



**MIDTERM REPORT 2014**

*TO*

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES  
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

*SUBMITTED BY*

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**OCTOBER 2014**

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**Midterm Report - Certification Page**

Date: October 8, 2014

This *Midterm Report* is submitted to the Accrediting Commission for Community and Junior Colleges/Western Association of Schools (ACCJC/WASC) for the purpose of fulfilling the Commission's requirement to produce a Midterm Report in the third year after the College's comprehensive evaluation.

We certify that there was broad participation by the campus community and believe that this report accurately reflects the nature and substance of the institution.

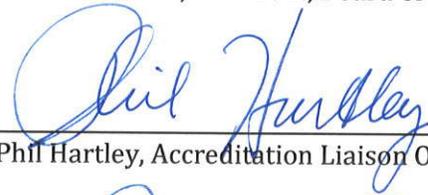
**Signed:**



Kindred Murillo, Ed.D, Superintendent/President



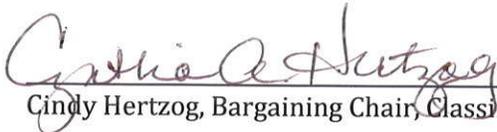
Roberta Mason, President, Board of Trustees



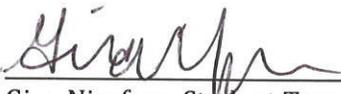
Phil Hartley, Accreditation Liaison Officer/V.P. of Instruction



Sara Pierce, President, Academic Senate



Cindy Hertzog, Bargaining Chair, Classified Employee Union



Gina Niceforo, Student Trustee

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## REPORT PREPARATION

The statement, signed by the Chief Executive Officer of the institution, describes the process of report preparation and identifies those who were involved in its preparation, review, and approval.

### Background

Lake Tahoe Community College submitted its Self Study Report 2011 in October 2011, which was followed by an evaluation team visiting in October 2011. At its January meeting, the Accrediting Commission for Community and Junior colleges (the Commission) reaffirmed the College's accreditation with the requirement for a Follow-Up Report that was subsequently submitted in October 2012. The Follow-Up Report addressed the resolution of recommendations in the following areas:

- Recommendation 1 (2011) – Integrated planning
- Recommendation 2 (2011) – Assessment of planning goals and objectives
- Recommendation 3 (2011) – Program and institutional level learning outcomes
- Recommendation 4 (2011) – Evaluation of core processes

The Follow-Up Report was reviewed by the Commission and each of the recommendations was considered resolved.

### Preparation of the Midterm Report 2014

In the fall of 2013 the preparation of the ACCJC Midterm Report for Lake Tahoe Community College report began. This process was led by the original Tri-Chairs of the 2011 self-study:

- Dr. Tom Greene, Vice President of Academic Affairs and Student Services and Accreditation Liaison Officer (ALO)
- Dr. Michelle Risdon, English Department Chair, Faculty, and Academic Senate President
- Mr. Aaron McVean, Director of Institutional Research and Planning

Each of the Tri-Chairs was assigned a specific recommendation(s) and planning agenda item(s) with instruction to coordinate responses with the appropriate individuals and constituent groups. Through the collection of evidence, interviews with individuals, and discussions with governance committees and councils, a draft Midterm Report was developed during the winter and spring quarters in 2014. This draft report was circulated through the LTCC Governance Structure in June 2014 for review and comment on responses to the recommendations and planning agenda items.

The individuals involved in the review and approval are listed under the specific governance councils below:

- President's Advisory Council (PAC) – Reviewed June 10, 2014;
  - Members:
    - Kindred Murillo, Superintendent/President
    - Tom Greene, VP-AASS, CIO, ALO (Co-Facilitator)

- Jeff DeFranco, VP-AS, CBO
  - Virginia Boyar, Dean of CTE & Instruction
  - Kurt Green, Dean of Instruction
  - Sue Saia, Dean of Student and Academic Support Services (SASS)
  - Michelle Sower, ECE Faculty, Director of Child Development Center (CDC)
  - Dave Burba, Director of Information and Technology Services
  - Alice Jones, Director of Fiscal Services
  - Shelley Hansen, Human Resources Generalist
  - Randy Joslin, Director of Facilities
  - Julie Cathie, Director of Financial Aid
  - Cheri Jones, Director of Enrollment Services
  - Aaron McVean, Director of Institutional Research and Planning
- College Learning Council (CLC) – 1<sup>st</sup> Reading June 17, 2014; 2<sup>nd</sup> Reading September 25, 2014
    - Members:
      - Tom Greene, VP-AASS, CIO, ALO/Phil Hartley, Interim VPI (Co-Facilitator)
      - Michelle Risdon, English Department Chair, Faculty, Academic Senate/Sara Pierce, World Languages Faculty, Academic Senate (Co-Facilitator)
      - Virginia Boyar, Dean of CTE & Instruction
      - Kurt Green, Dean of Instruction
      - Sue Saia, Dean of Student and Academic Support Services (SASS)
      - Cathy Cox, Physics Faculty
      - Michelle Sower, ECE Faculty, Director of Child Development Center (CDC)
      - Treva Thomas, Business Faculty, Academic Senate
      - Cheri Jones, Director of Enrollment Services
      - Aaron D. McVean, Director of Institutional Research and Planning
- Institutional Effectiveness Council (IEC) – 1<sup>st</sup> Reading June 19, 2014; 2<sup>nd</sup> Reading October 2, 2014
    - Members:
      - Jon Kingsbury, Business Faculty, Academic Senate (Co-Facilitator)
      - Diane Lewis, Classified Staff, (Co-Facilitator)
      - Tom Greene, VP-AASS, CIO, ALO
      - Jeff DeFranco, VP-AS, CBO
      - Tim Johnson, Physical Education Faculty
      - Michelle Risdon, English Department Chair, Faculty, Academic Senate
      - Mark Williams, Music Faculty
      - Shelley Hansen/Lori Thorne Confidential Staff
      - Pat Leonard-Heffner, Classified Staff
      - Alicia Agnew, Student, ASC President
      - Hannah Wheelen, Student
      - Aaron McVean, Director of Institutional Research and Planning/Another Director – TBD

- Academic Senate – 1<sup>st</sup> Reading June 20, 2014; 2<sup>nd</sup> Reading September 19, 2014
  - Members:
    - Michelle Risdon, English Department Chair, Faculty, Academic Senate President/Sara Pierce, World Languages Faculty, Academic Senate
    - Treva Thomas, Business Faculty, Academic Senate Vice-President
    - Jon Kingsbury, Business Faculty, Academic Senate Secretary
    - Nancy Barclay, World Languages Faculty
    - Mark Williams, Music Faculty
    - Steve Richardson, Math Faculty
    - Bruce Armbrust, Math Faculty
    - Cristi Ellingford, Counseling Faculty
    - Beth Marinelli-Laster, Counseling Faculty
    - Sara Pierce, World Languages Faculty
    - Eric Helberg, Adjunct Faculty
    - Julie Ewing, Adjunct Faculty

A final draft of the Midterm Report was sent for second reading to the Academic Senate, Institutional Effectiveness Council (IEC), and Board of Trustees in September/October of 2014 before submission to the Commission.

## RESPONSE TO 2011 VISITING TEAM RECOMMENDATIONS

### Recommendation 1 Update

***In order to comply with the standards and to improve, the team recommends that the College continue the improvements it has recently made to its planning processes and use its educational master plan to drive development of new technology, facilities, and human resources plans that are integrated with its educational master plan (I.B.4, I.B.5, III.A.6, III.B.1.a, III.B.2.b, III.C.2).***

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#### **Summer 2011 - Spring 2012**

As described in the response to the October, 2012 *Visiting Team Report* (R1.1), the College relied on its participatory governance processes to develop Technology, Facilities and Strategic (Human) Resource Master Plans in alignment and integration with the *2011-17 Educational Master Plan* (R1.2). The Technology Plan was approved by the Board of Trustees on June 12, 2012 (R1.3, R1.4); the Facilities Master Plan was approved by the Board of Trustees on October 9, 2012 (R1.5, R1.6); and the Strategic Resource Plan was approved by the Board of Trustees on September 25, 2012 (R1.7, R1.8).

During this same time period, the College modified its governance structures and processes, in part to ensure a more effective system existed to provide support, guidance, oversight and assessment related to the implementation of these master plans (R1.9).

#### **Summer 2012 - Spring 2014**

Subsequent to their adoption, these master plans have and continue to be used by the various governance councils as a source of guidance and support for their work. These councils, moreover, continue to provide oversight for the implementation and ongoing assessment of their respective plans.

The *2011-17 Educational Master Plan*, for example, not only continues to provide the scaffolding for the College's Strategic Plan (R1.10, R1.11) and the other master plans, but has and continues to provide specific guidance and context to the ongoing work of the College Learning Council (CLC) and its associated work teams over the last two years (R1.12, R1.13). The CLC provides leadership to various initiatives directly related to Strategic Planning goals and objectives that were developed in response to key issues identified in the Educational Master Plan. Their work related to strengthening the secondary-postsecondary educational pathway (R1.14), assessing program vitality (R1.15), distance education and online learning (R1.16), and Acceleration in Foundational Skills (R.17), as well as a host of other areas. The progress made by the CLC on these goals and objectives clearly demonstrates the College effectively utilizes the Educational Master Plan via the Strategic Plan to guide efforts to continually improve on achieving its mission.

The Educational Master Plan (EMP) serves as the guiding document for the Facilities Master Plan (FMP), and contains several goals and objectives related to facilities.

... This FMP takes these goals and expands upon them in greater detail.

*Facilities Master Plan, 2012*

Also informed directly by the *Educational Master Plan, 2011-17*, the goals and objectives contained within the *Facilities Master Plan, 2012* (FMP) have been a source of guidance for the work of the Facilities Council (R1.18). For example, these goals were the impetus behind the Facilities Council regular dialogue involving myriad campus facilities projects, master site plan, and preparations for pursuing a general obligation bond (R1.19, R1.20).

In a similar vein, the Technology Master Plan (R1.4) has been at the forefront of dialogue leading to further inquiry into how to most effectively deploy technology on campus (R1.20.1, R1.20.2). An example of this process is demonstrated through the implementation of the computer refresh cycle. In alignment with planning objectives, the institution funded replacement of 146 computers during 2012-2013 bringing the average age of instructional computers from 4.28 to 2.80 years and operational computers from 7.22 to 3.60 years (R1.21). While this momentum towards achieving the objective was impressive, the Technology Council also considered how to continue the replacement cycle while providing greater flexibility to optimize usage and minimize costs. The outcome of these discussions was the development of standards for computer lifecycle replacement which were recommended by the council members in April 2013 (R1.22, R1.23). The Technology Council also reviewed budget implications and designated computer replacement as an ongoing budgetary priority (R1.24). At the end of the 2012-2013 academic year, progress was assessed against the planning objectives (R1.25). The Technology Council discussed the assessment and set key priorities for the 2013-2014 academic year (R1.23, R1.24). An update on the progress achieved related to the Technology Master Plan during the first year and the proposed priorities were subsequently presented to the Institutional Effectiveness Council and the Board of Trustees (R1.26, R1.27, R1.28).

“... The College will ensure that its decisions regarding technology are consistent with the College Strategic Plan, Educational Master Plan and aligned with the Facilities and Resource Plans.”

*Technology Master Plan, 2012*  
(pg. 5)

In response to the fiscal challenges over the last several years, the College created a fiscal stability plan. As part of this plan, the College began exploring the possibility of pursuing a general obligation bond (R1.29). In preparation, the College revised its Educational Master Plan (R1.30). As part of this revision, the CLC facilitated a series of discussions and work sessions involving key areas of educational programming, including educational pathways and online learning (R1.14, R1.16). The outcomes of these sessions directly informed the revisions to key aspects of the Educational Master Plan. On the heels of, and guided by the updated Educational Master Plan, a revised Facilities Master Plan was developed (R1.31). These recent revisions demonstrate that the College has and continues to utilize its Educational Master Plan to drive other College master plans.

### **Summary of Response to Recommendation 1**

LTCC has made significant improvements to its planning processes, including utilizing its Educational Master Plan to guide the development and subsequent revisions to other strategic and master plans. Additionally, the College has continued to consistently utilize its revised governance structure to support the implementation, assessment and revisions of these master plans. **The College has and continues to fully address this recommendation.**

**Evidence**

- R1.1 - Accreditation Follow-Up Report, 2012
- R1.2 - Educational Master Plan, 2011-17
- R1.3 - Board of Trustees Meeting Minutes: June 12, 2012
- R1.4 - Technology Master Plan, 2012
- R1.5 - Minutes from Board of Trustees Meeting: October 9, 2012
- R1.6 - Facilities Master Plan, 2012
- R1.7 - Minutes from Board of Trustees Meeting: September 25, 2012
- R1.8 - Strategic Resource Plan, 2012
- R1.9 - Organization and Governance Handbook, 2012
- R1.10 - Strategic Plan\_2011-2017
- R1.11 - Strategic Plan Update, 2014
- R1.12 - CLC Agendas: October 25, 2012 - May, 2014
- R1.13 - CLC Minutes: October 25, 2012 - May, 2014
- R1.14 - CLC Agenda, March, 20 2014
- R1.15 - CLC Agenda May, 23 2013
- R1.16 - CLC Agenda May, 20 2014
- R1.17 - Foundational Skills Work Team Report to CLC - January 2014
- R1.18 - Facilities Council Minutes - March 27, 2013
- R1.19 - Facilities Council Agendas-March 27, 2013 - Present
- R1.20 - Facilities Councils Minutes-March 27, 2013 - Present
- R1.20.1 - Technology Council Agendas, 2012 to Present
- R1.20.2 - Technology Council Minutes, 2012 - Present
- R1.21 - LTCC Scorecard
- R1.22 - Standards for Computer Lifecycle Replacement
- R1.23 - Technology Council Minutes, April 24, 2013
- R1.24 - Technology Council Minutes, May 22, 2013
- R1.25 - TMP Progress Map - June 2013
- R1.26 - Forward Motion - TMP Update June 2013
- R1.27 - Board of Trustee Minutes, June 25, 2013
- R1.28 - Institutional Effectiveness Council Minutes, June 20, 2013
- R1.29 - Fiscal Stability Plan
- R1.30 - Educational Master Plan, 2014-2020
- R1.31 - Facilities Master Plan, 2014-2020

## Recommendation 2 Update

***In order to comply with the standards, the team recommends that the College develop and use quantitative measures, in addition to the qualitative measures it has already identified, to enable it to better assess progress toward realizing its mission and completing its planning goals (I.B.2).***

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### **Summer 2011 - Spring 2012**

The College invested substantial resources into the implementation of the DataTel/Ellucian enterprise resource platform (ERP) and acquisition of the SAP Business Objects reporting platform in order to facilitate research and reporting for institutional data. At the same time the College more fully implemented the TracDat SLO Assessment software. This investment in technology significantly increased the College's access to information. Additionally, the College worked to develop the LTCC Scorecard that provides quantitative indicators for the strategic goals and objectives outlined in its Strategic Plan.

### **Summer 2012 - Spring 2014**

Since the follow-up report submitted in fall 2012, Lake Tahoe Community College (LTCC) has continued to build on the progress made in developing quantitative measures in order to enable better assessment of its progress toward realizing its mission and completing its planning goals.

The LTCC Scorecard developed during AY 2011-12 and formally adopted by the Board of Trustees on June 26, 2012, has continued to be used to provide the College and the Board with information on the institutional effectiveness of the College in pursuing its strategic goals and objectives (R2.1). The LTCC Scorecard is complimentary to the California Community College (CCC) Student Success Scorecard released in 2013 as part of the statewide Student Success and Support (SSSP) implementation (R2.2). These metrics are annually reviewed by the Institutional Effectiveness Council (IEC) and Board of Trustees (R2.3, R2.4).

As a result of the successful implementation of the DataTel/Ellucian ERP, the College has access to a greater amount of accurate and timely data than at any other time in its history. As part of the ERP implementation, the College purchased a robust reporting solution, SAP Business Objects. The position of Research Analytics Database Administrator/Programmer (RADBAP) was established specifically to support the implementation of the reporting solution and to build out the research and reporting architecture of the College. To date, more than two hundred operational and research reports have been developed using the Business Objects platform. Additional reporting capacity has also been developed to integrate with the LTCC portal MS SharePoint platform (R2.5).

The combination of access to timely and accurate data, as well as the investment in skilled human resources and reporting tools has led to a rapid evolution in the institutional research function in support of improving institutional effectiveness. The LTCC Factbook and the Annual and Comprehensive Program Review (APR and CPR) reports have been redesigned to provide new and relevant information that allows programs to better align their efforts with the Strategic Plan (R2.6, R2.7). Further, several specialized reports such as the Foundational Skills Progression Report and

High School Transitions Report have been designed to provide information that can be acted upon (R2.8, R2.9).

Because of the redesigned governance structure at LTCC, different quantitative reports have a logical outlet. For example, the Foundation Skills Work Team (FSWT), a sub-committee of the College Learning Council (CLC), received the Foundational Skills Progression Report in the winter quarter of 2012-13. Based on the information about the poor progression rates for students beginning at two-levels (i.e., ENG 151R&W) below college level work (e.g., ENG 101), the FSWT recommended that the English Program investigate participation in the California Acceleration Project (CAP) hosted by the 3CSN. After successful application to the program, a team of English faculty attended two separate workshops that facilitated the redesign of the English curriculum to eliminate the two-levels below college English courses. The redesigned curriculum was implemented in the winter quarter of 2013-14, and the results of that implementation are scheduled to be evaluated during the summer of 2014 (R2.10).

## **Summary of Response to Recommendation 2**

LTCC continues to build on the progress made in developing quantitative measures in order to enable it to better assess its progress toward realizing its mission and completing its planning goals. **The College has and continues to fully address this recommendation.**

### **Evidence**

R2.1 - LTCC Scorecard with updated metrics

R2.2 - Institutional Effectiveness Council Minutes, *Highlighting Scorecard Review*

R2.3 - CCC SS Scorecard

R2.4 - Board of Trustees Meeting Minutes, *Highlighting Scorecard Review*

R2.5 - Inventory List of Business Objects Reports

R2.6 - LTCC Factbook, 2012-13

R2.7 - Comprehensive Program Review Report Compilation, 2013-14

R2.8 - Foundational Skills Progression Report, 2013-14

R2.9 - High School Transition Report, 2013-14

R2.10 - Foundational Skills Work Team Report to College Learning Council, November, 2013

### **Recommendation 3 Update**

***In order to meet the Proficiency Level described in the ACCJC's rubric for Student Learning Outcomes by 2012, the team recommends that the College build on the work it has achieved in student learning outcomes assessment for courses and accelerate the assessment of program and institutional outcomes (II.A.1.c, II.A.2.a, II.A.2.b, & II.A.2.f).***

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#### **Summer 2011 - Summer 2012**

As noted in the October 2012 Follow-Up Report, LTCC has fully addressed the recommendation regarding student learning outcomes assessment (R3.1). The College first established assessment schedules in 2007 and, subsequently, has continued to implement, assess, and update these schedules in our Assessment Plan, which clearly lays out a continuous cycle for SLO assessment (R3.2, R3.2.1). It continues to assess SLOs on an ongoing rotation and review those assessments regularly and in varied ways, including;

- Through the work of individuals contemplating course-level SLOs
- The SLO Assessment Committee's review of assessments each quarter and the dialogue the committee members have with those submitting assessments (R3.3)
- The inclusion of SLO assessments in the Comprehensive Program Review process on a six-year cycle (R3.4)
- The inclusion and consideration of SLO assessments at both the course- and program-level during the Annual Program Review Update Reports (R3.5)
- The ongoing training and professional development opportunities where faculty members and other staff seek to advance the cycle of assessment and improvement (R3.6).

The College uses assessment results to identify and facilitate positive and ongoing improvement as well as to inform its planning and resource allocation processes. SLOs are reviewed as part of the ongoing curriculum development and updating processes, are included in course outlines of record and syllabi, and are reflected upon by faculty as a tool for improving student learning (R3.7, R3.8, R3.5). With the full migration of all course, program, and institutional SLOs; the methods of assessment; and all assessment results into TracDat, college faculty and staff have access to a rich database to help contribute to understanding and focused improvement to student learning and teaching. Additionally, the College ensures that these datasets are provided to faculty and staff and are considered in regular cycles of planning and resource allocation, including consolidating specific budget requests that have been tied to or emerged out of assessments (R3.9).

#### **Summer 2012 - Spring 2014**

The College had, as of the last Accreditation Team visit, created SLOs for all courses and programs, and the institution had completed a comprehensive mapping of all SLOs in order to reflect the interconnectedness of course, program, and institutional learning goals. All course-level and program-level student learning outcomes are clearly mapped and aligned to the learning outcomes of the College's certificates, degrees, and institutional-level outcomes. All student and academic support departments and programs have also been mapped to the institutional-level outcomes. This has completed the alignment of all courses, certificates, degrees, and programs to the institutional-level core competencies (R3.10, R3.11). The process of assessing the SLOs, updating

them when necessary and reflecting on the effectiveness of the mapping has continued and is overseen by the SLO Coordinator, the Curriculum Committee, the SLO Assessment Committee, and the faculty. As the needs of the institution shifted from the development of SLOs to a focus on assessment and improvement, the role of our SLO Coordinator has been redefined to include a stronger focus on teacher training and guidance, in order to help instructors implement improvements to teaching identified through the SLO assessment process and review (R3.12).

The College has continued to offer training opportunities on SLO assessment strategies and the use of TracDat as well as on making the process of reviewing assessments more authentic and relevant to the improvement of instruction and services. The College has offered presentations and training workshops on the development of common assessment rubrics as well as on authentic program-level assessment (R3.6, R3.13).

In addition to instructors and programs individually reviewing assessment results and implementing changes toward improvement, a number of college committees also use SLO assessment results in their consideration of services and student success. For example, the Foundational Skills Work Team (which reports to the College Learning Council on a monthly basis) regularly reviews student learning outcome assessment results in foundational skills math and English. Assessment results have been incorporated into discussions about the English department's participation in the California Acceleration Project (CAP) and its implementation of accelerated courses in English 152 and English 101 and the math department's consideration of acceleration and its move towards a modular-based model for helping students be more successful in moving through the foundational skills courses towards transfer-level courses (3.14). Regular, systematic inclusion of assessment results in program planning have allowed for broader college discussions and efforts toward improvement in teaching and learning.

The College uses the reporting available through TracDat to assess program and institutional SLOs, as all levels are successfully mapped campus-wide, and this reporting is incorporated into the formalized process for consideration of these results in planning and resource allocation through Annual Program Review Updates and Unit Planning processes. These "lower-level" planning processes are tied directly to the strategic planning processes of the College, and they inform the *Educational Master Plan*. The College's Strategic Plan performance indicators (LTCC Scorecard) include the assessment results of its institutional SLO assessments (R3.15). Recognizing that quantitative measures do not always tell the whole story nor do they, alone, allow for focused and effective improvements, the College has prioritized a focus on authenticity in its assessments and an inclusion of more specific quantitative and qualitative data in its assessments, particularly at the program level. The College, for example, offered a training on authentic program-level assessments at its spring 2014 all-faculty meeting and is conducting reviews of its institutional-level SLO assessments through the College Learning Council (R3.6, R3.16). This process also includes ongoing dialogue regarding the most effective methods for the consideration of data, the inclusion of specific qualitative information, and the most effective methods for implementing plans for improvement.

The College is also engaging in and continuing the process of assessing General Education, Distance Education, and Foundational Skills courses according to "program" standards. The College Learning Council is identifying program-level SLOs for General Education, the Distance Education Work Team for Distance Education, and the Foundational Skills Work Team for basic skills. These

groups, in conjunction with the Academic Senate, the College Learning Council, and the Institutional Effectiveness Council, will continue to assess and identify areas for improvement according to the SLOs in these areas. Additionally, the College has created and budgeted for a Program-level SLO Coordinator to help facilitate authentic SLO assessment and improvement across the College's programs (R3.17). The Coordinator will be hired and will assume their duties fall 2014.

### **Summary of Response to Recommendation 3**

LTCC continues to build on the progress made in student learning outcomes assessment for courses, programs and institutional outcomes via developed quantitative measures as part of assessing progress toward planning goals and mission attainment. **The College has and continues to fully address this recommendation.**

#### **Evidence:**

R3.1 - Accreditation Follow-Up Report, 2012

R3.2 - Student Learning Outcomes Assessment Plan and Schedule

R3.2.1 - Instructional Student Learning Outcome and Assessment Process Guide, Manual and Forms

R3.3 - Sample Email Communication between Assessment Committee and Faculty

R3.4 - Comprehensive Program Review Guide, Compilation of CPRs from 2013-14

R3.5 - Compilation of Annual Program Review Update Reports, 2012-13

R3.6 - Agenda and Related Materials for spring 2014 All-faculty meeting on Authentic SLO Assessments

R3.7 - Samples of Course Outlines of Record

R3.8 - Curriculum Committee Handbook

R3.9 - Examples of Course or Program Modifications and Budget Requests Stemming from SLO Assessment Process

R3.10 - Instructional Program Course-Program-Institutional SLO Mapping

R3.11 - SS Program -Institutional SLO Mapping

R3.12 - Academic Senate Meeting Minutes, Agenda item involving Sara Pierce's redefinition of SLO Assessment Coordinator Role

R3.13 - Convocation Agendas, 2012 and 2013

R3.14 - Compendium of Foundational Skills Work Team Reports to CLC, 2012 thru 2013

R3.15 - LTCC Scorecard

R3.16 - College Learning Council, Agenda & Minutes from June, 2014

R3.17 - Program-level SLO Coordinator Documentation

## **Recommendation 4 Update**

***In order to meet the ACCJC standards and to improve the team recommends the College must consistently and formally evaluate all of its core processes to include governance, budgeting, communication, planning and decision making and use those evaluations to improve these core processes (I.B.5, I.B.6, III.A.6, III.B.2.III.D.3).***

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### **Summer 2011 - Spring 2012**

The College undertook a formal evaluation of its core processes during the fall of AY 2010-11. Based on the results of the Faculty/Staff Experiences Survey (FSSES), the College decided to conduct a Governance Summit in order to improve the effectiveness of its governance and decision-making processes. The results of that summit lead to several changes outlined below.

### **Summer 2012 - Spring 2014**

Following the Governance Summit held on March 9, 2012 and the design and implementation of a new governance structure beginning in fall 2012 as described in the *Accreditation Follow-Up Report, 2012* (R4.1), LTCC has continued to consistently and formally evaluate all of its core processes, including governance, budgeting, communication, planning, and decision making, and has used those evaluations to improve its core processes.

The primary survey that LTCC uses to assess its core processes is the Faculty/Staff Experience Survey (FSSES) that is conducted every two years. The administration of this survey in academic year (AY) 2010-11 (R4.2), and the results it produced, directly lead to the governance summit and subsequent redesign of the College's governance structure. This survey was again administered at the conclusion of AY 2012-13 in order to evaluate not only the first year implementation of the College's governance structure, but also progress in improving other core areas of the College (e.g., technology, etc.). The results of the 2012-13 survey were encouraging. Survey items that specifically addressed the governance processes of LTCC showed marked improvement. Additionally, survey items that addressed technology services at the College were also dramatically improved. These items validated the success of the implementation of recommendations from the Technology Master Plan that was finalized in June, 2012 (R4.3, R4.4).

As part of the evaluation of its core processes, the College also instituted a revised Governance Council Self-Evaluation (GCSE). This evaluation was designed to provide specific feedback on the operations of the governance structure and the College's processes for decision-making. The GCSE was designed to assess the areas of consensus-based decision making, intra-council communication, inter-council communication and the overall evaluation of the effectiveness of the Council.

The results were as one would anticipate following the first year of the implementation of a new governance structure and processes (R4.5). For example, given the relative size and complexity of the new structure, it was not surprising that the process for communications between councils was not perfectly understood (see Table 1 below).

		Institutional Effectiveness Council (IEC)	Budget Council	Facilities Council	Technology Council	College Learning Council (CLC)	Total
<b>Q8. How would you rate your understanding of the process for inter-council communication on issues that are discussed in more than one Council?</b>	Very Good	1	1	0	1	1	4
		16.7%	14.3%	0.0%	20.0%	10.0%	12.5%
	Good	3	4	2	4	6	19
		50.0%	57.1%	50.0%	80.0%	60.0%	59.4%
	Poor	2	2	2	0	3	9
		33.3%	28.6%	50.0%	0.0%	30.0%	28.1%
	Very Poor	0	0	0	0	0	0
		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Total	6	7	4	5	10	32
		100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 1

Based on this information, CLC dialogued on their self-assessment at the beginning of the fall 2013-14 quarter and made appropriate modifications as a result. One of these changes was to use a concise reporting form for the various work teams to streamline their reports (R4.6, R4.8).

A second administration of the survey was conducted at the conclusion of the spring quarter of AY 2013-14 (R4.7), with the presentation of the results of that administration planned for the fall quarter of AY 2014-15.

#### Summary of Response to Recommendation 4

LTCC has continued to consistently and formally evaluate all of its core processes, including governance, budgeting, communication, planning, and decision making, and has used those evaluations to improve its core processes. **The College has and continues to fully address this recommendation.**

#### Evidence

- R4.1 - Accreditation Follow-Up Report, 2012
- R4.2 - Faculty/Staff Experience Survey, 2010-2011
- R4.3 - Faculty/Staff Experience Survey, 2012-2013
- R4.4 - Technology Master Plan, 2012
- R4.5 - Governance Council Self-Evaluation, 2012-2013
- R4.6 - CLC Work Team Report Form
- R4.7 - Governance Council Self-Evaluation, 2013-2014
- R4.8 - CLC Minutes from October 22, 2013

## Recommendation 5 Update

*In order to improve the team recommended that the College analyze staffing issues in the Administrative services area and effectively staff the area so that the College president no longer performs part of the work formerly done by the Vice President of Business Services (III.A.1, III.2.).*

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### **Summer 2011 - Spring 2012**

As noted in the October 2012 Follow-Up Report, the College reviewed its administrative structures, staffing trends and other data in fall, 2011. In early October, 2011, the College president recommended that the College replace the Vice President of Business Services with a Vice President of Administrative Services (VPAS), moving this recommendation through various college governance processes and ultimately to final approval by the Board of Trustees (R5.1). On June 30, 2012, a permanent Vice-President of Administrative Services was hired.

### **Summer 2012 - Spring 2014**

The Vice-President of Administrative Services position has remained consistently staffed since the original hire date—June 30, 2012. This filled position, in tandem with clear delineation and delegation of duties associated with this position, ensures that the College president does not need to assume responsibility for any of the position's associated duties (R5.2, R5.3).

### **Summary of Response to Recommendation #5**

Through an analysis of staffing issues, the College identified and hired a Vice-President of Administrative Services, the result of which provides clear delineation of responsibilities between this position and that of the Superintendent/President. **The College has and continues to fully address this recommendation.**

### **Evidence**

R5.1 - Board of Trustee Minutes, November 8, 2011

R5.2 - Job Description of Vice-President of Administrative Services

R5.3 - Employment Contract - Vice-President of Administrative Services

## PLANNING AGENDAS: STANDARD I

### Planning Agenda Item #1

*As part of the review, revision, and evaluation of College planning and decision-making processes, the College Planning Council sub-committee will develop mechanisms for improving campus wide communication and for understanding the link between the mission, program review, strategic planning, and resource allocation (Standard I.A.4).*

---

The College Planning Council (CPC) assessed the need for changes in governance, decision-making, and participation that were identified in the 2010-11 Faculty/Staff Experience Survey (FSSES). On December 5, 2011, the CPC was expanded and became the Governance Summit Planning Committee (GSPC), which focused on implementing improvements to address faculty and staff concerns about effective participation in decision-making and governance processes. The result of the Governance Summit held on March 9, 2012 was a completely redesigned governance structure that allowed for both better participation by campus constituency groups and more specified council roles allowing for greater clarity of purpose. The Institutional Effectiveness Council (IEC) was formed out of the previous College Council, with direct responsibility for reviewing and recommending revision of the College's mission, vision, and strategic goals and objectives. Additional councils were also developed, each with a well-defined purpose as part of the overall structure: the Budget Council (BC), Facilities Council, Technology Council, and the College Learning Council (CLC). The new governance structure at LTCC provides better mechanisms for improving campus wide communication by allowing for much greater participation in College governance by all constituent groups, including students, which in turn promotes better understanding of the link between the mission, strategic planning, program review, and resource allocation.

**The College has fully addressed this planning agenda item.**

### Evidence

- PA1.1 - Organization and Governance Handbook, 2012
- PA1.2 - Faculty/Staff Experience Survey, 2010-2011
- PA1.3 - Governance Council Self-Evaluation, 2012-2013
- PA1.4 - Governance Council Self-Evaluation, 2013-2014

## Planning Agenda Item #2

*As part of the ongoing review, revision and improvement of College's planning processes, the College Planning Council (CPC) will incorporate an annual update to program review and unit planning into the existing planning cycle beginning in fall 2011 in order to strengthen the connection between program review recommendations and the prioritization of resource allocation. Further, the CPC will develop and conduct a more formalized, annual evaluation of College planning processes (Standard I.B.2., I.B.3, & I.B.6).*

## Planning Agenda Item #3

*In order to fully meet the standard, the College needs to implement a more formalized process for assessing all of its evaluation mechanisms. With the establishment of the CPC, the College now has the means to implement such a process. As stated earlier in this Standard, as part of the ongoing review, revision and improvement of College's planning processes the College Planning Council will incorporate an annual update to program review and unit planning into the existing planning cycle to strengthen the connection between program review recommendations and the prioritization of resource allocation. Further, the CPC will develop and conduct a more formalized, annual evaluation of College planning processes (Standard I.B.7.).*

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Beginning in fall 2011, the College modified its Program Review process to include an Annual Program Review (APR) update in order to guide an Annual Unit Planning (AUP) process that was designed to align with resource allocation at LTCC (see Figure 1 below). For most Departments/Programs, the Comprehensive Program Review (CPR) remains on a six-year cycle that is now augmented by the annual update process (PA2-3.1, PA2-3.2).

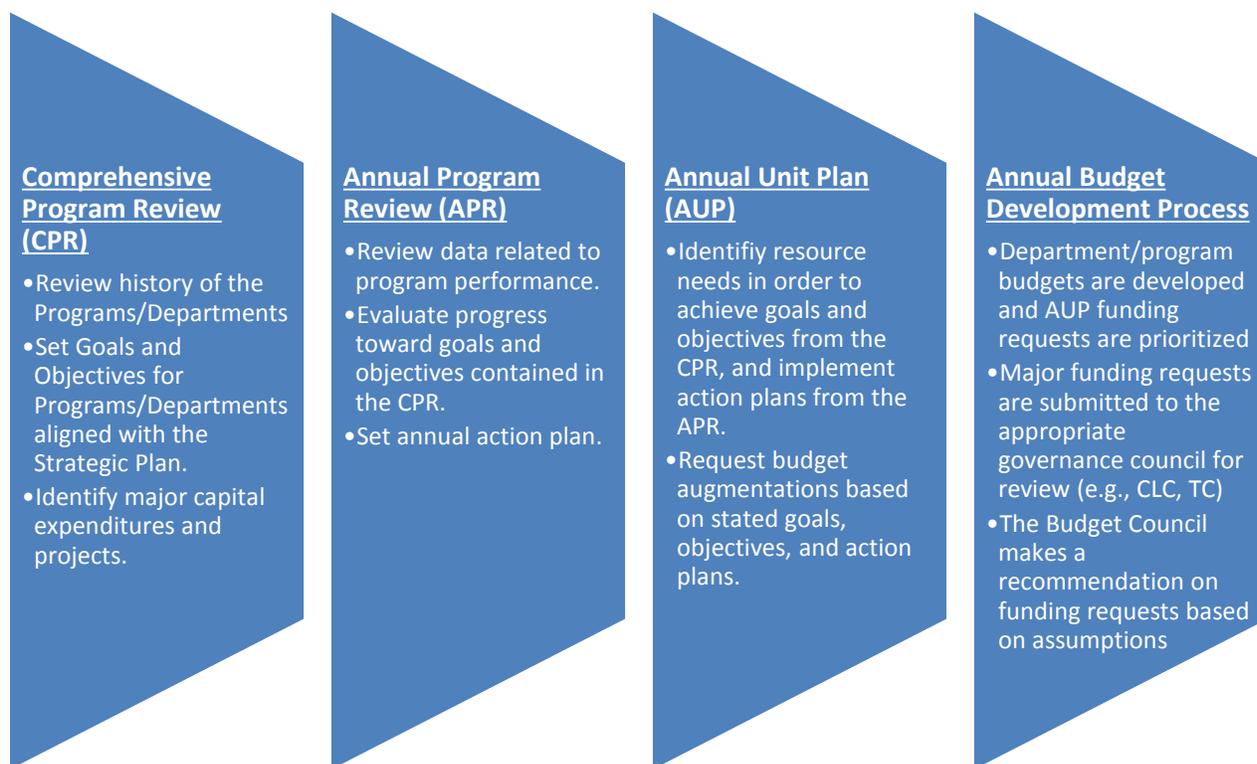


Figure 1

Recommendations for resource allocation identified in the AUPs are reviewed by the appropriate administrator for prioritization. Prioritized lists are then reviewed by the President's Council for final resource allocation decisions during the annual budget development process (PA2-3.3, PA2-3.4, PA2-3.5).

In order to assess this and other processes at LTCC, the Faculty/Staff Experience Survey (FSSES) is conducted every two years. Feedback is solicited on budget, planning, governance, technology, facilities, and human resource management. Results are reviewed by the appropriate governance councils and are finally presented to the Board of Trustees as part of their oversight of the institutional effectiveness of the College. Additionally, a Governance Council Self-Evaluation (GCSE) was created to assess the communication and decision-making processes of the new governance structure (PA2-3.6, PA2-3.7, PA2-3.8, PA2-3.9).

**The College has fully addressed these two planning agenda items.**

#### **Evidence**

PA2-3.1 - Guide to Integrated Planning

PA2-3.2 - Compilation of Completed Annual Program Review Update Reports, 2012-13

PA2-3.3 - Consolidated Unit Plans, 2012-13

PA2-3.4 - Consolidated Unit Plans, 2013-14

PA2-3.5 - Consolidated Unit Plans, 2014-15

PA2-3.6 - Faculty/Staff Experience Survey, 2010-2011

PA2-3.7 - Faculty/Staff Experience Survey, 2012-2013

PA2-3.8 - Governance Council Self-Evaluation, 2012-2013

PA2-3.9 - Governance Council Self-Evaluation, 2013-2014

#### **Planning Agenda Item #4**

***Based on the results of the fall 2010 Faculty/Staff Experiences Survey and an Academic Senate resolution regarding the need to more clearly delineate the role of the College Council, the College will conduct a Governance Summit in fall 2011 to facilitate college-wide dialogue with the goal of improving the participatory governance structures and responsibilities on campus (Standard I.B.4).***

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The College held a Governance Summit on March 9, 2012 and the design and implementation of a new governance structure beginning in fall 2012 as described in the Follow-Up Report (October, 2012). Now completing its second year of implementation, the governance structure is seen as facilitating better college-wide dialogue and has improved the participatory governance structures and responsibilities on campus. LTCC has also continued to consistently and formally evaluate all of its core processes, including governance, budgeting, communication, planning, and decision making, and has used those evaluations to improve its core processes (PA4.1, PA4.2, PA4.3, PA4.4).

**The College has fully addressed this planning agenda item.**

**Evidence**

PA4.1 - Governance Summit Agenda and Minutes

PA4.2 - Organization and Governance Handbook

PA4.3 - Governance Council Self-Evaluation, 2012-2013

PA4.4 - Governance Council Self-Evaluation, 2013-2014

## PLANNING AGENDAS: STANDARD II

### Planning Agenda Item #5

***With the addition of a Distance Education Coordinator in spring 2011, the College will continue to expand online student support services and provide additional professional development opportunities and support for faculty who utilize online and hybrid instructional delivery methods (Standard II.A.1.b).***

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The College has and continues to expand online services for faculty, staff, and students. The College hosted a Mini Etudes Summit in May of 2012 (organized by a 28-hour/week Distance Education Coordinator and supported by and co-planned with the Faculty Professional Development Fund Committee Chair (PA5.1). In the summer of 2014, an *Orientation for Faculty Teaching Online* was created and piloted (PA5.2), the final version of which will be required by all instructors teaching online for the College for the first time. An *Online Student Readiness Workshop* has been updated and is in the schedule as of fall 2014 (PA5.3). Additionally, Professional Development funds sent four online faculty members to the Etudes Summit in fall of 2013 (PA5.4). An Online Excellence in Teaching Workshop (*iETW*) was developed and conducted in 2013 (PA5.5). The College has institutionalized a Distance Education Work Team as a sub-committee of the College Learning Council, that has created hiring policies and an evaluation rubric that includes specifics for online course and instructor evaluation (PA5.6). Through recommendations from the Distance Education Work Team, the College Learning Council and Academic Senate approved modifications to the hiring process for faculty teaching online. Specifically, the process now includes a requirement that the DE coordinator accesses and reviews the course shell of all first-time online teachers during the first three weeks of the term to provide support and feedback (PA5.7). The College Learning Council has also facilitated the creation of a vision for distance education that includes professional development and funding as well as a focus on student success (PA5.8). This vision ties directly to the Educational Master Plan (PA5.9).

Other training opportunities and programs that the College has created and implemented around success in an online environment include the development of both a synchronous and asynchronous online student orientation (in addition to the face to face orientation) (PA5.10, PA5.11). A comprehensive Student Ambassador Program has been developed through which students are trained to provide information to interested and incoming students, including information pertaining to the online services provided by the college (PA5.12). Lastly, counselors, faculty, and staff have been trained on the Student Success and Support Program (SSSP) (known at the College as Guidance and Planning for Success [GPS]), which includes online components (PA5.13).

**The College has fully addressed and will continue to pursue this planning agenda item.**

### Evidence

PA5.1 - Agenda for Mini Etudes Summit (May 2012)

PA5.2 - Screenshot from *Orientation for Faculty Teaching Online*

PA5.3 - Screenshot of Fall Schedule showing Online Readiness Workshop link

- PA5.4 - Etudes Summit Conference Brochure, 2013
- PA5.5 - iETW Agenda, 2013
- PA5.6 - Adjunct Faculty Evaluation Rubric
- PA5.7 - Academic Senate Minutes and College Learning Council Minutes Highlighting this Discussion
- PA5.8 - CLC Meeting Minutes, May 20, 2014
- PA5.9 - Educational Master Plan: 2014-2020
- PA5.10 - Screenshot of asynchronous new student orientation
- PA5.11- Screenshot or advertisement of synchronous new student orientation
- PA5.12- Advertisement demonstrating Student Ambassador Support Provisions
- PA5.13 - Agenda from Training Session on GPS

### **Planning Agenda Item #6**

***The College plans to reestablish faculty, peer-led trainings designed to explore innovative teaching strategies and improve instructional skills (Standard II.A.2.d).***

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The College has reinstated and continues to offer a number of teacher training and professional development opportunities to full-time and adjunct faculty (and staff when appropriate or relevant). For example, the College administration worked with faculty in designing, organizing, and now delivering on a twice-a-year basis, a 16-hour *Excellence in Teaching Workshop*; on a once-a-year basis, an 8-hour, *Advanced Excellence in Teaching Workshop*; and as scheduled, a multi-week, *Online Excellence in Teaching Workshop* series (PA6.1). These workshops provide intensive, peer-led, collaborative instruction and assessment to improve skills and enhance creativity in the classroom and online. The faculty members who have primarily led these workshops have also made efforts to identify new faculty who are interested in being trained to lead the workshops in the future. Additionally, these reinstated and new development opportunities have been codified in the faculty collective bargaining agreement to incentivize further participation in these programs as well as ensure their continuation (PA6.2).

The College has offered and continues to implement its *Peer Mentoring Program* for new full-time faculty (in which a more long-term faculty member leads a new faculty member through the College's governance system, introduces him or her to the academic and professional activities on campus, helps him or her navigate the College's operational systems, and helps coordinate teaching observations of both the new faculty member's teaching and the new faculty member's observance of and learning from others) (PA6.3).

The College also recently created and twice offered the *Foundational Skills Apprenticeship Program*, where a full-time foundational skills faculty member collaborates with, evaluates, and provides guidance to an adjunct faculty member around basic skills courses, teaching techniques, and assessment. While in the program the "apprentices" not only teach their own basic skills course, but do so while also providing supplemental instruction in a different section of the same class taught by their full-time faculty mentor (PA6.4). This program has also been codified in the faculty collective bargaining agreement. The English department has also sent two teams of four faculty members, full-time and part-time, to Acceleration Training through the California Acceleration

Project, where English and math faculty collaborate to explore best practices around foundational skills instruction and assessment (PA6.5).

Additionally, the College provides ETUDES training, Voice Thread training, and faculty-led convocation activities around teaching and learning for faculty members (PA6.6, PA6.7, PA6.8). Professional Development Funding is available in support of teaching and learning improvement. This funding is overseen by a faculty committee which reviews applications, awards funding, and receives follow-up reports for faculty (full-time and part-time) development around teaching and professional growth (PA6.9). And last, a comprehensive and in-depth Evaluation Rubric was adopted by the Senate for informal use (primarily in adjunct evaluations) that focuses on promoting excellence in teaching and prioritizes student learning. This rubric allows peer evaluators to collaborate with other faculty toward improving teaching and learning. This focus is highlighted by the (faculty) Distance Education Coordinator's presence in the online classes of new online faculty as a resource and guide for excellence (PA6.10).

**The College has fully addressed and will continue to pursue this planning agenda item.**

**Evidence:**

PA6.1 - Agendas/Schedules for ETW, Advanced-ETW, and iETW, 2012-2014

PA6.2 - Collective Bargaining Contract Changes Related to Associates Program

PA6.3 - Peer Mentoring Handbook

PA6.4 - Agreement Between BOT-LTCCD and LTCC Faculty Association - CCA-CTA-NEA

PA6.5 - California Acceleration Project Documentation (2013-14 and 2014-15)

PA6.6 - Etudes Training Descriptions

PA6.7 - Voice Thread Training Evidence

PA6.8 - Convocation Agendas

PA6.9 - Compilation of Faculty Professional Development Committee Meeting Minutes: 2011-2014

PA6.10 - Adjunct Faculty Evaluation Rubric

### **Planning Agenda Item #7**

***The College will complete the mapping of courses, programs, and institutional level SLOs as part of implementing the TracDat software. This will allow for a more comprehensive review of course learning outcomes as they relate to the institutional core competencies (Standard I.A.2.i & I.A.3).***

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The College has successfully completed the process of mapping course-, program-, and institutional-level Student Learning Outcomes and has migrated all of that information as well as all assessment results into TracDat. All student and academic support departments and programs have also mapped their student learning outcomes to the institutional outcomes, completing the careful alignment between all certificates, degrees, programs, services, and core competencies (PA7.1, PA7.2). This alignment allows for regular course, program, and institutional learning assessment (PA7.3). The College uses TracDat reporting of assessment planning and outcomes to provide necessary data for stakeholders for all levels of assessment. And as mentioned in the College's Response to Recommendation #3 (pg. 14), the College's planning processes link the consideration of assessment results to program outcomes and resource requests; these processes are linked to budgeting through the Annual Program Review Update and Unit Plan processes, which are also tied to Strategic Planning and the LTCC Scorecard (PA7.4, PA7.5). Furthermore, various committees, including the Foundational Skills Work Team and the College Learning Council are accessing learning assessment reports to consider the success and effectiveness of various College projects, such as Acceleration in English Foundation Skills courses (PA7.6). The College Learning Council reviews the correlated data resulting from the course and program SLO mapping to the Core Competencies to evaluate college-wide success in these areas, to identify areas for improvement, and to sets goals for achieving improvements identified (PA7.7).

**The College has fully addressed and will continue to pursue this planning agenda item.**

#### **Evidence:**

PA7.1 - Instructional Program Course-Program-Institutional SLO Mapping

PA7.2 - SS Program -Institutional SLO Mapping

PA7.3 - SLO Assessment Plan

PA7.4 - Guide to Integrated Planning

PA7.5 - LTCC Scorecard

PA7.6 - Foundational Skills Work Team Minutes (dates when assessment data was reviewed)

PA7.7 - College Learning Council Meeting Minutes, June 2014

### **Planning Agenda Item #8**

***The College will, upon implementation of Project VIEW, establish a regular cycle of validation for assessment and placement instruments, based on student persistence, success, progression, and other data indicators. Current systems do not allow for this type of analysis (Standard II.B.3.e).***

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The first phase of the implementation of the DataTel/Ellucian ERP (i.e., Project VIEW) was completed in time for AY 2012-13. Since then the College has taken steps to “build out” the implementation to encompass more and more processes in order to centralize the collection of information. One of these centralization efforts is to incorporate information stored in the SARS system utilized by Student Services into the Colleague System from DataTel/Ellucian. This information includes assessment and placement information.

Beginning in the Spring quarter AY 2013-14, all assessment and placement information is being entered into the DataTel/Ellucian system and can now begin to be used for the validation of assessment and placement instruments, based on student persistence, success, progression, and other data indicators (PA8.1). The Foundational Skills Progression Report developed in AY 2012-13 will be updated to include a section on validation of assessment and placement during the AY 2014-15 (PA8.2). Additionally, the formal evaluation of the implementation of the English Program Acceleration Project will include assessment and placement information from student enrolled in the accelerated curriculum that began in Winter quarter, AY 2013-14. Their outcomes, with regard to learning, persistence, success, and progression will be assessed against their original assessment and placement scores. A formal report will be delivered in the fall quarter of AY 2014-15.

**The College is in the process of addressing this planning agenda item.**

#### **Evidence**

PA8.1 - Description of Process for Entering Assessment Data into Colleague

PA8.2 - Foundational Skills Progression Report (Pre-Assessment Score Inclusion)

## PLANNING AGENDAS: STANDARD III

### Planning Agenda Item #9

***During the 2011-12 academic year, the College will finalize and incorporate a new classified staff hiring policy into appropriate manuals and handbooks (III.A.1.a).***

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During the 2011-12 academic year, the classified staff voted to become a collective bargaining unit. In 2012-13, the College and Classified Employees Union (CEU) worked in collaboration to develop a collective bargaining agreement or “contract.” This contract was approved by the Board of Trustees in May, 2014 (PA9.1). This collective bargaining agreement clearly delineates the policy and procedures for the hiring of new classified staff (PA9.2). The bargaining agreement was ratified by the CEU on May 9, 2014, and agreed to by the Board of Trustees on May 13, 2014 (PA9.4). These policies and procedures will be incorporated into the Classified Employee Handbook (PA9.3) and other appropriate manuals.

**The College is in the process of completing this planning agenda item.**

#### **Evidence**

PA9.1 - Board of Trustees Meeting Minutes, May, 2014

PA9.2 - Collective Bargaining Agreement between LTCC and CEU, 2013-14

PA9.3 - Classified Employee Handbook, January 2011

PA9.4 – Page 57 of CEU Contract

### Planning Agenda Item #10

***The College will review and revise, as necessary, the adjunct faculty evaluation process to ensure it is comparable to the full-time faculty process with regard to the inclusion of assessment of student learning. This will be completed in time to comply with the Commission’s 2012 deadline for achieving Proficiency in Student Learning Outcomes, as described in the ACCJC Rubrics (Standard III.A.1.a).***

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The College Learning Council developed a comprehensive and in-depth *Evaluation Rubric* that was initially intended for online instructors. The rubric is focused on promoting excellence in teaching and the prioritization of student learning. One section of the rubric, entitled “Assessment and Evaluation of Student Learning,” contains a matrix specifically designed to ensure that the faculty evaluation considers intentionally, the assessment of student learning. Seeing the utility of this rubric for all instructional modalities, the CLC developed a working team to modify the rubric so that it could be used to improve the adjunct faculty evaluation process, generally (PA10.2). This team submitted a revised rubric to the Academic Senate for consideration (PA10.1). The Academic Senate adopted the rubric and encouraged its use in the adjunct faculty evaluation process (PA10.3).

Subsequent to the adoption of the rubric by the Academic Senate, the College presented the faculty association with the rubric as part of its proposal to incorporate it into the adjunct faculty evaluation process. During AY 2013-14, the faculty association and College were unable to come to an agreement on the incorporation of this rubric into the process for evaluating adjunct faculty.

While not required, the Academic Senate recommended to its faculty, the use of the rubric on an informal or voluntary basis (PA10.4). In AY 2014-15, the College intends to work with the faculty association on reexamining the entire adjunct faculty evaluation process with the hopes of incorporating into said process, the Academic Senate approved evaluation rubric (PA10.5).

**The College is in the process of completing this planning agenda item.**

**Evidence**

PA10.1 - Adjunct Faculty Evaluation Rubric

PA10.2 - College Learning Council Meeting Minutes, March 28, 2013

PA10.3 - Academic Senate Meeting Minutes (highlights the Adoption of the Rubric for all adjunct evaluations)

PA10.4 - Academic Senate Minutes (highlight encouraging the use of the rubric on a voluntary basis)

PA10.5 - Description of Unresolved Sunshine List Items from 2013-14 Negotiations Between LTCC and Faculty Association

**Planning Agenda Item #11**

***The College will review the three separate codes of ethics for faculty, staff, and administrators to ensure their comparability (Standard III.A.1.d).***

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In fall, 2014, the Institutional Effectiveness Council and other participatory governance councils will review the three separate codes of ethics for faculty, staff and administrators. This review will focus on ensuring all three ethics codes are comparable, and where applicable, align.

**The College plans to address this planning agenda item fully in fall, 2014.**

**Evidence**

None

## **Planning Agenda Item #12**

***As the state budget situation continues to change, the College will continually reassess the needs of all three areas (i.e., faculty, administration, and classified staff) and determine if any positions should be reinstated or created in accordance with program review, the Strategic Plan, and budget restrictions (Standard III.A.2).***

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The College has been carefully monitoring staffing levels for all areas due to the impacts involving state legislative changes, local enrollment and distance education trends, and technology. On September 25, 2012, the Board of Trustees adopted the Strategic Resource Plan (SRP) which provides guidance in planning financial, human resource, technology, and facility resources (PA12.1). The SRP uses the Strategic Plan 2011-17 as the guiding document and is linked with the LTCC Scorecard which is reviewed annually.

Overall staffing at the college is comparable and/or exceeds similar sized colleges (PA12.2). Sufficient numbers of qualified full-time faculty exist to serve students at the college. The College, for example, exceeds the requirements set in the California Education Code (EC) Section 87482.6, referred to as the Full-time Faculty Obligation, which requires California Community Colleges maintain a minimum number of full-time faculty. The fall 2013 Full-time Faculty Obligation number (FON) is 16.20, 23.80 full-time faculty positions below the 40 currently on staff at the College (PA12.3). Using available data such as the California Community Colleges Chancellor's Office data mart, the Full-time Faculty Obligation Compliance by District Report, and comparison data between the eight small colleges, LTCC consistently maintains a level of full-time faculty at or above colleges of similar size and stature (PA12.2, PA12.3).

In the academic year 2011-12, the Academic Senate proposed a process for prioritizing faculty hiring recommendations. The Academic Senate solicits faculty hiring requests in the fall of each academic year and prioritizes the requests based on a prioritization process (PA12.4). A prioritized list of full-time faculty hires is then forwarded to the Vice President of Academic Affairs and Student Services and the College President for consideration. A full-time math faculty member and full-time history/political science faculty member have been hired through the process (PA12.5). In academic year 2013-14, the College did not hire any new full time faculty members due to a 22% loss of full-time equivalent students in academic year 2012-13, and enrollment restoration efforts in academic year 2013-14.

In non-teaching academic and classified staff areas, critical positions are identified through the program review process. The College has been undergoing budget reductions since fiscal year (FY) 2011-12 due to state budget cuts and enrollment declines, so the College has not added any new positions except for those directly related and funded via TRiO federal grant programs, and the Dean of Student and Academic Support Services. Only critical vacancies have been filled. An early retirement incentive was offered to all constituent groups in spring 2012, and was accepted by one faculty member, one academic administrator, and 9 classified employees. Impacted departments were subsequently reorganized, and not all positions were replaced (PA12.6). There are currently 60 full-time classified employees and six full-time confidential employees, numbers that are comparable or greater than similar-sized colleges (PA12.1, PA12.2). When vacancies occur, the

need for the position, job description, and salary are reviewed and updated before filling the position.

College management has decreased due to budget reductions since FY 2012-13. Two director positions were eliminated and combined into one position (Public Information Officer and Foundation Director), and the Director of CTE position was combined with an instructional dean position. The College currently has seven directors and six administrators, which is comparable or exceeds other similar sized colleges (PA12.1, PA12.2, PA12.7).

In May 2013, the College implemented a fiscal stability plan to ensure the financial viability of the institution. Changes in state statutes and local population declines coupled with an overall softening of college enrollments have had a significant impact on small rural colleges. This requires a rethinking of College staffing structures (PA12.8). The 18-month plan has various components including:

- More cost effective and efficient programs and services
  - Program revitalization efforts
  - Reviewing all positions before refilling
- Diversifying revenue generation
  - Grants and entrepreneurial efforts
  - General obligation bond (November 2014)
  - Building strong community support through the LTCC Foundation
- Enrollment restoration strategies
  - Increase local outreach and enrollments
  - Comprehensive marketing and outreach
  - Increase in-migration of non-resident students
    - International education
  - South Bay Regional Public Safety Training Consortium
  - Instructional Service Agreements

The College has restored FTES to 1,695 in FY 2013-14, although this is below the funded 1,884 FTES in 2011-12. The College continues to monitor and adjust revenues, expenditures, and personnel to ensure educational integrity and fiscal stability.

**The College has fully addressed and will continue to pursue this planning agenda item.**

### **Evidence**

PA12.1 - Strategic Resource Plan, September, 2012

PA12.2 - Staffing per Funded FTES

PA12.3 - Full-Time Faculty Obligation Report, fall 2013

PA12.4 - Faculty Hiring Prioritization Process Description/Application

PA12.5 - Board of Trustees Meeting Agendas and Minutes, June 26, 2012 and May 14, 2013

PA12.6 - Instruction Office, Interim Reorganization Plan, 2012

PA12.7 - Staffing Trends, May 2014

PA12.8 - Fiscal Stability Plan

### **Planning Agenda Item #13**

***The College will update its EEO plan based on the Chancellor's Office model policy as soon as feasible. This plan will help ensure that the College continues creating and maintaining appropriate programs, practices, and services to support its diverse personnel, as these required efforts will be outlined in the updated EEO plan (Standard III.A.4.a).***

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The College demonstrates an understanding and concern for issues of equity and diversity through its policies and practices. Equity in student success and achievement is regularly discussed as part of program review, strategic planning, and as part of the Institutional Effectiveness review. Trends and progress are monitored through the LTCC Scorecard and addressed in the most recently updated Educational Master Plan (PA13.1, PA13.2).

The College adheres to a number of policies and practices to ensure hiring of diverse personnel, and in academic year 2013-14, invested additional resources and efforts into training faculty and staff on issues involving diversity. For example, the College focused its keynote convocation message on improving cultural competence and creating more culturally inclusive learning environments (PA13.3); has made revisions to policies and hiring procedures (PA13.4); and provided additional training of faculty and staff (PA13.5, PA13.6).

Board Policy 4.01a and 4.38 are examples that support the institution's commitment to equity and diversity (PA13.7). The College is in the process of updating all Board Policies and Administrative Procedures to be in compliance with the Community College League of California's Policy Update Program. As such, Board Policy and Administrative Procedure 7100 (Commitment to Diversity) and 7120 (Recruitment and Hiring) are currently under development.

The College Equal Employment Opportunity (EEO) Officer meets with each hiring committee on campus prior to screening candidates, and an EEO representative is assigned to each committee to ensure fair practices. Additionally, the College held employee trainings on topics such as "Hiring the Best While Developing Diversity in the Workforce" (PA13.5) on March 28, 2014 and "Serving on a LTCC Hiring Committee & Maintaining EEO" (PA13.4, PA13.6) on March 10, 20, and 25, 2014 to create a better understanding amongst employees the importance of EEO and how it relates to supporting a diverse personnel. Through these training, the College has created a more knowledgeable employee group as well as engendered a renewed interest in ensuring EEO compliance on campus and a highly engaged District EEO Advisory Committee.

The District EEO Advisory Committee is tasked with EEO plan updates and implementation. The committee may also assist in promoting an understanding and support of equal opportunity and nondiscrimination policies and procedures throughout the College. The District EEO Advisory Committee is charged with integrating the Chancellor's Office September 2013 revisions of EEO program regulations into the College's updated draft EEO plan. The College has obtained model EEO plans from other colleges and will have an updated EEO plan to submit to the Chancellor's Office in the winter of 2015 (PA13.8).

**The College has fully addressed and will continue to pursue this planning agenda item.**

### **Evidence**

PA13.1 - LTCC Scorecard

PA13.2 - Educational Master Plan: 2014-2020

PA13.3 - Convocation Agenda 2013

PA13.4 - FTF and EDA Committee and EEO Training Presentation

PA13.5 - Hiring the Best While Developing Diversity in the Workforce

PA13.6 - Classified Committee and EEO Training Presentation

PA13.7 - Board Policy 4.01a and 4.38 supporting the institution's commitment to equity and diversity

PA13.8 - District Draft EEO Plan 2014

### **Planning Agenda Item #14**

***As the facilities age and new instructional or support programs dictate specialized space, the Superintendent/President, in concert with Board of Trustees, will examine options to assure resources are available to maintain and modernize facilities (Standard III.B.1).***

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In fall 2011, the College assessed its five year construction plan as required by the California Community College's Chancellor's Office, as well as its alignment to the newly developed *Strategic Plan: 2011-17* and *Educational Master Plan (EMP)*. It was determined at that time the College needed to update the facilities master plan and the resources necessary to achieve the goals of the Strategic Plan and the EMP (PA14.1, PA14.2).

During Academic Year (AY) 2011-2012 an ad hoc facilities committee was convened and developed a new Facilities Master Plan to align facilities modernizations, renovations, and construction to the EMP, and with specific consideration of ensuring overall College sustainability (PA14.3). In the fall of 2012, the College also adopted a Strategic Resources Plan that addressed facilities planning guidelines (PA14.4).

In May of 2013 after four years of budget reductions and an enrollment decline, the College leadership implemented a fiscal stability plan to address the long-term viability of the College. One of the strategies in the plan was the exploration of a General Obligation Bond (GOB) to fund repair, renovation, modernization, and new construction of facilities and technology (PA14.5). Over the last year and a half, the College has explored the potential of a GOB, through assessing schedule maintenance requirements and aligning facilities and technology more closely to the Strategic and Educational Master Plans. The Board of Trustees has had multiple study sessions (PA14.6) and Board meetings on this topic. On June 24, 2014, the Board of Trustees voted to move forward with placing a GOB on the November 4, 2014 ballot (PA14.7, PA14.8).

**The College has fully addressed and will continue to pursue this planning agenda item.**

### **Evidence**

PA14.1 - Educational Master Plan, 2011-17

PA14.2- Strategic Plan\_2011-2017

PA14.3 - Facilities Master Plan, 2012

PA14.4 - Strategic Resource Plan, 2012

PA14.5 - Fiscal Stability Plan

PA14.6 - Board of Trustees Meeting Minutes, May 2014

PA14.7 - Board of Trustees Meeting Minutes, June 24 2014

PA14.8 - Board of Trustees GOB Resolution

### **Planning Agenda Item #15**

***The College will develop a comprehensive Facilities Master Plan that will insure the long-term sustainability of the College's physical infrastructure, and by extension, academic program needs and enhanced student learning. Additionally, a Facilities Committee will be established to oversee and guide the planning, building and maintenance of physical resources to insure the ongoing achievement of these outcomes (Standard III.B.1.a, III.B.2, III.B.2.a, & III.B.2.b).***

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The College developed a comprehensive Facilities Master Plan that was adopted by the Board of Trustees in October 2012 (PA15.1). During that same time period, and as a result of a newly created governance structure, the College created a Facilities Council. This council includes representative from all campus constituencies and meets on a monthly basis during the academic year. Its charge is to consider and recommend all facilities related initiatives on the college campus (PA15.2). The Facilities Council has worked on the projects outlined in the Facilities Master Plan in order to prioritize them for the District. The Facilities Council reviews recommended facility and space utilization changes on an ongoing basis as they emerge (PA15.3, PA15.4).

In 2013 a Facility Needs Assessment was conducted by the College's architect in coordination with the District's facility staff and the VP of Administrative Services. The results were presented to the Board of Trustees in May of 2013 at a Board study session. The report provided an overview of the needs and challenges of the College's aging facilities (PA15.4.1). The Facility Needs Assessment became the basis for identification of the repair, renovation, and replacement projects identified in the Facilities Master Plan (PA15.5).

During the past academic year (AY2013-14), the College worked with multiple groups, led by the work of the Facilities Council, to update the Facility Master Plan (PA15.5) which was adopted by the Board of Trustees on June 10, 2014 (PA15.6). The Facilities Master Plan was driven by the priorities listed in the Educational Master Plan that was updated in spring and fall, 2014. For example, the Facilities Master Plan included a recommendation for constructing a Regional Public Safety Training Center. The Educational Master Plan identified this as a high priority, as more than 20 percent of the College's full-time equivalent students (FTES) are projected to be generated in the areas of public safety in AY2014-15 (PA15.7).

**The College has fully addressed this planning agenda item.**

#### **Evidence**

PA15.1 - Facilities Master Plan, 2012

PA15.2 - Organization and Governance Handbook, 2012

PA15.3 - Facilities Council Agendas-March 27, 2013 - Present

PA15.4 - Facilities Councils Minutes-March 27, 2013 - Present

PA15.4.1 - Facility Needs Assessment Board Presentation - May 28, 2013

Midterm Report 2014

PA15.5 - Facilities Master Plan, 2014-2020

PA15.6 - Board of Trustees Meeting Minutes, June 10, 2014

PA15.7 - Educational Master Plan, 2011-17

## **Planning Agenda Item #16**

***In 2010, the College invited members of the local fire and police departments to assess the campus for security and safety deficiencies. The recommendations were to install a public address system. The College is currently evaluating the feasibility of implementing this suggestion. In addition, the College will implement an Americans with Disabilities Act (ADA) Transition Plan following a preliminary review of campus facilities by the Director of Maintenance and Operations in 2011. The Transition Plan prioritizes ADA compliance and will be integrated into an updated Facilities Master Plan (Standard III.B.1.b).***

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The College has joined a South Tahoe Basinwide effort to ensure proactively addressing safety and security on the campus. The team called REACT is made up of all the law enforcement and fire safety agencies, as well as Lake Tahoe Unified School District and the College (PA16.0). An active assailant exercise is in the planning process and the College has been updating all its safety programs to insure ease of use. In fall of 2012, a ten-point safety recommendation presentation was brought forward to the College's Safety Committee and the President's Advisory Council.

One of the major components of the general obligation bond is to fund safety and security measures as identified in the updated Facilities Master Plan (PA16.1). These include a public address system, automatic door locks, classroom VOIP phones, and notification systems. In spring of 2013, the College switched over to a Voice Over IP (VOIP) System. As part of this enhancement, the College now has the capability to use the phones as an intercom system to notify the campus in the event of an emergency (PA16.2) In December 2013, network drops were added to all classroom spaces to allow the capability to build out VOIP telephones in the classrooms to be used as a classroom based PA system, if necessary. In the fall of 2012, the College installed locks in all classrooms to allow the windows to be secured from the inside, without having to leave the classroom, for safety in the event of a lockdown. In addition, window shades were also added, providing the ability to be dropped in case of a lockdown, providing additional protection for students in the classrooms (PA16.3)

In the fall of 2013, the College added a number of improvements in relation to its intrusion alarm system, including updating the zones for intrusion alarms, reissuing key pads for all impacted employees, and eliminating any legacy key codes from the system. In addition, the intrusion alarm coverage was expanded to include the College's Student Center and the culinary wing (PA16.4).

Working with the District's architect, the College has identified a number of ADA improvements and has designated an ADA Project Budget as part of its proposed GOB that will go in front of voters in 2014 (PA16.5).

**The College is in the process of addressing this planning agenda item.**

### **Evidence**

PA16.0 - REACT Meeting Agenda or Other Document Describing Organization

PA16.1 - Facilities Master Plan, 2014-2020

PA16.2 - VOIP Project RFP

PA16.3 - Photo of Locking Mechanism and Shades as Evidence

PA16.4 - Intrusion Alarm Plan

### **Planning Agenda Item #17**

***The College will conduct a comprehensive update to its Technology Master Plan beginning in fall 2011. This planning will insure the long-term sustainability of the College's technology infrastructure, and by extension, academic program needs and enhanced student learning (Standard III.C.1, III.C.1.a, III.C.1..c & III.C.2).***

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As described in the response to the October, 2012 Visiting Team Report (PA17.1), the College utilized its shared governance processes to develop Technology, Facilities, and Strategic (Human) Resource Master Plans in alignment and integration with the 2011-17 Educational Master Plan (PA17.2). The Technology Plan was approved by the Board of Trustees on June 26, 2012 (PA17.3, PA17.4).

Through the technology planning process, the College developed a multi-year strategy designed to bring infrastructure to current standards and support student learning (PA17.7). During the first year after the plan was adopted, multiple objectives were achieved. Infrastructure improvements included the installation of a VOIP telephone system, replacement of servers, and upgrades of wireless access on campus. Immediate classroom technology needs were identified by faculty and addressed, including replacement of two smart station consoles and nineteen instructor station computers. One classroom was converted into a technology lab to support a new commercial music program. A laptop cart was acquired for dual use supporting electronic meetings and providing a mobile technology lab for instructional purposes (PA17.5, PA17.6, PA17.8, PA17.9).

A technology focus was also incorporated into professional development to foster stronger technology usage and enable technology staff to maintain newer technologies (PA17.10).

**The College has fully addressed this planning agenda item.**

#### **Evidence**

- PA17.1 - Accreditation Follow-Up Report, 2012
- PA17.2 - Educational Master Plan, 2011-17
- PA17.3 - Board of Trustees Meeting Minutes: June 26, 2012
- PA17.4 - Technology Master Plan, 2012
- PA17.5 - Technology Council Agendas, 2012 to Present
- PA17.6 - Technology Council Minutes, 2012 - Present
- PA17.7 - Standards for Computer Lifecycle Replacement
- PA17.8 - TMP Progress Map - June 2013
- PA17.9 - Forward Motion - TMP Update June 2013
- PA17.10 - Agenda from Staff Training Related to Technology

### **Planning Agenda Item #18**

***The College will examine ways to assure its capital investments are maintained either through reserves, when funds are available, or through a local bond (Standard III.D.1.c).***

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The College has been working on comprehensive planning to ensure that its capital investments are maintained. Most notably, as part of a fiscal stability plan implemented in May 2013, the College is pursuing a local general obligation bond that will be put before the local electorate in November 2014 (PA18.1). Passage of the bond should fund the major capital scheduled maintenance and new capital construction needs for the coming decade (PA18.2). The College is actively working to secure other funding sources to support its capital needs. Beginning in FY2013-14 and continuing for five years, the College will receive Proposition 39 funding to make energy improvements to its facilities (PA18.3).

The College's Strategic Resource Plan outlines that the College will make an annual transfer from its unrestricted general fund to the capital outlay fund to help ensure that reserves are set aside. It set a minimum of \$15,000 annually (PA18.4). The College maintains a capital fund currently in excess of \$300,000 to have adequate reserves in case of unforeseen capital issues. In FY2013-14, the College received nearly \$110,000 in scheduled maintenance money from the State that was allocated into multiple infrastructure permit projects (PA18.5). Through the maintenance of reserves via capital investments, the College was able to match the State's scheduled maintenance funding to double the amount of funding provided toward this purpose. The combination of these different resource strategies is how the College ensured there are resources to invest in its capital needs.

**The College has fully addressed and will continue to pursue this planning agenda item.**

#### **Evidence**

PA18.1 - Fiscal Stability Plan

PA18.2 - Proposed Bond List

PA18.3 - Proposition 39 Project Plan

PA18.4 - Strategic Resource Plan

PA18.5 - Scheduled Maintenance Project List

## PLANNING AGENDAS: STANDARD IV

### Planning Agenda Item #19

***The College will continue to evaluate and refine its governance model (which empowers the entire campus, clarifies the roles and functions of each governance group, and enhances communication) and monitor its effectiveness. The College will focus on encouraging wider participation in these processes (Standard IV.A.1, IV.A.2.a, IV.A.3 & IV.A.5).***

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Based on the results of the 2010-11 Faculty/Staff Experience Survey (FSES), LTCC held a Governance Summit on March 9, 2012 (PA19.1). The result of this summit was a completely redesigned governance structure that allowed for both better participation by campus constituency groups and more specified council roles allowing for greater clarity of purpose (PA19.2). Increasing the effectiveness of the institution by providing more venues for participation in the decision-making process of the College was an explicit goal of the redesigned structure. Since its implementation in AY 2012-13, the College has re-administered the FSES and results showed a dramatic increase in campus opinions of opportunities for participation in College governance, as well as improvements in opinions of the outcomes of decision-making processes (PA19.3).

Further, as part of the evaluation of its core processes, the College also instituted a revised Governance Council Self-Evaluation (GCSE). This evaluation was designed to provide specific feedback on the operations of the governance structure and the College's processes for decision-making, from the internal perspective of those who serve on the primary governance councils. The GCSE was designed to assess the areas of consensus-based decision making, intra-council communication, inter-council communication, and the overall evaluation of the effectiveness of the council (PA19.4). The second administration of the GCSE was conducted in Spring of AY 2013-14, and results will be presented to each of the councils in the fall quarter of AY 2014-15 (PA19.5).

**The College has fully addressed this planning agenda item.**

#### **Evidence**

- PA19.1 – Faculty/Staff Experience Survey, 2010-2011
- PA19.2 - Organization and Governance Handbook, 2012
- PA19.3 – Faculty/Staff Experience Survey, 2012-2013
- PA19.4 - Governance Council Self-Evaluation, 2012-2013
- PA19.5 - Governance Council Self-Evaluation, 2013-2014

## **Planning Agenda Item #20**

***As a new Superintendent/President is selected by the College's Board of Trustees, it will be important for College staff to assist that individual in becoming familiar with the community and getting involved appropriately (Standard IV.B.2.e).***

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The Superintendent/President began her tenure at the College in the summer of 2011. With the support and assistance of staff, she quickly familiarized herself with and became involved in the community. The level of this engagement has only deepened in the intervening years. For example, the College president is currently a member of Rotary; attends the local Chamber of Commerce meetings and meets regularly with the City Manager for South Lake Tahoe. She has also established and maintains strong working relationships with leaders from myriad public and private agencies throughout the College's service area. She participates in a monthly CEO group, and has established a highly collaborative working relationship with her K-12 counterpart within the Lake Tahoe Unified School District—one that has led LTUSD and LTCC to convene joint board meetings for the first time in over fifteen years (PA20.1, PA20.2, PA20.3).

**The College has fully addressed this planning agenda item.**

### **Evidence**

PA20.1 - CEO Roundtable Lunch Schedule

PA20.2 - Membership lists from Rotary or other organization

PA20.3 - Board of Trustees Meeting Minutes, February 11, 2014. (LTCC-LTUSD Joint Board Meeting)