

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:	Michelle Risdon
3.	Phone number of person preparing report:	530-541-4660, ext. 225
4.	E-mail of person preparing report:	<a href="mailto:risdon@ltcc.edu">risdon@ltcc.edu</a>
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	<a href="http://www.ltcc.edu/data/Academics/2014-15%20Catalog.pdf">www.ltcc.edu/data/Academics/2014-15%20Catalog.pdf</a>
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	<a href="http://www.ltcc.edu/web/about/accreditation">www.ltcc.edu/web/about/accreditation</a>
6.	Total unduplicated headcount enrollment:	Fall 2014: 2,444 Fall 2013: 2,458 Fall 2012: 2,458
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	2,427
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	135
9.	Number of courses offered via distance education:	Fall 2014: 56 Fall 2013: 49 Fall 2012: 45
10.	Number of programs which may be completed via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 840 Fall 2013: 802 Fall 2012: 629
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: 0 Fall 2013: 0 Fall 2012: 0
13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree?	n/a

### 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 2014 semester:	72.8%	
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, per year, what is it?	260
	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?	200
	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?	60
16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	165	
16b.	Number of students who received a degree in the 2013-2014 academic year:	126	
16c.	Number of students who received a certificate in the 2013-2014 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?	165	
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	179	
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	No	
18b.	If yes, please identify them:	n/a	
19a.	Number of career-technical education (CTE) certificates and degrees:	39	
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:	39	

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:	39			
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:				
	<b>Program</b>	<b>CIP Code 4 digits (##.##)</b>	<b>Examination</b>	<b>Institution set standard (%)</b>	<b>Pass Rate (%)</b>
	Dental Assisting-Dental Radiology	51.06	state	100 %	93 %
	Phlebotomy	51.10	state	100 %	84 %
	Emergency Medical Technician	51.09	national	100 %	80 %
	Nurse Assisting Training	51.39	state	100 %	71.5 %
21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:				
	<b>Program</b>	<b>CIP Code 4 digits (##.##)</b>	<b>Institution set standard (%)</b>	<b>Job Placement Rate (%)</b>	
	n/a		0 %	0 %	
22.	Please list any other institution set standards at your college:				
	<b>Criteria Measured (i.e. persistence, starting salary, etc.)</b>	<b>Definition</b>		<b>Institution set standard</b>	
	Equity/Participation	% of FTES from Hispanic Students Enrolled in LTCC		25%	
	Capture Rates	Recent South Tahoe High School Graduates Attending LTCC		50%	
	Persistence	First Time in College Students, Fall to Spring persistence rate		75%	
	Persistence	First Time in College Students, Fall to Fall persistence rate		50%	
	Persistence	Overall Student Persistence, Fall to Spring		75%	
	Retention	Student Retention, Beginning to end of term		>90%	
	Student Success	Student Success in Face-to-Face courses		>80%	
	Student Success	Student Success in Distance Education courses		>80%	
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).				
	Planning at LTCC is integrated. Annual Program Review and planning is tied directly to the Comprehensive Program Review process and budgeting/resource allocation. These processes are linked to strategic planning and the development of the Educational Master Plan. From				

individual and department driven processes of program planning to the more collaborate and inclusive processes of setting institution-wide standards, the college examines and discusses the outcomes of student achievement to more effectively meet academic and community/industry needs. For example, high student achievement and mastery of student learning outcomes in the areas related to Biology and Natural Science, combined with analysis of agency and environmental needs around the Tahoe Basin, led the college to develop a new program/degree: Environmental Technology and Sustainability. Additionally, at a broad-based, day-long strategic planning session (including multiple business, education, faculty, staff, and industry partners), the college had a frank discussion about how to meet the needs of the local Latino population more effectively. In the ongoing efforts to mirror the local community, the college is pursuing a program to develop \"cultural intelligence.\" These efforts have resulted in data sharing between the school district and the college as well.

### Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. 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. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer	
24.	Courses		
	a.	Total number of college courses:	1298
	b.	Number of college courses with ongoing assessment of learning outcomes	292
		Auto-calculated field: percentage of total:	22.5
25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	89
	b.	Number of college programs with ongoing assessment of learning outcomes	41
		Auto-calculated field: percentage of total:	46.1
26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	13
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	11
		Auto-calculated field: percentage of total:	84.6
27.	URL(s) from the college website where prospective students	<a href="http://www.ltconline.net/pierce/Assessment%20Stuff/Assessment.htm">http://www.ltconline.net/pierce/Assessment%20Stuff/Assessment.htm</a>	

	can find SLO assessment results for instructional programs:	
28.	Number of courses identified as part of the general education (GE) program:	266
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	45%
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 <i>program Student Learning Outcomes</i> :	266
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).	

The college uses TracDat to record assessment data, both quantitative and qualitative. Faculty and departments are provided with summary reports during planning sessions (at all-faculty meetings and at the department level) and for use in the Annual Program Review and the Comprehensive Program Review processes. All courses and programs are mapped to the ILOs and provide the complete data that sheds light on the achievements associated with the ILOs. Additionally, student achievement is examined at College Learning Council and strategic planning sessions and drives resource allocation. While cross-walking is currently still the primary assessment tool for measuring ILOs, there are direct assessments as well. One specific example relates to the General Education Core Competency (ILO) encompassing "informational literacy." The college's librarian has developed a lecture she presents in English 103 (Critical Thinking and the Research Paper), a link to module-based online learning tool that instructors incorporate into the class, and an assessment tool (a quiz) that directly assesses the ILO concerning information literacy. Because almost all LTCC students must complete this writing course, the assessment results provide an excellent view of students' mastery of "information literacy." Results are compiled and shared with faculty.

**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).

Student learning outcomes exist for all LTCC courses, are linked to program level outcomes and GE/ILOs. Assessment results are provided to faculty for review at the course and program level for instructional assessment/improvement and program review/planning purposes. Faculty in all instructional programs use the data in Annual Program Plans and Annual Unit Plans and alignment with strategic initiatives to identify resource needs for instructional improvement and student success as well as to meet community and industry needs more effectively. Curriculum is revised/inactivated/created as a result of reflection on student success and demand for opportunities in the areas affected (see the example of the creation of the ETS degree in question #23). In student service areas, examination of outcomes and achievement information (as well as a response to SSSP initiatives) has resulted in improved student services: more effective educational planning, equity-focused outreach to underserved populations, the development of a student ambassador program, the development of a "one-stop" center for student services, and the building out of online resources such as orientation. They have also led to programming focused on serving Lake Tahoe's Latino population more effectively and bringing more first-time students to 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).

The college shares achievement and assessment results for its CTE programs with Advisory Committee (that include industry and community members), which helps focus the collaborative relationship between industry partners and college programs around the needs of the student in meeting the outcomes expected in the field (see question 37 for specific examples). Faculty's use of course assessment results (which happens at instructor, course,

	<p>and department levels) helps focus the college's mission and puts the strategic goals and objectives (which are tied to each request for resources allocation through departmental annual unit plans) into sharper relief. Awareness of and reflection on assessment results in instructional and non-instructional areas has as a goal to direct students to more robust use of services. For example, part of the English department's participation in the California Acceleration Project for the last 2 years (and the Math department's efforts to enhance student success) has included an analysis of assessment, achievement, and persistence data. Lower than desired success in some of the assessments has led to innovation around acceleration and the foundational skills work team's efforts to expand student use of the Writing Center for assistance in writing across the curriculum and the Math Success Center.</p>
38.	<p>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).</p> <p>Instructors assess course-level SLOs on a regular cycle (according to the assessment plan/schedule) and record their quantitative and qualitative results in TracDat. Course-level SLOs are mapped to PLOs and GE/ILOs. Program results (including the percentages but also the narratives associated with outcomes) are reviewed at all-faculty meetings and at department meetings. Faculty reflect on them each year during Annual Program Review. Annual Unit Plans are created linking the resulting recommendations/goals of the programs to strategic goals/objectives for the purposes of institutional resource allocation. This process allows for the institutional prioritization of budget requests and demonstrates integration between specific goals within courses/departments/programs and institutionally set standards. ILO results are aggregated indirectly from the course and program level primarily, but in some cases are directly assessed (see the "information literacy" example in question #35). More recently, the College Learning Council, with representation from all campus governance bodies, is reviewing ILO assessment outcomes and developing direct assessment tools for ILOs. These tools will be reviewed and agreed upon by all constituent groups for use assessing instruction and non-instructional program outcomes and institutional outcomes.</p>
39.	<p>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).</p> <p>An assessment for HEA147B (Dental Radiology – Part 2) showed a 72% mastery on SLO#3: Demonstrate competence in dental radiation and safety skills, including film exposure, processing, mounting, and evaluation. The instructor was not satisfied with this mastery level and made plans to increase the amount of time students have in class to practice intra-oral x-ray placement and x-ray machine alignment on manikins. It was noted that new lead aprons with thyroid collars and other miscellaneous x-ray parts/supplies were needed in order to follow this recommendation. The budget (through the Annual Unit Plan process) supported the request the following year, and the most recent SLO assessment for that particular skill has risen to 88% mastery. An assessment for FIR170A (Lake Tahoe Basin Fire Academy, Part 1) showed a 54% mastery on SLO #2: Identify various types of ladders used in the fire service, and demonstrate the safe use of each type and the ability to maintain them. Because the academy was dependent on borrowing ladders from fire agencies, students did not have regular and effective access to ladders. It was noted that purchasing a ladder for the exclusive use of the Fire Academy would assist in increasing mastery. The budget supported the request and when the course was assessed in 2013, the mastery level was 93%.</p>

**Substantive Change Items**

**NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.**

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 0 2012-13: 0 2011-12: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Change in sites offering 50% or more of a program, certificate, or degree Delivery mode (Distance Education or Correspondence Education)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	Incarcerated Student Pilot Program: LTCC is beginning a pilot program for incarcerated students in the spring of 2013. It will offer inmates the program of study for an Associate in Arts: Social Sciences through correspondence education.

**Other Information**

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	1. The Incarcerated Student Program plans to offer courses to inmates at High Desert State Prison and Folsom State Prison. 2. Fire curriculum is being provided through the South Bay Regional Public Safety Consortium.
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	The Incarcerated Student Pilot Program will eventually offer an entire Associate in Arts degree at state prison locations. The first locations with which we are working are High Desert State Prison and Folsom State Prison. The plan is to add courses to allow students to complete an AA-T in Sociology.
43.	List all of the institutions instructional sites out of state and outside the United States:	n/a

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