often discussed at subsequent department meetings, which frequently include adjunct faculty members. (I.44)

Central to academic **department** meetings are discussions pertaining to student success, SLOs and assessment, budget, scheduling, enrollments, curriculum, selection of textbooks, consistency in grading and department policies, outreach, instructional innovation, instructional technology, distance education and online instruction, program review and the resulting recommendations and goals, and hiring of full-time and part-time faculty.

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. These meetings have been institutionalized over the past several years as part of Convocation activities for faculty, and many departments hold them quarterly and through yearly retreats. Adjunct faculty members are often invited to these meetings, and the area dean or employees from other campus service areas sometimes attend a portion of the meetings. These meetings provide a venue for closing the loop on the SLO assessment process through dialogue on both assessment results and ways to improve student learning. (I.45, I.46)

The Career and Technical Educational (CTE) programs and several of the College service programs have **advisory committees**—advice-giving bodies— that assist programs in meeting the needs of the community in a manner consistent with the College mission statement. The committees serve as a channel of communication between the College, businesses, industry, and the community. The committee discussions focus on maintaining relevant and high quality content in CTE programs, as well as the review

of student learning, success, and achievement in the programs. A more detailed discussion of the role of CTE advisory committees can be found in Standard II.A. (I.47)

The College requires all newly hired full-time faculty members to participate in a year-long **New Faculty Mentoring Program** designed as part of supporting their transition into the College culture. This program is structured to enable new faculty to explore the College's learning community by encouraging agency and professional development and dedication and by promoting faculty members' connections to students, their colleagues, and the institution. When a new faculty member begins his/her work at the College, he/she is paired with an experienced member of the faculty with whom he/she meets regularly and shares classroom observation visits. Additionally, new faculty are required to attend meetings of representative bodies on campus, meet with campus leaders to learn about governance structures, and conduct assignments related to SLO development and assessment. This program also provides a venue for active discussion and dialogue about the mission of the College with regard to student learning, success, and achievement. (I.48)

The College is committed to incorporating the student perspective in dialogue on the improvement of student learning and institutional processes. The **Associated Student Council** (ASC) facilitates students' contributions through governance; directs student activities which stimulate the intellectual, physical, and campus life of students; and encourages students to take part in policy-making that directly affects their education. The ASC is comprised of sixteen students, with each member regularly serving on a variety of College governance committees. Students hold two voting positions on the College Council; one serves on the Curriculum Committee; one or more participate on all academic hiring committees; and three to five students are included in college-wide strategic planning sessions. In addition, one ASC member is elected to serve as the student member on the Board of

Trustees. Having representation on these committees allows the ASC to communicate student issues to the College, and effectively disseminate College information to the student body. (I.49, I.84)

Other ways in which the College engages in dialogue involving student learning occur during Convocation through discussions on SLOs and SLO assessment, and workshops related to student learning. Departments and divisions often have the opportunity for training and discussion around SLOs and SLO Assessment and, thus, student learning. Campus committees, such as the Enrollment Management Committee, create a venue for discussion about student access and success in learning, such as how to maintain access with limited resources and assure that the College's mission is maintained with a focus on learning. Campus forums and open-door policies among administrative leaders are ongoing practices that provide a consistent venue for the campus community to voice questions and concerns related to student learning and other issues. (I.50)

The College has enhanced a number of key **institutional processes** to ensure the effectiveness of fulfilling the College's mission and the improvement of student learning.

The Academic Senate assumed responsibility for the SLO development and assessment process, ensuring that the College developed and implemented SLOs for all of its courses, programs, degrees, and certificates, as well as developed mechanisms for measuring these student outcomes. A faculty member was appointed as the SLO Coordinator to oversee these efforts. All course level SLOs were written and submitted to the SLO Committee over the course of three years, with a final deadline of 1 April 2009. After a year of planning and research, an assessment process was developed and put into place in 2007-08. The Assessment Committee began its work in earnest in fall 2008.

A three-year, three-phase assessment plan was developed for implementing SLO assessment and connecting these results to program improvement, institutional budgeting, and planning. This connection is made through the program review process and demonstrates how the College is using SLOs to complete the cycle of assessing and improving student learning. In 2007 the Academic Senate developed and approved General Education Core Competencies for student learning at the College. All course-to-course and program maps connecting courses, programs, and degrees to these General Education Core Competencies are in the process of being completed, a process that will be facilitated by software purchased for the management of SLO assessment. During 2006-07, the Academic Senate adopted an *Assessment Plan* to direct the College's assessment efforts. With the hiring of the Director of Institutional Research and Planning, and following the process of actually assessing SLOs, the *Assessment Plan* was modified. The revised *Assessment Plan* was adopted by the Academic Senate on 16 January 2009. (I.6)

**The Program Review Process** is described in the *Program Review Guide* as "a systematic process that assesses the effectiveness of the College's programs within the context of the mission of the institution." Each area of instruction, Student Services, and operations of the College prepares a program review document that is examined annually during the budget development process and is formally evaluated and redeveloped on a six-year cycle. The program review process was updated in 2009-10 to promote better alignment with higher level planning goals and objectives of the College, to incorporate SLOs and SLO assessment, and to streamline the process to make it more manageable and meaningful for the College. Programs having completed the formal program review process since 2009 have incorporated results from the SLO assessment process into developing budget requests. Further revisions to the program review process that incorporate a more formal,

annual unit planning component will be implemented in fall 2011.

Assessment results are also incorporated into the circular process of budget development and resource requests within specific departments and programs. The program review process is described in greater detail in Standard I.B.6. (I.9, I.51, I.52, I.54, I.55, I.56)

The College hired a full-time **Director of Institutional Research and Planning** (DIRP) in September 2008 to continue and strengthen the collaborative effort of developing and implementing comprehensive research and planning processes. The DIRP designs and conducts institutional research projects to assist the College in assessing institutional effectiveness, specifically in the areas of learning outcomes assessment, planning, enrollment development, accountability, accreditation, and policy formulation. In addition, the DIRP takes the lead in coordinating the College's strategic and educational master planning processes and assures, through reports and analysis, the linkage of planning to the budgeting process.

In 2009-10, the DIRP revised the College's primary data source, *Graphically Speaking,* to be a more targeted, accurate, and user friendly document now known as the *Fact Book*. The *Fact Book* is designed to provide both basic information on student demographics and targeted information related to student success and achievement that is used in program review and other planning processes. The document will be revised continuously to include necessary information to support the planning processes of the College as they are refined, developed further, and changed appropriately. (I.57)

Reports, including regular and ad hoc, are distributed through the Office of Institutional Research and Planning (OIRP) website and are shared with the campus community through the participatory governance structures of the College and/or designated committees (e.g., the Distance Education Committee and the Basic Skills

Committee). In addition, institutional research is provided to support the program review, strategic planning, and educational master planning processes of the College. (I.53, I.69, I.91)

As a way of enhancing dialogue around the improvement of institutional processes, the College Council established the **College Planning Council (CPC)** sub-committee in fall 2010-11. Chaired by the DIRP and with membership from each constituent group of the College Council, the committee is charged with the development, review, evaluation, revision, improvement, and facilitation of the integrated planning and resource allocation processes of the College. During the 2010-11 year the CPC made a series of recommendations intended to further improve College planning processes. These recommendations were approved by the College Council and will be implemented beginning in the 2011-12 academic year. (I.58, I.8)

In an ongoing effort to cultivate student learning and institutional effectiveness, the College is currently in the process of transitioning from its legacy student information system to an enterprise resource planning (ERP) system, which includes multiple integrated tools designed to promote continuous improvement. This collaborative project, branded "Project VIEW" has focused campus-wide dialogue on developing enhanced business processes, data collection and analysis, assessment, and reporting. The Title III Steering Committee and Project Implementation Team, which oversee Project VIEW, include representation from all levels of the organization to ensure collegial participation. Once implemented, the new portal technology and associated system integration will facilitate increased communication, collaboration, and access to institutional research to foster future dialogue leading to the advancement of educational objectives. The expected outcomes of Project VIEW include improved decision-making, increased productivity, robust reporting capabilities, and an augmented ability to serve the needs of students. (I.59, I.60)

# Standard I

**Self Evaluation**

The College meets this Standard. Members of the Board of Trustees, the administrative team, the faculty, the staff, and students are committed to the exchange of ideas regarding the assessment and improvement of student learning and institutional processes. This is evidenced by the numerous committees, groups, processes, and governance structures that are designed to ensure that student learning and institutional processes are reflected upon, discussed, and improved. Student learning, success, and achievement are at the heart of the College's mission statement and planning processes. The educational master plan flows from this mission and directs the strategic plan. Program review informs and is informed by those plans. SLOs and their assessment are integrated into that process and help direct resource allocation. Committee, sub-committee, division, department, and area-specific work is organized to support these processes, and by extension the achievement of the College mission and student learning.

**Planning Agenda**
None

> **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.*

The College establishes goals and objectives at multiple levels to improve its effectiveness, consistent with its purpose as outlined in the mission statement. Each established objective is measureable and is linked to a timeline for achieving the objective to allow for the evaluation of progress toward its achievement. Members of the College community, including the Board of Trustees, administration, faculty, staff, and students, work collaboratively to both establish and achieve the goals and objectives.

The College's **mission statement** lies at the core of the planning processes that establish the goals and objectives for the improvement of institutional effectiveness. The regular review of the mission is part of each planning process at the College to focus the goals and objectives established and to promote their alignment and integration with the College's stated purpose. (I.24, I.25, I.26, I.27)

The purpose of the *Educational Master Plan* (*EMP*) is to "identify the primary strategic issues that the College must address over the next six years to continually improve its effectiveness in achieving its mission." Quantitative and qualitative data are used to identify "emerging and important trends" relevant to the work of the College that are subsequently addressed in the *Strategic Plan*.

The most recent *EMP* identified four strategic issues for the College to address over the next six years: (1) Student Access; (2) Student Learning, Success and Achievement; (3) Community Engagement; and (4) College Sustainability. The *EMP* sets broad goals for the College that are then operationalized through the *Strategic Plan*. An example of a goal set forth in the *EMP* occurs under the section on College Sustainability: "Over the next six years, the College needs to reduce its reliance on the state by diversifying its revenue streams. Moving from a 'State Funded' to a 'State Supported' institution will require the institution to develop alternative sources of revenue through entrepreneurial activities, strategic community and business/industry partnerships, grant acquisitions, and enhanced philanthropic efforts." This provides direction for the *Strategic Plan* to set more specific and measureable goals for College sustainability. (I.7)

The *Strategic Plan* is a comprehensive planning document that provides the direction for the future of the College in fulfilling its mission. It is

written and updated each year by a broad-based team consisting of representatives of the campus community. The *Strategic Plan* lists goals and measurable objectives that align with the strategic issues and broader direction established through the educational master planning process. The *Strategic Plan* provides direction for program review and other planning activities that align the efforts of individual units and departments with the strategic direction of the College. The culmination of these efforts is demonstrated through the annual review of progress made toward measureable strategic objectives at the annual strategic planning session. The objectives of the *Strategic Plan* also help to focus resource allocations. The *Strategic Plan* was last updated in spring 2011 and will be presented to the Board of Trustees in August, 2011. (I.109, I.61, I.8, I.62)

The annual strategic planning session involves representatives from all constituent groups on campus, including the Board of Trustees, as well as the College Council as the governance group charged with overseeing planning on campus. Broad based participation is considered essential to ensure that members of the College share a common vision and purpose to guide their work. The annual strategic planning session begins with a review of the College mission and proceeds with an overview of relevant information needed to inform the session, including updates on progress made toward existing strategic goals and objectives. The planning sessions differ each year: the team may invite members of the community to make presentations; it may discuss the strengths and weaknesses of the College; it may provide creative tools to let the participants brainstorm; or it may focus on and discuss data about the community and/or the College.

Once the *Strategic Plan* has been drafted, it follows the governance process for planning, beginning at the College Council and proceeding through the Academic Senate, Classified Employee Association, and President's Council for review, before returning to the College Council for final recommendation to the President for

adoption by the Board of Trustees (Figure 12). Once approved by the Board of Trustees, the *Strategic Plan* is made available publicly through the website. (I.8, I.63, I.64)
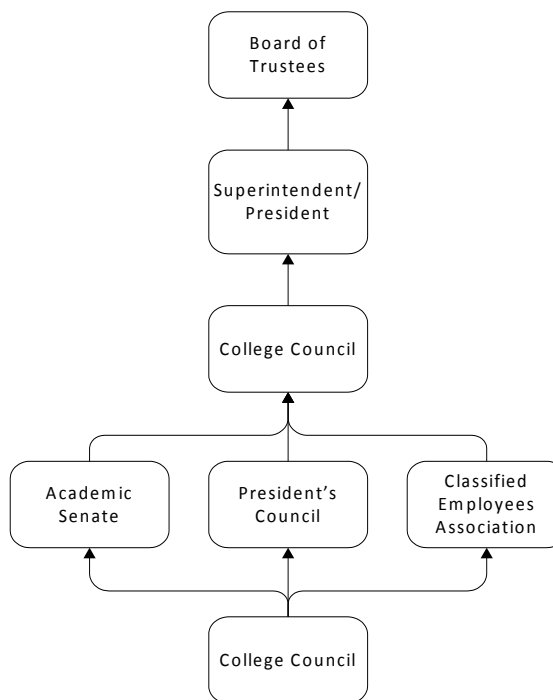


**FIGURE 12 GOVERNANCE PROCESS FOR PLANNING DOCUMENTS**

**Program Reviews** include goals and objectives that direct activities and efforts at the department and program level. Alignment with strategic goals and objectives is promoted both through the *Program Review Guide* as well as the **Budget Development Process** that requires resource requests to be linked to program review goals and/or *Strategic Plan* goals and objectives. Program review includes incorporation of program level SLOs to maintain a focus on student learning in the review process. Program review goals and recommendations are shared broadly, as they are presented to the College Council and the Board of Trustees, and all program review documents are available through the website. The documents used to facilitate and create program reviews ask the teams to link recommendations to specific strategic planning and budget allocation requests. Because each budget re-

quest is linked to a Program Review Recommendation, program goals are regularly reviewed and discussed through the annual budget allocation process. (I.56, I.9, I.65, I.65a)

Program review is used as the basis for the educational master planning process, with specific needs for human, technology, facilities, and financial resources summarized and integrated into the *Educational Master Plan*. Each of the College's primary planning documents informs and is informed by the others, and all are guided by the stated mission of the College (Figure 13).
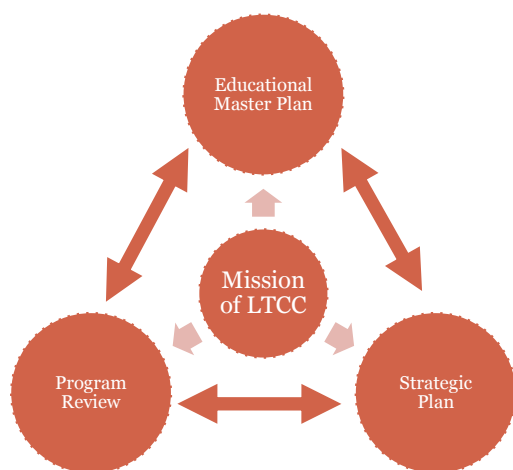


**FIGURE 13 INTEGRATED PLANNING CONCEPT OF LTCC**

**Self Evaluation**
The College meets this Standard. Goals are established, communicated, and reviewed at all levels of College operations. The mission provides direction to all College programs and services and identifies the purpose toward which planning processes are directed. The *Education Master Plan* identifies the strategic issues that the College must address and establishes the broader goals toward which the College works to address those issues. The *Strategic Plan* operationalizes the *EMP* by establishing goals and objectives that allow for regular assessment of the achievement of those goals.

The most recent *EMP* revision identified strategic issues that were discussed in the strategic

planning session held in February 2011. The strategic goals of diversifying revenues, being responsive to community needs, and improving access to underrepresented populations have already resulted in the beginning of efforts and activities to achieve those goals.

The College is initiating a focus on diversifying its funding base and has submitted two grant applications since the strategic planning session, with an attending focus on additional funding opportunities. As a result of dialogue during the master planning and strategic planning processes, a community education program has be initiated that will offer educational experiences that are valued by the local community and that have been restricted due to state budget concerns; each of these is consistent with the College's mission the goals and objectives developed through the planning processes. (I.66, I.67)

The connections between the mission statement, the Core Competencies, and all levels of SLOs and SLO Assessments provide evidence that the goals the institution sets through its planning processes are consistent. This coherence is maintained through the inclusion of SLOs in program reviews, which are then directly tied in to broader campus-wide planning. Additionally, the comprehensive and diverse participation in the annual strategic planning session and the *Educational Master Plan* cycle of review and revision provide evidence of the College's commitment to participatory decision-making.

**Planning Agenda**
As part of the ongoing review, revision and improvement of College's planning processes, the College Planning Council (CPC) will incorporate an annual update to program review and unit planning into the existing planning cycle beginning in fall 2011 in order to strengthen the connection between program review recommendations and the prioritization of resource allocation. Further, the CPC will develop and conduct a more formalized, annual evaluation of College planning processes.

# Standard I

The College assesses progress on the attainment of institutional goals on a continuous basis. This is accomplished via broad-based and integrated planning processes, which establish goals and objectives and, through participatory governance, guide decisions regarding the improvement of institutional effectiveness. Through a systematic cycle, resource allocation based on integrated planning is evaluated using quantitative and qualitative data each of which is tied to program review data and analysis. Linking this integrated and annual planning process to resource allocation enhances institutional effectiveness.

The College has an annual planning calendar that both highlights and guides the integration of its planning processes, tying program review data, student learning outcomes and the corresponding assessment of those outcomes, strategic plans, and the *Educational Master Plan* to resource allocation (personnel, technology, facilities, and fiscal). When fiscal resources are reduced or increased, program review data analysis provides opportunities for the College to examine activities and prioritize planning agendas, assuring the mission is achieved and that institutional effectiveness is enhanced. Analysis gives institutional leaders the occasion to re-evaluate planning assumptions and make mid-course adjustments. (I.8, I.65)

As an example, the College has experienced growth in its Distance Education Program, and program review identified additional resource requirements. The planning and prioritization process elevated this information, which resulted in funding a Distance Education Coordinator position. The Distance Education Program will be evaluated annually to determine if and how the additional resources are leading to improvements. (I.68, I.69, I.70)

The governance group with primary responsibility for the evaluation of resource allocation based on the integrated planning process is the **College Council**. College Council participates in the educational master planning and strategic planning processes of the College to help establish the goals and objectives toward which resources are dedicated. Through its primary role in budget oversight, the College Council ensures that resource allocations are tied to stated goals and objectives derived from program review and/or the *Strategic Plan*. A range of quantitative and qualitative data is used to inform decisions for resource allocation, including the results of SLO assessment. Three recent examples highlight the Council's role and process for ensuring institutional effectiveness. These include:

A. Analysis of data and subsequent dialogue concluded that the Kids' College Program was not a high institutional priority nor was it specific to the College mission; it was eliminated through the planning and recommending process. (I.71, I.72, I.73)

B. Analysis of data and subsequent dialogue indicated that the International Education Program was not meeting expectations and did not serve a broad audience. It was eliminated through the planning and recommending process. International students are still served through the Admissions and Records Office. (I.74, I.75, I.76)

C. Data analysis and associated dialogue as part of the educational master planning and strategic planning processes identified a need to develop a Community Education Program. As a result, in spring 2011, College Council recommended funding for the hiring of a Community Education Coordinator and the establishment of the program's infrastructure. (I.7, I.66, 1.61, I.77, I.78)

These examples serve to highlight the College Council's role in ensuring institutional effectiveness through its role in recommendations to the decision-making level in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Additionally, these examples provide evidence of the campus-wide dialogue that takes place in regard to the mission of the College and the best use of increasingly limited resources to meet that mission effectively. Consistent throughout these discussions is a focus on the goals of the College that are articulated in its planning documents and a focus on how individual programs are working towards meeting these goals. These decisions were informed by quantitative and qualitative data and guided by planning goals and objectives, as part of the regular cycle of evaluation of resource allocations that impact institutional effectiveness.

To improve the College's ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation, the College Council established the **College Planning Council** (CPC) sub-committee as mentioned in I.B.1. The CPC is charged with evaluating and recommending improvements to the processes by which the College Council assesses progress made toward improving institutional effectiveness. As part of this charge, the CPC has developed a *Guide to Integrated Planning* for the College that seeks to better specify and align data collection, reporting, planning, and budget development processes. This plan is associated with the Planning Agenda items found in I.B.2. (I.8, I.79, 1.80, I.58)

In addition, the College Council conducts an "end of the year" evaluation of its processes, progress and activities of that academic year. When gaps in desired goals are identified, dialogue takes place to assure continuous improvements are implemented. (I.113)

**The President's Council** is comprised of the academic deans and vice presidents; other key individuals are invited when the agenda includes topics which would benefit from additional voices. When allocating resources annually, the President's Council reviews data, (i.e. Budget Justification Forms) which substantiates the request(s) and improves and strengthens the College. Pointed questions are raised to assure budget managers have reviewed qualitative and quantitative data and that the allocation of resources leads to long-term institutional effectiveness. For example, during the 2011-2012 budget development and resource allocation process, all vacancies were examined against program review data. Because of the current and persistent budget situation, strategies were implemented to promote individuals from within so that fiscal resources were maximized to allocate in other priority areas. (I.81, I.82)

Another example involves the implementation of the Enterprise Resource Planning (ERP) project, Project VIEW. Based on needs identified through the program review process prior to 2006, the College determined that it was necessary to replace its aging student information system. A committee was formed to further assess potential options and to develop a Title III grant proposal in collaboration with an external grant writer. The grant application documents institutional strengths and weakness, describes institutional objectives, and defines the project scope. During the summer of 2008, the College was notified of its success in acquiring Title III funding and quickly began work on Project VIEW. In each subsequent year, progress was assessed in the Title III annual performance report and reported to the campus community at Convocation. During the first year after the grant was awarded, forums and discovery sessions were held involving multiple departments to ensure that the ERP system would be developed in a manner that would provide benefits throughout the institution.

As the project progressed through a series of transitions in institutional leadership, key individuals continued to meet on a regular basis with the administration to facilitate planning and re-

source allocation. Resource needs and project information were also shared with College Council. In late 2010, the Interim President solicited three external evaluations of the ERP implementation to gauge project performance towards stated objectives and institutional goals. Based on some of the information gleaned from these reports, the implementation of Project VIEW was reassigned by the Interim President and the structure was reorganized. The Vice-President of Academic Affairs and Student Services assumed a more active role as executive sponsor and additional fiscal resources were allocated. The project launch date was delayed by a year based on the new structure, benchmarks were adjusted, and additional components were added to the project implementation, including a robust reporting and analytics solution. The on-going review of Project VIEW implementation will provide qualitative and quantitative data to assess if the modifications are leading to improvements. (I.59, I.61, I.109, I.110)

The annual **Strategic Planning Session** provides a venue for campus-wide dialogue regarding progress made toward achieving the goals and objectives specified in the *Strategic Plan*. These sessions are also used for the development and revision of goals and objectives based on discussion of the strategic issues the College is facing. As objectives are achieved, or conversely determined to be out of alignment with current needs, they are removed, revised, and/or replaced. The *Strategic Plan* is evaluated each year during the planning session and subsequent College Council meetings. This is part of the College's ongoing institutional improvement and effectiveness commitment. (1.63, I.66, I.77)

The complete cycle of planning tied to outcomes is also evident in **program review**. Program review teams consider and respond to the program's previous recommendations as well as any relevant recommendations from recent Accreditation visits. Program history, SLOs and SLO assessments, and a review of curriculum and course offerings are evaluated through program review. Qualitative and quantitative data

(through reports from the OIRP and instruments such as surveys and focus group discussions) inform evaluation of the program's contributions to student learning and success. The program's goals and objectives are specifically linked to the strategic planning for annual budget allocation purposes. Such planning integration includes the consideration of everything from human resource needs to facilities requests for technology and professional development opportunities. (I.9, I.83)

Beginning in the 2011-12 academic year, the College will be implementing an annual unit-planning process to align departmental efforts to the College's Strategic Goals (as outlined in the *Strategic Plan*) more clearly and to strengthen the prioritization process for resource allocation. This annual unit planning process will incorporate a review of program review recommendations. (I.8, I.80)

The completion of all course and program SLOs in 2009 and the subsequent development of assessment plans establishes that SLOs are assessed on a 3-year cycle. The institutionalization of the SLO and Assessment Committees as standing committees of the Academic Senate provides consistent linkage between governance and planning bodies on campus. SLOs and Methods of Assessing SLOs (MASLOs) are documented on the official course outlines of record; in addition to the 3-year cycle of evaluation, SLOs are also evaluated as part of the 6-year Title V revision/modification requirements. (I.83, 1.84)

**Self Evaluation**
The College meets this Standard. In each of the planning processes described above, the College assesses its progress towards its stated goals to improve the effective use of its resources in a regular cycle. The evaluation of planning is linked to qualitative and quantitative data, and this process has been greatly improved through the hiring of the Director of Institutional Research and Planning in 2008. This systematic and cyclical process is effective and leads to the

improvement of student success through the assessment, evaluation, and recommendations in place at the College, from SLO assessment to budget development. The identification of a need for ongoing assessment of higher-level strategic goals is being addressed by the establishment of the College Planning Council.

The broad-based participation in the creation of the *Educational Master Plan* and the *Strategic Plan* ensures that the campus community is widely knowledgeable and has strong buy-in to the College's high-level goals. The availability of all planning documents through the website affords the campus and the community the opportunity to examine the College's strategic goals. The College recognizes the need to engage in a more regular assessment of each goal supported by data and more regular reporting on the status of each goal through a public progress report.

**Planning Agenda**

As part of the ongoing review, revision, and improvement of College's planning processes the College Planning Council will incorporate an annual update to program review and unit planning into the existing planning cycle to strengthen the connection between program review recommendations and the prioritization of resource allocation. Further, the CPC will develop and conduct a more formalized, annual evaluation of College planning processes.

> **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.*

The College offers all constituent groups (Board members, faculty and staff, students, and community partners) opportunities to participate in planning, from the programmatic to strategic level. The small size of the College encourages engagement. As a result, a large percentage of

the campus community serves on specific and/or campus-wide committees, affording them a chance to engage in planning and institutional improvement. The College's planning processes have a documented history of being broad-based and integrated, with review and assessments leading to improvement.

As described in I.B.1, the College Council serves as the primary planning group in the participatory governance structure. The College Council ensures a broad-based planning process that offers opportunities for input by all College constituencies. The College Council is also responsible for the review and recommendation of resource allocations. The membership of the Council includes four faculty, four classified staff, four administrators (two non-voting, including the Superintendent/President), and two students. This membership reflects the College's commitment to incorporating input from all campus constituencies.

The College Council plays a prominent role in ensuring the integration of planning and resource allocation to promote the improvement of institutional effectiveness. The Council requests in-depth reviews of programs to inform decisions related to the College's budget. These reviews include both quantitative and qualitative data and are guided by a focus on the mission of the College and its stated goals and objectives. As previously outlined, decisions to discontinue Kids' College and the International Education Program and to fund support for Community Education and the Distance Education Program demonstrate the Council's focus on improving institutional effectiveness. (I.41, I.73, I.74)

The College Council participates in all strategic planning sessions from which the goals and objectives that guide resource allocation emerge. Additionally, these sessions include, to the greatest extent possible, a broad-based representation from all constituent groups on campus. All faculty, classified leadership, Board members, administrators, and students from the Associate Student Council are invited to partici-

pate. Further, community leaders often attend to give presentations generally related to important socio-economic issues within the community that inform the strategic issues and to participate in the dialogue. The most recent strategic planning session involved more than forty individuals representing all constituent groups on campus and the Board of Trustees and included a community presentation on the Lake Tahoe Basin Prosperity Plan. (I.41, I.66, I.85)

The *Educational Master Plan* (*EMP*) of the College is developed through broad-based participation and provides direction for the allocation of resources and improvement of institutional effectiveness by identifying the strategic issues that the College must address. This framework is operationalized through the strategic planning process. The most recent update to the *EMP* was developed through a series of meetings that included the Enrollment Management Committee of the Academic Senate, the two vice presidents, two Deans, the Director of Career and Technical Education, and the President of the Classified Employee Association. Facilitated by the Director of Institutional Research and Planning, the educational master planning sessions involved a thorough review of both external and internal scanning data, and resulted in the identification of four strategic issues: (1) Student Access, (2) Student Learning, Success, and Achievement, (3) Community Engagement, and (4) College Sustainability. (I.7, I.85)

During the 2010-11 academic year, both the educational master planning and strategic planning processes took place. To facilitate alignment between the *EMP* and *Strategic Plan*, the main planning session was followed by a series of four targeted Goal Groups organized around each of the strategic issues identified through the educational master planning process. These groups consisted of expanded membership from the main planning session to include topic area experts, particularly from the faculty ranks. The work of these groups resulted in the finalization of the revised *Strategic Plan* and the goals and objectives contained therein. (I.87, I.77)

The College consistently adheres to a six-year cycle of program review that, again, offers opportunities for input and improvement. Each area of instruction, Student Services, and operations of the College prepares a program review document that is examined annually during the budget development process and is formally evaluated and redeveloped on a six-year cycle.

Program review recommendations are linked to the planning and budget development processes. The purposes of these reviews are to reflect on program strengths and weaknesses, improve instruction and student learning, identify and ensure the effective use of financial resources, foster student success, and ensure accountability to the state and to the local community. Programs having completed the formal program review process since 2009 have incorporated results from the SLO assessment cycle in the process of developing the budget request, and this inclusion has been institutionalized in the process and documentation. As an example, the 2010 Physics Program Review demonstrates very clearly the ways in which recommendations are linked to budget requests as a result of the assessment process. (I.56, I.56a, I.56b, I.65a)

Budget managers use the planning documents as the foundation for their budget development; thus, the inclusive nature of program review and strategic planning informs budget development and institutional improvement. The President's Council recommends funding for requests and then communicates the information back to the campus community through a comprehensive budget review by College Council and Board of Trustees meetings, including a public forum for comment on the budget. (I.65)

### Self Evaluation
The College meets this Standard. The planning processes at the College, from program review to strategic planning include representation and involvement from campus constituency. Faculty, staff, the Board of Trustees, students, and administrators are all represented in the strategic planning process. Program review includes

(through direct participation or through survey participation) the voices and involvement of full-time and part-time faculty, staff, students, and, when appropriate, community members. The primary participatory governance committee, the College Council, has voting representation from faculty, staff, administrators, and students. This broad-based participation is institutionalized through by-laws and Board Policy. Meetings are conducted openly according to clearly defined by-laws, agendas, and minutes. Podcasts are made available for Board of Trustee and College Council meetings while agendas and minutes of all participatory governance meetings are available on the College website. (I.41, I.88, I.89)

Planning processes are cyclical and adhered to consistently, resulting in resource commitments that lead to institutional improvement at all levels, from courses to programs to services offered. Such planning has, for example, led to the development of the College Planning Council, the move toward modified zero-based budgeting, the development of a Title III Steering Committee, the application and awarding of a TRIO grant to serve students more effectively, the development of a book lending program, and the hiring of a full-time Director of Institutional Research and Planning and part-time Distance Education Coordinator.

With a variety of changes in leadership over the last few years, strategic planning, educational master planning, program review and the budget allocation processes have, in the course of their regular cycles, been afforded new perspective. In addition to improvements made to strategic planning and program review and a move toward a modified zero-based budget process, the College Planning Council was established as a sub-committee of the College Council. This committee, which represents each of the constituent groups who have voting members on College Council, is responsible for leading the evaluation processes for College planning. (I.90)

Fall 2010 Faculty/Staff Experiences Survey results provide some evidence that the College planning policies and processes are inclusive of all constituency groups. For example, over half (56.4 percent) of faculty and staff either agree or strongly agree that appropriate constituencies have the opportunity to provide input into the College planning processes and that "Faculty/staff/ administrators exercise a sufficient voice in College policies, planning, and budget (50.5 percent). However, this same evidence suggests room for further improvement. (I.30)

**Planning Agenda**
Based on the results of the fall 2010 Faculty/Staff Experiences Survey and an Academic Senate resolution regarding the need to more clearly delineate the role of the College Council, the College will conduct a Governance Summit in fall 2011 to facilitate college-wide dialogue with the goal of improving the participatory governance structures and responsibilities on campus.

**STANDARD I.B.5.**
*The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.*

The College communicates matters of quality assurance through a variety of means. The Office of Institutional Research and Planning (OIRP) is the primary office responsible for institutional data collection, analysis and reporting. Reports from this office are distributed to appropriate constituencies for discussion and further inquiry. For example, the OIRP provides data to programs undergoing program review related to student success and achievement; to Academic Senate on matters related to enrollment management and educational effectiveness; to the Board of Trustees in the form of the Accountability Report for Community Colleges; to the College Council and other strategic planning session participants related to progress toward achieving strategic goals and objectives;

and to the Basic Skills Committee related to student outcomes, progression and academic achievement in foundational skills sequences. The OIRP also compiles and distributes an annual *Fact Book* to communicate measures of student success and achievement to the campus and community at large. (I.91, I.92, I.61, I.57)

Additionally, the College regularly seeks input from students on matters of quality. For example, individual program reviews often include a student survey, especially in the Student Services areas, to assess the relevancy, timeliness, and/or effectiveness of provided services. In 2009, for example, the OIRP administered a survey as part of an evidence-based process of determining whether to switch from a quarter to a semester system. The OIRP also conducted a Student Experience Survey in fall 2010 to assess a number of campus services, from technology to facilities to communications as well as the quality of distance education experiences. This information was provided to the Academic Senate, and was incorporated into more focused reports for specific constituent groups. (I.22, I.107)

The SLO Committee and the Assessment Committee assist faculty in developing effective mechanisms for conducting and analyzing SLOs and SLO assessments and support the Curriculum Committee in areas of course and program SLO development and revision. Committee chairs provide written feedback to faculty regarding their assessment efforts through department heads or the appropriate academic dean. The chairs also conduct workshops and provide updates on SLO assessment to the campus during Convocation. As standing committees of Academic Senate, both provide regular progress reports on SLO development and assessment to faculty. (I.94, I.83, I.33, I.34)

Faculty and departments keep records of their SLOs and SLO Assessments and use this information on a departmental level (holding discussions about student learning in department meetings, division meetings, and, often, during Con-

vocation activities) and on a program level (during the program review process). SLO Assessment plans call for assessments to be completed on a three-year cycle beginning in 2009-10 (the *SLO Assessment Plan* is made available on the website), and the results are gathered by the Assessment Committee and the OIRP for reporting purposes. Faculty self-evaluations include a statement regarding their roles in facilitating student learning. All SLOs and MASLOS are included in the Course Outline of Record and are, thus, reviewed and updated at least every six years, in addition to being assessed during the regular SLO Assessment cycle as laid out in program assessment plans. Program reviews incorporate SLO assessment information; faculty, staff, and student survey results; and analysis of other assessment data. Completed reviews are available on the website and housed in the Instruction Office. As it transitions into Project VIEW, the College will also be using specific tracking software (i.e., TracDat) to maintain data and produce more effective reports regarding SLOs and SLO Assessments. (I.6, I.56, I.56a, I.56b, I.96, I.97)

All Career and Technical Education programs regularly seek input and guidance from their respective advisory boards through soliciting feedback on information pertaining to student success and achievement, program size and growth, and Perkins Core Indicator outcomes. The Public Information Officer (PIO) issues press releases on topics of community interest and arranges media coverage of specific events. The PIO also manages requests for College information from the local media. The Safety Committee provides updates regarding safety issues and improvement on campus, while the Business Office produces an annual crime report presented publicly at a Board meeting and communicated to the campus via email and the website. (I.98, I.99, I.100, I.101)

The College also uses external assessment reports to provide a broader perspective and inform institutional decision-making. For example, during the 2007-08 academic year, enroll-

ment development activities were enhanced by market research conducted by Noel-Levitz, which led to changes in enhanced promotional efforts and outreach to prospective students. The research and recommendations were initially reviewed through the Enrollment Development Committee which included administrators, faculty, staff, and students. The assessment and resulting changes were also reported to College Council and the Board of Trustees. Based on the strategies implemented, the previous declining enrollment trend ended and the institution experienced unprecedented growth. (I.112)

External assessment was also used in late 2010 when multiple consultants were asked to visit the campus and prepare reports assessing progress toward Project VIEW implementation. The assessment process was described in various meetings and the reports were made available to the campus through the office of the Interim Superintendent/President. Based in part on information derived from the reports, the project was reorganized with new timelines and leadership, which was subsequently discussed with the project staff, College Council, Academic Senate, and the Steering Committee. (I.102, I.102a, I.103, I.104, I.105, I.59, I.111)

**Self Evaluation**
The College meets this Standard. The College uses documented assessment results to communicate matters of quality assurance to appropriate constituencies. The planning processes provide direction for establishing broad-based institutional goals. Evidence of institutional and programmatic achievement toward those goals is provided through the OIRP in the *Fact Book* (formerly *Graphically Speaking*) and through regular and "on-demand" reporting. The ability of the institution to provide documentation, assessment results, and accurate and relevant data has been greatly improved by the hiring of a full-time Director of Institutional Research and Planning in 2008.

The College conducts regular assessment of its policies, procedures, and programs, and com-

municates the results of these assessments to the appropriate constituencies to evaluate and improve their effectiveness. The College carries out this dialogue through its participatory governance structures and an ample assortment of committees.

The collection of SLOs and SLO assessment data happens at the departmental and program level. This information is used to inform pedagogical improvements to enhance student learning as well as to support the institutional cycles of evaluation, planning, and improvement. As the implementation of Datatel progresses, SLO Assessments will be more organized, and reporting will be streamlined through the TracDat software system and the use of Datatel portals.

**Planning Agenda**
None

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**STANDARD I.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.*

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The College uses a variety of approaches to review, assess, and improve its planning and resource allocation cycles as well as its research efforts. The processes themselves, from educational master planning to strategic planning to program review and SLO assessment, are designed to ensure effective, data-informed decision-making and the integration of planning processes and cycles, including resource allocation.

The governance group with primary responsibility for the review of planning and resource allocation is the College Council, though recommendation for improvement of the process can be initiated in any of the governance groups or committees of the College, including the Academic Senate, the Classified Employee Association, and the President's Council. (I.41, I.84)

There have been notable changes to a number of the College's planning and resource allocation processes that highlight its adherence to this Standard. These include:

In 2008-09, the College recognized that its current **budget development** process did not fit the emerging financial reality. Dialogue was initiated in President's Council regarding a need to initiate a more comprehensive review of finances to address impending budget cuts. This discussion was then brought to the College Council and became an objective of the revised *Strategic Plan*. Through the dialogue that took place in these processes, it was determined that the incremental budgeting process that had been in place would not suffice. A modified zero-based budgeting process was adopted for use in the building of the 2009-10 budgets. This new process allowed for clearer alignment between resource allocation and the findings from program review as well as the *Strategic Plan* goals and objectives, the ability to prioritize requests for competing resources more accurately, and the identification of resources that were uncommitted at the program level and therefore available to offset funding reductions in essential areas. (I.109, I.106)

**Program Review:** When the Director of Institutional Research and Planning was hired in 2008, a committee was formed to review the planning processes and institutional research needs of the College. The committee was called Get Institutional Research Done (GIRD) and consisted of the DIRP, Academic Senate president, Dean of Student Services, Vice President of Academic Affairs and Student Services, and classified leadership. Dialogue took place regarding the desire to streamline the **program review process** and improve the quality and relevance of institutional research. As a result, a revised *Program Review Guide* was created that promoted a more efficient process, incorporated SLOs and their assessment, and specified a more direct linkage between program review and strategic planning.(I.9)

The **College Planning Council** (CPC) was established in fall 2010 as a sub-committee of College Council. The committee is charged with the development, review, evaluation, revision, and facilitation of the integrated planning and resource allocation process. In addition the CPC is charged with overseeing measures of institutional effectiveness and communicating progress toward attaining College goals and objectives based on those measures. Revisions to College planning processes borne out of the early work of the CPC will be implemented beginning in fall 2011. Such revisions include the incorporation of a formal annual update to the program review and establishment of a structured unit planning process. These changes will help to promote increased alignment between program review and the annual budget process, informed by timely and accurate data (I.8, I.58, I.90).

Incremental improvements have also been made to the **strategic and educational master planning processes** since the mid-term report. The strategic planning processes have been broadened to include greater campus-wide participation. The *Strategic Plan* itself has been modified to allow for better integration with educational master planning and program review (see discussion of Goal Groups in I.B.4). The revision to the *Educational Master Plan* that took place during the 2010-11 academic year has also allowed for better alignment by having the strategic issues serve as the framework for the revision of the *Strategic Plan*. (I.8, I.61)

Since the hiring of the DIRP, there have been several improvements to the **institutional research** function at the College and its ability to inform both College planning and decision-making processes. Based on feedback from the campus community and GIRD Committee, the publication known as *Graphically Speaking* was replaced with an annual *Fact Book* to improve the accuracy and relevancy of data presented to the College for use in planning. The *Fact Book* is designed to be a more dynamic and focused document, adapting to the needs of units, programs, departments, and divisions with regard to

research to inform planning and decision-making. There have been several other improvements to the institutional research function, including targeted support for divisions during schedule building, campus-wide surveys to inform critical decisions, and comprehensive reports on issues of interest. (I.57, I.107, I.69, I.93, I.8, I.9)

Last, the College Council conducts an annual self-evaluation of its accomplishments and processes and makes adjustments to improve continually. (I.113)

## Self Evaluation
The College meets this Standard. The College is committed to ensuring the effectiveness of the planning and resource allocation processes. Recent leadership changes have provided a welcome opportunity for the College to review, assess, and modify some of its planning processes and research practices. The establishment of the College Planning Council sub-committee of the College Council and their development of a more robust, annual update to the program review and unit planning processes are an acknowledgement that the College is committed to continually reviewing and revising the planning and resource allocation processes of the College. (I.58)

As a result, in part, of new leadership, along with the development of the vital role of the DIRP, the College has reexamined a number of its planning processes. The results have been numerous, including an institutional review of the governance structures, leading to an upcoming Governance Summit focused on improving the effectiveness of the current College governance models; renewed attention to the vital nature of professional development for faculty and staff; attention to closing gaps in planning and communication processes; and a move over the last several budget cycles to a modified zero-based budget driven by a desire to continually strengthen the integration of planning and budget allocation.

## Planning Agenda
As part of the ongoing review, revision, and improvement of College's planning processes, the College Planning Council will incorporate an annual update to program review and unit planning into the existing planning cycle to strengthen the connection between program review recommendations and the prioritization of resource allocation. Further, the CPC will develop and conduct a more formalized, annual evaluation of College planning processes.

### STANDARD I.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.*

The College conducts assessment of its evaluation mechanisms to ensure their effectiveness in improving instructional programs, student support services, library, and other learning support services.

Through the planning processes and examples outlined in I.B.1 and I.B.2, there is evidence that the College's evaluation mechanisms are effective in improving instructional programs, student support services, and library and other learning support services. Nevertheless, the College seeks to improve upon its evaluation mechanisms through their systematic review.

Program review is the primary evaluation mechanism that the College uses to examine and improve the effectiveness of its programs and services, with the fundamental goals centered on student learning and success. The program review process was modified in 2008-09 as a result of dialogue and discussion guided by the Director of Institutional Research and Planning. Shortcomings of the previous process were identified, and attempts were made to address them through a revised process. The program review process was considered more efficient by those

who engaged in it during the 2009-10 academic year. (I.9, I.51)

The College Planning Council (CPC) proposed a modification that will lead to a formal annual update and unit planning process to the program review process. As part of its regular responsibilities, the CPC will evaluate this revised process after it has been in place for a full cycle. Similarly, the CPC is charged with evaluating the effectiveness of the educational master planning and strategic planning processes. (I.58)

Assessment and placement of students into mathematics and English classes is part of the regular quarterly cycle at the College. The assessment tools used are evaluated for their effectiveness based on standards outlined for the matriculation program. Occasional changes have been made to the assessment tools based on their effectiveness in accurately placing students. The recent investigation of the Statewide Early Assessment Program (EAP) by the Mathematics Department and its subsequent decision to accept EAP results with modifications for initial placement in mathematics courses serves as one example of the College's focus on the evaluation of assessment instruments. (I.108)

**Self Evaluation**
The College partially meets this Standard. The analysis and revision of the program review process, methods of assessing student learning, and assessment and placement processes are all examples of the College's commitment to evaluating its assessment mechanisms and continuously seeking to ensure their effectiveness in leading to the improvement of programs and processes that affect student learning.

**Planning Agenda**
In order to fully meet the standard, the College needs to implement a more formalized process for assessing all of its evaluation mechanisms. With the establishment of the CPC, the College now has the means to implement such a process.

As stated earlier in this Standard, as part of the ongoing review, revision and improvement of College's planning processes the College Planning Council will incorporate an annual update to program review and unit planning into the existing planning cycle to strengthen the connection between program review recommendations and the prioritization of resource allocation. Further, the CPC will develop and conduct a more formalized, annual evaluation of College planning processes.

Notes:

# Introduction

I.43    Academic Senate By-Laws
I.44    Sample Agenda from Division Meeting
I.45    Department Retreat, Report to Board of Trustees
I.46    Sample Math Department Meeting Minutes
I.47    Advisory Committee Handbook, 2009-10
I.48    New Faculty Mentoring Handbook, 2010-11
I.49    Associated Student Council By-Laws
I.50    Administrator Open Door Hours
I.51    Academic Senate Minutes, 18 September 2009
I.52    College Council Minutes, 15 April 2010
I.53    Associated Student Council Survey on Participation in College Governance
I.54    College Council Minutes, 17 June 2010
I.55    Board of Trustee Minutes 27, April 2010
I.56    Physics Program Review, 2010
I.56a   Counseling Program Review 2009
I.56b   Admission & Records Program Review 2009
I.57    LTCC Fact Book 2009-10
I.58    College Planning Council Charter
I.59    Project VIEW Charter
I.60    Project VIEW Benefit Sheet
I.61    Strategic Plan, 2011-2017
I.62    Draft Board of Trustees Agenda, August 2011
I.63    Board of Trustees Minutes, 31 August 2007 (Strategic Plan Discussion)
I.64    Board of Trustee Minutes, 14 September 2009 (Strategic Plan Board Meeting)
I.65    Budget Development Forms
I.65a   Recent Examples of Budget Justification for Various Departments
I.66    Strategic Plan Meeting Minutes, 11 February 2011
I.67    Announcement of Community Education Program Launch
I.68    Distance Education Program Review, 2010
I.69    Distance Education Program Review Report
I.70    College Council Minutes, 3 June 2010
I.71    College Council Minutes, 12 October 2009
I.72    Board of Trustees Minutes, 10 November 2009
I.73    Kids College Report
I.74    College Council Minutes, 6 May2010
I.75    Board of Trustee Minutes, 11 May 2010
I.76    International Education Report
I.77    Strategic Planning Goal Groups Roster
I.78    College Council Agenda, Recommendation of Community Education Coordinator
I.79    College Planning Council Agenda, 20 June 2011
I.80    College Planning Council Minutes, 26 April 2011
I.81    President's Email Communication Regarding Vacancies
I.82    President's Council Agenda (Example)
I.83    SLO Committee Documents
I.84    Governance Handbook 2011
I.85    Educational Master Plan Session Summary, 18 November 2010
I.86    Technology Plan, 2005-06
I.87    Strategic Planning Goal Group Agenda, 28 April 11

I.88     Board Policy Manual 2010-11
I.89     Podcast Repository on Library Website
I.90     College Council Minutes, Approval of the College Planning Council Sub-Committee
I.91     Basic Skills Report
I.92     Accountability Report for Community Colleges 2011
I.93     Progression Analysis of Foundational English Courses
I.94     SLO Assessment Committee Report
I.95     Academic Senate Agenda Template
I.96     Faculty Self-Assessment Description
I.97     Program Review CTE Nursing Assistant 2010
I.98     Allied Health Advisory Committee Minutes, 13 December 2010
I.99     Public Information Officer Press Release
I.100    Safety Committee Minutes, 30 November 2010
I.101    Crime on Campus Report, 2010
I.102    Title III Report – Datatel
I.102a   Title III Report – McSpadden
I.103    Board of Trustees Minutes, 28 September 2010
I.104    College Council Minutes, 18 November 2010
I.105    Academic Senate Minutes, 19 November 2010
I.106    College Council Minutes, 11 March 2010 (Zero-Based Budget as part of Strategic Plan)
I.107    Quarter to Semester Change Survey, 2009
I.108    Email from Math Dept. Regarding EAP Participation
I.109    Strategic Plan, 2009-2013
I.110    Board of Trustees Meeting Minutes, 25 January
I.111    Classified Employee Association Minutes, 18 January 2011
I.112    Noel-Levitz College Bound High School Students Survey 2007
I.113    College Council Self-Evaluation, 2010-11

equip students with skills, values, and attitudes by which each student can make a contribution to the community. This focus builds upon the mission and is captured in a comprehensive curriculum appropriate to the student body and a committed and competent faculty who provide high-quality instructional programs. The setting that is created encourages the exchange of ideas, transforms the College from a place where students do tasks to one where students think critically, and facilitates lifelong learning.

The language of learning permeates the College. Data analysis leads to dialogue. Evidence is the basis of evaluation. Assessment directs actions to increase achievement. These are done to intellectualize, elevate, and unify learning around institutional, programmatic, and course-level outcomes and establish the overarching framework from which Standard II responses are presented in the following section.

# 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 student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.**

Instructional and student support programs are at the heart of Lake Tahoe Community College (LTCC). Faculty, staff, and student energies are focused on learning within a supportive environment. The College enjoys a rich reputation of student achievement; however, it does not rest on that, and the college community brings to life the notion that the College experience must

### STANDARD II.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 assure 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.*

The mission of the College is to provide access to higher education for the local community and enhance the intellectual, cultural, and economic vitality of the College's diverse community by

offering high-quality instructional programs and other opportunities for students to achieve their educational, professional, and personal goals. While students bring diverse interests, learning styles, and goals to the College, each degree and certificate program concludes with options to either transfer or obtain meaningful employment. The College offers forty-one majors in transfer programs and twenty-five certificates in a variety of career/technical programs leading to employment. These have been developed and refined throughout the College's history. (II.12)

Student learning outcomes have been developed at the course, certificate, major and institutional levels which brings cohesion and coherence to instructional activities and assures achievement of skills and knowledge in traditional and emerging fields. Program review, conducted systematically, provides opportunities to assess the currency of the curriculum and modify teaching strategies to improve the achievement of student learning outcomes. The recent *Educational Master Plan* (*EMP*) provides broad guidelines and an overall framework for the development and revision of the College's strategic plan, which instructional faculty use to guide their work during the program review process. Faculty utilize program review data, provided through the Office of Institutional Research and Planning (OIRP), to determine where improvements can be made. This process follows the institution's program review schedule and is implemented for all instructional activities regardless of format, location, and/or delivery methodology. (II.95, II.29)

Program review aligns each instructional program's mission to that of the College through an examination of data associated with enrollments, student access, achievement and outcomes, and emerging community and industry trends. The program review process also ensures program and course quality through appropriate revisions to course outlines. In addition, program review is the primary vehicle for developing new educational programs in response to evolving community needs. The College's Fire Academy is one

example of a program borne out of the findings from the program review process. (II.3)

The College Curriculum Committee provides a further means of ensuring currency through facilitating a separate process of course outline review and revision. During 2010-11 the committee reviewed and approved 201 existing course modifications, twenty-six new courses, and seventy-seven course deactivations and/or deletions. (II.1, II.2)

The College achieves its mission through instructional programming comprised of comprehensive, rigorous, and diverse curriculum.

To ensure access and better serve emerging student needs, the College has steadily increased its distance education offerings. Representing approximately one percent of the College's total full-time equivalent enrollment in 2004-05, courses offered via distance education now represent approximately 17.6 percent of the College's overall enrollment. The instructional quality of distance education courses is ensured through a variety of means, including distance learning-specific curriculum approval requirements, to mandatory faculty training to the provision of a wide variety of faculty and student support services. (See II.A.1.b)

Other examples of curriculum and coursework being kept current and consistent with the College mission include the following:

- The Physics Department recognizing it needed specific instructional lab equipment to assure student exposure to new technologies; (II.9)
- The Early Childhood Education Program enhancing outreach to under-represented populations to bring diversity into the classroom and workforce; (II.115)
- The Mathematics Department consideration of a "pre-statistics" course for non-mathematics majors to facilitate the acquisition of foundational mathematical skills and improve students progression into transfer-level courses; (II.9a)

- The Biology Department developing a new Anatomy and Physiology course specifically for EMT/emergency response students so as to provide current skills and knowledge to enhance their employability; and, (II.156)
- The Culinary Arts Program developing a new area of concentration in "healthy foods" to assure currency with the discipline and trends in the food service industry. (II.9b)

The College ensures the integrity of courses and programs by establishing and assessing student learning outcomes regardless of delivery methodology or instructional location. In this regard, student learning outcomes are listed on each course outline of record and this official outline is the basis for measuring student learning regardless of instructional format. Consequently, students and the public are assured that learning is comparable regardless of mode of delivery and that the College upholds the integrity of stated and measured outcomes. (II.2)

All full and part-time faculty must include student learning outcomes on their course syllabi. These learning outcomes are in the process of being mapped to the College's Core Competencies via program learning outcomes, thus showing the relationship all courses have to the overall mission of the College as well as the College's institutional learning outcomes. (II.154)

**Self Evaluation**
The College meets this Standard. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the needs of the community and the mission of the College and upholds its integrity. Programs are current and are modified as program review data indicate where improvements can be made.

**Planning Agenda**
None

> **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.*

The College provides a breadth of instructional programs, courses, and support services to meet the varied needs of an increasingly diverse student body, in terms of age, gender, culture, and ethnicity. The College offers a comprehensive array of credit and non-credit programs: English language acquisition; foundational skills development in English and mathematics; technical- and career-focused two-year degrees and certificates; baccalaureate transfer preparation; employment skill development; and general education for the development of critical thinking and communication skills, global awareness, personal responsibility, professional growth and personal enrichment. (II.12)

Students' individual learning needs are supported through services provided by departments, including the Tutoring and Learning Center, Counseling, Career Center, Extended Opportunity Programs and Services/Cooperative Agencies Resources for Education (EOPS/CARE), the Federal TRIO Programs (TRIO), Disabled Students Programs and Services (DSP&S), California Work Opportunities and Responsibility for Kids (Cal WORKS). (II.4, II.5, II.6, II.7, II.8)

The College uses a variety of tools to identify evolving student and community needs. The Office of Institutional Research and Planning, via the College *Fact Book,* annually collects and publishes student demographic, enrollment, success, and achievement data. Qualitative surveys provide further insight into students' needs, as does information solicited as part of the new student application process. The College planning processes, from educational master planning to program review, incorporate this data, in

addition to economic and labor market trends, Advisory Committee perspectives, and community demographic information. The information gathered through the College's planning processes helps to guide continuous improvement efforts to better meet students' needs. (II.10, II.11)

The College requires all matriculating students to participate in orientation, assessment, and counseling as part of a comprehensive approach to assessing students' educational preparedness and needs. Assessments are used to place students in the appropriate English and mathematics courses. In addition to assessment results, counselors utilize students' previous academic records to help ensure appropriate placement and, by extension, students' success in the English and mathematics course sequences. (II.12a)

The College conducts course progression analysis in the foundational skills course sequences of English and mathematics, the results of which are used in the program review process and to guide the work of the Basic Skills Initiative and improve student learning. The Disability Resource Center provides learning disability and other related assessments and services. Advisory Committees provide further input and guidance to College programs and are used by instructional departments as a gauge to ensure that course and program content is current, appropriate, and meeting employer and transfer needs. (II.12, II.13, II.14)

Student course evaluations provide important information to improve and enhance course offerings, methods of delivery, and support services. In addition, the College solicits students' input through various surveys. The fall 2010 Student Experience Survey, for example, indicated that 75.1 percent of the students feel the scheduling of classes (e.g., days, times, frequency) is sufficient to meet their needs. Of the forty-six percent of students who stated that they had utilized the Tutoring and Learning Center, almost all (97.5 percent) reported that they "agree" or "strongly agree" that the Tutoring and

Learning Center had helped support their development and success as a student. In addition 96.7 percent of these students reported that they were provided with adequate student support services and programs to support their development, learning, and success as a student. (II.11)

Student learning outcomes are developed for every course and program, and SLO assessment is a regular and growing process. SLO assessment informs departments about the achievement of stated learning outcomes and promotes continuous improvement of instruction. Student learning outcomes at the program level are also incorporated into the program review process. Standard I.A.1.c. provides a detailed description of the SLO assessment process.

Another source of data related to student success and achievement that is regularly reviewed by the College is the Accountability Reporting for the Community Colleges (ARCC), coordinated by the California Chancellor's Office. The ARCC report provides data on the effectiveness of the College through seven performance indicators and is used to measure the outcomes of successful learning. (II.15)

Recent examples from the Career and Technical Education (vocational) area highlight the College's commitment to meeting this Standard and addressing the needs of its students. The Emergency Medical Technician and Lake Tahoe Fire Academy programs are among the College's most popular CTE programs. Many of the students completing these programs go on to Paramedic training, which is not currently available at the College. Students who pursue this career path are in need of an Anatomy and Physiology course to satisfy the prerequisite for Paramedic school. To meet this need, a Biology faculty member created a specialized course, EMT/Firefighter Anatomy and Physiology. The faculty member worked closely with the receiving institutions to ensure that the new course would fully articulate and satisfy the prerequisite. The course was piloted successfully in the winter 2011 quarter, and the College plans to

# Standard II

offer it annually. Another example comes from the College's Culinary Program, which offers courses at the El Dorado County Jail. These courses meet the needs of this student population by providing useful vocational skills that can help to ease the transition from institutionalization back into society. (II.156, II.31)

### Self Evaluation
The College meets this Standard. The College relies upon research and the analysis of data to identify and address the diverse needs of students and the community, and it regularly assesses its progress toward meeting these needs.

### Planning Agenda
None

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**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.*

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The Curriculum Committee analyzes and approves appropriate instructional delivery methods for individual courses as part of the course outline of record review/approval process. Course outlines of record are developed by program faculty wherein they propose the most appropriate instructional delivery methods. These methods can include lecture, discussion, case study, problem-solving, demonstration, skills practice, lab exercises, field observations, active learning activities, portfolio and multi-media presentations, peer teaching and review, role play activities, in-class student performances or readings, internet-based projects and collaborative group work. (II.2)

To support various instructional delivery methods, most physical classrooms are equipped with overhead LCD projectors/computer stations, document cameras, white boards, and modular furniture. Mobile technology carts are also available. Program specific classrooms (e.g.,

computer rooms and labs) contain the appropriate instructional technology and equipment to support stated learning outcomes. Outdoor learning spaces, including the Demonstration Garden and Ledbetter Terrace, are also utilized to support instructional activities.

The Curriculum Committee ensures that instructional delivery methods are compatible with the objectives of the curriculum and appropriate to meet the unique learning needs of students. Faculty proposing courses for online or hybrid delivery are required to complete a Distance Learning Course Outline Addendum describing how the proposed method of delivery fits the content and objectives of the course, how it ensures regular and effective faculty-student interaction, and how it complies fully with state regulations regarding accessibility. All distance education addendums are reviewed and approved by the Curriculum Committee when initially submitted, every six years as part of the curricular revision process, and during any other time the Course Outline of Record is modified. Through this process, the College ensures that the instructional delivery method is appropriate for achieving the course objectives and student learning outcomes are identical to the same course offered in a different format in light of the evolving needs of students. (II.153)

In 2011 the Curriculum Committee tasked the Faculty Distance Education Committee with developing a review process for courses submitted for online and/or hybrid delivery. The goals of this process are to further support and improve the Curriculum Committee's efforts to evaluate this instructional delivery method effectively and ensure student learning. (II.2, II.16)

Online and hybrid course offerings have grown significantly over the last several years, in part due to the College's recognizing that the local environment (e.g., isolated geographic region, inclement weather, and recreation/tourism economy) represents a significant barrier for many students. The College's commitment to ensuring local access is evidenced by the fact that the vast

majority of online and/or hybrid enrollments are comprised of residents from the Lake Tahoe Basin. The fall 2010 Student Experience Survey verified that distance education provides much needed flexibility and access to local students who have work and/or familial commitments. (II.17, II.11)

The College continues to build a strong distance education infrastructure to ensure high-quality online/hybrid courses. For example, the College regularly provides training on its primary learning platform (Etudes) and requires faculty to complete this training successfully prior to using this platform to teach an online or hybrid class. For the last several years, moreover, a faculty member has received release time to develop resources and provide one-on-one support for faculty using online and hybrid instructional delivery methods. In 2010-11, the College expanded and institutionalized this support through the hiring of a Distance Education Coordinator. It also created an online version of a recently developed professional development initiative called "The Excellence in Teaching Workshop" to focus specifically on improving the quality and effectiveness of online and hybrid instruction and student learning. (II.18, II.19)

The College is engaged in regular dialogue on how to ensure quality in online and hybrid courses. The Faculty Distance Education Committee, for example, has established best practices for online instruction, explored the merits of incorporating other learning platforms (i.e., Moodle) to better utilize the integrated services of the Datatel ERP platform, and is currently working to develop a separate review process for online and hybrid course proposal. In 2010 a college-wide Distance Education Committee was formed to guide the expansion of online support services for students. Throughout these developments, the ultimate focus remains on the effectiveness of the delivery system in promoting student learning and success. (II.20, II.21)

To support the success of online learners and to make services available to all students, the Col-

lege provides a variety of online and face-to-face services. Online support services in areas of registration, admissions and records, financial aid, bookstore, tutoring, and counseling are provided through the College website. Technical support for students is offered via an Etudes online 24/7 helpdesk; through computer services; and by email, phone, or in person through the Instruction Office. Face-to-face orientation workshops for new online students are offered twice at the beginning of every quarter. (II.22)

Multiple efforts have been and continue to be made to monitor and improve students' success in courses offered via distance education. As evidence, online course completion rates have improved consistently over the last several years, from 52.0 percent in 2005-06 to 71.8 percent in 2009-10. Further, each online class offered during the 2009-2010 academic year was evaluated, giving students, instructors, and administrators the opportunity to evaluate the success of this delivery modality comprehensively. In 2010-11, moreover, the College developed, and the Board of Trustees subsequently approved, a policy statement on distance education to further guide institutional efforts. (II.23, II.143)

To authenticate the identity of distance education students, the Etudes learning platform requires students to log-in with a user ID and an additional password. This serves to assure that the student enrolled is completing the work and earning the credits. (II.10)

### Self Evaluation
The College meets this Standard. The institution utilizes delivery systems and modes of instruction consistent with student needs and the nature of the curriculum. The dialogue that takes place college-wide, in Academic Senate, and in the Curriculum Committee has resulted in new procedures and policies to ensure that this Standard is met.

**Planning Agenda**

With the addition of a Distance Education Coordinator in spring 2011, the College will continue to expand online student support services and provide additional professional development opportunities and support for faculty who utilize online and hybrid instructional delivery methods.

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**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.*

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The College began addressing student learning outcomes (SLOs) development in response to the ACCJC visiting team recommendations in spring 2006 by establishing a SLO Coordinator position. During summer 2006 multiple meetings were conducted between the SLO Coordinator and the Vice President of Academic Affairs and Student Services to establish a plan for the creation, implementation, and assessment of course-, program-, major-, and certificate-level SLOs. This plan was presented to the faculty during the fall 2006 Convocation. Subsequently, the Academic Senate established a Student Learning Outcomes Committee comprised of the SLO Coordinator and faculty members in Mathematics, Culinary Arts, Biology, Business, English, and Wilderness Studies, as well as a classified staff member to support the implementation of the plan.

The SLO Committee began its work by developing a review and approval process for course-level SLOs and Methods of Assessing Student Learning Outcomes (MASLOS). The process works as follows: Faculty create SLOs and MASLOs for their respective courses and submit them as part of the Course Outline of Record to the SLO Committee. A revision to the College's official Course Outline of Record includes a section for SLOs and a section for MASLOs. The week before each SLO Committee meeting, a cover sheet with the course name and number and the two sections regarding SLOs and MASLOs are distributed to SLO Committee members. Committee members use the rubrics included in the SLO development templates and guidelines to review the SLOs and MASLOs individually.

The SLO Committee meets weekly to review faculty submissions and make recommendations to either approve the SLOs and MASLOs, approve them with minor changes (done by the committee during the meeting), or return the submitted work to the initiator for revision. If a course is returned to the initiator, a written explanation with suggestions for improvement accompanies a copy of the outline. Opportunities to meet with the committee or with the SLO coordinator are also arranged and encouraged. The committee makes the effort to ensure the academic freedom of individual instructors in approving SLOs and MASLOs.

As part of initial efforts to ensure the timely development of SLOs and MASLOs, The SLO Committee developed a three-year implementation plan. Phase I of the plan required that SLOs and MASLOs be developed by faculty for all curriculum scheduled to be reviewed by the Curriculum Committee in 2006-07 as part of the state-mandated Title V review process, that these SLOs and MASLOs be approved by the SLO Committee, and that the SLOs and MASLOs be incorporated into the Course Outline of Record. Phases II (2007-08) and III (2008-09) represented a condensed California Title V revision process that incorporated the development, review, and approval of SLOs for all remaining courses in the College's curriculum inventory.

| Phase I | Phase II | Phase III |
|---------|----------|-----------|
| 2006-2007 | 2007-2008 | 2008-2009 |
| 137 courses | 321 courses | 582 courses |

As a result of these efforts, the College has developed Student Learning Outcomes for all of its courses, degrees and certificates, and instructional programs. (II.12, II.24, II.25, II.26, II.27, II.28)

Since its inception, the SLO Committee has engaged in consistent and various forms of communication to reach faculty, staff, students, and the community as part of creating, implementing, and assessing course, program, major, and certificate level SLOs. For example, numerous articles have been written for the *Monday Morning Memo* (now the *LTCC Times*) communicating findings to the entire campus community. As the SLO Committee is a standing committee of the Academic Senate, its report is included as an agenda item for all Academic Senate meetings. Workshops on SLO development and assessment have been offered consistently at Convocation since 2006. The SLO Committee established and disseminated SLO development guidelines and templates and created a SLO website as a repository of information and resources. Progress reports are presented each year to the Board of Trustees. Students are made aware of SLOs through the incorporation and review of stated SLOs on all course syllabi distributed to the students on the first day of class. (II.21, II.28, II.138)

As a result of these processes, and in response to the workload facing the SLO Committee, an additional Senate standing committee, the Assessment Committee, was established to focus on developing and institutionalizing SLO assessment. This Assessment Committee has also used Convocation activities, division meetings, department meetings, workshops, and other opportunities to disseminate progress, data, and results and encourage faculty's work on SLO assessment. See Standard II.A.2.b for detailed information on the SLO assessment process.

A number of course- and program-level improvements have resulted from SLO assessment already, and as all of the courses cycle through assessment, additional evaluation and improvements will be made. For example, in the English department, one faculty member has found that the SLO assessments have allowed him to better organize his courses, specifically his MASLOs. His improved organization (inspired by SLO assessments) has since helped the students in the

class focus their learning attention on concentrated concepts, such as literary terms or writing the parts of an essay. According to the instructor, the SLOs gave him a direction for planning some processes that serve students better. (II.135)

Another English instructor reports having rewritten curriculum for a creative writing course after SLOs and SLO assessments made it clearer to her how to better align the course content with the desired outcomes. And the English instructors who teach critical thinking and writing the research paper have worked closely with the Librarian to create an information literacy competency exam for English 103 students, and the creation and assessment of this exam has led the English faculty to improve their focused instruction on information literacy as well as the integration of such programs as the Texas Information Literacy Tutorial (TILT) and the Information and Research Instruction Suite (IRIS) into the classroom. The integration of these information literacy programs into instruction emerged directly from the creation and assessment of SLOs. (II.135)

Other examples of improvements made as a result of SLO assessments include the following from Psychology, Counseling, and some of the College's Career and Technical Education areas:

- For Psychology 104, one of the SLOs is: Define Prejudice, Stereotype, and Discrimination. The assessment found the following: "This SLO was addressed through an essay question on the final exam as well as a short (one page) written assignment on the topic of prejudice, stereotyping and discrimination with regard to race. Most students understood the differences between prejudice, stereotyping, and discrimination, although a few seemed to confuse the three. To remedy this [the instructor] will develop a handout which addresses the differences between these concepts and also discusses how they are related." As a result, the instructor developed a handout to review with the class

and a brief in-class activity on these topics. (II.155)

- The SLO assessments for two counseling classes (COU121 and 123) indicated the need for some instructional technology (DVDs) to improve performance on all SLOs. Resources were subsequently requested as part of the 2011-2012 budget process. This DVD series is expected to enhance student learning in all Addiction Studies classes. The advisory committee review of the assessments has led to recognition that students need more practice/role playing with patient intake interviews. The DVD series will also assist in this regard. (II.135, II.132)

- A new textbook is being adopted as a result of the assessment for CRJ105. Videos were purchased to help better demonstrate community policing problem solving models (COPPS, SARA, and POPS). This video series was recently used in CRJ110, and the instructor commented that it helped improve student mastery of the SLO dealing with analyzing the legal issues, general laws and operations of corrections. (II.135)

- The instructor for FIR104 is scheduling the Fire Marshal as a speaker as the result of the SLO assessment conducted in winter 2010. He has also added more firefighter casualty case studies. Additionally, more instructional aide hours were added to FIR167 as a result of the SLO assessment conducted in spring 2010. (II.135)

- A 35-foot ladder was purchased as a result of the SLO assessment for FIR170A. An additional four hours per week for an equipment coordinator was added to the 2011-2012 budget as a result of SLO assessment. Safety equipment is being purchased in 2011-2012 due to the SLO assessment process for FIR170B. (II.135)

- The instructor for HEA106 has updated his PowerPoint presentation in accordance with new training protocols as a result of SLO assessment. He is also recruiting more Paramedics to serve as instructional aides. Additional instructional aide hours were added to HEA141 and HEA143 as a result of SLO assessment. (II.135)

- A dedicated classroom facility for the dental assisting program is being aggressively pursued in response to the crowding issues mentioned in the assessments for HEA141 and HEA143.

- Mock office interactions were incorporated into MOA235 as a result of the SLO assessment conducted in fall 2010, and the instructor for MOA240 has developed practical application quizzes for each chapter in order to improve student performance on chapter tests. (II.135)

**Self Evaluation**
The College meets this Standard. One hundred percent of all courses, instructional programs, certificates and degrees have identified student learning outcomes. The College is actively engaged in assessment and using the results for improvement, planning, and resource allocation. With the forthcoming use of TracDat, the College will be able to consolidate and more effectively and efficiently track SLO assessments and their impact on improvements. The College is on target to meet the 2012 deadline for achieving proficiency as established by the Commission.

**Planning Agenda**
None

**STANDARD II.A.2.**
*The institution assures 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.*

The College assures the quality and improvement of all instructional courses and programs through the varied processes in place, including regular program review, SLO assessment, curriculum review via the Curriculum Committee, Academic Senate meetings, institutional research, and an active dialogue on the improvement of student learning, success, and achievement. Program and course curricula are developed and reviewed by faculty according to procedures established by the Curriculum Committee in accordance with California Title V Regulations and recommendations from the Academic Senate. The Curriculum Committee is a standing committee of the College and is responsible for studying and reviewing recommendations and advising the Board via the Superintendent/President regarding curricular matters. Specifically, the committee is charged with recommending action on proposed new courses; changes to the requirements for majors, certificates of achievement, and associate degrees; course modifications; course deletions, inactivation, and re-activations; proposals for new instructional programs; institutional and general education requirements; standards for courses (prerequisites, co-requisites, advisories) or other issues related to student preparation and success;

program discontinuance; and determination of transferability.

All proposals for new or revised courses originate with faculty within the discipline and are submitted to the Curriculum Committee. Proposals are reviewed in stages by the Division Dean, the SLO Committee, the Vice President of Academic Affairs and Student Services, and the full Curriculum Committee to ensure they meet distance education (if applicable), accessibility, articulation, general education, course outline of record, unit code, prerequisite and advisory, and program requirements, among other details. The Curriculum Committee reviews all curricula to ensure appropriate rigor, sequencing, and compliance with the College mission and Core Competencies. 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. (II.2, II.12)

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, which include the following:

**Title V** updates are conducted on a six-year cycle for every piece of curriculum. This process gives faculty an opportunity to review and revise every part of the course outline of record, from schedule and catalog descriptions to grading options, course content, SLOs and MASLOS, methods of instruction, prerequisites and advisories, representative texts, program requirements, and more. Because faculty conducted Title V updates on almost all courses at the time that SLOs and MASLOS were developed, the Title V update schedule was unnaturally synchronized. As a result, the Curriculum Committee has worked with faculty over the last several years to re-stagger this cycle (moving some Title V updates onto an earlier schedule) to manage the Curriculum Committee's and faculty's workloads around this regular updating of curriculum. (II.16)

**Program review** represents a systematic process for assessing the effectiveness of the College's programs within the context of the mission and purpose of the institution. Through program review, faculty evaluate their programs 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 curricula. Additionally, a key element in program review is the requirement that departments examine, reflect upon, and comment on the student learning outcomes (SLOs) and assessment results within their requisite program. This assessment process culminates in recommendations that are used to improve the learning environment, course content, and delivery that lead to improved student outcomes. Additionally, these recommendations influence program budgets to ensure the achievement of the SLOs. (II.29)

Faculty recognize, evaluate, and react to **emerging trends in their disciplines** and adjust, revise, and enhance courses and programs accordingly. Faculty are able to identify such trends by participating in state and national professional organizations, engaging in professional development opportunities (such as conferences), and maintaining currency with respect to relevant research. These activities were supported previously by the Staff Development Committee and conference/travel funding; they are currently supported through the Professional Development Leave Program and the Faculty Professional Development Program by the provision of funds to faculty for such activities. (II.124)

Career and Technical Education Advisory Committees meet at least once a year to discuss and evaluate the **changing workplace needs and expectations** of 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, courses, and learning outcomes; and recommending appropriate courses to prepare students

adequately for employment. This is further addressed in Standard II.A.2.b.

Each quarter, **students evaluate** at least one course taught by each faculty member. These evaluations are compiled in the Instruction Office to ensure confidentiality. Faculty and instructional deans review and analyze information compiled from the quarterly student evaluations to identify areas in need of improvement related to course design, delivery, and SLOs. Student evaluations are also part of the comprehensive program review. (II.30)

Many of the College's Career and Technical Education programs are certified through an **external licensing or certification agency** (e.g., Peace Officers Standards and Training; California Department of Health Services; El Dorado County Emergency Medical Services). Such external requirements often dictate the course design and learning outcomes for the curriculum and, consequently, are reviewed and incorporated as necessary into the courses and programs submitted to the Curriculum Committee.

The Curriculum Committee allows departments to experiment with course design through the **special topics process**. Special topics courses are offered 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. (II.2)

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

Each of these aforementioned processes guides the evaluation and design/modification of courses and programs and facilitates the achievement of SLOs. For example, program review recommendations led to the hiring of a Distance Education Coordinator in 2011, the development of

new curriculum specifically designed to meet the needs of paramedic students, and the creation of a general chemistry course for non-science majors. In response to legislative changes (California Senate Bill 1440) in 2010-11, College faculty began developing new transfer curriculum for the CSU system, as well as new transfer degrees in the areas of Sociology, Mathematics and Criminal Justice. (II.23, II.32, II.33)

**Self Evaluation**
The College meets this Standard. The College assures the quality and improvement of all instructional courses and programs regardless of delivery mode. The College has established processes and procedures to evaluate courses and programs. The College recognizes the central role of its faculty for establishing quality and improving instructional courses and programs, as reflected in the roles, responsibilities, and membership of its committees.

**Planning Agenda**
None

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**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 courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.*

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Faculty assume the primary role in establishing and continually improving the quality of instructional courses and programs as described as part of the Curriculum Committee process (see Standard II.A.2.a.). On a formal level, the recognition of the primacy of faculty in curricular matters is articulated in the College's *Board Policy* 4.07 and 4.23, the *Curriculum Committee Handbook,* and guidelines set forth in Title V of the *California Education Code.* (II.2, II.34)

Faculty also have primary responsibility for identifying and implementing student learning outcomes (SLOs) for degrees, certificates, programs, and courses in pre-collegiate, general education, and transfer educational programs. Career and Technical Education (CTE) programs rely on input from both faculty and industry Advisory Committees to develop SLOs and methods of assessing SLOs (MASLOs). These Advisory Committees are comprised of local industry professionals, potential employers, and College faculty and staff. Career and Technical Education program faculty meet annually with these committees to discuss emerging trends and needs in industry, allowing faculty to expand or revise program and course requirements accordingly. Advisory Committees and the Director of Career and Technical Education play a key role in developing program-level SLOs that address the skills and knowledge required in local businesses. This process, for example, was essential in the development of program- and course-level SLOs for the Fire Academy Program. The results of SLO assessments are shared with the respective faculty and Advisory Committee members for each CTE program by the Director of Career and Technical Education as a part of ongoing improvement efforts. (II.35)

As stated in Standard II.A.1.c., the College relied on the expertise of discipline faculty in the creation of student learning outcomes for all courses, programs, degrees, and certificates. This process was completed in 2009-2010. Assessment is likewise a faculty driven process led by the SLO Coordinator, the Assessment Coordinator, the Assessment Committee, and faculty. Full-time faculty submit SLO assessment schedules and conduct assessments according to these schedules. (II.29, II.36)

The development of degree, certificate and course-level SLOs adhere to the following processes.

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**Degree and Certificate SLOs:**

1. Degree and certificate SLOs are developed by faculty through collaboration within the department that is responsible for awarding the degree and/or certificate.
2. Where numerous departments contribute courses to fulfill the requirements of the degree or certificate, SLOs are established through collaboration between representatives from each department and the appropriate dean.
3. Degree and certificate SLOs are submitted for approval by the SLO Committee.
4. Course SLOs are in the process of being mapped to degree and/or certificate SLOs to provide for their assessment. There is no direct assessment of degree or certificate SLOs in the instructional process.
5. Degree and/or certificate SLOs are formally assessed through the program review process and command a separate section within that document.
6. Instructional program SLOs are in the process of being mapped to Institutional SLOs (Core Competencies) to provide for the assessment of those higher-order SLOs.

**Course-Level SLOs:**

1. Course SLOs are developed by faculty through collaboration within their respective departments.
2. Appropriate methods of assessing SLOs (MASLOs) are identified, and both course SLOs and MASLOs are submitted for approval to the SLO Committee. If the MASLO is a major exam or project, faculty examine specific groups of questions that address the SLO. SLOs are assessed using a rubric that articulates specific standards and criteria. (II.37)
3. Once approved, a subset of course SLOs are assessed each quarter as determined by the departmental faculty and outlined in their respective SLO Assessment Schedules.
4. Each quarter, faculty evaluate the results of the assessment activities, noting what student needs and issues were revealed and

how the assessment or teaching activities could be altered to improve student learning.
5. Faculty submit the results of the assessment, including a written narrative, each quarter to the Assessment Committee for review and recommendations. Submissions are due two weeks after the day that grades are due each quarter. The Assessment Committee then passes on the report, along with recommendations, to the appropriate faculty lead and/or Dean. (II.38)
6. Faculty dialogue about their assessment results in department meetings, sharing their MASLOs, evaluation of the results, and ideas for improving and maintaining student learning, including recommendations for resources needed to achieve those goals.
7. Course SLOs are in the process of being mapped to program SLOs, degree SLOs, and certificate SLOs, as appropriate, to provide for the assessment of those higher-order SLOs.

In those departments or programs where there is no full-time faculty, the Assessment Coordinator meets with the adjunct faculty to develop the SLOs and engages them in the assessment process. As a result of these processes, the College is engaged in a process of continuously assessing student learning outcomes and using the results from these assessments to inform improvement efforts. (II.39)

**Self Evaluation**

The College meets this Standard. The College relies on faculty expertise and the assistance of advisory committees when appropriate to identify student learning outcomes for courses, certificates, programs, and degrees. The institution regularly assesses student progress towards achieving those outcomes through quarterly assessment and the program review process.

**Planning Agenda**
None

# Standard II

The College provides outstanding educational opportunities for every student in a personal learning community. Guided by the commitment to learning, the College offers innovative instructional programs delivered in a student-oriented environment. Academic excellence and strong community partnerships afford College students the experiences necessary for their future. (II.12)

To ensure the quality of instruction the College conducts regular evaluations of its faculty, provides professional development opportunities, and engages in systematic program review. To ensure the appropriate breadth, depth, and rigor of instruction, the College reviews and revises its curriculum on an established cycle. To ensure timely completion of programs, the College publishes a two-year plan of course offerings. Each of these processes is described in greater detail below. (II.46)

The faculty evaluation process is one of several ways the College ensures high-quality instruction. Tenured faculty are evaluated at least once every three academic years. Evaluation occurs more frequently in situations where the supervising Dean and the Vice President of Academic Affairs and Student Services deem it warranted. Contract (probationary) employees are evaluated at least once in each academic year prior to March first. The faculty evaluation process is comprised of multiple classroom observations by an evaluation team, a substantial written self-assessment by the evaluated faculty member, student evaluations conducted in all courses, and a review of student learning outcomes.

Adjunct faculty are evaluated during the first quarter of employment and, subsequently, every three years or nine quarters. Adjunct faculty are also evaluated by students in at least one class per quarter. This evaluation process provides the faculty member with student feedback on teaching effectiveness, quality of instruction as demonstrated through course content delivery, and appropriate classroom assessment techniques. (II.40)

As part of the full- and part-time faculty evaluation processes, course syllabi are reviewed to ensure inclusion of course-level SLOs and that these SLOs are congruent with the Course Outline of Record. All Course Outlines of Record are revised every six years in accordance to Title V Regulations and are reviewed by the Curriculum Committee to ensure that all course and program curricula meet the high standards required for local approval and articulation to baccalaureate degree granting institutions. (II.34, II.41, II.42, II.2)

The College supports the ongoing professional development of both full- and part-time faculty as another means to ensure instructional quality. After each 18 quarters of service, tenured faculty are granted a full quarter of paid Professional Development Leave (PDL) to focus on pursuing rigorous professional growth opportunities that will significantly improve the instructional and support services provided to students at the College. (II.40)

After two years of budgetary constraints that limited the College's ability to provide non-PDL professional development funding, in 2010-11 the College redesigned its process for providing faculty professional development with the establishment of the Faculty Professional Development Program. This faculty-driven program provides direction and financial support to both full- and part-time faculty in areas of individual and group professional development activities (e.g., conferences, workshops, trainings). The College also pays adjunct faculty to attend departmental meetings and Convocation activities and provides one paid office hour per week for those who meet certain institutional criteria. Additionally, the institution has an Associates Program that is built upon the Instructional Skills Work-

shop model. While this had been discontinued for the past few years due to budgetary constraints and based on identified evidence, a new faculty development program, the *Excellence in Teaching Workshop* (ETW), was designed and offered in spring 2011, focusing on helping adjunct faculty more effectively address the educational needs of the developmental learner. (II.42, II.43, II.44, II.19)

Program review is another way faculty are involved in the process of ensuring high-quality instruction. Departmental faculty use the program review process to examine and reflect upon the achievement of stated student learning outcomes, review SLO assessment results, evaluate curricular offerings, and reassess department goals. Program review recommendations are linked to strategic planning. Other examples of faculty's commitment to instructional quality include the existence of SLOs for every course and program; the establishment of SLO assessment schedules; the ongoing assessment of SLOs; and departmental dialogue and reflection involving SLO assessment results. (II.29, II.36, II.45)

Discipline faculty determine appropriate breadth, depth, and rigor in individual courses within their respective programs. In degree-granting programs, breadth is ensured through the College's General Education Core Competencies: Communication, Critical Thinking and Information Competency, Global Awareness, and Personal Responsibility and Professional Development.

Faculty also ensure appropriate rigor through curriculum development by adhering to the following state-mandated curricular standards for degree-applicable courses: the course is college-level; it incorporates 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 or in groups; it demands under-

standing and application of concepts as determined by the Curriculum Committee to be at college-level; it has stated student learning outcomes; and it assesses the effectiveness of attaining stated learning outcomes. 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. The time commitment associated with a course is reflected in the College's Quarterly Schedule of Classes and is consistent with Carnegie units. (II.2, II.69)

The College maintains an up-to-date, Two-Year Schedule of course offerings to provide a pathway for students to be able to complete a program or certificate within the time period stated in the *College Catalog*. Degree programs are designed to foster student completion within a two-year period of time. Certificates of Achievement programs are designed to provide a pathway for student completion within a one-year period. Short-term career certificates are designed for completion within one to three quarters. All majors and certificates have stated learning outcomes that are assessed to determine that learning has occurred. (II.12, II.46)

Administration and delivery of courses and programs rest within the individual departments, faculty, instructional deans, and the Vice President of Academic Affairs and Student Services. The administration and delivery of courses or programs include 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 of each course, and ensuring that appropriate support and resources are available to the faculty and students. All of these items are in place each quarter to administer and deliver courses and programs effectively. (II.46, II.47, II.48, II.12)

The College utilizes a standard course numbering system to convey important, course-related

information (e.g., rigor and sequencing) to students. The system includes a subject area abbreviation and a three-digit number (e.g., ENG 101). In credit courses, a three-digit course number has important significance. For example, some departments have used a first digit of "1" to indicate first-year courses and a first digit of "2" to denote more advanced second-year courses (e.g., ENG 211: Creative Non-Fiction). A middle digit of 0-4 indicates that the course transfers to the California State University.

Many disciplines use the same course number for related courses but differentiate them by placing alphabetical characters after the third digit to indicate either sequential courses (e.g., BSN 110A, 110B, 110C) or courses of a similar nature. In publishing the Quarterly Schedule of Classes, a numerical code is added to the right of the course number to distinguish multiple sections of the same course. Non-credit courses follow the same guidelines with the assignment of the three-digit course number being within the 550 series (e.g., ESL 552, GES 551). Community education courses begin with the community education abbreviation of CE. (II.2, II.12)

All California State Universities (CSUs) accept a common pattern of General Education. All Universities of California (UCs) and CSUs accept the Intersegmental General Education Transfer Curriculum (IGETC). The College certifies the completion of these tracks, and all UCs and CSUs honor this certification. Students may fulfill the lower division breadth/general education requirements by completing the IGETC at the College.

Students who request that courses be approved for transfer or degree requirements can apply for inclusion and/or acceptance. Students meet with a counselor to determine if a course/action would apply and can be petitioned. Together they complete a Petition for Academic Policies and Procedures form which is signed by both the student and counselor. The form is forwarded to the Admissions and Records Specialist for review and attachment of a credit evaluation and/or other documentation, after which the

Vice President of Academic Affairs and Student Services reviews the petitions with the Admissions and Records Specialist and either approves the petition or forwards the petition to the Petitions Committee. Some petitions are a matter of formality. Others require review and approval by the committee. The Petitions Committee meets approximately once per quarter (sometimes twice) and reviews petitions. This committee is made up of faculty, deans, student support services personnel, the Director of Admissions and Records, and the Admissions and Records Specialist. Letters are sent to the student with either approval or denial of the request. The College also participates in a transfer admission agreement program (TAG) with seven UCs. This program guarantees admission to the respective schools upon fulfilling the specific requirements of each program. (II.12)

The Self Study process provided the opportunity for the College to evaluate all activities, and as part of the process the College noted that its procedure for the awarding of credit was not a formally published policy. The procedure was subsequently developed into a formal policy, presented to the appropriate governing groups, and approved. Thus, the College has specifically developed policies that document existing procedures and ensure that all credits awarded are based on generally-accepted class time, out-of-class assignments, and other learning-related assignments, as well as the specific evaluation of student achievement to determine the degree to which students demonstrate the learning outcomes for the course(s). (II.55)

The College is on the quarter system and, therefore, assures that the credits awarded for the educational and learning experience are comparable and can be converted to credits awarded at semester institutions. This applies to degrees, certificates, pre-collegiate programs, and individual courses. The College's policy spells out the awarding of credits policy and these are available to faculty, students, and the general public. The foundation for all elements of awarding credit(s) is quality.

# Standard II

**Self Evaluation**

The College meets this Standard. Through the regular evaluation of its programs and established processes, procedures, and infrastructure, including the program review process, the College ensures that high-quality instruction characterize all programs.

**Planning Agenda**

None

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**STANDARD II.A.2.D.**

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

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All courses offered, regardless of the delivery system, honor the integrity of the course as described in the official Course Outline of Record. The Course Outline of Record clearly states the student learning outcomes as well as the methods of assessing the learning outcomes. The SLO Committee and the Curriculum Committee approval process ensures the focus of student learning in all courses regardless of delivery system. All Course Outlines of Record require that methods of instruction (i.e., modes of instruction) be identified so that the Curriculum Committee can ascertain that the pedagogical strategies and approaches are compatible with the stated learning outcomes for each course. The College's faculty use a multitude of teaching strategies and methodologies that ensure the implementation of diverse modes of instruction to meet the varied educational needs and learning styles of all students. These modes include:

- Lecture
- Lab
- Group Work
- Discussions/Debates
- Interactive project-based activities
- Individualized instruction
- Self-paced activities
- Compressed course content
- Collaborative learning strategies
- Technology-based instruction
- Hybrid and online instruction
- Fieldwork
- Experiential and participatory learning
- Internships
- Worksite placements
- Clinical practicum
- Disabled student accommodations

The College conducts assessment of incoming students to determine their needs in relation to foundational skills (i.e., basic skills), as well as student support services from counseling to tutoring to disability testing and services. The Director of Disability Resources, a faculty member, also provides training for enhanced learning among the disabled student population.

As described in Standard II.A.2.c, the College supports faculty development opportunities with the goal of fostering an exploration of modes of instruction that are congruent with the various learning styles and needs of students. For example, the Excellence in Teaching Workshop, sponsored by the Basic Skills Initiative, provides faculty with training opportunities to incorporate best practices for assessing students' learning styles and facilitating student learning for foundational students across the curriculum. The Faculty Professional Development Program funds full-time and adjunct faculty participation in trainings toward this same end. The professional development leave program for all full-time, tenured faculty also allows for focused professional development. (II.2, II.124, II.64, II.65, II.69)

**Self Evaluation**

The College meets this Standard.

**Planning Agenda**

The College plans to reestablish faculty, peer-led trainings designed to explore innovative teaching strategies and improve instructional skills.

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# Standard II

**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.*

Courses and programs are systematically reviewed for relevance, appropriateness, achievement of student learning outcomes, currency, and future needs and plans through a number of processes. Courses are evaluated through student surveys that are conducted every quarter and are reviewed by both faculty and the appropriate Dean. Courses are also reviewed by the Curriculum Committee every six years as part of the California Title V revision process. The committee pays particular attention to the efforts of faculty to keep the curriculum, text books, and delivery methods updated and current. The SLO assessment process is instrumental to curriculum review. When the assessment process is fully applied (Standard II.A.1.c), one of the areas of focus is the appropriateness of the stated learning outcomes for both the course and the program. (II.2)

Faculty are able to revise student learning outcomes through a simple process initiated through the curriculum approval process. Faculty start a Modification Process through the Course Management System software. This gets the faculty into the system where they can make changes as necessary to the Course Outline of Record. In the "Evidence of Need" section, faculty identify why they are proposing changes to the Course Outline of Record based on recommendations made by the Assessment Committee or as a result of consideration of assessment results. After departmental and SLO Committee reviews, the revisions go back to the Curriculum Committee for final review and recommendation to the Board of Trustees.

Also included in the SLO Assessment process is a section that addresses budgetary needs to ensure the achievement of SLOs. This section focuses on identifying obstacles to student learning that can be ameliorated by providing appropriate financial resources. These requests for funding are submitted to the budget managers during the budget development process as "Budget Justifications" that refer back to specific course and/or program SLOs. (II.37, II.38)

The program review cycle also ensures the systematic evaluation of programs and the courses that are included in each program. This process is outlined in Standard II.A.1. The provision and advertising of online counseling services, the provision of faculty professional development, the development of an ESL Bridge Course and recent onsite relocation of the ESL Program, and increased financial aid in-reach activities are all examples of improvements resulting from the complete program review cycle. (II.7, II.53, II.54)

Other tools used for evaluation of courses and programs are student surveys (usually completed during the program review process), quarterly student evaluations of individual courses, input from Career and Technical Education 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). (II.52, II.14)

**Self Evaluation**
The College meets this Standard.

**Planning Agenda**
None

**STANDARD II.A.2.F.**
*The institution engages in ongoing, systematic evaluation and integrated planning to assure 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.*

Ongoing, systematic evaluation of SLOs for courses, certificates, programs, and degrees is integrated into the College's planning cycle in an effort to improve student learning. At the lowest level, the assessment of SLOs for courses and programs is an established and developing process that has contributed to efforts directed at the improvement of student learning (see II.A.1.c for examples). Two important documents in support of this process are Student Learning Outcomes: SLO Assessment Plan document and the Program Review Guide. Results of SLO assessment are shared within departments, and that dialogue generates ideas for improvement that are subsequently implemented and further assessed for their impact on student learning. The College has made an institutional commitment to this process and discussion of SLOs and SLO assessment has taken place during Convocation and division meetings for the past four years. (II.39, II.138, II.135, II.56, II.29, II.57)

The SLO assessment process is incorporated into program review for all instructional and student support services departments and programs, where focused dialogue takes place using data on student learning, success, and achievement to inform improvements. Student learning outcomes at the course level are in the process of being mapped to program level learning outcomes in order to facilitate their assessment. The recommendations made through the program review process are widely shared with all campus constituencies via the participatory governance processes of the College. Program reviews are shared with the Division Dean, Vice Presi-

dent of Academic Affairs and Student Services, College Council, and the Board of Trustees. (II.9, II.58, II.59, II.60)

Program reviews are further incorporated into master and strategic planning and simultaneously inform and are informed by those processes. This integration is grounded in the assessment of student learning and is designed to facilitate the continuous improvement of that learning. (II.56)

**Self Evaluation**
The College meets this Standard.

**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.*

The College uses challenge exams on a very limited basis and does not currently automatically award credit for prior experiential learning. As part of the Self Study, the College observed that the practices and procedures that were recorded and being followed for petitioning credit for experiential learning had not been established as formally-approved policies. Consequently, the College has formalized these policies and presented them to the appropriate governance groups for adoption. When a student petitions the College for experiential credit, the Commission policy is followed. Specifically, credit is awarded for learning and not just for experience, and the assessment of that learning is specific to a comparable course the College offers. Approval for a student to be awarded credit is vested in faculty who have expertise in the discipline. Transcripts will note the credit awarded through experiential learning assessment as part of the Project VIEW implementation (see Standard III.C.1.a. for further description of Project VIEW). The College recognizes that a variety of experiential learning is available

to students. Therefore, assessment processes are reviewed on a regular basis to assure integrity in the process. (II.55)

The Mathematics Department uses as a challenge exam a final exam previously used in the course to measure proficiency. Final exams in the Mathematics Department are always comprehensive assessments of the student learning that has occurred throughout the course. The English Department builds its challenge exam for English 101 from the Course Outline of Record, which includes stated SLOs. Once completed by a student challenging the course, the exam is evaluated by at least two full-time faculty, and if they are unable to reach consensus in their evaluation, a third reader is brought in to the evaluation process. This process has been discussed at the yearly English Department retreat. Other departments follow the same process of working from the Course Outline of Record when creating challenge exams. The exams are graded by faculty qualified to teach in the subject using the same grading policy that would be applied if the student enrolled in the course. All exams are conducted in full compliance with the standards for alternate methods of awarding credit listed in Title V Regulations, § 55050.

The effectiveness of the challenge exam process is reviewed regularly by departmental faculty. If faculty determine that the process is not providing an appropriate means of measuring mastery of the required outcomes for the particular course, the faculty propose removal of the ability to challenge that course to the Curriculum Committee. (II.12, II.2, II.61, II.62, II.63)

**Self Evaluation**
The College meets this Standard.

**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.*

Units of credit awarded per course are consistent with the traditional Carnegie unit and compliant with regulations specified in California Education Code and Title V Regulations. One unit of credit is awarded for every 33 hours of student work within the framework in which the course content is delivered. Standards for units and unit codes are described in the *Curriculum Committee Handbook*. (II.2)

The official Course Outline of Record has clearly stated SLOs for every course offered at the College regardless of delivery method and regardless of whether the courses are in Career and Technical Education, basic skills, or general education. These SLOs are integrated with course objectives, content, methods of instruction, critical thinking skills, and typical course assignments that culminate with students receiving units of credit based on their successful completion of the course at the level specified on the course outline and evaluated through the SLO assessment process. In the SLO assessments, faculty evaluate proficiency levels that correspond with the grades assigned by the faculty and, therefore, ultimately if credit is awarded. Grading criteria falls within the purview of the faculty, as does the assessment of SLOs. To successfully pass a course, and therefore receive credit, students must demonstrate subject matter competence as listed in the SLOs and the course objectives. (II.27, II.156, II.65)

**Self Evaluation**
The College meets this Standard.

**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.*

The College awards degrees and certificates based on academic standards approved by the Academic Senate and the Board of Trustees in compliance with California Title V Regulations. All degrees and certificates have clearly stated SLOs developed by faculty in appropriate academic areas.

SLOs are also developed in concert with licensing requirements for Career and Technical Education courses by the faculty in the area and the appropriate administrator. For example, the Firefighter I Certificate has seven SLOs that are essential for the program. These learning outcomes were developed by faculty and the Director of Career and Technical Education in accordance to the California State Fire Marshall and State Board of Fire Sciences requirements. One of the required courses for the certificate, FIR 170A, has three SLOs that tie directly into the state requirements. Students must demonstrate proficiency to receive course credit for FIR 170A and must demonstrate proficiency of all SLOs for all courses in the program to be granted the Firefighter I Certificate. (II.12, II.64, II.145)

As another example, to complete a major in English, a student is required to successfully complete a series of courses. The English major has five SLOs. One of the required courses is English 101, which has four learning outcomes that correlate to the major's outcomes, all of which are being mapped to the institution's learning outcomes or Core Competencies. For example,

- SLO #1 for ENG 101 is "Write essays that examine, analyze, criticize, and evaluate specific topics and literary themes in response to a text."
- One corresponding major-level SLO is "Recognize, understand, and apply the rhetorical strategies of argumentation."

- The major-level SLOs are being mapped to the institution's Core Competencies in Area I, Communication: A. Read; B. Write; C. Listen; and D. Speak
- The course SLO (and, through the mapping, the major SLO and the Core Competency) is assessed by the composing and revising of genre-specific essays. (II.65, II.146, II.147)

Other representative examples of course-level SLOs' being mapped to program-level SLOs and the Core Competencies are found in Spanish 101 and Business 110A, whose maps are provided as examples in the document "Program SLOs and the Mapping Process." (II.121, II.148)

Certificates and degrees are subject to the same assessment process that has been outlined in Standard II.A.1.c. as well as the rigor of the program review process. All degree and certificate programs have established program-level SLOs, which are published in the current *College Catalog*. (II.12, II.149)

**Self Evaluation**
The College meets this Standard.

**Planning Agenda**
The College will complete the mapping of courses, programs, and institutional level SLOs as part of implementing the TracDat software. This will allow for a more comprehensive review of course learning outcomes as they relate to the institutional core competencies.

**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 education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:*

**STANDARD II.A.3.A.**

*An understanding of the basic content and methodology of the major area of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.*

**STANDARD II.A.3.B.**

*A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.*

**STANDARD II.A.3.C.**

*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.*

The *College Catalog* includes a philosophy on general education as it pertains to achieving an Associate in Arts degree. In essence, it states that a degree at the College is intended to provide broad skills, knowledge, and insights while fostering a critical awareness of the variety of means through which people comprehend the past, present, and future. Through a broad spectrum of study, students will discover the interdisciplinary nature of knowledge.

The College's general education requirements are designed to instill better self-understanding as well as the capacity to adapt, respond, and grow in a changing world. This is demonstrated in the General Education Core Competencies**:**

**General Education Core Competencies**

**I. Communication-**Students will communicate effectively, which means the ability to:

**A. Read** – Students will be able to comprehend and interpret various types of written information in (1) prose and in (2) documentation, such as manuals and graphs

**B. Write** – Students demonstrate the ability to: Communicate thoughts, ideas, information, and messages in writing:

- Compose and create documents, such as: letters, reports, memoranda, manuals and graphs with correct grammar, spelling, punctuation, and appropriate language, style, and format
- Check, edit, and revise written work for correct information, appropriate emphasis, form, style, and grammar

**C. Listen** – Students will be able to receive, attend to, interpret, and respond appropriately to (1) verbal and/or (2) non-verbal messages

**D. Speak and/or Converse** – Students have the ability to:

- Organize ideas and communicate verbal or non-verbal messages appropriate to the audience and the situation
- Participate in conversations, discussions, and group activities
- Speak clearly and ask questions

**II. Critical Thinking and Information Competency-**Thinking critically is characterized by the ability to perform:

**A. Analysis** – including:

- Applying rules and principles to new situations
- Discovering rules and applying them in the problem solving process
- Using logic to draw conclusions from information given

- Differentiating between facts, influences, assumptions, and conclusions

**B. Computation** – demonstrated by an ability to:
- Use basic numerical concepts, such as: whole numbers, percentages, and estimates of mathematics without a calculator
- Use tables, graphs, charts, and diagrams to explain concepts or ideas
- Use basic geometrical constructs, such as: lines, angles, shapes, and measurement

**C. Research** – demonstrate abilities to:
- Collect information
- Identify the need for data
- Obtain data from various sources
- Organize, process, and maintain records of the information collected
- Analyze and evaluate the information for relevance and accuracy
- Synthesize, evaluate, and communicate the results
- Determine which technology resources will produce the desired results
- Use current technology to acquire, organize, analyze, and communicate information

**D. Problem Solving** – Students demonstrate the ability to:
- Recognize whether a problem exists
- Identify components of the problem or issue
- Create a plan of action to resolve the issue
- Monitor, evaluate, and revise when necessary

**III. Global Awareness**-Students will demonstrate a measurable understanding and appreciation of the world, including it's:

**A. Scientific complexities** – Students demonstrate an understanding of:
- The scientific method
- How experiments work

- The major differences between social, natural, and physical sciences

**B. Social diversity and Civics**
- Interface with people from a variety of backgrounds
- Understand different cultural beliefs and behaviors
- Recognize important social and political issues in their own community

**C. Artistic Variety** – Students have been exposed to:
- The visual and performing arts, including: drawing, painting, sculpture, photography, digital media, music, theatre and/or dance of multiple cultures
- Analytical techniques for understanding artistic meaning

and they have:
- Hands-on experience with creative endeavors

**IV. Personal Responsibility and Professional Development**

**A. Self-Management and Self-Awareness** – The student is able to:
- Accurately assess his/her own knowledge, skills, and abilities
- Motivate self and set realistic goals
- Accept that taking feedback well is important to success
- Respond appropriately to challenging situations

**B. Social and Physical Wellness** – Students make an appropriate effort to:
- Manage personal health and well being
- Demonstrate appropriate social skills in group settings

**C. Workplace Skills** – Students understand the importance of:
- Being dependable, reliable, and accountable
- Maintaining a professional attitude

The College requires recipients of all Associate in Arts degrees the choice of one of four paths to fulfilling the requirement in General Education: 1) the College's general education pattern; 2) the California State University general education pattern; 3) the Intersegmental General Education Transfer Curriculum for transfer to the UC or CSU systems; or 4) the University of Nevada, Reno transfer core curriculum. The California State University and University of Nevada, Reno curricula are determined by those institutions. Course inclusion in the Intersegmental General Education Transfer Curriculum pattern is determined by UC and CSU faculty. (II.12)

The expertise of the College faculty is engaged in determining the appropriateness of courses for inclusion in the general education pattern, as faculty are central to the establishment of SLOs and have primary and direct involvement in the Curriculum Committee. It is the Curriculum Committee that determines the inclusion of courses in the College's general education core pattern. This committee examines the course outline, including stated learning outcomes, and then consults the College's general education philosophy as published in the *College Catalog* and the general education criteria established by major receiving institutions to determine if the course should be included in the general education pattern. (II.12, II.2)

Students fulfilling the College's general education requirements must complete seven areas of study. Area 1 (English Communication) requires students to take a minimum of four quarter units in Composition (English 101) as well as a minimum of four units in Communication (options include Anthropology, Communication, English, Philosophy, and Speech). Area 2 (Mathematical Concepts and Quantitative Reasoning) requires students to complete a minimum of four units in Mathematics or satisfy the requirement by assessment test. Area 3 (Fine Arts and Humanities) requires students to take a minimum of eight units, four units from the Fine Arts curriculum and four units in Humanities**.** Area 4 (Social Sciences) requires completion of

at least eight units, four of which must be in U.S. Studies and four more in Social Science. 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. (II.12)

All Career and Technical Education programs meet state-mandated requirements for degree applicable courses and are presented in accordance with Title V Regulations. The College's Core Competencies are fully integrated with technical content. This content is reviewed on an annual basis by CTE advisory committees. Recommendations from industry partners for increasing academic rigor have included the addition and upgrade of writing assignments, term and research papers, and applied writing in industry-related documentation; review and study of technical manuals, industry publications and notices, and professional research and journals; mathematical calculations in work-related problems and projects; and a variety of presentations on industry-related topics. (II.14, II.54)

A rigorous program review process demonstrates the College's commitment to ensuring the integration of core academics with CTE programs. All of the College's CTE certificates and degrees have well-defined competency-based learning outcomes at both the course and program levels.

### Self Evaluation
The College meets this Standard. All academic and Career and Technical Education degree programs include a component of general education based on the philosophy stated in the *College*

*Catalog*. The College relies on the expertise of faculty through course development and the Curriculum Committee to determine the appropriateness of courses for inclusion in the general education curriculum. SLOs are examined for each course submitted for inclusion.

**Planning Agenda**
The College will complete the mapping of courses, programs, and institutional level SLOs as part of implementing the TracDat software. This will allow for a more comprehensive review of course learning outcomes as they relate to the institutional core competencies.

**STANDARD II.A.4.**
*All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.*

Each major offered by the College is designed to include focused study. A minimum of "27 quarter units of study must be taken in a single discipline or related disciplines…or in an area of emphasis involving lower division coursework which prepares students for a field of study or for a specific major at the University of California or the California State University" (Title V, § 55063). The College offers forty-one Associate in Arts degrees. To receive an Associate in Arts Degree from the College, students must earn a minimum of ninety quarter units, which must include general education, a major, and electives. Students must have a cumulative grade point average of 2.0 (C) and have completed one of the general education patterns: LTCC GE; CSU GE; IGETC; or UNR Transfer Core. Students must also have a major; each major requirement must be completed with a "C" or better or "P" if taken on a pass/no pass basis. Elective units must be taken to contribute to the ninety quarter units. A minimum of eighteen quarter units applied towards the Associate in Arts Degree must be taken at the College. Non-degree applicable courses and basic skills courses do not count toward the 90 quarter unit requirement for Associate in Arts Degree. The College will

only confer the degree of Associate in Arts upon students who demonstrate competence in reading and written expression by achieving a "C" grade or higher in Composition (ENG 101) and demonstrate competency in mathematics by completing one of the options listed under Area 2, Mathematical Concepts and Quantitative Reasoning. (II.12)

**Self Evaluation**
The College meets this Standard. 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, while the remaining majors require study in an interdisciplinary core. The *College Catalog* clearly delineates the core requirements for each 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.*

The College offers a broad range of Career and Technical Education (CTE) degrees and certificates. Many of these programs have been offered for several years, such as Criminal Justice and Early Childhood Education. Others have been added recently in an effort to meet emerging labor market needs, such as Fire Academy, Certified Phlebotomy Technician, and Web Development. The requirements for all CTE certificates and degrees are described in detail in the *College Catalog*. (II.12)

CTE programs have well-defined, competency-based learning outcomes at both the course and program levels. The outcomes are closely aligned with industry expectations for workplace skills and competencies required for successful employment in the chosen career field. CTE

programs ensure students are well-prepared for careers through Advisory Committees, systematic program reviews, the College's curriculum process, SLO assessment, and constant monitoring of external certification pass rates. (II.64)

The approval process for CTE programs at the College is comprehensive. The process includes input from CTE faculty, relevant CTE Advisory Committees, the California Community Colleges Chancellor's Office, and a labor market study, as well as an endorsement from the North/Far North Regional Consortium, Curriculum Committee approval, and Board of Trustee approval.

Each CTE program has an Advisory Committee that meets annually to review SLOs and to assess student progress, success, and achievement. CTE Advisory Committees are comprised of industry experts and faculty to ensure that students are being adequately prepared for current workforce demands. The College examines technical and professional competencies by exceeding the California Education Code (Section 78016) requirement for biennial review of Career and Technical Education programs. Answers to the following three questions are ascertained at annual CTE Advisory Committee meetings. (II.66, II.14)

1. Does the program meet a documented labor market demand?
2. Does it represent unnecessary duplication of other manpower training programs in the area?
3. Is it of demonstrated effectiveness as measured by the employment and completion success of its students?

The Chancellor's Office of the California Community Colleges provides reports on Core Indicators for CTE programs. These indicators include measurements of skill attainment, completion, and employment placement and retention. Performance on these core indicators is monitored by the Director of Career and Technical Education, and information is regularly dissemi-

nated to CTE Advisory Committees and relevant CTE faculty.

It should be noted that the College's performance on core indicators is often difficult to interpret due to the small number of students in some CTE programs. Core indicator data are not useful in programs that result in a high degree of self-employment, such as childcare (Early Childhood Education) or web development (Computer Information Science). The analysis of core indicator data for the College is further complicated by the fact that South Lake Tahoe straddles the Nevada state line and employment placements and retentions are currently captured only in California. To address this deficiency in understanding how CTE students fare in terms of job placement after program completion, many programs collect their own anecdotal data from alumni. (II.14)

Every CTE program undergoes comprehensive program review on a regular cycle. This review is augmented with an annual review and update. Special attention is paid to successful course completion rates, progress on assessing SLOs, and the ability of the program to meet the professional competencies required by employers. (II.67, II.3, II.115, II.9b)

Many CTE programs prepare students to meet necessary external certification or licensure requirements and must therefore follow the structured curriculum to comply with the regulations of the relevant agency. CTE programs that meet external agency curriculum requirements include:

- Certified Phlebotomy Technician
- Dental Assisting
- Emergency Medical Technician
- Nursing Assistant Training Program
- Addiction Studies
- Fire Science
- Early Childhood Education
- Culinary Arts

The Career and Technical Education Technician is responsible for tracking student success on most external certification or licensing exams. Since 2006-2007, student pass rates on the National Registry Exam of EMTs certification have ranged between 84 percent and 93 percent. Student pass rates on the National Phlebotomy Certification Exam have ranged between 92 percent and 100 percent over the last three years, while students in the dental assisting program have passed the Radiation Safety Certificate Exam at a rate between 99 and 100 percent over the same time period. The College provides this data to the Commission via the annual report. (II.68)

**Self Evaluation**
The College meets this Standard. Career and Technical Education students at the College are acquiring the technical and professional competencies needed for successful employment in their chosen career fields. When external agencies are involved, evidence indicates that CTE students are successful in obtaining required certifications and licenses. Programs ensure that students are well-prepared through active Advisory Committees, systematic program reviews, the curriculum process, data provided through the College's Office of Institutional Research and Planning, as well as the Chancellor's Office of the California Community Colleges, and assessment of SLOs.

**Planning Agenda**
None

**STANDARD II.A.6.**
*The institution assures 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 outcomes consistent with those in the institution's officially approved course outline.*

The College provides current and prospective students with easily accessible information about educational programs, courses, and transfer policies. The primary information source is the *College Catalog,* which is provided to new students at orientation and is also available on the College website. Academic programs are fully described, including the SLOs, as well as course and unit requirements for each specific major and certificate. The purpose of each program is clearly stated, and students are made aware of how the coursework may lead to completion of external certification requirements. For example, the description of the Early Childhood Education program highlights which courses meet California State Licensing and Child Development Permit requirements.

Individual courses are further detailed in the catalog with a full description, unit code, transfer status, prerequisites, co-requisites, advisories, and other relevant information. In addition to the *College Catalog*, information about degree and certificate requirements is available on academic department pages of the College website and from the Student Services Office. Course descriptions are included in the online version of the Quarterly Schedule of Classes. In addition to providing these resources, students are also encouraged to discuss degree and certificate requirements during the academic advising process. Transfer policies are also listed in the *College Catalog* and on the website. (II.12, II.69, II.149)

All faculty provide students with a syllabus at the first class meeting. A checklist for the course syllabus, which is contained in the faculty handbooks, specifies that the course description, goals and objectives, SLOs, and topics of the course are to be included. As part of the regular faculty peer evaluation process, these aspects of syllabi are verified. Each course section is taught based on the objectives and student learning outcomes stated in the official Course Outline of Record. (II.12, II.41, II.42)

**Self Evaluation**
The College meets this Standard. Documents are reviewed and updated on a regular basis before publication. This process provides both prospective and current students with accurate information about its programs, courses, transfer policies, and learning objectives in both print and electronic formats.

**Planning Agenda**
None

> **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 for 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.*

A principle of the College's transfer-of-credit policy is to assure that barriers are minimized for students moving from one regionally-accredited institution to another and that the College assures quality throughout the educational experience, particularly from the sending institution. (II.55)

Prospective and current students can meet with a counselor for a preliminary assessment of whether transfer coursework may fulfill program requirements. Students who are enrolled in a specific academic program may also request a formal transfer of credit evaluation. Students are encouraged to submit transcripts of credit coursework completed at regionally accredited institutions. The Admissions and Records Specialist reviews the students' official transcripts, researches course descriptions, and determines whether each course completed provides a similar level of academic rigor and quality and incorporates content and learning outcomes equivalent to the College's courses. Each transfer course is evaluated individually to determine whether it meets general education or major requirements or is appropriate to be applied as elective credit. In cases in which course equivalency is unclear, the Admissions and Records Specialist will contact the other institution for course syllabi and/or the course outline of record to determine whether the learning outcomes are comparable. In some cases, members of the LTCC faculty are also consulted to provide additional expertise specific to their subject area.

Counselors and the Admissions and Records Office utilize the ASSIST database as another resource in the determination of how courses from other California Community Colleges will meet degree requirements for students planning to transfer to institutions in the California State University or the University of California systems. ASSIST is the official repository for articulation information between the three systems of higher education within California. Students can also access the ASSIST database through a link in the transfer services section of the LTCC Web site. The College's articulation officer works to create articulation agreements with various colleges to best serve the needs of its students. The College currently has articulation agreements with many of the University of California and California State University campuses. (II.70, II.71, II.72)

The *College Catalog* contains additional information and informs students about the transferability of individual courses. Multiple general

education patterns are made available to students, including the Intersegmental General Education Transfer Curriculum (IGETC), California State University (CSU), and the University of Nevada, Reno patterns, in order to assist students with transfer planning. The College's policy on transferring credit was inadvertently omitted from the *College Catalog* though the procedures have always been available in and used by the Admissions and Records Office and Student Services. At the next printing, the *College Catalog* will include these policies. (I.149, I.55)

Extensive information about transferring to these institutions is available on the College Web site. Students are encouraged to meet with counselors to explore transfer options and develop educational plans designed to meet transfer requirements. The College is currently working to incorporate Associate in Arts and Associate in Science transfer degrees as mandated by the recent enactment of state legislation, specifically the law known as the Student Transfer Achievement Reform Act (California Senate Bill 1440), which aims to clarify the transfer process to a CSU. When fully implemented, the transfer degrees will provide students with additional, clearly defined transfer pathways. (II.149, II.72)

**Self Evaluation**
The College meets this Standard. Through all of the aforementioned ways, the College works diligently to provide students with clear information about its transfer-of-credit policies and ensures students are aware of how their coursework will transfer to other institutions.

**Planning Agenda**
None

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**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.*

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When significant changes occur in program requirements or if discontinuance is recommended, the College collaborates with students to ensure that they achieve their academic goals. Students in continuous attendance are provided with catalog rights for up to five years to allow individuals to qualify for graduation under the requirements of a prior catalog year. This policy minimizes the impact of programmatic changes and often allows students to meet requirements using the catalog under which the student originally enrolled.

When a significant change to curriculum within a program, major, or certificate occurs, the student and a counselor meet to determine alternatives, including alternate courses when appropriate. The student then may submit a petition for an exception to academic policies and procedures, which outlines the requested substitution, waiver, or other accommodation. Students are encouraged to acquire a letter of support from departmental faculty as further justification of the appropriateness of course substitution. Once the petition is evaluated by the Admissions and Records Specialist, it is referred to the Vice President of Academic Affairs and Student Services for consideration. If approved, the student is informed by letter that the substitution has been approved. If the request is questionable at any level, it is forwarded to the Petition Committee for review and recommendation. This process enables deans, faculty, counselors, and support staff the opportunity to discuss and review the legitimacy of the requested exception. (II.12, II.73)

**Self Evaluation**
The College meets this Standard. When it becomes necessary to eliminate a program or substantially change program requirements, the College minimizes the impact to students currently progressing towards program completion. Processes have been designed to allow for appropriate substitutions, waivers, and exceptions while maintaining sufficient scrutiny to ensure the academic integrity of the degrees and certificates awarded by the College. This balanced ap-

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proach meets the Standard while minimizing the disruption to students as a result of programmatic changes.

**Planning Agenda**
None

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**STANDARD II.A.6.C.**
*The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.*

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All major College publications, including the *College Catalog*, the *Classified Employee Handbook*, the *Full-Time Faculty Handbook,* the *Adjunct Faculty Handbook*, and the *Board Policy Manual,* are reviewed and updated annually. The College website and departmental materials are updated on an ongoing basis. Additionally, the College publishes an annual *Fact Book*, which provides information on student success and achievement. (II.10)

The *College Catalog* is updated on an annual basis with input from all instructional divisions and student support services and uploaded to the College's website.  The mission statement is displayed prominently at the beginning of the *College Catalog* to demonstrate the clear linkage to the programs and services described therein. As part of the College's annual curriculum cycle, courses and program requirements are reviewed and updated regularly. Detailed information regarding degrees and certificates awarded in each area of study, including course descriptions, prerequisites, and units awarded for all courses are published in the *College Catalog* along with SLOs for each program, degree, and certificate. All Course Outlines of Record are published on the curriculum management system, and each course outline also includes all

course level SLOs. The *College Catalog* also contains policies, procedures, and general information about the College.  This information is reviewed annually for accuracy and to ensure that policies remain updated.  Transfer information for current and prospective students is updated each year with input from other colleges and universities.  The transfer policy is reflective of the recent change to Commission requirements and available in various formats. (II.74, II.75, I.55)

The College's Quarterly Schedule of Classes is published four times a year in relation to each upcoming quarter. In fall 2010 the College reduced the number of printed pages in the class schedules by streamlining the course listings. The College also reduced the number of schedules that are printed and makes the schedule available online. In the fall 2010 Student Experience Survey, 75 percent of the students responded that the scheduling of classes (e.g., days, times, frequency) is sufficient to meet their needs as students. Department chairs, program coordinators, department managers, and other service area heads are involved in reviewing and updating information for the various brochures and flyers that are generated throughout the campus. Individual brochures for specific programs and general College information are updated as needed. Brochures about opportunities to join Career and Technical Education programs such as the Fire Academy are updated and published each year.  Procedural and policy information are also published each year in the *Student Handbook Planner,* which is provided to new students. (II.76, II.11)

The College website content is updated routinely as news and information becomes available. When the College is facing a potential snow day closure, information is published on the website no later than 5:30 a.m. to provide for faculty, staff, and student safety during inclement weather. This website also includes faculty information, including office hours, contact information, and general College information. The Public Information Office is responsible for the

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dissemination of College information through press releases and also provides regular updates to College employees through an online newsletter called *LTCC Times*.

During summer 2011 the College launched a portal for employees, which will be expanded to include students early in 2012. The portal will provide a robust venue for disseminating information, posting policies and procedures, distributing announcements, and developing document libraries, which can be easily updated and accessed by the campus community. The College also intends to use team sites within the portal to facilitate ongoing policy review. The College Council and other participatory governance groups are currently participating in a pilot of one of these team sites and are expected to use the site in the future for their annual review of proposed Board Policy changes. (II.12, II.77, II.78, II.10)

### Self Evaluation
The College meets this Standard. Mechanisms have been developed and are consistently used to review and update policies, procedures, and institutional information. Significant efforts are made to represent the institution accurately and consistently to students, employees, and the public through avenues such as handbooks, manuals, brochures, and the College website. When the College determines that information could be provided in a more comprehensible format, improvement is achieved through the development of alternate publications as demonstrated by the new *Fact Book*. Technology is being leveraged to facilitate the ongoing review of information and to represent the institution accurately.

### Planning Agenda
None

**STANDARD II.A.7.**
*In order to assure 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 worldviews. 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.*

College faculty are expected to engage students in a climate of scholarly rigor and intellectual liberty by protecting the free expression of diverse points of view and upholding the highest standards of critical inquiry and analysis. All faculty are to adhere to the Course Outline of Record, select relevant course materials, and avoid the substitution of self-expression for scholarly inquiry.

Faculty are encouraged to participate in professional teaching associations and engage in professional development activities to stay abreast of professionally accepted views in a discipline.

The College believes that academic freedom and academic responsibility are inseparable. Its statement on academic freedom and responsibility is included in the *College Catalog*, Section 4.06 of the *Board Policy Manual*, the *Adjunct Faculty Handbook*, and the *Full-Time Faculty Handbook* and notes that academic freedom is the right of instructors in their area of expertise to teach, conduct research, and 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 such a manner as not to discredit the College, profession, or community. This position is enhanced by an Acceptable Use Policy, explaining the guidelines

for the ethical use of technology, and a Faculty Code of Ethics. (II.12, II.34, II.41, II.42)

The College's Academic Senate has created a Faculty Code of Ethics modeled after the American Association of University Professors' Statement of Professional Ethics with the goal that professionalism will be enhanced by making values explicit and insisting on a campus culture that promotes and protects these values. There are five sections to this code: Responsibility to Seek and Speak the Truth, Obligation to the Free Pursuit of Learning, Commitment to Collegial Conduct, Dedication to Teaching and Scholarship, and Acceptance of Community Obligations. (II.41)

The College's commitment to academic freedom and faculty adherence to the tenets of academic responsibility are assessed through the regular peer review evaluation process and the accompanying documents, including faculty self-evaluation statements and student evaluations. The College also has grievance processes and policies in place that allow both faculty and students to address any incidents in which academic freedom and/or academic responsibility might have been compromised. (II.52, II.79)

As noted in Standard II.A.7.b, the College has developed and makes available student academic honesty policies; the College is clear about its expectations of student integrity, and in addition to the publication of these policies in College documents, faculty are encouraged to include in their syllabi clear statements on academic integrity that are aligned with the College's stated policies.

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 upon which faculty reflect.

**Self Evaluation**
The College meets this Standard.

**Planning Agenda**
None

**STANDARD II.A.7.B.**
*The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.*

The College community has access to standards of student conduct, academic honesty, and the consequences and disciplinary procedures regarding dishonesty. This information is found in the *Student Handbook Planner*, the *College Catalog*, the *Full-Time Faculty Handbook*, the *Adjunct Faculty Handbook* and Section 6.12 of the *Board Policy Manual*. Academic dishonesty and plagiarism are defined as: "Cheating, copying, plagiarism, providing false information, using another's work without giving proper credit to the source, forgery or alteration of documents." The documents clearly state the consequences of student misconduct. In addition, instructors are encouraged to consult with their dean regarding disciplinary actions. (II.76, II.12, II.41, II.42, II.34)

**Self Evaluation**
The College meets this Standard.

**Planning Agenda**
None

STANDARD II.A.7.C.
*Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.*

The College has clearly defined guidelines regarding the expectations for staff, faculty, administrators, and students. These codes of conduct may be found in the *Student Handbook Planner*, the *College Catalog*, the *Full-Time Faculty Handbook*, the *Adjunct Faculty Handbook, Classified Employee Handbook* and the *Board Policy Manual*. Many faculty members include policies regarding academic honesty and disruptive behavior in their class syllabi. Faculty discuss with students the accepted codes of behavior and academic freedom. (II.76, II.12, II.41, II.42, II.123, II.34)

In fall 2010, operational principles were presented to the Academic Senate and the College Council. These Board approved "Operational Principles" further strengthen expected behavior among and between all constituent groups. (II.80)

**Self Evaluation**
The College meets this Standard.

**Planning Agenda**
None

Notes:

# Standard II

## STANDARD II.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 institutional experience 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 assures 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.*

The College is committed to the principles of open access for all students who are able to benefit from its programs. This commitment is expressed through the College mission statement and supported by its practices, which are consistent with the admission policies approved by the Board of Trustees and outlined in Title V of the California Code of Regulations.

Comprehensive student support services are designed to identify and address the needs of students and create a supportive learning environment. These include, for example, a recent TRIO Student Support Services grant that is being used to improve the success and achievement of low-income and first-generation students. The College systematically assesses its student support services through the regular program review cycle, which includes an examination of the student learning outcomes (SLOs) that have been established for each of the services at the College to improve the effectiveness of these services.

The mission of the College includes a focus on "enhancing the intellectual, cultural, and economic vitality of our diverse community by offering opportunities for students to achieve their educational, professional, and personal goals." To support this mission, the College has developed and maintains a range of programs and services designed to address the unique needs of its diverse student population as noted in the introductory section of this Self Study. The quality of these programs and services is assured by employing well-qualified faculty and staff, providing initial training and on-going professional development, evaluating programs through the program review process, and developing and assessing SLOs for the various programs. The various student support services and programs (noted in bold) include the following:

The **Admissions and Records Office** supports the educational endeavors of students starting at the first point of inquiry and continuing long after the individual leaves the College. Staff guide prospective students through the admissions process, facilitate the activities of registration and payment of fees, and provide access to educational records for current and former students. Individuals are able to request services such as verification of enrollment, transcript processing, certification of eligibility for veterans' benefits, and specialized support for international students. Staff are also responsible for the formal evaluation of transfer coursework and determination of whether degree requirements have been met, which is central to a student's successful progress towards graduation and achievement of his or her educational goals. The quality and effectiveness of these services are regularly assessed through surveys and the program review process. (II.114)

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 campus and community re-

sources. Counselors are trained to provide counseling and guidance 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 counseling faculty and three part-time counselors (one of which works specifically with the TRIO program). Tenured counselors provide general and program-specific academic advising and counseling as well as program coordination assistance. The full-time counseling faculty include a counselor who works specifically with students with disabilities; a bilingual counselor who coordinates services for basic skills and the new federally-funded TRIO program; a counselor who is responsible for coordinating the Extended Opportunity Programs and Services and Cooperative Agencies Resources for Education programs; a counselor who acts as the articulation officer, director of the transfer center, and the primary counselor for veteran students; and a counselor who coordinates career services and online counseling services. There is one general part-time counselor and a part-time counselor who is bilingual in English and Spanish and serves the general student population as well as Spanish speaking students.

Counselors are available for appointments throughout each academic term and on a drop-in basis during registration periods. Counseling services are provided in-person, by telephone, and via email to address the needs of distance education students. 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 6:00 p.m. to meet the needs of evening students. (For a more complete discussion of the online support services available to students, see Standards II.A.1.b, II.A.2.a, and II.B.3.a.) (II.5)

Matriculating students are required to attend a **New Student Orientation**. A newly designed and more interactive orientation was launched in fall 2009, which includes the addition of Student Ambassadors who conduct campus tours as part of the orientation process. The two-hour orientation 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*, Quarterly Schedule of Classes, and *Student Handbook Planner* 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 mathematics and English assessment before meeting with a counselor to discuss their goals and determine appropriate course placement. These three steps in the matriculation process are required for all new matriculating students as a prerequisite to registration. (II.12, II.69, II.76, II.108)

Career exploration workshops are held on a regular basis, and University of California and California State University applications workshops are conducted each fall. A variety of student skills workshops have been offered and these are expanding with the addition of the new TRIO program. In addition, counselors teach courses in career planning and college success, and offer a summer bridge course for recent high school graduates looking to enter college.

**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 website), a career planning course, workshops, resources and referrals, and a variety of career books and information available in the Career Center. (II.6)

A variety of **transfer planning services** are available to assist students who plan to transfer

to four-year colleges and universities. These services include university transfer visits as well as general education and major preparation course articulation with California State Universities; the Universities of California; the University of Nevada, Reno; and some private schools and out-of-state colleges. 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. In addition, the Transfer Center offers students access to information and catalogs for all other California Community Colleges, California State Universities, Universities of California, and a variety of private and out-of-state colleges and universities. Finally, the counselors utilize an intranet site developed by the articulation officer to stay abreast of the many details related to transfer when assisting students with transfer planning. (II.71, II.72, II.83)

The College began receiving basic skills funding in 2008 through the **Basic Skills Initiative**. A full-time counselor was hired in fall 2008 to focus on expanding support services for students enrolled in basic skills courses. During the first year, faculty in-service programs were offered, study skills workshops were provided to students, and tutors were placed in a variety of basic skills courses. The basic skills counselor provides regular presentations to the basic skills mathematics courses and will begin similar presentations in basic skills English courses during the 2011-12 academic year. All students enrolled in Math 187A are required to meet with a counselor at least once during the term.

The **Extended Opportunity Programs and Services (EOPS)** is a state-funded program for low-income, educationally-disadvantaged students. EOPS provides supplemental services to qualified students to facilitate the successful completion of their educational goals and objectives. These services include: priority registration, book vouchers, bus tokens, educational planning, personalized tutoring, and counseling.

In 2009-10, this program experienced a 40 percent reduction in funding and still successfully served 107 students.

**The Cooperative Agencies Resources for Education (CARE)** program provides additional resources such as assistance with transportation, book, and school supply costs. In addition, students in the program are awarded quarterly cash grants. The program serves EOPS students who are single parents, receiving California Work Opportunity and Responsibility to Kids (Cal Works) assistance, and who have at least one child under the age of fourteen. During 2009-10, ten students received support services and financial assistance through this program.

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 Grants, Federal Supplemental Educational Opportunity Grants, Federal Educational Loan Programs, Federal Work Study, Cal Grants, and the Board of Governor's Fee Waivers. In 2009-10 approximately 1,600 students received some type of financial assistance, accounting for nearly two million dollars in aid disbursed to the College's students. (II.7)

**Scholarships** sponsored by various businesses, community organizations, student clubs, and the College Foundation are also available for students. The Director of Financial Aid works closely with the Director of the Foundation to coordinate scholarship efforts. The Foundation and the local community provide funding for numerous scholarships for continuing and transfer students, as well as local high school students who are planning on attending the College.

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 goals and what courses they plan to complete to achieve these stated goals. The edu-

cational plans are developed with a designated Veterans Assistance counselor, and appropriate verification is kept in the Admissions and Records office, including maintenance of separate veteran student files for audit purposes. The College serves approximately forty students per quarter who are eligible for veteran services and expects this number to increase in future years. (II.51)

Students who are identified as meeting the criteria to be on **academic probation** are limited to enrolling in three units or less; however, if they meet with a counselor, they may be authorized to register for a maximum of thirteen units. 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. Students who remain on probation for three consecutive quarters and have completed thirty units with a cumulative GPA of less than 2.0 are subject to dismissal. These students are sent a letter prior to registration for the next quarter and are required to complete a success contract with a counselor to enroll in more than three units. If these students do not fulfill the conditions of their success contract, they are dismissed for at least one quarter. (II.12)

**The Disability Resource Center (DRC)** program offers learning disability testing, individualized 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, but not limited to, independent living skills, basic computer literacy, and study skills. Students who are eligible for services through the DRC receive appropriate and 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, developmental-delay, and health and mobility limitations. (II.8)

The **Workforce Preparation and Employment 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 in which students earn credit and obtain on-the-job experience in positions directly related to their career goals; occupational work experience for 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 credits. During the 2009-10 year, approximately 130 students participated in the various workforce preparation programs. (II.84)

**The Tutoring and Learning Center (TLC)** provides student support toward the goal of enhancing student learning and success. The TLC offers individualized and group tutoring in most subject areas, Ability-to-Benefit (ATB) testing, computer-assisted learning, computer and Internet access, and general academic support in a helpful, student-friendly, and non-threatening environment. The TLC is comprised of the following tutoring centers: The Math Success Center, Writing Across the Curriculum, and the Writing Center. (II.4)

The TLC provides:
- Free tutoring in most subjects for registered College students
- Assessment Testing (ATB only)
- Test proctoring
- Computer-assisted learning
- Computer and Internet access
- Study space

The Math Success Center provides:
- Free mathematics tutoring
- Mathematics study groups

Writing Across the Curriculum 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
- Online tutoring for students enrolled in online English courses

The Writing Center provides:
- Focused, one-on-one tutoring for students writing papers for any College course

The **Child Development Center (CDC)** is a fully licensed childcare facility for children ages six-weeks through pre-kindergarten. The CDC provides childcare for students with children, as well as for faculty, staff, and community members. Priority admission is given to students' children. The Center is also a teaching and observation lab site for all Early Childhood Education students and students of other disciplines that need to observe or work directly with children.

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. (II.115)

The **Campus Bookstore** stocks supplies, books, clothing, snacks, and drinks for students, as well as all required and optional textbooks for courses taught at the College. In fall 2009 Barnes & Noble acquired the bookstore and now oversees operations. During the regular quarter the bookstore is open Monday through Thursday from 9:00 a.m. to 7:30 p.m. and on Fridays from 9:00 a.m. to 2:30 p.m. Textbooks can also be ordered online through the bookstore via the College website.

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 two off-campus locations, including Al Tahoe Elementary School and the Family Resource Center on the Bijou Community School campus. South Tahoe High School was a third location until spring 2009 when it was no longer necessary for the College to rent these facilities for evening classes. Students who take night classes have access to the various student support services and counseling. In addition, these students can utilize various other support services, including online registration, financial aid, tutoring, and accommodations through the Disability Resource Center.

The **College's Non-credit ESL** program and requisite registration process had previously been housed off campus at two community sites. Because all other available services are provided either on the main campus or online, it proved difficult for the Non-credit ESL students to access these services. Based on program review, and after survey data confirmed that transportation to the campus was not a significant access barrier for students, the College made the decision to move the evening Non-credit ESL Program to the College beginning in summer 2011. (II.50 II.53, II.54)

The quality of student support services is ensured in a variety of ways. The program review process that occurs every six years allows for a complete review of the wide array of programs. This process includes intensive self-study, staff and student evaluations through surveys and interviews, and service-specific surveys. The various student support services have developed student learning outcomes, an assessment cycle has been developed, and initial assessments have occurred. (II.81, II.49, II.83, II.84, II.8, II.4, II.5, II.6, II.7)

The quality of the Student Services programs is also ensured through the process of conducting regular faculty and staff evaluations. As part of the evaluation process, students fill out surveys to evaluate faculty, staff, and the office services in general. In addition, student support staff 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 Student Services Division will initiate a new, in-the-moment student survey beginning in fall 2011 as a way to capture student experiences when and where services are delivered.

Counselors also engage in professional development activities, such as transfer-specific conferences and information sharing via the counseling intranet, which is maintained by the Transfer and Articulation Director. Full- and part-time counseling faculty are also eligible to participate in the Faculty Professional Development Program, and thereby access funds for a wide variety of development activities. (II.89, II.90, II.105, II.119)

The counselors and student services staff are regularly expanding and modifying programs and services to address the changing needs of students.  For example, as a result of program review and the identification of additional student needs, the College revised its new student orientation program, and applied for and received a five-year **TRIO, Student Support Services** grant. In less than one year of operation, this program has provided tutoring, mentoring, academic advising, and a host of other support services to over one hundred low-income, first-generation, and disabled students.  The program continues to expand in numbers and service offerings. (II.91)

As a result of the grant award, the Student Support Division has been re-organized to lead the effort more effectively and assure its success.  A director of the TRIO program has been identified along with support staff. The coordination of the program has been assigned to a current

full-time counselor and a portion of that counselor's release time is now allocated to part-time counseling hours to meet student need. Building on the early success of the first TRIO Program, the College submitted and was awarded in July 2011, its second TRIO grant—Talent Search.

**Self Evaluation**
The College meets this Standard. It offers a wide range of comprehensive services to support student learning and enhance the achievement of the College. The College provides meaningful and appropriate programs and services. To ensure the quality of student support services, the College uses a wide range of evaluation, feedback, and training tools. The cycle of review and planning for student support services includes personnel evaluations, program review, and assessment of student learning outcomes. (II.81, II.29)

**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, and major policies affecting students, and locations or publications where other policies may be found.*

The *College Catalog* is published annually for the upcoming academic year and made available to students at no cost in hard copy. It is also available online as a PDF file via the College website. The *College Catalog* provides general information about the College including:

- The official name, address, telephone number, and website address
- The educational mission
- Course, program, and degree offerings
- Academic calendar and program length
- Academic freedom statement
- Available student financial aid
- Available learning resources

- Names and degrees of administrators and full-time faculty
- Names of governing board members

The Catalog includes requirements regarding the following:

- Admissions
- Student fees and other financial obligations
- Degrees, certificates, graduation and transfer

In addition, the Catalog includes the following major policies affecting students:

- Academic regulations, including academic honesty
- Nondiscrimination
- Acceptance of transfer credits
- Grievance and complaint procedures, including the maintenance of records of resolution
- Sexual harassment
- Refund of fees

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 (i.e., format and design) while the Curriculum Committee is responsible for reviewing and taking action to ensure any new courses, programs, or course and program modifications are included. Actions of the Curriculum Committee that may affect *College Catalog* information are reviewed, modified, and approved by the Board of Trustees before the *College Catalog* goes to final print and distribution. (II.74, II.75, II.92)

To ensure that timely, accurate, and current information is being provided to students in the *College Catalog*, a General Catalog Production Timeline document is generated and maintained by the Instruction Office. As part of this production timeline, the *College Catalog* undergoes a detailed review process annually. In addition, this process ensures that the production timeline

of the *College Catalog* is on track prior to final printing. (II.93)

Information regarding the College can also be found on the College website and in the Quarterly Schedule of Classes. The College website has general information about departments, faculty, and events, as well as the online catalog and schedule of classes. Students can also use the website to apply to the College, register for classes, access support services (including financial aid), and retrieve their grades. The Quarterly Schedule of Classes is available in hard copy and on the College website. Printed schedules are generally mailed to all local addresses quarterly.

The schedule includes information on all courses being offered in a given quarter as well as important dates, a final exam schedule, a campus map, online and walk-in registration procedures and timelines, financial aid information, fee information, an explanation of College resources, and a description of College events. After the schedule is printed, changes and updates are made as necessary to the online version to ensure that students and staff are provided with the most recent and accurate schedule information. (II.69)

**Self Evaluation**
The College meets this Standard. Every effort is made to ensure that the College provides precise, accurate, and current information with the issuance of the *College Catalog* at the beginning of each academic year. The implementation of Project VIEW will allow the College to develop and update both a new external website and internal portal, providing the College with the opportunity to examine and develop processes ensuring timely updates to the content included in these two platforms.

**Planning Agenda**
None

# Standard II

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**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.*

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**STANDARD II.B.3.A.**

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

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The College utilizes a variety of means to identify and provide for the learning support needs of students. Mandatory orientation, assessment, and counseling provide the means by which counselors assess the needs of newly matriculating students. As part of this process counselors use multiple measures, including assessment results and previous educational performance, to place students in appropriate mathematics and English courses as well as to establish students' overall first term course schedule. In addition, counselors use these mandatory contacts to connect students to other appropriate support services and facilitate future counseling/advising as part of encouraging students to develop a multi-term educational plan. (II.12a)

In addition, all students who seek counseling services are required to complete an intake form, which includes a list of available support services. The Disability Resource Center also provides learning disability assessments and facilitates the provision of appropriate support services and accommodations for any student with an identified and documented disability. The TRIO-Student Support Services Program is currently in the process of incorporating a learning styles/support assessment into its intake process for new program participants. See Standard II.B.1 for detailed descriptions of student support programs. (II.94)

The College also identifies students' needs through the analysis of quantitative and qualitative data (i.e., student performance, survey, and learning outcome assessment data) associated with program review. Finally, the College's overall planning process, including educational master planning, strategic planning, and program review, all focus on identifying student and community needs and developing programs and services to best meet those needs. (II.95, II.96, II.29, I.138)

The College promotes equitable access through the provision of outreach activities and programs tailored to the unique needs of prospective students from diverse backgrounds and locations. These outreach activities include participation in various recruitment events for high school students and their parents, marketing information provided on the College website, follow-up discussions with students who contact the College via the website, campus tours conducted by Student Ambassadors, tours and printed materials specially designed for English as a Second Language students, information provided in the *College Catalog* and schedule regarding support services and financial aid, and the inclusion of bilingual staff working in Admissions and Records and Student Services. The College also uses counselors and staff as liaisons to promote the College in the Hispanic Community. Programs such as EOPS, CARE, and Cal Works, moreover, conduct outreach activities as part of their focus on at-risk students. This access and support is strengthened by the previously described mandatory matriculation process. (II.98, II.85)

Two specific examples of College outreach events include the Spanish Financial Aid Night, where underrepresented local high school juniors and seniors and their families are provided with information about financial aid and various support services, and Senior's Day, an annual outreach and orientation event at the College that is focused on bringing seniors from the local high school to LTCC during the spring term. Liaisons to the Hispanic community have also been actively involved in recruitment to increase Hispanic representation at the College. Moreover, the College's TRIO-SSS Program is specifically designed to facilitate the postsecondary participation and success of low-income and

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first-generation students—those who are overrepresented proportionately, in the ethnic minority. (II.97, II.98, II.91)

The College also ensures broader access by providing a host of student support services via a distance/online modality. Students can apply for admission to the College online via the California Community College application portal, CCC Apply, and use online registration (WebReg), both of which are accessible through the College website. Students can also register in person and access their grades. Computers are provided near the Admissions and Records office for students to use for applying and registering. Staff members from Admissions and Records and Student Services are available to assist students who are completing the online application and registering for classes. In addition, assistance with using the WebReg system is provided on the College website, as are downloadable forms for requesting official transcripts, transcript evaluations, and fee-waiver exemptions. Further, students are able to complete and submit many of these forms to the Admission and Records Office via facsimile, in person, or via email with a scanned signature. Special registration events are also held to enhance access for students who are continuing in ESL courses or transitioning from ESL into credit courses.

Counseling and advising are provided in-person via drop-in or appointment depending on the time of year as well as remotely through email and phone appointments. Students can schedule appointments by visiting the Student Services office, by phone, or via email. Counselors also respond to counseling questions through an "ask a counselor" email link provided in several places on the College's website. The counseling website offers an extensive frequently asked questions page for student self-service. Students can complete applications for financial aid either online or at the Financial Aid office, where they can find assistance from the designated Financial Aid Officer. (II.99)

Online tutoring and support is provided for students currently enrolled in online English composition classes through the Writing Center in the TLC. All students enrolled in online classes, moreover, have access to the Etudes learning platform help desk and can contact the Instruction Office for assistance with navigating through their online experience. Currently the College does not offer online new student orientations or assessments. However, students who are out of the area are allowed to use assessment results from outside Colleges for course placement at LTCC. In addition, the College's Distance Education Coordinator is currently working with counselors to pilot an online, synchronous orientation for first-time students; creating an online readiness assessment for students considering enrolling in an online course for the first time; and examining other ways in which to expand off-site access to support services. (II.82, II.100)

The primary instructional site is the College's main campus. The College also uses the Al Tahoe School as a site for the Tahoe Parents Nursery School, a cooperative preschool program that requires parents to attend parenting courses through the College. Due to course-specific requirements that are not available on campus, on occasion a variety of courses are offered at other locations throughout the community such as Lake Valley Fire Station, South Lake Tahoe Ice Rink, South Lake Tahoe Recreation Center, and other smaller sites. All services for these classes are available at the main campus and/or online.

In addition, the Non-Credit ESL Program uses the Family Resource Center for its daytime course offerings and recently moved its evening classes from Al Tahoe School to the College main campus in an effort to facilitate students' continuation from non-credit into credit courses and programs. Both the Al Tahoe Center and Family Resource Center provide Internet access. Students at these facilities can access the Internet and language learning sites, along with the myriad of services offered on the College web-

site, including class schedules, Admissions and Records, Library, and Student Services. Admissions and Records, Student Services, Financial Aid, and the Tutoring and Learning Center, moreover, all have bilingual staff to serve the needs of second-language learners.

**Self Evaluation**
The College meets this Standard. The College provides adequate access and support services for the population served. Expanding services for distance education students is a focus of the College, and the hiring of a Distance Education Coordinator demonstrates the College's commitment to providing high-quality support services to both off-campus and on-campus students. The College will further enhance its services to students through the implementation of portal technology as part of Project VIEW, scheduled to go live in spring of 2012 for summer 2012 registration. The portal will be accessible to current students from any Internet connection and provide them with access to all of their student information.

**Planning Agenda**
None

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**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.*

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The College's mission is focused on enhancing the intellectual, cultural, and economic vitality of our diverse community by offering opportunities for students to achieve their educational, professional, and personal goals. Consistent with the mission, the College provides a wide variety of courses, programs, and activities to promote student development. As described in the *College Catalog*, such instructional and curricular programs are intended to foster students' intellectual, civic, ethical, personal, and aesthetic enrichment. (II.12)

Both the General Education requirements and Core Competencies of the College promote an environment that encourages civic responsibility, as well as intellectual, aesthetic, and personal development for students. The College's breadth of courses, described thoroughly in the instructional programs portion of this Self Study Report, meets these same objectives. To cite a few representative examples, courses in traditional academic disciplines such as Mathematics, 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.

The 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 students' voice. It nurtures students' civic responsibility by providing them with opportunities to express their needs and concerns to the administration, faculty, and staff.

Students participate in College governance via representation and attendance at governance meetings, including the Board of Trustees, College Council, the Curriculum Committee, Academic Senate, and Advisory Committees. Participation in these activities and groups also contributes to the development of student leadership abilities and a sense of civic responsibility. The Associated Student Council has sponsored candidates' forums and participated in advocacy at the state level in conjunction with students from other colleges. (II.101, II.102)

A variety of College programs also stimulate the intellectual and personal growth of the student body. For example, the English Department sponsors the Writers' Series, which brings novelists and poets to campus to speak. The Sociology and Anthropology programs have sponsored film series, speakers, and United Nations-

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sponsored civic events. The Geology Club has sponsored a Speakers' Series focusing on local issues in the Lake Tahoe area. In addition, stimulating the intellectual life of students is among the objectives of the Associated Student Council, as well as many active student clubs, including the Math Club, the Rotaract Club, the Sustainability Club, and Alpha Gamma Sigma. Some clubs have been discontinued or downsized due to budget issues; however, a core group of student life activities has been maintained. Annual activities include a Welcome Back BBQ, Club Day, Chili Cook-off, and the newly added Spring Carnival and Winter Expo. (II.102, II.87)

The College also offers programs that foster cultural awareness and diversity. The Theater Department has facilitated community discussions in conjunction with performances that relate to multicultural issues. For example, the spring 2010 performance, the *Laramie Project*, was followed by a hate crime and tolerance panel discussion and a candlelight vigil for students, staff, and community members. The International Club and the HOPE Club promote an appreciation of diverse cultures, including sponsoring Hispanic Heritage month activities. Finally, the Friends of ALLY club was formed in 2011 and promotes awareness and education for sexual equality and diversity. (II.103, II.109)

To promote the aesthetic appreciation and development of its students, the College maintains a variety of visual and performing arts programs. The two hundred seat College theatre offers regular performances in music, theatre, and dance. The Dance and Music Departments hold quarterly studio hour performances, and the theatre screens movies that are sponsored by the Performing Arts League. The Art Department produces regular exhibitions of student work. In 2007 the Haldan Art Gallery opened on campus. The Gallery is a state of the art venue and provides regular art shows for the College and community, representing a wide variety of artists and styles. The Ledbetter Terrace and Ledbetter Interpretive Center opened in the College

Demonstration Garden in 2009 and 2010 respectively. In addition to the educational opportunities about local environmental issues and practices offered through the Demonstration Garden, these two new facilities provide functional and aesthetically pleasing venues for community and College events as well as private functions. (II.104)

**Self Evaluation**
The College meets this Standard, as it is committed to providing an environment that vigorously promotes instructional and co-curricular learning. Considering the modest size of the College, it offers an expansive variety of courses, activities and programs to foster civic responsibility as well as intellectual, aesthetic, and personal development for its students. Due to current budgetary restrictions, there are more limitations on the activities that can be provided, although as many as possible are still supported by the institution.

**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.*

The College regularly designs, maintains, and evaluates counseling and student support services, as evidenced by a Counseling Program Review and subsequent plan published in June of 2009. The stated goals of this planning process are to research the effectiveness of current services and to identify areas for program enhancement. (II.29, II.5)

Academic advising is the function of the Student Services Office, which also houses staff in Financial Aid, Cal Works, Extended Opportunity Program and Services (EOPS), Transfer Services, Career Services, and TRIO. The counsel-

ing faculty of the College is cross-trained in all areas of transfer and student advising, though each full-time counselor is responsible for overseeing specific areas of Basic Skills, Career Services, Articulation, Disability Resources, EOPS, and Veterans' Assistance. This integrated model allows students to see any counselor for general advising and promotes cross-training within the department. The department strives to deliver consistent and accurate information to students in a supportive and helpful manner.

Students overwhelmingly report the College is successful in meeting their needs in this area. According to the fall 2010 Student Experience Survey, 91 percent of students report that they receive clear and accurate information about educational courses and programs from academic counselors, while 93 percent report that the academic counseling they received was supportive of their development and success as a student. (II.11)

The counseling faculty meets formally as a team at least twice each quarter, conducts an annual fall retreat, and meets informally on a more frequent basis to improve advising to support student development and success. Counselors regularly attend conferences and trainings to stay current on counseling and advising issues. The counseling office also maintains an intranet of relevant information, such as current articulation agreements with local institutions, admission updates, high school advising guidelines, general education patterns, and links to advising websites. The close proximity of all student services staff, especially financial aid staff, provides students with a convenient one-stop counseling location.

The training process for new counselors is structured through a training manual and a standard training schedule. New counselors receive extensive one-on-one training, which includes observations of student appointments with other counselors and phasing-in of student contact time. Counselor training materials are updated regularly based on changes in transfer, articula-

tion, and other advising-related information. (II.105, II.107)

Mandated orientation, assessment, and counseling/advising is a key element to student success at the College. All newly matriculating students who have earned less than 44.5 quarter units must attend a College orientation conducted by a counselor, complete assessments in both English and mathematics (unless exempted), and attend a follow-up meeting with a counselor to discuss their placement and begin their educational planning. This intake process promotes both connection and direction, as it requires interaction with a support person (i.e., a counselor), conveys relevant information to new students, and facilitates their understanding of all services available to them. Ninety-two percent of students who responded to the fall 2010 Student Experience Survey reported that they received important and needed information through the new student orientation. (II.11, II.12a)

The counseling faculty update the orientation as needed to assure its relevancy and are working with the new Distance Education Coordinator in piloting an online, synchronous orientation option to serve distance education students better. Advising services are available in both English and Spanish, online, face-to-face, and by phone appointment. (II.108, II.11)

**Self Evaluation**
The College meets this Standard. A comprehensive process of program review, student surveys, annual planning, and staff and faculty evaluations clearly confirm that the College designs, maintains, and evaluates student support services and prepares faculty and other personnel responsible for the advising function.

**Planning Agenda**
None

**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.*

The College lists as one of its beliefs, "We at Lake Tahoe Community College believe diversity enriches." The College celebrates its commitment to diversity, equity, and inclusion and continually strives to empower and enhance diversity throughout the community. Student Services at the College are committed to maintaining a supportive, inclusive, and welcoming environment, where the uniqueness and self-worth of each individual is respected.

The coursework of the **College's Associate in Arts General Education pattern** also reflects this commitment to enhancing students' understanding and appreciation of diversity, as it requires students to take a cultural pluralism course. To complete this requirement, students may select specified courses from the Anthropology, Art, Business, Culinary Arts, English, Geography, History, Psychology, Sociology, Spanish, and Speech Departments. One specific example is "English 107: Cross-Cultural Literature," which focuses on immigrant, ethnic, and minority experiences in the United States, with two aims: first, to foster an awareness of the diverse forces at work in our society, and second, to create a sensitivity to the experiences of all Americans. Another example is "Early Childhood Education (ECE) 126: Teaching in a Diverse Society," which focuses its examination on the development of social identities in diverse societies, including theoretical and practical implications of oppression and privilege as they apply to young children, families, programs, classrooms, and teaching. The goal of this cultural pluralism requirement is to introduce students to diverse cultures. (II.12)

The College has offered many other resources that enhance student understanding and appreciation of diversity, including programs, clubs, and activities.

**The Performing Arts League (PAL)** provides 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 that promote awareness of multiculturalism and diversity.

**The Friends of ALLY Club** promotes awareness and education regarding sexual equality and diversity; offers a safe and welcoming environment for the lesbian, gay, bisexual, transgender, and queer communities; and provides resources to family and friends. (II.109)

**The Intensive Summer Spanish Institute (ISSI)** represents an annual, week-long 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. This program emphasizes the values gained through focused attention to cultural identity and difference. (II.110)

**The International Education/Study Abroad** programs enabled students to travel abroad and experience diverse peoples and places directly while living among other cultures. The program also focused on bringing students from other countries to the College to enrich the learning environment and cultural sensitivity for all. Unfortunately, this program was inactivated in 2010 due to the impact of state budget cuts. However, the College continues to welcome and support international students through the efforts of other offices.

**The International Club** educates students, staff, and the community about cultures from various parts of the world. The club hosts presentations that include language, visual aids, artifacts, and cultural foods from different countries as well as fundraising for students to study abroad or study foreign languages. It is the club's continuous mission to increase cultural

awareness and bring about more acceptance and appreciation for different cultures and civilizations.

**The HOPE Club (Hispanos Orgullosos Preparandose para la Excelencia)** 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 Latino culture.

**Theatre Performances** are hosted annually and include a range of theatrical experiences from classical to modern periods, and comedy to tragedy, covering issues reflecting the human experience. These performances provide students and the community with a variety of cultural experiences that enhance awareness of diversity, for example, *The Laramie Project* and its related events as mentioned above.

**The Disability Resource Center (DRC)** is committed to accommodating students with disabilities. It provides services for learning, psychological, hearing, visual, and communication disabilities and assists students with health disorders, acquired brain injuries, mobility limitations, and developmental delays. The DRC faculty has conducted trainings for faculty and staff simulating what it is like to be disabled. Individuals and groups have been recruited through the DRC to speak at public forums about their disabilities to broaden student and community understanding of diversity. (II.138)

**The Writers' Series** brings a variety of poets and authors to the College for events that are open to the public and often address multicultural issues through the poetry, fiction, and non-fiction work of the speakers and discussions about that work. (II.111)

**Self Evaluation**
The College meets this Standard. It is committed to enhancing student, faculty, and staff understanding and appreciation of diversity as evi-denced 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.*

The College is an open enrollment institution like all other California Community Colleges and therefore has no admission testing requirements. High school graduates as well as non-graduates who are at least eighteen years old and who can benefit from the community college experience are eligible for admission. (II.12)

The College accepts applicants from California as well as out-of-state students. Individuals interested in attending the College complete the online CCCApply admission application, which is used by the majority of community colleges in the state. As a regular part of program review, students are surveyed regarding their perceptions of the admissions process and results are used to improve practices to better meet student needs.

Special admission requirements apply to international students and concurrently enrolled high school students. The screening requirements are based on objective criteria and are in full compliance with California Education Code and federal laws pertaining to international students. The institution reviews its criteria on a regular basis and modifies criteria as determined appropriate. For example, the English proficiency standards for international students were adjusted in 2009 after review and recommendation by the Curriculum Committee. (II.88)

The College regularly evaluates its admissions and placement programs, policies, and processes to validate their effectiveness and reduce bias. When placing students into specific English and mathematics courses, counselors use multiple

measures, including assessment scores as well as other factors such as prior high school or college coursework, confidence, work schedule, and time away from the academic environment. Assessment instruments approved by the California Community College Chancellor's Office are part of the placement process for students wanting to enroll in English and mathematics courses. COMPASS is the English assessment instrument utilized, and mathematics skills are assessed using the Mathematics Diagnostic Testing Project (MDTP). The instruments were chosen based on their rigorous development and demonstrated validity in producing placements that are relatively free from systematic bias.

Cut-off scores and placement ranges were locally developed by the Mathematics Department. The appropriateness of placement results is reviewed and evaluated. Mathematics review courses have been developed to assist students in reviewing and preparing for the mathematics assessment test. The Mathematics Department uses a locally created geometry assessment test to assist students wanting to register for college algebra, which requires geometry as a prerequisite or co-requisite. In addition, higher level calculus students meet with the mathematics faculty on a case by case basis to discuss and determine appropriate placement into advanced calculus courses. The COMPASS test is also used for both English and mathematics when establishing "ability to benefit" for students applying for financial aid who do not have a high school diploma or a General Education Diploma. (II.112)

In the Non-credit ESL program, non-native speakers take the CELSA test as a part of a process to determine appropriate placement. Following the CELSA testing, the student participates in an oral assessment administered by a member of the ESL staff. The student's English proficiency level is determined based on the combined results of these two assessment measures. The English Department offers a bridge to English course in cooperation with the ESL Department, which provides a nurturing environment for students transitioning from high-level ESL courses to foundational English courses. (II.50)

The English Department also designates, when possible, one section of English 151R: Reading Improvement and English 151W: Writing Improvement as "ESL Sheltered" in an effort to ease anxieties second language learners might have in transitioning from Non-credit ESL to traditional English courses. The curriculum is the same as the other English 151R and 151W courses, and the courses are open to all students, but the instructors assigned to these ESL Sheltered courses have experience and training in addressing the particular barriers facing second language learners (many of whom may also be first generation college students), from particular language needs to the challenges of the college environment. (II.12, II.113, II.50, II.114)

## Self Evaluation
The College meets this Standard. Faculty, staff, and administrators remain focused on accessibility and equity, maintain an ongoing cycle of evaluations, and continually update policies and procedures related to admissions and placement instruments. According to the most recent Admissions and Records Program Review, students demonstrate the ability to successfully complete the registration process through one of the available methods as evidenced by their enrollment in courses. (II.114)

## Planning Agenda
The College will, upon implementation of Project VIEW, establish a regular cycle of validation for assessment and placement instruments, based on student persistence, success, progression, and other data indicators. Current systems do not allow for this type of analysis.

# Standard II

**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.*

The Admission and Records Office at the College secures student records in full compliance with the Family Education Rights and Privacy Act (FERPA) and according to the Section 6.05 of the *Board Policy Manual* on records retention. Student Services also maintains student records in accordance with confidentiality policies.

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 from other institutions and admission applications, are securely and confidentially kept until various 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. (II.34)

Student records are stored securely on the College's administrative server and are backed up on a daily basis. The server is a HP Integrity RX2660, runs on the OpenVMS operating system, and sits behind the College's Sonicwall 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 a secure sockets layer (SSL).

The server is located in Computer Services and is accessible only through the director's or the programmer'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 Computer Services safe. One tape set is kept offsite and is rotated on a weekly basis. Each employee with internal access to the administrative server is assigned a user account that is password protected. A user incorrectly entering his or her login information three times consecutively is not allowed access to the system for twenty-four hours. As part of the current implementation of a new student information system, all security provisions are being reviewed. User accounts will be designed within security groups that limit access to student information to those users who have a legitimate educational interest in viewing student records.

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's website, and the Quarterly Schedule of Classes. Information is not released to a third party without the written authorization from the student, except as allowed under FERPA. Records are retained, scanned, and destroyed according to the provisions of Title V Regulations. 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. (II.12)

Beginning in 2007, the College implemented an image scanning system for the electronic storage of student records. Admissions and Records is progressing through a project that will eventually convert all historical student records, such as archived paper transcripts, to a digital format. Once complete, this project will enhance the integrity and security of record retention since the electronic records will be included in routine backup processes.

Currently enrolled students can access their registration status and academic history online. Each student is assigned a random, sys-

tem generated identification number, which is used with a student PIN number for secure student access to online personal information. College employees who work with student records take special precautions to ensure that student privacy is protected. Admissions and Records and Student Services have purchased privacy screen covers that prevent unauthorized individuals from viewing confidential information on computer screens in public view.

## Self Evaluation

The College meets this Standard and 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. Document imaging software and scanners were acquired in 2007 and are being used to scan all documents. 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

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### STANDARD II.B.4

*The institution evaluates student support services to assure 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.*

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All areas of Student Services are regularly evaluated through formal and informal processes. The evaluation processes are an important part of the ongoing efforts to develop, expand, modify, and improve services for students. These evaluation processes include strategic planning, program reviews, student surveys, program reports, and staff and faculty evaluations. The various evaluation methods include multiple instruments and processes:

A group of staff, faculty, administrators, students, and Board members participate in an annual **strategic planning session**, which involves reviewing goals and objectives, determining progress and outcomes, updating goals, and developing long-term institutional priorities. (II.96)

**Program reviews** are produced every six years as a means of systematically assessing the effectiveness of the College's programs within the context of the mission and philosophy of the institution. These plans include a review of services and student and staff surveys along with an evaluation of past goals and the development of new goals and objectives. These plans include several programs within Student Services: Admissions and Records, Counseling, the Disability Resource Center, EOPS/CARE and Financial Aid, Matriculation, the Transfer/Career Center, the Child Development Center, the Teaching and Learning Center, and the Bookstore. (II.114, II.5, II.84, II.7, II.49, II.83, II.115, II.4, II.116, II.117)

As part of the regular review and planning process, a campus-wide **Student Satisfaction Survey** was conducted in fall 2010, which included questions pertaining to student satisfaction with various student support programs and services. Overall results demonstrate a positive student experience with student services. Beginning in fall 2011, the College will begin utilizing an instant survey to capture "in-the-moment" student feedback on important aspects of their interactions with service delivery. In spring 2012 the College will begin administering the Community College Survey of Student Engagement. (II.11, II.89)

The various programs within student services, such as EOPS/CARE, Basic Skills, and matriculation, develop annual **Categorical Program Reports** outlining program goals, objectives and outcomes, as well as budget planning and evaluation. (II.118)

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**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 students. (II.119)

The formal inclusion of **student learning outcomes** (SLOs) has been incorporated in all areas of Student Services. SLOs were created and initially assessed, and a three-year assessment cycle for the various Student Services SLOs has been developed. Assessment outcomes are reviewed, and discussions have occurred regarding incorporating the assessment data into ongoing program evaluation and development. Additionally, each program meets formally and informally to discuss assessment results and then initiates any needed program improvements to enhance student achievement of SLOs. (II.81, II.120, II.105)

<u>Self Evaluation</u>
The College meets this Standard. Student support services are regularly evaluated and evaluations are used to improve support services. Student feedback from the survey conducted fall 2010 demonstrates positive remarks related to student support services. Assessment results are an integral part of discussion and planning. In addition, Student Services has developed a three-year timeline for assessing all SLOs in each support area, which will facilitate ongoing program evaluation and improvements within these programs. The Student Services Department will work with the Vice President of Academic Affairs and Student Services to more clearly define the assessment of SLOs for Matriculation. (II.81, II.11)

<u>Planning Agenda</u>
None

Notes:

## STANDARD II.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.*

The College Library and other learning support services provide a rich, student-centered environment that supports instructional programming in sufficient quantity, currency, depth, and variety. In September 2006 the College opened a spacious, 15,000 sq. ft. Library facility containing twenty-nine student computer research stations, seven separate group study rooms, a media viewing room, the Teaching and Learning Resource Center (TLRC), a fireside reading area, permanent and visiting art displays, and expansive staff work space. Display space throughout the Library offers the opportunity for art and cultural exhibits to be viewed, enriching the campus community. Often the displays are integrated with campus events.

The Tutoring and Learning Center (TLC) resides in the location previously occupied by the old Library. The TLC contains the Math Success Center, Writing Across the Curriculum, the Writing Center, and the TRIO Student Support Services Office, as well as group study space and computers. In addition to the Library and TLC, students also have access to three open computer labs, a digital photography lab, 2-D and 3-D art studios, and a variety of informal study areas throughout the campus.

The College, moreover, boasts three art galleries where students can view works of local and national artists and take self-guided, multimedia tours throughout the year; the Writers' Series, which invites many culturally diverse experiences and perspectives of fiction and non-fiction writers; the Duke Theatre, which presents a variety of live theatrical and musical performances each quarter; and the publication of the *Kokanee Literary Journal* which publishes student, faculty, and staff fiction, poetry, and essays.

### The Library

The College supports the quality of its programs by providing library and learning support services that are sufficient to facilitate educational offerings regardless of location or means of delivery. The Library's collection consists of approximately 40,000 books; 2,000 CDs; 4,000 videos/DVDs; seventy print magazines and newspapers subscriptions; and approximately fourteen online subscription databases. In addition, the Library has a collection of local documents, maps, and rare books that do not circulate.

Library materials are divided into a broad range of niche collections to target student needs, including reserve textbooks, new books, Spanish language and ESL resources, children's materials, career guides, Tahoe books and guides, and popular films. According to Title V Regulations (§58724), the collection size is appropriate for the student headcount. As for collection currency, the Library budget continues to support the purchase of new print and media materials annually. For situations when this small collection cannot meet specialized needs, interlibrary loans from larger California libraries are available to

students, faculty, and staff on request. (II.122, II.125)

The College's Library website offers a wealth of instructional information, from an upgraded ExLibris online catalog, to class research guides, web evaluation and MLA style guides, and dozens of instructional video clips. The College provides training to students on the use of the Library databases, technology, and other services so that they may be used effectively and efficiently. The Library and Media Services website contains an instructor form to submit classroom media equipment requests. In 2009 the Library launched an Embedded Librarian Outreach Program for distance education students, resulting in a tremendous increase in online student contact hours, including requests for CCC Confer appointments. Marketing of the Embedded Librarian program includes introducing librarians into the class on day one of the quarter and inserting video clips into class discussion posts. The online videos explain how to access the Library databases via the EZ Proxy login system and also are used as a platform for marketing the Library's services. (II.126, II.127)

### Learning Support Services

Since the last accreditation self-study, Learning Support Services have undergone numerous changes that have helped centralize and focus service delivery. The Tutoring and Learning Center (TLC) is now located on the second floor of the main building, in a 5,500 square foot space renovated in 2008. The TLC is comprised of the following centers: The Math Success Center, Writing Across the Curriculum, and the Writing Center. It also houses the TRIO Student Support Services Program.

**The Math Success Center (MSC)** provides one-on-one; small group; and computerized, self-paced tutoring and instruction in all levels of mathematics. Most full-time Mathematics instructors hold some of their weekly office hours in the Math Success Center, and the College Math Club members use the Center to tutor

Lake Tahoe Unified School District students on a regular basis.

**Writing Across the Curriculum (WAC)** was established based on recommendations from a program assessment conducted in 2010. The WAC offers writing assistance in almost all curricular areas, guidance through the research paper process, tutoring in the basics of grammar and punctuation, tutoring and learning support for non-native speakers of English, and online tutoring for students enrolled in online English courses. Additionally, it provides a separate testing area for students with disabilities and others who require test proctoring. Beginning in 2011 the TLC Director offers numerous writing-related, student workshops each quarter on a variety of learning support topics such as "Basics of Word 2007" and the "Basics of a College Essay." (II.128, II.129)

**The Writing Center (WC)** provides intensive tutoring and support in a separate "quiet area" for students enrolled in courses with a writing component.

The College also provides **subject-specific** tutoring services both in the TLC and in other space adjacent to learning areas. These subjects include: Accounting, Anatomy and Physiology, Biology, Chemistry, English, Japanese, Mathematics, Sign Language, Spanish, Web Development, and Fire Science.

The **TRIO Program** uses the TLC as a convenient location to provide its participants with comprehensive student and academic support services, including academic tutoring and mentoring.

The TLC Director provides general administrative oversight and, with the assistance of a part-time program technician, coordinates the scheduling and assignments of MSC, WAC, and WC staff, which include various English and mathematics faculty, two senior WAC tutors who also proctor exams, six WC tutors, eight MSC tutors, and nine subject area tutors. The MSC averages

seventy-six tutoring hours per week, with the WC and the WAC providing, on average, thirty-three and forty hours respectively. (II.130)

According to the fall 2010 Student Experience Survey, the majority of students use the TLC for mathematics and writing assistance, as well as to access computers. Of those that have used the TLC, nearly 82 percent agree with the statement that there are sufficient tutors to meet their needs and 97 percent agree that the TLC supported their development and success. The same survey, however, found that 53.9 percent of students surveyed had never used the TLC. In an effort to increase awareness of TLC services, the TLC Director is currently experimenting with social networking (i.e., Facebook) and conducting other outreach activities (e.g., informational tables and signage). In addition, the English Department revised its foundational skills English writing curriculum (ENG 151W) to include a laboratory component requiring students to use TLC services regularly beginning in fall 2011 as a way to better meet the student learning outcomes of English composition classes. (II.4, II.11, II.131)

In addition to the computers in the Library and TLC, three **open computer labs** (D120 with twenty-eight PC stations, the MAC Lab with fifteen MAC stations, and the Photo Lab with fifteen MAC stations) are available to enrolled students on a drop-in basis for Internet, word processing, homework, project-based and/or research purposes. The D120 lab also provides assessment testing services. Labs are staffed at all times by qualified lab technicians.

**The Disability Resource Center (DRC)** provides a host of learning support services for students with disabilities, from learning disability testing to individualized tutoring to computer access. Several classes are offered through the DRC, including independent living skills, basic computer literacy, and study skills. For a more thorough explanation of DRC services, please see Standard II.B.1.

**Self Evaluation**

The College meets this Standard. The provision of learning support services are sufficient in quantity, currency, depth, and variety.

**Planning Agenda**

None

**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.*

The College Library provides resources, equipment, and services in support of the informational needs of students, faculty, staff, and community members in order to support the mission of the College. Library and learning support materials and equipment are evaluated for purchase on the basis of usefulness to classroom instruction. Specifically, faculty purchasing ideas are given top priority in library and media acquisitions. The book ordering process has been established to solicit and prioritize faculty requests. For example, Library staff routinely forward professional journal, discipline-specific titles to individual faculty to prompt them for recommendations. To acquire the full gamut of faculty materials requested, the Library uses a number of suppliers, including out of print book vendors, to ensure faculty requests are filled. Moreover, faculty members are encouraged to assess the Library collection to ensure that material in their disciplines is up to date and relevant and that outdated materials are removed. (II.126)

To ensure relevance to curriculum and class assignments, the Library Director, as a permanent member of the Curriculum Committee, examines course syllabi to determine that the collection is sufficient in quantity, depth, and currency for the student assignments associated with every class. In a recent example, the Library Direc-

tor reviewed curriculum submitted for a course on Hispanic Civilization and determined that the College did not currently hold sufficient texts in its stacks for the time period under investigation. The Library Director is working with faculty to investigate options for acquiring materials to support the curriculum.

To serve the needs of students with disabilities, the Library provides an adaptive computer station and ADA-compliant circulation and reference service areas. Although it is common to see every single computer in use, the Library staff are quick to respond to student computer needs through the lending out of an in-house laptop when desktop computers are used to capacity.

In addition to the equipment and resources available in the Library, the Disabilities Resource Center (DRC) also offers Kurzweil, a software program which allows students to scan in any piece of written material—books, handouts, exams—and the computer will show the written page up on the screen while reading it out loud to the student and highlighting each word as it is read. This is obviously useful for students who are blind or have visual impairments, but is also great for students with Dyslexia and other learning disabilities that interfere with reading, and could also be useful for Basic Skills students who find reading comprehension to be a challenge. Students with Attention Deficit Disorder have also used Kurzweil to help them stay focused on the reading material.

The DRC also offers Dragon Naturally Speaking, designed for students with disabilities such as carpal-tunnel or other impairments of the wrists and hands. It allows the student to speak into the computer, and the computer will type what the student says. This resource involves a training during which the computer must "learn" to recognize the student's voice, but it is very helpful for students with physical impairments which make typing difficult or impossible for them. (II.8)

Beyond the College's specialized service areas, the College Library serves as a community, student, and department resource. As made clear from the fall 2010 Student Experience Survey, the Library serves as the campus hub. It is the place most students go to access campus computers. For example, 76 percent of students surveyed report they have used the Library in the past year. The Library creates a sense of campus community through displays featuring departmental offerings and via computer screensavers that promote upcoming College events. Because of the larger visibility in its new location, the Library has taken on a greater role in the local community. The updated Library mission statement reflects this expanded presence and commitment and is aligned with the broader mission of the College to provide support for the intellectual and cultural vitality of our community. (II.133)

One example of the Library's expanded community mission is hosting cultural events after hours, such as the College Writers' Series, as well as American Association of University Women and Lake Tahoe Historical Society lectures. Additionally, an example of this mission is evidenced in that the College Library offers free borrowing privileges to all South Lake Tahoe residents. (II.134)

Evidence of the Librarians' efforts to ensure relevance of learning support materials comes from data showing that the yearly count of people entering the Library has increased from approximately 80,000 in 2004-05 to 111,000 in the new building in 2009-10. In addition, circulation transactions grew from roughly 12,200 in 2007-08 to over 28,000 in 2009-10. (II.122, II.125)

Further, in the fall 2010 Student Experience Survey, 96 percent of students strongly agree or agree that the Library provides adequate resources, and even more, 98 percent, strongly agree or agree that the Library is valuable in supporting their success. Almost 74 percent of faculty respondents believe Library services were sufficient to support instructional programs

at the College, and 81 percent of faculty strongly agree or agree that the equipment and materials support student learning. This exceptionally high degree of satisfaction speaks to the ongoing dedication of staff in areas from collections maintenance to front-desk assistance. The surveys confirm that the Library creates an inviting and welcoming facility for students and supports the instructional support needs of the College. (II.11, II.136)

**Self Evaluation**
The College meets this Standard. Students, staff, and faculty clearly value the Library. Over the last few years, however, budgetary constraints have made it difficult to continue the pace of recent improvement efforts. Regardless, the Library staff will continue to improve services in an attempt to address needs identified through the program review process. (II.122)

**Planning Agenda**
None

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**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.*

**Library**
The Library is open fifty-seven hours per week when classes are in session. The primary instructional service offered by Library staff is reference assistance. As of 2010 a certificated librarian is scheduled for duty fifty-six of the fifty-seven hours the Library is open.

The Library provides instruction in an assortment of ways, including both in the Library and through classroom orientations, one-to-one instruction, customized research guides, video tutorials, and resources available via the Library's extensive website. The Library supports the institutional learning outcomes of critical thinking and research as listed in the Core Competencies adopted by the College in 2008. Certificated li-

brarians provide about fifty class presentations each year, plus intermittent instruction to online classes via the Embedded Librarian program, online tutorials, and CCC Confer appointments. Additionally, Library staff members are available for one-to-one instruction at the reference desk, or Teaching Station, and also at the circulation desk. The Library also oversees faculty and student instructional support for the plagiarism prevention tool, Turnitin.com. (II.134, II.127)

In fall 2010 the Library staff, working closely with faculty who teach critical thinking and research courses, developed and began offering an online instrument to assess students' information literacy/competency specifically in English 103: Critical Thinking and Writing the Research Paper courses. Following a classroom visit from the Librarian, and completing the online Information and Research Instruction Suite (IRIS) tutorial (available through the Library website), all English 103 students complete this assessment. The Librarian collects the data, uses that data to assess the Library's SLOs on information literacy, and shares that data with the faculty for English 103 SLO assessments. (II.151)

Since fall 2010 the assessment tool has been reviewed and improved. As part of this review and the Self-Study process, the College identified a potential gap in addressing information literacy for all students, particularly for those who may choose not to take English 103 (as there are other options for fulfilling that general education requirement). This potential gap is being addressed, in part through the Librarian's scheduled investigation into the College's focus on information literacy through a Board-approved sabbatical project. This project will assist the College in expanding its focus on information literacy to serve students earlier in their college careers and capture students who do not take English 103 and, thus, who may not receive information literacy instruction as thoroughly. (III.150, III.151)

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## Learning Support Services

The Writing Across the Curriculum (WAC), Math Success Center (MSC), Writing Center (WC), and open computer labs each provide subject-specific tutoring services; access to computers and self-paced, learning assistance software; and other learning support resources. In addition, each of these support labs provides regular tutor trainings to ensure that students are provided with first-rate service, as evidenced from the high level of satisfaction in student survey results amongst TLC users. Moreover, in the MSC as well as the WC, English and mathematics faculty members are available to meet with students on a regular basis. New tutors are required each fall to take an orientation class covering tutoring guidelines, plus training in diversity, communication, and referral making to various campus services. (II.152, II.11, II.154)

According to results from the fall 2010 Student Experience Survey, the tutors in the WAC, MSC, and WC are meeting the needs of students. Occasionally, demand for writing tutors outpaces services. When this occurs, the TLC refers students to the Library where staff are prepared to assist on request. Tutors receive formal training every fall to support students with information literacy from the Library Director. To better serve students, the Library launched a new service in fall 2010 that allows students, upon request, to access reserve textbooks in the TLC on Saturdays, which is an example of collaborating in challenging fiscal times to better serve students. (II.11)

## Self Evaluation

The College meets this Standard. Instruction continues to be a very successful component of the overall service the Library provides. A survey in spring 2010 asked College faculty members their evaluations of librarians' class presentations. Ninety-two percent of faculty surveyed believed that their students performed class-related research at an improved level due to the librarians' class presentations. Information competency has become formalized as a Student Learning Outcome since the last Self Study and

is being assessed each quarter through an information literacy assessment tool, the results of which are then shared with faculty for assessment and improvement. In-class orientations continue to be popular with faculty and students, as shown by the increase in the number of workshops requested for courses. The potential for students to complete their general education requirements without having in-depth information literacy training and assessment is being addressed by the Librarian, in part through her scheduled sabbatical project. (II.134, II.137)

## Planning Agenda

None

> **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.*

## Library

The College ensures access to library and learning support services through a variety of means. During the fall, winter and spring terms, the Library is open to students, College personnel, and the general public Monday through Thursday, 8:00 am to 8:00 pm, and Friday, 8:00 am to 5:00 pm. During the summer term, the Library is open daily from 8:00 am to 4:00 pm. Reference assistance is provided during all open hours. Resource assistance and information is also available via phone and email. Additionally, the Library provides access to the Internet, word processing software, and library research through twenty-nine computer stations. The Library and Media Services website, moreover, provides a variety of information accessible 24 hours per day, 7 days per week, including access to the ExLibris catalog system, encyclopedias, research tips, class research, web evaluation, MLA style guides, and a host of online tutorials. Additionally, the Library and Media Services website contains an instructor form to submit

classroom media equipment requests. (II.106, II.127, II.134)

Library services are advertised through the *College Catalog*, course schedules, various informational flyers, and the Library and Media Services website. In addition, the Library and Media Services Director promotes the use of Library services through regular face-to-face classroom visits, as well as through online classroom interaction via the Embedded Librarian Outreach Program launched in 2009, as described in Standard II.C.1.a. To ensure access for students with disabilities, the Library provides an adaptive computer station and ADA-compliant circulation and reference service areas, a scanner, a screen reader application for low-vision students , voice command software for students with physical disabilities, and closed captioning video for individuals with hearing impairments. (II.127, II.134)

## Learning Support Services

The TLC provides access to learning support services in a helpful, student-friendly environment six days per week: 9:00 am to 6:00 pm Mondays to Thursdays, 10:00 am to 2:00 pm on Fridays, and 11:00 am to 3:00 pm on Saturdays. Access to self-paced, computerized learning support services, the Internet, and word processing software is provided via 10 computer stations in the MSC and 22 in the WAC/WC area. In addition to intensive tutoring in mathematics and writing across the curriculum, the TLC provides subject-specific tutoring in Accounting, Anatomy and Physiology, Biology, Chemistry, English, Japanese, Sign Language, Spanish, Web Development, and Fire Science. Subject-specific tutoring is offered on a drop-in basis both in the TLC during operating hours, as well as in areas within close proximity to related instructional departments and faculty at times convenient to students. Roughly 82 percent of students surveyed agreed that tutoring was adequate for their needs. (II.11)

Students are also able to access learning support services from offsite locations. For example, the

Mathematics Department, in conjunction with the MSC, maintains a website that provides links to many resources such as mathematics programs, tutorials, and mathematics course syllabi. Online tutoring is provided to students enrolled in online statistics and English Composition courses. (II.139)

The three **open computer labs** (D120 Lab-28 PCs, MAC Lab-15 MACs, and Photo Lab-15 MACs) are available to enrolled students five days per week. The D120 lab is open forty-one hours per week while the MAC and Photo Lab are each open at least twenty hours per week, with additional hours scheduled during peak demand periods each quarter. According to the fall 2010 Student Experience Survey, 93 percent of students surveyed felt the College offered adequate computer access, which includes access to the TLC, the open computer labs, and the Library. (II.11, II.4)

## Self Evaluation
The College meets this Standard.

## Planning Agenda
None

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**STANDARD II.C.1.D.**
*The institution provides effective maintenance and security for its library and other learning support services.*

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The Library and other learning support centers on campus rely upon Computer Services for the repair and maintenance of computers, peripheral devices—(e.g., printers and scanners), network components, and software—and the Maintenance Department for general cleaning and facilities maintenance. As a regular part of their duties, Library and support center personnel also ensure their respective areas are well maintained and that all equipment is functioning properly. When computer- or maintenance-related issues arise, Library and Support Center staff use the College's web-based/centralized Help Desk system to notify the appropriate department of

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maintenance and/or repair needs and receive timely support.

Library materials are protected from thefts via the campus security system when the premises are closed and by Checkpoint (now 3M) security sensor gates when the Library is open. The new Library facility has one entrance where an electronic counter is installed to track the number of people entering each day. Additionally, an alarmed emergency exit is located at the back of the Library. The Library is equipped with a portable phone, so staff can bring it to remote areas of the Library for emergencies.

The College also ensures that Library materials and assets remain secure by tracking their distribution and timely return through the Voyager system. The College places a hold on the account of any student that has not returned materials or who has not paid late fees. Students must return these materials and/or pay the accrued fees in order to register for classes, access grades, and receive official transcripts and/or a diploma.

**Self Evaluation**
The College meets this Standard.
**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 assures the reliability of all services provided either directly or through contractual arrangement.*

The Library has contracted with the Voyager/Ex Libris ILS since 2001 for both software and

hardware. The Library also utilizes Machine Readable Cataloguing records annually from Online Computer Library Center, Inc. On request it also contacts libraries around the country to borrow materials. For financial reasons, the Library withdrew from the local library cooperative, Mountain Valley Library System. The only paid membership it maintains currently is with the Council of Chief Librarians. The Library ended its relationship with its former book vendor, Midwest, in favor of Ingram, Amazon, and Alibris, which provide broader selections and are both faster and cheaper. The Library acquires most of its databases via the Community College League of California Library Consortium statewide discounted purchasing. The College has established maintenance agreements for Library and TLC hardware such as printers and photocopiers.

**Self Evaluation**
The College meets this Standard.

**Planning Agenda**
None

**STANDARD II.C.2.**
*The institution evaluates library and other learning support services to assure 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.*

**Library**

The Library and Media Services Director and staff evaluate the services, resources, and learning environment through the program review process in order to maintain a successful program and ensure continuous improvement. Library statistical data are compiled regularly showing book checkouts, number of users entering the Library each day, and database usage. Print and audiovisual materials are evaluated through circulation reports compiled on a quar-

terly basis. Database usage statistics are also compiled, measuring the usage of each online information resource to determine which resources are meeting student needs.

For example, the Library's Program SLO assessment shows that usage of its primary database increased 116 percent in 2008 and 132 percent the following year, largely as a result of classroom based orientations. This increased use of subscription database demonstrates that the Library's instructional mission is being achieved. In addition, the Library conducts annual user surveys evaluating its services. The Library also maintains a Suggestion Box and responds immediately to feedback when appropriate. Further, the Library and Media Services Program Review was completed in 2010, involving faculty, staff, and student input. This planning process provides valuable input for continual improvement. For example, as a result of program review assessment data showing the need for increased training in certain areas, the Library Director has established monthly regular, low-cost, or free web-based in-house trainings for support staff. (II.122, II.140, II.141, II.142)

**Learning Support Services**
The Tutoring and Learning Center (TLC) engages in the program review process in order to evaluate the adequacy of its services in meeting identified student needs. This process includes the assessment of program learning outcomes, as well as student feedback from quarterly surveys, and suggestion boxes. In 2010, this also included a special assessment related to Writing Across the Curriculum that resulted in the incorporation of WAC into the TLC as well as spurred an upcoming TLC facilities reconfiguration. (II.128)

The TLC regularly collects student data via computerized tracking software to assist in improving the quality and hours of service for each instructional area. These processes help to ensure that the TLC is meeting the needs of students. Results from the Student Experience Survey demonstrate the outcomes of these efforts. Of the respondents who indicated they had accessed the TLC in the past year, 81.5 percent responded that there were enough tutors to meet their needs as students, and 97.5 percent agreed that the TLC helped support their development and success as a student at LTCC. (II.4, II.130, II.144, II.11)

**Self Evaluation**
The College meets this Standard. Library and learning support services are evaluated regularly through the program review process in an ongoing attempt to determine effectiveness of these services in meeting student learning needs and achieving learning outcomes.

In the summer of 2010, the College requested an assessment of its writing tutoring services by the Academic Skills Center Coordinator from Western Nevada College (WNC). His charge was to evaluate the writing tutoring being provided and offer recommendations for increasing usage of the center. The philosophy underlying the recommendations centered on a shift to a proactive stance for the writing center in terms of promoting its services and creating an inviting atmosphere. He submitted a comprehensive report documenting the findings and recommendations. The TLC has since implemented a number of the recommendations put forth in the report, including suggestions about advertising and tutor visits to classes, among others. (II.128)

**Planning Agenda**
None

**STANDARD II EVIDENCE**

II.1      Board of Trustees Minutes, 8 March 2011
II.2      Curriculum Committee Handbook, 2010-11
II.3      Fire Science Program Review, 2009
II.4      Tutoring and Learning Center Program Review, 2010
II.5      Counseling Program Review, 2009
II.6      Career Services Program Review, 2007
II.7      Financial Aid, EOP&S-CARE Program Review, 2008
II.8      Disability Resource Center Program Review, 2004
II.9      Physics Department Program Review, 2010
II.9a     Announcement of Pre-Statistics Course
II.9b     Culinary Arts Program Review, 2010
II.10     LTCC Fact Book, 2009-10
II.11     Student Experience Survey, fall 2010
II.12     College Catalog, 2010-11
II.12a    SUCCESS Program Excerpt from College Catalog
II.13     Progression Analysis of Foundational English Courses
II.14     Allied Health Advisory Committee Meeting Minutes, 8 October 2009
II.15     Accountability Report for Community Colleges, 2011
II.16     Curriculum Committee Minutes, 22 January 2010
II.17     Distance Education Program Review Report
II.18     Guidelines for Interviewing, Hiring, and Training of Online Instructors
II.19     Overview of Excellence in Teaching Workshop, spring 2011
II.20     Distance Education Committee, Standards and Practices
II.21     Academic Senate Minutes, 7 January 2011
II.22     Online Support Services (College Web Page)
II.23     Distance Education Program Review, 2010
II.24     SLO Committee Meeting Minutes, 18 June 2009
II.25     SLO Assessment Committee Minutes, 9 February 2010
II.26     Student Learning Outcomes (SLO) Assessment Plan, 2009
II.27     Course Outline of Record, Fundamentals of Fire Protection
II.28     SLOAC Website
II.29     Program Review Guide, 2009
II.30     Course Evaluation
II.31     Culinary Program Instructional Services Agreement with El Dorado County Jail
II.32     Chemistry Program Review, 2010
II.33     Associate of Arts Degree for Transfer in Sociology (Draft)
II.34     Board Policy Manual, 2010-11
II.35     Fire Science Advisory Committee Minutes, 20 November 2008
II.36     SLO Assessment Schedule
II.37     SLO Assessment Template
II.38     SLO Assessment Example
II.39     Student Learning Outcomes (SLO) Assessment Plan, 2009
II.40     Full-Time Faculty Contract
II.41     Full-Time Faculty Handbook, 2009-10
II.42     Adjunct Faculty Handbook, 2010-11

II.43    Faculty Professional Development Forms
II.44    Adjunct Office Hour Request Form
II.45    Counseling and Student Services Department Meeting Minutes, 5 November 2010
II.46    Two-Year Schedule of Classes
II.47    Tips for Scheduling Document
II.48    Communication sent to faculty re: schedule dates
II.49    Matriculation Program Review, 2009
II.50    Non-Credit ESL Program Review, 2009
II.51    Veteran's Services (College Web Page)
II.52    Course Evaluation
II.53    ESL Surveys
II.54    ESL Advisory Committee Minutes, 5 November 2010
II.55    Policy on Awarding Credit
II.56    Guide to Integrated Planning
II.57    Board of Trustees Minutes, 13 November 2007
II.58    College Council Minutes, 17 June 2010
II.59    Board of Trustees Minutes, 22 June 2010
II.60    College Council Agenda, 22 July 2011
II.61    Curriculum Committee Minutes, ECE Summer 2010
II.62    Curriculum Committee Minutes, 22 January 2010
II.63    Curriculum Committee Minutes, 28 January 2011
II.64    Course Outline of Record, Fire Academy
II.65    Course Outline of Record, English 102
II.66    List of CTE Advisory Committees and Members
II.67    CTE Program Review, Fire Science 2009
II.68    External Certification and Licensure Exam Pass Rates (Various Programs)
II.69    Quarterly Schedule of Classes, fall 2010
II.70    ASSIST.org Website Example of Articulation Agreements
II.71    Guaranteed Transfer Agreement Description (College Website)
II.72    Transfer Services (College Web Page)
II.73    Petition Committee Minutes, (Example from 2011)
II.74    College Catalog Meeting Agenda, 2 December 2010
II.75    Examples of Catalog Updates as Ongoing Process
II.76    2011 Student Handbook
II.77    Project VIEW Charter
II.78    LTCC Portal Main Page (Passport)
II.79    Faculty Self Assessment Description
II.80    Board of Trustee Minutes, 9 November 2010 (Operating Principles)
II.81    Student Services SLO Assessment Example
II.82    Online Tutoring in Writing Center (College Web Page)
II.83    Transfer Center Program Review, 2006
II.84    Work Experience - Internship Program Review, 2006
II.85    Student Services Brochures (Spanish Versions)
II.86    Example of Bilingual Student Services Staff Job Descriptions
II.87    List of Student Clubs (College Web Page)
II.88    Curriculum Committee Meeting Minutes (Change in TOEFL Scores)
II.89    Student Services Survey
II.90    Counselor Intranet

II.139    Online Writing Center Services, fall 2010
II.140    Library Student Survey, 2008
II.141    Library Program Review, 2010
II.142    EBSCO Usage Summary Data, 2007-2011
II.143    LTCC Distance Education Policy Statement
II.144    TLC – WAC Comment Card
II.145    Fire 170A,B,C SLO Mapping
II.146    English 101 SLO Mapping
II.147    English 101 Course Outline of Record
II.148    SLO Mapping Template
II.149    College Catalog 2011-12
II.150    Librarian's Sabbatical Proposal
II.151    Library and English Email Exchanges regarding Information Competency
II.152    Tutor Training Handbook for TLC
II.153    Distance Education Curriculum Committee Form
II.154    Syllabus EDU110
II.155    PSY104 SLO Assessment, fall 2010
II.156    BIO 131AN Course Outline of Record
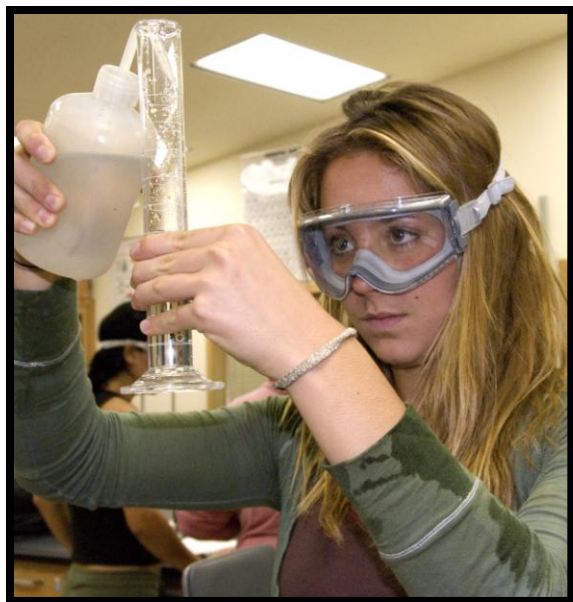
# STANDARD III: RESOURCES

**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.**

Lake Tahoe Community College (LTCC) emphasizes data-based resource allocation decisions in order to meet its mission. The allocation of human, physical, technical, and fiscal assets reflects the College's broad valuing of student access, success, and achievement, measureable learning, institutional excellence, and a dynamic environment which fosters results. Critical thinking about program review data, coupled with an eye to the College's future, lays the groundwork for a broad understanding of how resource allocation decisions are determined. Despite the resource-challenged environment within which the College operates, people embrace the opportunity to examine old habits, scrutinize current practices, and collaborate to arrive at resource allocation recommendations which serve students effectively. It is this framework which brings clarity to the Standard III responses that follow.

**STANDARD III.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 assures 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.*

The College ensures the integrity and quality of its programs and services by employing faculty, staff, and administrators who are qualified by appropriate education, training, and experience to contribute to the mission of the institution. Through program review, each program area identifies staffing needs to ensure the hiring of new personnel aligns closely with the needs of the department and College. (III.25, III.26)

Criteria, qualifications and procedures for selection of all personnel are described clearly in job announcements, which are available in the Human Resource Office, via the College website, and frequently in the local paper, job bank postings such as HigherEdJobs.com, the California Job Bank Registry, and *The Chronicle of Higher Education*. The Human Resources Director seeks input from the hiring committee on additional sources for job postings. Furthermore, the Human Resources Director provides equal employment opportunity (EEO) training to those involved in hiring decisions and monitors each hiring process for EEO compliance. (III.1a, III.31)

Hiring procedures are described in detail in chapters four and five of the *Board Policy Manual*. In addition to policy, handbooks for hiring committee members were developed and are used by the Human Resources Director to train hiring committee members. The Human Resources Department assures that hiring procedures are applied uniformly by "following a comprehensive and consistent hiring process from beginning to end, which ensures that faculty, classified staff, and administrators have the necessary experience and credentials to perform their job." The hiring process is briefly summarized below for the various classifications of employees. (III.1, III.2)

The procedure outlining the employment of **full-time academic personnel** is contained in Board Policy Regulation 4.01 A.1, entitled "A Model for Contract Faculty Hiring Procedures." Faculty play an important role in the hiring of their full-time peers. Selection committees for tenure-track faculty positions are comprised of at least four faculty members (appointed by the Academic Senate President after consultation with the faculty in the discipline), the Vice President of Academic Affairs and Students Services, the area administrator, a non-voting EEO monitor, one classified employee, and one non-voting student. Additionally, the participation of an adjunct faculty member is strongly encouraged. (III.1)

Faculty job postings are reviewed and agreed upon by the hiring committee prior to recruitment. The College qualifies full-time faculty applicants based on criteria listed in the job posting. According to policy, "The faculty on the selection committee shall make the determination whether applicants meet the desired qualifications, the state minimum qualifications, or when applicable, their equivalents." To ensure that faculty members have knowledge of their subject matter, Board Policy states, "The Selection Committee shall evaluate candidates in regard to subject area knowledge and competency; the committee shall formulate interview questions to ensure a thorough assessment of the candidate's qualifications." (III.1b)

The College makes it a priority to recruit and retain the best teaching and counseling faculty who relate well with a diverse student population in a small College environment. Toward that end, the College includes an evaluation of effective teaching or counseling in its faculty hiring processes. For full-time faculty interviews, at least forty-five minutes are allotted for in-depth questioning. Most of these interview questions cover the candidate's experience and philosophy concerning teaching/counseling to diverse student populations.

In addition, the faculty hiring policy states, "The committee shall also provide for appropriate teaching demonstrations, writing samples, and/or other performance indicators related to the subject area." Consequently, demonstration is a major component of the selection process. Full-time faculty interviews always include a twenty-minute teaching demonstration, or a role-play scenario if a faculty counselor position. Recently, the College also began assessing the level of experience and expertise candidates possess regarding distance education and the Etudes platform. (III.2, III.3)

Positions requiring the services of **adjunct faculty** are generally advertised in the local newspaper and the College website. In addition, advertising is conducted early in the fiscal year to attract a pool of applicants in all disciplines. When an application is submitted to Human Resources, the Director of Human Resources determines if the candidate meets the minimum qualifications for the position based on his/her earned degrees. Adjunct faculty applicants not meeting the educational requirements identified in the Chancellor's Office publication *Minimum Qualifications for Faculty and Administrators in California Community Colleges* are forwarded by the Human Resources Department to the Faculty Equivalency Committee for review. In 2009 the Academic Senate worked with the administration to create an Equivalency Committee to assist in the hiring of qualified adjunct faculty. Through a comprehensive review of the candidates' coursework, work experience, and/or eminence, the Faculty Equivalency Committee determines the equivalency of prospective candidates who do not possess the specific minimum qualifications outlined in the Disciplines List. The College's equivalency process was approved by the Board, is currently implemented, and was incorporated in the *Board Policy Manual* as well as in the College Academic Senate *Equivalency Committee Manual* as of April 2009. (III.1, III.4, III.5)

For faculty applicants whose degree is from foreign institution, the College requires the candidate to acquire validation from a state-recognized evaluation service at the time of application. (III.1)

The recruitment and selection process for **administrative positions,** other than the Superintendent/President, is set forth in Chapter IV of the *Board Policy Manual*, regulation 4.02 A.2. The composition of the selection committee consists of five faculty members for instructional positions or three faculty members for non-instructional positions, one administrator, one representative of the EEO Committee, one to three classified employees, and one student. The College qualifies administrative applicants based on a set of minimum qualifications and other criteria listed on the job posting. Administrative job postings are reviewed and agreed upon by the hiring committee prior to recruitment. (III.1)

The hiring of **classified personnel** is handled by the Office of Human Resources, which adheres to Board Policy hiring procedures. According to Board Policy 5.03.B, classified position postings reflect the job description, which is reviewed and approved by the hiring manager, the Director of Human Resources, the Superintendent/President, and the Board of Trustees. The applicant must at least meet the listed minimum competency standards, including experience, education, and valid assessment of qualifications and skills. (III.1)

With the exception of Board Policy, no specific written hiring policy for classified staff is in place; however, the Classified Employees Association has drafted a classified employee hiring policy that is awaiting review by the College Council and the Board of Trustees. This draft policy is primarily based on past practice, which includes presenting to the College Council for discussion the rationale via program review data for the need to create a new position or fill a vacancy. The College Council makes a recommendation to the Superintendent/President who then, provided the rationale is sound, authorizes announcing the position and opening it to all College employees by e-mail and through posting the position to outside recruitment sources, including the College website, the local paper, and other relevant, cost-effective sources. (III.6)

The hiring panel for classified positions includes a minimum of three classified employees selected by the Human Resources Director in consultation with the hiring manager and in many cases a faculty member appointed by the Academic Senate President. Faculty occasionally decline inclusion on a classified hiring panel if the position is deemed removed from faculty purview. No faculty, administrative and classified applicants are hired until reference checks are completed to verify candidates' work histories and qualifications. These are typically conducted by the direct supervisor of the position. In addition, once employees are hired, they are "evaluated in accordance with specific written criteria and

prescribed procedures that measure effectiveness and make suggestions for improvement when applicable." If new employees are unable to meet standards during their probationary period, they are coached for improvement but ultimately dismissed if they do not improve. (III.7, III.13)

In nearly all cases, hiring processes have yielded highly qualified employees. This is noted by the high student ratings of our faculty and the number of full-time faculty who are awarded tenure. In addition, relatively few classified employees are released during their probationary periods.

However, successful hiring continues to be a learning process, and College staff consistently review and modify processes and screening procedures. As an example, a writing exercise is now required of all candidates for positions that require such skills, based on an experience where the College hired an individual for such a position without first verifying proficiency in this area. In another example, clerical employees in Student Services were incorrectly filing documents. In subsequent hires, the College incorporated a paper and pencil filing test to ensure candidates understood the basics of filing prior to forwarding candidates for a second interview.

Comments from applicants are also solicited as a way to assess and improve hiring processes. For example, the teaching demonstration for full-time faculty hiring was increased from fifteen to twenty minutes, per applicant comments. Additionally, initial phone interviews have been allowed in the last few years to accommodate applicants who could not be otherwise included. (III.7)

**Self Evaluation**
The College meets this Standard. The College maintains the integrity of its programs and services by ensuring employment of qualified personnel. The College upholds comprehensive hiring processes for faculty, staff and administrators.

As mentioned above, the Classified Employee Association has drafted a *Classified Employee*

*Hiring Policy*. This draft is currently being evaluated by the administration and will await review and recommendation from the College Council to the Superintendent/President and then to the Board of Trustees. Once approved, this policy will be incorporated into the *Board Policy Manual* as well as in the *Classified Employee Handbook*.

**Planning Agenda**
During the 2011-12 academic year, the College will finalize and incorporate a new classified staff hiring policy into appropriate manuals and handbooks.

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**STANDARD III.A.1.B.**
*The institution assures 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.*

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The institution requires systematic evaluation of all employees to ensure faculty, administrators, and classified staff are effective in fulfilling their assigned responsibilities and, as such, assist the College in achieving its strategic goals and ensure institutional effectiveness.

The process for **tenure review and tenured faculty evaluation** procedures are clearly outlined in Board Policy and Appendix V of the "Agreement between the Board of Trustees of the Lake Tahoe Community College District and the Lake Tahoe Community College Faculty Association." Tenure-track faculty are evaluated annually for their first four years through what is described in the above referenced documents as a "Comprehensive Evaluation Process." Tenured faculty are evaluated every three

years, with the evaluation process alternating between the "comprehensive" and what is referred to in the *Faculty Association Agreement* as the "Focused Evaluation Process." For both the comprehensive and focused evaluation processes, the full-time faculty evaluation team consists of one administrator and one faculty peer. (III.1, III.8)

The components of the comprehensive evaluation process include an in-depth self-assessment; classroom observations; a review of syllabi, course outlines, and tests/exams/quizzes from the class being observed; student evaluations; and an evaluator discussion with students in the classroom. As part of the self-evaluation process, faculty describe their contributions/impact on student learning outcomes, set professional development goals, and assess progress toward the achievement of these goals. 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. (III.9, III.10)

The focused evaluation follows the same general pattern as the comprehensive evaluation, with the only changes being that the forms used to document the various evaluation components require slightly less information. Borne out of institutional effectiveness efforts, the focused evaluation process was intended to streamline existing processes. Feedback from both faculty and administration, however, suggest that these efforts have fallen short. As a consequence, the faculty and administration are currently negotiating further modifications to the focused evaluation process to ensure it is both effective and efficient. (III.10, III.11)

In addition to the comprehensive and focused evaluation process, student evaluations are conducted every quarter in at least one course per faculty member, with the results distributed to the faculty member at the beginning of the next quarter as a means to inform his or her ongoing improvement efforts. (III.8, III.12)

**Adjunct faculty** are evaluated during their first quarter teaching assignment. Subsequent evaluations take place at least once every nine quarters. Evaluations include observation and a written assessment by a full-time faculty member or academic administrator, as well as student evaluations. Student evaluations are conducted every quarter in at least one course per adjunct faculty member. (III.8, III.12)

Regular **classified employees** are evaluated by their supervisor three times (i.e., at three, six, and ten months) during their twelve-month probationary period. After the probation period, regular classified employees are evaluated annually. During each classified employee's formal evaluation, both the performance related to established responsibilities and goals and the identification of future goals are reviewed. If an employee does not meet performance expectations during the probationary period, he or she is coached on strategies for improvement. Should this intervention prove ineffective the individual is released from employment. (III.1, III.13)

Upon successful completion of the probationary period, the now permanent employee receives a formal, annual evaluation at the end of the academic year. This allows both the employee and supervisor to more effectively align individual employee goals with department and institutional goals for the coming year. Both the self-assessment and the supervisor-completed classified staff evaluation forms include training and development components to recommend opportunities intended to enhance job skills and performance. Permanent classified employees who are not performing as required are evaluated more frequently and given written action plans for improvement. Actions that can be taken following evaluation are documented in the *Board Policy Manual 5.06J*. Timelines for actions suggested in the evaluations are established by the supervisors of classified employees. (III.13, III.1)

**Administrators** are evaluated annually through a comprehensive process that includes faculty and classified staff input solicited through a sur-

vey instrument. Each year the employee and the supervising administrator meet to establish the employee's performance objectives for the upcoming academic year. These written performance objectives are based on the duties set forth in the *Board Policy Manual* and other criteria mutually agreed upon by the two parties. No later than June 25 of each year, the supervising administrator evaluates the employee's performance based on these duties and performance objectives. Actions that can be taken following administrator reviews are contained in the *Board Policy Manual,* regulation 4.25. (III. 14, III.1)

**The Superintendent/President** is evaluated by the Board of Trustees; this process is described in detail in Standard IV. In 2010-11 the Interim Superintendent/President provided the Board of Trustees bi-weekly reports and was evaluated formally.

### Self Evaluation
The College meets this Standard. College employees are evaluated regularly in accordance with documented procedures as outlined in Board Policy. The evaluation process is reviewed and updated as part of the Human Resource program review process. Further, the Human Resource Department tracks evaluations to ensure timely completion. These comprehensive evaluation processes not only measure effectiveness but also encourage improvement. Personnel files in Human Resources contain evidence of completed evaluations for faculty, administrators, and classified staff. (III.1, III.7)

### Planning Agenda
None

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**STANDARD III.A.1.C.**
*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.*

The College systematically evaluates its faculty and others directly responsible for student progress toward achieving stated SLOs. The employee's focus on student learning outcomes as a component of their evaluation is included in the full-time *Faculty Association Agreement* as part of the self-assessment required by faculty. Administrative evaluations (Academic Deans and the Vice President) have more open-ended formats based on the previous year's goals and expectations. Within that process, student learning is captured. (III.10)

### Self Evaluation
The College meets this Standard. The faculty negotiating team and administration have worked together to review the College's evaluation processes and have made modifications to the full-time faculty evaluation forms. These modifications ensure that faculty evaluations include adequate evaluation on the instructor's effectiveness in assisting students to achieve stated learning outcomes.

### Planning Agenda
The College will review and revise, as necessary, the adjunct faculty evaluation process to ensure it is comparable to the full-time faculty process with regard to the inclusion of assessment of student learning. This will be completed in time to comply with the Commission's 2012 deadline for achieving Proficiency in Student Learning Outcomes, as described in the ACCJC Rubrics.

# Standard III

A comprehensive, written code of professional ethics has been published in the current Board Policy Manual, the Classified Employee Hand-book, the Full-Time Faculty Handbook, and the Adjunct Handbook, for all College personnel, including the Board of Trustees, administrators, classified personnel, and faculty. (III.1, III.15, III.16, III.17)

A code of ethics for the Board of Trustees is published in Board Policy Manual (Section 1.06), including procedures to address the con-duct of a trustee who violates any element of the code of ethics. The administrators' code of eth-ics is contained in Board Policy Manual (Section 2.02). The Classified Employee Association (CEA) code of ethics was developed and agreed upon by the CEA and has been published in Board Policy Manual (Section 5.13). This code of ethics is also included in the Classified Em-ployee Handbook and is covered as part of the new hire orientation process. (III.1, III.15)

The faculty code of ethics, modeled after the American Association of University Professors' Statement on Professional Ethics, was developed by the Academic Senate and is published in the Full-Time Faculty Handbook and Adjunct Fac-ulty Handbook. (III.18, III.16, III.17)

The fall 2010 Faculty/Staff Experiences Survey indicates that the majority of faculty and admin-istrators who responded to the survey believe the College "upholds its written code of professional ethics for all faculty, staff and administrators." From the same survey, however, approximately one-half of the classified staff respondents (51 percent) disagreed or strongly disagreed with this statement. As a result, the College will pro-actively monitor and, where applicable, address behaviors that conflict with expectations of ethi-cal behavior (III.19).

**Self Evaluation**

The College meets this Standard. As stated in the 2007 Human Resources Program Review and the March 2009 Accreditation Midterm Re-port, a comprehensive written code of ethics has been prepared by the classified personnel, facul-ty, and administrators, and has been included in the Board Policy Manual and/or appropriate College documents along with the established code of ethics for the Board of Trustees and the Superintendent/President. (III.7, III.20, III.1)

**Planning Agenda**

The College will review the three separate codes of ethics for faculty, staff, and administrators to ensure their comparability.

The College maintains a sufficient number of qualified faculty with full-time responsibility to the institution. Several indicators support this assertion, including the fact that the College maintains compliance with California Education Code (EC) Section 87482.6 (Full-time Faculty Obligation) that requires California Community Colleges to maintain a minimum number of full-time faculty. Further, using available data sources such as the Integrated Postsecondary Education Data System and the California Chancellor's Office data mart, the College con-sistently maintains a level of full-time faculty at or above colleges of similar size and stature. (III.21, III.22)

The Academic Senate utilizes the program re-view process for the hiring and replacement of full-time faculty positions. As the need and op-portunity arises, the Senate establishes a sub-committee to review requests for full-time facul-ty in program reviews. The full Senate then rec-

ommends a prioritized list to the Administration who will also establish a list of prioritized positions.

In non-teaching academic and classified staff areas, critical positions are also identified through the program review process. As an example, the Distance Education Program Review identified the need to hire a coordinator to ensure the growing population of students taking online classes is receiving quality instruction and support to achieve learning outcomes similar to students on campus. Program review was also the impetus behind the conversion of a critical Child Development Center position from part- to full-time, increased staffing in Financial Aid, and added lab aid support in Culinary Arts. (III.23, III.24, III.25, III.26)

A comparison of fall 2010 data with information on the composition and number of full-time faculty, administrators, and staff present during the fall 2004 accreditation process (see Table 8) reveals the following among various employment groups:

| Number of Permanent Staff | Fall 2004 | Fall 2010 | Change |
|---|---|---|---|
| Full-time Faculty | 47 | 41 | -13% |
| Administrators | 7 | 6 | -14% |
| Classified staff | 91 | 81 | -11% |

**TABLE 8: CHANGES IN STAFF NUMBERS 2004-10**

The administrative ranks have been reduced by one position due to a reorganization which occurred when the former Vice President of Academic Affairs and Student Services resigned. The workload of the Dean of Student Services position was temporarily redistributed between the Vice President of Academic Affairs and Student Services, the two Deans of Instruction, and a newly created, part-time faculty Director of Student Services position filled by an existing faculty counselor. The College is currently engaged in dialogue and analysis regarding the restructuring of administrative positions to better meet the needs of the College. (III.27)

Classified staff has been reduced by ten positions. Nineteen classified positions have been eliminated; eleven through layoffs and the others lost through resignations/retirements which were not replaced. Three of the laid off positions were in the Bookstore, which has been contracted to Barnes & Noble. Nine new positions have been created; five due to workload and four through special categorical or grant funding. Full-time faculty have been reduced by six positions. The six positions were losses due to attrition with several being planned with early retirement incentives and backfilled with adjunct faculty. (III.28)

All planned staffing additions and reductions were done through careful planning and the analysis of program review data and the College's mission. If and when additional funds become available, program review and established processes will be the basis to prioritize the allocation of resources.

### Self Evaluation
The College meets this Standard. Although workload has increased for all employee groups due to downsizing, larger classes, and an active Enterprise Resource Planning (ERP) implementation, student satisfaction with their classes and support remains high as found in the fall 2010 Student Experience Survey. Additionally, the College community is committed to the principles outlined in its mission. The hard work of the College staff, faculty, and administrators is commendable given the difficult budget environment.

### Planning Agenda
As the state budget situation continues to change, the College will continually reassess the needs of all three areas (i.e., faculty, administration, and classified staff) and determine if any positions should be reinstated or created in accordance with program review, the Strategic Plan, and budget restrictions.

# Standard III

The College develops written personnel policies which are available to all employees, explained to new hires, and reviewed annually. These policies and procedures are consistently adhered to and administered in an equitable manner.

Detailed personnel policies and procedures are set forth in both the College's Board Policy Manual and the Faculty Association Agreement. Both of these documents are reviewed annually and updated when changes have occurred. In addition, to ensure employees have a clear understanding of these policies, summaries of the most relevant policies are included in separate handbooks tailored to the various employee groups. Part-time faculty are given the Adjunct Faculty Handbook upon hire, full-time faculty are given a Full-Time Faculty Handbook, and classified staff are given a Classified Employee Handbook. These handbooks summarize key sections of the Board Policy Manual, negotiated items, the mission and participatory governance process. Handbooks are available on the website and will be available through the Faculty/Staff portal. (III.1, III.8, III.17, III.16, III.15)

The Director of Human Resources, working in collaboration with the Superintendent/President and administrative team, is responsible for ensuring consistent interpretation and application of these policies. This is achieved through consultation with managers and employees. Since the College practices interest-based problem solving for labor negotiations, open dialogue between employee groups helps to ensure that personnel policies and procedures are equitable

and consistently administered. Additionally, in the important task of hiring, an EEO representative sits on faculty and administrator hiring panels to ensure consistent and fair application of personnel policies. The small size of the College also helps in the ease of communication and consistency in policy interpretation and administration.

The practice of providing individual orientations to new employees has been in place for many years. The Human Resources Director personally meets with all regular full-time hires for a new hire orientation, discusses the Board Policy Manual, and provides access to this manual on the College website. For classified staff, a copy of the Classified Employee Handbook is provided and explained in detail. Full-time and adjunct faculty are provided handbooks by the instructional dean. New faculty are also provided a faculty mentor as described in Standard I. Employees are given additional policies, including policies on Unlawful Discrimination and Sexual Harassment and the process for informal and formal complaints. (III.15)

The fall 2010 Faculty/Staff Experiences Survey indicates that the majority of faculty and administrators who responded to the survey believe the College "adheres to its written policies which ensure fairness in all employment procedures." From the same survey, however, more than half of the classified staff respondents (61.5 %) disagreed or strongly disagreed with that statement. As a result, in addition to the consideration of a classified employee hiring policy as mentioned above, the College will proactively monitor, and where applicable, address any instances where established employment procedures are not followed (III.19).

**Self Evaluation**

The College meets this Standard. Policies and procedures of the College are clearly outlined in the Board Policy Manual and the Faculty Association Agreement. Separate handbooks for full-time faculty, adjunct faculty, and classified staff summarize the relevant policies and procedures,

are given to all new hires, and are reviewed annually. No formal grievances have occurred based on unfairness of application of a policy or procedure since the last accreditation visit.

**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 with law.*

The Human Resources Department maintains the official personnel file for each employee. The files are maintained in an office that is locked when not staffed. In addition, personnel files are locked in file cabinets at the end of each business day by Human Resources staff. Only authorized personnel are permitted access to the personnel files. Archived personnel files are scanned into a secure electronic file via a document imaging program. Since 2008 these older personnel files are no longer stored in a separate warehouse area, providing easier accessibility for Human Resources staff and enhanced data security.

Security provisions are also being assessed, designed, and tested as part of the Project VIEW implementation to ensure that employment data is stored securely within the Human Resources module of Datatel Colleague. The Faculty Association Agreement (Article 16) outlines a faculty member's rights to review his/her personnel file, and the Classified Employee Handbook (page 34) summarizes this right for classified employees. The new portal technology also provides an opportunity to enhance employee access to certain types of personnel information through online self-service functionality.
(III.16, III.15)

**Self Evaluation**
The College meets this Standard. The College makes provision for the security and confidenti-

ality of personnel records. Each employee has access to his/her personnel records in accordance to law. Associated policies are clearly stated in the Faculty Association Agreement and the Classified 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.*

The College demonstrates an understanding and concern for issues of equity and diversity through its policies and practices. Equity in student success and achievement is regularly discussed as part of program review and strategic planning. The issue of diversity in the community and how that translates into diversity in the College are components of the Educational Master Plan. A core belief of the College stated in the College Catalog is that diversity enriches the learning community. (III.29, III.30)

The College adheres to a number of policies and practices that demonstrate a commitment to issues of equity and diversity. The Board Policy Manual (4.01a), for example, states that the College will actively recruit to obtain the services of the most qualified personnel who are skilled in both teaching and serving the needs of our diverse student population, and who are sensitive to, and themselves represent, the racial and cultural diversity of the College. This policy benefits all College constituents by supporting diversity in staff and students and ensuring the College's integrity in its relationships with all stakeholders. In addition, Board Policy Manual (4.38) ensures that all faculty and classified job

announcements include a statement of support of equal employment opportunity.

These policies are noted in the Faculty Hiring Committee Information Handbook (2005 Edition) as well as addressed in Hiring Committee Training Workshops (2011). (III.2)

As part of College hiring processes, an Equal Employment Opportunity (EEO) Officer meets with each hiring committee on campus prior to screening candidates, and an EEO representative is assigned to each committee to ensure fair practices. Candidates are screened for sensitivity towards College students of diverse backgrounds (Board Policy 4.01.A.1). In addition, interview manuals for administrator and faculty positions, presented to all hiring panel members, prominently include on the first page the College faculty and staff diversity plan and the equal employment opportunity statement. EEO officers are charged with, as a first listed concern, implementing this College diversity plan. (III.1)

Additionally, in 2011 the Director of Human Resources updated the EEO training program for hiring panels to include an online version with a required test following training. The program ensures all hiring panel members are aware of the College EEO policy, applicable laws, their role as hiring committee members, and the importance of a diverse staff. (III.31)

Each year since the 2004 Self Study, the College has sent representative groups of faculty and staff to the National Conference on Race and Ethnicity in American Higher Education (NCORE) diversity training. In March 2009 the College sent the Human Resources Director as well as two faculty, an administrator, and three classified employees to the NCORE diversity seminar in San Diego. Those attending the training collaborated on a presentation of key findings titled "White Privilege" to all staff during the fall 2009 Convocation to help support the College's diverse personnel and student body.

In addition, the College holds many events during the year to promote awareness and enhance a better understanding of diversity issues. The theatre productions, art shows, and author presentations (i.e., Writers' Series) are designed for students and community members. Faculty and staff are strongly encouraged to participate in these events. In winter 2010 The Laramie Project was produced, one example of many productions focused on diversity issues, cultivating an attitude of not merely tolerance, but a celebration of diversity. The Writers' Series purposefully hosts authors of diverse backgrounds addressing a diversity of topics. (III.32)

The College also reimburses employees and provides some release time for job related classes. Per Board Policy 5.06.O, Spanish language classes are considered job related for any position on campus, and are included in this professional development program. The popular Intensive Summer Spanish Institute (ISSI), ongoing for over fifteen years, also provides a celebration of the Hispanic culture with many guest speakers. Faculty and staff are encouraged to attend these special programs.

### Self Evaluation
The College meets this Standard. The College maintains and adheres to policies and practices that foster an appreciation for diversity. The College has taken active steps to create appropriate programs, practices, and services to support its diverse personnel.

### Planning Agenda
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.

# Standard III

## STANDARD III.A.4.B.
*The institution regularly assesses its record in employment equity and diversity consistent with its mission.*

The College regularly examines its employment record in order to ensure consistency with the mission. Faculty who are able to effectively meet the needs of students are purposefully sought out. For example, faculty dedicated to instruction in foundation skills in both English and mathematics have been hired to support the College's mission to provide "Developmental education to achieve basic foundational skills…." Additionally, faculty with diverse educational backgrounds and experience are recruited to fill vacancies as they emerge in order to complement existing faculty and address the emerging needs of community college students.

Despite the small size of the entire College staff, the decline in positions across staffing, and extremely low turnover, since the previous Self Study Report, the College has made inroads on expanding the diversity of its personnel. In addition, to better meet the needs of a student body that increasingly reflects the community, the College has increased the percentage of classified employees who are Hispanic and/or bilingual Spanish speaking. In 2004 only 5 percent of classified staff identified themselves as Hispanic; as of fall 2010 the College Management Information System (MIS) report on staff demographics sent to the Chancellor's Office shows that number increased to 12 percent. Bilingual staff support the mission of the College by creating a welcoming environment for students and community members and connecting them to programs to support their achievement of educational, professional, and personal goals.

Administrators and full-time faculty are currently fairly evenly represented relative to gender. This represents a change from 2004 when administrators were predominantly female. Similar to findings in 2004, adjunct instructors and classified staff are more likely to be female (63 percent and 59 percent, respectively). (III.33)

## Self Evaluation
The College meets this Standard. Attention to diversity is part of the hiring processes at the College. Improvements in the diversity of our classified staff have been made since 2004, reflecting a higher percentage of College employees with Hispanic ethnicity, which more closely reflects the student population and the population of South Lake Tahoe.

## 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.*

The College Catalog, Full-Time Faculty Handbook, and Classified Employee Handbook contain policies and procedures that outline codes of conduct that promote integrity, respect, and fairness in the treatment of all constituent groups. In addition, the College has developed various policies and procedures to help ensure equitable treatment of all personnel and students, including the Unlawful Discrimination Policy, the Sexual Harassment Policy, and a Grievance Procedure, which are detailed in the College Catalog. The Human Resources Director assigns to and tracks regular trainings of managers via Keenan's Safe Colleges online training in the prevention of harassment, discrimination, and retaliation in the workplace in accordance with legal mandates. In 2010-11 the College Council approved an Operating Principles Statement which was subsequently approved by the Board. This document addresses ethical, respectful, and professional behavior expectations. (III.30, III.16, III.15, III.34; III.35)

The College Catalog provides an overview of student rights and responsibilities promoting integrity in the treatment of College students. Due process procedures are used across the College to ensure students are treated fairly. For

# Standard III

example, students have the right to petition the Financial Aid Committee. The student code of conduct and discipline appeals process is outlined in our College Catalog. (III.30)

The fall 2010 Faculty/Staff Experiences Survey indicates that over half of faculty and staff who responded to the survey did not agree with the statement that "LTCC demonstrates fairness in the treatment of its administration, faculty, and staff." More than half of both full-time faculty (51.5%) and classified staff respondents (69.2 %) disagreed or strongly disagreed with that statement. These survey results prompted dialogue and provided the opportunity for the College to communicate relevant policies and procedures and the College's adherence to them. (III.19)

**Self Evaluation**
The College meets this Standard. The College demonstrates a commitment to the equitable treatment of employees and students as evidenced by the existence and adherence to policies and procedures designed to ensure fair treatment. Further, no formal grievances have been filed, nor have there been any documented violations in College policy associated with the equitable treatment of staff during the last six years.

**Planning Agenda**
None

**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.*

The College provides personnel, including full-time faculty, adjunct faculty, classified staff,

administration, and the Board, with opportunities for continued professional development consistent with its mission and reinforced through the educational master planning, strategic planning, and program review processes. The College is committed to the sustainability of its human resources through regular investment in their professional development and through supporting learning and growth opportunities that enhance the skills and competencies of all faculty and staff. (III.29, III.36, III36a)

**Full-time faculty** are provided a paid Professional Development Leave (PDL) for one quarter, after the completion of each eighteen quarters of continuous service. During this sabbatical, individuals are required to complete a self-designed project, which is approved by the supervising administrator and Board of Trustees. Faculty who take PDL are required to teach for six subsequent quarters to reinvest the results of the PDL for the College's improvement, with the ultimate goal of enhancing student learning. In the event that a faculty member leaves before the end of those six quarters, per Article 10.11 of the *Faculty Association Agreement*, he/she is required to pay back the funding received for the project. (III.37, III.38, III.8)

Full-time faculty members are required to participate in both faculty-designed professional growth activities as part of group flex requirements that are conducted on a yearly basis during Convocation as well as individual flex projects, approved by the supervising administrator, on an annual basis, which allow for professional growth and development in areas of interest. (III.16)

Full- and part-time faculty also have access to the Teaching Learning Resource Center (TLRC). The TLRC provides faculty a "room of their own" where they can learn and work together to modify curriculum and implement new teaching strategies to strengthen the academic quality of all programs and to improve the success of College students.

The TLRC houses a collection of books and journals to support best teaching practices. The TLRC has its own website link on the College's

main website which has links to syllabus creation, teaching and learning ideas, and technology at LTCC. Funds are available to support professional literature and memberships in professional organizations in various academic departments.

The College also encourages and supports full-time faculty to continue their education with salary advancement opportunities for attaining additional education. Per the *Faculty Association Agreement* (article 6.3),each time a faculty member successfully completes fifteen semester hours of pre-approved, educational credit beyond the M.A., he or she receives an additional salary step increase. (III.8, III.16)

Over the last six years, the College also supported full-time faculty professional development by providing funding to all full-time faculty members for travel to and attendance at professional conferences. In addition, it regularly sent a team to the National Institute for Staff and Organizational Development (NISOD) Teaching Excellence conference in Austin, Texas, and sponsored Instructional Skills Workshops (ISWs), intensive, twenty-four hour workshops that concentrate on the development of the fundamental skills of creating a learning-centered classroom. The College also facilitated a Staff Development Committee which distributed professional development funds on a competitive basis to faculty, staff, and administrators. Due to the statewide budget reductions, funding was reduced or eliminated for these programs during the last two to three years.

In 2010-11, however, the College utilized program review data and the fall 2010 Faculty/Staff Experiences Survey as part of the educational master planning process to reexamine and establish a higher level of support for faculty and staff professional development. The Superintendent/President and Vice President of Academic Affairs and Student Services presented a revised professional development program to College Council and the Board of Trustees, who approved funding. As a result, in 2010, the Academic Senate established a Faculty Professional Development Committee whose members designed and implemented a comprehensive pro-

fessional development program. Through this program, faculty evaluate and recommend individual requests for professional development for both their full- and part-time peers as well as provide guidance and funding for more collaborative, faculty-driven professional development projects. (III.39, III.40, III.41, III.42, III.43, III.19)

The College provides professional development opportunities specifically for **adjunct faculty**. Through the Faculty Professional Development Program, adjunct faculty also have access to funding for conference and workshop attendance and other professional development activities. The College also offers the adjunct instructors full access to the Teaching Learning Resource Center, which is also considered the Adjunct Faculty Office. Additionally, the College provides adjunct faculty who teach online via the Etudes learning platform with mandatory Etudes training. All adjunct faculty who teach online receive ongoing support through the services of a Distance Education Coordinator and self-service resources accessible via the College website.

Until statewide budget reductions required their postponement, the College offered adjunct faculty opportunities to participate in a series of workshops, including the Instructional Skills Workshop and Advanced Teaching Workshop, the latter being an opportunity for adjunct faculty to focus on teaching issues beyond those presented in the Instructional Skills Workshop. Recently, however, the College worked with faculty to develop what is now referred to as The Excellence-in-Teaching Workshop (ETW)—a sixteen hour program focused on the improvement of teaching with a special emphasis on foundational skills pedagogy. The ETW was first offered in spring 2011 in an online format, tailored to the specific needs of faculty who teach online. Over the next year, the College will offer additional ETW workshops and examine the role of the ETW in relation to the ISW and ATW. (III.17, III.41, III.42, III.43, III.44)

The College also sponsors an Associates Program which provides a salary incentive to adjunct faculty who meet the following criteria:

completion of three quarters teaching at the College, the Instructional Skills Workshop, the Advanced Teaching Workshop, and an informal classroom evaluation by one of the deans or another College administrator, along with a recommendation by a full-time faculty member or Dean of Instruction. As part of examining the role of the ETW in relation to the ISW and ATW, the College will also be looking to revise the Associates Program to ensure increased access and participation by adjunct faculty. (III.17)

The College demonstrates a commitment to professional development for **classified staff members**. Examples of professional development opportunities include the College's assigning an employee to take a College class related to his/her duties; an employee's requesting to take a class related to his/her duties; an employee's requesting to take a class at another institution related to his/her duties; and an employee's requesting to take a Spanish class, which would augment the ability to accomplish his/her duties. These requests must be approved by the supervisor and are subject to available funds. Board Policy 5.05 outlines how this program is funded and how employee hours are adjusted, including paid release time, for professional development opportunities. In addition, classified staff are included in Convocation training when deemed appropriate and when schedules permit. (III.1)

Until statewide budget reductions required postponement, a Staff Development Committee distributed professional development funds on a competitive basis to staff. Since postponement, funds for conference attendance and travel have been provided to Classified Staff on a case-by-case basis.

In 2010 the College utilized program review data and the fall 2010 Faculty/Staff Experiences Survey as part of the educational master planning process to reexamine and establish a higher level of support for classified staff professional development. An ad hoc Classified Staff Professional Development Committee, comprised of the CEA President, Public Information Officer, the Director of Human Resources and the Vice President of Academic Affairs and Student Services, surveyed staff to determine their highest-level professional development needs and subsequently designed and delivered a comprehensive series of technology-related trainings during the winter and spring of 2011. In June 2011 this committee sponsored a half-day workshop for Classified Staff focused on establishing effective working relationships. The College provides staff with release time from their duties to attend these trainings.

The Classified Staff Professional Development Committee will continue to meet during the 2011-12 academic year to formalize and build-out further a comprehensive Classified Staff Professional Development Program to ensure the College continues to meet the ongoing professional development needs of Classified Staff. (III.45, III.46)

Full-time **administrative employees** are provided professional development leave, travel, and conference funds. The professional development leave allows for sixty days leave after five full-time continuous years of employment in an administrative position, per approval of the Superintendent/President and Board of Trustees. The College also supports professional development through institutional memberships and participation in statewide meetings or organizations such as the Association of Chief Business Officers, Chief Instructional Officers, and Chief Student Services Officers. These development opportunities are supported as the budget permits. (III.1)

## Self Evaluation

The College meets this Standard. The College provides a wide array of professional development opportunities that meet the needs of faculty, staff, and administrators. Due to severe budget constraints, the size, scope, and frequency of some of these programs have been reduced significantly over the last three years. However, driven by program reviews and the educational master planning process, beginning in 2010 the College recommitted to funding professional development for faculty and staff.

# Standard III

**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.*

The College systematically evaluates the professional development programs it provides to faculty, staff, and administrators; this is part of program review. Article 10 of the *Faculty Association Agreement* states that leave proposals are submitted for approval to the participant's supervising administrator. "Reports of experiences and/or accomplishments shall be submitted to the Vice President, Academic Affairs and Student Service 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 Academic Senate at the discretion of the Vice President, Academic Affairs and Student Services." A report is written and presented orally to the Board of Trustees. A component of the presentation is an overview of the professional development program in general, how it serves the needs of faculty and students, and where improvements might benefit the program.

The faculty member's supervising administrator and the Board of Trustees use the written report and oral presentation for evaluation and improvement of the program. In addition, faculty members are required to submit to their supervising administrator professional development activities for the upcoming year. Upon approval, a report is provided to the supervising administrator for evaluation. Group flex activities are evaluated with a participant survey. (III.47, III.48)

The annual evaluation on the performance of classified staff also includes a component that addresses professional development. If training is recommended or the staff member asks for professional development training, efforts are made to provide training, and the outcome of the

training is reviewed by the employee and his/her supervisor as part of the evaluation process. An administrative staff's professional development leave proposal is evaluated by the Superintendent/President and approved by the Board of Trustees. The evaluation of this program is accomplished informally by the supervising administrator and a formal report is presented to the Board of Trustees. Individual board members who attend professional meetings and conferences report back to the entire Board of Trustees on their activities. The Board of Trustees evaluates the effectiveness of such activities informally. (III.49, III.50)

**Self Evaluation**
The College meets this Standard. Professional development activities are systematically evaluated by participant feedback. All professional development programs have an evaluative process in place. The results of this process are then used for improvement.

**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.*

Human resource planning and institutional planning are primarily connected through the program review process, in which programs identify their staffing needs according to program goals. Program review is also integrated with other long term planning processes, most notably the *Educational Master Plan* and *Strategic Plan*. The *Educational Master Plan* summarizes staffing needs presented via the program review process and describes the overall strategic issues to be addressed by the College. The *Strategic Plan* clearly articulates the strategic goals and objectives intended to address these issues and gives impetus for programmatic improvements and/or changes. These may lead to personnel decisions

which are incorporated into programmatic plans (III.29, III.36a).

Traditionally, new positions are approved using formalized processes developed for approving new faculty and classified positions. These processes are referred to as the Classified Position Proposal process and the Faculty Position Prioritization process. Proposed new classified positions are compiled for presentation to the leadership team and anyone submitting a request. This group, which is advisory only, prioritizes submissions, and this prioritized list is presented to the administration for their use during the budget process. More recently the College has implemented this process more informally, through discussions in President's Council.

For faculty, a faculty committee appointed by the Academic Senate reviews submitted new position proposals supported by program review and submits a prioritized list to the Academic Senate for recommendation. The Academic Senate reviews, discusses, and approves a prioritization of new hires based on the committee's work. The Academic Senate President brings the prioritized list of proposed new faculty positions to the administration and Board for their consideration. (III.51, III.52)

These processes for approving additional staffing of classified staff and full-time faculty have been implemented infrequently in the last few years due to lack of funding for new positions. The Schedule Production Assistant and the Document Imaging Technician, however, are two examples of positions that have been created since the last self-study using these processes. Other new permanent positions that have been hired during this time period include the Director of Institutional Research and Planning, one categorically funded position in Student Services, and three positions required as part of instituting a Federal TRIO Student Support Services grant. Critical replacement hires have also been made based on the need and nature of the position responsibilities. However, before replacement hiring occurs, the department and position needs are reviewed by both the President's Council and College Council prior to moving forward on replacing the position.

**Self Evaluation**

The College meets this Standard. The planning process is adequate for advising and directing the institution in effective use of human resources. This is primarily planned through departmental program reviews and educational master planning, and is prioritized via recommendations from the leadership team for new classified positions and the Academic Senate for new faculty positions. The ultimate decisions are then made by administration and the Board of Trustees.

**Planning Agenda**
None

**STANDARD III.B.: PHYSICAL RESOURCES**
*Physical resources, which includes facilities, equipment, land, and other assets, support student learning programs and services and improve instructional effectiveness. Physical resource planning is integrated with instructional planning.*

**STANDARD III.B.1.**
*The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.*

The College has developed the physical resources, from facilities and equipment to land and other assets, necessary to support the student learning programs and services and improve instructional effectiveness. The development of the Library, Tutoring and Learning Center, Haldan Art Gallery, Duke Theatre, Child Development Center, and Physical Education Center have all been designed to support student learning, programs, and services. The planning for these physical resources begins in program review, is described in master planning, and is executed through strategic planning. (III.29, III.36, III.36a)

The College has accomplished many of its objectives of building and maintaining an independent teaching and learning facility. As stu-

dent enrollments grew, many of the instructional objectives were met through expansions and en-hancements to the original building which opened in 1988. The updated educational master plan, therefore, emphasizes the importance of ensuring the long-term sustainability of the College's physical infrastructure as key to supporting the College overall mission. (III.29)

The College is located on 164 acres of forested land in the center of South Lake Tahoe. The campus opened in October 1988 at its current location with a single 55,000 square-foot facility. The campus has since been renovated, remodeled, and expanded and now consists of seven buildings, including a Child Development Center (CDC), science wing, Computer Studies Department, Art Department, theater, student center, culinary arts teaching facility, and physical education complex. The most recent additions since the last accreditation cycle are a 26,000 square-foot Library/Learning Resource Center (LRC), which opened in February 2006, and several classrooms and a tutoring center, which opened in 2007. College facilities now total approximatley 176,000 gross square feet.

To meet instructional needs and support student learning, the College also conducts classes at a variety of other off-campus sites including the Family Resource Center, Barton Memorial Hospital, the Lake Valley and Tahoe Douglas Fire Protection Districts, the South Lake Tahoe Ice Rink, the South Lake Tahoe Recreation Center, the El Dorado County jail, as well as local golf courses, tennis courts, and ski resorts. (III.54)

In addition, the College operates the Tahoe Parents Nursery School in relocatable classrooms at Al Tahoe Elementary School (approximately 1,700 square feet of usable space), approximately one mile from the main campus. This cooperative preschool program requires parents to attend parenting courses through the College. (III.53)

The College Maintenance and Operations (M & O) Department is responsible for oversight and maintenance of campus facilities and grounds. The department provides operational support and services for an education environment that supports student learning. The Director of M & O reports to the Vice President of Business Services. Facility oversight is provided by the Superintendent/President and the Board of Trustees. The Director participates in all phases of planning, construction/renovation oversight, oversight of maintenance projects, as well as facility cleaning and grounds work. In addition, the M & O staff are charged with ensuring the safety of the physical sites by conducting regularly scheduled facility site reviews and working with the College's insurance carrier, who also performs periodic site inspections for quality and safety assurance. (See Standard III.B.1.b. for more details on College safety.)

**Self Evaluation**
The College meets this Standard. Numerous processes and protocols are in place to measure and insure that the College's physical resources are constructed and maintained in a manner that assures effective utilization and continuing quality. This, in turn, provides the basic physical infrastructure support for the instructional programs and services. Program review, integrated through educational master planning and executed through strategic planning, ensures that facilities planning is incorporated in the College planning processes. Participatory governance provides for a decision-making process which guides the planning, design and construction of both new and renovated facilities.

**Planning Agenda**
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.

# Standard III

Physical resource planning at the College is based upon an integrated approach to identify physical resource needs. Initially, program reviews for each segment of the College serve as the source for addressing facility needs. Program reviews describe how each department views the future of its program and help identify facility and equipment needs. Program reviews are performed on a six-year cycle, and requests for physical resources are incorporated from this process into the *Educational Master Plan (EMP)*. The *EMP* also includes other physical resource needs, such as technology and infrastructure, and these needs inform the development of more comprehensive technology and facilities master plans, which in concert with the EMP, direct resource allocation. (III.29, III.55)

The College's Five-Year Capital Outlay Plan is a result of the planning for facility needs. The plan is updated annually and submitted to the Board of Trustees and to the California Community College Chancellor's Office as a comprehensive list of potential construction projects. The Capital Outlay Plan receives direction from the educational master plan generally, and facilities master plan specifically to address the practical needs of the College. These updated plans will become an integral part of the budgeting process as the College continues to analyze and prioritize facility needs and prepares for when funding become available. (III.56)

All College 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 College's architect must be appropriately licensed and experienced in community college design and construction, and is selected by a committee that includes students, staff, and faculty, administration and Board of Trustees members. A project inspector, approved by the DSA, is responsible for conducting daily inspections and reviews of every phase of the construction work to ensure compliance with applicable building codes and quality construction.

In 2006 the College opened a 26,000 square-foot, state of the art Library/Learning Resource Center building including a board room, meeting space, study rooms, a class room, art gallery, and storage space. The Library includes group study rooms, several reading spaces, and open computer access space. This project was state funded and supported, with the exception of the art gallery space that was funded by Foundation gifts. The vacated previous library space was renovated into a Tutoring and Learning Center with group study rooms, assessment/testing space, a mathematic tutoring center, a writing center, faculty and staff office space, and two new classrooms. Also, a remodel of the entrance to the Admissions and Records Department in 2010 improved service to students by reducing ambient noise levels, increasing workstation space, eliminating safety issues (worn carpet), and enhancing accessibility.

The College participates in the California Community College's Scheduled Maintenance and Special Repairs Program and updates an annual list of projects to be submitted based on critical needs, periodic facilities assessments, and the ability of the College to meet matching funds requirements. In addition, the M & O Department conducts a preventive maintenance program for equipment such as mechanical systems, boilers, air conditioners, fans, and lighting. Equipment is visually inspected periodically, and repair records are kept on file. The College maintains reserves in the Capital Outlay Fund for repair and replacement of large equipment. A physical inventory of all equipment valued at $5,000 or more is maintained in the Business Services department.

## Self Evaluation

The College partially meets this Standard. The College has made progress in meeting the needs of the community through facilities renovations and expansions over the past several years. The College maintains an ongoing effort to provide a high-quality physical environment in support of

institutional goals, programs, and services. Due to harsh weather conditions in South Lake Tahoe, the M & O Department continually monitors and maintains the infrastructure facilities, including roofs, sidewalks, and roads. Routine maintenance projects, such as refinishing the gym floor in 2011, are standard operating procedure. Over the past five years a majority of the classrooms on campus have been upgraded with state-of-the art instructional technology.

In the fall 2010 Faculty/Staff Experiences Survey, 70 percent of respondents agreed that the College provides sufficient physical resources to support the integrity and quality of its programs and services. However, the College has facility needs that will require thorough planning to achieve both the short and long-term goals of the institution. Short-term goals include repairing defective roofs, retrofitting all lighting systems to meet the energy saving mandates from the California Community Colleges Chancellor's Office, improving room access and signage, and replacing an obsolete DOS-based maintenance/mechanical emergency notification system. Long-terms goals include replacing the central boiler system, adding a vehicle maintenance building, retro-commissioning all HVAC systems, and creating a transition plan for the Americans with Disabilities Act compliance. In addition, parking capacity is being assessed to determine if current parking space is adequate to meet the needs of a 100 percent commuter campus. (III.19)

**Planning Agenda**
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.

**STANDARD III.B.1.B.**
*The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.*

The College is an open campus with easy community access. All structures have been reviewed and approved by the California Department of the State Architect. All roads into campus, parking lots, and sidewalks are maintained by the College's Maintenance and Operations Department. Snow removal takes first priority in the winter months. Campus closure procedures have been established for safety reasons during inclement weather.

All new and remodeled facilities are fully accessible and meet all ADA standards and building codes. An ADA transition plan is being developed to address other non-remodeled areas of the College. The College also maintains a Disability Resource Center to promote access and equity for all students with a verifiable disability. Through the design of innovative learning environments, the College staff can help ensure a student's individual learning needs are addressed.

To ensure a safe and healthful learning and work environment for student learning, a part-time safety officer has been designated to oversee campus safety. This position is responsible for drafting all safety documents, conducting safety training and college-wide drills, recordkeeping, performing safety inspections, organizing hazardous waste removal, and managing the safety budget. In addition, this position oversees the Safety Committee which is comprised of administration, faculty, and staff who either have direct exposure to safety hazards in performing their work or who oversee people who have direct exposure to safety hazards, such as chemicals or laboratory materials. Further, bi-weekly maintenance and operations meetings are conducted to ensure procedures are followed and comply with all safety plans. (III.58)

In 2009 a Campus-Community Emergency Response Team (C-CERT) was organized to oversee the actions of College employees and students during a crisis. Building Monitors were also identified to play a vital role in emergency management. Each of these C-CERT team members and monitors is trained on emergency preparedness, and has completed the required National Incident Management System/State Emergency Management System training as well as fire-extinguisher training provided by the local fire department. Job-specific training needs have been identified, and individual staff and faculty may receive supplemental training in areas such as Hazardous Communications, Bloodborne Pathogens, Lock-out/Tag-out, and Defibrillator and CPR training. (III.59)

Approved evacuation routes are clearly posted throughout the College. At the beginning of each quarter, instructors are directed to explain the College's emergency procedures to their students. The College conducts evacuation drills a minimum of two times per year. An annual earthquake drill is also held to coincide with California Shake Out, the largest earthquake drill in the United States. Other emergency signage is located throughout the campus which identifies exits, extinguishers, eye wash stations, first-aid kits, and soon, the location of defibrillators that are in the process of being acquired. (III.60)

A Memorandum of Understanding (MOU) exists between the College and Barton Memorial Hospital for use of College facilities in the event of a pandemic. An MOU is in development between the College and South Tahoe Public Utility District, so in the event the College must be evacuated, the C-CERT can use the Utility District's Incident Command Center and its access road for vehicles. (III.61)

The College's insurance provider conducts periodic inspections, without notice or as requested, of the campus and the Child Development Center (CDC) facilities, including the CDC playground, to ensure compliance with all regulations and codes. The El Dorado County Environmental Management Department has conducted inspections of the College's hazardous

materials facilities and the Culinary Arts kitchen for food safety and sanitation. The California Division of Occupational Safety and Health has also performed inspections of the College's Bloodborne Pathogen program. The College's Maintenance and Operations Department conducts regular campus facility inspections to ensure the health and safety of employees, students, and visitors.

The College has a written Injury and Illness Prevention Plan (IIPP); its primary purpose is to ensure the safety and health of the College's employees and to provide a safe and healthy environment for the community. In addition, the College has outlined emergency procedures (EOP) to be followed in the case of various emergencies. Additionally, the Child Development Center (CDC) Staff Training Manual emphasizes a safe and healthy environment for the staff and the children they accommodate. The CDC conducts fire and evacuation drills a minimum of six times per year. A CDC First Response Team, composed of College employees, has been designated to report immediately to the CDC during an emergency to assist CDC staff with the children. (III.62, III.63)

The College has been proactive in creating other emergency plans as well. A Bloodborne Pathogen (BBP) Plan is in place to limit occupational exposure to potentially infectious materials. All employees with reasonably anticipated occupational exposure to BBPs receive annual training.

A Hazard Communication Standard was established for communicating potential hazards and hazardous chemical information to those likely to be exposed. Under the Community Right to Know Standard, Material Safety Data Sheets from the manufacturer are available for each chemical with which the public may come in contact. The College has recently reassessed its hazardous waste designation status with the Environmental Protection Agency and is now a Conditionally Exempt Small Quantity Generator, and the South Tahoe Recycling Center is utilized for disposal of all hazardous waste. A Hazardous Materials Business Plan is also sent to the El Dorado County Environmental Management Department annually.

The College has implemented an Integrated Pest Management Plan for the control of structural and landscape pests. The campus implemented a Voluntary Respirator Protection Plan for areas where airborne elements exist but respirators are not required. For protection against hazards, Personal Protective Equipment is provided to employees as needed or requested. Emergency procedure flip charts will soon be located throughout the campus to provide rapid access to emergency directions for earthquakes, fire, and other such events. (III.64, III.65, III.66, III.67, III.68)

In the past two years, the College has upgraded the main building's fire sprinkler system. Fire alarm systems in the Fitness Education Center, the CDC, and the main campus have been integrated and updated. Emergency lighting and signage has been installed. The College participated in a local forest fire fuels reduction program to minimize catastrophic fire potential on campus and the surrounding property.

Tracking of facility maintenance and incidents has been formalized. The College has an online maintenance request procedure to ensure all requests are received, prioritized, and completed in a timely manner. In the event of an incident that results in bodily harm and/or loss or damage of property, an Incident Report form is filled out and filed with the Business Services Department. Incident Reports are used to track safety incidents at the College. Causes of incidents are evaluated, and corrective measures are taken to minimize future incidents. Hazardous Condition forms are available to report conditions that may be hazardous or unsafe on campus. The forms are evaluated by the Business Services Department, and appropriate measures are taken to eliminate the hazard. (III.69, III.70, III.71)

The College has very low reported incidents of criminal activity and therefore does not have a security force on campus. The College is located approximately one mile from the local fire and police departments. The College has a non-emergency radio, located in the mail room, for employee use on weekends and after hours to contact on-duty maintenance personnel.

The College complies with the Campus Security Act of 1990 by creating and distributing an annual report of crime on campus. The crime report is presented to the Board of Trustees for acceptance annually. After acceptance, it is distributed via email to all employees, and it is published in the Quarterly Schedule of Classes, in the *Course Catalog*, and on the College's website. (III.72, III.73, III.54, III.30)

**Self Evaluation**
The College meets this Standard. The campus maintains a strong commitment to ensuring safe and secure surroundings for teaching and learning. Key staff have been outfitted with portable radios to ensure constant communication in the event of an emergency. Tremendous progress has been made in the past two years toward safety and emergency preparedness thanks to the dedicated work of several campus employees.

Online refresher trainings are conducted and updated for the Injury and Illness Prevention Plan, Bloodborne Pathogen Plan, Hazardous Communication Standards, and Ergonomics. The CDC, along with Emergency Response Team members and Building Monitors, are currently being CPR trained.

**Planning Agenda**
In 2010 the College invited members of the local fire and police departments to assess the campus for security and safety deficiencies. The recommendations were to install a public address system. The College is currently evaluating the feasibility of implementing this suggestion.

In addition, the College will implement an Americans with Disabilities Act (ADA) Transition Plan following a preliminary review of campus facilities by the Director of Maintenance and Operations in 2011. The Transition Plan prioritizes ADA compliance and will be integrated into an updated *Facilities Master Plan*.

## STANDARD III.B.2.
*To assure 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.*

The College regularly evaluates the effectiveness of its physical resources in supporting its programs and services. Space utilization is reviewed in conjunction with course scheduling throughout each academic year and is also monitored through the program review processes. Equipment is assessed on a regular basis through both institutional and departmental processes. The institution reallocates resources as necessary to meet changing instructional and operational needs.

In 2008 a need for expanded and more accessible space in Admissions and Records was identified through the program review process. The need was discussed through existing governance structures, and funds were allocated during the budget process. Plans were developed, and construction took place in May 2010, resulting in a space which better meets the needs of students and staff. (III.74, III.57)

Similarly, discussions began in spring 2010 regarding moving the Non-credit English as a Second Language (ESL) program from an off-site location to the main campus to address needs identified through program review. During the 2010-11 academic year, the situation was further reviewed, and surveys were conducted to determine how to improve the learning environment for ESL students. After consideration of the data, the decision was made in April 2011 to move the ESL program to main campus for the 2011-12 academic year, which will allow the institution to better serve its non-credit student population while reducing costs through the effective use of physical resources. (III.75a)

Project VIEW implementation has also provided a unique opportunity for the institution to enhance its ability to optimize facility usage. A facility scheduling program has recently been acquired, which will provide improved facility and equipment tracking, greater capacity for space utilization reporting, integration with the student information system, and automation of room scheduling tasks. It is anticipated that this new tool will allow the institution to further refine its allocation of resources. (III.75, III.76, III.77)

**Self Evaluation**
The College partially meets this Standard.

**Planning Agenda**
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.

## 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.*

Each year, the College submits a Five-Year Capital Outlay Plan to the California Community College Chancellor's Office for consideration of funding. Initial project proposals, final proposals, and a list of planned projects considered for funding at any level are shown by priority. The "capacity to load ratios" do not support a need for additional teaching space; however, the harsh winter conditions are a strong driving force behind plans for a maintenance building in which to store the snow plows and snow blowers, College vehicles, and other equipment. It would also provide a space for minor maintenance of the vehicles to take place on campus grounds. In addition, parking needs are still being assessed, as there is a shortage of parking at peak times at the beginning of each quarter. The College does not anticipate funding for a maintenance facility in the near future. (III.56)

## Self Evaluation

The College partially meets this Standard. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. The total cost of ownership (TCO) for equipment, facilities, and operations, however, has not historically been thoroughly considered at the College. Any new facilities proposed in the future will have all associated current and ongoing costs projected when possible. In addition, any facilities-related capital equipment purchases or replacements will be considered in an effort to reduce current operational and maintenance costs associated with the older equipment. Currently, capital equipment purchases, like all other budget requests, are linked to institutional planning by specifying how the requests are linked to the *Educational Master Plan* or to a particular program review.

## Planning Agenda

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.

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**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.*

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Physical resource planning is integrated with College planning primarily through the *Educational Master Plan* (*EMP*). Through the educational master planning process, facilities needs identified in program reviews can be incorporated into the consideration of physical resources, and provide guidance to the development of the *Facilities Master Plan* and *Five-Year Capital Outlay Plan*. The *EMP* includes a section specifically devoted to facilities, space capacity, and scheduled maintenance. The last campus construction project was completed in 2006, and no new projects have been proposed due to the College's "built-out" environment. The updated educational master plan, therefore, emphasizes the importance of ensuring the long-term sustainability of the College's physical infrastructure as key to supporting the College overall mission. As stated previously in this section, an updated *Facilities Master Plan* is needed to address these infrastructure needs, particularly in areas of energy efficiency and systems maintenance and replacement. (III.29, III.56)

Effective resource planning depends on feedback and periodic assessments. Student and staff surveys and program reviews, which together assess the effectiveness and needs of instruction and services, help the College understand where improvements might be made. In the fall 2010 Faculty/Staff Experiences Survey, 70.0 percent of the respondents reported agreeing or strongly agreeing that the College provides sufficient physical resources to support the integrity and quality of its programs and services. Physical resources are assessed periodically to determine the needs and plans for improvements. (III.19)

One recent example of how program review data supports facilities planning relates to the Tutoring Learning Center (TLC). In 2010, a need to investigate/establish a "Writing Across the Curriculum" initiative was identified through the program review process. A study was subsequently conducted in which the reconfiguration of the TLC was recommended as part of initiating a "Writing Across the Curriculum Initiative". Consequently, a plan is being developed to reconfigure the space based on the recommendations in this study. (III.78, III.79)

Facilities scheduling is another way in which the effectiveness of our physical resources is evaluated to provide information on functionality and/or better utilization of the space on campus. Better scheduling software is being purchased as part of Project VIEW to further enhance both the data-driven decisions of programs and the physical facilities.

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**Self Evaluation**

The College partially meets this Standard. Physical resource planning is integrated with College planning. Resources are allocated to support priorities identified by program reviews, the *Educational Master Plan*, and the *Strategic Plan*. The *EMP* provides general direction in the form of short and long-term objectives to guide regular activities related to ensuring the effective use of physical resources, however, a comprehensive facilities master plan is needed to ensure the long-term viability of the College's physical infrastructure.

**Planning Agenda**

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.

Notes:

## STANDARD III.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 assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.*

The College continues to provide sufficient technology resources to promote student learning, empower faculty with the tools to enhance instruction, foster organizational communication, support research capabilities, and maximize operational efficiency. Collaborative efforts between administrators, faculty, and staff allow coordination and allocation of resources to best meet student and employee needs.

Technology acts as a foundation for many of the activities of the College. Faculty use technology to facilitate instruction, curriculum development, course scheduling, grading, development and monitoring of student learning outcomes, and roster access. Staff use technology to manage student and employee records, develop and manage the budget, record transactional data, and conduct a variety of other operational tasks. Managers and administrators rely on technology tools to promote communication, support planning, and enable data-driven decision-making.

The College **supports instruction and fosters learning** through the application and availability of technological resources. Most classrooms at the College are equipped with smart technology, which allows instructors to enhance instruction with audiovisual media, PowerPoint presentations, discipline-specific software, and Internet resources. The learning process is also supported through student access to software applications in computer labs, database resources through the Library website, and instructional information posted on instructor websites. As the institution has expanded into distance education, the course

management system and technology used for academic support of online students has become an additional area of resource allocation.

Etudes-NG is the primary online course management system, which features tools for communication, collaboration, and classroom management. During the registration period, student enrollment data is uploaded twice daily to Etudes to ensure that enrolled students are able to access their courses as soon as instruction begins. The College provides online students with access to two forms of technical support. Learners using the Etudes platform are able to request assistance through the Etudes help desk for around-the-clock support. In addition, personalized support from the Office of Instruction staff in coordination with Computer Services is available to all online students to ensure that student learning is not hindered by technical issues.

The College recently hired a Distance Education Coordinator who will assist in developing policies and strategies to improve distance education design and delivery, structure and enhance online support services, and develop policies and procedures to assure that the students enrolling in distance education courses are, in fact, the students doing the work and earning academic credit. (III.80, III.81)

Technology is also being utilized to support the **development, assessment, and analysis of student learning outcomes** (SLOs) in a student-oriented effort to improve learning. When the campus began developing course-level SLOs, the curriculum management system was modified to provide a repository for SLOs and to act as a mechanism to ensure that each piece of curriculum had defined outcomes that could be regularly reviewed. Similarly, program outcomes are readily accessible to the College community in the program review documents and the *College Catalog* published yearly and posted on the College website. By 2010 the campus was fully engaged in the assessment of the SLOs. The College has acquired TracDat, a leading assessment management application, to provide the institution with a tool to coordinate and manage assessment data across the College so that it can

be utilized to inform decisions and planning. (III.23, III.30, III.82)

Beyond analysis of assessment data, the College is utilizing technology to **develop and distribute research** effectively. In 2008 the institution hired a Director of Institutional Research and Planning (DIRP) to coordinate and support research efforts. The DIRP works closely with technology staff to identify and meet institutional effectiveness needs. To facilitate data analysis, institutional data is now stored in a Structured Query Language (SQL) data warehouse and multiple staff have received SQL training. Research reports are made available to the campus community through the College's website and shared files available to employees within the campus network.

Over the past five years, the College has made significant strides in increasing the use of technology to **facilitate communication**. In 2006 the College Web site was redesigned, and a content management system was acquired to allow quick posting of news, emergency information, and other items of interest. Enhancements have included an online event calendar and virtual campus tours. The College's Facebook page was launched a short time later and has become an increasingly useful tool for communicating with prospective and current students. In 2009 the College began podcasting key events such as College Council meetings and budget forums to facilitate communication and information sharing. In 2010 Board of Trustees meetings also began being podcast to ensure that all employees have the opportunity to listen to the deliberations. Most recently, the institution has begun preparation for implementation of portal technology, which will provide a variety of communication tools. As an example, the Self Study Steering Committee utilized the portal to finalize the Self Study Report. The College Council also uses the portal to post minutes and other documents. (III.83, III.84, III.85, III.86)

The institution regularly evaluates its operational systems and is currently in the midst of an Enterprise Resource Planning (ERP) implementation. This endeavor, named Project VIEW, resulted from the identification of a need to replace the current student information system with a more robust enterprise application and was planned in response to recommendations listed in program reviews and other planning documents written prior to an unfunded Title III grant application in 2006. Various hardware and software changes have occurred since early 2009 to support the implementation process. Once fully launched, the ERP will include an integrated environment supporting student services, human resources, curriculum management, facility scheduling, communication, research, and reporting functions. Because of fiscal dependency on El Dorado County, the institution is currently utilizing a stand-alone Quintessential School Systems/Quintessential Control Center (QSS/QCC) accounting system. (III.87, III.83)

### Self Evaluation
The College meets this Standard. It provides technological tools to support the needs of learning, teaching, college-wide communications, research, and operational systems. It should be noted, however, that in the fall 2010 Faculty/Staff Experiences Survey, 50.9 percent disagreed or strongly disagreed that LTCC assures that technology support meets the needs of the College and its constituents. Students were more likely to agree that campus technology met their needs, with 93.4 percent of them reporting that they had adequate access to computers on campus. Over 95 percent of students agreed or strongly agreed that courses use up-to-date technology to deliver instruction. It is anticipated that Project VIEW will provide enhanced tools to support communications, research, and operations. A Faculty Technology Needs Committee was formed in 2010 to identify and address needs in the areas of learning and teaching. Within the constraints of limited funding, the College continues to adapt to the rapidly changing technology expectations of its students and employees. (III.19, III.88)

**Planning Agenda**
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.

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**STANDARD III.C.1.A.**
*Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.*

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Technology is an integral factor supporting the College's operations and effectiveness. Ongoing efforts ensure that technological resources are upgraded and enhanced to improve the College's ability to serve students, achieve operational efficiency, and provide professional support to its constituencies. The College is committed to effectively supporting student learning through technology applicable to both traditional and online learning environments.

Recognizing the need for greater **technology integration**, in 2008 the College applied for and was awarded a Title III grant from the United States Department of Education which provided two million dollars over five years for Project VIEW. After considering various alternatives, the College chose Datatel from among the organizations who responded to a Request for Bid. In early 2009 the contract was signed with Datatel, and the College began installation of the software and hardware. Training and consulting sessions took place throughout 2009 and 2010.

When the ERP is launched, the institution anticipates enhanced student support functions, a more user-friendly online schedule, portal-based instructional tools (e.g., class team sites), improved operational effectiveness, more robust communication options, expanded research capacity, and increased data analysis capability to inform decisions and link those decisions to resource allocation. (III.87, III.83, III.29)

The College continues to make steady incremental progress in **developing operational effectiveness** by implementing technology. The online registration system and faculty access system, first implemented in 2004, have been enhanced repeatedly and will soon be replaced by more robust applications in conjunction with Project VIEW. A queue line phone system was added to Admissions and Records to handle the increased call volume experienced after registration was moved to a web-based format.

Improvements also have occurred through collaboration and resource sharing across departments such as the implementation of a document imaging system in late 2007. The Laserfiche system was chosen and acquired to meet the document storage and retrieval needs of the President's Office, Admissions and Records, Human Resources, and Fiscal Services. In addition to allowing faster retrieval of documents, this technological advancement minimized the physical capacity needed for records storage. (III.74, III.7, III.89, III.29)

The College recognizes that technology planning is an ongoing process. In spring 2011, bids were solicited for conducting a technology audit. Unfortunately, the bids received were so cost prohibitive the College was unable to proceed with the audit work in summer 2011. The College, however, is in the process of identifying other means for conducting a technology audit, with the intent of developing a comprehensive technology plan in fall 2011.

The institution supports its users through both in-house and contract **technical support**. All support requests are coordinated through a centralized help desk which is accessible through the College website or by telephone. Requests are prioritized and assigned to the appropriate College employee or an external provider. Internal support is handled by members of the Computer Services staff. External providers typically assist with support beyond the expertise, capacity, or normal operational hours of the College's information technology staff. Examples include network services provided by Integral Networks and round-the-clock help desk support for online students provided by Etudes.

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The College's Media Specialist provides general support of instructional technology and assists instructors with smart classroom technology needs. The Program Technician assigned to the computer labs and lab assistants also provides support to instructors and students with the use of technology within the lab environment. The Title III Steering Committee and Project Implementation Team will be working together in the coming months to identify needs and develop a support plan to ensure that there will be sufficient technical support to meet the changing needs of faculty, staff, and students. (III.29, III.83, III.83a, III.90, III.91)

In both the local network and outsourced data center, the College strives to ensure effective **data management practices**. Procedures are in place for regular data backups which are stored in secure, off-site locations. Backup procedures were further enhanced in 2010 by providing employees with Terminal Server access, allowing files to be stored on the network rather than on individual PCs, which are not backed up regularly by users. Several security enhancements occurred during the 2008-09 academic year, including a rebuilding of the network firewall, a restructuring of network VLANs, and implementing a backup and recovery plan for the offsite data center. (III.29)

In August 2009 the Board of Trustees adopted an Acceptable Use Policy for technology upon recommendation of the College Council. This policy defines the appropriate and ethical use of College technology including provisions related to privacy and security. Access to student data is limited to employees with a legitimate educational interest in compliance with Family Educational Rights and Privacy Act regulations. Control of access to student and employee data and other security measures are being scrutinized in conjunction with the implementation of Project VIEW. (III.92, III.93, III.29)

## Self Evaluation

The College meets this Standard. It maintains an ongoing effort to utilize technology to improve student learning and institutional effectiveness. All aspects of technology, including software, hardware, facilities, services, and support are structured to meet the needs of students and employees to enhance instruction, communication, research, and operations.

## Planning Agenda

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.

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**STANDARD III.C.1.B.**
*The institution provides quality training in the effective application of its information technology to students and personnel.*

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The College offers a wide variety of training opportunities to its students and employees by utilizing traditional course offerings, external training resources, and in-house training opportunities. Course offerings and trainings are tailored to institutional needs and are designed to allow users to upgrade their skills as technology evolves. Computer classes are offered on both PC and Mac platforms through various departments at the College, including Business, Computer Applications/Office Technology, Computer and Information Sciences, and Digital Media Arts. Instruction is offered at all levels, from beginning to advanced, and is scheduled in both short-term and quarter-length formats to meet the needs of students. Curriculum is reviewed by instructional faculty on a regular cycle to ensure that students are being trained in current technology. (III.94)

Students are also encouraged to participate in training workshops offered by the College. Each quarter, the College offers Etudes workshops to help new online students navigate the primary online learning management system used at LTCC. College employees are also available upon request to assist students and provide individualized training. Lab aides and tutors assist students in the computer labs. Admissions and Records staff provide instruction in the use of

the online admission application and registration system. Student Services staff assist students with online financial aid forms and career search software. And Disability Resource Center faculty provide training to students on the use of adaptive technology. The Library is also involved in facilitating training for both employees and students. Upon request, the Director of Library and Media Services conducts library technology orientations to teach students how to effectively research using Internet resources. One-on-one training is also provided by library staff on how to use library databases and online research tools. The Media Specialist trains faculty in the use of smart classrooms, mobile computer carts, and audio/visual equipment and assists with equipment setup and troubleshooting malfunctions. (III.30, III.54, III.74, III.95)

Faculty and staff with technology expertise are also encouraged to assist with training sessions designed to share knowledge in a small group environment. An example of this training methodology was a series of Office 2007 workshops offered by a faculty member to other College employees during the spring quarter of 2010. In addition, College staff who need to upgrade skills may be provided with release time and/or tuition reimbursement to allow successful completion of computer courses which have direct application to individual work duties. The College also provided a series of over twenty, two-hour professional development workshops in 2011 focused on improving the technology skills of classified staff. (III.45, III.96)

To ensure the effective application of information technology, the College tailored its first Excellence in Teaching Workshop (see Standard III.A.5.a.) to online teaching faculty. Over the last several years, an instructional faculty member has received release time to provide training and assist online faculty with technology questions related to the institution's online courses. In 2010 the Distance Education Committee, via program review, identified a need for a distance education coordinator. The person was hired and has assumed these duties as part of providing

comprehensive support to online teaching faculty. (III.44, III.23)

The institution also uses external resources to meet training needs. During the implementation of the Laserfiche digital imaging system, and more recently the implementation of Datatel, staff have been provided with both remote and on-site training directly from the vendors. Staff have also been encouraged to participate in conferences, user groups, and listservs for these products to enhance their knowledge outside the training environment. For Project VIEW, the train-the-trainer model is being used in which power users are receiving extensive training that will allow these individuals to train staff in their own departments. This model is in progress for the most heavily impacted departments which include Computer Services, The Instruction Office, Admissions and Records, Student Services, and Human Resources.

Staff are also encouraged to participate in trainings specific to their job function. For example, staff involved with certification of Veterans' benefits have attended off-site training on the VA-Once online certification system. Faculty and staff have also been involved in online trainings provided through the California Chancellor's Office on web-based reporting, web-based curriculum submission, and other topics. Individual employees have participated in a variety of external conferences and trainings including the Etudes Summit, Datatel Users Group Conference, and the Cengage Learning Course Technology Conference. The Director of Computer Services and three programmers participated in specialized training related to Microsoft SQL Server, SharePoint, and various technical aspects of Datatel administration during the past two years. Additional training is being planned for users prior to the launch of the Colleague, WebAdvisor, and the new portal. (III.97, III.98, III.99, III.100, III.101, III.83)

Programs are encouraged to identify training needs through the program review process, and the institution continues to seek new ways to

enhance technology training for students and employees within the constraints of available funding. Particular attention is being given to the College's distance education program, which has grown substantially in the past few years. The 2010 Distance Education Program Review identified training needs for both faculty and staff. Through various initiatives, the College will continue to address these training needs and ensure that faculty, staff, and students are provided with the technological support necessary to promote student success. (III.23, III.99, III.100, III.101)

**Self Evaluation**
The College meets this Standard. Considering the competing training needs and budgetary constraints, the institution provides a balanced approach to ensure that students, faculty, and staff are appropriately trained in technology. The institution uses a variety of training methods, including in-house and external resources. The institution capitalizes on the existing expertise of faculty and staff to allow more comprehensive training than would otherwise be possible within limited resources. Training is a primary component of Project VIEW and is being provided at both the technical and end user levels. The institution has recognized a need for additional training resources in the area of online education and continues to enhance access to training related to the distance education program.

**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.*

Over the years, the College has systematically improved technological capabilities and stability to ensure that technology effectively supports instruction, student services, and operations. The institution has planned, acquired, and upgraded its technology to meet current needs. In addition to maintaining a large volume of computers across the campus, the institution's networks, servers, and other infrastructure are kept up-to-date.

Several major changes have been planned and implemented since the last self-study. In 2004 the institution modernized its registration process through the implementation of an online registration system, which significantly benefited students who were no longer tasked with waiting in long lines to enroll in classes. Students also gained the ability to access their grades, unofficial transcripts, class schedule, and account status online. In 2006 the College launched a new website redesigned to allow easier access to information. Unlike the previous site, which was not maintained directly by College staff, the new website includes a content management system that allows faculty and staff to easily change and add content to keep the site current. In 2007 a digital imaging system was acquired to allow institutional and student records to be converted to a secure, electronic format. Over the past five years, the institution also expanded its wireless network to the entire campus; upgraded the server room with new wiring, patch panels, server racks, and industrial cooling capacity; improved back-up power; implemented Active Directory; acquired a core switch; reconfigured the network architecture to increase efficiency; upgraded the firewalls; and set up all of the technology needed in the new Library building and the Tutoring and Learning Center (III.85, III.86, III.79, III.95, III.29).

As a small rural College, the institution's ability to provide state-of-the-art technology is often hindered by limited resources. The College has increasingly sought opportunities to find new funding sources to meet technology needs. As mentioned previously, in 2008 the College was awarded a Title III grant which provided funding for Project VIEW. This project is currently underway and will result in a transition to Datatel and related applications, network upgrades, hardware enhancements, and general infrastructure improvements. (III.87, III.83, III.29)

The College's rural, geographically isolated location presents some unique challenges. The local electricity grid is not as reliable as service provided in urban locations and can become even less stable during severe winter weather, resulting in unexpected power outages. The future response time in the event of a power outage is also unpredictable because of a recent change in electricity providers from Sierra Pacific to Liberty Energy as a result of the City of South Lake Tahoe's transfer of a franchise agreement. To reduce the risk of hardware damage and provide better capacity for disaster recovery, the College has upgraded its emergency backup systems. Larger capacity propane tanks were added to extend the time frame for backup air conditioning to protect servers from overheating during a power outage. A Cenic Fiber MUX UPS was installed to supply backup battery power to avoid potential damage to the MUX during power outages, which can result in breakdown of the College's Cenic Internet connection. The institution has also minimized risks related to power outages by using an off-site data center in a location with a more stable power grid. (III. 29)

## Self Evaluation
The College partially meets this Standard. It has used unique funding opportunities to maximum advantage and to promote improvement. As funding permits, the College should continue to enhance its systems, equipment, and technical infrastructure. The College recognizes the necessity of continual investment in the mainte-

nance and improvement of its technology. Standard III.C.2 contains more detailed information related to technology planning.

## Planning Agenda
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.

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**STANDARD III.C.1.D.**
*The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.*

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The use of technology has become more pervasive on campus and is vital to College operations. Faculty and staff are encouraged to explore innovative technology and to suggest potential enhancements that would lead to improvement in the quality of instruction, enhancement of the student learning experience, increased efficiency in College operations, and/or maximization of the productivity of employees.

The College maintains sufficient technology across all offices, instructional classrooms and labs, and throughout a variety of student support areas. Smart classrooms provide faculty with an instructor workstation, LCD projector, DVD, speakers, and Internet access. With full access to College applications and files through Terminal Server, smart classrooms enable teachers to employ various teaching methodologies and to enhance instruction with PowerPoint presentations, Web-based content, video, and audio.

Student and instructional resources include:

- **136** computers in **seven** instructional lab classrooms
- **Seventy-five** computers in other student support areas, such as the Disability Resource Center, Tutoring and Learning Center (inclusive of the Writing Across the Curricu-

lum Center, Math Center, and Writing Center), WebReg stations, and the Library

- **Twenty-five** smart classrooms that are equipped with an instructor computer station, projector, wall-mounted screen, and VCR/DVD player.
- **Two** additional smart rooms currently in use as the Teaching and Learning Resource Center and an employee training room for Project VIEW.
- **Eight** mobile computer stations which can be relocated on demand to any classroom to meet instructional needs
- Internet access in all classrooms and Wi-Fi access throughout the campus
- A fully-equipped High Tech Center provided through the Disability Resource Center, available to students who may benefit from using adapted technology, including features such as screen enlargement, voice activation, and voice output
- Online library catalog and databases accessible round-the-clock to support research

It should be noted that access to smart classroom facilities has increased substantially since the last Self Study was conducted in 2005. The College is committed to continuing to upgrade access to ensure that faculty can utilize technology in the classroom. (III.30, III.74, III.79, III.95, III.29)

Faculty and staff resources include:

- Desktop computers assigned or available to permanent faculty and staff
- Secure remote access to applications and files through Terminal Server
- Access to networked printers and copiers in addition to copying services provided by Reprographics
- Coordinated support through an online help desk and emergency paging system

Software applications acquired and/or supported by the institution include:

- Comprehensive student and employee information management, portal based web services, and communication tools (Datatel)
- Online access to registration functions, schedule of classes, unofficial transcripts, and other student services (Datatel)
- Digital imaging system (Laserfiche)
- Scheduling software used to track counseling appointments and interactions (SARSGrid)
- Student ID card and attendance tracking system
- Accounting system integrated with the County Office of Education (QSS/QCC)
- Online admission application (CCCApply)
- Online course management systems (Etudes, Moodle, et al.)
- Curriculum management system (CMS)
- Automated library system (Voyager)
- Productivity software (Microsoft Office)
- Career search software which facilitates exploration of careers to meet student interests, abilities, and values (DISCOVER)
- Discipline-specific instructional software such as After Effects (Digital Media Arts), ArcView (Geography/GIS), SPSS (Psychology), and Power Japanese (World Languages).
- Help desk software
- EMS facility scheduling database
- Assessment tracking database (TracDat)
- Analysis and Reporting Applications: Business Objects Reporting

Since the College initially embarked on building a distance education program, Etudes-NG has been used as the primary online course management platform. The non-profit organization that sponsors Etudes takes a comprehensive approach to distance education by providing the course management system, help desk support, and training for faculty in the use of Etudes. While this primary platform is widely used, instructors are also able to use other applications tailored to the needs of their courses. Hybrid courses are often designed to include discipline-

specific software, such as mathematics software. Special attention has also focused on instructional technology for online courses through the curriculum process, which includes the identification of the platform, the description of how technology will be used to facilitate effective interaction with students, and the compliance requirements related to accessibility. (III.23)

**Self Evaluation**

The College meets this Standard. Technology is utilized throughout the campus, and many applications are also available to faculty, staff, and students from off-site via the Internet. In the fall 2010 Student Experience Survey, 93.4 percent of students indicated that there was adequate access to computers on campus to meet student needs and support learning. Through the ongoing work associated with Project VIEW, the College's technology resources are being systematically assessed to identify needs, plan for enhancements, and develop systems that enable the institution to operate effectively. The integrated focus provides a framework for ensuring that new acquisitions and upgrades combine seamlessly with existing applications. (III.88, III.29)

**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.*

Technology planning is integrated with institutional and programmatic planning structures at the College. On an institutional level, one example of this integration is Project VIEW which was begun in response to a strategic objective outlined in the 2009-2013 Strategic Plan and reflective of the long-range needs described in the 2005 Technology Master Plan. Assessment and planning leading to institutional improve-

ment are also demonstrated through Project VIEW's systematic evaluation of the College's hardware, software, and network resources designed to maximize effectiveness, minimize cost, and foster a sustainable technology infrastructure. Comprehensive technological assessment has been accomplished through a combination of College employees (e.g., Project Manager, System Integration staff), vendors, and external consultants. At the programmatic level, each program is asked to identify technology needs during the program review process. These needs, along with other programmatic information, are presented in summary form to the College Council and the Board of Trustees to increase awareness of technology needs and to allow appropriate consideration during budget and planning discussions. (III.87, III.102, III.36, III.83, III.29)

Project VIEW and other technology initiatives received varying levels of senior-level sponsorship and attention between 2008 and 2010 due to significant administrative turnover during this time period. By 2010, consequently, these technology initiatives were being implemented without broad-based constituent understanding and input. A truncated program review of the process identified the need to redirect efforts to achieve ERP and other technology needs and to assure that funds were allocated wisely. The staff changes that resulted included the realignment of the Computer Services Department, with the director's reporting to the Superintendent/President. Planning, including benchmarks, and budgeting became focused, and communications throughout the campus improved. Further, through this and other processes the College identified a more urgent need to revise its technology plan in order to address proactively the emerging needs associated with supporting a comprehensive ERP system.

Budget managers are encouraged to identify technology needs in their annual budget proposals. Instructional faculty, in particular, are asked to identify the budgetary allocation needed to license instructional software based on

their intended course offerings for the following academic year. This integration of budget, technology, and instructional planning ensures that faculty and students have access to appropriate educational tools. Student support services and operational areas are also encouraged to identify technology needs and license requirements.

The integration of budget and planning for technology can also be seen in the 2009-10 Budget Assumptions and Goals used as a foundation for development of the budget for fiscal year 2010-11. The technology goal statement explains that the College will continue efforts started in the prior year to improve and expand the use of technology and network services on campus, including implementation of Project VIEW and re-organization of IT resources. Technology priorities also include expanding the online infrastructure for students and instructors, support for new and expanding instructional programs, continued implementation of document imaging, replacement of an aging telephone system, and expanding wireless services for students (III.103)

The College continues to plan and provide budgetary support for these initiatives and seeks regular input from its constituencies through a variety of committees and other groups. The collaboration that occurs allows the institution to assess needs, improve systems, and resolve issues. Some of the groups involved in the technology dialogue include the following:

**The Project Implementation Team** is currently taking the lead role in the implementation of aspects related to Project VIEW. (III.83, III.90)

**A Title III Steering Committee**, including administrators, faculty, and staff, was formed to provide a general vision for the project, encourage communication, and make recommendations regarding issues which cross departmental or constituent boundaries. (III.83, III.91)

**A Distance Education Advisory Committee** was formed in Fall 2010 to implement the recommendations contained in the Distance Educa-

tion Program Review. Based on the recommendations of the Committee, A Distance Education Coordinator was hired in spring 2011 and now chairs this committee. (III.23, III.80, III.104a)

**A Faculty Distance Education Committee** was formed in 2010-11 to develop and maintain standards of quality for the design and delivery of online course curriculum. (III.104)

**The Technology Advisory Committee** had been meeting to foster dialogue about technology initiatives across constituencies. It was replaced by the Title III Steering Committee and a Faculty Technology Needs Committee.

**Faculty Technology Needs Committee**, a subcommittee of the Academic Senate, was formed during the 2010-11 academic year. The purpose of the committee is to focus on instructional technology and other needs specific to teaching and learning. (III.104b)

**The Website Advisory Committee** focuses on upgrades to the design and functionality of the College website.

**The Automated Registration Committee and the Computer Services/Admissions and Records Committee** were originally designed to plan, develop, and resolve issues related to technology used to facilitate admissions, enrollment, record processing, degree audit, and reporting. These committees met regularly prior to the beginning of Project VIEW, but are currently on hold as these same topics are being addressed by the Title III Steering Committee in coordination with departmental staff. It is planned that the committees will become fully operational again after the launch of Project VIEW.

While neither the **Academic Senate nor the College Council** is a governance group solely devoted to technology, both entities have an interest in ensuring that technology supports the instructional and organizational needs of the institution. Technology reports are a standing item on the Academic Senate agendas, and technology reports are made to College Council as

needed to inform budget and planning recommendations. (III.104b, III.104c)

While the College has a variety of solid planning structures and committees in place, it needs to improve its mechanisms for assessing and prioritizing technology enhancement requests moving forward. In addition, the implementation of Project VIEW invites the College to create a 21st century vision for its learning environments from a technology perspective.

A comprehensive revision to the 2005 Technology Master Plan will move the College toward the creation of such a vision. Once completed, the plan will align with other institutional planning documents such as the Strategic Plan, Educational Master Plan, program reviews, and incorporate input from campus committees. The plan will provide an overview of the College's technology infrastructure and equipment to assist the institution in identifying needs, assess effectiveness, and plan for future technology improvements. Because of the extensive scope of Project VIEW, the project charter has also been serving as a comprehensive planning document and includes detailed information about technological objectives, planning structures, resource allocation, timelines, and project scope. (III.104, III.36a, III.29, III.87, III.83)

### Self Evaluation

The College partially meets this Standard. As a small college with limited resources, LTCC integrates technology and institutional planning to maintain the necessary technological environment to support instructional and operational needs. The Title III grant initiative (Project VIEW) has supplemented inadequate funding to provide additional capabilities through the acquisition of a comprehensive ERP system. The College has ensured that the planning and acquisition of necessary technology infrastructure was included within the scope of Project VIEW. Since the grant was awarded in 2008, the College has continuously assessed and made improvements to the technological capabilities available to faculty, staff, and students.

### Planning Agenda

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.

Notes:

Financial planning at the College is guided by the mission and directed by goals established in the *Educational Master Plan* (*EMP*), *Strategic Plan*, and program review documents. Those planning processes at the College are also guided by the mission. During the annual budgeting process, departments and programs align requests with their most recent program review as well as strategic goals. Administrators consider the needs of multiple departments and programs, grounded in planning and guided by the mission, and make recommendations for prioritization of funding allocation. Ultimately, the College Council, in its participatory governance role of overseeing the budget, ensures that strategic goals and objectives are taken into account before a budget is finally recommended for adoption. (III.29, III.36, III.36a III.105, III.105a, III.106)

The College'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 the *Strategic Plan* and involves the participation of Board members, administrators, faculty, students, and staff. The review also happens 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 it reviews and subsequently adopts the budget. (III.105a, III.107)

In response to State budget difficulties, a new budget process was introduced in fiscal year 2009-10. The College moved to a modified zero-based budget development that required departments to support budget request for amounts above permanent staffing needs. The purpose for the new budget system was to allow for a thorough review of the College's budget priorities in order to ensure alignment with the mission and planning as the College made necessary reductions. The success of these modifications, in tandem with the implementation of improvements to the annual planning and resource allocation process, should allow the College to move away from the modified zero-based budgeting process, return to incremental budgeting, and re-establish base budgets for fiscal year 2012-13. These processes will be discussed through the College's governance bodies as appropriate. (III.105a)

All budget-building documents and budget change proposals require that the requested budget item be tied to the *Strategic Plan* and/or a program review. Because the budget planning and review process is an annual event, the College Planning Council (CPC) has recommended revisions to the program review process. These revisions will incorporate a formal annual update and unit planning component to program review to better focus institutional efforts, direct resource allocation, and facilitate improved evaluation of funded initiatives and activities. The budget goals and assumptions document requires one or more goals from the *Strategic Plan* to support requests, thus ensuring a strong link between financial planning and institutional planning. The conceptual relations between planning and resource allocation are delineated in the College's *Guide to Integrated Planning*. (III.105, III.107, III.108)

# Standard III

## Self Evaluation

The College meets this Standard. The College consistently relies upon its mission and goals as the foundation for its financial planning.

## Planning Agenda

None

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### STANDARD III.D.1.B.

*Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*

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Institutional planning is an on-going process and is evident in meetings with the faculty, classified staff, administrators, the College Council, and the Board of Trustees. Along with this process, financial planning is used at all levels of the College. At the departmental level, program reviews are used to develop and support annual budget requests. The administration evaluates the requests to determine their priority and alignment with the goals of the *Strategic Plan*. All financial goals are reviewed annually, and with the input of all levels of the College, these goals are reviewed and modified when needed to mirror any changes in priorities and funding availability. The Budget Assumptions and Goals document is disseminated to the campus community very early in the budget development process and is updated as more information is gathered throughout the year. This document describes the current financial environment both statewide and locally, and states which priorities are being considered. Budget goals are initially developed by the administration each year. College Council then reviews these goals, requests any necessary changes and/or clarifications, and recommends the budget to the Board of Trustees via the President. (III.105, III.103, III.110, III.111)

Institutional planning is impacted significantly by the enrollment apportionment income and other revenue streams each fiscal year. This, in turn, affects the College's budget decision-making process, including any borrowing and short-term cash decisions. After three years of declining enrollment, the number of FTES has increased since 2006-07 to hit record numbers during 2010-11. Despite some funding growth related to these FTES, revenue has not been sufficient to fund every priority. Planning and forecasting future revenues requires the College to remain vigilant and set priorities consistent with its mission.

Institutional and financial planning are informed by understanding the relationship between higher education and the state economy. The College has had a strong increase in the number of enrolled FTES since the fiscal year 2006-2007, which, under normal conditions, would result in funding increases. In 2009-10, there was 121 FTES (6.25%) increase to the previous year's funded enrollment 1,935 FTES. The enrollment level funded during this year, however, was 1,835 FTES. Based on the availability of growth funding the College is currently predicting an increase to 1,890 FTES (funded) in 2010-11, which will affect funding and budgetary decisions.

As a result of educational master and strategic planning, the College identified revenue diversification as a priority. In this regard, a Community Education Coordinator position was created and approved by the Board of Trustees. This fee-based program will serve a student and community population who may not be interested in credit-based courses and programs. A business model will provide the framework. Foundation support, while minimal, is encouraged and supports the Community Education Initiative and some services in the Tutoring and Learning Center. The Federal TRIO-SSS Program grant represents a new funding source to support student success. Each of these initiatives reflects planning priorities and shows promise to diversity further, existing revenue streams. (III.29, III.36a, III.112)

## Self Evaluation

The College meets this Standard. Institutional planning involves an in-depth assessment of financial resource availability. Communications from the System Office of the California Chancellor's Office related to apportionment calculation and funding are conveyed to all levels of the College during the budget process. These com-

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# Standard III

munications drive the budget goals and assumptions that are also conveyed. The College Council holds several meetings each year to discuss expenditure allocations for each program. Ultimately, the College Council recommends a budget to the President and by extension, the Board of Trustees.

Upon evaluation of the current fiscal environment, the budget goals presented for 2010-11 included the following items:

- To maintain the unrestricted contingency reserve fund at the current 7 percent amount.
- To build a conservative budget with expenditures and categorical expenses reduced by over $1 million year over year.
- To offer voluntary, unpaid furloughs to all regular full-time and part-time personnel.

Further examples of planning based upon realistic assessments of available resources for 2011-12 are that there were no salary increases budgeted for the staff, all step and column increases were allowed, and the health and welfare benefits have been maintained.

**Planning Agenda**
None

**STANDARD III.D.1.C.**
*When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.*

The College demonstrates the evaluation of its long-term financial planning and priorities through its educational master planning processes and through updating planning documents such as the *Five-Year Capital Outlay Plan*. The institution's capacity to meet its short- and long-term obligations through careful distribution and use of resources is consistently noted in the annual independent auditor's report. (III.29, III.56, III.124, III.125, III.126)

As observed in the last Accreditation Self-Study and as continues to be the case, the College has

few long-term liabilities. Lease revenue bonds were issued by the College in 2006 to help construct a new library and the Tutoring and Learning Center. The payments follow a set schedule. In each fiscal year, principal payments are met first, and interest payments are made second. Other long-term liabilities include a capital lease involving the College copier machines, compensated absence liability, faculty load banking, and early retirement incentives. Sick leave and vacation pay are controlled through a limit on maximum accrual.

The potential liability of retiree health benefits becoming significant over time led to the Governmental Accounting Standards Board (GASB) issuing statement GASB 45 to address this issue. Districts now must conduct an audit of their Other Post-Employment Benefits (OPEB) liability every four years and record a portion of the calculated liability as a long-term liability. The College has limited, long-term health benefit liabilities, as these apply to a very select group and are approved on a case-by-case basis by the Board of Trustees. When the Board approves a retiree benefit, the cost is captured in the current operational budget. Therefore, the GASB 45 liability requirement has very little impact on the College. Retiree health benefits are manageable and are funded annually as part of the budget. Additionally, the College became a member of a joint powers authority (JPA) in 2004-05, which provides the investment mechanism to fully fund this future liability.

According to Board Policy, separate restricted reserve accounts have been set up for deferred maintenance of buildings and grounds, redevelopment, new infrastructure projects, and the replacement of aging equipment. These improvements are handled on a cash basis. Also according to Board Policy, a self-insurance reserve is maintained each year in a separate fund. The Board has a mandated a 7 percent reserve, and the College has Board-approved capital reserves. (III.1, III.113, III.114)

**Self Evaluation**
The College meets this Standard. The independent auditor's reports that are issued annually after audit field work is completed have always

contained an unqualified opinion and have not stated any advisory comments in the areas of recording liabilities. The campus buildings are twenty-two years old and will eventually need repairs. Once developed, the updated Facilities Master Plan will detail the repair needs and will show the development of a plan to fix these repair items. Instructional equipment and deferred maintenance monies that previously had been funded by the state have been suspended. The College has identified the need to set aside funds for the purpose of replacing and refurbishing equipment and buildings. With the addition of GASB 45, new governmental financial reporting standards will require dedicating funds to a restricted account to meet future needs for the health benefits for retirees. The College has joined a retiree health benefit joint powers authority and expects to begin contributing to this fund in the future.

### Planning Agenda
The College will examine ways to assure its capital investments are maintained either through reserves when funds are available or through a local bond.

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**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.*

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Section 7.02 of Board of Trustees Policy defines the guidelines and processes for planning and preparing the annual budget. These budget guidelines and processes are implemented by the Business Services Department of the College. The Business Services Department is instrumental in the development of the annual Budget Assumptions and Goals document and the Budget Calendar. The Budget Calendar details the timeline for each budget activity and who is responsible for completing those activities. These documents are presented to the College Council, which recommends their approval to the Superintendent/President, who subsequently makes a recommendation to the Board of Trustees for final consideration and approval. The goals and assumptions are integrated into the budget process according to Board Policy Section 7.02. (III.103, III.115, III.116, III.117)

During each annual budget process, the approved documents are distributed to each budget manager along with guidelines for budget development. The Business Services Department conducts budget workshops and meetings to inform and guide program and departmental budget managers through that year's budget process. Each budget manager and supervisor is involved in the institutional planning aspect of the annual budget by prioritizing departmental goals and then developing the departmental budgets. Ultimately, the program's supervisor will approve and submit the preliminary version of the budget to Business Services. (III.118)

The Business Services Department accumulates the individual program budgets and estimates the revenue sources for the upcoming year. These budgets are summarized into a College budget and presented to the administrative team. After a series of meetings, the administrative recommendation for the budget is developed from the meetings and is presented to the College Council. The College Council reviews and discusses the administrative recommendation. When the Council agrees on a tentative budget, the Council will then recommend to the Superintendent/President that the budget be presented to the Board of Trustees. The Superintendent/President presents a version of the tentative budget to the Board of Trustees as an action item. This version could be a combination of what College Council recommended and what the Superintendent/ President recommends. The Board of Trustees takes action and must approve a version of the tentative budget by law on or before June 30, to be allowed to expend on the budget for the new fiscal year, which begins July 1. (III.119, III.120)

Between the time of approval of the tentative budget and the approval of the final budget, any significant funding changes from the original estimates (resulting from the adoption of the California State budget or changes in expenditures from the original tentative budget) are pre-

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sented to the College Council for its recommendation to the Superintendent/President, who then presents and recommends a final budget to the Board of Trustees for approval. (III.121, III.108)

**Self Evaluation**
The College meets this Standard. According to the fall 2010 Faculty/Staff Experiences Survey, over half of the respondents either agreed or strongly agreed that they exercise a sufficient voice in College policies, planning and budget, with 11.7 percent of the respondents not knowing or having an opinion on the matter. The College is in compliance with the California Chancellor's Office and with the independent auditors with respect to the timing of the approved budget each year. There is a clearly defined budget process and a set of budget procedures that are published in the *Board Policy Manual*. These processes and procedures are carried out by the Business Services Department, and the information to produce a timely budget is conveyed to all areas of the College in formal meetings. All budget managers are expected to participate in the budget process. The College conducts budget workshops and meetings to train and help the budget managers and supervisors with the annual budget process. The College Council ultimately considers and recommends the budget to the Superintendent/President and then to the Board of Trustees. (III.19, III.1)

**Planning Agenda**
None

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**STANDARD III.D.2.**
*To assure 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.*

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The financial management system, which includes the systems for accounting (general ledger) and budgeting, currently is part of the El Dorado County Office of Education's financial management system. The system that houses all

College financial information is QSS/QCC. The College does not have fiscal independence nor fiscal accountability from the County of El Dorado, which means El Dorado County controls the financial systems and completes financial processing on behalf of the College in certain areas. (III.135a)

The College transmits batch requests for accounts payable, payroll, and financial aid checks to the El Dorado County Offices for processing. Once the checks are printed and bound, they are couriered to the Fiscal Services department at the College for verification and distribution. El Dorado County also books certain journal entries and communicates with the College accountants when the entries are completed.

Each Fiscal Services department employee understands how to use the QCC financial system and can process all accounting transactions through the system. All other non-Fiscal College staff have rights to access information from the QCC financial system, either from their personal computers or by requesting report information from Fiscal Services. Only Fiscal Services staff can process entries through the general ledger. All other staff have report-only functionality.

All deposits into the El Dorado County Treasurer's account are made by the County. The journal entries related to these deposits are also made by the County. This information is widely disseminated throughout the College when it is required for sound financial planning and decision-making. Recent audits clearly suggest that the College's finances are managed well and recorded appropriately, and that information is available in a timely manner. (III.124, III.125, III.126)

**Self Evaluation**
The College meets this Standard. The financial management system of the College is controlled at the El Dorado County Office of Education. It is a collaborative effort between the County and the College in terms of warrant processing and accounting input to the general ledger.

**Planning Agenda**
None

# Standard III

As per California Education Code and the Board of Trustees policies the Board of Trustees ultimately approves all changes to the budget, warrants processed as payables or payroll, accounting expense changes between major object codes, and transfers from reserve accounts. This serves as a check and balance with the processing that occurs at the Fiscal Services level. (III.1)

An annual independent audit is performed on all College funds. The independent auditors review and test the College's internal controls over all College resources, including proper segregation of duties, and give an opinion on the financial statements for material misstatement and compliance with all state and federal laws. Any issues of non-compliance discovered during the course of the audit are included in the annual independent auditor's report, as are any recommendations for strengthening internal controls and processes. The issues are reviewed again in the subsequent year to report corrective actions taken by the College and to ensure compliance.

The previous two years of audit reports reveal no major non-compliance issues to state and federal laws. Additionally, the College's financial statements were free of material misstatement and, in the auditors' opinion, were fairly stated in all material respects in relation to the basic financial statements as a whole. There was one advisory comment on state compliance related to FTES calculation and two comments involving areas of internal control over financial reporting and its operation. None of these items were considered to be material weaknesses. Action plans have been established and implemented to address these advisory comments.

Prior to the last two audits, one material weakness related to the untimely completion of a federal and state entitlement report was noted. This material weakness, noted in the audit report for the fiscal year that ended 30 June 2008, was conveyed to the Board of Trustees, as was an implementation plan for its correction at a later meeting. (III.122)

The outside auditors give a presentation to the Board of Trustees at an annual meeting where they review their recommendations and any actions that need to be taken. Recommendations are addressed upon receipt of the audit report in collaboration with appropriate departmental managers and administrators. (III.123, III.124, III.125, III.126)

The College will continue to communicate in a timely manner to department heads, administrators, and the Board of Trustees regarding all audit recommendations. Action plans are formulated immediately when a comment published by the auditors is agreed to by the Business Services Department and the Audit Committee of the College.

**Self Evaluation**
The College meets this Standard.

**Planning Agenda**
None

Financial information is developed and displayed in several publications used by the College, including the annual budget, the *Strategic Plan*, program reviews, requested departmental budget reports, quarterly financial statements, the independent auditor's report, and the California State Chancellor's Office CCFS-311 report. Each report is distributed or can be accessed in a timely manner. (III.127, III.36, III.36a, III.128, III.129, III.126, III.130, III.131)

All of these College documents can be obtained by the public or any individual within the institution. All budget documents are developed in accordance with the annual planning and budget calendar and are presented with the Budget Assumptions and Goals to ensure timeliness of the information and compliance with state law and Board Policy. Regular updates regarding both budget development and any revisions to the budget are provided to the College community through public hearings and public reviews, the annual state of the College address, and through the College Council and Board meetings. All of these venues are open and available (including through podcast) to the general public and to all institutional employees. The minutes of each of the meetings display the attendees. (III.132, III.133, III.134)

The financial statements and condition of all College funds are presented to the Audit Committee and then to the entire Board of Trustees within forty-five days of the end of each fiscal quarter. In addition, periodic departmental budget reports are distributed to budget managers for their review and planning. All budget managers have access to budget reports from their computers, as the County financial system is available to anyone involved in the budget process. These budget managers and their supervisors are responsible for communicating budget-related matters and developing, implementing, and maintaining the departmental budget.

According to the fall 2010 Faculty/Staff Experiences Survey, over 61 percent of the respondents agreed or strongly agreed with the statement that LTCC provides the financial information needed to be effective in their position. Over 14 percent of the respondents did not know or did not answer the question. (III.19)

**Self Evaluation**
The College meets this Standard. Appropriate financial information that originates from and is approved by the Business Services Department is available and disseminated throughout the College.

**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.*

The El Dorado County Treasurer holds the majority of College cash and invests the funds in short-term securities according to the El Dorado County Investment Policy. The College has the ability to access the cash held with the County Treasurer and the funds in the investment accounts. Additionally, it can receive funds from other sources such as TRANS (Tax Revenue Anticipation Notes), which allow a District to borrow against future tax revenues from private lending institutions and through short-term loans from the El Dorado County Office of Education.

The College maintains property insurance through the Statewide Association of Community Colleges. The College policy includes $25 million of coverage liability per occurrence; $24 million of excess liability in annual aggregates; $60,750,000 of excess liability in term aggregates; and $250 million of property coverage per occurrence. Additionally, the College has self-insurance reserves at approximately $60,000 to cover smaller claims that are outside of the insurance coverage and the deductible amounts. (III.135a, III.135)

Section 7.02 of Board Policy requires the adopted budget to include a contingency reserve to protect the College's financial security when anticipated revenues are not realized and/or unanticipated expenses are encountered during the fiscal year. It further dictates that this reserve be set at no less than 7 percent of the College's current obligations. The College has also set up other restricted reserves in many College funds, such as a bookstore reserve to purchase bookstore inventory if the current contract with the outside vendor is terminated, and the Operational Reserve, which was set up for any adverse budget situations. As previously stated, all reserves are set up for the anticipation of unforeseen occurrences and to provide sound fiscal planning for known occurrences. (III.1)

# Standard III

**Self Evaluation**

The College meets this Standard. The College has maintained a 7 percent contingency reserve for the previous three years. Since the 2004-2005 Self Study, it has exceeded a 5 percent contingency reserve. Currently the contingency reserve is approximately 10 percent of the College's current operating budget. The College, through Board Policy, will continue to monitor reserves and work with the El Dorado County Superintendent of Schools to assure sufficient cash reserves and cash flow.

**Planning Agenda**

None

**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.*

Oversight of College finances is demonstrated by the effective segregation of duties. The Board of Trustees assigns the ultimate responsibility for fiscal stability to the Superintendent/President. The Business Services Department has the responsibility for the administration of College finances. The Director of Fiscal Services is responsible for day-to-day financial oversight. Each institutional program has a budget manager and a supervisor responsible for the control of specific departmental budgets.

Externally funded programs are assigned a unique program code, which follows the coding structure from the *Budget Accounting Manual* released by the Chancellor's Office. The activities are monitored and maintained separately in the College's accounting records. The College also accounts for auxiliary funds related to financial aid, the Child Development Center, debt service, self-insurance, capital projects, and student clubs. The Foundation is accounted for in a separate set of financial records that is consolidated with the College's records for external audit purposes.

The Board of Trustees' Audit Committee reviews financial statements on a quarterly basis and audit reports annually, which are subsequently reviewed by the entire Board of Trustees. An independent audit firm provides an audit opinion on all of the College accounting and reporting, consolidated with the Foundation. (III.132)

The Foundation Board of Directors has a separate Finance Committee that monitors funding. Cash and investment reports with all balance sheet items are presented to the Audit Committee and the Board of Trustees on a quarterly basis. The Foundation endowment is managed by an external professional investment firm under the guidance of the Foundation's Finance Committee. (III.136, III.137).

The Business Services Department has distinct responsibilities in the accounting and reporting areas that provide proper separation of duties and strong internal controls consistent with sound fiscal practices. Any contractual relationships are approved by the authority of the Superintendent/President. The contracts are reviewed by the Vice President of Business Services, who also approves all purchases made by the College. All contracts require approval by the Board of Trustees, and the contracts must be set up following proper procedures of both Board Policy and the Education and other applicable regulatory Codes of California.

**Self Evaluation**

The College meets this Standard.

**Planning Agenda**

None

# Standard III

**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.*

All College resources are utilized with integrity and support the College's mission, strategic plans, and overall institutional goals. The College's mission and goals are the basis for fund-raising activities and guide the utilization of financial resources associated with all unrestricted general fund and categorical programs. The Foundation Director reports directly to the College Superintendent/President and provides weekly reports on fund-raising activities which, almost exclusively, support scholarships and instructional activities.

All grant writing, fundraising, and Foundation activities are conducted in a manner consistent with the mission of the College, which states that the College is committed to fostering innovation and sustainable practices that contribute to student success, verified by a process of assessment and supported by integrated planning and resource allocation.

As an example, the College's two major federal grants, TRIO and Title III, support the mission, serve students, and facilitate the learning process. Other smaller grants and activities, such as a recent NASA activity, provide students and faculty with unique learning opportunities consistent with the mission.

College financial goals are set during the planning process each fiscal year. They are updated each year based upon the current environment of the College. These goals serve as a catalyst for auxiliary and fundraising activities. The College Foundation provides direct assistance to students through scholarships, book stipends, 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 Writers' Series and has recently supported the development of a College book loan program

that directly supports student learning. Foundation fundraising activities are conducted with integrity and support the missions of both the Foundation and the College. (III.138)

**Self Evaluation**
The College meets this Standard.

**Planning Agenda**
None.

**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.*

Section 7.06 of the *Board Policy Manual* dictates proper procedures for negotiating and executing College contractual agreements. 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. (III.1)

Before entering into any contract, the Superintendent/President or the Vice President of Business Services reviews said contract for consistency with the College'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 to the Board of Trustees for approval prior to execution, as appropriate. All contractual agreements are signed by the Superintendent/President and are reviewed and maintained by the Vice President of Business Services.

**Self Evaluation**
The College meets this Standard. All contracts entered into by the College are handled in a manner consistent with public codes and local Board Policy and procedures. All contract over-

sight is conducted by the Business Services Department. The College attorney reviews contracts when necessary, and all contracts can be scrutinized by the College's independent audit firm. As part of a recent truncated program review associated with the ERP implementation, it was determined that some services were not under appropriate contract. This issue was remedied immediately.

**Planning Agenda**
None

### STANDARD III.D.2.G.
*The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.*

The financial management process of the College is regularly evaluated by the Business Services Department through program review, the Board of Trustees, the Audit Committee, the Chancellor's Office, and by contracted auditors on an annual basis. Improvements are on-going with monthly reports focusing on year-to-date expenditures, analysis of areas of concern, and the linkage of expenditures with College planning.

Purchase requisitions are approved by the appropriate administrator or director only after assuring the existence of available funds and an appropriate budget for the requisition. In most cases, the requisition becomes a purchase order and is forwarded to the Accounts Payable Technician for payment when the invoice is received.

Quarterly financial statements are made available to the administrative team, the Board of Trustees, and the Audit Committee. The quarterly financial status report (CCFS-311Q report) is sent to the California Chancellor's Office each fiscal quarter. This report includes prior year comparisons as well as year-to-date comparisons of expenditures and revenues for each College fund. (III.128, III.129)

The Audit Committee, including two members of the Board of Trustees, meets quarterly to review the quarterly financial reports, audit reports, and investment reports. Additionally, it participates in other matters that pertain to fiscal policies of the College, including any decision-making related to a change to the financial reporting systems.

The College receives an annual independent audit with a written report of the audit findings. Recommendations are evaluated and incorporated into the financial management process. The audit report highlights any identified weaknesses in the financial reporting systems. The College has received no comments stating weaknesses in these systems. (III.124, III.125, III.126, III.139)

**Self Evaluation**
The College meets this Standard.

**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.*

Financial resources of the College are measured and reported through several avenues during the fiscal year. The budget, which involves planning at all levels throughout the College, is an annual process and contains input from a range of employees, from staff to administrators. The College Council hears formal presentations on both the tentative and final budgets and then makes a recommendation to the Superintendent/President who presents the tentative budget to the Board of Trustees for approval. The public is invited to comment on any fiscal item in the budget, though this seldom occurs. Financial information is presented formally on a quarterly basis to the Audit Committee and to the Board of Trustees. Financial information can be disseminated more quickly if any person within the College requests the information.

Financial information helps all College decision-makers assess the use of the resources on campus systematically to see if they are effective and efficient in meeting the goals and plans of the College. The results of the financial reports produced are used at the program level during program budget meetings, and they are presented through campus-wide budget meetings of the College Council and the Board of Trustees to make decisions of improvement in the fiscal areas.

**Self Evaluation**

The College meets this Standard. The budget development process and the financial reporting abilities within the College allow for proper assessment of the effectiveness of the College's financial resources and whether changes should be made to reflect the economic environment or planning direction of the College. During the recent macro-economic downturn, the College has been able to adjust financial resources, and thereby meet the increased enrollment demand caused by this downturn.

**Planning Agenda**

None

Notes:

**STANDARD III EVIDENCE**

| | |
|---|---|
| III.1 | Board of Trustees Policy Manual, 2009-11 |
| III.1a | Job Announcement for Full-Time Faculty Member (Example) |
| III.1b | Screening Criteria for Full-Time Faculty Member (Example) |
| III.2 | Faculty Hiring Committee Information Handbook (2005 Edition) |
| III.3 | Faculty Interview Questions - Example from Most Recent Hiring Process |
| III.4 | Board of Trustee Meeting Minutes, 12 May 2009 (Equivalency Policy Approval) |
| III.5 | Lake Tahoe Community College Minimum Qualifications and Faculty Service Areas |
| III.6 | Draft of CEA Classified Hiring Policy |
| III.7 | Human Resources Program Review, 2007 |
| III.8 | Agreement between the Board of Trustees and the LTCC Faculty Association, 2008-09 |
| III.9 | Article 11 (Evaluation Section) of the Faculty Contract (III.8) |
| III.10 | Faculty Evaluation - Tenure Review and Tenured Faculty Evaluation Processes and Forms |
| III.11 | Faculty Negotiation Meeting Minutes, 11 March 2011 |
| III.12 | Student Course Evaluation Document |
| III.13 | Performance Evaluation for Classified Staff, 2010-11 |
| III.14 | Administrator Evaluation Survey, 2011 |
| III.15 | Classified Employees Handbook, 2010-11 |
| III.16 | Fulltime Faculty Handbook, 2009-10 |
| III.17 | Adjunct Faculty Handbook, 2010-11 |
| III.18 | American Association of University Professors' Statement on Professional Ethics |
| III.19 | Faculty-Staff Experience Survey, fall 2010 |
| III.20 | 2009 Midterm Accreditation Report |
| III.21 | Full Time Faculty Obligation (Description and College Specific Data) |
| III.22 | California Com. College Data Mart - Staff Distribution by Category, Fall 2010 |
| III.23 | Distance Education Program Review, 2010 |
| III.24 | Financial Aid, EOP&S and CARE Program Review, 2008 |
| III.25 | Child Development Center Program Review, 2008 |
| III.26 | Culinary Arts Program Review, 2010 |
| III.27 | Lake Tahoe Community College Organizational Charts, Spring 2011 |
| III.28 | History of Staff Position Changes, Losses and Gains since 2004 |
| III.29 | The Educational Master Plan (EMP) 2011-2017 |
| III.30 | College Catalog, 2010-11 |
| III.31 | EEO Training for Hiring Committee Members, 2011 |
| III.32 | Writer's Series Announcements |
| III.33 | State Chancellor's Office, MIS Submission on LTCC Staff Demographics |
| III.34 | Keenan Safeschools On-line Training for LTCC |
| III.35 | Operating Principles, 2010-2011 |
| III.36 | Strategic Plan 2009-13 |
| III36.a | Strategic Plan 2011-2017 |
| III.37 | Faculty Professional Development Leave Application Materials |
| III.38 | Faculty Professional Development Leave, Example of Application and Report, 2010-11 |
| III.39 | College Council Minutes, 4 November 2010 (Approval of Faculty & Staff PD Funding) |
| III.40 | Board of Trustees Minutes and Agenda Attachment (Faculty/Staff Professional Development) |
| III.41 | Faculty Professional Development Committee Meeting Minutes and Agendas, 2010-11 |
| III.42 | Faculty Professional Development Program Application Form, 2010-11 |
| III.43 | Faculty Professional Development Committee Approval List for 2010-11 |
| III.44 | Overview of Excellence in Teaching Workshop, spring 2011 |
| III.45 | Roster from Technology Training Series_2010-11 |

III.46  Email Communication Related to Technology Training Survey Results
III.47  Examples of Board of Trustee Meeting Minutes Highlighting PDL Presentations
III.48  Examples of Faculty Flex Proposals and Reports
III.49  Classified Staff Performance Self-Evaluation Form
III.50  Classified Staff Performance Manager Evaluation Form
III.51  Example of Classified Position Proposal
III.52  Faculty Hiring Prioritization Documentation
III.53  Tahoe Parent Nursery School Description and Parental Requirements
III.54  Schedule of Classes, Fall 2011 (Location Information)
III.55  Maintenance and Operations Program Review, 2005
III.56  Five Year Capital Outlay Plan 2012-16
III.57  Executive Summary, Admission and Records Prog. Review, Renovation of Physical Space
III.58  Safety Committee Meeting Minutes, 30 November 2010 (Example)
III.59  Emergency Response Team and Building Monitors, 2011
III.60  Faculty Roster Safety Form, 2011
III.61  Memorandum of Understanding, Barton Memorial Hospital
III.62  Injury and Illness Prevention Plan
III.63  Child Development Center Staff Training Module
III.64  Blood Borne Pathogen Plan
III.65  Hazardous Materials Communication Program Plan
III.66  Integrated Pest Management Plan
III.67  Voluntary Respirator Protection Plan
III.68  Emergency Procedure Flip Charts
III.69  Maintenance Form (Sample on-line help desk request)
III.70  Incident Report Form
III.71  Hazardous Conditions Form
III.72  Annual Report on Crime on Campus 2010
III.73  Board of Trustee Meeting Minutes - Crime on Campus Reports
III.74  Admissions and Records Program Review
III.75  Space Inventory Report, Oct. 2010
III.75a  Non-Credit ESL Program Review, 2009
III.76  EMS Scheduling & Space Utilization Contract
III.77  Board of Trustee Meeting Minutes (Discussion of Scheduling System Purchase)
III.78  Strengthening Writing Program in Tutoring in Learning Center,2010
III.79  Tutoring and Learning Center Program Review, 2010
III.80  Distance Education Coordinator, Description of Duties
III.81  LTCC Distance Education Policy Statement
III.82  TracDat Implementation Schedule, 2011-12
III.83  Project VIEW Charter-March 2011
III.83a  Description of External IT Support Services with Integral Networks, 2011-12
III.84  Podcast Repository on Library Website
III.85  Board of Trustee Meeting Minutes, 14 March, 2006
III.86  Public Information Office Program Review, April 2009
III.87  Title III Grant Application
III.88  Student Experience Survey, Fall 2010
III.89  Office of Superintendent President Program Review, March 2006
III.90  Compendium of Project VIEW, Project Implementation Team Meeting Minutes, 2010-11
III.91  Title III Steering Committee, Compendium of Meeting Minutes, March - June, 2011
III.92  Board of Trustees Approval of Acceptable Use Policy, August 2009
III.93  Acceptable Use Policy
III.94  Curriculum Committee Handbook, 2010-11

# 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.*

**STANDARD IV.A. : DECISION-MAKING ROLES AND PROCESSES**
*The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.*

**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 assure effective discussion, planning, and implementation.*

Lake Tahoe Community College (LTCC) has a well-established leadership and governance process which continues to serve well, the College, its students, and its community. The College community recognizes that leadership at all levels is dynamic. The guiding principle, therefore, remains institutional values, the overriding commitment to a governance process that facilitates and enhances open dialogue and the best thinking from the broadest array of stakeholders. Consequently, Board policies are at the heart of these processes and values and support the development of a more perfect institution.

The College acknowledges the critical importance of creating and sustaining an environment that promotes the participation of its faculty, staff, administrators, and students in the College's planning and decision-making. Through this process, members of each constituent group are encouraged to provide input on institutional goals, objectives, and corresponding decisions and actions.

In 2009-2010 the College reaffirmed its commitment to provide higher education to the immediate and broader community with a collaborative effort of faculty, staff, students, and administrators to rewrite its mission statement. The revised mission statement reaffirmed and further emphasized the importance of developmental education to achieve basic skills; professional and career education; education that supports transfer to a four-year institution; and gen-

eral education to build various critical thinking, communication, and professional development skills. (IV.1, IV.2, IV.3, IV.4, IV.5)

The College's commitment to collaboration is also evident through the participation of all constituent groups in the development of and the ongoing revisions to the institution's annual budget, *Strategic Plan*, and *Educational Master Plan*. While these planning documents enhance the overall effectiveness of the institution by focusing institutional effort and available resources, the collaborative foundation upon which they are developed serve to empower faculty and staff, support innovation, and foster institutional excellence. (IV.6, IV.7, IV.8)

Collaboration is also the foundation of institutional improvement efforts as demonstrated by participation of classified staff, faculty, administrators, and students in all major committees and governance bodies of the College, from College Council to the Curriculum Committee, SLO and SLO Assessment Committees, Academic Senate, Classified Employees Association, Associated Student Council, and the Title III Steering Committee. The actions of these bodies, which are guided by the *Strategic Plan*, *Educational Master Plan*, and program review, as well as informed through open, candid discussion of institutional policies, practices, and priorities, move the College toward the achievement of its mission. (IV.9, IV.9a, IV.10, IV.11)

Through the use of a participatory governance process, institutional excellence has been achieved in areas of teaching and learning, student services programs, fiscal operations, and technology. The Curriculum Committee and Academic Senate, for example, recently designed and implemented improvements to the review and approval process for Distance Education curriculum. In 2009-10 the College Council instituted a modified zero-based budgeting process that required deeper involvement of individuals from all levels and functions of College operations. In tandem with a revised mission statement and core institutional values, the modified zero-based budgeting process allowed the College to comprehensively review the viability of the International Education program. Discus-

sions took place in the Academic Senate and in College Council before a decision was made to eliminate the program and redirect those resources to more efficient and mission-centric initiatives such as distance education. (IV.12, IV.13, IV.14, IV.15, IV.16)

The College's commitment to the development and implementation of Enterprise Resource Planning (ERP) is another example of effective participatory governance. Through the leadership of the Title III Steering Committee and the Project Implementation Team, the College is developing more effective and efficient operational systems that will improve the College's communication, planning, and decision-making. (IV.17)

The decision to outsource the College bookstore is yet another example of the College's analyzing, in a collaborative manner, its limited resources to achieve institutional excellence. As part of this decision, student needs, staff concerns, and budget implications were discussed at length by the College Council, the Classified Employees Association, the Academic Senate, and the Associated Student Council. (IV.18, IV.19)

Other examples include the Academic Senate's establishing a committee to research the idea of converting from the current quarter system to the semester system. This issue was prompted by faculty concerns over the effectiveness of student learning and an effort to enhance the efficiencies of the College's faculty and staff. Faculty held working sessions with staff and administrators to gather data and feedback. They also interviewed members of other semester-based colleges. A comprehensive student survey was conducted to assess the impact of the proposed change on student access, learning, progression, and achievement. These findings were reported to the Academic Senate on 10 February 2009 in which the advantages and disadvantages of the conversion were discussed at length. (IV.20, IV.21)

A presentation was then made to the Board of Trustees in April 2009 where the committee provided the Board with its findings, along with

the results of the faculty and student surveys that found no overwhelming evidence either in support of the change or opposing the change. In a special Board of Trustees meeting held on 20 April 2009, the Board of Trustees voted in favor of maintaining the quarter system. This issue had been address once before in the late 1990s. Although there was no change, this demonstrates how the College is willing to revisit prior decisions to assess those decisions in the current environment. (IV.22)

The College's various committees provide a venue for ideas to improve the institution and enhance student learning. For example, the College's commitment to creating and assessing student learning outcomes (SLOs) was implemented through the Academic Senate's leadership. Faculty developed a process for identifying SLOs, their MASLOs, and their subsequent assessments. College Council supported this process by allocating funds to release faculty to coordinate the effort. Other examples of collaborative governance are contained in the agendas of the College Council.

The 2010 Faculty/Staff Experiences Survey makes it clear, however, that opportunities exist to further improve collaborative planning and participatory governance processes. As part of its continual improvement efforts, the College has and will continue to engage in greater dialogue and discussion about these issues and is committed to improving its governance processes (See Standard I.B.4-Planning Agenda). (IV.23)

**Self Evaluation**
The College meets this Standard. Through the College's participatory planning and governance processes, students, faculty, and staff stay connected to and engaged with the values and goals of the institution. Further, their participation in planning processes allows them to shape the institutional goals, while participatory governance allows them to have a voice in college decision-making. One of the College's strengths is its ability to respond to a variety of challenges. The current fiscal realities have provided a clearer focus on program review data tied to modified zero-based budgeting. A faculty-driven vote of

no confidence in the Superintendent/President in June 2006, the retirement of a number of long-time administrators, pronounced budgetary constraints, and an inconsistent and sometimes ineffective administrative presence on campus have contributed previously to a sense of unrest and instability. However, the sign of a strong institution is how it is able to meet these challenges and move forward. The College, through the active participation of all constituent groups, continues to examine its policies and practices and generate and implement ideas for improvement. The examples provided highlight a strong foundation of empowerment, innovation, and institutional excellence involving leadership at all levels and from all constituent groups in the College, from which further improvements can be achieved.

**Planning Agenda**
The College will continue to evaluate and refine its governance model (which empowers the entire campus, clarifies the roles and functions of each governance group, and enhances communication) and monitor its effectiveness. The College will focus on encouraging wider participation in these processes.

# Standard IV

The *Board Policy Manual* 1.13 has written policies providing for faculty, staff, administrator, and student participation in decision-making processes. The faculty have a clearly-defined role in participatory governance and exercise a consistent voice in institutional policies through the College Council, Academic Senate, Curriculum Committee, Faculty Association, numerous advisory committees, and various standing ad hoc Senate committees such as SLO, Assessment, Distance Education, Professional Development, and Equivalency, that lead to institutional decisions. (IV.24, IV.25)

The President of the Academic Senate serves as that organization's representative at Board of Trustees meetings. For a more detailed description of the College's Academic Senate, please see Standard I.B. of this Self Study Report.

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 the *Curriculum Committee Handbook* and is responsible for studying and reviewing recommendations and advising the Board of Trustees regarding curriculum-related matters. (IV.26)

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. (IV.24)

The staff is represented by the Classified Employees Association, a body that participates in leadership and governance. *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." (IV.24)

The Associated Student Council (ASC) of the College is the primary agent for student representation and participation in governance within the College. For a more detailed description of the ASC, please see Standard I.B. of this Self Study Report. 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) and Curriculum Committee (1 non-voting member). Students are also invited, and strongly encouraged, to serve on any of sixteen advisory committees. The Board of Trustees further encourages student involvement, and two recent examples elevate this commitment. In fall 2010 the Trustees interviewed consulting firms to assist the Board and College in recruiting a Superintendent/President; two student trustees participated in the entire process. In spring 2011 the Board of Trustees conducted a self-evaluation; the student trustee participated as well. (IV.27, IV.28)

A survey was conducted with the Associated Student Council in 2011. Results of this survey indicate that the majority of the students on the ASC agree that students have a sufficient role in the College's governance processes; that they

exercise a sufficient voice in the College's policies, planning, and budget processes; and that effective mechanisms exist for providing input into College decisions. (IV.29)

The College has established a College Council 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* bylaws 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 four full-time faculty (of which one may be an adjunct faculty member), four classified staff, two students, and four administrators (two are non-voting). The scope of the Council is also stipulated in the bylaws and includes proposed Board Policy changes, accreditation review and implementation, facilities planning, institutional planning, and budgetary development and oversight. (IV.30)

**Self Evaluation**
The College meets this Standard. Administrators, faculty, staff, and students have a consistent voice in the institution's participatory governance processes as described in the duties and responsibilities as noted in Board Policy. These constituent groups, moreover, participate in the institution's collaborative planning processes as members of College Council and Curriculum Committee. At the departmental level, administrators meet with the various department chairs and directors to review the department's annual budget.

Six of the twenty-eight questions included in the fall 2010 Faculty/Staff Experiences Survey specifically addressed the issue of participation in decision-making processes at the College. The survey results suggest that while a majority feels that the structure for an inclusive process is in place, there seems to be a relatively high percentage of people who feel some doubt as to the effectiveness of that process. (IV.23)

**Planning Agenda**
The College will continue to evaluate and refine its governance model (which empowers the entire campus, clarifies the roles and functions of each governance group, and enhances communication) and monitor its effectiveness. The College will focus on encouraging wider participation in these processes.

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**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.*

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The Vice President of Academic Affairs and Student Services directs all curriculum activities, planning, and development for instructional programs and services. The faculty and administrators, through several governance bodies, work closely with each academic department to provide recommendations about student learning programs and services.

The Academic Senate continues to be the primary venue for faculty discussions related to the development of curricula and educational programs. Faculty and administrators are each welcome to introduce new initiatives to the Senate. For example, a faculty-led Distance Education Committee developed and brought forth for Academic Senate consideration a "Standards and Practices for Distance Education," a "Distance Learning Course Outline Addendum" for curriculum development of online courses, and "Guidelines for Interviewing, Hiring, and Training of Online Instructors." Faculty also brought forward a policy for proctored assessments. Additionally, the Academic Senate has been instrumental in establishing and revising criteria and processes for establishing equivalencies to minimum qualifications involved in faculty hiring. On the other hand, the Vice President of Academic Affairs initiated an Academic Senate discussion on several grants, namely TRIO and Talent Search grants, as well as the development and implementation of a community education program and a more strategic approach to

enrollment management. (IV.31, IV.32, IV.33, IV.34, IV.35, IV.36, IV.37)

The Curriculum Committee, composed of faculty and adminstrators from across the disciplines, has regularly scheduled meetings (every two weeks). The Committee's structure, roles, and responsibilities are defined in the *Curriculum Committee Handbook* and are described in more detail in Standard I.B. of this Self Study Report. Ownership and sponsorship of curricula and instructional programs resides with the faculty and academic leadership. (IV.26)

The SLO and SLO Assessment Committees, chaired by the SLO Coordinator and the SLO Assessment Coordinator (both of whom are faculty members, one of whom is currently serving as Interim Dean of Humanities and Social Sciences), meet regularly as updates are submitted by faculty, discuss the submissions with relevant faculty, and then forward their work to the Curriculum Committee as consent agenda items. (IV.38, IV.39)

The Curriculum, SLO, and SLO Assessment Committees are all part of the Academic Senate's agenda with standing committee reports. The Superintendent/President, the Vice President of Academic Affairs and Student Services, and other administrators are also part of the Academic Senate's agenda with a standing administration report. (IV.35, IV.36, IV.37)

**Self Evaluation**
The College meets this Standard. Established governance structures, including the Academic Senate and Curriculum Committee, as well as regular and continual dialogue between faculty and administration provide leadership on matters directly pertaining to student learning programs and services. This leadership and commitment to student learning is evidenced, for example, through the establishment of an SLO Coordinator position, as well as through the funding of release time for faculty assigned to the position. Through the dedicated efforts of its faculty, moreover, the College has developed SLOs for all courses within the curriculum and is engaged

in ongoing assessment of these learning outcomes.

The charge of the faculty distance education committee, enrollment management committee, and the equivalency committee, in addition to the program review process, further highlight the central role of faculty in directing the development and improvements to student learning programs.

**Planning Agenda**
None

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**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.*

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Collaboration is the key to ensuring that all constituencies on campus work together for the good of the institution and for continued student success. Participatory governance at the College provides for active involvement from the administration, faculty, classified staff, and students in all decision-making processes; these are transmitted to the governing Board appropriately.

While the Board of Trustees establishes the rules that govern policy and procedure for the institution, according to Section 1.13.A.2 of the *Board Policy Manual*, the College Council is charged with "making recommendations to the Superintendent/President regarding proposed policy changes, accreditation review and implementation, comprehensive planning process, development of the budget and other issues related to decisions and policies which directly affect students, faculty, classified staff and administrators." (IV.24)

For example, over the last few years, the College Council has recommended the College's first modified zero-based budget, the elimination of the International Education Program, and the implementation of the Datatel conversion. Each

recommendation resulted from the effective use of the governance process, and each serves the long-term interests of the College. (IV.40, IV.12, IV.41)

The College holds an annual strategic planning session; representatives of all College constituencies take part to effect institutional improvement. (See Standard I.B.4 for more details on this planning process.) Active participation by all group representatives in these processes is encouraged and crucial for facilitating communication and promoting collegiality. (IV.7)

Within the governance structure, each College constituency is represented. The Academic Senate is the voice of the faculty, and its voting members consist of all full-time faculty and two adjunct faculty representatives. According to *Academic Senate Bylaws,* its role is to "represent the faculty of Lake Tahoe Community College and make recommendations to the college administration and the governing Board with respect to local and statewide academic and professional matters and formation of college policy." Academic Senate meetings are open to the public, and members of the administration and classified staff are encouraged to attend in order to promote collegiality and public discourse. Minutes of Academic Senate meetings are distributed to all LTCC email recipients and posted on the college website. (IV.25)

The Classified Employee Association (CEA) is a body representing all non-academic employees of the College, and it contributes to participatory governance at LTCC by promoting the "interchange of ideas upon subjects pertaining to the progressive development of the community college system," as stated in the CEA Bylaws. (IV. 42)

The Associated Student Council (ASC) is a body made up of students whose goal is to "serve students' needs, concerns, and interests at committee meetings on campus and also at the state level" in order to "improve the quality of their educational experience." Two student representatives are voting members of the College Council; student representatives attend Academic Senate meetings and sit on the Foundation

Board as well as other college advisory committees; and one ASC representative is a Student Trustee, attending all Board meetings. (IV.27)

## Self Evaluation

The College meets this Standard. The College has a well-defined governance structure in place with processes that work effectively for the good of the institution. The commitment to the concept of participation is evident in the various decision-making committees campus-wide, illustrating that the College strives to keep employees informed and involved in the governance process.  For example, results from the 2009-10 College Council Self-Evaluation showed that the majority of Council members felt that the structure for participatory governance is working effectively at LTCC.

The results from the same survey, however, suggest opportunities exist to improve College governance structures further by bringing greater clarity to the role and responsibilities of College Council.  For example, the majority of Council members expressed concern about the effectiveness of the communication from the Council to the President/Superintendent and then to the Board (66.7%) as well as about the process for reviewing the annual budget (55.5%). Additionally, almost half of the Council members surveyed indicated that they did not sufficiently understand the overall College Council process. These findings are supported by other responses from the fall 2010 Faculty/Staff Experiences Survey. (IV.50, IV.68, IV.23)

## Planning Agenda

The College will continue to evaluate and refine its governance model (which empowers the entire campus, clarifies the roles and functions of each governance group, and enhances communication) and monitor its effectiveness. The College will focus on encouraging wider participation in these processes.

# Standard IV

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. The Self Study Report, Mid Term Report, Substantive Change Report, and Annual Reports reflect the College's programs and services accurately and honestly. 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 2008.

Members of the various College constituencies participated in the review and preparation of the March 2009 *Accreditation Midterm Report,* submitting it to the various bodies of 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 in a timely and appropriate manner. Recently, the College submitted and the Commission approved a substantive change proposal. (IV.43, IV.44, IV.45)

The College has responded to all previous team recommendations in a timely manner and has integrated them into the College's various action plans within the limited resources available to support them. The status of the recommendations (#1-3, and #9) addressing SLOs, their assessments, their integration into course and program improvement, and their role at the institutional level are all discussed in greater detail in the Introduction of this Self Study Report.

The Independent Auditor found the College's basic financial statements to be free of misstatement and to present the financial position of the College fairly. The Independent Auditor's report for the year ending 30 June 2010 found no instances of non-compliance or matters of material weakness. In researching the previous six years of audit reports for this Self Study Report, the committee found no significant findings of non-compliance, except for 2008. In that year, the Independent Auditor's report identified findings and recommendations in five areas. The College has properly addressed these findings and recommendations with no instances of non-compliance and no matters of material weakness in the Independent Auditor's reports for the last two years. (IV.46, IV.47, IV.48)

**<u>Self Evaluation</u>**
The College meets this Standard. To ensure compliance with Accreditation Commission Standards, policies, and guidelines, the College responds to all Commission requirements in a timely and appropriate manner.

As an additional example of the College's commitment to the accreditation process, several members of the College faculty and staff along with two members of the Board of Trustees have served on accreditation visiting teams for other colleges.

# Standard IV

**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 assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.*

The College is continually evaluating its processes for improvement. *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 students, faculty, and staff that inspires and challenges the College's community to greater service and achievements. In addition, the Board conducted its annual self-assessment in February 2011, and used these results as part of the process for determining its annual goals. (IV.24, IV.49, IV49.a)

The College Council also conducts an annual self-evaluation to determine how successfully it carries out its duties as 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 students and the 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." (IV.30, IV.50, IV.68)

These and other survey results are reviewed on a regular basis to inform improvement efforts. For example, based on the results from the 2009-10 College Council Self-Evaluation (See Standard IV.A.3), the Council discussed and clarified its role at its first meeting of the 2010-11 academic year. Further, it intentionally addressed and attempted to further clarify member's role in reviewing and recommending the annual budget. (IV.50, IV.68)

**Self Evaluation**
The College meets this Standard. The College regularly evaluates its governance and decision-making structures and uses the results for the basis for improvement. However, further opportunities exist to use the results of evaluation to improve College governance structures, particularly as it relates to the role and function of College Council.

**Planning Agenda**
The College will continue to evaluate and refine its governance model (which empowers the entire campus, clarifies the roles and functions of each governance group, and enhances communication) and monitor its effectiveness. The College will focus on encouraging wider participation in these processes.

Notes:

# Standard IV

Student learning is at the heart of the governing Board's decision-making and is reflected in the annual operating budget with its focus on student learning, achievement, and institutional improvement. The Board has ultimate responsibility for assuring educational effectiveness and quality; this is supported by the questions asked at Board meetings and regular presentations by the Vice President for Academic Affairs and two academic deans. Additionally, the Board hears regular reports from the Academic Senate President, the Classified Employees Association President, and the Vice President of Business Services.

The Board supports student learning and educational quality through consistent actions, such as the approval of an annual budget that includes such things as faculty release time to establish and assess student learning outcomes; the regu-

lar, full quarter paid sabbatical leave for every full-time tenured faculty member; the establishment of new academic positions (i.e., Distance Education and Community Education Coordinators); faculty and staff professional development funding; and a myriad of other student- and learning-centered resource needs derived from program review.

The Board also reviews all performance evaluations for administrators and tenure-track faculty. Further, it requires faculty to provide an oral briefing on the results of their sabbatical projects and how these projects contribute to educational improvements and student learning. The Board also regularly invites faculty from various service areas and disciplines to report on their ongoing work and scholarship. Recent reports from faculty related to student learning, achievement, and success have included updates on SLO and SLO Assessment from the coordinators of these processes; the efforts to improve support services for students with disabilities and military veterans; faculty and student work on the *Kokanee* (the College's literary journal) and the Writers' Series; the TRIO SSS Program; and the special student NASA project being overseen by the faculty member in Physics. (IV.51, IV.52, IV.53, IV.54, IV.55)

*Board Policy Manual* 1.06 states that the Board "is elected by and 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…promote a healthy academic environment for the students, faculty and staff which inspires and challenges the College's community to greater service and achievements." *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." (IV.24)

*Board Policy Manual* Section 1.05.A.10 states that one of The Board of Trustee's primary roles is "To provide for and approve current and long-term academic plans and programs" to ensure

the campus community regularly evaluates student learning programs and services in an effort to better serve the students of the College. Pages two and three of the College *Program Review Guide* state that program planning…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. All program review reports, which include SLO Assessment data and tie that data to program recommendation, go through the College Council and are ultimately reviewed and considered for approval by the Board of Trustees. (IV.24, IV.56, IV.57)

**Self Evaluation**
The College and Board meet this Standard.

**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.*

> **STANDARD IV.B.1.C.**
> *The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.*

The Board of Trustees has adopted a policy (§1.05 A.3.) stating 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." Toward this end, the Board has established and maintains policies related to College instructional programs (Board Policy, Chapter 3); personnel (Chapter 4 and 5); student services (Chapter 6); and organizational, administrative, and resource allocation systems (Chapter 2 and 7) to ensure the achievement of the College Mission.

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 ensure the educational quality of the 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 (IV.24)

The Board meets twice monthly and, as stated previously (see Standard IV.B.-IV.B.1.a), invites reports from the academic units to present information and updates on student learning and assessment, new initiatives, and student performance. The annual budget is reflective of the College's commitment to student learning; program review and analysis drive the resource allocation process. Examples include expansion and leadership in distance education, relocation of the English as a Second Language program to create more inclusivity, expansion of teaching and learning space, and the inauguration of a community education program. (IV.11, IV.58, IV.59, IV.60, IV.61)

*Board Policy Manual* 1.05 also describes the duties of Board members that help to ensure the financial integrity of the College. These include:

- To determine the policies that will govern the operation of the College and to review them periodically
- To require and consider reports from the Superintendent/President concerning the programs 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 College funds and those of student organizations and other funds under the supervision of the College
- To provide for the annual audit of all funds of the College, student organizations, and other funds under the supervision of the College
- To act upon the recommendation of the Superintendent/President regarding site and plant development, major capital outlay items, and maintenance of buildings, grounds, and equipment (see Standard IV.B.1.d)

Each November, the Board receives a presentation from external and independent auditors regarding the College's finances and integrity in its reporting. An audit committee meets quarterly and reviews audit findings prior to the November presentations to assure detailed information is discussed and understood. The Board holds the administration responsible for any required corrective actions that may have been cited in these reports. (IV.62)

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 College. 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 College (Standard IV.B.1.d)

The Board also derives its authority from California Education Code and Title V Regulations. As such, it assumes responsibility for all legal matters and consults with the College's external legal counsel on a regular basis. Senior administrators also have access to legal advice.

**Self Evaluation**
The College meets these Standards.

**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.*

**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.*

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

Bylaws and policies are published in the *Board Policy Manual*. This is available to anyone, is part of the library collection, and is found online. The policies enumerate the Board's size, responsibilities, structure, and operating processes. (IV.24 - §1.02A §1.02D, §1.04, §1.05, §1.08, §1.10, §1.12, and §1.13)

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." (IV.24)

Policies are reviewed on a regular basis and are updated and revised, as needed, outside the regular process. Policies which affect the educational programs are reviewed by the appropriate gov-

ernance group prior to Board action to assure that any updates benefit from the wisdom and ideas of those most affected by them. Any changes to Board policies must be approved at regularly scheduled Board meetings, after a first reading occurs, and are reflected in both the agenda and minutes for those meetings.

The College's governing Board has been stable. Of the five members, two are founding members, one has served on the Board for twenty years, one is completing her sixth year of service, and the newest member is completing her third year. Terms are staggered; membership is "at large" so that each member represents the entire district rather than a specific geographic area. Due to budget limitations, Board members have been very generous with their own resources to attend statewide trustee meetings for professional development and to stay abreast of important issues affecting community colleges.

Orientation is provided new members as directed in *Board Policy Manual* (§1.07A), which 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." (IV.24)

Further, new members are encouraged when they feel comfortable, to assume both a local and statewide trustee leadership role.

**Self Evaluation**
The College meets these Standards.

**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 or bylaws.*

**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.*

Board member self-evaluations are conducted annually and submitted to the Superintendent/President's office for compilation. Board members discuss the results in open session and strive to improve from meeting-to-meeting, from year-to-year, and from leadership-team to leadership-team. The annual evaluation process is outlined in Board policies. The student trustee participates in the self-evaluation as well. Evaluations are conducted annually, with the most recent being completed in February 2011. (IV.63)

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.

# Standard IV

Board Policy 106.B provides for remedies for violations of the Board Code of Ethics. (IV.24)

**Self Evaluation**
The College meets these Standards.

**Planning Agenda**
None

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**STANDARD IV.B.1.I.**
*The governing board is informed about and involved in the accreditation process.*

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To its credit, the Board members are actively engaged in accreditation, including serving on visiting teams and participating in appropriate workshops. Each member of the Board was active in the development of this Self Study Report, attended meetings, and provided valuable insights regarding the history of the College and specific activities that have led to the College's significant accomplishments and new initiatives.

**Self Evaluation**
The College meets this Standard.

**Planning Agenda**
None

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**STANDARD IV.B.1.J.**
*The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi college district/system or 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.*

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The *Board Policy Manual* (§1.05A) states that the Board selects, evaluates, and delegates responsibilities to the Chief Executive. The most recent examples demonstrating adherence to this

policy include the Board's selection of the Interim Superintendent/President; one Board member's chairing the selection committee for the College's current chief executive, who assumed office in July 2011; and the Board's evaluation of the Interim Superintendent/ President in February 2011. These actions speak to the Board's commitment to quality leadership, the trust and working relationship the Board has with its Chief Executive, and evidence that the Board supports its Superintendent/President and wants the incumbent to be successful. (IV.24, IV.28)

As noted above, the College just completed the successful search for a Superintendent/President. As part of this process, the Board provided frequent reports as to the status of the search, assembled a representative group to serve on the search and screening committees, provided opportunities for open forums and visits, and solicited feedback from the College via an electronic survey. (IV.64, IV.65, IV.66, IV.67)

In addition, the Board of Trustee's Code of Ethics states that it 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 College and Board meet this Standard.

**Planning Agenda**
None

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**STANDARD IV.B.2.**

*The president has primary responsibility for the quality of the institution he/she leads. He/she 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/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.*

The College has experienced recent executive turnover, after a long history of senior leadership stability. During its first 35 years, for example, the College had only two Superintendent/Presidents. In 2008-09, after twenty-years of service, the College's second Superintendent/President retired. In July 2010, after 18 months of service, the College's third Superintendent/President resigned. The Board hired an Interim Superintendent/President in August 2010 and soon thereafter began the search for a permanent replacement. This search concluded successfully with the appointment of the College's fourth President, who began service in July 2011.

The Superintendent/President is charged with and provides leadership to the organization. For example, as a result of recent turnover, statewide budget constraints, and the number of recently-hired senior administrators, the Board expected the recent Interim Superintendent/President to provide institutional leadership by reviewing the organizational structure and proposing ways by which it could do the following: facilitate the College's mission and improve effectiveness specific to the implementation of Project VIEW, manage scarce resources, support the Accreditation self-study process, and enable the development of a leadership team.

The Superintendent/President is also responsible for planning and evaluating the administrative structure and institutional staffing. The current organizational structure is reflective of the size and scope of the College. Two vice presidents and two deans comprise the president's council. The Superintendent/President directly oversees the two vice presidents, the Public Information Officer, Director of Human Resources, Director of Computer Services, and the Foundation Director. This relatively flat structure allows decision-making at the appropriate levels. The newly-appointed Superintendent/President shall have the opportunity to review this structure and modify it appropriately.

The *Board Policy Manual* contains the position descriptions of each administrator that specify the areas of responsibility. 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." (IV.24)

Weekly meetings of the President's Council are held to discuss strategic planning issues, resource requirements, Board agendas, and general items of import. The vice presidents and deans attend regular Board meetings, respond to questions, and make presentations on instructional program activities. Responsibilities are delegated appropriately, including program review, budget management, staffing, and planning. The Board's interest in keeping abreast of academic initiatives is evidenced by the frequent presentations individual faculty members give to the Board at its meetings. Annual evaluations of all personnel are conducted per Board Policy. (IV.69, IV.51)

**Self Evaluation**
The College meets this Standard. The Superintendent/President delegates to staff roles and responsibilities and holds each accountable.

**Planning Agenda**
None

# Standard IV

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. Much of this is embedded in program review, planning, and budgeting.

One of the major college-wide efforts in this area is the strategic planning process. Since the previous Self Study Report and subsequent Mid Term Report, the College has focused on planning with measureable outcomes. A new Director of Institutional Research and Planning has been hired who provides leadership and coordination to this college-wide effort. Program review data drive the process. A new management information system is designed to provide additional information and reporting capacities supporting the College's efforts to link planning and budgeting with expenditures and revenues. Priorities are established via the governance process and structure. In addition, program review provides the mechanism from which the planning process is evaluated for effectiveness annually. Recently, the College worked with community agencies to identify external opportunities and internal capabilities. A new sense of urgency is developing around program mix, revenue sources, and maintaining a comprehensive mission. (IV.7)

Learning outcomes remain the foundation from which academic and support planning occurs. The College has stated learning outcomes for all courses, programs, and the institution. Assessment results assist the faculty in developing or modifying teaching to assure learning outcomes are achieved and data are utilized by the administration and Board to link these outcomes to resource allocation. This remains an on-going and evolutionary process with the goal of continuous improvement and refinement.

The Superintendent/President is held accountable to implement Board policies, external statutes, regulatory requirements, and institutional procedures. The College Council and other internal committees provide a check-and-balance to this. As new information is obtained (i.e., a new external requirement of revised Board Policy), it is disseminated widely and reviewed against the College's mission. The College does face a continual challenge to meet the community's educational needs within funding realities. An example of this is the College's level of physical education programs and services confronted by new funding limitations imposed by the state. This has resulted in curtailment of course offerings while the community is demanding more.

## Self Evaluation

The College meets this Standard. The Superintendent/President actively promotes program planning as the vehicle for improving teaching, learning, planning, and integrated planning linked to budgeting.

## Planning Agenda

None

# Standard IV

The Board Policy Manual provides in *Policy* (2.02B1) 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." (IV.24)

In addition, the Superintendent/President assures that the College practices and activities are consistent with the revised mission and applicable policies. Program review data certifies that policies are followed consistent with the mission.

**Self Evaluation**
The College meets this Standard. The Superintendent/President meets on a regular basis with the President's Council, College Council, Academic Senate leadership, Classified Staff leadership, and the Academic Senate to discuss College activities and policies and how these support the College's mission.

**Planning Agenda**
None

The Superintendent/President is charged by the Board with fiscal management; budget managers are responsible for daily execution of their budgets. The Vice President of Business Services and the staff of that office provide institutional budgetary oversight.

Budgets are developed annually based on program review data and are built after guidance from the Superintendent/President, who outlines

assumptions and institutional values inherent within expenditure plans. Appropriate governance groups participate in the process. The Board of Trustees approves the College's tentative and final budget no later than June 30th and September 30th, respectively, each year. In the past several years, the tentative budget has been revised prior to final approval based on new information, such as revised revenue projections. (IV.70, IV.71)

The Superintendent/President reviews expenditure patterns and burn rates to assure fiscal solvency and to safeguard against any unforeseen revenue shortfalls or emergency expenditures. Board Policy requires a 7 percent reserve. Budget updates are provided to the Board at regularly-scheduled Board meetings. Inasmuch as the College's fiscal health is stable, appropriate controls are in place and implemented.

**Self Evaluation**
The College meets this Standard. 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 that the College complies with existing statutory requirements relative to budget controls and expenditures.

**Planning Agenda**
None

The Interim Superintendent/President is somewhat active in the community, serving on the Board of Directors for the South Lake Tahoe Chamber of Commerce and as an active member of the local Rotary club. In addition, he meets monthly with the "CEO lunch" group to share ideas and discuss ways by which each organization represented is serving the community. He also serves on the Board for the College's Foundation and represents the College in a number of local planning groups and agencies.

# Standard IV

Prior to the Interim Superintendent/President assuming his role, previous Superintendent/Presidents were far more active in the community, serving on various community boards, providing leadership to civic organizations, and facilitating a variety of community-based efforts to improve the community's overall quality of life. When the visiting team arrives, it is anticipated that the new Superintendent/President will have become active in appropriate community-based organizations.

The College's website contains updated information about College activities, upcoming events, and Board agenda. This is one mechanism by which the Superintendent/President communicates with external groups.

Podcast recordings of Board and governance meetings are available to the larger community: these provide anyone access to College information from a variety of participants.

**<u>Self Evaluation</u>**
 The College meets this Standard.

**<u>Planning Agenda</u>**
As a new Superintendent/President is selected by the College's Board of Trustees, it will be important for College staff to assist that individual in becoming familiar with the community and getting involved appropriately.

> **STANDARD IV.B.3.**
> *In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as a liaison between the colleges and the governing board.*

This Standard is not applicable to the Lake Tahoe Community College District.

Notes:

# Standard IV