2014 Annual Report
Final Submission
03/31/2014

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

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Thomas Greene
3.	Phone number of person preparing report:	530-541-4660
4.	E-mail of person preparing report:	greene@ltcc.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.ltcc.edu/web/about/accreditation
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.ltcc.edu/data/Academics/2013-2014%20Catalog-rev052913.pdf
6.	Total unduplicated headcount enrollment:	Fall 2013: 2,458 Fall 2012: 2,458 Fall 2011: 2,965
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2013:	2,397
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013:	222
9.	Number of courses offered via distance education:	Fall 2013: 49 Fall 2012: 45 Fall 2011: 50
10.	Number of programs offered via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2013: 802

		Fall 2012: 629
		Fall 2011: 825
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2013: 0 Fall 2012: 0 Fall 2011: 0
13.	Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree?	No

Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	75%
14b.	Successful student course completion rate for the fall 2013 semester:	72%
15.	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.	

	a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	-1
	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	126
	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	10

#	Question	Answer
16a.	Number of students (unduplicated) who received a certificate or degree in the 2012-2013 academic year:	203
16b.	Number of students who received a degree in the 2012-2013 academic year:	165
16c.	Number of students who received a certificate in the 2012-2013 academic year:	38
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	59
17b.	Number of students who transferred to 4-year colleges/universities in 2012-2013:	101

18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	No
18b.	If yes, please identify them:	NA
19a.	Number of career-technical education (CTE) certificates and degrees:	12
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	12
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	4
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	12

20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:

Program	CIP Code 4 digits (##.##)	Examination	Institution set standard	Pass Rate
Dental Assisting-Dental Radiology	51.06	state	100 %	87 %
Phlebotomy	51.10	state	100 %	94 %
Emergency Medical Technician	51.09	national	100 %	80 %
Nurse Assisting Training	51.39	state	100 %	100 %

21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:

Program	CIP Code 4 digits (##.##)	Institution set standard	Job Placement Rate
n/a		0 %	0 %

22.	Please list any other instituion set standards at your college:

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
n/a		

23.	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).
	During the 2012-13 academic year, the Foundational Skills Work Team revised the

existing Basic Skills assessment report in order to create a comprehensive Foundational Skills Program Assessment model. The completed model examines eight separate metrics related to student assessment, retention, success, repetition, persistence, and progression through the foundation skills sequences for English and math. The initial report for 2012-13 identified progression through the foundational skills sequence as the most pressing issue. It revealed that even successful students at a given level in the sequence were not persisting to the next level, resulting in poor overall progression rates. In response to collaborative dialogue about these outcomes, the team recommended applying to the California Acceleration Project in order to launch an pilot project involving the English foundation skills sequence. A project was launched in the winter quarter of 2013-14. To supplement the pilot an evaluation project was designed to determine the impact of the changes made to the English foundational skills sequence. Results will begin to be analyzed beginning in the Spring quarter, with a final report planned after the completion of the academic year.

Student Learning Outcomes and Assessment

Note: Beginning fall 2012, colleges were expected to be at the proficiency level of Student Learning Outcomes assessment (see the ACCJC Rubric for Evaluating Institutional Effectiveness, Part III, Student Learning Outcomes). At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution.

#	Question		Answer
24.	Courses		
	a.	Total number of college courses:	1039
	b.	Number of college courses with ongoing assessment of learning outcomes	1039
		Auto-calculated field: percentage of total:	100
25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	45
	b.	Number of college programs with ongoing assessment of learning outcomes	45
		Auto-calculated field: percentage of total:	100
26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	11
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	9
		Auto-calculated field: percentage of total:	81.8
27.	URL(s) from the college website where prospective		www.ltcc.edu/web/academics/slos

28.	Number of courses identified as part of the GE program:	272
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	100%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes:	272
32.	Number of Institutional Student Learning Outcomes defined:	4
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%

35.	Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).
	Lake Tahoe Community College utilizes TracDat as the repository for its institutional-level student learning outcomes. In addition to an interface that allows for the collection and tracking of SLO data, this tool provides a robust reporting mechanism that allows faculty, staff and other stakeholders, from both instructional and non-instructional areas, a means of accessing, reviewing and utilizing their contributions to the achievement of institutional-level SLOs. Further, these data reports have been integrated into the annual program review and unit planning process.

Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.

36.	Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).
	Faculty review course, program and institutional-level SLOs via departmental meetings, convocation workshops, etc. and through established "work teams." One such team—foundational skills—is composed of Basic Skills English and Math faculty, ESL faculty, counselors, and an instructional dean. This team, after reviewing pertinent course,

program and institutional SLO assessment and other data, identified poor progression rates in Basic Skills Writing and Math as a significant issue that needed to be addressed. In response, they analyzed the learning outcomes of the course sequences leading to college-level transfer writing, and began to research better curricular alignment strategies. This led to the integration of lower-level (Basic Skills) into higher-level SLOs in the writing course sequence. It also led to innovative curricular interventions, from contextualized learning to real-time remediation. Currently, this work team is examining similar SLO data in Mathematics to find more effective means to support students' timely completion of basic skills and transfer math--a significant barrier to progression and completion at the College.

37.	Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).
	SLO assessments results are shared internally via departmental meetings, the annual program review update and unit planning process, and other large groups facilitated meetings. Externally, these results are provided to the public and our students via the college website. SLO results are used internally to support informed decision-making as part of collegewide planning processes. Results are used consistently to support curricular innovation. On an annual basis, these results are utilized as part of the update to program planning--program review. As such, these data inform how courses are sequenced and offered. Further, they influence how instructional and student services departments prioritize their efforts to achieve stated program goals. Externally, the College is in the early stages of attempting to utilize these data to influence students' decisions of students. However, the internal examination and dialogue regarding these outcomes are intended to directly influence students' behaviors as it relates to their persistence, success and completion. For example, the analysis of SLO outcome data in foundations skills was a critical aspect in the design of a recent acceleration project.

38.	Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).
	The reporting of SLO assessment results is conducted via the TracDat system--one that all instructional and student services departments access on a regular basis. Submitted data is reported via a robust mechanism within this system. Most departments utilize these reports consistently as part of their regular meetings. All instructional and student services departments analyze and consider course, program and institutional-level outcome results as an inescapable part of the annual program review update process. Specific question prompts have been incorporated into the review process for this purpose. The unit planning process is incorporated into the annual update to the program review. Consequently, learning outcomes results influence the unit planning process. Unit planning integrates a prioritized budget development process. This provides a direct mechanism for how assessment results influence resource allocation and institutional effectiveness as department outcomes are assessed consistently.

39.	Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).
	The English department through the SLO assessment process revised its course offerings

and curriculum to address the needs of accelerating basic skills students through the course sequence to reach college level English. This included reassessing the placement process, the revision of course SLOs, the elimination of the lowest level English class, the placement of all students into a course one level below transfer, and the creation of an optional support class for students who might need additional hands-on time to process this new focus on learning. This is in its first quarter of practice, and the data is yet to be available for analysis. The World Languages department has used the SLO assessment process to dialogue about the effectiveness of teaching strategies in the classroom. Notably, French 141 has been significantly revamped within the framework of student learning. Instructors have modified their assignments and teaching methodologies to address gaps in student success. In the second phase of its assessment, French 141 has shown a significant improvement. These strategic changes have been shared department-wide, encouraging other instructors to follow suit.

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2012-13: 0 2011-12: 0 2010-11: 1
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	No changes planned
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	NA

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	NA
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	NA
43.	List all of the institution's instructional sites out of state and outside the United States:	NA

The data included in this report are certified as a complete and accurate representation of the reporting institution.

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