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

2016 Annual Report
Final Submission
03/31/2016

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. 214
4.	E-mail of person preparing report:	risdon@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://ltcc.edu/data/Academics/2015-2016%20LTCC%20Catalog.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://ltcc.edu/web/about/accreditation
6.	Total unduplicated headcount enrollment:	Fall 2015: 2,721 Fall 2014: 2,696 Fall 2013: 2,732
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	2,459
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	185
9.	Number of courses offered via distance education:	Fall 2015: 54 Fall 2014: 56 Fall 2013: 49
10.	Number of programs which may be completed via distance education:	10
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 853 Fall 2014: 840 Fall 2013: 802
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: 129 Fall 2014: 0 Fall 2013: 0
13.	Were all correspondence courses for which students enrolled in fall 2015 part of a program which leads to an associate degree?	Yes

Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	80%
14b.	Successful student course completion rate for the fall 2015 semester:	80.7%
	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.

15.	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 2014-2015 academic year:	204
16b.	Number of students who received a degree in the 2014-2015 academic year:	167
16c.	Number of students who received a certificate in the 2014-2015 academic year:	37
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 2014-2015:	214
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes
18b.	If yes, please identify them:	Culinary Arts: Foundations of Cooking Culinary Arts: Foundations of Baking and Pastry ESL: Certificate of Competency Short-term departmental certificates (non-transcripted)
19a.	Number of career-technical education (CTE) certificates and degrees:	42
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:	42
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:	42

20.	2013-2014 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	93.3 %	93 %
Phlebotomy	51.10	state	92.8 %	84 %
Emergency Medical Technician	51.09	national	84.7 %	77 %
Nurse Assistant Training	51.39	state	75.7 %	43 %

21.	2013-2014 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 (%)
Accounting	52.03	53 %	53.95 %
Emergency Medical Technician	51.09	53 %	58.33 %
Culinary Arts	12.05	53 %	42.86 %
Fire Academy	43.02	53 %	50 %

Please list any other institution set standards at your college:

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
Equity/Participation	Percent of FTES from Hispanic Students Enrolled	mirror

		at LTCC	community
22.	Capture Rates	South Tahoe High School Graduates Attending LTCC within one year	50%
	Persistence	Full-time, first time in college students Fall to Spring persistence rate	75%
	Persistence	Full-time, first time in college students Fall to Fall persistence rate	50%
	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).
	LTCC has an integrated planning process based on a 6-year Comprehensive Program Review cycle followed by Annual Program Reviews and Annual Unit Plans. These planning efforts incorporate review of curriculum, SLO assessment, budget, staffing, and disaggregated data on student persistence, success, and achievement, among other data. The CPRs set long-term goals tied to Strategic Planning Objectives and Goals, Institution-Set Standards, and budget allocation requests. The college has recently examined its budget development process to improve the integration of program review with multiple cycles of budget development and review. Instruction and Admin Services have jointly developed with Academic Senate a comprehensive application for Instructional Equipment, for example, that links requests in this area to CPR objectives, SLO assessments, and APR/AUP goals. Following the last Annual Report, the College examined some gaps in its Institution-Set Standards and collaboratively and successfully developed job placement and exam passage rate standards through the governance structures in place. The College regularly reviews Strategic Goal data and Scorecard data through a process involving all campus constituents. This review led to a heightened focus on closing achievement and access gaps through equity-based cultural literacy programs.

Student Learning Outcomes and Assessment

#	Question		Answer
24.	Courses		
	a.	Total number of college courses:	1037
	b.	Number of college courses with ongoing assessment of learning outcomes	429
		Auto-calculated field: percentage of total:	41.4
25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	88
	b.	Number of college programs with ongoing assessment of learning outcomes	78
		Auto-calculated field: percentage of total:	88.6
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:	8
		Auto-calculated field: percentage of total:	61.5
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:		http://www.ltcconline.net/pierce/Assessment%20Stuff/Assessment.htm
28.	Number of courses identified as part of the general education (GE) program:		254
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:		48.8%

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*:	254
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).	87.1%
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).	LTCC has recently, after years of working with TracDat, upgraded to a new version, which will allow for more accurate tracking of SLO and SAO assessment data as well as for the integrated use of assessments for continuous improvement of programs and services. The College has, in the past, examined CCSSE data for evidence of ILO assessment and is developing its own survey to better assess the outcomes at the institutional level and in the student services areas in particular. While cross-walking continues to be the primary method of assessing ILOs, the Library has been providing an \"information literacy\" exam through the English research paper course almost all students take. This lecture and exam process has provided useful information about that ILO, but the Library faculty is revisiting it to ensure greater capture rates. Other, more \"public,\" methods that are being considered for ILO assessment are capstone poster projects completed in physics and biology as well as campus-wide student art exhibits that show-case outcomes in the art and humanities areas of the ILOs. Vast changes in the student services areas around SSSP and Equity funding as well as added services (Athletics and International Education) have resulted in new college-wide planning efforts and a reconsideration of SAOs to better capture and collect data.

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). | LTCC uses TracDat to record the alignment of course to program to institutional outcomes. Faculty review course and program assessment results during annual and comprehensive program review, processes that are integrated with strategic and fiscal planning. To enhance authentic and meaningful reflection on disaggregated student success data and assessments, the College is collaboratively revising its APR/AUP process to include a regular review of mapping, which will lead to more useful ILO assessment data. All SLOs are included on the CORs and undergo regular review. The DE Addenda have been revised to lay out regular and effective contact clearly and address accessibility issues that may impact learning outcomes online. The College has updated its Adjunct Orientation to address SLO assessment more directly and to highlight the use of assessment in continuous improvement efforts. Analysis of the College\\\'s programs of study, the barriers scheduling practices present to student completion, and a review of curriculum has lead to a process of streamlining curriculum for catalog integrity as well as to the development of \"road maps\" to assist faculty and students in scheduling and planning for student success. Recognition of potential achievement gaps has led the College to focus vigorously on equity and institutional effectiveness. |
| 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). | To clarify LTCC\'s assessment percentages, SLOs are assessed on a 3-year cycle. While we report a 41.4% assessment percentage above, of the 736 courses offered within that 3-year cycle, 55% have been assessed. Despite the fact that we know we have a ways to go to attain proficiency, this is a notable improvement from last year\'s percentage. College-wide discussions following last year\'s report have been rich and have led to improvements and deeper education about the meaningful information that can be gleaned from assessments done thoughtfully and authentically. Faculty are reviewing course and program SLOs for effectiveness in assessing \"the right things\" about student learning. Departments receive assessment data annually through the APR/AUP and CPR processes. With recent revisions to |

those processes, which were not previously yielding consistently useful reflections, faculty are considering trends in the data more carefully, particularly around equity-based achievement gaps. All SLO assessments are reviewed by a faculty Student Learning Assessment Outcomes committee, which then provides individualized feedback to the assessors, often leading to meaningful dialogue around student learning. The use of assessment data with Advisory Committees and in Basic Skills areas continues to lead to continuous improvement.

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).
	SLOs are assessed on a 3-year cycle; quantitative and qualitative results are recorded in TracDat. Course-level results; disaggregated student success, persistence, and achievement data; and program-level assessments are reported annually to faculty through the APR/AUP process and are reviewed at the departmental level and discussed at certain all-faculty meetings. In part as a result of the annual accreditation process and the ongoing cycle of continuous improvement, the College Learning Council (a representative governance group) has been working in consultation with the Academic Senate on a refinement of the College\'s definition of \"program,\" the improvement of planning processes to include wider and richer participation in assessment and the consideration of assessment results, and the ongoing use of assessment results to effect improvement in institutional effectiveness. All governance bodies were engaged in the process of responding to the decline in our assessment percentages last year to help put into place more effective and meaningful procedures for SLO assessment. The budget development process is being further refined to include more direct integration of planning (particularly APR and AUP processes) into allocations decisions. This structure ensures that SLO assessment results are at the core of decision making.

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).
	LTCC\'s greatest success story comes from our challenges around SLO assessment. The barriers we have faced in creating a meaningful process that engages faculty and departments have led us to examine much more deeply our shared values and the institutional attitudes toward enrollment management, student learning and achievement, and barriers we have unintentionally created that might impact student success. The success story is that in taking a hard look at these things, the College is moving much more aggressively toward an inquiry-based approach to scheduling for student success and completion, examining the effectiveness of our programs of study (including a comprehensive look at our general education course offerings), and integrating our planning processes. We have made great strides in the last two years in improving in all of these areas, and have taken the opportunity to participate in many of the institutional effectiveness experiences made available. We are putting students first, focusing on equity and access, enhancing our student service areas, and prioritizing helping students achieve academic and life goals. We are serving our community through Dual Enrollment, as the Adult Education \"hub\" for our community, and through collaboration with the California Conservation Corps in our area, among other initiatives.

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2014-2015: 0 2013-2014: 0 2012-2013: 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 Program: LTCC began a pilot program for incarcerated students in the spring of 2015. We are moving toward offering inmates an AA-T in Sociology through One-on-One Enhanced teaching and learning. South Bay Regional Public Safety Consortium: LTCC currently offers Fire curriculum through this consortium and will submit a substantive change proposal to outline that relationship.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2015 Annual Report:	LTCC reported in the last Annual Report that the Incarcerated Student Pilot Program is moving toward offering an entire AA-T in Sociology at state prison locations, including High Desert State Prison and Folsom State Prison (including Folsom Women\\\'s Facility and CSP-SAC). The College offers Fire curriculum through the South Bay Regional Public Safety Consortium in San Jose, CA.
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	See 42a.
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.

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