

EXTERNAL EVALUATION REPORT

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

This report represents the findings of the evaluation team that visited
Lake Tahoe Community College from October 9 to October 12, 2017

Mr. Michael Claire
Team Chair

**Lake Tahoe Community College
Comprehensive Evaluation Visit
Team Roster**

Mr. Michael Claire (Chair)
President
College of San Mateo

Ms. Mary Vogt (Assistant)
Administrative Assistant, Planning,
Research and Institutional Effectiveness
College of San Mateo

Dr. Erik Cooper
Dean, Planning, Research, and
Resource Development
Sierra College

Dr. Anthony Culpepper
Executive Vice President,
Administrative Services
Glendale Community College

Mr. Paul Flor
Professor, Political Science
Compton Community College

Mr. Val Garcia
Vice President, Student Services
Porterville College

Dr. Irit Gat
Professor, Psychology
Antelope Valley College

Dr. Joumana McGowan
Associate Vice President, Instruction
Mt. San Antonio College

Dr. Monte Perez
President, Los Angeles Mission College

Dr. Jennifer Taylor-Mendoza
Interim Vice President, Instruction
Skyline College

Dr. James Thornburgh
Professor, Drafting/CIS
Merced College

SUMMARY OF EVALUATION REPORT

INSTITUTION: Lake Tahoe Community College

DATES OF VISIT: October 9 to October 12, 2017

TEAM CHAIR: Michael Claire

A ten member accreditation team visited Lake Tahoe Community College (LTCC) October 9 to October 12, 2017, for the purpose of determining whether the College continues to meet Accreditation Standards, Eligibility Requirements, Commission Policies, and USDE regulations. The team evaluated how well the College is achieving its stated purposes, providing recommendations for quality assurance and institutional improvement, and submitting recommendations to the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the accredited status of the College.

In preparation for the visit, the team chair attended a team chair training workshop on Aug 3, 2017, and conducted a pre-visit to the campus on August 24, 2017. During this visit, the chair met with campus leadership and key personnel involved in the self-evaluation preparation process. The entire external review team received team training provided by staff from ACCJC on September 8, 2017.

The evaluation team received the College's self-evaluation document (ISER) and related evidence several weeks prior to the site visit. Team members found the ISER to be a comprehensive, well written document detailing the processes used by the College to address Eligibility Requirements, Commission Standards, and Commission Policies. The team confirmed that the ISER was developed through broad participation by the entire college community including faculty, staff, students, and administration. The team found that the College provided a thoughtful ISER containing several self-identified action plans for institutional improvement. The College also prepared a Quality Focus Essay, which the team has commented on.

Prior to the visit, team members completed their team assignments, identified areas for further investigation, and provided a list of interview requests. On October 9, team members spent the afternoon discussing their initial observations and their preliminary review of the written materials and evidence provided by the college. Lake Tahoe Community College also hosted a reception on October 9 and provided a tour of the campus.

During the visit, team members met with approximately 60 student, faculty, classified staff, and administrators in formal meetings, group interviews and individual interviews. Team members also met with representatives from the Lake Tahoe Community College Board of Trustees and observed a board meeting. Some members also made informal observations of classes and other learning venues. Two open forums provided College stakeholders and community members an opportunity to meet with members of the evaluation team.

The team found the College well-prepared for the team visit and felt welcomed by the superintendent/president and the entire LTCC community. The team also greatly appreciated the outstanding support provided by key staff members.

The team found a number of innovative practices and collaborative efforts with community partners, which are documented in commendations for the College. The team found that the College satisfies all Standards, Eligibility Requirements, Commission Policies and USDE regulations, but issued some recommendations to increase effectiveness.

Major Findings and Recommendations of the 2017 External Evaluation Team

Team Commendations

Commendation 1

The team commends LTCC on establishing exemplary K-12 and community partnerships with the South Lake Tahoe Basin, El Dorado County, and Alpine County.

Commendation 2

The team commends LTCC for developing a culture and the necessary processes and procedures to act on student feedback as programs and services are being developed. Student feedback is regularly collected and is shared with decision makers within the College and the broader community to improve student learning and the overall student experience.

Commendation 3

The team commends LTCC for developing the California and Nevada Interstate Attendance Agreement (CNIAA). This agreement accurately reflects LTCC's true service area and establishes LTCC as an affordable option for local students who are Nevada residents.

Commendation 4

The team commends LTCC on the creation of the *Student Learning Outcome & Assessment Process Guide: Manual and Forms*, which clarifies the course SLO rubrics and campus procedures for assessments.

Commendation 5

The team commends LTCC for developing career-technical certificates and degrees that prepare students to meet employment standards through a number of partnerships with agencies, organizations, and institutions that leverage professional competencies.

Commendation 6

The team commends LTCC for its use of technology to increase communication and engagement with students and other campus stakeholders. The Coyote Corner app has led to an increase in student engagement by allowing direct communication to and between students. The use of BoardDocs for many committees enables dissemination and searching of meeting materials in a timely fashion.

Commendation 7

The team commends LTCC on its *Governance Handbook*. Developed as an institutional resource for all LTCC administrators, faculty, and staff, the *Governance Handbook* details the organizational structure of the College and constituency membership in all participatory councils and standing committees.

Team Recommendations

Recommendations to Meet Standards:

None

Recommendations to Improve Quality:

Recommendation 1

In order to improve institutional effectiveness, the College should review its integrated planning processes as outlined in its Quality Focus Essay with an emphasis on formalizing and documenting College-level decisions and evaluation of policies and procedures (I.B.4, I.B.8, I.B.9; III.A.14, III.C.4, IV.A.6).

Recommendation 2

In order to improve institutional effectiveness, the College should take steps to expedite the completion of course-level SLO assessment (I.B.1, I.B.2, II.A.3).

Recommendation 3

In order to improve institutional effectiveness in distance education it is recommended that the College develop a formal training program for faculty who teach distance education courses (II.A.2, III.A.14).

Recommendation 4

In order to improve institutional effectiveness, the team recommends that the College expand its assessment methodologies with respect to student learning outcomes at both the program and institutional levels (II.A.3, II.A.11).

Recommendation 5

In order to increase effectiveness, the team recommends that the College align Institutional Learning Outcomes (Core Competencies) to library and learning services program-level outcomes to ensure that information literacy and competency standards are being met (II.B.3).

Introduction

Lake Tahoe Community College (LTCC) was formed in 1974 to serve the southern portion of the Lake Tahoe Basin. LTCC began operations in September 1975 in a converted motel serving 1,407 students in their first year. In 1979 LTCC acquired their current 164 acre site and the College began construction on the Library and three classrooms shortly thereafter. The College completed the first phase of its *Facilities Master Plan* in 1988 but continued to operate from two locations. The College built out its campus in subsequent years and was able to consolidate all College operations to its present site in 2006. The College passed Measure F in 2014, which is designated to repair and refresh the College's 30 year-old campus. The College is also building a University Center, which was financed by a generous donation from a local resident.

LTCC is a comprehensive community college that offers a transfer program, associate degree programs, career and technical education programs, basic skills, life-long learning opportunities, and a full complement of academic and student support services. The College has developed a number of innovative and unique partnerships to increase accessibility to students who might not otherwise have the opportunity to attend college.

One of the hallmarks of LTCC is its very strong connection to the South Lake Tahoe Basin community. In addition to serving students, the College is seen as a hub for community activity and is the go-to location for cultural events, sports, theatrical productions, concerts, art exhibits, lectures, film screenings, and more.

The South Lake Tahoe region is a unique service area because of its tourist-based economy, its isolated location, its challenging winter climate, and an economic region and community that crosses state lines. This presents both an opportunity and challenge for LTCC. On the one hand, LTCC presents an attractive destination for out-of-area students who wish to study in a beautiful and unique environment. Indeed, the College brands itself as "California's premier destination community college." Furthermore, younger students can often easily find part-time, flexible, well-paying jobs in the tourism industry to support them while they are in school.

On the other hand, these same factors often work against LTCC in terms of enrollment stability and fiscal stability. For example, LTCC has been hit hard by the significant increase in housing costs over the last few years. The rental market has become very tight because of the current economic boom. This makes it difficult to attract students and others from outside the area. Furthermore, while enrollment tends to be inversely related to the strength of the economy for most California Community Colleges, LTCC is particularly susceptible because the College can lose enrollment both when the economy is strong and when the economy weakens. To their credit, LTCC recognizes that they cannot survive on the local population alone, and has started to take proactive steps to address this long-term issue. In addition, the College has benefited from excellent fiscal stewardship over the years. LTCC's accreditation was last reaffirmed in 2012.

Eligibility Requirements

1. Authority

The team confirmed that Lake Tahoe Community College (LTCC) is authorized to operate as a post-secondary, degree-granting institution based on continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). ACCJC is a regional accrediting body recognized by the U.S. Department of Education and granted authority through the Higher Education Opportunity Act of 2008.

The College meets the ER.

2. Operational Status

The team confirmed that the College is operational and provided educational services to 5,918 students for the 2016-17 academic year. Approximately 60% of these students are pursuing goals that relate to degree, certificate, or transfer.

The College meets the ER.

3. Degrees

The team confirmed that the majority of courses offered lead to a degree, certificate, or transfer. A majority of LTTC's students are enrolled in courses leading to transfer and/or a degree or certificate.

The College Meets the ER.

4. Chief Executive Officer

The team confirmed that the Governing Board employs a superintendent/president as the chief executive officer of LTCC. The CEO does not serve as a member of the board or as the board president. The team found that the Governing Board vests requisite authority in the superintendent/president to administer board policies. There have been changes in the CEO position since the last full accreditation visit. These changes were appropriately reported to the ACCJC.

The College meets the ER.

5. Financial Accountability

The team confirmed that LTCC engages a qualified external auditor to conduct audits of all financial records. All audits are certified and all explanations of findings are documented appropriately. Audit reports are made available to the public.

The College meets the ER.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; there may be other evaluation items under ACCJC standards address the same or similar subject matter. Evaluation teams will evaluate the institution’s compliance with standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

General Instructions: The form should contain narrative as well as the “check-off.”

- a. *The team should place a check mark next to each evaluation item when it has been evaluated.*
- b. *For each subject category (e.g., “Public Notification of an Evaluation Visit and Third Party Comment”), the team should also complete the conclusion check-off.*
- c. *The narrative will cite to the evidence reviewed and team findings related to each of the evaluation items. If some content is discussed in detail elsewhere in the team report, the page(s) of the team report can be cited instead of repeating that portion of the narrative.*
- d. *Any areas of deficiency from the Checklist leading to noncompliance, or areas needing improvement, should be included in the evaluation conclusions section of the team report along with any recommendations.*

This Checklist will become part of the evaluation team report. Institutions may also use this form as a guide for preparing documentation for team review. It is found as an appendix in the team and institutional self-evaluation manuals.

Public Notification of an Evaluation Team Visit and Third Party Comment

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
<input checked="" type="checkbox"/>	The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Rights and Responsibilities of the Commission and Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative

LTCC has provided multiple opportunities for third party comment in advance of the team visit. LTCC publishes the process for third party comment on its website.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.
<input checked="" type="checkbox"/>	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.
<input checked="" type="checkbox"/>	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.
<input checked="" type="checkbox"/>	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

[Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

LTCC has established institution-set standards, including course completion, job placement rates, licensure pass rates, and student achievement. The College regularly assesses performance against those standards.

Credits, Program Length, and Tuition

Evaluation Items:

<input checked="" type="checkbox"/>	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
<input checked="" type="checkbox"/>	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).
<input checked="" type="checkbox"/>	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).
<input checked="" type="checkbox"/>	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Institutional Degrees and Credits</i> .

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

LTCC awards academic credits based on generally accepted practices for degree granting institutions of higher education field(s) of study. Programs 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. Standards for units and unit codes are described in the Curriculum Committee Handbook. The College uses widely accepted methodologies to convert clock hours into credit hours.

Transfer Policies

Evaluation Items:

<input checked="" type="checkbox"/>	Transfer policies are appropriately disclosed to students and to the public.
<input checked="" type="checkbox"/>	Policies contain information about the criteria the institution uses to accept credits for transfer.
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative:

The One-Stop Enrollment Services Center is responsible for implementing the policy for transfer of credits and uses clearly defined procedures in the evaluation of previous lower-division coursework. Transfer credit accepted from sending institutions is recorded on the student’s transcript. The process complies with section 34 CFR part 668.43 (11) of federal requirements.

Distance Education and Correspondence Education

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
<input checked="" type="checkbox"/>	There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student’s grade) or correspondence education (online activities are primarily “paperwork related,” including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).
<input checked="" type="checkbox"/>	The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.
<input checked="" type="checkbox"/>	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the Commission <i>Policy on Distance Education and Correspondence Education</i> .

[Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the Institution does not meet the Commission's requirements.

Narrative:

The team found evidence that the College has policies and procedures for classifying a course as distance education and that these policies and procedures are applied on a consistent basis. The Committee on Online Learning (COOL) developed guidelines for quality online courses using the Online Education Initiative's Course Design Rubric. Distance education courses are required to address regular, effective, and substantive contact and accessibility compliance in a faculty-reviewed curriculum addendum and through a process of instructional design and best practices assessment.

Student Complaints

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the College catalog and online.
<input checked="" type="checkbox"/>	The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
<input checked="" type="checkbox"/>	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
<input checked="" type="checkbox"/>	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

[Regulation citations: 602.16(a)(1)(ix); 668.43.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

LTCC has clear procedures for student complaints. The team was able to verify that the College keeps complaints on file, and that the College has followed their complaint processes for student complaints. The College identifies the name of the accrediting agency or licensing body on their website.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

<input checked="" type="checkbox"/>	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
<input checked="" type="checkbox"/>	The institution complies with the Commission <i>Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status</i> .
<input checked="" type="checkbox"/>	The institution provides required information concerning its accredited status as described above in the section on <u>Student Complaints</u> .

[Regulation citations: 602.16(a)(1)(vii); 668.6.]

Conclusion Check-Off (mark one):

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Information about programs, locations, and policies is communicated to students and to the public through the course schedule, catalog, and College website. The team examined these materials and found that the information presented is an accurate reflection of the College. The College also provides information about its accredited status, which is easily accessible on its website.

Title IV Compliance

Evaluation Items:

<input checked="" type="checkbox"/>	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
<input checked="" type="checkbox"/>	The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
<input checked="" type="checkbox"/>	The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.
<input checked="" type="checkbox"/>	Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.
<input checked="" type="checkbox"/>	The institution demonstrates compliance with the <i>Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

[Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.]

Conclusion Check-Off:

<input checked="" type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
<input type="checkbox"/>	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
<input type="checkbox"/>	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The institution's financial aid Title IV practices were acknowledged in the 2016 Independent Accountant's notes. The audit resulted in no findings requiring the institution to improve its tracking of withdrawn students and reporting timeliness in accordance with Title IV Compliance 602.16(a)(1)(v). All contractual obligations engaged by the institution are controlled by *Board Policy* 6340.

STANDARD I

Mission, Academic Quality and Institutional Effectiveness

IA. Mission

General Observations:

Lake Tahoe Community College (LTCC) has a clearly articulated mission to support the community of the Lake Tahoe basin, which is communicated through systemic institutional goal setting, integrated planning, and attention to student learning. After reviewing the Institutional Self-Evaluation Report (ISER) and meeting with various faculty, staff, and administrators in multiple forums, it is clear that the College is dedicated to serving its local community seriously and has developed policies and adopted practices to strengthen external relationships and empower internal stakeholders to support its mission.

Findings and Evidence:

Through its mission, vision, and stated goals, LTCC demonstrates its commitment to an open access institution that supports the regional Lake Tahoe basin, as well as students from across the globe. Its commitment to meeting the needs of its community is demonstrated through numerous partnerships with high school districts, other institutions of higher education, and community organizations, as well as a clearly articulated commitment to student success, student achievement, student learning and institutional effectiveness (I.A.1).

The College broadly disseminates information about its effectiveness and that data is used to assess the College's efficacy and to develop programs, partnerships, and long-term plans to address the needs of students and the community. The evidence documented in the Institutional Self-Evaluation Report (ISER) shows the College has identified student and community needs and has developed, or is developing, programs to best support those diverse groups. The College uses its *Educational Master Plan*, *Strategic Plan* and the *LTCC Scorecard* to assess progress on the mission and established priorities. Based on conversations with the Institutional Effectiveness Council (IEC), Enrollment Management Committee (EMC), observations of the President's Advisory Council and documentation within the ISER, the College community clearly shows knowledge and ownership of academic quality and institutional effectiveness. It is clear based on discussion at the open forums and during participatory governance meetings that the College takes a "whole student" approach to student success that goes beyond what happens within the College's walls (I.A.2, I.A.3).

LTCC articulates both its vision and mission in a broad manner in print and electronic media. The mission statement and vision are publicly visible across the College, and staff are able to describe their role in meeting that vision. The process of revising the mission is described in the College participatory governance handbook (I.A.4).

Conclusions:

The College meets the standard and related Eligibility Requirements.

Commendation 1

The team commends LTCC on establishing exemplary K-12 and community partnerships with the South Lake Tahoe Basin, El Dorado County, and Alpine County.

IB. Assuring Academic Quality and Institutional Effectiveness

General Observations:

LTCC has a thorough *Governance Handbook* that outlines the roles of the respective governance committees that assure collegial dialog on student outcomes, student equity and academic quality. The governance process consists of five core councils with governance recommendations funneling through the central group, the Institutional Effectiveness Council. Other groups such as the Student Learning Outcome Committee and Student Success Team are included in the dialog of institutional effectiveness and continuous improvement of student learning and achievement. These other groups are aligned with the College's five core councils and with the *Quality Focus Essay* (QFE) initiative on Integrated Planning, further alignment is forthcoming.

The College has built the necessary infrastructure to facilitate assessment, dialog, and planning to improve institutional effectiveness and student learning. However, the team noted that the certain programs have not fully executed the assessment of course and program Student Learning Outcomes (SLOs). Furthermore, as identified in the College's QFE, the College has found that additional improvement is needed in communicating processes and results of the integrated planning process.

Findings and Evidence:

Based on conversations with the Institutional Effectiveness Council (IEC) Enrollment Management Committee, on observations of the President's Advisory Council and documentation within the ISER, key stakeholder groups demonstrate knowledge and ownership of institutional effectiveness of academic quality and institutional effectiveness.

The College has made progress in defining and assessing student learning outcomes for its instructional programs and learning support programs. Course-level SLO assessment is at 66% and there is a clear plan to reach 100% in the short term.

While the College meets this standard, it is clear that the College feels it has work to do and includes assessing student learning as part of its broader institutional effectiveness initiative described in the QFE (IB.1, IB.2, IIA.3).

LTCC has implemented an institutional assessment and evaluation system for continuous improvement. With the hiring of a Director of Institutional Effectiveness and the outcomes of the IEPI project, Lake Tahoe Community College has developed a standard set of metrics, the College Scorecard, and a Data Dashboard that are available to all members of the campus community. The scorecard includes specific goals that are tied to internal and external requirements for goal setting (IB.3).

LTCC uses a variety of mechanisms to collect assessment data for purposes of evaluation student learning and achievement. As noted in the QFE, the College feels that although it is meeting this standard, it can do more to make the information easier to collect and more meaningful. Student assessments, such as a student learning survey, were shared across the institution and the results have been used to inform institutional change, such as the development of the “One-Stop” and including learning support services within the library (IB.4).

LTCC regularly reviews the accomplishment and success of its programs through comprehensive program and annual program reviews, which includes analysis of student learning and achievement. Programs receive data and information that is adequate for the self-evaluation of programs and student groups. LTCC seems particularly well versed in using qualitative data from students, such as from focus groups, which is shared directly with departments and local community partners to develop and improve programming and services. LTCC provides disaggregated student achievement data and learning outcomes information appropriate to the populations of the College. Where the College has identified achievement gaps, the College has applied appropriate resources, such as Open Educational Resource (OER) course materials, to begin mitigating some barriers to success. However, since LTCC has a small student population, it is occasionally difficult to have meaningful or significant data for all student subpopulations (IB.5, IB.6).

LTCC has adopted the Community College League of California (CCLC) recommendations for Board Policy and Administrative Procedure review and consequently reviews its policies and written procedures on a regular basis. As a small college, where most employees are regular participants in participatory governance, formal review of practices is often informal or poorly documented. It is clear in meeting with the Institutional Effectiveness Council and in one-on-one conversations with employees that review of practices does occur, but often in “hallway conversations” and the resulting changes in practice come about because employees are empowered to make meaningful change with their areas. (IB.7).

LTCC has several mechanisms through which it communicates its effectiveness to internal and external stakeholders. The College utilizes the *Annual Fact Book*, special review forums, and strategic planning sessions to broadly communicate the results of the assessments and evaluation. The College uses that information to set informed goals to set priorities based on strengths and weaknesses as well as develop appropriate community partnerships.

LTCC has engaged in a systematic review of its planning processes and has outlined a need for improved processes and technology to support planning and resource allocation in its QFE. Although the College identified this as a key need, the College uses its current planning processes to allocate resources in order to achieve its stated goals and achieve its mission. This will continue until the full effects of the QFE are realized (IB.8, IB.9).

Conclusions:

The College meets the standards and related Eligibility Requirements.

Recommendations to Improve Quality:

Recommendation 1

In order to improve institutional effectiveness, the College should review its integrated planning processes as outlined in its Quality Focus Essay with an emphasis on formalizing and documenting College-level decisions and evaluation of policies and procedures (I.B.4, I.B.8, I.B.9; III.A.14, III.C.4, IV.A.6).

Recommendation 2

In order to improve institutional effectiveness, the College should take steps to expedite the completion of course-level SLO assessment (I.B.2, II.A.3).

Commendations

Commendation 2

The team commends LTCC for developing a culture and the necessary processes and procedures to act on student feedback as programs and services are being developed. Student feedback is regularly collected and is shared with decision makers within the College and the broader community to improve student learning and the overall student experience.

IC. Institutional Integrity

General Observations:

Lake Tahoe Community College has a clear commitment to institutional integrity and endeavors to ensure the accuracy of all of its student achievement information, programs, degrees, and certificates, and communicates relevant information with regard to policies, procedures, and standards to students and other stakeholders.

Findings and Evidence:

LTCC provides accurate information regarding student achievement, its institutional integrity, and accreditation status through a variety of print and electronic representations. This includes providing students with a catalog, which incorporates information about the degrees, certificates and programs that the College offers, and appropriate policies and procedures to ensure student progress and success. Students are provided course and program outcomes in multiple locations such as the College catalog, course syllabi, and College website. The College provides information about its accredited status on its Website (I.C.1, I.C.2, I.C.4).

The College provides several mechanisms, such as the *Data Dashboard* and the *College Scorecard*, to communicate student achievement and academic quality to internal and external stakeholders, including students and the public. All of the regularly reported information is made available to the public via the LTCC website, which is updated regularly. The College also publishes information related to cost of attendance in multiple locations and through multiple mechanisms, such as through the Financial Aid handbook, College book store, and Net Price Calculator (I.C.3, I.C.5, I.C.6).

In order to ensure institutional integrity, LTCC publishes its board policies and procedures, which include statements on academic freedom and responsibility. In accordance with the Standards and Eligibility Requirements, LTCC has appropriate policies that promote honesty, responsibility, and academic integrity that are published in multiple locations, such as in the *Student Handbook* and an *Institutional Code of Ethics*. Where specific programs have additional ethical requirement or ask students to adopt a professional code of conduct, students are duly informed. LTCC has a published policy on academic freedom and a faculty code of ethics that ensure faculty are able to distinguish between professional expertise and personal opinion. These policies are also articulated to part-time faculty through the onboarding process (1.C.7, 1.C.8, 1.C.9, 1.C.10).

LTCC meets relevant compliance standards for external stakeholders and publishes accurate description of its accreditation status as it relates to ACCJC and other accrediting bodies, such as the CAADE and El Dorado County EMS/EMT office. LTCC and its employees work to ensure students are receiving a high quality educational experience that reflects the College's mission and aligns with its community's needs. It is clear based on the partnerships that have been developed between various community agencies, such as the Family Resource Center and local Transit Authority, the College seeks to align student success with broader external and community interests. The College posts accurate information with regard to its policies,

institutional characteristics, programs, and governance structures. LTCC does not operate in any foreign locations (I.C.11, I.C.12, I.C.13, I.C.14).

Conclusion:

The College meets the standards and related Eligibility Requirements.

STANDARD II

Student Learning Programs and Support Services

IIA. Instructional Programs

General Observations:

The College strives to offer high quality programs and services to meet the needs of its diverse student population. Instructional programs are offered in fields of study that are consistent with the College's mission and with established higher education standards. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Programs are developed and assessed with a focus on high quality instruction and student success and achievement; moreover, they are designed and approved with a focus on helping students move into college-level courses, transfer to four-year programs, and/or attain workforce and employment related skills.

The College awards course credit, degrees, and certificates based on student attainment of learning outcomes. All degrees and certificates have program-level SLOs that are assessed through an aggregation of course-level work and reviewed during the program review process. There is a clear and well documented institutional process for the assessment of these course, program, and institutional outcomes. Assessments of student learning outcomes are used to make changes and improvements for courses and programs. The College has met some challenges to achieving 100% assessments over a regular three-year period.

The areas in which pre-collegiate curriculum and courses are offered are clearly distinguished in the catalog, online, and in the quarterly schedules for students.

The College uses a variety of methods to assist in the scheduling process and allows students to complete certificate and degree programs within a consistent and acceptable time period. The College supports delivery modes, teaching methodologies, and learning support services that reflect the changing needs of its students.

The College degree programs, including Career and Technical Education, have general educational components as well as policies articulating the College's general educational philosophy.

Findings and Evidence:

The courses and programs at the College are aligned with the LTCC mission and are typical and appropriate for postsecondary two-year institutions in California. The task of curriculum development resides with LTCC Curriculum Committee, which is a subcommittee of the College's Academic Senate. This committee assesses courses and programs for currency and appropriateness within higher education

LTCC's Career and Technical Education (CTE) fields have programmatic accreditor or workplace expectations that are identified through the use of advisory committees. LTCC's programs are developed with a focus on high quality instruction, student success, and achievement. They offer their students different teaching modalities that include: Distance Education, face-to-face, and a pilot correspondence program called Incarcerated Student Program (ISP) (II.A.1).

LTCC fosters dialog about teaching and pedagogies through the program review process. Assessments of student learning outcomes are used to make changes and improvements for courses and programs. The Comprehensive Program Review process relies on data collected from the program analysis (demographics, disaggregated data, SLO assessments, and budgeting) to inform program improvement, and changes for improvements are made based on this data.

The faculty engage in discussions about teaching and learning in a variety of ways supported by the institution, including all faculty flex meetings, and other professional development opportunities. Other ways in which the institution ensures that student success is supported is through systematic evaluation of faculty (part-time and full-time).

The College is committed to quality and ongoing improvement in its online courses as well. The College has created the Distance Education Coordinator position that led the Distance Education Work Team to develop online hiring criteria and to adopt an evaluation rubric.

In 2016-2017 the Committee on Online Learning (COOL) developed guidelines for quality online courses using the Online Education Initiative's Course Design Rubric. Distance education course are required to address regular, effective, and substantive contact and accessibility compliance in a faculty-reviewed curriculum addendum and through a process of instructional design and best practices assessment. The College does not have a formal training process for faculty who have not taught in an online mode. Although effective, the College relies on informal mentoring process. The team encourages the College to formalize this process (II.A.2).

A clear process exists for the assessment of courses, programs, certificates and degrees. The College maps course-level SLOs to the program-level outcomes, which in turn are mapped to the institution's Core Competencies or Institutional Learning Outcomes (ILOs). The SLOs for courses that are not tied to a program are mapped directly to the Core Competencies (ILOs). SLOs are submitted through the institution's Curriculum Management Systems as part of the Course Outline of Record (COR) and to the SLO Review Committee. All course level student learning outcomes are housed in the official (COR) and included on course syllabi. The College follows a three-year cycle for SLO assessments. 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. The required elements of course syllabi may be found in the *Faculty Handbook*.

Course level SLOs are assessed using the rubric established in the *Student Learning Outcome & Assessment Process Guide: Manual and Forms*. At the time of the visit approximately 66% of courses had been recently assessed. The team encourages LTCC to expedite the completion of course SLO assessments.

Program, certificate, and degree learning outcome assessments results are reviewed during the Annual Unit Plan and Annual Program Review process and every six years. The budget requests that emerge from these planning processes are also tied to specific strategic goals of the institution. Course and program level improvements are initiated through and result from SLO assessments (II.A.3).

Support services are driven by the integrated Student Success and Support Program (SSSP), Equity, and Basic Skills plans, which provide effective support to students enrolled in pre-collegiate courses and noncredit ESL courses. The goal of these plans is to help students transition to, and be successful in College-level courses. The College supports students in pre-collegiate curriculum in several ways that include: smaller class sizes as stated in the *Annual Fact Book*, providing a Tutoring and Learning Center, and using Basic Skills funds to support integration of tutoring, counseling and instruction.

LTCC is a California Acceleration Project (CAP) school in English and offers a one level below College-level English course with an additional student support course option. The College has moved to the Multiple Methods Assessment and Placement model that uses high school grade point averages, students' grades in their most recent math or English course, and assessment scores for placement. LTCC's initial data is showing higher success or achievement rates for students who place directly in higher courses, particularly in English.

The pre-collegiate level curriculum aligns with the College-level curriculum to minimize hurdles to degree completion and to develop and reinforce clear and efficient pathways for students. The team encourages the College to continue to clarify and streamline foundational skills and general education pathways that lead to enrollment growth and student success (II.A.4).

All LTCC degrees require a minimum of 90 quarter units and 27 quarter units for certificates of achievement, which is common to American higher education standards. *Board Policy and Administrative Procedure 4025* establishes the College's curricular alignment with practices in higher education, particularly around the inclusion of general education breadth in degrees. The College requires a minimum of 18 units in a major or area of emphasis with a minimum total of 90 quarter units for the associate of arts degree. The College does not offer baccalaureate degrees. The general education curriculum at LTCC is aligned with the University of California and California State University expectations. Private colleges in California and Nevada routinely accept the course and program curriculum to transfer to these institutions as well (II.A.5).

Efforts to improve scheduling practices to support students have been prioritized through a *Curriculum Output and Enrollment Management Study*, the engagement of a recruitment and retention specialist, resources from grants highlighting best practices in enrollment management, educational master planning, and scheduling output. Tools used for scheduling efficiency include Daily Enrollment Reports, Waitlist Reports, Cancellation Impact Report, and Drop Reports. Course Reports, overall Cancellation Reports, and Time Block Reports also assist in creating an effective and reliable schedule.

LTCC is continuing to work on examining and streamlining its course offerings in alignment with clearer program pathways and two-year projected schedules. Scheduling and planning of course offerings, degrees, and certificate information are prepared and initiated by department chairs and deans who are focused on meeting student needs. Creation of guided pathways or mapping programs would be extremely helpful and beneficial for the institution to implement on an ongoing basis since it allows students to create their educational goals and plan their lives around the College schedule. The College has identified the creation of guided pathways as a project in their QFE (II.A.6).

The College holds as its central priority equity in access and success for all of its students and prospective students. Professional development opportunities are made explicitly available to full-time and part-time faculty. The College innovates around the delivery modes to address the specific needs of students through flexible scheduling, a commitment to quality online options, and the use of varied methods of assessment.

The College has hired a full-time Director of Equity and a part-time equity assistant to coordinate outreach and support efforts targeting Hispanic/Latino population, the largest traditionally underserved and underrepresented group in LTCC's service area. Faculty and staff have been tracking the College's eligibility to become a Hispanic serving institution and have attended events in preparation for that eventuality with the intent to better serve this community of students. Equity, access, and success have been elevated at the College and have been fully integrated into all conversations about student success as well as enrollment management.

The College is also working with ADVANCE, the Lake Tahoe Adult Education Consortium, in collaborative efforts to address the workforce, language, and educational needs of low-income, second language learners and first-generation students in the region. By the spring of 2017, 44% of ADVANCE clients who had completed an industry-specific boot camp or earned a high-school credential had also registered for at least one credit-bearing course at LTCC (II.A.7).

The College has a clear process for the awarding of "credit by examination" credits from Advanced Placement (AP), College Level Examination Program (CLEP), and International Baccalaureate (IB) examinations in alignment with the California Community College Chancellor's office memo from March 30, 2017. The challenge exams are developed to align with and assess the student learning outcomes as listed on the course outline of record (II.A.8).

The awarding of credit based on student learning outcomes is established through the identification of student learning outcomes and the corresponding assessment methods of student learning outcomes as indicated on each course outline of record. Grading standards and their

relationship to the awarding of credit are laid out clearly in College policies and listed on the website in the College catalog.

LTCC awards academic credits based on generally accepted practices for degree granting institutions of 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. Standards for units and unit codes are described in the *Curriculum Committee Handbook* (II.A.9).

Credit requirements for degrees and certificates as well as course articulation are communicated to students on the College website and in the College catalog. The One-Stop Enrollment Services Center is responsible for implementing the policy for transfer of credits and uses clearly defined procedures in the evaluation of previous lower-division coursework. Transfer credit accepted from sending institutions is recorded on the student's transcript. The College has several articulation agreements that are included in ASSIST.org, and the College seeks to maintain its articulation agreements with institutions where there is a pattern of enrollment especially, with institutions in Nevada. The College also works closely with the Lake Tahoe Unified School District regarding any articulation agreements and concurrent or dual-enrollment opportunities (II.A.10).

The College identifies areas that address the development of student learning outcomes at the program level. Documents are included that indicate General Education Core Competencies, GE Patterns, Program Learning Outcomes from Annual Program Reviews (APRs), and Program-Level Mapping. LTCC assesses Core Competencies (ILOs) through the aggregate data collected from course-level to program-level assessments. The team did not find evidence of direct assessment methodologies for program and institutional level student learning outcomes. The team encourages the College to consider expanding assessment methodologies for program level outcomes (II.A.11).

The College continues to concentrate on making significant efforts on the review of the general education pattern in terms of the numbers of units required and which courses are included as options. The team found ample evidence that the College actively reviews its general education program and that it has established policies, procedures, and guidelines regarding its general education program (II.A.12).

The College degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. Evidence presented includes *Board Policy 4020* and *Administrative Procedure 4020* and LTCC Associate Transfer Degrees, Associate Degree Requirements, IGETC Transfer Curriculum, and CSU General Education Curriculum, which are documented in the LTCC Catalog. All degree programs have major course requirements that are tied to program-level outcomes.

The College offers interdisciplinary degrees and certificates in several areas as well. One area is liberal arts, with an emphasis in arts and humanities, social sciences, and math and sciences. LTCC offers twenty-one associate of arts degrees, nine associate of arts for transfer degrees, and

five associate of science for transfer degrees. As stated previously, all degrees have course and program-level student learning outcomes aligned to Core Competencies (ILOs) (II.A.13).

LTCC offers career-technical certificates and degrees to prepare students to meet employment standards, competencies, and external licensure and certification requirements for the 21st century workforce. Through the Strong Workforce Program and Lake Tahoe Adult Education Consortium (ADVANCE) the College supports the following programs: Addiction Studies; Computer & Information Sciences; Culinary Arts; Dental Assisting; Emergency Medical Technician; Environmental Technology & Sustainability; Green Sustainable Education; and Wilderness Education.

Career-technical education (CTE) student learning outcomes for courses, certificates, and degrees are aligned to industry expectations and are reviewed through the College's regular curriculum processes. CTE programs follow a biennial review cycle.

Advisory committees for each CTE program are established and meet at least annually and in accordance with industry regulations. Committees are comprised of industry experts, LTCC faculty, staff, and students. CTE curriculum prepares students for external licensure and industry certification.

CTE program reviews consider student completion rates, progress on student learning outcomes, and analysis for programs to meet professional competencies. In addition, through the launch board and Career Technical Education Outcomes Survey (CTEOS) results, the College is able to review data on students who obtain employment across the state (II.A.14).

Board Policy 4021 and Administrative Policy 4021 address program elimination and modification. LTCC ensures that students are able to complete their program requirements when a program is discontinued or changes occur. Students have catalog rights for up to five years to ensure program completion. The College collaborates with students to ensure the appropriate processes through Program Vitality and Discontinuance. College counselors are included in this process, and the online catalog reflects all changes to programs (II.A.15).

Based upon a review of the *Course Evaluation Rubric, Faculty Evaluation Form, Comprehensive Program Reviews, the Faculty Collective Bargaining Agreement, Online Course Quality Guidelines*, and Academic Senate agendas and minutes, it is clear that the College regularly evaluates and improves the quality of instructional programs offered for all credit and non-credit programs, regardless of delivery mode or location. This is executed as part of a six-year comprehensive cycle of self-assessment and continuous improvement along with an annual program review process. CTE programs are reviewed annually and data is presented to advisory committees where decisions are made that inform program offerings.

Faculty members have a regular cycle of evaluation that includes peer, administrator, and student feedback and observation. When faculty are up for evaluation they are evaluated in all of their teaching roles and modalities to ensure quality and rigor of instructional programs (II.A.16).

Conclusions:

The College meets the standards and related Eligibility Requirements.

Recommendations to Improve Quality:**Recommendation 2**

In order to improve institutional effectiveness, the College should take steps to expedite the completion of course-level SLO assessment (I.B.1, I.B.2, II.A.3).

Recommendation 3

In order to improve institutional effectiveness in distance education it is recommended that the College develop a formal training program for faculty who teach distance education courses (II.A.2, III.A.14).

Recommendation 4

In order to improve institutional effectiveness, the team recommends that the College expand its assessment methodologies with respect to student learning outcomes at both the program and institutional levels (II.A.3, II.A.11).

Commendations:**Commendation 3**

The team commends LTCC for developing the California and Nevada Interstate Attendance Agreement (CNIAA). This agreement accurately reflects LTCC's true service area and establishes LTCC as an affordable option for local students who are Nevada residents.

Commendation 4

The team commends LTCC on the creation of the *Student Learning Outcome & Assessment Process Guide: Manual and Forms*, which clarifies the course SLO rubrics and campus procedures for assessments.

Commendation 5

The team commends LTCC for developing career-technical certificates and degrees that prepare students to meet employment standards through a number of partnerships with agencies, organizations, and institutions that leverage professional competencies.

IIB. Library and Learning Support Services

General Observations:

The number of academic support resources and services available to faculty, students, and staff are adequate and hours of operation are sufficient to serve students regardless of location. The College offers an incarcerated student program. The College has made substantial effort to provide adequate support to this student population despite severe restrictions required by county and state correctional facilities. LTCC has established a number of department and program partnerships with the library and learning centers on the main campus and other locations where courses are offered.

Recent changes have impacted how and where services are offered so the need for further planning is essential to support student completion. The merging of two support centers (Teaching and Learning Center and Library) and hiring of a full-time, tenure, non-teaching faculty librarian to serve as the Director of Library and Learning Services is an opportunity for the College to re-imagine academic support services, as well as the integration of information competency standards in services and courses. Another benefit of this new department is the extended hours and increased integrated learning support with other programs including the Writing Across the Curriculum Center, Math Success Center, Equity, and International Student Program. Tutoring is offered across all disciplines, and prospective tutors must complete the one-unit tutor training course.

A Distance Education Coordinator position was established because approximately 30% of the College enrollment consists of online students. The College participation in the Online Education Initiative pilot program for the past three years has accelerated services to online students. NetTutor, Cranium Café, Counseling, Early Alert, and SmarterMeasure are just some of the resources provided to distance learners. LTCC students have 24-hour access to online services to include access to electronic databases, e-book collections, scholarly journals articles, maps, statistical data, images, and videos on various course subjects and disciplines. Through the support of the LTCC Foundation, the College's e-book collection consists of 212,000 fiction and non-fiction works for adult and young adults.

Findings and Evidence:

The Roberta Mason Library at LTCC is a 15,000 square foot facility that provides a physical library collection, electronic databases access, computer and printer access, digital access to references and research librarian assistance and materials to support instruction at all levels. Technology needs are sufficient and aligned to all programs and courses. The library maintains a lending library of 1,200 reserve textbooks and course materials. All of the subscription databases offer accessibility to students with disabilities and the EBSCO database offers Lexile levels for faculty and student use.

Patrons have access to a scanner, headphones, printing, calculators, and textbooks for loan. Eight study desk areas are located in the library where students can use personal laptops; each station provides power for student devices. The library also provides additional support to students with

disabilities. Adaptive software and adaptive equipment such as oversized monitors and video magnifier for low vision, with ADA-approved height adjustable desk are available within computer stations.

The College uses student surveys, student learning outcomes, and service area outcomes to evaluate library and learning support services.

Library support staff offer workshops and training session on how to navigate the library's webpage, WorldCat (OCLC) catalog, digital resources, and style guides such as APA and MLA formatting. One-on-one appointments are available in advance or on a walk-in basis. Additional support, including for specialized equipment and books, are offered to faculty and students in specific CTE areas (II.B.1).

Library materials are selected, maintained, weeded, and enhanced with guidance from expert librarians and subject-matter faculty. Educational equipment is evaluated and assessed through the program review process and biannual survey analysis. LTCC is a small college that allows for faculty and staff to communicate and connect regularly. Selection of materials is highly coordinated by librarians with degrees in MLS and MLIS. The collection is constantly being updated with more than 200,000 e-book titles overseen by the California Community College Library Consortium. The Director of Library and Learning Services serves on the Curriculum Committee and works with the Instruction Office to maintain currency of all deleted and new courses (II.B.2).

The library and tutoring center's faculty and staff use assessment data to inform their practices and academic support resources. All areas have completed multiple assessment cycles and all learning support areas have completed comprehensive and annual program reviews. Faculty and staff participants to the *Faculty Staff Engagement Survey* in 2015 showed that 59% agreed or strongly agreed that library services were meeting instructional needs. Other documents demonstrating evidence are Student Suggestions and Library Survey.

Results from the *2016 Student Experience Surveys* show that 88% of users reported positive feedback about the library and learning support programs offered by the College. The survey also noted that marketing and communication of services to students could be better. Of the Service Area Outcomes, students who utilized the Teaching and Learning Center stated that the program met their needs (90%). And 90% of respondents believed that the tutoring program has enhanced their personal or professional development as a result of using the service.

LTCC has an information literacy graduation requirement. As a result, the team encourages the College align Institutional Learning Outcomes (Core Competencies) to library and learning services program-level outcomes to ensure that information literacy and competency standards are being met (II.B.3).

The team found evidence that LTCC has the necessary documents to demonstrate that formal agreements exist between other institutions as they pertain to library and learning services that support instructional programs. For example, the LTCC Library has established partnerships to facilitate interlibrary loans, has made resources available via the Community College Library

Consortium, subscribes to WorldCat online services, and participates in the El Dorado County Library partnership. Services are evaluated for quality assurance provided through contractual agreements with outside vendors by LTCC staff, faculty, and administration. The library staff works closely with the IT department to maintain security, ensure quality of services, and address any program software needs (II.B.4).

Conclusions:

The College meets the standards and related Eligibility Requirements.

Recommendations to Improve Quality:

Recommendation 5

In order to increase effectiveness, the team recommends that the College align Institutional Learning Outcomes (Core Competencies) to library and learning services program-level outcomes to ensure that information literacy and competency standards are being met (II.B.3).

II.C. Student Support Services

General Observations:

The College provides both in-person and online student services. Student Support programs reflect a strong effort by the College to create a culture of inclusion and support for students. The services provided are comprehensive and traditional for a California Community College. The College has been focused on the implementation and participation in California's Community College statewide initiatives. LTCC has implemented support programs that are reflective of purpose of these statewide initiatives and reflect the mission of the College. Student support services at LTCC appear to be inclusive and are available to all students regardless of location or means of delivery. The College assesses student support services through faculty and staff dialog, program review, and surveys. The College has high standards for the confidentiality, maintenance, release, and destruction of student records that adhere to state and federal law.

Findings and Evidence:

Student Support Services evaluate the effectiveness of their programs, services, and delivery methods. The College utilizes the program review process, student surveys, and focus groups to gain an understanding of student needs and trends. The College also has demonstrated that it has made some changes to program services based on the feedback gained from the various modes of assessment that they have used. The College has several off-site locations and also offers distance education and correspondence courses. The College regularly assesses the student support services offered at these sites where appropriate (II.C.1).

The College identifies and assesses learning support outcomes for its student population and works through the participatory governance process, where faculty and staff identify Program SLOs (PSLOs) for the area. The College provides appropriate support services and programs. PSLO's have been developed for the College's programs (II.C.2).

The College offers an array of support services available to students and ensures equitable access to all students. For instance, the College offers assessment testing at the service area high schools and in large group settings. Additionally, the College has an outreach team that stays in contact with students throughout their matriculation. Lastly, the College disseminates all information regarding the College's support services via email, the College website, the Coyote Corner Application, and various informational fliers (II.C.3).

The College maintains co-curricular and athletics programs that are suited to the institution's mission. Additionally, the College has an associate student body that is student driven and encourages student participation. The College student services area offers learning opportunities for its diverse student population, which include training and advising for Student Government; promotion of safety; and promotion, investigation and adjudication of student misconduct.

The College offers two athletic programs and is seeking to expand offerings. Associated Students funds are deposited and disbursed by the College President or designee and are subject to an annual audit. The district provides funding for the athletic teams (II.C.4).

The College provides counseling and academic advising programs to support student development and success. The program orients students to understand the academic requirements and information about graduation and transfer. The College promotes student success through various components such as counseling and advising, orientation, and guidance courses. Additionally, students are provided with various opportunities to attend workshops that provide support to the College's efforts to help students navigate the students' educational pathway. The College's counseling and advising programs ensure students understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies. Lastly, the College provides professional development opportunities in order to ensure staff are prepared and responsible for the advising functions as well as functions of a representative of the College (II.C.5).

The College has admissions policies and procedures that are consistent with its mission and state regulations. These policies include special admission of part- and full-time K-12 students, non-citizens, and persons who do not possess a high school diploma or equivalent. The College adheres to these policies when admitting students. These policies and procedures are published in catalogs and class schedules, as well as available on websites. The College advises students on clear pathways to complete their educational goals, including transferring to a university, through its counseling services and has increased the number of students who complete abbreviated and comprehensive educational plans (II.C.6).

The College evaluates admissions and placement instruments and practices to validate their effectiveness. The Admissions and Records (A&R) Office regularly evaluates admissions practices using various methods including Program Review. The A&R Office Program Review includes self-assessments, surveys, questionnaires, and feedback from students. The A&R Office also solicits feedback from external sources that include students, community members, and auditors and internal users including faculty and staff. The College adopted ACCUPLACER as its assessment instrument for English and MDTP for mathematics and uses multiple measures for placement. The College evaluates placement assessment on a regular basis and has employed the use of Multiple Measures during the placement process (II.C.7).

All official student records are maintained in the A&R Office under the supervision of Director of Enrollment Services. These records consist of a complete listing of all course work attempted at the College (Permanent Record), placement test scores, transcripts from other schools and Colleges, application forms and supporting documents, and Change of Record forms. The catalog contains a statement on the policy for the use and release of student information. Any release of information requires written permission of the student, except as provided by law. In case of the closure of the College, responsibility for records would pass to the State Chancellor's Office (II.C.8).

Conclusions:

The College meets the standards and the related Eligibility Requirements.

STANDARD III Resources

III.A. Human Resources

General Observations:

Lake Tahoe Community College follows a set of policies and procedures that are a result of collective bargaining agreements, board policies, and administrative procedures. These policies and procedures ensure that the College hires qualified faculty, staff, and administrators. The College works diligently to draw qualified applicants from out of the area.

The College has an appropriate number of faculty, staff, and administrators. Professional development is provided on a regular basis through both personal training and online modules. The College policies and procedures ensure that College personnel are evaluated on a regular basis.

The College provides secure storage of personnel records, and controls access to them effectively.

Findings and Evidence:

The team found evidence that the College has appropriate policies in place for the recruitment of qualified personnel, and uses a variety of means to attract a sufficient pool of applicants. The College relies on the CCC Chancellor's Office *Minimum Qualifications Handbook* as a basis to determine minimum standards for faculty and administrator positions. Job descriptions and duties are appropriate to accomplish the mission and goals of the College (III.A.1).

The screening and selection process is designed to ensure faculty do not just know their subject, but have the skills that are needed for teaching. Since the College is heavily invested in distance education, all faculty applicants being considered for online instruction are evaluated in their expertise in distance education and the associated platforms. The College verifies both academic qualifications and work experience of faculty. Faculty who do not meet minimum qualifications are able to go through an equivalency process, where their education and experience is evaluated by the senate president and two other faculty members to ensure that they are qualified to teach to materials. Faculty job descriptions include responsibility for developing and maintaining curriculum and student learning outcomes (III.A.2).

The team found evidence that the College has appropriate policies and procedures in place to select administrators, which is documented in the *Board Policy Manual*. Based upon various interviews it would appear that faculty, staff, and students concur that both the administrative structure and current administrators are effective (III.A.3).

The College has demonstrated that it has policies and procedures to verify the academic qualifications of personnel. The College verifies domestic degrees, and that the degrees are from institutions accredited by recognized U.S. accrediting agencies. The College uses a service to determine equivalency of foreign degrees (III.A.4).

The team reviewed collective bargaining agreements and board policies and has determined that the College has policies and procedures for the evaluation of all personnel. Faculty are evaluated in all modalities that they teach in the semester that they are evaluated. The College is implementing a system that will proactively notify supervisors when personnel are due for evaluation. The evaluation appendix to faculty and classified contracts calls for a routine evaluation of the process, and changes to the processes are conducted as part of negotiations (III.A.5).

The team found evidence that evaluations for all personnel associated with student learning include how they use the results of SLOs to make improvements (III.A.6).

The College has sufficient qualified faculty, both full-time and adjunct, to provide a quality educational experience to students, and to meet the College mission. The College uses a variety of metrics that are particular to the California Community College system to monitor the adequacy of faculty and classified staffing (III.A.7).

The College has robust policies, procedures, and programs in place to integrate part-time faculty with full-time faculty. Adjunct faculty are provided with onboarding assistance and are also compensated for an online orientation session. Adjunct faculty are invited to participate in professional development and College participatory governance activities through the Academic Senate (III.A.8).

The College has sufficient staffing levels of faculty, staff, and administrators. There is a robust process for evaluating which positions are needed, and this is discussed at various levels of the governance structure (III.A.9).

Administrators of the College have the appropriate backgrounds for their positions. Between 2013 and 2017 four of the six administrators retired, at a rate of two per year, this staggering of retirements has allowed the College to retain continuity in its leadership (III.A.10).

The College maintains a *Board Policy* manual that is updated on a regular basis. Board decisions regarding changes to policies are deliberated during the public session of Board meetings. The *Board Policy Manual* is a public document that is available for review. The College demonstrates that it has a set of policies and procedures that are made public and followed (III.A.11).

The College demonstrates that it is sensitive and responsive to equity and diversity. The College has expanded the demographics that they track upon hiring, and has implemented exit interviews with the president to identify reasons that employees leave the College. The College also has established an EEO plan and updates the plan on a regular basis (III.A.12).

The College has well-designed policies on ethics, which are documented in the *Board Policy Manual*. The policy is cited in evaluations where appropriate (III.A.13).

The College offers professional development in a variety of delivery methods for all employees. Many of the topics covered are in response to employee requests. Professional development is determined by committees for faculty and classified staff. Training is evaluated by holding debrief meetings to identify what could be improved for future professional development. Due to the ad hoc methods that are used to evaluate many professional development activities, there is not a direct link to how they improve instruction. As noted in Standard IIA the College does not have a formal training process for faculty who have not taught in an online mode. Although effective, the College relies on an informal mentoring process. The team encourages the College to formalize this process (III.A.14).

The College ensures that employee records are secure, and that employees have access to their records. The College is working on scanning existing files to ensure that they are more accessible, secure, and available for long term storage (III.A.15).

Conclusions:

The College meets the standards and related Eligibility Requirements.

Recommendations to Improve Quality:

See Recommendation #1, Standard I.B

See Recommendation #3, Standard II.A.

IIIB. Physical Resources

General Observations:

LTCC moved to its current site in 1988. The campus is located on 164 acres and borders US Forest Service land. The campus consists of seven buildings that total 164,000 square feet. The institution has leveraged the use of its facilities to develop a Joint Powers Agreement (JPA) that has enabled the College to refurbish its soccer field. The JPA created an opportunity for the College to partner with the City of South Lake Tahoe to enhance its stadium for soccer events.

Although the College does not have a center, it offers classes at various sites through MOUs, JPAs and other collaborative agreements with its community partners. These sites include South Lake Tahoe Middle School and High School, Barton Memorial Hospital, Lake Valley and Tahoe Douglas Fire Protection Districts, El Dorado County Jail, and seven other prisons, California Conservation Corps, Family Resource Center, local golf courses, volleyball and tennis courts, and ski resorts.

In 2014 the College was successful in passing a \$55 million local bond, which will be used to repair and upgrade the existing campus plant. In addition, the College received a substantial donation which has funded construction of the College's new University Center. Construction on the University Center was underway at the time of the team visit.

The College is viewed as a community resource and has partnered with a variety of community organizations as well as the US Forest Service to provide access to the community. The team found the campus to be clean, well-maintained and conducive to student learning.

Findings and Evidence:

The institution uses the SchoolDude application to ensure that maintenance and repair needs are tracked across the campus locations. Furthermore, the College has adopted minimum custodial standards to ensure a clean and safe environment. Planning for small capital and non-routine maintenance projects is accomplished through program review. This allows the College to respond quickly to physical resource needs.

The College has documented numerous facilities projects that demonstrate its commitment to maintain a safe campus with sufficient physical resources. For example, the College has reconstructed paths of travel to be heat controlled in order to keep snow and ice from building up on the walk paths. These heated paths are directly connected the main parking lots. Capital improvement projects include a remodel of the Campus Commons area as well as a newly refurbished One Stop Center (I.B.1).

Planning for physical resources is developed primarily through program review and the *Educational Master Plan*. Specific facilities plans are identified in the College's *Facilities Master Plan* and its *Five Year Capital Outlay Plan*. These plans are integrated with the College's *Educational Master Plan* (III.B.2).

The President has established a council that advises the institution on the appropriateness and long term impact of capital outlay projects. The *Facilities Master Plan* projects are being funded by a \$55M general obligation bond that was passed in 2014. It is noted in the *Facilities Master Plan* that the institution is structuring its capital expenditures towards maintenance and refurbishment, not growth. The Facilities Council collaborates with the Institutional Effectiveness Council to ensure that the learning environment is designed to support the institutions goals and objectives (III.B.3).

The *Capital Outlay Plan* has been developed by data driven decision making tools such as the Space Inventory and Utilization Tools and the Chancellor's Office Fusion application. The College has leveraged this information to ensure the areas on campus support the capacity needs of the campus. Furthermore, the program review process, as well as the *Educational Master Plan*, are used to gather information concerning long-term facility needs.

The team was able to confirm that the College uses a total cost of ownership (TOC) approach when considering facilities projects. For instance, in making the decision about heated outdoor walkways, the College considered the increased utility costs offset by the cost savings of manual labor and ice melt supplies to clear the walkways along with the reduced liability for slips and falls (III.B.4).

Conclusions:

The College meets the standards.

III.C. Technology Resources

General Observations:

Lake Tahoe Community College Technology has sufficient technology resources, policies, and procedures to successfully complete administrative tasks, and to provide quality educational and support services to students. Responsibility for the management of technology rests with the Office of Information Technology Services (OITS), while several committees including the Technology Council, the Distance Education Subcommittee of the Academic Senate, and the College Learning and Enrollment Management Council (CLEMC) provide input into how technology is used in instruction.

The College has embraced an array of technological tools, and is constantly looking for ways that technology can be used to improve both administrative tasks and the student experience. Examples of the College's commitment to the use of technology to support administrative and instructional activities are numerous. For instance, the College recently upgraded its entire network infrastructure, uses a contracted off-campus datacenter to run its mission critical functions, created Coyote Corner, a student-oriented mobile app, and was selected to be one of the pilot schools for the California Community College Chancellor's Office Online Education Initiative (OEI).

The College relies on the program review process and survey responses to identify needs, and is working on integrating the planning and prioritization processes of the Technology and Facilities Councils.

The College provides a listing of all technology services that are available and contact information for each service. Technology training is provided in multiple modalities, on a wide variety of subjects to faculty, staff, and students.

Findings and Evidence:

The College has demonstrated that it has processes and policies to ensure broad stakeholder input on technology decisions. The College has provided extensive documentation and evidence regarding the College's administrative and academic computing systems, support, and related technologies. After reviewing the evidence and interviewing faculty, staff and administrators, the team has concluded that there are sufficient resources to support the institution's administrative, operational, academic and student support systems. However, it should be noted that end user response to the College's *Faculty/Staff Experience Survey* reveal some level of dissatisfaction with the adequacy of technology and the level of support. Thus, the team encourages LTCC to scrutinize the survey results and develop an appropriate response (III.C.1).

The College uses the Program Review process and surveys to inform its *Technology Master Plan* and to drive the request for new technologies. The Technology Council (TC) is the participatory governance group responsible for the development and implementation of the *Technology Master Plan*. Specific requests move through the participatory governance structure and are

prioritized by OITS and Senior Leadership Team based on the immediacy of need, labor availability, and the relation to other projects (III.C.2).

Through contracts the College ensures that college operations and online services have minimum downtime, adequate security, and sufficient resources to prevent permanent data loss. The College also uses off-site multi-redundant systems to ensure smooth and consistent services to end-users. The College allocates funds in order to maintain its infrastructure (III.C.3).

The College offers many self-help resources for technology training. In addition, support staff are available to assist employees with specific training needs. Students, Faculty, and Staff all reported that there is ample technology training available. All professional development is evaluated through either formal or ad hoc processes (III.C.4).

The College has established policies regarding the appropriate use of technology; these are published through board policies which are available directly from the technology page on the College website. The team has concluded that there are procedures in place that guide faculty in the use of technology for instruction (III.C.5).

Conclusion:

The College meets the standards and related Eligibility Requirements.

Recommendations to Improve Quality:

See Recommendation #1, Standard I.B

Commendations:

Commendation 6

The team commends LTCC for its use of technology to increase communication and engagement with students and other campus stakeholders. The Coyote Corner app has led to an increase in student engagement by allowing direct communication to and between students. The use of BoardDocs for many committees enables dissemination and searching of meeting materials in a timely fashion.

IIID. Financial Resources

General Observations:

The College has been addressing operational challenges that have affected its fiscal sustainability since 2009. The full time equivalent student (FTES) count has declined from 1,890 to 1,761. This decline is being addressed by the College through enrollment growth strategies that include participation in the South Bay Regional Public Safety Training Consortium and partnerships that will generate other revenue and potentially more FTES.

The decline in FTES has impacted state apportionment revenues. The decrease in fiscal resources has been addressed in part by the College reducing its operational costs. Early retirement incentives have been used to reduce overall labor costs. Labor costs are approximately 80% of the College's expenses.

Other operational matters include the fluctuation of the California Community College 50% law. This law is an education code compliance concern and creates a potential fiscal liability for the College.

Total revenue is approximately \$21 million. Of this amount approximately 15% is held in reserves to support the College during economic downturns. Also, board policy requires that the reserves are maintained between 10%-15%.

The College has received unmodified opinions from its auditors over the last several years. An internal control assessment was completed as well. No adverse opinion was expressed on the internal control system. In addition, no findings were identified. This is an indication that the College's fiscal processes are sound.

Cross-functional teams have been convened to address enrollment management, student retention, categorical fund usage, and state apportionment revenue decline.

Findings and Evidence:

Severe weather affects the ability of the College to maintain full FTES restoration levels. Since 2010-11 the College base FTES has declined from approximately 1,890 to 1,761; this is equivalent to approximately \$665,000 of apportionment resources. This data was extracted from the Exhibit C on the California Community Colleges Chancellor's website.

The 2013-14 *Investment in Our Future* report is evidence of the College's focus on its fiscal condition. The team found evidence that the College has taken proactive steps to reduce expenditures in line with reductions in revenues while maintaining its reserve with the parameters established by the Board of Trustees.

Over a five year period beginning with 2012-13, the College incurred deficits in 2012-13 and 2013-14 fiscal years. However, over the last three years, including the 2017-18 final budget, the

College has balanced its operating budget and has taken actions to eliminate its structural deficit (III.D.1).

The College has developed board policy that has set a target for annual reserves to range from 10%-15%. This reserve percentage has been maintained over the last several years. The average dollar amount of the reserves over the last several years beginning with 2012-13 is approximately \$2.1 million. This equates to approximately one and a half months of expenditures (III.D.1, III.D.9).

The independent auditors, Vavrinek, Trine, Day & Co., LLP., have rendered unmodified opinions of LTCC's Annual Financial Reports dated June 30, 2012, 2013, 2014, 2015, and 2016 (pending 2017) (III.D.1, III.D.6, III.D.8).

The Budget Council is a cross-functional group consisting of a broad representation of the college constituency. The budget development process is an illustration of LTCC's comprehensive and inclusive approach to managing its fiscal resources. Moreover, the College has invested in the eLumen application for the purpose of capturing and tracking the relationship between resource allocation, expenditures, strategic goals, and desired outcomes. This application is being implemented in Fall 2017. Based upon a review of the College's planning processes and its various institutional plans the team has concluded that financial planning is linked to institutional planning. Furthermore, the College has implemented a resource request application process that enables departments to apply for additional resources to improve the institution learning environment (III.D.2, III.D.3).

The budget is developed based on a compilation calendar that is distributed among the constituencies. In an effort to ensure that the budget process is thorough and robust the College engages in training sessions on budgeting principles for members of the College community; further training is done to support the users of the financial systems to properly apply and input fiscal transactions. The College uses a comprehensive program review to distribute its resource allocations by linking together the Annual Program Reviews and Annual Unit Plans to its Student Learning Outcomes (III.D.3).

The institution continues to pursue grants, scholarships, and other forms of financial resources to help support its operational needs. The LTCC Foundation and various academic departments engage in grant writing and other activities to reach out to private donors annually. These efforts are maintained to support the enrollment decline and to attract resources to support the learning environment. In addition, various joint partnership agreements (JPA) and instructional service agreements (ISA) have been executed in order to generate additional FTES (III.D.4).

The team reviewed the College's internal control structure and related policies and procedures. The team did not note any major concerns related to internal controls. In addition, the team reviewed the Management Letter as documented in the latest external audit report. The external auditors did not make any recommendations to correct deficiencies in internal controls (III.D.5).

The team has examined the College's independent audit reports for 2014/15 and 2015/16. The independent auditors have documented minor findings. Both the Audit Committee and the

Board of Trustees review the findings, and the College reports progress on addressing audit findings on a regular basis (III.D.7, III.D.8).

The College is continually focused on fiscal stability as demonstrated by its retiring of debt with Measure F bond funds; this led to the elimination of general fund expenditures totaling \$140,000 (III.D.14, III.D.13).

The College has hired a full-time analyst to oversee all categorical and grant funds to ensure that funds are properly expended in accordance with the provision of each fund. Regarding contracts and purchase transactions, the College has implemented *Board Policy 6340* in order to manage the contract approval process. *Board Policies 6305* and *6200* are developed to manage the reserves requirement and budget preparation process respectively. The El Dorado County Treasurer holds the majority of the College's funds and invests those funds in low-risk securities in accordance with the El Dorado County investment policies.

The College has created a Citizens' Oversight Committee; this committee is responsible for the oversight of the expenditure of Measure F bond funds. The vice president of administrative services serves as treasurer for the LTCC Foundation. The financial statements of the LTCC Foundation are audited by an independent auditor on an annual basis. Finally, a reconciliation is performed of all financial aid funds to ensure compliance with applicable Federal and State regulations (III.D.10).

The College has leveraged the Adult Education Block Grant and other resources to build partnerships with the Lake Tahoe Unified School District, El Dorado County Office of Education, and other local agencies. The College has secured other partnerships such as those with the California Department of Corrections and Rehabilitation (CDCR), South Bay Regional Public Safety Training Consortium (SBRPSTC), and California Nevada Interstate Attendance Agreement (CNIAA). This evidence indicates the effective use of the fiscal resources to support the mission and vision of the institution. In partnership with the Yosemite Community College District, a Title III grant was secured. The Title III grant is scheduled to be allocated over five years beginning in 2015-16. (III.D.2, III.D.10).

The College has a plan to fund its PERS and STRS through continual contributions from reserves. Fund 79 was established in 2014-15 to track Other Postemployment Benefits allocations to comply with accounting rules. As of June 30, 2016, the balance in the fund is \$513,000 (III.D.12).

The College Title IV default rate is approximately 20%. This rate is based on a 3-year period ending 2015-16 and is higher than the national average for two-year community Colleges but not significantly. The team reviewed financial aid policies and procedures and found that the policies and procedures are reasonable (III.D.15).

Conclusion:

The College meets the standards and Eligibility Requirements.

Standard IV Leadership and Governance

Standard IVA. Decision-Making Roles & Processes

General Observations:

Since March 5, 1974, when the first four-member Board of Trustees was elected, Lake Tahoe Community College (LTCC) has had a history of catering to its community's interest as a "go-to" college. Compared to its early days, LTCC has grown its capacity to meet the educational, cultural, and athletic needs of South Lake Tahoe students. It has expanded its theatrical, music, and art events to local residents for over 40 years while keeping costs low. LTCC exemplifies the meaning of a *community* college while ambitiously aiming to live up to its global mission and vision of serving as a premier college.

Overall LTCC appears to utilize leadership contributions throughout the organization to promote student success and sustain academic quality, integrity and fiscal stability. Continuous improvement is also seen via the annual unit reports and 6-year comprehensive program review reports. Governance roles are clearly defined and constituencies work together cohesively.

Findings and Evidence:

There is substantial evidence that the leadership of LTCC supports all levels of employees and encourages innovation throughout the institution. This is especially noted in the faculty professional development leave policy described in the Faculty Handbook.

Annual Unit plans are conducted in each department with all employees contributing and a comprehensive report every 6-years that is distributed and shared with several constituencies (College Learning and Enrollment Management Council, President's Advisory Council, Academic Senate, Senior Leadership Team, Institutional Effectiveness Council and Board of Trustees).

There is evidence of community involvement with the decision-making process as noted in the recent discussion of the viability of their Theatre Arts Program. *Board Policy 4021* clearly outlines the process for Program Vitality Assessment.

Additionally, several groups were involved in the 2015 development of the Incarcerated Student Program (ISP). The team was impressed with the College's *Governance Handbook*. Coupled with *Board Policy 2510*, roles and responsibilities of participatory governance committees as well as the College-wide consensus decision-making process are well-defined (IV.A.1).

Board Policy 2510 establishes the formal policy on the role of administrators, faculty and staff in participatory governance decisions. Further, there are several areas that also involve student representatives. The *College Governance Handbook* documents the roles of each constituency group and shows the how the decision-making bodies interact. Finally, the College's major participatory governance councils are evaluated every 2-years.

Students are allotted a one hour time on Tuesdays and Thursdays for “College hour” in order to increase student involvement. During the team visit the student government organization indicated that they felt they were an integral part of the decision-making process and that administration is open to their concerns and input. The College president attends some student government meetings and also has a “pizza hour” with the students (IV.A.2, IV.A.3).

The role of faculty and academic administrators in the curriculum and programs are well defined. For faculty, one specific delineation is found in *Board Policy 4021: Program Vitality and Discontinuance*, a process developed in collegial consultation with the Academic Senate. Faculty and administrator’s responsibilities in curriculum is delineated in the *Curriculum Handbook* (IV.A.4).

Institutional governance, as illustrated in the College’s participatory organizational chart, requires participation of diverse leadership pools for vetting policies and procedures through a consultative process. LTCC has a flowchart of the decision-making process and the College’s comprehensive program reviews show a well-defined structure for the roles of constituencies as to the student learning process. Decisions and actions on institutional effectiveness and governance are guided by the College vision and mission, as well as the *2011 – 17 Educational Master Plan, Facilities Plan, Technology Plan, and Strategic Plan*.

After interviewing the leadership of the various college constituencies and others, it is clear that LTCC is following governance and decision-making processes. A review of the *Quality Focus Essay* in conjunction with the team visit revealed how LTCC is in the process of institutionalizing integrated planning using SLO assessments, program review, planning and budgeting, and resource allocation in a transparent and collaborative manner. Stakeholders have opportunities to participate and decisions are communicated to the College community (IV.A.5).

The decision-making process is communicated by the use of BoardDocs that are posted for all to view. Board meetings are available via podcasts. The College maintains a public website with updates and announcements, and there is a calendar to show when all College councils meet. The various College councils post meeting agendas well in advance. Board meetings are open to the public (except for confidential matters). Finally, college-wide emails disseminate important news such as when executive-level positions are filled. After interviewing stakeholders, the team has noted that LTCC should continue to formalize some of the College’s decision making and communication processes (IV.A.6).

LTCC evaluates each of the shared governance committees on a bi-annual basis which includes leadership roles and its governance and decision-making policies, procedures, and processes. Results from the Governance Council Self Evaluation Surveys are communicated formally and discussion of action plans are documented (IV.A.7).

Conclusion:

The College meets the standards.

Recommendations to Improve Quality:

See Recommendation #1, Standard I

Commendations:

Commendation 7

The team commends LTCC on its *Governance Handbook*. Developed as an institutional resource for all LTCC administrators, faculty, and staff, the *Governance Handbook* details the organizational structure of the College and constituency membership in all participatory councils and standing committees.

Standard IVB. Chief Executive Officer

General Observations:

Since 2011, there have been changes in the administrative organization of LTCC in response to institutional changes and declining student enrollment. LTCC has developed many Career and Technical Education programs and the team found evidence of extensive collaboration with external stakeholders. Through the Senior Leadership Team, LTCC's CEO has provided direction to the administrative team and has collaborated with faculty leaders to leverage academic programs. The CEO engages in dialog with an intricate participatory governance structure. This supports the LTCC value of "Leaders Develop Leaders" and the support of professional development for all organizational levels.

Findings and Evidence:

The CEO responsibilities are delineated in *Board Policy 2430* stating oversight for the quality of LTCC such as effective planning, organizing, prioritizing, budgeting and personnel selection. The team found several examples where the CEO demonstrated effective leadership in working with the College to implement new initiatives.

For instance the College has developed an Incarcerated Student Program where the College is serves prison populations. Furthermore, the CEO has led LTCC's efforts to establish partnerships with the South Tahoe High School of Lake Tahoe Unified School District. LTCC's forward thinking on enrollment management is commendable as evident in its Interstate Attendance Agreement with Nevada to provide an affordable College option to Nevada residents. The Lisa Maloff University Center is under construction and is designed for local residents interested in earning a four-year degree. Finally, the team found evidence of regular assessment of institutional effectiveness using scorecard data (IV.B.1).

There is ample evidence that the CEO plans and oversees the administrative structure of LTCC and delegates proper authority and responsibilities to appropriate administrators. Further evidence of CEO oversight includes a review of department efficiency with a resulting change in the One-Stop Enrollment Services Center to better serve LTCC students. Creation of the director of institutional effectiveness in 2015 centralized the research and planning functions, aligning data driven decision-making toward a student success and achievement focus. Finally, use of the Title III grant has advanced LTCC efforts to improve its integrated planning processes (IV.B.2).

Board Policy 3225 and *3200* delineate the role of the Board and CEO in assessing overall institutional plans and their link to the mission and meeting accreditation standards. The CEO works with campus constituencies to improve teaching and learning in a variety of ways, keeping students at the core of all planning. College processes regarding the establishment of values, goals and priorities are documented in the *Governance Handbook*. The *Governance Handbook* also identifies the function of each governance council in this process. Institutional Set Standards are established and assessed via the Office of Institutional Effectiveness and documented in the LTCC scorecard. *Board Policy 3250* discusses the role of the CEO in ensuring that the College has developed a series of institutional, integrated plans which include the *Facilities Master Plan*, *Strategic Master Plan*, and the *Student Equity Plan*. The team found evidence that resources are

allocated in accordance with the College's planning priorities and that plans, as well as the institutional planning process, are assessed at regular intervals (IV.B.3).

The Accreditation Oversight Committee represents all campus stakeholders. This committee is instrumental in assuring compliance with accreditation requirements. *Board Policy 3220* outlines the CEO role in accreditation (IV.B.4).

The role of the superintendent/president is outlined in *Board Policy 2410*, which states that institutional practices are aligned with the mission and policies. These policies are updated on a regular basis with the President's Advisory Council (PAC). The CEO implements and oversees compliance with all regulations, accreditation expectations, and governance issues, and communicates with the Board of Trustees and the College on these matters (IV.B.5).

The team found ample evidence that the CEO works effectively with community stakeholders. Various community leaders attended the two open forums to state how pleased they were with the vital role that LTCC plays in the community. The CEO has collaborated and communicates with local government units to expand student access to the campus with a transportation initiative, with local businesses through the local chamber of commerce to create guided pathways, and local school districts to leverage enrollment (IV.B.6).

Conclusion:

The College meets the standards.

Standard IVC. Governing Board

General Observations:

LTCC is governed by an independent five member board. Board members are elected by geographic area. A student trustee also sits on the Board and provides an advisory vote. Team members were able interview individual Board members and also observed the public session of a regularly scheduled Board meeting.

The Board's authority over policies regarding institutional integrity, academic quality, learning programs is clearly spelled out in several board policies, which are reviewed and updated on a regular basis. These policies are aligned with educational quality and current legal matters as well as fiscal integrity. The Board aligns its goals with the College mission, *Educational and Strategic Plans*. Regular Board meetings are open to the public and in the Board operates in compliance with the Brown Act.

New members are given orientation and training. An annual self-evaluation is reviewed and discussed. Furthermore, the Board is ultimately responsible for the selection and evaluation of the College Superintendent/President. The Board delegates full responsibility and authority to the CEO in policy implementation.

The team found that the Board was well-informed on College matters, including accreditation, as well as their role regarding the governance of LTCC. The team found the Board to be a cohesive body that acts in the best interest of students, LTCC, and the Lake Tahoe Basin community.

Findings and Evidence:

LTCCs Board has final authority over policies to assure academic standards of quality, integrity and effectiveness, as well as the financial well-being of the College as delineated in *Board Policies 2410* and *2200*. The Board reviews Scorecard and Key Performance Indicators (KPIs) regularly to ensure they relate to the *Strategic Plan* and are aligned with the College mission (IV.C.1).

The Board works in unison and decisions are fully supported by all members. Proper decorum is followed as documented in *Board Policy 2355*. The Board conducts a self-evaluation and the results are reported in a public session. The recent evaluation indicated the public feels that the Board acts in unison for the well-being of the students (IV.C.2).

Board Policy 2431 defines the Board's responsibility in the selection of the CEO. The CEO is evaluated annually by the Board (IV.C.7).

The team found evidence that the Board acts as an independent body in the public interest and is free of undue political pressure or other influences. This assertion is supported by interviews with Board members, as well as a review of relevant Board Policies (IV.B.4).

Board Policy 2200 outlines the responsibilities of the Board with respect to establishing and updating policies. The team found evidence that the Board reviews the institutional policies and goals regularly, as well as the *College Mission* and *Strategic Plan*. Various board policies state

that the LTCC board is ultimately responsible for overall educational quality, legal matters, and financial integrity and stability (IV.B.5).

Board Policies 2010, 2200 and 2410 all outline the size, duties, responsibilities, operating procedures and structure of the Board (IV.B.6).

Board Policy 2410 and *Administrative Procedure 2410* provide clear direction on how the Board accomplishes its work. The board reviews policies on a 5-year cycle (IV.C.7).

The Board reviews the *Educational Master Plan* regularly as well as the scorecard and Key Performance Indicators annually. The team found evidence that these items were last reviewed in Spring 2017(IV.C.8).

The LTCC Board has staggered terms, which allows for an orderly transition for Board turnover. The team found evidence that provides details of training and orientation for new board members, as well as ongoing development for existing board members (IV.C.9).

Board Policy 2745 establishes that that Board perform an annual self-evaluation. The board regularly performs this evaluation and also reviews policies and practices. On occasion, the Board surveys regular board attendees as noted in their recent *2015-16 Board Survey* (IV.C.10).

The Board adheres to a code of ethics, has a strict conflict of interest policy and a process for violations for both board members and the student trustee as noted in *Board Policies 2710, 2715 and 2712* (IV.C.11).

The Board entrusts LTCC's CEO the full responsibility of enforcing all Board Policies without Board interference as outlined in *Board Policy 2430* (IV.C.12).

Ample evidence is provided that the Board is informed of accreditation standards including eligibility requirements and standards, and that the Board supports all efforts to improve and excel. The Board was provided with updates on the accreditation process throughout the accreditation cycle (IV.C.13).

Conclusion:

The College meets the standards and related Eligibility Requirements.

Quality Focus Essay

That team found that Lake Tahoe Community College (LTCC) was reflective and thoughtful as it developed its Institutional Self-Evaluation Report. LTCC identified a number of plans for improvement that are reasonable and actionable. In addition, LTCC has identified two related institution-wide action projects as a result of its institutional self-evaluation process:

- Action Project #1: Institutionalize and Improve College Integrated Planning:

The goal of this project is to “improve upon the College’s integrated planning, evaluation, and resource allocation model to make it more effective, and to support the strategies needed to undertake the significant work of the second action project on building guided pathways.”

- Action Project #2: Building a Model of Guided Pathways to Access, Success, and Completion:

The goal of this project is to build upon the improved planning capacity outlined in Action Project #1 to develop guided pathways.

The team found that the identification of these projects was based on a genuine assessment of the College’s long-term goals with respect to improving student learning and achievement. Moreover, that there was substantive, broad-based institutional dialog as the Action Projects were identified and formulated. Team comments regarding each action project are documented below:

Action Project #1: Institutionalize and Improve College Integrated Planning:

Both the College and the team noted that while the College’s integrated planning model is functional, there are opportunities to improve the model. LTCC also recognizes that the integrated planning system provides the foundation to accomplish the goals of Action Plan #2.

Action Project #1 has four well-defined and measurable goals, which involve assessing the existing planning system using multiple measures, researching integrated planning best practices, developing a revised planning system based upon the results of assessment and research, and implementing the new planning system.

LTCC has identified the detailed steps, the timeline for the overall project, as well as the specific steps, and the responsible parties. Furthermore, LTCC has identified the resources required to execute this project. LTCC has concluded that the project can be implemented using existing financial and personnel resources. However, additional technology resources may be required. Finally, the College has outlined an assessment plan for the project. Part of the assessment is imbedded in the project itself due to the fact that the existing planning system will be assessed. The College will also perform a formative assessment at the end of each year, and a summative assessment at the conclusion of the project.

The team finds that Action Project #1 is a reasonable project that is based on the College's ISER and that the project spans multiple years. The project is well-designed and goals are realistic and measurable. The College may want to consider accelerating its timeline for completion given that Action Project #2 is linked to Action Project #1. Also, the specific assessment methodologies have yet to be defined. The team encourages LTCC to identify specific assessment methodologies as work on the project commences.

Action Project #2: Building a Model of Guided Pathways to Access, Success, and Completion:

Action Project #2 has four well-defined and measurable goals, which involve examining the effectiveness and efficiency of the College's current processes; establishing pathway teams to develop culture-centric strategies to implement; creating systems, processes, and tools necessary to implement the strategies; deploying the systems, processes, and tools designed; and evaluating effectiveness and making adjustments leading to continuous quality improvement.

LTCC has identified five major processes in the execution of Action Project #2: engagement/high level planning; laying the groundwork for implementation; initial scale implementation; improved scale implementation; and continuous improvement. In addition, LTCC has outlined detailed tasks for each major phase, the timeline for the overall project, as well as the specific steps, and the responsible parties.

In addition, LTCC has identified the resources required to execute this project. LTCC has concluded that the project can be implemented using existing financial and personnel resources. However, additional technology resources may be required. LTCC also anticipates leveraging existing restricted funds to implement Action Project #2.

Finally, the College has outlined an assessment plan for the project. The College will perform a formative assessment at the end of each phase of the project and a summative assessment at the conclusion of the project. The College will identify both quantitative and qualitative data to assess the effectiveness of the project.

The team finds that Action Project #2 is a reasonable project that is based on the College's ISER as well as team observations. Action Project #2 is a major initiative that spans multiple years. The project is well-designed and goals are realistic and measurable. The team encourages LTCC to identify specific assessment methodologies at the early stages of the project.