

# Substantive Change Proposal Incarcerated Student Program

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## **A. Concise description of the proposed change and the reasons for it.**

### **A.1 A clear and concise description of the change**

Lake Tahoe Community College (LTCC) is requesting a Substantive Change Review for the additions related to the program of study being offered through its Incarcerated Student Pilot Program (ISP Program). This substantive change proposal addresses **3.2.1 (A Change in the Intended Student Population)** and **3.7.3 (Addition of Courses that Constitute 50% or More of the Units in a Program Offered through a Mode of Distance or Electronic Delivery, or Correspondence Education)** of the *Substantive Change Manual*. This document articulates how LTCC's ISP Program serves incarcerated individuals housed at select facilities within the California State Prison system. The ISP Program represents the College's offering of more than 50% of an educational program through correspondence education, a unique version of which the College refers to as an "Enhanced One-on-One" model.

In the fall of 2014, Lake Tahoe Community College developed and brought through the institution's governance structure a proposal for a pilot program to offer an Associate's Degree for Transfer in Sociology to the incarcerated population in a limited number of correctional facilities in northern California. The ISP Program was approved by the Board of Trustees and put into operation in the spring of 2015. The faculty, staff, and administrators worked closely with the educational staff at what was initially two and is now seven correctional facilities to create a high quality, student success focused educational program that empowers students, supports their educational successes and goals, and is aimed at reducing recidivism through education.

The program is, in the College's view, unique and successful in providing excellent academic training for incarcerated students through a personalized approach. This approach is in alignment with LTCC's mission and its values as a small, rural community college. LTCC plans to continue to build this successful program and improve on the work the College is doing to support students. This substantive change proposes that the College move the program from a "pilot" to an even more fully integrated part of College operations.

LTCC's ISP Program, in its development and delivery of correspondence education, follows the U.S Department of Education (USDE), the Accreditation Commission for Community and Junior Colleges (ACCJC), and the Higher Education Opportunity Act (HEOA) standards, policies, and procedures. Furthermore, the College is and will continue to ensure that the changes LTCC is making in serving the incarcerated population uphold and do not adversely affect the capacity of the institution's academic integrity. This substantive change proposal provides evidence that LTCC's ISP Program has maintained the educational quality and institutional integrity of the institution and is consistent with the mission of LTCC in providing consistent resources and educational opportunities to participating students.

## **A.2 Evidence of a clear relationship to the institution's stated mission**

### **LTCC's mission reads:**

*Lake Tahoe Community College serves its local, regional and global communities by promoting comprehensive learning, success, and life-changing opportunities. Through quality instruction and student support, our personalized approach to teaching and learning empowers students to achieve their educational and personal goals.*

The mission is evaluated and revised on a regular basis and was last reviewed and approved by the Board of Trustees in June 2014.

### **The College's Vision and Beliefs are as follows:**

LTCC's vision is to be "California's Premier Destination Community College."

At Lake Tahoe Community College, we believe:

- Students come first
- An educated citizenry is fundamental
- Learning enhances the quality of life
- Innovation, integrity, high standards and the pursuit of excellence are essential
- Diversity enriches
- We make a difference

Since LTCC opened in 1975, approximately 3,000 students “walk through its doors” each quarter. Beyond the classrooms and labs, the 164-acre wooded campus also features a 192-seat black box theater, a world-class soccer field, extensive art lab, and a Child Development Center. A 26,000-square-foot gymnasium with a dance studio and fitness education center, plus a Student Center, which includes a commercial-grade kitchen for the culinary arts program were opened in 2002. In 2006, the college opened a new 27,000-square-foot library and adjoining art gallery. Additionally, the College has grown its online program, offering flexible educational options for students within and outside of the local community. A substantive change proposal was submitted in 2010 to address changes in college operations precipitated by distance education.

The University of California, the California State Universities, and other accredited colleges and universities give full credit for equivalent and transferable courses satisfactorily completed at Lake Tahoe Community College. The college is also approved for veterans' benefits and state and federal financial aid. The college calendar is based on the quarter system, with 12-week long quarters. Prior to the three primary quarters there is a six-week summer session.

Continued support of the ISP Program is consistent with LTCC's core mission and priorities, touching on all four of the strategic issues identified in the college's [Strategic Plan](#): Student Access; Student Learning, Success, and Achievement; Community Engagement; and College Sustainability. [See Appendix A] The College's strategic issues emerge from and are in

alignment with those identified in the [Educational Master Plan](#) report for 2011-2017. [See Appendix B]

LTCC's ISP Program provides life changing opportunities by delivering quality instruction and student support as building blocks for student growth and success. In conjunction with LTCC's mission, the ISP Program has paid close attention to the College's standards, policies, and procedures by providing a personalized approach and access to a student population in pursuit of educational and personal goals. LTCC's ISP Program is empowering this unique student population by setting high standards for the students who participate: the same level of expectation the College has for all students. It may sound obvious, but the College has made it a priority to treat incarcerated students as LTCC students, not as inmates.

At the same time, the College has been sensitive to the unique requirements put into place through the California Department of Corrections and Rehabilitation (CDCR), and faculty and staff have worked closely and diligently with CDCR staff to ensure that LTCC employees and students are in compliance with CDCR regulations. Still, from the College's perspective, ISP Program students are held to the same requirements, policies, and standards required by the educational programs in which they are engaged as if they were attending courses on campus or online. Student persistence and completion are priorities, and while there may be unique obstacles for this population and for the College in supporting the students in attaining the highest of goals, student support and success are the highest priority for the College and the ISP Program faculty and staff.

The educational program offered to ISP Program students is an Associate's Degree for Transfer in Sociology. Per the 2016-17 LTCC Catalog,

This program offers a comprehensive approach to studying the social aspects of the human world, including attention to the small-scale (micro) and global (macro) perspectives of understanding humanity. With applications to contemporary society, including business, criminal justice, healthcare, international relations and politics, a student majoring in Sociology will be prepared for further work and study in the contemporary and changing world. The Sociology (AA-T) degree is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus, but not to a particular campus or major. Students completing the AA-T degree in Sociology will be able to transfer to the California State University system. More information can be found on page 49 [of the Catalog. See attached]. Students are strongly encouraged to see a counselor if considering this transfer option.

***Student Learning Outcomes for this major are:***

- Apply scientific methods of sociological research and analysis.
- Comprehend the major theoretical approaches of sociology, including conflict, functionalist, symbolic interactionist, and feminist versions.
- Develop knowledge of the interrelationships of individuals, social groups, institutions, and society.

- Consider and apply methods of sociological critical thinking, including principles of the sociological imagination.
- Appreciate the value of social diversity. [See Appendix C]

LTCC's ISP Program has been offering courses to students to the incarcerated population since Spring 2015. In the infancy of the program, the College identified two locations at which to offer education opportunities to the incarcerated. High Desert State Prison (HDSP) and Folsom State Prison -Women's (FSP-W) were the first two locations. In the summer of 2015, LTCC added students at California State Prison-Sacramento (CSP-SAC) and California State Prison Minimum Support Facility (CSP-MSF). In spring of 2016, a new cohort was accepted at Folsom State Prison Minimum Support Facility (FSP-MSF) and at Folsom State Prison- Men's (FSP-M). In the fall of 2017, a cohort at Growlersburg Conservation Camp (GCC) was added. These facilities were selected in part due to their relative proximity to LTCC, allowing for the quality of student services and tutoring to which the College is committed.

A reciprocal agreement Memorandum of Understanding (MOU) the College already had in place with Folsom Lake College was expanded upon and signed on July 15, 2015 to confirm the collaborative relationship the two regions have in serving the incarcerated. The Superintendent/President at LTCC has also been in regular communication with the President of Lassen College regarding a reciprocal agreement. Because LTCC is not offering face-to-face courses in these areas, the MOUs are primarily focus on creating and continuing strong working relationships with the colleges in whose regions the seven correctional facilities fall. [See Appendix D]

### **A.3 Discussion of the rationale for the change, including but not limited to labor market analysis.**

LTCC, as a California Community College, is an open access institution; the College also has a strong commitment to equity and social justice. According to the Public Policy Institute of California (PPIC), California's prison population as of March 2015 was approximately 112,300 inmates. "African American men are dramatically more likely to be imprisoned than are other groups. Less than two thirds of California's adult male population is nonwhite or Latino (60%), but these groups make up three of every four men in prison: Latinos are 42%, African Americans are 29%, and other races are 6%. Among adult men in 2013, African Americans

were incarcerated at a rate of 4,367 per 100,000, compared to 922 for Latinos, 488 for non-Latino whites, and 34 for Asians.”<sup>1</sup>

Moreover, the cycle of incarceration is powerful and continues to exacerbate this disproportionate impact, particularly given the notably high recidivism rates in California. Even ten years ago, in their 2006 article “Peering Into Prisons: Stem Overcrowding, Rising Health-Care Costs and Recidivism by Better Understanding the Kind of People We Lock Up,” Amanda Bailey and Joseph Hayes with the PPIC note:

Another grim, yet consequential, trend is that a growing majority of inmates are returning to prison for new crimes or parole violations, as opposed to being new admissions. In 2004, 67 percent of admissions were returning inmates, up from 59 percent in 1990. Now, every year in California, about 120,000 prisoners are admitted into the system, and an almost equal number are released. Any thoughtful solution to the state's prison crisis should realistically consider the effect this kind of turnover has on the communities, neighborhoods and families from which prisoners come, and to which many eventually return. For example, two-thirds of women and more than half of men in prison are parents of minor children -- and children of incarcerated parents are more likely to serve prison time themselves. Studies show that prisoners who earn a GED behind bars are less likely return to prison. But overcrowding curtails rehabilitation efforts because of space and budget constraints. Released prisoners often return to their neighborhoods without the skills to make it on the outside.<sup>2</sup>

The Obama administration’s pilot program allowing access to Pell Grants to those housed in state and federal prison, coupled with California’s SB1391 allocating \$2 million to higher education programs at four pilot sites in conjunction with the California Community Colleges Chancellor’s Office (CCCCO) and the CDCR, demonstrate recent and significant recognition of the values of access to quality education for the incarcerated. As Mia Bird and Amy Lerman state in “Expanding Education, Reducing Recidivism,” “These federal and state policy initiatives come in response to mounting evidence that education—particularly at the post-secondary

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<sup>1</sup> Ryken Grattet and Joseph Hayes, “Just the Facts: California’s Changing Prison Population,” *PPIC: Public Policy Institute of California*, April 2015. [http://www.ppic.org/content/pubs/jtf/JTF\\_PrisonsJTF.pdf](http://www.ppic.org/content/pubs/jtf/JTF_PrisonsJTF.pdf).

<sup>2</sup> Amanda Bailey and Joseph Hayes, “Peering Into Prisons: Stem Overcrowding, Rising Health-Care Costs and Recidivism by Better Understanding the Kind of People We Lock Up,” *Public Policy Institute of California*, 9 December 2006. <http://www.ppic.org/main/commentary.asp?i=661>.

level—reduces recidivism and related correctional costs.... This reduction in recidivism translates to \$5 in direct correctional cost savings for every \$1 spent on educational programming.”<sup>3</sup>

According to a RAND Corporation report (sponsored by the Bureau of Justice Assistance) on *Evaluating the Effectiveness of Correctional Education: A Meta-Analysis of Programs That Provide Education to Incarcerated Adults*:

It is challenging to prepare offenders with the needed vocational skills and education to be successful in reintegrating back into society. Offenders, on average, are less educated than the general population. For example, in 2004, approximately 36 percent of individuals in state prisons had attained less than a high school education compared with 19 percent of the general U.S. population age 16 and over. In addition to having lower levels of educational attainment, offenders often lack vocational skills and a steady history of employment, which is a significant challenge for individuals returning from prison to local communities. And the dynamics of prison entry and reentry make it hard for this population to accumulate meaningful, sustained employment experience. Finally, the stigma of having a felony conviction on one’s record is a key barrier to postrelease employment. <sup>4</sup>

And the influential *Degrees of Freedom: Expanding College Opportunities for Current and Formerly Incarcerated Californians* report in February 2015 from Stanford Criminal Justice Center out of Stanford Law School makes several important observations about incarceration, education, and recidivism. It is noted in the report that 96% of those sent to jail will be released. “However, more often than not, they will return to custody. In California, more than six out of every ten individuals leaving prison are re-incarcerated for a parole violation or new conviction within three years of release.... When individuals with conviction histories are supported in accessing high-quality educational programs, the results are remarkable. A meta-analysis by the RAND Corporation found that...individuals who participated in college programs while incarcerated had 51% lower odds of recidivating than those who did not.”<sup>5</sup>

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<sup>3</sup> Mia Bird and Amy Lerman, “Expanding Education, Reducing Recidivism,” *Public Policy Institute of California*, 19 August 2015. [http://www.ppic.org/main/blog\\_detail.asp?i=1839](http://www.ppic.org/main/blog_detail.asp?i=1839).

<sup>4</sup> Lois M. Davis, Robert Bozick, Jennifer L. Steele, Jessica Saunders, and Jeremy N. V. Miles, *Evaluating the Effectiveness of Correctional Education: A Meta-Analysis of Programs That Provide Education to Incarcerated Adults* (2013), xv. [http://www.rand.org/content/dam/rand/pubs/research\\_reports/RR200/RR266/RAND\\_RR266.pdf](http://www.rand.org/content/dam/rand/pubs/research_reports/RR200/RR266/RAND_RR266.pdf).

<sup>5</sup> Debbie Mukamal, Rebecca Silbert, and Rebecca M. Taylor with contributions from Nicole Lindahl and Laura Van Tassel, *Degrees of Freedom: Expanding College Opportunities for Incarcerated*

“In 2014, at least 22,000 individuals incarcerated in California state prisons had verified high school diplomas or equivalent and were therefore potentially eligible for some type of college. In the same year, only 6,300 incarcerated CDCR students were enrolled in college classes across the state – just 28 percent of those with high school diplomas or equivalent. This indicates a large group of potential college students who are currently underserved. Moreover, because CDCR’s verification process undercounts the number of individuals with high school diplomas or equivalent, there are almost certainly many more potential college students at state prisons. This dramatic undersupply of college programs is confirmed by the long waiting lists maintained by existing college programs at almost every CDCR facility.”<sup>6</sup>

When these statistics are aligned with the labor market data indicating that “around 60 percent of new jobs in California this decade are estimated to require at least some college education,” the need for access to education is brought into even sharper relief. LTCC is well-equipped to provide access to a high quality educational experience for the students the College feels it can reach, both in terms of proximity for services and need.

**B. A description of the program to be offered if the substantive change involves a change in delivery mode.**

**B.1 The educational purposes of the change are clear and appropriate**

The overwhelming need for educational opportunities for the incarcerated are well documented. LTCC’s commitment to helping fill this gap is strong, but LTCC is not located in a region with a state prison. The College does offer career and technical education programs in Culinary Arts in conjunction with the County Jail system out of Placerville and South Lake Tahoe. But the need to serve the incarcerated population is much greater than can be met by even one college in a region. And while we agree that any opportunity for face-to-face instruction is ideal, the College has worked very hard to create an academically rigorous and uniquely student-centered program through a correspondence model that serves the students in the correctional facilities well and with a flexibility they would not otherwise have access to through online or face-to-face options.

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*and Formerly Incarcerated Californians*, Stanford Criminal Justice Center at Stanford Law School and Chief Justice Earl Warren Institute on Law and Social Policy at the UC Berkeley School of Law (February 2105): 18, [http://law.stanford.edu/wp-content/uploads/sites/default/files/child-page/443444/doc/slspublic/DegreesofFreedom2015\\_FINAL.pdf](http://law.stanford.edu/wp-content/uploads/sites/default/files/child-page/443444/doc/slspublic/DegreesofFreedom2015_FINAL.pdf).

<sup>6</sup> *Ibid.*, 21.

After working closely with Feather River College and learning more about the programs that were available to inmates at that time across California, LTCC saw a gap in the opportunities for students to earn Associate in Arts degrees for Transfer. While the gap may be narrowing with the collaboration we have seen more recently with the CCCCO and the CDCR, including the efforts of SB1391, there is still seeing a need for transfer degrees, particularly with most inmates facing release at some point. The AA-T in Sociology at LTCC provides a strong breadth of subject matter, thus allowing for a number of pathways moving forward in transfer or career and technical fields upon a student's release.

## **B.2 The proposed program meets Eligibility Requirements, Accreditation Standards, and Commission policies (together with Commission's Standards) related to student learning programs and services and resources.**

Because the program being offered through the ISP Program is a program (the AA-T in Sociology) already well-established at the College that was developed and is reviewed through all of the appropriate and ongoing processes, there are no anticipated impacts on the College's meeting of the Eligibility Requirements, Accreditation Standards, nor Commission Policies. Additionally, the ISP Program adheres to the policies on correspondence education as laid out in the Commission's "Policy on Distance Education and on Correspondence Education." Student learning programs and services and resources and their consistency with on-campus and online programs at LTCC are addressed with specificity at various other points in this proposal. Each eligibility requirement is addressed below in Section F [See [Appendix E](#) for full Eligibility Requirements language]. Accreditation Standards are addressed in Section G. Student learning programs and services and resources are addressed in Section H.

## **C. A description of the planning process which led to the request for the change, including:**

### **C.1. The change's relationship to the institution's planning, evaluation, and stated mission**

The LTCC [Strategic Plan](#), updated July 28, 2016, describes 23 goals designed to address the following strategic issues identified in the 2011-17 [Educational Master Plan](#)—Student Access; Student Learning, Success & Achievement; Community Engagement; and College Sustainability. These four strategic issues provide the framework for the goals in the strategic plan, and thereby, become the means by which the College aligns its master and strategic planning processes. The goals described in the Strategic Plan were identified through an evidence-based, collaborative process, beginning with a day-long retreat involving faculty, staff, students, members of the Board of Trustees, and community at-large. Through facilitated inquiry and dialogue, this group identified an initial set of strategic goal areas associated with each of the four strategic issues. Subsequently, focus groups were formed around each of these areas to identify specific strategic goals and to begin the process of identifying the performance indicators used to measure progress toward their achievement. July 2016 marked the third update to the Strategic Plan since its initial adoption during the 2011-2012 academic year.

The ISP Program was conceived in communication and collaboration with Feather River College (FRC), and with LTCC Board of Trustees' approval in 2014, the pilot was introduced to provide educational access to inmates of Northern California correctional facilities. [See Appendix F] The proposal followed the appropriate governance policies and procedures and was discussed at length over a series of meetings with the Academic Senate, the Institutional Effectiveness Council, and the Board of Trustees, among other governance groups.<sup>7</sup> Since the pilot has been implemented, the program has been included in the appropriate planning processes, including schedule planning; hiring; budget development and resource allocation; FTES projection and enrollment management planning; SSSP, Equity, Foundational Skills, Open Education Resources, and the Common Assessment Initiative planning processes; among others. As noted elsewhere in this document, the program is in alignment with the institution's currently stated mission, and the program is currently in place as a pilot.

The ISP Program is in alignment with the current mission of the College, and discussion and decision-making around ISP Program needs have been included in collective bargaining agreements regarding compensation for faculty creating and updating correspondence courses. The faculty evaluation process has been updated to address the unique needs of correspondence education and to ensure that student, peer, and administrative feedback is effective in evaluating teaching and learning in ISP Program courses.

## **C.2 The assessment of needs and resources that has taken place**

From the inception of the idea for an ISP Program, the College has been assessing the needs and available resources for the program. Initial collaborative meetings with Feather River College helped LTCC frame the start-up human resource and budgetary needs. Multiple meetings were coordinated with the two initial correctional facilities, administrators (including the Superintendent/President) traveled to Feather River College to meet with their staff and faculty, LTCC brought the Feather River College ISP Director to speak to faculty during convocation in the fall of 2014, and many governance and smaller group meetings (for example, with

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<sup>7</sup> Board of Trustees Minutes:

Board of Trustees First Reading of Pilot Program Proposal: [28 October 2014](#)

Institutional Effectiveness Council Approval of Pilot: [23 October 2014](#)

Board of Trustees Approval of Pilot: [11 November 2014](#)

Regular Budget Approval including Pilot: [8 September 2015](#)

ISP Report to Board of Trustees: [22 September 2015](#)

ISP Report to Board of Trustees: [23 February 2016](#)

ISP Report to Board of Trustees: [27 September 2016](#)

ISP Report to Institutional Effectiveness Council: [3 March 2016](#)

counseling, Disabilities Resource Center staff, Enrollment Services staff, etc.) were held to develop the framework for the program and assess the resource needs.

Once the pilot program was approved through the governance process, an interim director was briefly appointed. A full-time Director was hired in February of 2015. From that point forward, the Director has been responsible for the oversight of the program in terms of resource needs development and budget oversight. The budget development for the ISP Program has been carefully considered by the Budget Council, with extensive discussions taking place about creating a “true cost” budget that captures the percentages of full-time faculty salaries and benefits associated with the program.<sup>8</sup> The program is now considered as part of all levels of the institutional planning processes.

The program has grown from 17 FTES in the 2014-15 academic year (when only spring courses were offered) to 116 FTES in the 2015-16 academic year. The College is projecting approximately 130 FTES in the 2016-17 academic year. Due to the time-intensive nature of the processing of student work coming in and out of the program, in addition to regular (1 every other week) visits to each facility by the Director of the ISP and/or a staff and faculty member for tutoring, the program’s staff has grown to 3.2 FTE (divided across 1 full-time Director and 4 part-time staff members). Volunteer assistance, other staff on campus, and student workers occasionally assist the program staff at high peak times (including in the preparation of course materials packets individualized to the approximately 290 students currently enrolled). The College engages in very active and ongoing assessment of the staffing needs of the program in relationship to maintaining the quality of individualized attention LTCC believes is necessary to support students and their success effectively.

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<sup>8</sup> Budget Council Minutes:

[18 February 2015](#): Discussion of projections for ISP

[18 March 2015](#): Discussion of projections (revenue and expense) from ISP in spring 2015

[27 May 2015](#): Report and discussion regarding ISP budget and planning for 2016-17

[17 June 2015](#): Review of budget presented on 27 May

21 October 2015: Discussion of 2014-15 FTES for ISP

3 [February](#) 2016: Inclusion of ISP in Budget Building Assumptions for 2015-16 AY

[18 May 2016](#): One-Year Update Report to Budget Council on ISP: Discussion of “true cost” analysis to include full-time faculty salaries and benefits

[1 June 2016](#): Comprehensive minutes from 18 May presentation

[15 June 2016](#): Discussion of SSSP and Equity funding to support orientations and books for ISP

[17 August 2016](#): Approval of use of one-time funding to support ISP; one example of ISP inclusion in FTES and budgetary projections

### **C.3. The anticipated effect of the proposed change on the institution**

There have been notable effects of the ISP Program on the institution already, many quite positive and some that required a steep learning curve while providing opportunities for learning and growth.

First, the institution (including its faculty, staff, and administrators) has been required to learn, understand, and integrate with the policies and procedures of the CDCR and the various correctional facilities with which the College is collaborating. The Director of the ISP Program was selected, in part, due to his experience with corrections in the recreational therapy program area, and as such, he has been essential as the College's liaison with the CDCR educational staff and has created strong working relationships that allow the program and the students to be as successful as possible.

Working with CDCR has been rewarding for both parties. In our meetings, LTCC's ISP Program staff have established positive working relationships by staying well-informed regarding the operational norms, policies/procedures, and culture of CDCR while annually attending CDCR's Institutional Safety Training (IST). The ISP department has also noticed that remaining current on inmate learning programs on a national level has inspired new trends for the program. The attendance of the Director at the National Conference of Higher Education in Prison was revealing to support the continual improvement need and the achievements already attained by the LTCC team. Also, because of the attendance at this national conference the LTCC ISP Program staff have identified significance direction on where to improve and how to collaborate on a national level.

Second, the integration of the College systems with the timelines, lockdowns, and restrictions necessary in the CDCR systems was taken on very early in the process and has been reviewed, revised, and improved upon each quarter. This integration required significant initial resources, particularly in the Enrollment Services area and Counseling. As the College learned more about the program and student needs, the procedures for application, orientation, assessment, placement, registration, credit assessment, and other student support services have been evaluated and improved upon. Forms have been clarified and processes streamlined, always in accordance with California education code and Title 5 requirements. For these processes, the impact to the institution has been in personnel costs (both time and financial resources). At each step, the institution, through its approved processes, has ensured that the resources are available and has built them into the true cost of the program as much as is possible. For example, the program assumes a 25% counselor position that is funded through the ISP budget, and the loads and associated benefits for all full-time faculty who teach in the program have been included in the program's budget to assess ongoing true cost.

Third, there has been an impact on faculty assignments at the College. When the program was first presented to the faculty, approximately 20 of the then 36 full-time faculty expressed an interest in participating in the program. However, due to the relatively isolated location of the College, there is always a challenge in finding qualified instructors to teach on campus. Additionally, because the institution, as all California Community Colleges, relies on part-time faculty to fill the instructional needs of the institution and its students, and because adjunct

faculty are also difficult to find and keep, there is always a fine balance to be struck regarding maintaining the highest qualified instructors in all classrooms.

Despite these challenges, the ISP Program has been able to maintain full-time faculty presence in almost all of the ISP areas in which LTCC has full-time faculty: Business, English, Mathematics, Sociology, Psychology, and Spanish. Full-time faculty have created, revised, taught, and/or overseen the creation and revision of the course materials. The College has engaged part-time faculty to create and revise the course materials in some areas where there are no full-time faculty, for example, religion. The College has hired many new part-time faculty to provide instruction and works with these faculty to adapt and adjust to the special needs of the Enhanced One-on-One correspondence model. Collaborative processes (including the Deans of Instruction, the lead faculty in affected areas, the Vice President of Academic Affairs, Human Resources, and scheduling staff) have been developed to find, hire, and assign quality instructors to this unique program in a manner that ensures LTCC's continuing commitment to serving all students (whether on campus or through distance education) at the highest level.

The District and the Faculty Association have and continue to work through collective bargaining to compensate faculty fairly for course creation and ensure the quality of the courses through evaluation and assessment processes. Collective bargaining, with input from the faculty with experience in the ISP program, is also addressing the need for multiple versions of each class to avoid plagiarism. It has been necessary to implement a pilot evaluation process for ISP courses and faculty to include more effective and relevant student evaluations and assess the quality of teaching in the program, which happens in a highly-individualized way, through direct and sustained communication between instructor and student. The ISP faculty and staff are also finalizing a faculty handbook to clarify expectations and provide guidelines.

#### **C.4. A clear statement of the intended benefits that will result from the change**

The primary benefit of the proposed change is increased access to education for those in our communities who have been underserved and underrepresented in higher education. As the College offers learning opportunities to incarcerated populations, more students will be able to reach their personal, educational, and career goals. As noted above, the reduction in recidivism associated with education and the positive and productive reintegration of formerly incarcerated individuals into communities across California are the highest benefits of this program and continue to drive its goals.

Two additional benefits for the campus community that have resulted from the program are: 1) that the campus community has come together around the important issues facing education, incarceration, recidivism, and student access and success and 2) that the College has been able to diversify its revenue and support the program through FTES generated and some dedicated funding.

In terms of the first benefit, the campus has had multiple and rich conversations about the state of incarceration in California and the nation. In alignment with the College's and the California Community College's focus on equity over the last several years, LTCC has highlighted the

pressing need for education about the disproportionate impact of incarceration on many of those groups historically underrepresented in higher education. Additionally, the involvement of faculty, staff, and administrators has led to and required positive evaluation of campus processes, including application, assessment, orientation, and registration. It has also led to productive and collaborative discussions about teaching and student learning.

Regarding the second benefit, Lake Tahoe Community College is a small, rural institution that is seeing a shift in its student population. While the institution continues to serve its local population effectively through face to face course offerings, as with many of the more isolated California community colleges, LTCC has seen movement of students into distance education opportunities. The ISP Program is one example of how the College has diversified its FTES-generating programs; the FTES generated by this program have kept up with the budgetary needs to sustain its operation, with the exception of some one-time funding dedicated to providing text books for participating students.

#### **C.5. A description of the preparation and planning process for the change, i.e., when will the change go into effect**

The ISP Program currently serves approximately 290 students at seven facilities in Northern California and is already in effect as a pilot program. LTCC's incarcerated students enroll with the goal of completing their Associate's Degree for Transfer in Sociology through an "Enhanced One-on-One" pedagogical approach. Of the courses required in the general education and content-specific pathways to complete this degree, all but 2 have been developed in the correspondence model as of the submission of this substantive change proposal. The remaining courses will be developed in the winter and spring quarters of this 2016-17 academic year. Additionally, research availability, ensuring an appropriate public speaking component, and the ongoing providing of disability services are three areas that are being developed further.

Budget decisions are being considered, addressed, and adjusted, as are FTES projections and human resource and other material needs. These decisions follow the College's regular planning and budget development processes. [See Appendix G] Because the ISP Program has been in pilot phase, rather than conducting a regular Annual Program Review or Comprehensive Program Review, regular and more comprehensive reports to the LTCC Board of Trustees have been researched, formulated, and presented. [See footnote 7] These reports have presented all program-relevant information, including budget and student success and achievement data.

**D. Evidence that the institution has analyzed and provided for adequate human, physical, technology, and financial resources and processes necessary to initiate, maintain, and monitor the change and to assure that the activities undertaken are accomplished with acceptable quality, including:**

**D.1. Adequate and accessible student support services: enumerate services as detailed as possible; provide non-password required electronic links where available**

Lake Tahoe Community College offers a wide range of campus resources programs that can help students and faculty achieve a high level of success. The following resources and services are available to and leveraged specifically to support student success in the ISP Program:

Service	Description
Assessment	Complete Math and English assessments are provided in hard copy form to incarcerated students. The College is currently using Multiple Measures as a placement tool as well.
Career Services	When the students request career services, ISP staff will work with the counseling department to help them create a personalized career success plan
Disability Resource Center	DRC Counselors are available to assist with student needs. The counseling staff and the DRC Director have been directly involved with meeting ISP student needs on the college's part. There is work that still needs to be done to integrate the CDCR systems and the College systems to further meet student learning needs in this area, but the College has served students through direct communication with individuals and coordination with the education staff at the facilities. One example is the College's dedication of a magnifier for student use at HDSP.
New Student Orientation	Students learn about the campus, resources, and tools necessary for success. Orientations are completed on site each quarter with written materials provided to students.
Veterans	Services to veterans including access and college success. These services are also available to ISP students, and the veterans counselor has been involved with the ISP Program.
SSSP/GPS	The Student Success and Support Program provides Community College students with support services necessary to assist them in their educational goals.

Student Equity	Student Equity funding is dedicated to helping close the achievement gaps in access and success in underrepresented student groups, including those participating in the ISP Program. The Student Equity program has also been able to support the purchase of books for the lending program providing students with books for their courses thereby making the ISP Program AA-T in Sociology a text-book cost free program for students.
Basic Skills	The Basic Skills Initiative was created to improve curriculum, instruction, student services and program practices in the areas of basic skills and ESL programs. One of the math instructors tutoring ISP Program students also serves as the Basic Skills Coordinator on campus.
Work Experience	The Work Experience Program at LTCC works with students and employers to place students in volunteer and for-pay situations for which they simultaneously earn college credit through curriculum designed for the program. Beginning in 2016, Work Experience faculty and staff have been working with ISP Program students to facilitate their participation in the program in coordination with their CDCR work supervisors.

Registration for ISP Program students is facilitated by ISP Program staff and overseen and implemented by LTCC Enrollment Services staff. LTCC counselors are trained to help students attain their educational and career goals by providing career and academic counseling, helping students find their pathway through the general education requirements associated with the program they are pursuing, and providing students with information to meet transfer and degree or certificate requirements (including credit and transcript assessment). They also assist students with other issues which can impact their academic performance.

For ISP Program students, counseling is conducted either in person (on occasion, counseling and enrollment services staff have met with students on site) or through counseling requests. [See Appendix H] ISP Program staff meet with cohorts of students and with students individually to facilitate application, registration, and other administrative procedures. Faculty meet with students at the facilities in groups and individually for tutoring support every other week.

## **D.2. Sufficient and qualified faculty, management, and support staffing**

As all courses offered through the ISP Program follow the Course Outlines of Record and are designed to provide students the equivalent educational experience as face-to-face or online courses, all faculty teaching in the program are required to meet the minimum qualifications established in the “Disciplines List” established through the California Community College Chancellor’s Office. The ISP Program is currently served by approximately 9 FTEF (faculty). The program is facilitated and supported by one full-time director, one part-time permanent staff member, three additional part-time staff, and student workers and volunteers when available and needed. Enrollment Services staff, Counseling faculty, Instruction Office staff, Library staff,

Work Experience faculty and staff, Reprographics staff, the two Deans of Instruction, the Director of Institutional Effectiveness, research staff, and the Vice President of Academic Affairs all serve the ISP Program and the students in the program.

### **D.3. Professional development for faculty and staff to effect and sustain the change**

The Director of the ISP Program, one staff member, and one full-time faculty member in mathematics have participated in the full CDCR Institutional Security Training in addition to follow-up refresher courses. This training has allowed for more flexibility in the College's ability to serve the students while at the facilities and simultaneously meeting the safety standards and requirements of CDCR. The Director of the program has been trained in the facilitation of 21st Century Skills curriculum through the New World of Work program and is currently formulating a plan to integrate this program with the ISP Program and has begun conversations about a collaboration with Feather River College in this area. Over the last two years, the Director and staff have worked closely with other college staff and faculty to develop the ISP Program in alignment with general college practices, policies, and procedures.

The College has dedicated funds specifically for faculty (\$21,000) and staff (\$8,000) professional development. Each constituent group has an application process for applying for these funds and a committee that oversees their distribution following appropriate approvals from supervisors. These funds can be and have been used to support professional development around the ISP Program. For example, the ISP Director used support from this fund to attend the 6<sup>th</sup> Annual National Conference on Higher Education in Prison in the fall of 2016. Additionally, all full-time faculty are eligible for a Professional Development Leave (sabbatical) every 18 quarters. At least two faculty who teach in the ISP Program have included professional development activities around the ISP as a focus of their upcoming leave.

### **D.4. Appropriate equipment and facilities, including adequate control over any off-campus site**

The Director of the ISP Program and staff visit the facilities every other week. In this way, and in collaboration with the CDCR educational staff, they oversee the operations at the facilities within the limits of their purview. Because many of the courses include video lectures and other audio/visual components, the ISP Program staff also work with the technology staff at the correctional facilities to ensure the ongoing and effective presentation of this classroom material. Disabilities Resource Center staff have also worked with the educational support staff at one facility to provide the equipment necessary to support a student with special disabilities-related accommodations.

### **D.5. Sustainable fiscal resources including the initial and long-term amount and sources of funding for the proposed change and an analysis of fiscal impact on the institution's budget**

From the March 18, 2015, Budget Council meeting: "The Incarcerated Student Program is responsible for increasing FTES by 17 for Spring quarter, with a projected increase in revenue of

\$83,709. However, there are also increased costs directly related to the program projected at \$63,378. The result is that the ISP will net a positive impact to the UGF of about \$20,331 this year [2014-15], and is projected to grow in the coming years.”

During the 2015-16 academic year, the revenue generated from FTES from the ISP Program was \$547,936 (from 116 FTES generated by the program), with the total true cost of \$581,552. These costs included \$128,228 of full-time faculty salaries, \$17,822 in full-time benefits, and \$29,057 in full-time health and welfare costs. These costs were, therefore, removed from the budgets of the discipline areas in which they had been originally budgeted.

The projections for the 2016-17 academic year are, based on a September 27, 2016, Board presentation are for 140 FTES, with a total projected revenue of \$700, 595 and total projected program costs of \$728,047. These costs include \$199,636 of full-time faculty salaries, \$18,788 of full-time benefits, \$27,684 of full-time health and welfare costs, and \$80,000 for textbooks that has been covered through one-time funding. The purchasing of textbooks for the program was almost completed with this funding; from this year forward, the only ongoing costs for textbooks should be in covering losses and replacements.

The assessment based on these actuals and projections is that the program had a positive impact on the College’s overall budget in its first year. In its second year, the true costs were not covered by FTES generated revenues, but those costs were partially offset by savings in the departments where they had originally been budgeted. With one-time funding for textbooks, in this academic year, the program is expected to have a positive fiscal impact on the institution’s budget. It is anticipated that the program will continue to be self-sustaining and/or positively impact the overall budget moving forward based on FTES projections and expectations.

#### **D.6. A comparative analysis of the budget, enrollment, and resources; identify new or reallocated funds.**

The ISP Program produced 116 FTES in FY15-16, the first full year of the program. However, this was far below a projected number for that year of 175 FTES. LTCC staff learned a lot about the ISP program, including unanticipated difficulties that are often beyond the control of the college. Despite the difference between budgeted and actual FTES in FY15-16, the program was deemed a success and grew significantly from 17 FTES in FY14-15. LTCC is projecting moderate growth for ISP in FY16-17 to 140 FTES. LTCC currently has memorandums of understanding (MOUs) with seven correctional institutions in Northern California. [See Appendix I] Please see Appendix J for comparative budgets for the ISP Program. The entire [2016-17 budget](#) can be found on the College website.

#### **D.7. A plan for monitoring achievement of the desired outcomes of the proposed change.**

The Incarcerated Student Program goals and outcomes are annually reviewed by College leadership, the Academic Senate, the Institutional Effectiveness Council, and the Board of

Trustees. The program's fiscal sustainability will also be assessed through the regular governance structures and budgetary goals, assumptions, and projections. The goals for the program are in alignment with the strategic goals of the institution and those established in the institution-set standards. All student learning outcomes will be assessed on the College's regular cycle and reviewed through annual and comprehensive program reviews.

#### **D.8. Evaluation and assessment of student learning outcomes, achievement, retention, and completion**

The College will continue to track student placements, success rates, retention rates, and achievement quarterly and report on these metrics annually. Additionally, the Director of the Incarcerated Students Program and staff receive regular reports through the Office of Institutional Effectiveness to assist with the daily monitoring of student progress both within the current term and across the program. Student retention is tracked and evaluated annually for purposes of Program Review, and in 2015-16 the ISP rate (96.8%) was higher than the overall College rate (92.4%). Student course success, persistence, and completion will also be tracked through these processes.

#### **E. Evidence that the institution has received all necessary internal or external approvals, including:**

##### **E.1. A clear statement of what faculty, administrative, governing board, or regulatory agency approvals are needed, and evidence that they have been obtained**

The ISP Program was initially presented in 2014 to the governance councils on campus for explanation, discussion, and input. Subsequently, a pilot proposal was approved by, among other groups, the Academic Senate, the Institutional Effectiveness Council (IEC), and the Board of Trustees. Subsequent reports have been presented updating each of these groups and the college campus as a whole on the evolution of the program in terms of student participation, success, achievement, and budget. [See Appendix K]

##### **E.2. Legal requirements have been met**

In addition to the governance approvals described above, the College has worked with each California Department of Corrections and Rehabilitation facility and CDCR legal counsel to develop Memoranda of Understanding outlining the program, its parameters, and the conditions and requirements around the partnerships between the CDCR and LTCC. An MOU is also on file between LTCC and Folsom Lake College regarding the offering of this program in the Folsom area. [See Appendices D and I]

##### **E.3. Governing board action to approve the change and any budget detail supporting the change**

This Substantive Change proposal, with all of its supporting documentation, was brought to the LTCC Board of Trustees on January 28, 2017 for approval/ratification. The Board of Trustees has

also been presented with ISP Program budget details over the last 3 years for discussion and approval, both as part of the regular budget development and adoption processes and through ISP Program specific reports. [See Appendices J and K]

## **F. Evidence that each Eligibility Requirement (ERs) will be fulfilled specifically related to the change**

There is no expected change nor notable impact on the College's adherence to the Eligibility Requirements due to the proposed substantive change. All Eligibility requirements are addressed specifically below:

- 1. Authority:** Lake Tahoe Community College is part of the California Community Colleges, a system of 113 public two-year institutions authorized by the State of California to offer instruction at the lower division level and to award the Associate in Arts degree. On a state level, the governing body of the system is the Board of Governors of the California Community Colleges. On a local level, Lake Tahoe Community College operates under the authority of a locally elected Board of Trustees. Further, Lake Tahoe Community College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. A statement to this effect is published annually in the college catalog and online. The addition of correspondence coursework does not affect the authority of Lake Tahoe Community College.
- 2. Operational Status:** The institution offers courses and programs appropriate to the institutional mission and the mission of the California Community College system. Students actively pursue its degree programs. The College operates year-round with three primary academic quarters of 12 weeks in length and one summer session of 6 weeks' duration. The College also offers courses and programs outside the set quarter-length terms and summer session. Schedules of course offerings are published four times per year in concert with the upcoming term or summer session. The ISP Program and courses operate within the existing academic structure, with the delivery of course materials to incarcerated students at dates that provide a buffer to students and staff in meeting the College's deadlines for enrollment accounting and grade submission. This program does not change the College's operational status.
- 3. Degrees:** Courses offered through the ISP Program are both preparatory in terms of foundation skills where students need pre-collegiate support based on appropriate assessments and applicable to the AA-T in Sociology. Depending on the specifics, the course may also meet a combination of major preparation, general education, and/or electives. The College offers 36 different Associate degrees that require the completion of a minimum of 90 quarter units each and 32 certificates of achievement requiring completion of a minimum of 27 quarter units. Each degree calls for coursework in general education, a major area, and electives. Certificates require focused coursework in the specific field of study. A significant proportion of the College's courses satisfy requirements for one or more of the Associate in Arts or certificate programs offered. Conversely, only 45 courses offered by the College are considered as non-degree applicable and these primarily serve the needs of students who are underprepared in the basic

skills of mathematics, reading, and writing or who have special learning needs. The college catalog lists the degrees and certificates offered and the course and credit requirements for each.

**4. Chief Executive Officer:** The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. This proposal does not change the College's status for this requirement.

The chief executive officer of Lake Tahoe Community College is the college president, Dr. Kindred Murillo. Dr. Murillo assumed this responsibility on July 1, 2008 and has served in a full-time capacity in this position since that time. Dr. Murillo holds an Associate of Arts from Barstow Community college, a Bachelor's degree from the University of Redlands in Business Administration, a Master's degree in Organizational Development and an EdD in Organizational Leadership from Pepperdine University. She holds credentials and meets minimum qualifications to serve as an administrator and chief executive officer in the California Community Colleges. Dr. Murillo left LTCC at the end of January 2017, and the new Superintendent/President is Jeff DeFranco. Mr. DeFranco holds a Bachelor's degree in Psychology from California State University, Chico, a Master's degree in Educational Leadership and Higher Education Administration from the University of Oregon, and a Professional Certificate in Strategic Decision and Risk Management from Stanford University. He is currently working on his Doctorate in Global Leadership and Change at Pepperdine University. The president does not serve as a member of the governing board.

**5. Financial Accountability:** The institution annually undergoes an external audit of all financial documents by an independent, certified public accounting firm that has expertise in public higher education. The report of the accounting firm is reviewed each year by the Board of Trustees, including an audit committee of the Board. The report is available for public inspection and appropriate documentation is provided to the State of California. Findings in the report are addressed in a timely manner and copies of prior year reports and responses are maintained in District files for subsequent inspection. All district allocations and expenses, including correspondence education, are part of the audit process.

**6. Mission:** The institution's educational mission is clearly defined, adopted, and published by its governing board. The mission statement defines institutional commitment to student learning and achievement. The college's educational mission is defined by the regulations and laws of the State of California and is further defined by the local mission statement. The College's current mission statement was developed through a broad-based strategic planning process and adopted by the Board of Trustees in 2010 and last reviewed in 2014. This statement is published annually in the college catalog and online and is prominently displayed at the college. The goals and objectives of the correspondence education offered through the ISP Program are consistent the college's mission.

**7. Governing Board:** The District has in place a Board of Trustees consisting of five members elected by the citizens in the Lake Tahoe Community College District (divided into five

district areas, each electing one representative) and a student member elected by the Associated Student Body. The Board of Trustees is accountable to the voters of the Lake Tahoe Community College District to determine the direction and policies of the District in pursuit of its mission and to ensure the financial resources of the institution are used to provide a sound educational program. The Board members have no employment, family ownership, or other personal financial interest in the institution. Annually Board members file statements of economic interest pursuant to section 4 (B) of the Conflict of Interest Code with the Office of the Superintendent/President of the Lake Tahoe Community College District who transmits the statements to the El Dorado County Elections Department. The Board of Trustees at LTCC has received regular reports regarding the data (in terms of student access and success, academic development, and financial analyses) for the ISP Program. The program was approved by the Board as a pilot program, and this substantive change proposal has also been approved for submission by the Board of Trustees.

**8. Administrative Capacity:** The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose. The College has committed resources in terms of faculty, staff, and administrators to the development of the ISP Program and the program's and students' success. The College hired a full-time Director for the ISP Program and, as the program showed growth, 1 part-time permanent staff member and 3 part-time temporary staff members. Full-time faculty have been assigned regular courses in the program, and part-time faculty have been assigned to and hired for the program. The Vice President of Academic Affairs oversees the ISP Program and works in conjunction with the ISP Director, the Executive Dean of Student Services, the Dean of Instruction and the Dean of Workforce Development and Instruction, and faculty leads in the hiring and assigning of faculty to teach in the program. The institution is committed to quality academics and student services in the ISP Program and will continue to evaluate staff support should there be any additional growth. The administration is adequate in number, experience, and qualifications to provide appropriate administrative oversight of correspondence courses offered at this time.

**9. Educational Programs:** The institution's principal degree programs are congruent with its mission, are based on recognized 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. The College's Associate in Arts degrees, including the Associate in Arts for Transfer degrees, are designed to be a two-year program of study. Each is congruent with the mission of the institution and the primary mission of the California Community Colleges. The Associate in Arts degrees are awarded in recognized higher education disciplines as well as interdisciplinary fields of study (e.g., mathematics, English, anthropology, natural science, liberal arts). Certificates of achievement are primarily awarded in occupational disciplines that contribute to workforce development and career preparation. Appropriate rigor and quality are assured through the College's curriculum development, review, and approval process. Departmental dialogue and subsequent Curriculum Committee review shape both the program content as well as the intended outcomes for degrees and certificates. Further, each degree and certificate is reviewed on a cyclical basis through the program review process. A key element in program review is the requirement that departments examine, reflect

upon, and comment on measures of student learning within the program under review. All programs culminate in stated learning outcomes that are available to the public online and in the college catalog.

The ISP Program currently offers the AA-T in Sociology, a program that has been developed and maintained through the College's regular curriculum and program development policy. It culminates in a series of student learning outcomes that are available to students in the catalog and online and also in the ISP Program Student Guide. [See Appendix L]

**10. Academic Credit:** Credit awarded for courses reflects generally accepted norms in higher education. The College uses the Carnegie unit standard which was developed as a measure of the amount of time a student has studied a subject. This measure conforms to state regulations regarding the awarding of credit as described in Title 5 of the California Code of Regulations. The specific number of quarter units awarded is based upon the scope of course content (as reflected in the course outline of record and quantified by the number of hours the course meets), as well as the type of learning involved, such as lecture and/or lab. Correspondence courses must follow the same standards as traditional courses in ensuring time spent in studying the subject. The College's awarding of Academic Credit for the ISP Program is in alignment with the institutional policies and procedures for the awarding of credit.

**11. Student Learning and Student Achievement:** Learning outcomes for all courses are embodied in the Student Outcomes section of the official course outline of record. In addition, faculty utilize a host of assessment strategies at the course level to gauge student learning in their courses and integrate the results into a plan for course improvement where needed. The college has made significant progress in integrating all aspects of institutional planning with (1) student learning outcomes development and implementation; (2) outcomes assessment and evaluation, (3) institutional improvement; and (4) resource allocation.

The institution defines standards for student achievement and assesses its performance against those standards. LTCC does this regularly for the ISP Program and has provided some of the data on student achievement and success in response to other questions in this document. The institution publishes for the ISP Program's AA-T in Sociology the program's expected student learning and any program-specific achievement outcomes. The courses, as regular college courses are included in the SLO assessment cycle with their corresponding face-to-face and online options. The program conducts quarterly student evaluations, and the College has recently, with the Faculty Association collective bargaining unit, developed a pilot for faculty and specific course evaluation in the ISP Program.

**12. General Education:** The general education requirements are the same for all associate degree programs, including those offered through the ISP Program. The College requires recipients of Associate in Arts degrees to complete a general education pattern which includes demonstrated competence in writing and computational skills. Further, the College's general education philosophy states that general education requirements are "...intended to provide a broad yet integrated introduction to the skills, knowledge, and insights that are the foundation of a college education." Toward that goal, students fulfilling Lake Tahoe Community College's

general education requirements must complete coursework in seven areas of study including: English communication, mathematical concepts and quantitative reasoning, fine arts and the humanities, the social sciences, physical and biological science, lifelong understanding and self-development, and cultural pluralism. [BP/AP 4025]

The AA-T in Sociology has both a content-specific pathway and requires the CSU general education pathway. The students in the ISP Program are required to complete all required courses in each area of the pattern, including the following:

- Communication in the English language and critical thinking;
- Physical universe and its life forms (including mathematical concepts and one lab course);
- Arts, literature, philosophy, and foreign languages;
- Social, political, and economic institutions and behavior, and historical background
- Lifelong understanding and self-development; and
- US history, constitution, and American ideals.

**13. Academic Freedom:** The College protects freedom and communicates expectations regarding academic responsibility as evidenced by the adoption of *Board Policy* 4.06 [BP/AP 4030 in the revised Board Policy] which states: Academic freedom and academic responsibility are inseparable. Academic freedom is the right of instructors in their area of expertise to teach, conduct research, and to communicate one's knowledge to the academic community openly, honestly, and without interference. Academic responsibility is the acceptance on the part of the instructor while teaching, researching and communicating, to do so in a manner as not to bring discredit to the college, profession, or community. This statement is published in the college catalog and the *Adjunct Faculty* and *Full-Time Faculty Handbooks*.

The institution has been reviewing and updating many of its policies and procedures as part of ongoing and continuous improvement. The policy on Academic Freedom has been going through that process of review during the 2016-17 academic year. In the providing of education to the incarcerated population, the College and the faculty are committed to maintaining academic freedom without exception, despite some of the unique challenges that could potentially arise around sensitive and/or highly charged topics (namely around racial and other identity politics, as well as other areas). LTCC's faculty, particularly those in areas that raise potentially sensitive issues (Ethnic Studies, Psychology, Memoir, etc.) have been, with the support of the administration, aware of and protective of academic freedom in this pilot program phase. They have been and continue to be supported by the ISP staff and the educational staff at the correctional facilities. The statement on Academic Freedom is included in the Student Guide each student received.

**14. Faculty:** College-wide, the number of full-time faculty is adequate to meet the needs of the instructional programs and student support services. LTCC exceeds its Faculty Obligation Number. To augment the core of full-time faculty, adjunct faculty are utilized extensively. This allows the College to offer a broad selection of courses and programs and to meet the needs in specific disciplines for which a full-time faculty load cannot be achieved. Faculty responsibilities

are detailed in Board policy and include an expectation that both full-time and adjunct faculty will be involved in the development and review of curriculum as well as the evaluation and assessment of learning. Further, the evaluation process for full-time faculty requires that faculty reflect upon and write about (in their self-assessment) the effects that their instruction, counseling, librarianship, or directorship has on students and on student learning.

The College is working closely with faculty and deans to ensure that the ISP courses are fully staffed with highly qualified instructors (meeting minimum qualifications and, when possible, having experience with the incarcerated student population). Growth in the program and the ongoing expansion of the courses offered will continue to require additional hiring. Any future hiring will be done in accordance with Education Code, Title 5, Chancellor's Office, and Accreditation policy and procedure requirements.

**15. Student Support Services:** The institution provides for all of its students appropriate student support services that foster student learning and development within the context of the institutional mission. The college provides appropriate student services designed to support student learning and development. Recognizing that student success and achievement will be enhanced through assisting students with the challenges presented in pursuit of their academic goals, the college is providing and enhancing a broad range of academic and student support services for students in the ISP Program, despite the unique logistical challenges of serving incarcerated students. Critical services accessible to students include registration, appropriate course offerings, transcripts, financial aid support, counseling, credit assessment, assessment testing and multiple measures assessment for placement, tutoring, free books and materials, disabilities resources where possible and appropriate, and information on being a student in the ISP Program. Other services specific to the ISP Program are articulated below in the description of the "Enhanced One-on-One" pedagogical model.

**16. Admissions:** The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. As a California Community College, Lake Tahoe Community College is an open access institution. The college catalog states that all high school graduates as well as anyone 18 years of age or older (regardless of high school graduation status) are welcome to attend. International students and non-residents of California are also admitted. Admissions criteria and information are provided in the college catalog. All admissions standards apply to the ISP Program students as well, and the College works closely with corrections education staff to facilitate the admission of students.

**17. Information and Learning Support Services:** The institution provides specific access to sufficient information and learning support services adequate for its mission and instructional programs in whatever format whenever and wherever they are offered, including the correspondence model.

In September 2006, the College opened a 27,000-square foot library which provides resources, equipment, and services in support of the informational, instructional, and learning needs of students, faculty, staff, and the community. The library's collection has over 40,000 volumes as

well as subscriptions to 10,000 print and online journals and newspapers, music on CD, as well as a DVD/video collection which supports the college curriculum. Information services are offered online or at the reference desk, or teaching station, where online research skills are taught one-on-one. The library's online resources, such as its catalog, online databases, and a new subscription to over 200,000 eBooks can be accessed online 24-hours a day. Course reserves are offered in print and online formats. And online research tutorials are available 24 hours/day from the Library website. Learning support services are provided through the Tutoring and Learning Center, consisting of the Learning Assistance Center, Math Success Center, Writing Center, and open computer labs. These facilities provide tutoring services to assist students in completing course assignments and in understanding and using discipline-specific subject material and computer software and resources.

LTCC is a full-launch Online Education Initiative college and, as such, has access to and is and will make use of the student support, proctoring, counseling, and other services available through that program. LTCC is also a recipient of and participant in two grant programs around Open Education Resources: a planning grant for researching OER materials at the course level and a planning grant for developing a Zero-Textbook-Cost Degree. The College is committed to providing appropriate and needed access to information resources for its students. Additionally, the ISP Program provides all course materials (books, paper, videos, etc.) to students and facilities free of cost. The College is continuing to work, in conversation with the Office of Correctional Education and the specific facilities, on ways to provide an authentic research experience for incarcerated students in the absence of open online resources. Some of the ideas being considered involve closed-loop computers with extensive, pre-loaded research materials that can be searched. LTCC is also committed to serving incarcerated students with disabilities; the Director of the Disabilities Resource Center, for example, has been working closely to meet the needs of students with disabilities at High Desert State Prison by lending the facility an electronic reader. The College has not yet opted to attempt participation in the eReader program currently being implemented in select facilities but will certainly consider that option, should it be available and of clear, demonstrated assistance to students.

**18. Financial Resources:** The College meets this eligibility requirement, and the ISP Program is in alignment with the financial measures of the institution. The financial resources supporting the ISP Program have allowed for the effective administration of the program and are assessed on an ongoing basis to ensure that support continues with appropriate growth. Since its inception in 2014, the budget for the ISP Program has grown from \$63,378 to \$728,047 as the program has evolved.

Funding is allocated primarily to instructional materials, student support materials, travel to the facilities, tutoring, faculty salaries, administrative expenses, and support and training. In response to program growth, ongoing funds have been allocated as additional coordination responsibilities emerge. The FTES generated from ISP Program courses ensure the program's sustainability. The total FTES from ISP courses has increased from 17 in 2014-15 to 116 in 2015-16 to an anticipated 140 in 2016-17.

The college budget is adopted annually by the Board of Trustees in a public meeting and is available for public inspection prior to and following board approval. The annual budget is developed from the prior year base using campus-wide input. Resources are allocated to meet programmatic and legal requirements to help ensure quality and effective academic programming and educational support services. The College operates within its budget and is audited each year for compliance with grant and categorical requirements and generally accepted accounting procedures.

A budget based on the true cost (including relevant percentages of full-time faculty teaching loads) has been carefully and consistently developed for the ISP Program and is considered by the Budget Council and presented for consideration and approval by the Board of Trustees. Fiscal planning for the ISP Program has been integrated fully into the planning processes of the institution.

**19. Institutional Planning and Evaluation:** The ISP Program operates in accordance with the institution's established planning and evaluation procedures. The mission statement of the college directs the educational purposes of the institution and is the basis for an integrated and systematic planning process. Department planning begins with program review plans, which are reviewed annually and updated every six years. The program review plans address student learning and success, and they are the basis for the [Educational Master Plan](#). The improvement of institutional structures and student achievement is addressed through the college's [Strategic Plan](#), a comprehensive planning document that provides the direction for the future of LTCC in fulfilling its mission. A broad-based team consisting of representatives of the campus community - the Board of Trustees, full-time and adjunct faculty, classified employees, students, and administrators - begins meeting each fall to evaluate and update the existing plan. The *Strategic Plan* and the program reviews are used in the development of the College's annual Budget Goals and Assumptions and are referenced on the budget worksheets.

The ISP Program did not conduct a formal program review following its first full year of implementation, in part because the pilot proposal was a 3-year proposal. Additionally, the structure of the program and the number of students it was able to serve ended up being greater than the pilot proposal had initially considered; as such, the program was in a state of constant development and review, with regular reports to the Board of Trustees on student success, budget, FTES, course offerings, and facilities relationships. The awareness of the need for a substantive change proposal also provided an opportunity for program goal articulation and achievement review. The ISP program will begin a regular annual and six-year program review cycle upon its move from a "pilot" to a regular program. Annual and Comprehensive Program Reviews that include course and degree components of the ISP program will integrate a review of those elements.

**20. Integrity in Communication with the Public:** The institution provides an electronic catalog (printed upon request) with precise, accurate, and current information concerning all required components. College-wide, accurate and current information is published in the college catalog, quarterly schedules of classes, and other college documents. Included in these documents is general information regarding the college, admissions requirements, student fees,

program and course offerings, and major policies affecting students. Both the college catalog and quarterly schedule of classes are available online through the college's website. Also available on the website is information regarding admissions, registration, course and program offerings, financial aid, student support services, and other pertinent resources for students. All relevant policies are provided directly in print to ISP Program students and are also available upon request. [See Appendix M] All programmatic (academic, budgetary, achievement, and other) data has been regularly presented to the Board of Trustees in open meetings according to the Brown Act and is available through the College's website.

#### The Potential Impact of SB 1391

SB 1391 (2014) removed some barriers that previously restricted community colleges from offering classes to incarcerated students. Prior to SB 1391, community colleges could not offer in-person courses at state prisons. And, although they were permitted to offer in-person courses inside local jails, they received per-student funding only at the lower noncredit rate even if they offered full credit courses. SB 1391 allows community colleges to offer in-person courses in both prisons and jails and to be fully reimbursed for both credit and noncredit courses just as if those courses were offered on the local college campus. The California Department of Corrections and Rehabilitation (CDCR) and the California Community Colleges Chancellor's Office are negotiating a memorandum of understanding (MOU) to guide future partnerships between community colleges and prisons throughout the state. This agreement will hopefully establish strong benchmarks to guide partnerships between prisons and community colleges in the delivery of high-quality college education to students incarcerated in prisons throughout California.

**21. Integrity in Relations with the Accrediting Commission:** The college represents itself honestly and truthfully to the Commission and adheres to the eligibility requirements and policies of the Commission. The college conducts the self-study and accreditation process in accordance with the standards, guidelines, and practices set forth by the Commission. Further, the college complies with all Commission requests in a timely and appropriate manner, including the submission of annual and midterm reports.

#### **G. Evidence that each Accreditation Standard will be fulfilled specifically related to the change and that all relevant Commission policies are addressed**

**G.1. All Accreditation Standards must be addressed, and those that are particularly impacted by the change should be addressed in detail. There should be a description of the process for monitoring and evaluating the effectiveness and learning outcomes expected through the proposed change.**

Lake Tahoe Community College is a fully accredited institution. Its accreditation was reaffirmed in 2012. All courses and ISP operations on campus or at CDCR sites will maintain the same standards as those on the main South Lake Tahoe campus. The ISP Program will undergo the same program review process as all other programs in the college. Program reviews are

completed by each department on an annual basis, with a Comprehensive Program Review every six years, including a Program Plan. This process includes a self-study report by a validation process. The ISP Program has been doing annual comprehensive reports to the Board of Trustees while in its “pilot” phase.

**Standard I:** The College mission provides the framework for developing strategic goals and serves as a reference and guide as new plans are made to support student success. Programs, services, and courses are on a continual review cycle to ensure academic quality and institutional effectiveness. Coursework offered through the ISP Program incorporates the college mission of:

- Foundational skills development to support college readiness and student success.
- Lower division post-secondary education to achieve transfer to a four-year post-secondary educational institution and success in obtaining a degree.
- General education to achieve critical thinking and communication skills, global awareness, personal responsibility, and professional development.
- Workforce skills development and vocational education to achieve economic development and career/workplace goals.

**Standard II:**

**IIA.** The College assures the quality of the courses offered through the ISP Program. The educational policies of LTCC regarding course offerings through the ISP Program contain the same rigor and breadth stated in the face-to-face course outlines of record that have been approved by the LTCC Curriculum Committee. In addition, the same Title 5 requirements are applied to ISP Program courses. Academic Standards for courses offered through the ISP Program are the same as for all other courses. In addition, the same academic freedom is awarded to all faculty regardless of teaching location or modality.

Courses adhere to the established course outlines with their associated Student Learning Outcomes and continual assessment/improvement. All courses are taught with the most appropriate pedagogy for the curriculum and all sections adhere to the appropriate depth and rigor of those taught throughout the district.

**IIB.** Student support services available at the College provide students basic access to the college, guidance in the admissions and registration process, registration, financial aid assistance and application, academic counseling, and measuring student readiness. Student services through the ISP Program, while conducted through correspondence, are sufficient to help students meet their educational goals. Most matriculation requirements can be met through a combination of correspondence and face-to-face services when faculty and staff visit the facilities to meet with and tutor students. Guidance through admissions, registration, financial aid, and counseling is available through correspondence and/or via telephone.

Ensuring that courses (including all materials and resources) are accessible to students with disabilities is a shared institutional responsibility and taken very seriously at LTCC. Faculty work with the Disabilities Resource Center (DRC) staff to ensure that their course content is explained thoroughly to the DRC specialist and that appropriate accommodations are made if a DRC student needs assistance. LTCC is in compliance with the American with Disabilities Act of 1990 and provides accessibility for persons with disabilities with reference to our courses. LTCC follows the Chancellor's office "General Principles" in ensuring that courses are accessible to students with disabilities.

**II C.** The Library provides a wide variety of learning resources to support students. Students may access library materials on campus or via the Internet and the library's online resources, such as its catalog and online databases can be accessed online 24- hours a day. Hands-on, customized support, training, and instruction in accessing and completing courses is provided in addition to course reserves offered in print and online formats, linked directly through our online catalog. Electronic resources, such as e-books and subscription databases, in all subject areas. Toll-free phone reference service offered via the CCC Confer "LTCC Library Meeting Room" which is available anytime the library is open. Students have access to online library resources and services. ISP Program students, however, are uniquely limited in their ability to access Library resources, given the restrictions placed on Internet access at correctional facilities. The Director of the ISP Program is working with the Superintendent of the Office of Correctional Education on a pilot program that could result in the availability of research materials through a "closed-loop" computer system. The College is not currently participating in the e-reader program available at certain correctional facilities but is assessing the success of such electronic options for students. Tutoring and other support services are available to students through correspondence and during every other week visits by staff and faculty to the facilities.

**Standard III.** All College faculty, including ISP Program faculty, are hired and evaluated according to College policies and the Faculty Association Collective Bargaining Contract. All instructors must meet the minimum qualifications in their disciplines as recommended by the statewide academic senate and established by the Board of Governors of the California Community Colleges and are on a regular evaluation cycle.

Any equipment and technology will be maintained by the ISP Program in collaboration with the CDCR to ensure the safety of the students and ensure that they are adequate to support instruction.

**Standard IV:** The College has implemented the integrated planning cycle that is documented in the [Educational Master Plan](#). In addition, the College follows a shared governance model in which faculty, students, staff, and administrators serve on key committees and share in decision-making processes. Committees report findings and recommendations to Institutional Effectiveness Council, College Learning & Enrollment Management Council, President's Advisory Council, President's Council, Student Senate and/or Academic Senate. As appropriate, these recommendations are then reported to the Board of Trustees for final consideration.

The ISP Program reports to the Board on a yearly basis and reports issues, concerns, accomplishments and updates on the program as necessary.

## **H. Instructional Delivery Mode (See 3.7.3)**

### **H.1. Develop an inventory of online and/or correspondence education more than 50% or are 100%, then provide a list of programs, degrees, and certificates offered in the new delivery mode**

The following courses are offered in an enhanced one-on-one correspondence model through LTCC toward the attainment of an AA-T in Sociology:

#### **BSN 100 INTRODUCTION TO BUSINESS**

Lecture 4, Lab 0, Units 4

This course provides an overview of the basic functions of business and how they interrelate.

Topics to be covered include global business, e-business, entrepreneurship, human resources, marketing, management, logistics, accounting, finance, and investment.

Transfers to CSU, UC

C-ID: BUS 110

#### **COU 100 COLLEGE SUCCESS**

Lecture 4, Lab 0, Units 4

This course is designed to provide students with the knowledge and skills for academic success in college. The course will include topics such as basic study skills, time management and stress management, learning styles, study techniques, and effective interpersonal communication skills. Emphasis is on life-long success in academic, professional, and personal development. Critical thinking exercises will be emphasized through written and verbal communication.

*Transfers to CSU*

*ADVISORY: ENG 152 or equivalent.*

#### **ENG 101 READING AND COMPOSITION**

Lecture 5, Lab 0, Units 5

This course stresses development of mature skills in reading, writing, and critical thinking with emphasis on expository and argumentative prose.

Transfers to CSU, UC

**PREREQUISITE:** ENG 152 with a grade of "C" or better or appropriate skills as demonstrated through the English assessment process.

C-ID: ENGL 100

#### **ENG 152 CRITICAL READING AND WRITING**

Lecture 5, Lab 0, Units 5

This course emphasizes the development of critical reading and writing skills. Focus is on the organization, development, and analysis of ideas through both reading and written assignments.

#### **ENG 191AK SPECIAL TOPICS: SUPPORT FOR SUCCESS IN ENGLISH 152**

Lecture 2, Lab 0, Units 2

This workshop is available to students who would like additional support and instruction to help them be more successful in English 152. Time will be spent working on the fundamental writing and critical thinking tasks students are pursuing in English 152.

COREQUISITE: ENG 152

NOTE: Non-Degree Applicable course.

#### ETH 202C MEXICAN-AMERICAN HISTORY: 1960 TO PRESENT

Lecture 4, Lab 0, Units 4

This course, the third of a three-part series, covers the major socio-historic and political events and continuing tensions of the southwestern United States from the 1960's to the present from the Mexican-American perspective. Events to be covered include the emergence of political and educational opportunities for Mexican-Americans, the L.A. high school walkouts, César Chávez and the United Farmworkers Union, the struggle for a separate identity, and the advent of Mexican-American (Chicano) Studies. Transfers to CSU, UC ADVISORY: ENG 152 or equivalent.

#### GEL 103 HISTORY OF THE EARTH AND ITS LIFE

Lecture 4, Lab 3, Units 5

This course studies the development of the Earth and its life through examination of the rock and fossil record. In addition, geologic processes, geologic maps, and fossil structures will be studied while tracing the changes in the configuration of the Earth. Transfers to CSU, UC C-ID: GEOL 111

#### HIS 113 HISTORY OF THE UNITED STATES IN THE 20TH CENTURY

Lecture 4, Lab 0, Units 4

This course covers the history of the United States during the 20th century with particular attention paid to the social, political, economic, and cultural forces that have shaped the modern state.

Transfers to CSU, UC

ADVISORY: ENG 101 and ENG 103 or equivalent.

C-ID: HIST 140-HIS 112 + HIS 113

#### MAT 152A BASIC ALGEBRA (PART I)

Lecture 4, Lab 0, Units 4

This course is designed as an introduction to algebra. Topics covered include the four basic operations with positive and negative numbers and with polynomials, solving and graphing linear equations, an introduction to functions and sets, and properties of integral exponents. PREREQUISITE: MAT 187B with a grade of "C" or better or equivalent or appropriate skills demonstrated through the math assessment process.

#### MAT 152B BASIC ALGEBRA (PART II)

Lecture 4, Lab 0, Units 4

This course is a continuation of MAT 152A or MAT 152AA. The material covered includes factoring, operations, and equations with rational expressions, linear equations and inequalities with absolute values, solving systems of linear equations and inequalities, operations with

exponents and radicals, solving radical equations, and solving quadratic equations.  
PREREQUISITE: MAT 152A or MAT 152AA with a grade of “C” or better or equivalent or appropriate skills demonstrated through the math assessment process.

#### MAT 154A INTERMEDIATE ALGEBRA

Lecture 4, Lab 0, Units 4

This course is a continuation of MAT 152B or MAT 152BB and covers algebraic tools commonly used in business, science, and math. Students will learn to solve applications with quadratic equations and systems of quadratic equations. Students will be introduced to the definition of a function and its inverse, exponential and logarithmic functions, sequences and series, and conic sections.

PREREQUISITE: MAT 152B or MAT 152BB with a grade of “C” or better or equivalent or appropriate skills demonstrated through the math assessment process.

#### MAT 187 BASIC ARITHMETIC

Lecture 4, lab 0, Units 4

This basic arithmetic course covers general areas of arithmetic which include whole numbers, fractions, decimals, percentages, and signed numbers. Included is an additional study skills/counseling component to assist students in being successful in this course as well as future math courses.

ADVISORY: Appropriate skills demonstrated through the math assessment process.

NOTE: Non-Degree Applicable course

#### MAT 201 ELEMENTARY STATISTICS

Lecture 5, Lab 0, Units 5

The use of probability techniques, hypothesis testing, and predictive techniques to facilitate decision-making. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance, chi-square and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Applications using data from disciplines including business, social sciences, psychology, life science, health science, and education.

Transfers to CSU, UC

PREREQUISITE: MAT 154A or MAT 154AA with a grade of “C” or better or equivalent or appropriate skills demonstrated through assessment process.

#### MUS 101 MUSIC LISTENING AND APPRECIATION

Lecture 4, Lab 0, Units 4

This course gives a comprehensive overview of the elements and styles of music from 1600 to the present. Study will focus on guided listening to compositions by selected composers. Emphasis will be placed on the understanding of various types of instrumental and vocal music including the symphony, concerto, sonata, vocal genres, classical twentieth century music, and Jazz styles.

Transfers to CSU, UC

C-ID: MUS 100

## PHI 104 CRITICAL THINKING

Lecture 4, Lab 0, Units 4

This course examines the methods and principles used for distinguishing cogent reasoning from faulty reasoning. Topics include deductive and inductive reasoning, common fallacies, language, and impediments to cogent reasoning. Emphasis will be on developing abilities to analyze, construct, and evaluate arguments that are relevant to everyday life experiences, politics, economics, society, advertising, the media, and important current affairs.

Transfers to CSU, UC

ADVISORY: ENG 101 or equivalent

## POL 101 UNITED STATES GOVERNMENT

Lecture 4, Lab 0, Units 4

This course is a study of the formation and development of the United States national government, the Constitution, and the national government's organization, function, and powers. Particular attention is given to the study of United States political thought and philosophy. Emphasis will be given to California state and local government as examples of Federalism.

Transfers to CSU, UC

ADVISORY: ENG 101 and ENG 103 or equivalent.

C-ID: POLS 110

## PSY 101 GENERAL PSYCHOLOGY

Lecture 4, Lab 0, Units 4

This course is an introduction to the theories and methodological approaches in psychology. The subject matter will include such topics as learning, memory, sensation, perception, cognition, social behavior, personality, motivation, emotion, human development, abnormal behavior, and the physiological bases of behavior.

Transfers to CSU, UC

ADVISORY: ENG 101 or equivalent.

C-ID: PSY 110

## PSY 103 ADULT DEVELOPMENT

Lecture 4, Lab 0, Units 4

This course completes the psychology series on human development which started with Child and Adolescent Development. The course covers the developmental sequence from young adulthood to late adulthood. These stages of adult development will be studied from physical, social, emotional, and cognitive perspectives. The course will also include issues of death and bereavement.

Transfers to CSU, UC

ADVISORY: ENG 101 and PSY 101 or equivalent.

C-ID: PSY 180 = PSY 102 + PSY 103

## PSY 104 SOCIAL PSYCHOLOGY

Lecture 4, Lab 0, Units 4

This course is an introduction to the theories and methodological approaches in social psychology. The course will examine how people think about, influence, and interact with

others. The topics covered in class will include person perception, attitude formation and change, interpersonal attraction, persuasion and influence, prejudice and stereotyping, aggression, and prosocial behavior.

Transfers to CSU, UC

ADVISORY: ENG101 and PSY101 or equivalent.

C-ID: PSY 170

### PSY 210 INTRODUCTION TO BIOLOGICAL PSYCHOLOGY

Lecture 4, Lab 0, Units 4

This introductory course examines the contemporary research and theory dealing with the relationship between the brain and psychological factors. The course will cover such topics as neuronal activity, the effects of drugs, the nervous system, hormones and sexual behavior, the effects of brain damage, emotional behaviors and stress, and brain chemical imbalances in individuals who suffer from mood disorders and schizophrenia. Transfers to CSU, UC

PREREQUISITE: PSY 101 with a grade of "C" or better or equivalent.

ADVISORY: ENG 101 or equivalent.

C-ID: PSY 150

### REL 103 WORLD RELIGIONS

Lecture 4, Lab 0, Units 4

This course is an intensive analysis of religions as cultural systems. The origin, history, and interpretation of religious ideas in the major religions of the Eastern and Western worlds will be discussed, emphasizing the contributions each has made to the cultural development of humankind. Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam will be studied. Transfers to CSU, UC

ADVISORY: ENG 101 or equivalent.

### SOC 101 INTRODUCTION TO SOCIOLOGY

Lecture 4, Lab 0, Units 4

This course is an introduction to the basic principles of sociological inquiry. It includes analysis of social structures and social behavior, including socialization, social institutions, race, class, gender, deviance, and social change. As well, students will be exposed to the basic theoretical and methodological approaches of the discipline. Transfers to CSU, UC

ADVISORY: ENG 101 or equivalent.

C-ID: SOCI 110

### SOC 102 MARRIAGE, FAMILIES, AND INTIMATE RELATIONSHIPS

Lecture 4, Lab 0, Units 4

This course is a study of the family as a social unit and institution, with emphasis on the various forms and functions of the family, as well as the family as a social problem. Cross-cultural families and non-traditional family forms, such as the gay and lesbian family and single-parent form, will be compared with more traditional forms like the nuclear family. Additional emphasis will be placed on patterns of dating and the variety of intimate relationships in society as well as the construction of the family in politics, media, and popular culture.

Transfers to CSU, UC

ADVISORY: ENG 101 or equivalent.

C-ID: SOCI 130

### SOC 103 SOCIAL PROBLEMS

*Lecture 4, Lab 0, Units 4*

In this course, sociological perspectives will be used to understand social problems in the United States and selected world societies. The course will focus on social institutions and the problems and inequalities they produce, including racism, sexism, poverty, crime, violence, terrorism, medical crises, crimes against the environment, and white-collar crime. Emphasis will also include the dynamics of the social construction of social problems and debates related to addressing and solving social problems.

*Transfers to CSU, UC*

ADVISORY: ENG 101 or equivalent.

C-ID: SOCI 115

### SOC 106 CRIME AND SOCIETY

*Lecture 4, Lab 0, Units 4*

This course is an introduction to the study of crime as a social problem and a social construction. Topics such as violent crime, victimology, corrections, law enforcement, white collar crime, and social policies towards crime will be analyzed in the context of major criminological and sociological theories and approaches. Special attention will be given to the social construction of crime in the media.

*Transfers to CSU, UC*

ADVISORY: ENG 101 or equivalent.

C-ID: SOCI 160

### SPA 101 ELEMENTARY SPANISH I

*Lecture 5, Lab 0, Units 5*

This beginning course is an introduction to the speaking, reading, writing, and understanding of elementary Spanish. Elementary grammatical structures as used in the context of oral communication will be introduced and studied, which will aid the student in developing effective, competent, and grammatically correct communication skills. This course contains a cultural component that will allow the student to develop an appreciation of the culture of Spanish-speaking countries.

*Transfers to CSU, UC*

C-ID: SPAN 100 = SPA 101 + SPA 102

### SPA 102 ELEMENTARY SPANISH II

*Lecture 5, Lab 0, Units 5*

This course, a continuation of SPA 101, is designed to continue building elementary grammatical structures that focus on the speaking, reading, writing, and understanding of elementary Spanish. Students will continue to build their communication skills through the introduction of new vocabulary and more complex grammatical structures, including the present and past tenses. Students will continue to develop an appreciation of the culture of Spanish-speaking countries.

*Transfers to CSU, UC*

PREREQUISITE: SPA 101 with a grade of "C" or better/equivalent.

C-ID: SPAN 100 = SPA 101 + SPA 102

## SPE 104 SPEECH COMMUNICATION

Lecture 4, Lab 0, Units 4

This course is an introduction to speech communication, including learning to listen effectively, non-verbal communication, interpersonal communication, small group discussion, and speaking to an audience. Emphasis will be placed on building self-confidence and developing the student's ability to communicate with others. Transfers to CSU, UC

ADVISORY: ENG 152 or equivalent.

### **H.2. Description of the analysis undertaken to determine need for the new instructional delivery mode; recent history (2-5 year span) of distance learning on the campus**

Lake Tahoe Community College has engaged in offering distance education offerings for many years, with a previous substantive change submission around distance education in 2010. Currently, at 370 FTES during the 2015-16 academic year, approximately 22% of LTCC FTES is generated through online distance education. When in 2014 the College began exploring the possibilities of providing educational experiences to incarcerated individuals, many modalities were explored, from more traditional correspondence "packaged" experiences with little-to-no interaction between faculty and students to the cohort models highlighting consistency and student engagement to face-to-face opportunities.

After extensive conversations and meetings with a number of different community colleges providing such programs, the College determined that an "Enhanced One-on-One" approach would work best in creating the quality educational experience our faculty and staff were committed to for any students we might be serving. Our model is inspired by the cohort model created and offered by Feather River College. It is founded on the principles of a high quality academic experience coupled with intensive and personalized student support to facilitate student engagement and success. The College began working with facilities within a certain, drivable proximity to the College so that staff and faculty could meet with students for advising and tutoring on a regular basis (every other week). These visits have been crucial to student success.

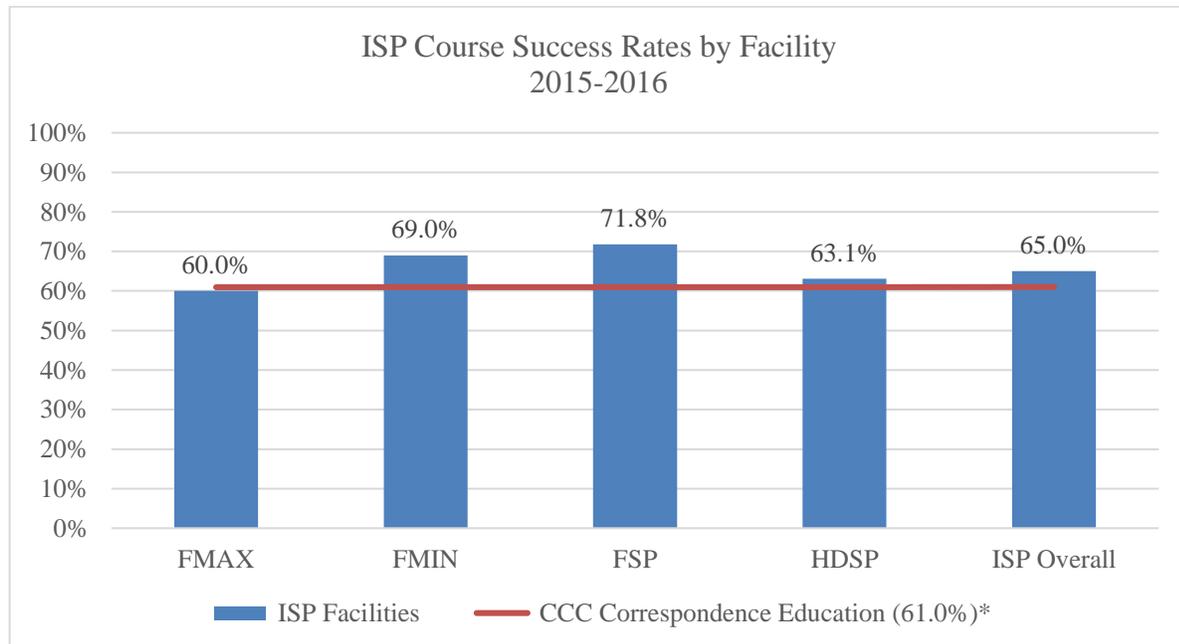
All course material (books, lectures, assignments, additional readings, course syllabi and requirements, support materials, audio/visual supplemental materials, and communication from the instructor) is provided to each student in a complete set of, on average, 6 modules at the beginning of the quarter. Staff and faculty facilitate the collection of work during each visit with students and the distribution of individualized feedback and communication from instructors. Being able to meet with students (whether in a group or by going cell-to-cell) has allowed the College and faculty to maintain an educational experience that sees and responds to the student as an individual with unique needs and successes. The specific regulations and operating procedures of each correctional facility have also moved the ISP Program in a direction that works in the CDCR environment and serves the individuals' needs as college students. As a small school with a very personalized approach, the College is also able to be responsive and nimble in its collaborations with individual facilities and still hold fast to the values articulated in LTCC's mission, values, and beliefs statements.

**H.3. Most recent program review if change is conversion from face-to-face program to an online program.**

N/A

**H.4. Evidence of student success, retention, and achievement data; comparability with face-to-face delivery student success, retention, and student achievement data**

LTCC is currently offering 21 courses directly aligning with the state required course work of an AA-T in Sociology to 297 students (2015-16). As the chart below indicates, the annual course success rates for LTCC Incarcerated Student Programs at the 4 facilities served in 2015-16 ranged from 60% to 71.8% with an average of 65%. All but one of these rates was higher than the average course success rate for all California Community College (CCC) courses offered through correspondence education (61%).



**H.5. Evidence of official approval by the governing board**

All appropriate approvals have been obtained. [See Appendix K]

**H.6. Evidence of sufficient fiscal and physical resources to support and sustain the new delivery mode and an analysis of fiscal impact on the institution's budget**

The ISP Program produced 116 FTES in FY15-16, the first full year of the program. However, this was far below a projected number for that year of 175 FTES. LTCC staff learned a lot about the ISP program, including unanticipated difficulties that are often beyond the control of the college. Despite the difference between budgeted and actual FTES in FY15-16, the program was deemed a success and grew significantly from 17 FTES in FY14-15. LTCC is projecting moderate growth for ISP in FY16-17 to 140 FTES. LTCC currently has memorandums of understanding (MOUs)

with seven correctional institutions in Northern California. Please see Appendix J for comparative budgets for the ISP Program. The entire [2016-17 budget](#) can be found on the College website. The program has demonstrated a positive fiscal impact on the institution's budget, and its ongoing sustainability will be assessed through the College's regular budget development and FTES projection processes.

#### **H.7. Evidence that delivery systems and modes of instruction are designed to, and do in fact, meet student needs and align with the college mission**

All ISP Program courses follow approved Course Outlines of Record, which have been developed through the College's Curriculum Development Process and are reviewed and updated every 5 years in accordance with Title 5 requirements. This review involves discipline faculty, Deans, counseling faculty, library staff, the transfer and articulation officer, the Disabilities Resource Director, the Vice President of Academic Affairs, the Superintendent/President, and final approval by the Board of Trustees.

All Course Outlines of Record contain course-level Student Learning Outcomes. All course-level outcomes are linked to established Program Learning Outcomes and/or General Education Core Competencies (Institutional Learning Outcomes). The Core Competencies articulate the skills and educational qualities attained through the degrees and certificates offered by the College in accordance with the LTCC Mission and identified by the College through a collaborative process.

All of the courses offered through the program are either college preparatory, foundational skills courses in English and mathematics, work experience relevant, or required for attainment of the AA-T in Sociology. Thus, they are appropriate to the primarily 3-pronged mission of the California Community Colleges (Foundational Skills, Workforce and Economic Development, and Transfer Education). Many of the courses offered through the ISP Program also have C-ID approval.

The correspondence versions of the courses offered have been created by either full-time faculty in the discipline or part-time faculty in the discipline who regularly teach the course. Each course receives feedback from teaching faculty, and courses are revised and improved according to this input. Student learning outcomes are assessed on the regular cycle of assessment as established by the College.

#### **H.8. Evidence that student readiness has been addressed**

All students participating in the ISP Program are assessed by the College for placement in English and mathematics. The College is part of the California Assessment Initiative, and in the interim between when the COMPASS assessment was discontinued and the new statewide assessment tool becomes available, the College has begun using Multiple Measures (including high school GPA and grade in last English or Math class taken). The College is further exploring the application of Multiple Measures for Assessment and Placement (John Hetts with the Multiple Measures Assessment Project will be presenting to the College in May 2017) and will

continue to use Multiple Measures for assessment and placement.

Additionally, students participating in the ISP Program at LTCC must meet the standards set by the correctional facility where they are currently located. This may involve the requirement of a high school diploma or high school equivalency and a certain score on the Test of Adult Basic Education (TABE), among other local requirements. The College works closely with each facility to ensure access and effective participation in the program.

#### **H.9. Description of how outcomes of the need will be assessed and evaluated**

The College applies the metrics for assessing student success, achievement, retention, and persistence to the ISP Program and participating students. The ongoing need for the program will be determined in collaboration with CDCR educational staff and other regional California Community Colleges. Ongoing and substantial waitlists at correctional facilities will be one indication of ongoing need for the ISP Program. Additionally, the College's commitment to following through with all students who begin the program and wish to complete their degree, regardless of a transfer in location, will contribute to ongoing need. There have been examples of students who were transferred in the middle of a quarter, and the College worked with the students and the educational coordinators at their transferring institutions to help them complete the term. If there is a situation in which the College cannot provide appropriate services to students who have been transferred, the ISP staff will work with the local community college within whose district the facility falls to meet the student's needs where possible.

#### **H.10. Description of how effectiveness, including SLOs and assessment of the delivery mode, will be evaluated; how the delivery mode will be reviewed compared with other modes of instruction**

The ISP Program will be reviewed for resource allocation and course and program improvement through the regular Annual Program Review, Annual Unit Plan, and Comprehensive Program Review cycles. Additionally, Student Learning Outcomes will be assessed for ISP Program courses on the 3-year cycle that the College follows and results will be disaggregated for review by instructional departments, ISP staff, and others. Additionally, the College has recently revised through collective bargaining, the faculty evaluation process to address the needs of the ISP Program faculty and students.

#### **H.11. Evidence that DE/CE student attendance in courses/programs is monitored**

Attendance is monitored in the ISP Program through a few different avenues. At scheduled bi-weekly visitations, students are educated, sign-in upon entry, and receive tutoring and/or administrative support from LTCC staff. These sign-in sheets are available to the ISP Program staff. The ISP Program also monitors students' course work distributed at the start of every quarter. This material consists of quarterly course materials with corresponding individualized course packets marked by personalized labels. Students return homework envelopes on certain due dates, and the college coordinator at the facility mails the student work to the ISP Program office, where it is tracked into a "homework received" report. Student course work and proctored

exams that come through the office are all date stamped and tracked in a quarterly report. The third method the program uses to monitor attendance is through the faculty drop rosters. These drop rosters are distributed to the ISP Program faculty each quarter, signed, and returned, a process by which the college ensure registered students are “participating” in the course.

#### **H.12. Evidence of a policy that defines “regular and substantive interaction” (34 C.F.R. § 602.3.)**

The ISP Program is offered in an Enhanced One-on-One correspondence model, not online, and thus “regularly and substantive interaction” is not the standard requirement. However, students have regular and effective contact through one-on-one communication and correspondence with instructors and counselors, in addition to support from the Director, staff, and faculty every other week, when the student is available.

The Policy Definition of a Correspondence Education (34 C.F.R. § 602.3) clarifies that “correspondence education” means the following:

- education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor.
- interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student.
- correspondence courses are typically self-paced.
- correspondence education is not distance education.

The Enhanced One-On-One model was initially developed for this unique student population. It is a pedagogical approach with the goal of providing effective educational opportunities through as much individualized instruction as is possible given the limitations of distance and the correctional facilities’ restrictions, including the following:

- tutoring sessions led by full-time faculty teaching in the program,
- individualized feedback for each student conducted through direct written communication from instructor to student,
- bi-weekly LTCC administrative presence at each correctional facility,
- video broadcasted supplemental course lectures and other audio/visual materials to enhance student learning (created by faculty who have created and teach the correspondence courses),
- personalized registration and office hour/counseling request documents resulting in one-on-one assistance from LTCC counseling faculty and enrollment services staff,
- the engagement of the Director of the Disabilities Resource Center (DRC) and DRC staff to assist in the ongoing development of appropriate disabilities assistance and accommodations, and
- the ongoing involvement of Library staff to provide appropriate educational materials as possible, among other student success support efforts.
- Additionally, all courses have some requirement for a proctored exam or other test; most require a proctored mid-term and final exam.

For each student, the Enhanced One-On-One model enriches the student's potential to succeed in and beyond college. Students are treated as individuals and given individualized attention, assistance, and support far beyond a more traditional "correspondence course" model.

### **H.13. Evidence of policies that dictate satisfactory progress in DE/CE courses and programs**

The College will adhere to the same policies for the ISP Program as it does for all students regarding the definition of "satisfactory progress." BP/AP 5130 defines "Satisfactory Academic Progress" for Board of Governors Fee Waiver and Financial Aid recipients:

A student shall become ineligible for a Board of Governors (BOG) Fee Waiver if the student is placed on academic (less than 2.0 Cumulative GPA) or progress probation (earn less than 50% of units attempted), or any combination thereof, for two consecutive primary terms....

The Financial Aid Office follows the US Department of Education Final Regulations effective July 1, 2011, prescribing specific terminology and procedures for students failing to make Satisfactory Academic Progress (SAP).

Students are ineligible for Federal Financial Aid Programs if they are not meeting any one of the three components for SAP.

#1. Cumulative GPA of 2.0 or above

#2. Quantitative Achievement/Pace (the student must successfully complete 67% of courses attempted) and must petition to receive aid after reaching 150% of units required for their academic program.<sup>9</sup>

### **H.14. Evidence that the college prepares and monitors DE/CE students to be successful**

The Director and Staff of the Incarcerated Student Program office regularly monitor student progress using the College's reporting system "LTCC Reports." A "Student Program Summary" [See Appendix N] lists all ISP students and indicates whether they are currently active or inactive, in good standing or on academic probation, and then identifies individual progress through each course and term in their educational plan. This includes identifiers for courses where the student has not passed in prior terms, courses where students have dropped, and courses that students have transferred credit from other institutions to fulfill program requirements. This allows the office to closely monitor all student progress throughout their

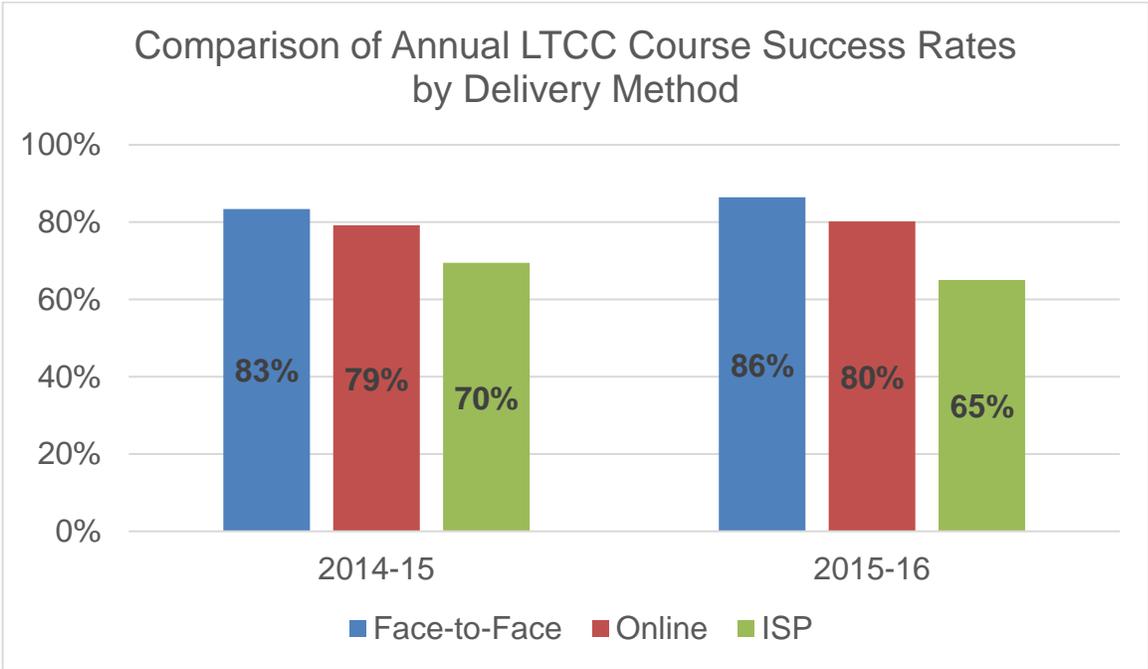
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<sup>9</sup>[BP/AP 5130: Financial Aid](#)

program, and intervene with at-risk students.

**H.15. Evidence that data has been analyzed for DE/CE and face-to-face students in order to compare student achievement and attainment of expected learning outcomes**

During the Annual Program Review process, data comparing ISP student achievement and success outcomes with those of students enrolled in both traditional face-to-face and online distance education course modalities. This data is also presented as part of the ongoing review of new programs within the College Governance structure. The chart below show the comparison of annual course success rates by delivery method.



**H.16. Evidence that proctored sites for DE/CE examinations are approved**

The MOUs signed by both the college and appropriate leadership at the CDCR state that “the DISTRICT (Lake Tahoe Community College) and AGENCY (California Department of Corrections and Rehabilitation) shall ensure all qualifying inmate students are registered and that proctored mid-term and final evaluations are conducted.” The college is responsible for providing the examination materials and guidelines, and CDCR is responsible for providing an educational classroom and proctor for the students.

Furthermore, the chart below is an outline of all testing and accommodations utilized for midterms and finals.

Finals Guidelines			
Class	Proctored Final Exam	Time (Hrs)	Notes

<b>Business 100</b>	Yes	2	No book or notes. Test done on Scantron Sheet with #2 pencil. Scantrons have been provided to facilities. If there are not enough Scantrons, have students circle answers on test. Test must be sent back with scantrons to be graded.
<b>Business 132</b>	No		Turn in all final evaluations.
<b>Counseling 100</b>	Yes	1.5	No book or notes
<b>English 101</b>	Yes	2	Open notebook, former work, & selected sources. This will be a paper as outlined in Module 7
<b>English 152</b>	No		Students must turn in a portfolio of work as outlined in the syllabus
<b>English 191</b>	No		No Final
<b>Ethical Studies 202C</b>	Yes	2	No book or notes. Lined paper must be provided for short answer and essay questions.
<b>Geology 103</b>	Yes	2	No book or notes
<b>History 113</b>	Yes	2	No open book or notes
<b>Math 152A</b>	Yes	2	No book or notes. Scratch paper allowed but must be turned in with test
<b>Math 152B</b>	Yes	2	No book or notes. Scratch paper allowed but must be turned in with test
<b>Math 154</b>	Yes	2	Must be allowed to use calculators provided to facility. No book or notes. Scratch paper allowed but must be turned in with test
<b>Math 187 A/B</b>	Yes	2	No book or notes. Scratch paper allowed but must be turned in with test
<b>Math 187 B</b>	Yes	2	No book or notes. Scratch paper allowed but must be turned in with test
<b>Math 201</b>	Yes	2	Must be allowed to use calculators provided to facility. No book or notes. Scratch paper allowed but must be turned in with test
<b>Music 101</b>	Yes	1.5	No book or notes. There are 3 sections: 1st part multiple choice, 2nd part essay (lined paper must be provided), 3rd part DVD listening with questions (midterm DVD provided).
<b>Political Science 101</b>	Yes	2	No book or notes. Lined paper must be provided for short answer and essay questions.
<b>Psychology 101</b>	Yes	1	No book or notes
<b>Psychology 210</b>	Yes	2	Students are allowed to bring notes, modules, and/or textbook.
<b>Religion 103</b>	Yes	2	No book or notes
<b>Sociology 101</b>	No		No final
<b>Sociology 103</b>	No		No final
<b>Sociology 106</b>	Yes	2	No book or notes
<b>Spanish 101</b>	No		Students make their phone call for final
<b>Spanish 102</b>	No		Students make their phone call for final
<b>ISP Midterm Guidelines</b>			
<b>Class</b>	Proctored Midterm	Time (Hrs)	Notes

<b>Business 132</b>	No		
<b>Counseling 100</b>	Yes	1.5	No book or notes.
<b>English 101</b>	Yes	2	Part A1 & A2: no book or notes. A1 uses a Scantron sheet and #2 pencil. A1 and A2 are turned in to proctor before moving on to Part B- which is open book. Scantron sheets have been provided to facilities, if there are not enough Scantrons, have students circle answers on test. Test must be sent back with Scantrons to be graded.
<b>English 152</b>	Yes	2.5	First part is 30 mins, closed book. Second part is 2 hours, open book and notes. Lined paper must be provided for essay.
<b>English 191</b>	No		
<b>Ethical Studies 202C</b>	Yes	2.5	No book or notes.
<b>Geology 103</b>	No		
<b>History 113</b>	Yes	2	No book or notes
<b>Math 152A</b>	Yes	2	No book or notes. Scratch paper allowed but must be turned in with test
<b>Math 152B</b>	Yes	2	No book or notes. Scratch paper allowed but must be turned in with test
<b>Math 154</b>	Yes	2	Must be allowed to use calculators provided to facility. No book or notes. Scratch paper allowed but must be turned in with exam.
<b>Math 187</b>	Yes	2	No book or notes. Scratch paper allowed but must be turned in with test. Students who are registered in ONLY MAT 187B do not take the midterm.
<b>Math 187B ONLY</b>	No		
<b>Math 201</b>	Yes	2	Must be allowed to use calculators provided to facility. No book or notes. Scratch paper allowed but must be turned in with exam.
<b>Music 101</b>	Yes	1.5	No book or notes. There are 3 sections: 1st part multiple choice, 2nd part essay (lined paper must be provided), 3rd part DVD listening with questions ("midterm" DVD has been provided to facilities).
<b>Political Science 101</b>	Yes	2	No books or notes. Lined paper must be provided for short answer and essay questions.
<b>Psychology 101</b>	No		
<b>Psychology 210</b>	Yes	2	Students are allowed to bring notes, modules, and/or textbook.

**H.17. Evidence that student support services, i.e. counseling, tutoring, etc., are comparable to face-to-face services and adequate to meet student needs**

After the ISP staff authors the new quarter's registration, counseling staff review all classes that

will be offered to a student on their registration forms and make any suggestions in the form of notes on the administration's working spreadsheet for registration. All students are also entered into the SARS database that counselors use to provide to guidance to all LTCC students. Tutoring services are discussed above and are currently sufficient to meet student needs; however, the program seeks to expand its tutoring services to incorporate a larger number of subjects and courses.

#### **H.18. Description of faculty resources and technical support for the mode of delivery**

Faculty are supported in their communications with students and in the development, creation, and implementation of ISP Program courses by the ISP Program Director and staff as well as the LTCC Instruction Office and the Vice President of Academic Affairs. Because the Vice President was involved as a faculty member, Academic Senate President, interim dean, and then a vice president in the development and implementation of the program, she has been highly involved in the operational aspects of the program, including communicating with and supporting faculty and students around teaching and learning. Moving forward, now that the program is moving out of its development stage primarily and into maintenance, growth, and improvement, department lead faculty (some of whom have been involved with the program since its inception and some not) with support from the deans of instruction will play a more central role in its operation and quality control. Faculty will continue to find support and professional development opportunities through the program's efforts and the College's professional development activities.

There is very little technology support needed for the program. Many courses have elected to develop audio/visual components, however, and the LTCC Media Specialist provides technical support for the filming and creation of these components. The ISP Program staff coordinate with audio/visual staff at each of the correctional facilities to ensure that these components are available to students in the facilities, either selectively or inclusive of the general population through designated television stations. Other "technological" support comes from the LTCC Institutional Technology staff and Reprographics, which plays a huge role in producing and maintaining quality instructional materials.

#### **H.19. Description of faculty training implementation that includes content, pedagogy, and instructional technology**

LTCC supports faculty training on teaching and learning through, as mentioned elsewhere, a faculty professional development fund (\$21,000 annually available to part-time and full-time faculty) and a guaranteed professional development leave program (equating to one paid quarter after every 18 quarters of teaching as a full-time faculty member). These programs are available to faculty for professional development in ISP Program related activities. The ISP Director, with input from faculty and administration, is finalizing a faculty handbook that will provide guidance and best practices for faculty teaching in the ISP Program. Additionally, the College has a full-time Distance Education Coordinator, who is able to provide support to faculty in the creation of electronic/digital resources supplementary to the courses and offered through the facilities.

## **H.20. Plan for equipment acquisition and maintenance**

In regards to books, the course creators notify the program of any books that will be necessary for a course, and the program purchases the books, to be ready to be delivered to students by distribution time. All ISP Program books are tracked in a library information system, wherein all of the books checked out to students are tracked. Staff can then monitor which books go missing and which books are beyond repair and use and replenish the supply as necessary. The same library information system is used to track all the calculators for the program, which are necessary for upper-level math courses, Math 154A and Math 201.

## **H.21. Description of how delivery mode is considered in curriculum development process; how student learning outcomes (SLOs) data is collected, assessed, and used for improvement**

All LTCC courses, regardless of delivery mode, are created according to the college policy regarding the creation of curriculum. They are developed and updated by discipline faculty members and follow a process that requires their consideration by and approval from the lead faculty in the discipline, the appropriate instructional dean, the Disabilities Resource Center Director, the Librarian, the accreditation and transfer officer, the Vice President of Academic Affairs, the faculty-led Curriculum Committee, the Superintendent/President, and the Board of Trustees. All Course Outlines of Record (COR) contain course-level student learning outcomes.

All ISP Program courses adhere to the official COR on file with the district. A number of those courses have also been C-ID approved. All student learning outcomes data will be assessed on the College's assessment cycle. As the College moves this coming spring/fall to eLumen, the SLO data will be disaggregated by appropriate and institutionally-determined sub-groups, which will likely include the gathering of SLO data according to modality (face-to-face, DE, CE). The College is currently in the midst of that transition from one data collection software system (TracDat) to eLumen. Course-level and program-level SLO assessment data will be reviewed through the College's planning processes, including Annual Program Review and Comprehensive Program Review for consideration in resource allocation and course and program improvement.

## **H.22. Evaluation of marketing efforts and evidence of their integrity; evidence that the college knows where its DE/CE students are located; adherence to state authorization regulations if appropriate**

The ISP Program is a specialized program designed to serve incarcerated students housed in the California corrections system and, as such, is not a program that will be marketed. The College tracks all ISP Program students very carefully, as transfers and other corrections processes are challenges the students and the program must face quarterly. The College, in this program as in all others it offers, adheres to all appropriate regulations in determining the residency status of participating students. In terms of financial aid, the awarding of credit, and eligibility for the Board of Governor's Fee Waiver, the College assesses residency and eligibility according to all state regulations.

### **H.23. Evaluation of information provided to students regarding the new delivery mode (e.g., equipment requirements; convenient access to help desk)**

Students are given the chance to evaluate each course they were enrolled in for a specific quarter and its instructor with an Instructor Evaluation Form. This feedback is then taken into account by both the instructor and ISP. Course authors can change material in their course based on feedback received in these forms or from feedback received during the course. Any adjustments made to current policies and procedures by the program based on student feedback or self-evaluation are noted in the front of the Student Guide every quarter, which is made available to every student.

### **H.24. Description of college accommodations for students in distance learning courses when required to come to campus or availability of accommodations online that impact students access and completion:**

No student in the ISP Program has access to online services; therefore, all accommodations and access are provided via correspondence or in face-to-face meetings with the students a facility visit by ISP Program staff and faculty.

- **Admissions**

All new students are given an assessment test and a registration packet to complete at their respective locations. The registration packet includes all required admissions information.

- **Orientation**

All students are given a group orientation at the beginning of the quarter at their respective locations. ISP Program representatives distribute materials and books to the students and provide an orientation and answers any questions students might have after orientation.

- **Registration**

All students are given a registration form to complete at their respective locations. New students are provided a new student registration packet, which contains a registration form that allows them to choose the classes they would like to take for the quarter. Continuing students are provided a personalized registration form that allows them to choose the classes they would like to take for the quarter.

- **Counseling/Advising**

All students are provided with a number of Office Hour Request forms at the beginning of the quarter. There is a box students can check labeled "Advising Request" that will direct their written correspondence on the form to a counselor. The counselor will then respond in writing on the same form or different form. Counselors do not typically visit the facilities, though they have provided that assistance in past quarters, and it is a goal to institutionalize their participation in the program through more regular visits.

- **Financial aid**

All students currently participating in the LTCC ISP Program qualify for the BOG Fee Waiver in California. They must meet established academic requirements in order to retain the BOG Fee Waiver, noted above under the section regarding “satisfactory progress.”

- **Course delivery**

Every quarter the program staff travel to each respective location to distribute all course materials to participating students. At that time, students receive all of their books, homework materials, correspondence forms, correspondence envelopes, transcript request forms, a class schedule, a copy of their registration, scrap paper, pencils, and a folder that they’ll need for the quarter. Course materials, homework, and communications from faculty containing feedback on work and other information about the course is either hand-delivered to students or sent by mail.

- **Institutional resources available**

Institutional resources available to all of the students are academic counseling services via correspondence, the disability resource center and the materials provided to them at the beginning of the quarter, of which they can request more if it is deemed necessary.

- **Communication with students**

Communication with students is facilitated in three ways. The most common way is correspondence via writing. The students can communicate to instructors, the program’s administration, and counseling services with an Office Hour Request. The same is true for response to students by other College staff. The program’s administration can also communicate to students by way of the college coordinator at each respective location. The third way to communicate is through face-to-face interaction when the program visits students at their respective locations for tutoring. [See Appendix O for additional faculty and student communications/updates in our quarterly Pulse publication.]

- **Tutoring services**

The program provides face-to-face tutoring sessions at every location when appropriate to the coursework students are following. Students gather in an educational classroom according to the class they are in and the tutor spends several hours on each visit, tutoring the students in groups and individually. Tutors have had situations where they will travel from cell to cell for individual tutoring when certain areas are locked down.

- **Graduation applications**

All students can request an evaluation of their transcripts from counseling services with an Office Hour Request Form, with the form marked for “Advising Request.” If the student is close to graduation (usually within two quarters of meeting the requirements to graduate) the counselor notifies the student and automatically starts the administrative process to finalize a student’s graduation.

- **Transcript requests**

Every student is provided with a transcript request form at the beginning of the quarter. The student can complete this form and send it to the college at any point he or she wishes to have transcripts from Lake Tahoe Community sent to another college or educational institution.

- **Student survey collection and analysis**

The program requests and collects feedback from students regarding their classes, materials, tutoring sessions, registration and any other aspect of the program on which students wish to comment. This is done by program administrators when they visit students face-to-face during tutoring sessions. Students are also provided an evaluation form for each class and class instructor they had for a given quarter.

**H.25. Description of laboratories and other performance based instructional environments**

Students have two performance-based instructional environments available to them. Every facility has a variation of a classroom where chairs and desks are available to students in a classroom setting. Most offer a white-board for instruction, but not every location has one. Some also have books available in the classroom. It is in these rooms that LTCC tutors visit the students and offer tutoring services.

The other performance-based instructional environments are the individual housing cells for the students. If the student has access to facility TV, they can watch instructional tutoring videos that ISP provides, wherein class instructors have filmed lectures or PowerPoint explanations of course material for students to watch. Not every student has access to this amenity. This environment is approximately a 6 ft. x 12 ft. concrete cell, with low ventilation and insulation, two bunk beds, a toilet and sink. The student usually has a cell roommate that is in the cell at any time the student is in their cell.

**H.26. Evidence of growth projections and planning for sustainability, including online courses, class size, faculty, students, and student support services, for the next 2–5 years**

Annual FTES projections are made for the Incarcerated Student Program as part of the overall College projections process with feedback from the ISP Director and the Vice President of Academic Affairs. Throughout the academic year these projections are evaluated and revised as a result of changes that occur both in the program and within the College at large as seen in the table below.

ISP Program FTES Projections

FY14/15 Actual	FY15/16 Budget	FY15/16 Mid-Year Revision	FY15/16 Actual	FY16/17 Budget	FY16/17 Mid-Year Revision
17	175	134	112	140	130

This includes changes like a recent revision to class sizes for correspondence courses, setting the cap at 35 (25-30 for basic skills courses). A more long-range process of FTES projections and program planning is occurring through the development of a new Educational Master Plan that will be completed by the Summer of 2017.

#### **H.27. Organizational chart showing management structure for the new delivery mode**

See Appendix P – Governance and Org Chart for both College's overall governance structure and the organizational structure of the ISP Program.

#### **H.28. Evidence of evaluation of faculty, course and program effectiveness, and quality**

Faculty are evaluated according to the collective bargaining agreement reached between the Faculty Association and the District. With the unique challenges created by the Enhanced One-on-One model that does not provide the traditional opportunities for faculty to be observed in the classroom but rather needs to rely on the assessment of the individualized teaching that occurs through the communications between faculty, individual students, and groups of students, a new pilot evaluation process was developed through collective bargaining. This process went into effect in the fall of 2016 and contains, for example, details specific to the unique environment of the ISP Program:

The peer evaluator and/or the administrator will observe at least one of the instructor's classes. The classes to be observed will be mutually agreed upon. If the instructor teaches any correspondence courses, the ISP /director will work with the peer evaluator to choose three representative samples of correspondence coursework to evaluate. The instructor will also choose three representative samples of coursework to be evaluated in lieu of an in-person observation.

Student evaluations are distributed quarterly in all ISP Program courses.

The effectiveness and quality of the courses and program will be assessed through the program review process (annual and on a six-year comprehensive cycle), which includes the consideration of student learning outcomes, student demographics, success and achievement data, retention and persistence data, fiscal analysis, and other relevant metrics. The results of these data points will be considered in relationships to the institution-set standards and scorecard data goals that have been set by the College through its collaborative processes.

**APPENDIX A: STRATEGIC PLAN**

**APPENDIX B: EDUCATIONAL MASTER PLAN**

**APPENDIX C: AA-T IN SOCIOLOGY, CSU AND IGETC GE PATTERNS**

**APPENDIX D: MOU WITH FOLSOM**

**APPENDIX E: ELIGIBILITY REQUIREMENTS**

**APPENDIX F: PILOT PROGRAM PROPOSAL**

**APPENDIX G: BUDGET DEVELOPMENT FLOW CHART**

**APPENDIX H: ISP FORMS**

**APPENDIX I: CALIFORNIA DEPARTMENT OF CORRECTIONS AND REHABILITATION MOUS**

**APPENDIX J: BUDGETS FROM 2014-2017**

**APPENDIX K: ACADEMIC SENATE, INSTITUTIONAL EFFECTIVENESS COUNCIL, AND BOARD OF TRUSTEES APPROVALS**

**APPENDIX L: STUDENT GUIDE**

**APPENDIX M: ADMISSIONS PACKET**

**APPENDIX N: STUDENT PROGRAM SUMMARY**

**APPENDIX O: STUDENT AND FACULTY PULSE SAMPLE**

**APPENDIX P: GOVERNANCE AND ORG CHARTS**

# Strategic Plan 2011-2017

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Lake Tahoe Community College

Office of Institutional Effectiveness



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# STRATEGIC PLAN 2011-2017

LAKE TAHOE COMMUNITY COLLEGE

## INTRODUCTION

This strategic plan describes 23 goals designed to address the following *strategic issues* identified in the *2011-17 Educational Master Plan*—Student Access; Student Learning, Success & Achievement; Community Engagement; and College Sustainability. These four *strategic issues* provide the framework for the goals in the strategic plan, and thereby, become the means by which the College aligns its master and strategic planning processes.

The goals described in the strategic plan were identified through an evidence-based, collaborative process, beginning with a day-long retreat involving faculty, staff, students, members of the board of trustees, and community at-large. Through facilitated inquiry and dialogue, this group identified an initial set of strategic goal areas associated with each of the four *strategic issues*. Subsequently, focus groups were formed around each of these areas to identify specific *Strategic Goals* and to begin the process of identifying the performance indicators used to measure progress toward their achievement.

This is the third update to the Strategic Plan since its initial adoption during the 2011-2012 academic year.

## VISION

“California’s premier destination community college.”

## MISSION

Lake Tahoe Community College serves our local, regional, and global communities by promoting comprehensive learning, success, and life-changing opportunities. Through quality instruction and student support, our personalized approach to teaching and learning empowers students to achieve their educational and personal goals.

## BELIEFS

We at Lake Tahoe Community College believe:

- Students come first
- An educated citizenry is fundamental
- Learning enhances the quality of life
- Innovation, integrity, high standards, and the pursuit of excellence are essential
- Diversity enriches
- We make a difference

## STRATEGIC ISSUE #1: STUDENT ACCESS

As an open door institution, LTCC strives to minimize the barriers to college participation for those within and outside of the College service area. Ensuring access to higher education is central to the College mission and is consistent with California public policy. Access is also a strategic issue due to the College’s reliance on enrollment-based funding.

For the College, ensuring access to higher education involves closing the participation gaps between ethnic groups. The community of South Lake Tahoe and Tahoe Basin has seen an increase in the Hispanic population,

with more than 40% of students in the LTUSD identifying as Hispanic, and 30% at STHS. Despite these proportions in K-12, the proportion of Hispanic students at LTCC lags behind that of our secondary school peers and the community-at-large.

The College will take a proactive approach to ensuring high levels of access, particularly for those who have been underrepresented historically in higher education. This purposeful focus will identify students early in their academic careers, create clear pathways leading to the front door of the College, and prepare students to be successful early-on in their college-going tenures.

Because of the rural and isolated location of the College, in combination with the multiple roles and responsibilities of our students (i.e. parenting, work, etc.), distance education provides a critical means of access to higher education for the community. Since its inception in 2006, distance education has grown significantly at the College. This trend will most likely continue, with distance education playing an increasingly important role in maintaining access to the educational offerings of the College.

*TO IMPROVE COLLEGE ACCESS, PARTICULARLY FOR THOSE WHO HAVE BEEN HISTORICALLY UNDERSERVED AND UNDERREPRESENTED IN HIGHER EDUCATION, THE COLLEGE WILL PROMOTE:*

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### **EARLY COLLEGE AWARENESS, PREPARATION, AND READINESS**

- GOAL 1.1      STRENGTHEN THE SECONDARY-TO-POSTSECONDARY EDUCATIONAL PIPELINE
- GOAL 1.2      EXPAND LOCAL AND GLOBAL OUTREACH AND RECRUITMENT EFFORTS, SPECIFICALLY INVOLVING UNDERSERVED GROUPS, TO ESTABLISH LTCC AS CALIFORNIA'S PREMIER DESTINATION COMMUNITY COLLEGE
- GOAL 1.3      IMPROVE BILINGUAL COMMUNICATION AND SUPPORT THROUGHOUT THE COLLEGE AND COMMUNITY

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### **START RIGHT**

- GOAL 1.4      CREATE A WELCOMING AND INCLUSIVE ENVIRONMENT, BEGINNING WITH PROSPECTIVE STUDENTS' FIRST CONTACT WITH THE COLLEGE
- GOAL 1.5      ENSURE NEWLY ENTERING STUDENTS HAVE THE INFORMATION, RESOURCES, AND TOOLS TO BE SUCCESSFUL PRIOR TO THE FIRST DAY OF CLASS

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## **STRATEGIC ISSUE #2: STUDENT LEARNING, SUCCESS, EQUITY, AND ACHIEVEMENT**

Central to the College mission is student learning, success, and achievement. Facilitating learning is the primary focus of faculty and forms the foundation upon which student success is built. At the most basic level, student success is defined by successful course completion with a grade of C or higher. Student achievement is measured in the form of transfers and awards of degrees and certificates.

One issue that has become apparent is the disparity in the rate of success between various groups (college ready vs. non-college ready, face-to-face vs. distance education, and ethnic majority vs. minority). The College is committed to closing identified learning, success, and achievement gaps. Measurable improvements in these areas will be achieved through intentional and sustained effort in those places where the largest performance gaps currently exist. The College will focus all discretionary institutional effort on ensuring all students' progress in a timely manner toward the completion of their educational goals.

*TO SUPPORT STUDENTS' EQUITABLE LEARNING, SUCCESS, AND THE TIMELY COMPLETION OF THEIR EDUCATIONAL GOALS AND CLOSE THE ACHIEVEMENT GAP, THE COLLEGE WILL PROMOTE:*

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#### **CLEAR EXPECTATIONS AND STRONG SUPPORT**

- 
- GOAL 2.1 ESTABLISH EARLY AND CLEAR EXPECTATIONS FOR STUDENTS' PERFORMANCE WHILE PROVIDING THE SUPPORT NECESSARY FOR THEIR SUCCESS
  - GOAL 2.2 IDENTIFY AND INTERVENE EARLY WITH STUDENTS WHO ARE EXPERIENCING BARRIERS TO LEARNING AND SUCCESS

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#### **CONNECTION & DIRECTION**

- 
- GOAL 2.3 CREATE A VIBRANT COLLEGE ENVIRONMENT THAT ENHANCES STUDENT LIFE, ENGAGES THE DIVERSE CAMPUS COMMUNITY, AND FOSTERS THE DEVELOPMENT OF SUPPORTIVE STUDENT RELATIONSHIPS AND INTERACTIONS WITH PEERS, FACULTY, AND STAFF
  - GOAL 2.4 ENSURE ALL STUDENTS DEVELOP AND UNDERSTAND THE STEPS NECESSARY TO ACHIEVE THEIR EDUCATIONAL GOAL

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#### **CLEAR AND EFFECTIVE PATHWAYS TOWARD COMPLETION**

- 
- GOAL 2.5 OFFER COURSES AT THE RIGHT TIMES, IN THE RIGHT SEQUENCES, AND THROUGH THE MOST EFFECTIVE MODALITIES TO FACILITATE TIMELY COMPLETION OF EDUCATIONAL AND PROFESSIONAL GOALS
  - GOAL 2.6 FACILITATE EARLY PARTICIPATION IN AND PROGRESS THROUGH FOUNDATIONAL COURSE SEQUENCES AND SUCCESSFUL COMPLETION OF GATEWAY ENGLISH AND MATHEMATICS COURSES

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#### **QUALITY, INNOVATION, AND EXCELLENCE IN TEACHING**

- 
- GOAL 2.7 PROVIDE CURRENT INSTRUCTIONAL MATERIALS, EQUIPMENT, METHODS, AND CURRICULUM TO PROMOTE STUDENT LEARNING AND SUCCESS
  - GOAL 2.8 DEVELOP AND SUSTAIN PROGRAMS RELEVANT TO THE ECONOMIC DEVELOPMENT AND WORKFORCE NEEDS OF THE COMMUNITY

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### **STRATEGIC ISSUE #3: COMMUNITY ENGAGEMENT**

The future of the College and the surrounding community are inextricably intertwined. It is essential that the College seek opportunities to further engage the community in innovative ways, in order to support community development as well as College sustainability. At the federal, state, and local levels a great deal of attention and funding has been focused on the potential role that community colleges can play in economic and workforce development. Given the economic distress of the communities surrounding LTCC, increased College leadership in this area is needed.

*TO SUPPORT THE DEVELOPMENT OF SUSTAINABLE AND PROSPEROUS LOCAL AND GLOBAL COMMUNITIES, THE COLLEGE WILL PROMOTE:*

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#### **HEIGHTENED COMMUNITY AWARENESS**

- 
- GOAL 3.1 INCREASE THE PRESENCE AND VISIBILITY OF THE COLLEGE IN THE COMMUNITY THROUGH PARTICIPATION AND SPONSORSHIP IN LOCAL EVENTS, ORGANIZATIONS, AND PROJECTS
- GOAL 3.2 PROVIDE TIMELY, CLEAR, AND CONSISTENT COMMUNICATIONS ABOUT THE ROLE AND CONTRIBUTIONS OF THE COLLEGE TO THE REGION

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#### **COMMUNITY LEADERSHIP AND PARTNERSHIP**

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- GOAL 3.3 DEVELOP AND MAINTAIN STRATEGIC RELATIONSHIPS THROUGHOUT THE COMMUNITY TO STRENGTHEN LOCAL AND REGIONAL ECONOMIC AND WORKFORCE DEVELOPMENT INITIATIVES
- GOAL 3.4 CULTIVATE STUDENT CIVIC ENGAGEMENT THROUGH PARTICIPATION IN THE LOCAL COMMUNITY
- GOAL 3.5 FACILITATE THE DEVELOPMENT OF SUSTAINABLE COMMUNITY PARTNERSHIPS IN ADDRESSING SHARED CHALLENGES AND OPPORTUNITIES

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#### **STRATEGIC ISSUE #4: COLLEGE SUSTAINABILITY**

The sustainability of LTCC requires strategic investments and innovation to develop the finances, facilities, technology, and human resources of the College. Over the next six years, the College will reduce its reliance on the state by diversifying its revenue streams. Moving from a “State Funded” to a “State Supported” institution will be accomplished through the development of alternative sources of revenue from entrepreneurial activities, strategic community and business/industry partnerships, grant acquisitions, and enhanced philanthropic efforts. Further, the College will build and maintain robust, 21<sup>st</sup>-century learning spaces as well as a highly-trained workforce to achieve its mission.

*TO ENSURE COLLEGE FINANCES, FACILITIES, TECHNOLOGY, AND HUMAN RESOURCES ARE SUFFICIENT TO MEET THE EVOLVING EDUCATIONAL NEEDS OF THE COMMUNITY, THE COLLEGE WILL PROMOTE:*

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#### **FISCAL STABILITY, RESILIENCE, AND VITALITY**

- 
- GOAL 4.1 DIVERSIFY AND ENHANCE REVENUE STREAMS WHILE ENSURING EFFICIENT AND EFFECTIVE USE OF AVAILABLE RESOURCES

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#### **VIBRANT AND SUSTAINABLE LEARNING SPACES**

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- GOAL 4.2 MAINTAIN HEALTHY, VIBRANT, RESILIENT, AND STATE OF THE ART PHYSICAL SPACES AND SYSTEMS

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- GOAL 4.3      SEEK FUNDING AND LEVERAGE MATCHING DOLLARS WHEN POSSIBLE TO SUPPORT NEW CONSTRUCTION AND RENOVATIONS TO ACHIEVE MODEL SUSTAINABILITY AND EFFICIENCY GOALS
- GOAL 4.4      CONTINUE TO EXPAND AND MAINTAIN A ROBUST TECHNOLOGY INFRASTRUCTURE AND PROVIDE SUPPORT THAT REFLECTS PROACTIVELY THE EVOLVING NEEDS OF STUDENTS, FACULTY, AND STAFF

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**A DYNAMIC WORKFORCE**

- 
- GOAL 4.5      DEVELOP AND ADVANCE THE PROFESSIONAL SKILLS, ABILITIES, AND TALENTS OF FACULTY, STAFF, AND ADMINISTRATORS ON A CONTINUAL BASIS
- GOAL 4.6      IMPROVE SYSTEMS OF COMMUNICATION, GOVERNANCE, AND RECOGNITION TO ENHANCE INDIVIDUAL PROFESSIONAL COMMITMENT, CONTRIBUTIONS, AND SATISFACTION
- GOAL 4.7      INCREASE DIVERSITY IN STAFF, FACULTY, AND ADMINISTRATION TO REFLECT THE CHANGING DEMOGRAPHICS OF THE STUDENTS AND COMMUNITY

The Educational Master Plan (EMP)

2011-2017

Lake Tahoe Community College District

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EXECUTIVE SUMMARY

During fall, 2010, institutional representatives met on multiple occasions to identify the primary strategic issues the college must address over the next six years to continually improve its effectiveness in achieving its mission. This collaborative effort involved the analysis and meaningful interpretation of quantitative and qualitative data in describing emerging and important themes and trends that currently or could potentially impact the College, its students, and the surrounding community.

The four strategic issues identified through this process; *Student Access; Student Learning, Success and Achievement; Community Engagement; and College Sustainability* have been identified as priorities for the Lake Tahoe Community College Educational Master Plan: 2011-17 as it responds to this decade's challenges. This and other master planning documents, including the Community College League of California's *2020 Vision Report of the Commission on the Future*, will be used to assist the college in its ongoing planning and evaluation efforts over the next six years.

Vision: The Educational Master Plan is a 6 year vision to complement and give direction to other College integrated planning efforts to assure the linkage between the mission, resource allocation, and continuous improvement. The Governing Board initiates, via Board policy, the master planning process. Strategies necessary to ensure the plan's overall successful implementation include: cooperation, communication, and collaboration through the governance process; integrated planning; technology to support data collection and analysis; institutional sustainability; and creating an institutional culture of inquiry, assessment, and analysis. The four strategic issues focus on students and the pathways to their success.

THIS EDUCATIONAL  
MASTER PLAN SERVES  
TO STIMULATE  
CREATIVE THOUGHTS  
AND IDEAS AS THE  
FOUNDATION FOR  
ESTABLISHING THE  
STRATEGIC INITIATIVES  
OF THE COLLEGE.

THESE INITIATIVES WILL  
INFORM THE  
ESTABLISHMENT OF  
THE STRATEGIC PLAN  
AND INTEGRATE WITH  
OTHER PLANNING  
ACTIVITIES.

**Student Access:** In what is now a more global, knowledge-based environment, economic, personal, and social *opportunity* have become a function of one's *educational achievement*, specifically, higher education. Increased access to high-quality technical, transfer and general education is critically important to those who seek higher-wage jobs and an improved quality of life. While the College provides such access for many in the community, a persistent gap continues to exist for certain ethnic groups and for the less affluent—the same groups that demographic trends suggest will be a growing percentage of the College's service area.

Individuals represented in these and other groups face significant barriers such as academic under-preparedness, family and work responsibilities, and a lack of exposure, familiarity, and connection with the College that make accessing higher education a challenge. At the same time, others in the community seek access to personal, professional, and cultural enrichment opportunities—educational experiences that, in the future, the College will be more challenged to provide through traditional means due to an emerging trend at the legislative level to more narrowly define funding in support of the mission of California Community Colleges.

Considering all of these issues, opportunities exist for the College to increase student access by strengthening the secondary to postsecondary educational pipeline; improving the initial transition and early success (i.e., the front-door) of newly entering students; ensuring the continued development of a welcoming and inclusive environment; and through offering clearly defined educational pathways that are delivered through a variety of robust and effective instructional modalities that lead to increases in degrees awarded, the number of students who transfer successfully, the number who complete certificate/degree, and improved competence in the College's core learning outcomes. Further opportunities exist for the College to develop alternative means of providing educational experiences that meet the enrichment and continuing education needs of those in our community seeking lifelong learning. The College will develop strategies to improve the number of degrees and certificates awarded and the number of students who transfer. These will be benchmarked against 2009-2010 data.

**Student Learning, Success, and Achievement:** One of the unrelenting challenges facing the College and higher education nationally is the persistent gap in achievement between ethnic groups. Additionally, disparate outcomes exist at the College between

academically underprepared students and their better prepared counterparts as well as between those who participate in on-line education versus traditional face-to-face classroom instruction.

Linked to student success is assuring that students either have or acquire adequate levels of basic skills: math, language, reading, writing, study habits, time management, and basic information-gathering. These are essential to be successful in degree-level coursework. The College will develop and/or enhance its programs and services designed to equip students with basic skills.

The primary mission of the college is to ensure the continual improvement in students' learning, academic success, and the achievement of their educational goals. As such, the College has an ethical obligation to invest a high-level of focused and sustained efforts toward closing these achievement gaps. Moving the needle on students' learning, academic success, and educational achievement requires the College attend to these most challenged areas. The evidence is becoming increasingly clear that such a focus, when successful, will create *a rising tide that will lift all boats*.

In addition, the public and political demands for greater accountability will accelerate educational policy reforms at the federal, state, and system levels. For California Community Colleges, the historic focus on student access will widen to include clear expectations for students' success and achievement. Colleges that demonstrate continual improvements in their students' learning, academic success, and timely educational achievement will garner additional support and resources beyond, and possibly at the expense of, those colleges less demonstrative of these accomplishments.

**Community Engagement:** The College exists to serve the needs of its community, a role that becomes more difficult to fulfill in light of the disturbing trends in the economic and educational landscape that are presented below. The ability to prioritize and address, in a timely fashion, the community's highest priority educational needs requires the College to engage with its community proactively and continually. In the future, the College needs to assume greater responsibility for anticipating community needs and bring a heightened responsiveness to addressing these needs through new program development and innovative collaborations. Building and maintaining strong relationships with other educational providers (business, industry, and government entities) and the larger community is essential to establishing the requisite partnerships

and acquiring the resources necessary for the College to provide leadership to creatively serve the community and achieve its strategic goals.

**College Sustainability:** The College’s core infrastructure—financial, human, facilities, and technological resources—and its underlying systems and processes (e.g., planning, budgeting, governance, communication, decision-making, etc.) represent the *mechanisms* through which it fulfills its mission. To sustain and strengthen these mechanisms requires consistent, high-level infrastructure investments, and more efficient and effective systems/processes.

The stark reality, however, is that the College’s primary source of revenue is threatened. As a small institution located in an isolated geographic region comprised of a highly transient population, the College is prone to and significantly impacted by changes in enrollment. Inasmuch as the College is subject to enrollment-based funding, the source of this funding is derived from a state budget containing long-term structural deficits and that the largest proportion of the College’s enrollments occurs in subject areas under increased scrutiny by state legislators, significant concern exists that the College’s resource base—to make the investments necessary to strengthen, let alone sustain its core infrastructure—is in jeopardy.

It is imperative, therefore, that the College diversify its revenue streams and develop alternative sources, be it from grants, partnerships, philanthropy, or other entrepreneurial activities that reduces its reliance on state funding. Secondly, it must continue to anticipate and position itself, through strategic enrollment planning, for structural changes in state funding mechanisms. Lastly, it must make consistent, high-value investments in its core infrastructure, from professional development to facilities maintenance to technology modernization, and contemplate innovative and effective processes underlining its mission.

#### ORGANIZATION OF THE EDUCATIONAL MASTER PLAN

What follows are several sections specifically developed to provide a comprehensive view of the College, its community, and the region in which it is located. First, three overarching themes are presented that provide context for the challenges and opportunities the College faces over the next six years. These are followed by five present and emerging trends that the College must consider and which inform the specific strategic initiatives and outcomes for its strategic plans and resource allocation

processes. Following a description of these trends, the document individually addresses relevant resource requirements, including human, financial, technological, and facilities. Derived from the Program Review process at the College, the identified resource needs must be reconciled with the Strategic Issues and prioritized accordingly through the Strategic Planning process.

## THEMES OF THE EDUCATIONAL MASTER PLAN (EMP)

### ENGAGEMENT

Engagement encompasses both the students who attend LTCC and the faculty, staff, and administrators who work to promote an environment that engages those students. To achieve an environment that promotes student engagement, the faculty, staff, and administrators must foster a stimulating, productive, and collegial campus culture. The College must engage with the community in order to effectively support its educational and life-long learning needs. Active engagement by the entire College is needed to complete the technology, infrastructure, and planning projects that are under way. Engagement is the key to success in all College endeavors.

### INNOVATION

Beyond Engagement, challenges that have been identified that both the College and community face require innovation to address and overcome. The identification of opportunities for community development, the cultivation of new and effective partnerships, and the initiation of program strategies to move the College and community toward the goal of prosperous sustainability require innovation and creativity on the part of the faculty, staff, and administration.

### CHANGE

Perhaps the greatest truth that will characterize the coming years will be continuous change. Whether it is the shifting community demographics, legislative mandates, the implementation of new technology, and/or the development of new educational programs and/or delivery systems, a rapidly changing educational landscape presents the College with both challenges and opportunities. Cultivating a heightened responsiveness to this change is essential as it allows the College to pursue new opportunities while maintaining the integrity of its current programs and services.

## FIVE TRENDS THAT REQUIRE VIGILANCE

### TREND 1 – INCREASING DEMAND FOR ACCOUNTABILITY

The accountability movement in higher education will accelerate, particularly for Community Colleges. The growing recognition that community colleges are a key player in economic development is accompanied with increased expectations. The Obama Administration's call for 5 million additional community college graduates nationally by 2020; California's Campaign for College Opportunity's expressed goal of 1 million additional California college graduates by 2025; and the changing legislative landscape in California higher education provides clear evidence that the College will be subject to a higher level of scrutiny.

### TREND 2 –DECLINING STATE SUPPORT FOR HIGHER EDUCATION

The past few years has seen a significant reduction in funding provided to the California Community Colleges (CCCs) under Proposition 98. These decreases have resulted in many difficult decisions, including enrollment fee increases of 30%, cuts to categorical programs, elimination of funding for facilities and technology, and course section reductions. Overall state funding for K-14 has decreased by more than \$11 billion, or 20% since 2007-08. The share of cuts born by the community colleges has been approximately \$980 million. Funding may not return in the same form, and will include additional fee increases as part of the revenue solutions for the CCCs.

### TREND 3 –DECLINING K-12 ENROLLMENT IN OUR COMMUNITY

Across the state of California, high schools are experiencing a leveling-off of enrollment growth, which saw a peak of high school graduates in 2009. The number of high school graduates is expected to decline steadily over the next few years, and not return to its peak level until at least 2020. Though this is the national and statewide trend, the local trend presents a much greater challenge.

Enrollment at the College's primary feeder high school, South Tahoe High School (STHS), has been steadily decreasing over the past seven years, reaching its lowest point in 15 years at the same time that the number of high school graduates statewide reached an all-time high (see Figure 1 below). The most significant decreases have occurred among white, non-Hispanic students. This trend persists throughout the Middle and Primary Schools of the Lake Tahoe Unified School District (LTUSD; see Figure 2 below),

and indeed the entire community of South Lake Tahoe. This trend can be attributed in part to the continuous decline in the availability of middle class jobs, leading to the exodus of middle class families and their children from the community.

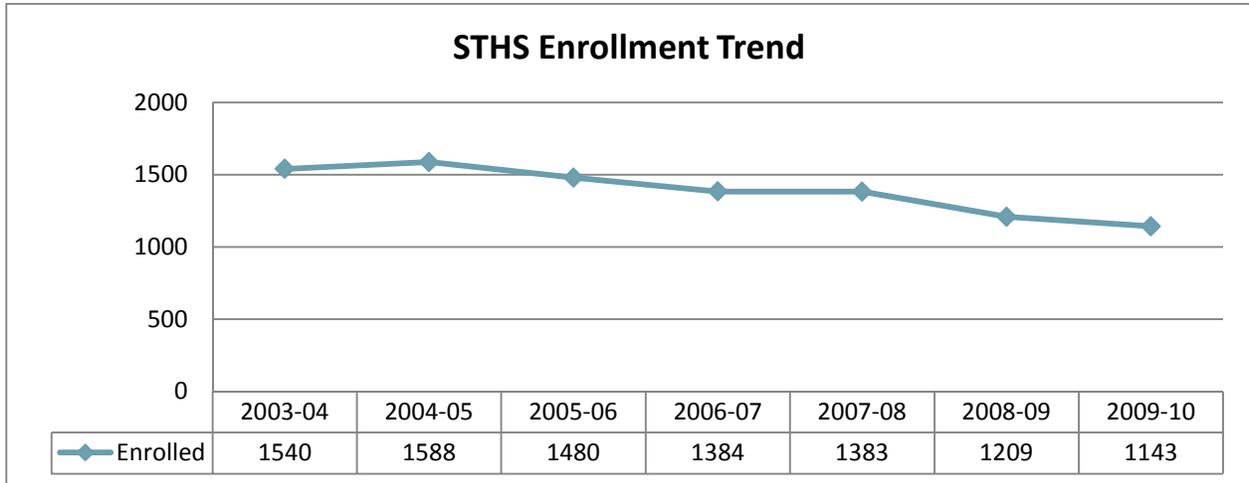


FIGURE 1 – ENROLLMENTS AT SOUTH TAHOE HIGH SCHOOL (STHS)

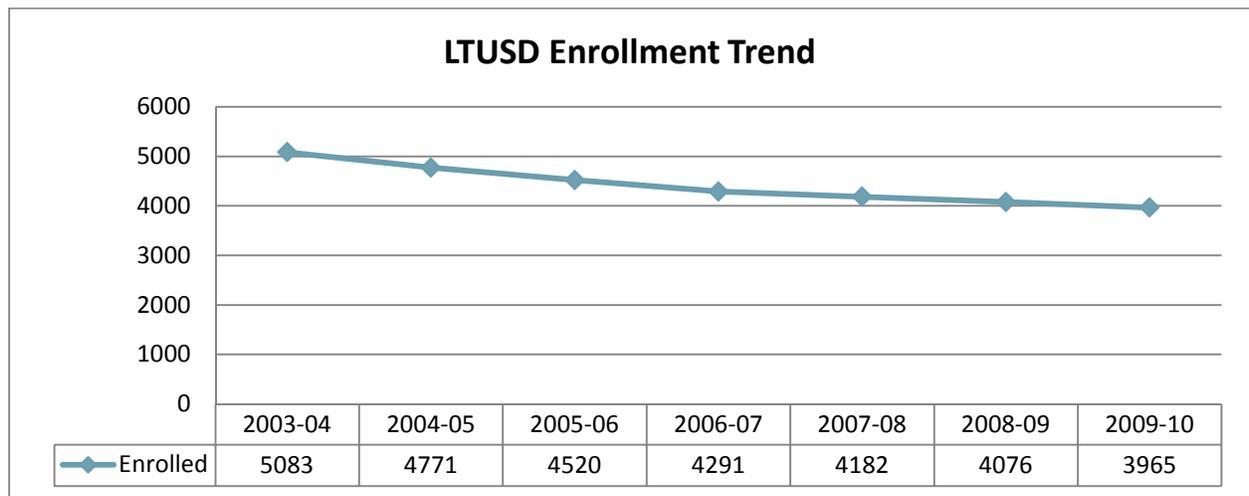


FIGURE 2 – ENROLLMENTS IN THE LAKE TAHOE UNIFIED SCHOOL DISTRICT

#### TREND 4 – OUR COMMUNITY DEMOGRAPHICS ARE CHANGING<sup>1</sup>

The present demography of South Lake Tahoe and the greater Tahoe Basin bears little resemblance to what it did twenty years ago. Like much of the state of California, the communities served by the college are more ethnically diverse, reflecting a higher percentage of Hispanic residents. Unique to the Tahoe Basin, however, the changing

<sup>1</sup>Regional data is derived from the Center’s of Excellence (COE) Rural Opportunities Environmental Scan conducted for LTCC in summer 2010.

demography has included an attendant decrease in the white, non-Hispanic population (see Tables 1 and 2 below).

Lake Tahoe Region Demographics: Race/Ethnicity							
Race/Ethnicity	2005 Population	2010 Population	Change	% Change	2015 Population	Change	% Change
White, Non-Hispanic	187,024	182,972	-4,052	-2%	189,555	8,444	5%
Hispanic	31,930	38,634	6,704	21%	46,692	5,885	15%
African American	2,923	3,392	469	16%	3,762	478	15%
American Indian or Alaska Native	3,203	3,453	250	8%	3,654	259	8%
Asian	5,768	6,887	1,119	19%	7,845	1,216	18%
Native Hawaiian and other Pacific Islander	562	630	68	12%	683	68	11%
Two or more races	4,545	5,356	811	18%	5,968	829	16%
<b>Total</b>	<b>235,955</b>	<b>241,324</b>	<b>5,369</b>	<b>2%</b>	<b>254,616</b>	<b>17,180</b>	<b>7%</b>

TABLE 1 – LAKE TAHOE REGION DEMOGRAPHICS 2005-2015

The changing demographics of the community are reflected in the demography of the Lake Tahoe Unified School District. Both the number and percent of Hispanic students enrolled has increased over the past three years while the number and percent of white, non-Hispanic students has decreased.

Lake Tahoe Unified School District Student Demographics: Race/Ethnicity						
Race/Ethnicity	2007-08		2008-09		2009-10	
	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>	<u>n</u>	<u>%</u>
White, non-Hispanic	2251	53.8%	2128	52.2%	1996	50.3%
Hispanic	1542	36.9%	1547	38.0%	1611	40.6%
African American	37	0.9%	36	0.9%	40	1.0%
American Indian/Alaskan Native	33	0.8%	32	0.8%	37	0.9%
Asian	62	1.5%	61	1.5%	61	1.5%
Native Hawaiian and other Pacific Islander	166	4.0%	167	4.1%	172	4.4%
Two or More, non-Hispanic	-	0.0%	-	0.0%	37	0.9%
Unknown	91	2.2%	105	2.6%	11	0.3%
<b>Total</b>	<b>4182</b>	<b>100.0%</b>	<b>4076</b>	<b>100.0%</b>	<b>3965</b>	<b>100.0%</b>

TABLE 2 – LTUSD STUDENT DEMOGRAPHICS

Significant changes have also occurred in the age distribution in the College’s service areas. Reflected in the decreases in LTUSD enrollments are local population decreases

in the number of 10-19 and 35-50 year olds over the past five years, with this trend projected to continue over the next five years (see Table 3).

Lake Tahoe Region Demographics: Age							
Age	2005 Population	2010 Population	Change	% Change	2015 Population	Change	% Change
0 to 9 years	29,369	31,136	1,767	6%	34,759	4,514	14%
10 to 14 years	19,395	17,222	-2,173	-11%	17,524	130	1%
15 to 19 years	16,291	15,228	-1,063	-7%	13,384	-2,113	-14%
20 to 24 years	11,553	12,076	523	5%	11,630	-98	-1%
25 to 29 years	11,088	14,296	3,208	29%	14,777	1,145	8%
30 to 34 years	14,132	16,114	1,982	14%	22,736	7,456	49%
35 to 39 years	19,561	18,701	-860	-4%	21,700	2,825	15%
40 to 44 years	24,121	20,435	-3,686	-15%	19,377	-1,228	-6%
45 to 49 years	21,666	19,863	-1,803	-8%	16,841	-3,395	-17%
50 to 54 years	17,724	18,452	728	4%	16,905	-1,360	-7%
55 to 59 years	13,736	14,846	1,110	8%	15,557	1,149	8%
60 to 64 years	9,593	12,020	2,427	25%	12,886	1,508	13%
65 to 69 years	8,441	10,077	1,636	19%	12,804	3,172	33%
70 to 74 years	7,643	8,391	748	10%	10,102	1,959	24%
75 to 79 years	6,260	6,346	86	1%	6,975	798	13%
80 to 84 years	3,372	3,562	190	6%	3,668	173	5%
85 years +	2,011	2,559	548	27%	2,990	544	22%
<b>Total</b>	<b>235,955</b>	<b>241,324</b>	<b>5,369</b>	<b>2%</b>	<b>254,616</b>	<b>17,180</b>	<b>7%</b>

Table 3 – Lake Tahoe Region demographics 2005-2015

A decline in the population of 35-50 year olds is also challenging because a substantial portion of students at LTCC fall within that range, rivaling the numbers of 18-24 year old students at the College. However, because 18-24 year olds make up the majority of full-time students at the college, the projected decline in this age-group population poses a much greater potential threat to the College.

Taken together, these trends suggest that the demography of the college's service area is shifting. While the overall population in the broader region encompassing the College is expected to increase by 7 percent over the next four years, Hispanics will represent the largest proportion of this growth. The data suggest, moreover, that the percentage of white, non-Hispanic middle class families in the College service area will decrease in proportion to the growth in the percentage of Hispanic families. This trend is important to the College considering that those represented in this later group face significantly

different barriers to college participation and completion than do their ethnic majority counterparts (i.e., previous educational attainment, income-levels, primary language, etc.).

#### TREND 5 –SEVERE ECONOMIC CHALLENGES FACE OUR COMMUNITY

The communities in the Tahoe Basin and South Lake Tahoe have been experiencing an overall economic decline for more than a decade. The total number of available jobs has decreased consistently since the mid-1990s, particularly in the gaming industry—the foundation of the Tahoe Basin economy.

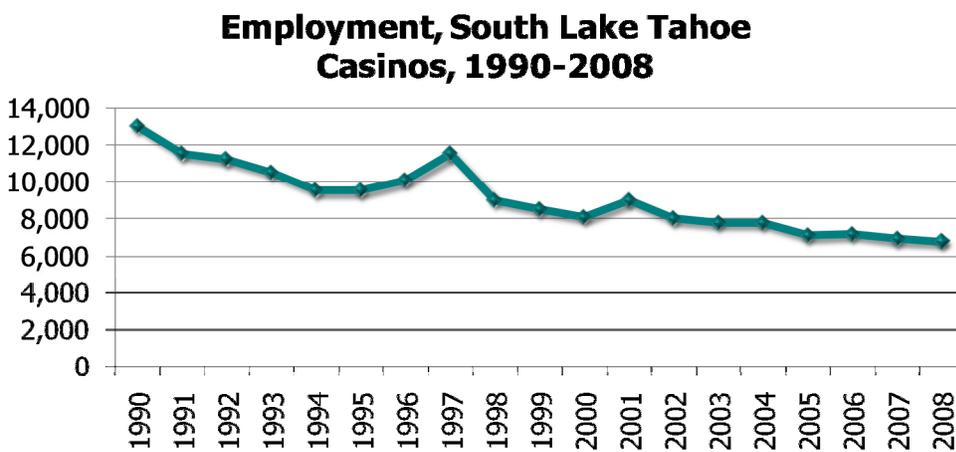


FIGURE 3 – JOB LOSS IN THE GAMING INDUSTRY IN SOUTH LAKE TAHOE

Additionally, permanent job losses have included those that typically provided a middle class income, which is reflected in both the trends in our community demographics and our K-12 schools. These trends combined with the collapse of the housing and construction industries and the overall downturn in the state and national economy have produced a persistently high unemployment rate in South Lake Tahoe—currently exceeding 17%—and the jurisdictions within the Tahoe Basin (see Table 4 below).

The economic downturn, loss of middle class jobs and the out-migration of middle class families are associated with a substantial increase in the proportion of students receiving free and subsidized school lunches in the LTUSD, as well as all the K-12 districts throughout the Basin (see Table 5 below).

Unemployment in the Tahoe Region	
Area	Unemployment Rate
<b>El Dorado County:</b>	(12.6%)
<b>City of South Lake Tahoe</b>	17.2%
<b>Placer County:</b>	(11.6%)
<b>Dollar Point CDP*</b>	15.4%
<b>Kings Beach</b>	12.9%
<b>Sunnyside Tahoe City CDP</b>	15.0%
<b>Tahoe Vista CDP</b>	18.8%
<b>Estimated North Shore/CA.</b>	15.0%
<b>Carson City County</b>	(13.2%)
<b>Douglas County</b>	(15.0%)
<b>Washoe County</b>	(13.3%)
*CDP = Census Designated Place	
Source: CA. Employment Development Dept., Labor Market Information Division; NV. Dept. of Employment, Training and Rehabilitation	

TABLE 4 - UNEMPLOYMENT AS OF JUNE, 2010 (NOT SEASONALLY ADJUSTED)

Change in Free or Subsidized School Lunches from AY 2005-2006 to AY 2009-2010		
School District	Change in # of Free or Subsidized School Lunches	Increase in % of Free or Subsidized Lunches as Proportion of Total Students
Lake Tahoe Unified	-15	51% to 57%
Tahoe Truckee Joint Unified	105	32% to 38%
Subtotal CA	90	42% to 48%
Zephyr Cove, Douglas City	24	17% to 22%
Incline Village, Washoe City	61	19% to 28%
Subtotal NV	85	19% to 26%
<b>Total</b>	<b>175</b>	<b>38% to 44%</b>

TABLE 5

This trend suggests that the College will serve students from low income and disadvantaged backgrounds, necessitating the development and/or expansion of targeted educational support services and programs to address those needs. The impact of increased tuition (38% increase scheduled for AY 2011-12) may have a more dramatic impact on these students, requiring greater access to financial aid, book vouchers, and other financial support mechanisms.

## STRATEGIC ISSUES

The Educational Master Planning (EMP) describes four Strategic Issues that must be addressed if the College is to overcome challenges and embrace opportunities that are present in the Trends outlined above. These issues will serve as the foundation for finalizing the Strategic Goals that will generate specific objectives and activities, with measurable outcomes, delineated in the College's Strategic Plan.

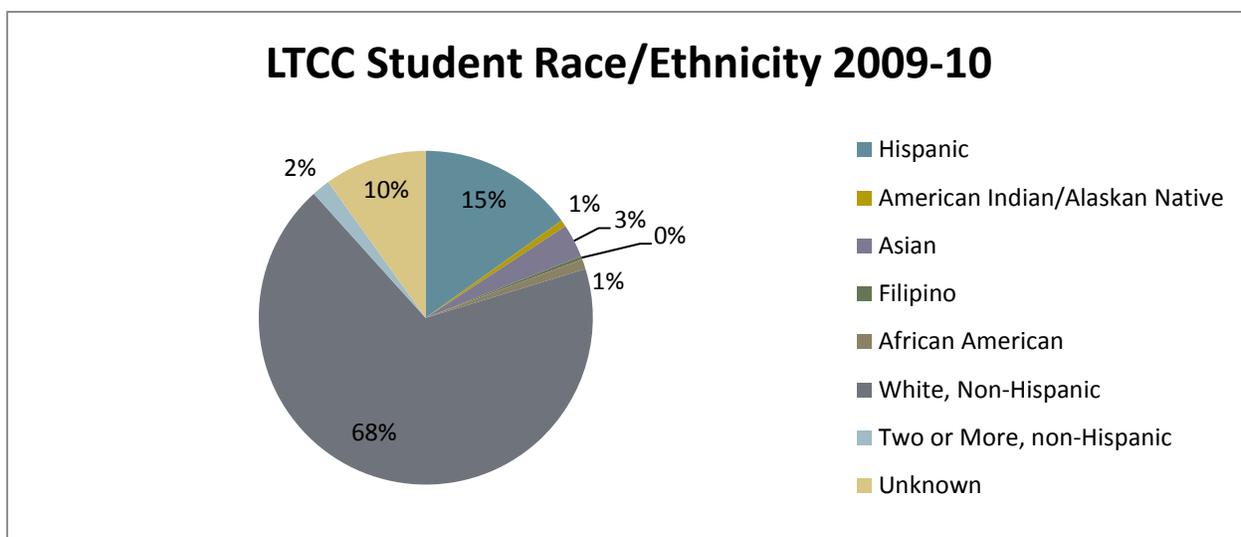
### STRATEGIC ISSUE #1: STUDENT ACCESS

As an open door institution, LTCC strives to minimize the barriers to college participation for those within and outside of the College service area. Ensuring access to higher education is central to the College mission. It is also a strategic issue due to the College's reliance on enrollment-based funding and is consistent with the California public policy. Enrollment declines, both expected and unexpected, come with commensurate reductions in state funding that can adversely impact the ability to offer a full array of educational programs and services. Maintaining high levels of access ameliorates the intensity of these enrollment swings, and by extension, ensures the College has the resources to provide a high-quality learning environment in support of students' educational goals.

Ensuring Access to higher education involves closing the participation gaps between ethnic groups. As shown in Figures 4 and 5 below, the community of South Lake Tahoe and Tahoe Basin has seen an increase in the Hispanic population, with more than 40% of students in the LTUSD identifying as Hispanic, and 30% at STHS. Despite these proportions in K-12, the proportion of Hispanic students at LTCC lags behind that of the community. Although LTCC has seen growth in the percentage of Hispanic students enrolled over the past five years, this increase has lagged that seen in the unified school district.

	2005-06		2006-07		2007-08		2008-09		2009-10	
Ethnicity	#	%	#	%	#	%	#	%	#	%
Asian	284	3.8%	274	3.6%	239	3.2%	230	3.0%	221	3.2%
African American	53	0.7%	47	0.6%	51	0.7%	72	0.9%	64	0.9%
Hispanic	1114	14.9%	1108	14.5%	1170	15.8%	1246	16.2%	1033	15.1%
Native American/ Alaskan Native	81	1.1%	71	0.9%	73	1.0%	58	0.8%	44	0.6%
Pacific Islander	22	0.3%	32	0.4%	35	0.5%	26	0.3%	23	0.3%
Two or more races	22	0.3%	27	0.4%	36	0.5%	40	0.5%	121	1.8%
White, non-Hispanic	5264	70.3%	5384	70.3%	5053	68.3%	4742	61.8%	4653	68.1%
Unknown	644	8.6%	713	9.3%	741	10.0%	1260	16.4%	678	9.9%

TABLE 6 – LTCC STUDENT RACE ETHNICITY



FIGURE

4

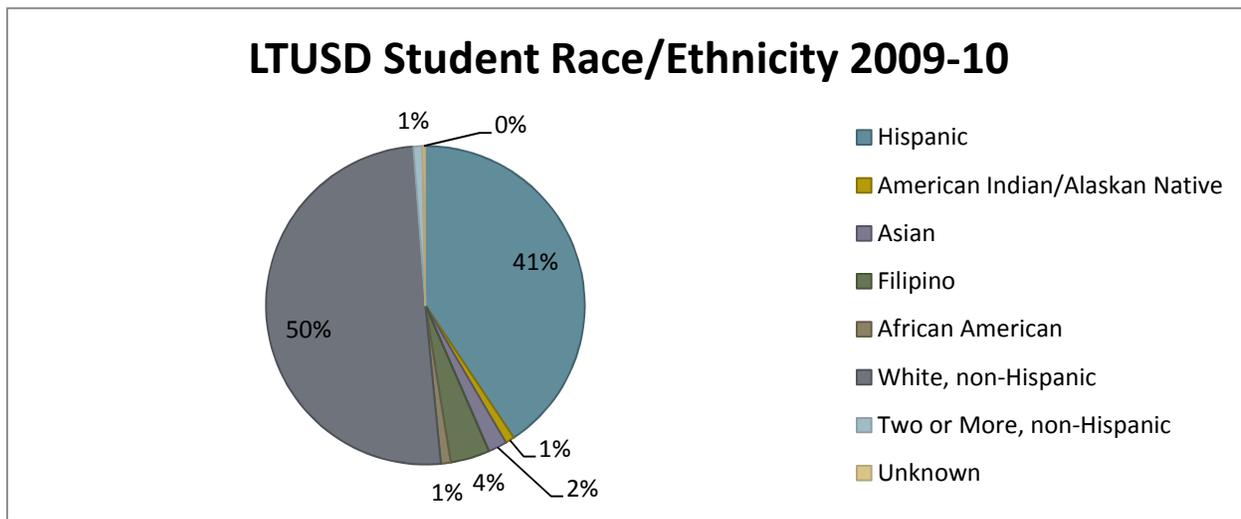


FIGURE 5

## DISTANCE EDUCATION

Because of the rural and isolated location of LTCC, in combination with the multiple roles and responsibilities of our students (i.e. parenting, work, etc.), distance education delivery provides a critical means of access to higher education for the community. Since its inception five years ago, distance education offerings have grown significantly at the College (see Figure 6 below). This trend will most likely continue, with distance education playing an increasingly important role in maintaining access to the educational offerings of the College.

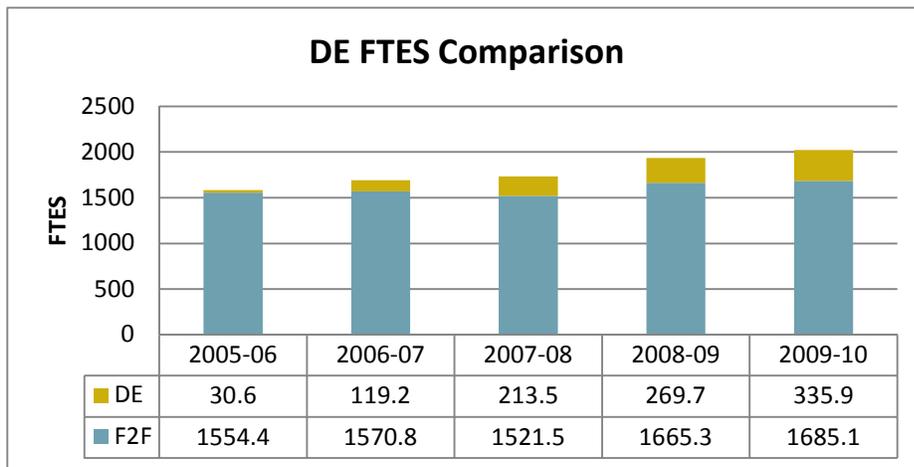


FIGURE 6 – GROWTH IN DISTANCE EDUCATION (DE) COMPARED TO FACE-TO-FACE (F2F) INSTRUCTION

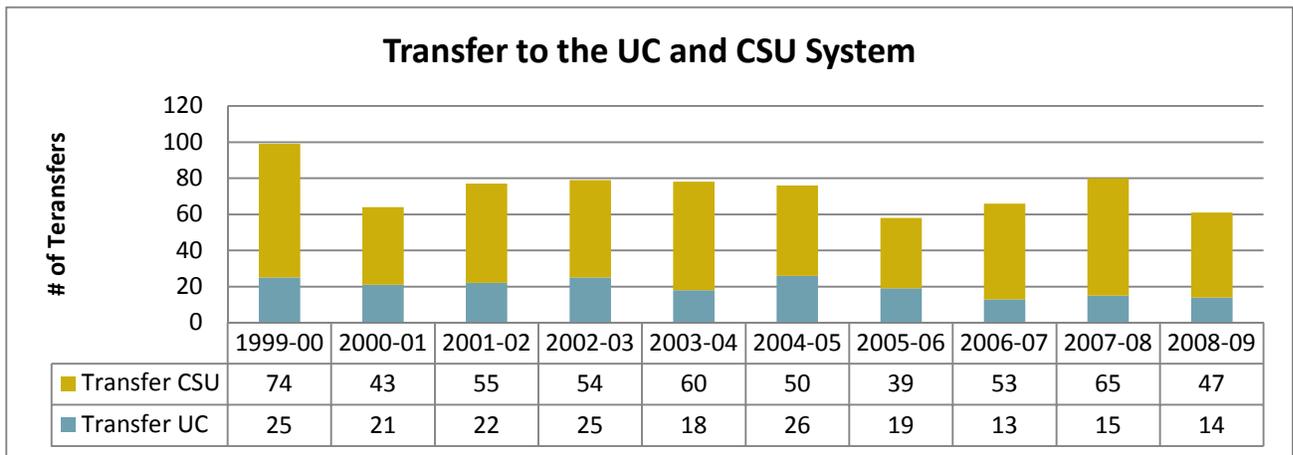
*Student Access* encompasses several topics and presents numerous opportunities. Some examples include:

- Expanding Outreach & Recruitment Initiatives
- Improving College Readiness & Preparation
- Facilitating Transition & Strengthening Front Door Services
- Ensuring Early College Success
- Creating a Vibrant, Welcoming Campus Culture
- Building Inescapable Student Support Services
- Establishing High-Demand Academic, Career and Technical Programs and Pathways
- Ensuring Multiple, High-Quality Instructional Modalities (e.g., Distance Education)
- Creating a Strategic Approach to Enrollment Planning
- Establishing Creative Transition Programs (i.e. Home School Students)

Over the next several years, the College will take a proactive approach to ensuring high levels of access, particularly for those who have been underrepresented historically in higher education. This will require a purposeful approach that identifies students early in their academic career and creates clear pathways leading to the front door of the College.

**STRATEGIC ISSUE #2: STUDENT LEARNING, SUCCESS, AND ACHIEVEMENT**

Central to the mission of LTCC is student learning, success, and achievement. Facilitating learning is the primary focus of faculty, and forms the foundation upon which student success (i.e. course completion, grades, persistence, etc.) is built. Student achievement, in the form of transfer to a four-year College or University and/or attainment of an AA degree or certificate, is realized through an institutional commitment to student success. Two figures below show student achievement data in the form of transfers to the UC and CSU system (Figure 7), and annual awards of AA degrees and certificates (Figure 8).



**FIGURE 7**

The number of transfers to the CSU and UC system has fluctuated over the past 10 years, with AY 1999-00 showing the most, 99 student transfers to the California systems. The most recent year data are available for, AY 2008-09, saw 61 students transfer to the California system.

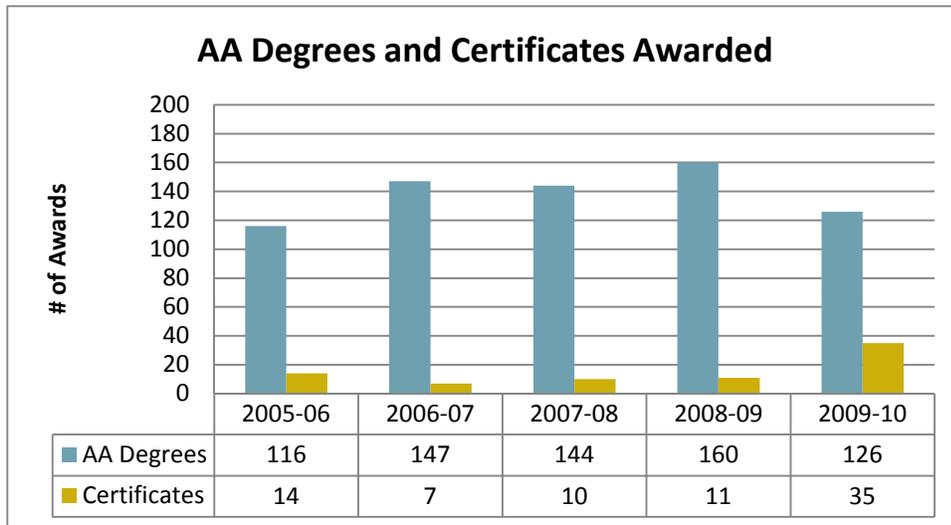


FIGURE 8

At the most basic level, student success is defined by successful course completion with a grade of C or higher. An issue that has been identified recently has been the disparity in successful completion rates between face-to-face and distance education courses (see Table 7 below).

The College is committed to identifying gaps in learning, success, and achievement, and taking steps to eliminate those gaps. The growing focus and higher expectations associated with student learning, success, and achievement will have dramatic funding implications for the College.

Academic Year	DE	F2F	Overall
2005-06	52.0%	76.3%	76.0%
2006-07	67.9%	77.6%	77.1%
2007-08	64.1%	75.6%	74.5%
2008-09	66.7%	76.6%	75.5%
2009-10	71.8%	78.1%	77.2%

TABLE 7

Measurable improvements in student achievement will require intentional and sustained effort in those areas where the largest performance gaps currently exist. It is not simply enough to promote student success without setting specific, measurable improvement targets and focusing all discretionary institutional effort on their achievement. Additionally, the College must develop strategies to promote students' progress towards completion of their educational goals.

*Student Learning, Success, and Achievement* encompasses several topics and presents numerous opportunities. Some examples include:

- Creating Programs & Partnerships to Improve College Readiness

- Implementing High-Impact Initiatives to Improve Student Success in Foundational Skills
- Strengthening Assessment & Placement Processes
- Implementing Programs to Ensure Students Early College Success
- Supporting High Quality Professional Development
- Utilizing Instructional Technology to Enhance the Learning Environment
- Revising Academic Policies & Procedures (i.e., prerequisites, registration policies, etc.)
- Building Inescapable Student Support Services
- Establishing High-Demand Academic, Career and Technical Programs and Pathways
- Ensuring Multiple, High-Quality Instructional Modalities (e.g., Distance Education)
- Creating a Strategic Approach to Enrollment Planning

### STRATEGIC ISSUE #3: COMMUNITY ENGAGEMENT

The future of the College and the surrounding community are inextricably intertwined. It is essential that the College seek opportunities to further engage the community in new and innovative ways to support community development as well as College sustainability. From the federal to the state and local levels, a great deal of attention and funding has been focused on the potential role that community colleges can play in local and regional economic and workforce development. Given the economic distress of the communities surrounding LTCC, this is an area suitable for increased College leadership.

The College also plays a vital role in supporting the examination and celebration of culture. From the display and presentation of visual and performing arts to speaker and writing series events, to provocative course offerings, etc., the College serves to raise the level of cultural consciousness and competence within its Community.

Community Engagement encompasses several topics and presents numerous opportunities. Some examples include:

- Developing Economic and Workforce Development Partnerships
- Establishing Entrepreneurial Activities & Alternative Revenue Streams

- Developing and promoting the role of the College in Recognition of and Response to Community Needs
- Developing a Community Education Program
- Strengthening the Educational Pipeline (i.e. early college outreach, college readiness, etc.), and
- Providing the Community with Greater Access to Campus Programs and Resources

#### STRATEGIC ISSUE #4: COLLEGE SUSTAINABILITY

Lake Tahoe Community College (LTCC) is a small, rural institution in a California system of 112 community colleges. LTCC consistently ranks among the smallest five colleges in the system. Because of both its size and location, sustainability is not guaranteed given the difficulties faced by the California Community College System as a whole. Sustainability is particularly important for both the College and the community. Sustainability encompasses three areas: *human resources, infrastructure, and finances*. Though often overlooked, there must be continuous investment in the College's human resources in order that the College may adapt to the ever-changing technological, educational, and political landscapes. In addition, the College needs to understand and plan for significant cost increases projected in its human resources (i.e. Health & Welfare Benefits, Contractual Obligations, etc.) over the next five years.

Similarly, the environment of the College is comprised of a facilities and technological infrastructure that requires consistent maintenance and modernization to maximize its investment. Facilities that were built in multiple phases are in need of better integration to promote efficiencies and reduce operational expenses. Promoting environmentally sustainable practices is important for the College's community image and for the sustainability of its instructional programs. The College's technology infrastructure is in need of regular refreshment to remain current in the effective delivery of instruction and efficient operation of College business. Both facilities and technology needs are addressed in individual sections below.

The College receives the majority of its operating revenue through a state-controlled, enrollment-based funding formula (see Figure 9 below).

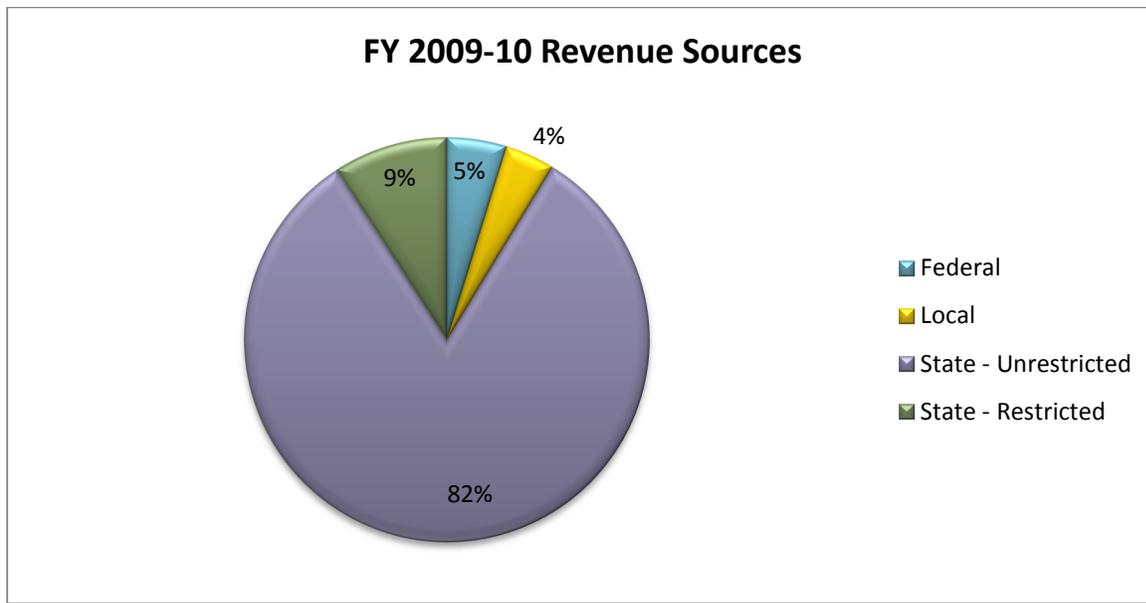


FIGURE 9 – PRIMARY SOURCES OF COLLEGE OPERATING REVENUE

This primary revenue stream is threatened by continual budget reductions necessitated by severe structural deficits in the state budget; probable legislative mandates aimed at reducing funding for “non-essential” programming such as physical education and the visual/performing arts that represents the largest portion of College enrollment; and enrollment fluctuations that occur in a small, rural community comprised of a highly transient population.

The College’s sustainability rests, in part, on its ability to deliver instructional programs via distance education. The population and characteristics of the College service area require flexibility in program offerings, and distance education (DE) provides access to students who would otherwise be unable to benefit from the College programs. Planning for the evolution of distance education and its overall role in the sustainability of the College is essential.

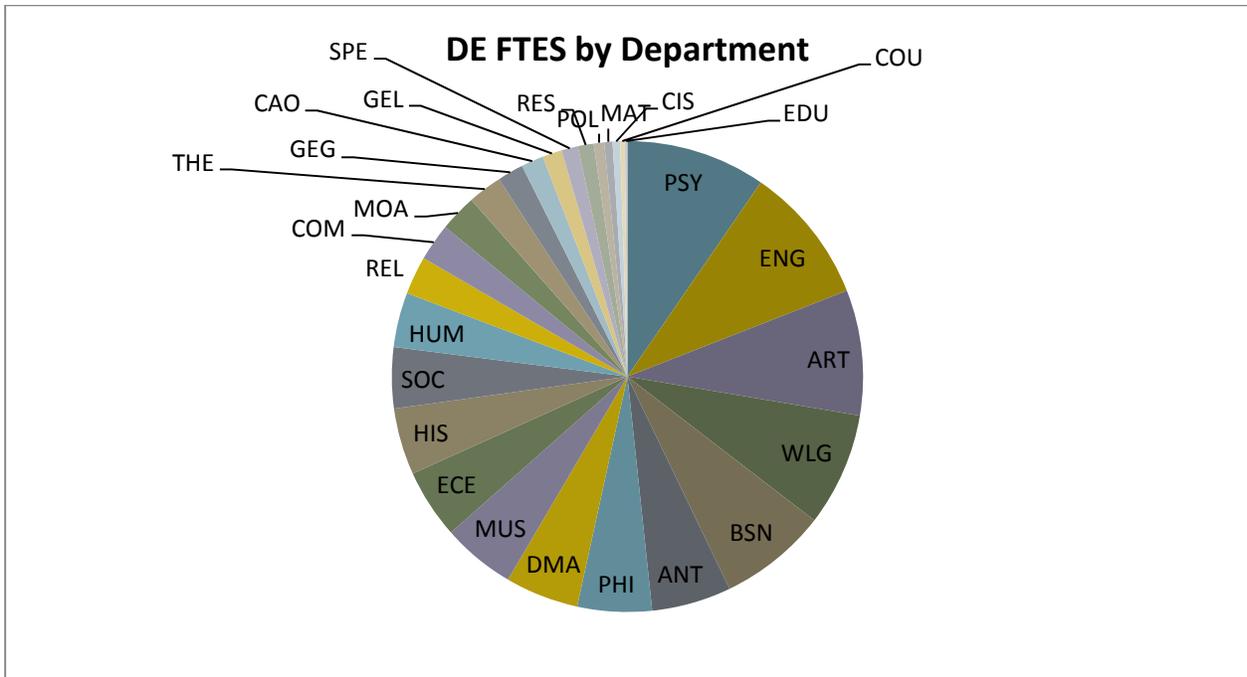


FIGURE 10

Though the budget has been relatively stable over the past decade, a notable downturn in FTES in FY 2004-05 (see Figures 11 and 12 below) resulted in a similar impact on the College budget.

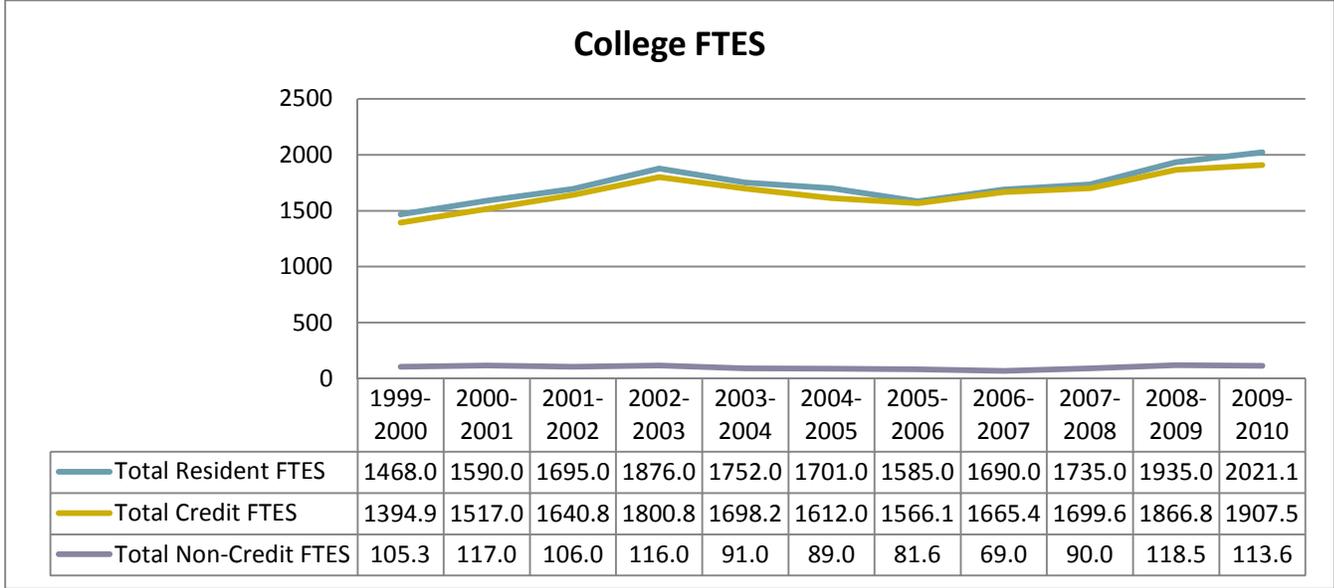


FIGURE 11

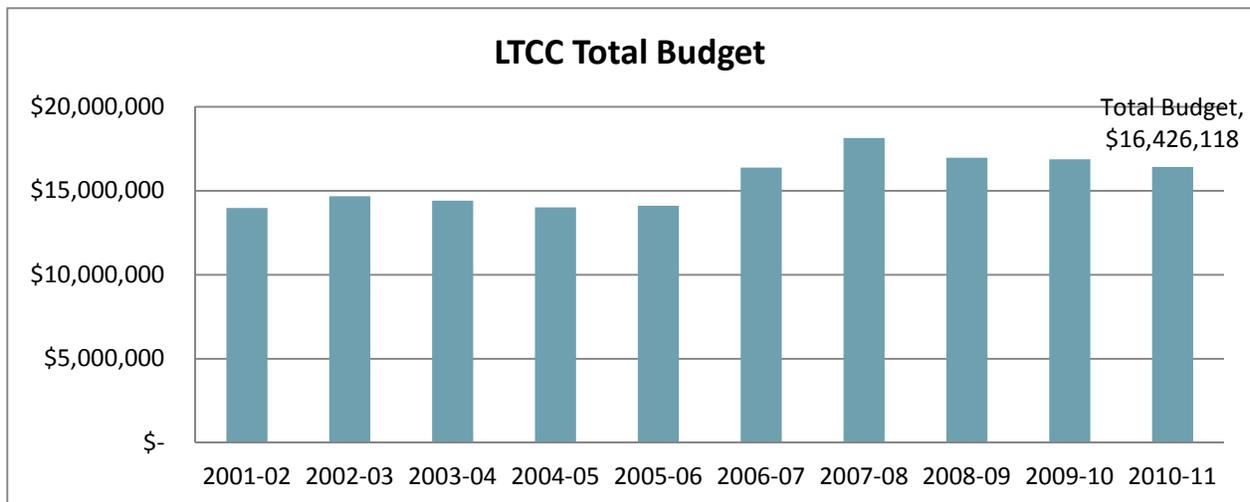


FIGURE 12

More recently in FY 2009-10 and 2010-11, state budget challenges have resulted in reduced state funding at a time of increasing FTES, straining both human resources and educational programs, and preventing much needed investment in the College’s infrastructure.

Over the next six years, the College must reduce its reliance on the state by diversifying its revenue streams. Moving from a “State Funded” to a “State Supported” institution requires the development of alternative sources of revenue through entrepreneurial activities, strategic community and business/industry partnerships, grant acquisitions, and enhanced philanthropic efforts.

College Sustainability encompasses several topics and presents numerous opportunities. Some examples include:

- Creating Partnerships that Further the College Mission While Providing Alternative Sources of Revenue
- Supporting Faculty & Staff Professional Development and Succession Planning
- Enhancing Fundraising Efforts and Improving Alumni Engagement
- Investing in System and Legislative Advocacy
- Creating a Strategic Approach to Enrollment Planning
- Encouraging Innovation in Technology and Facilities Infrastructure Development
- Developing More Robust Planning & Resource Allocation Systems in Support of Evidence-based Decision-making

The sustainability of LTCC requires innovation to develop the human, technological, facilities, and financial resources of the College, and it requires engagement in the community, the region, and the CCC system. Success in addressing many of the above strategic issues serves to assist the College in building a sustainable infrastructure.

#### HUMAN RESOURCES

The College’s Human Resources are vital to the institution and are considered as part of the master planning process. Information presented below outlines the Human Resource (HR) need of the College over the next five years, including projected increases in costs and succession planning. Program review information, related to HR needs, is also presented providing a comprehensive summary of the HR needs of LTCC.

#### FACULTY, STAFF, AND ADMINISTRATION

Significant change has been experienced over the past six years (see Table 8 below). The College currently employs 40.5 full-time faculty members, a decrease of 6 over the past six years. This decrease has been primarily due to faculty retirement and positions not being replaced due to program contraction or elimination in combination with budget reductions.

Similarly, reductions in the number of full-time and part-time classified staff have also occurred during the same time period and have been a result of budget reductions leading to layoffs or retirements with no replacement. During the same time period, there have been multiple requests for additional human resources through the program review process, as shown in Table 9 below.

<b>Classification</b>	<b>Fall 2004</b>	<b>Fall 2010</b>
<b>Faculty</b>	46.5	40.5
<b>Administrators</b>	7.0	6.0
<b>Classified Staff (FT)</b>	65.5	59.5
<b>Classified Staff (PT)</b>	26.0	22.0

TABLE 8

<b>Year</b>	<b>Department/Program</b>	<b>Resource</b>	<b>Duration</b>
2010	Biology	.5 Units release for recommendation writing	Ongoing
2010	Distance Education	1.0 FTE Director	Ongoing
2009	Wilderness	1.0 FTE Full-time Coordinator	Ongoing
2010	Anthropology/Sociology	1.0 FTE Full-time Faculty	Ongoing
2010	Chemistry	1.0 FTE Full-time Faculty	Ongoing
2009	English	1.0 FTE Full-time Faculty	Ongoing

Year	Department/Program	Resource	Duration
2007	World Languages	1.0 FTE Full-time Faculty	Ongoing
2007	Physical Education	1.0 FTE Full-time Faculty (Dance)	Ongoing
2010	Anthropology/Sociology	Administrative assistant support	Ongoing
2008	Child Development Center	Administrative assistant support	Ongoing
2006	Mathematics	Administrative assistant support	Ongoing
2010	Culinary Arts	Program Assistant	Ongoing
2009	English	Program Assistant	Ongoing
2005	Early Childhood Education	Classroom Aide (bilingual Spanish)	Ongoing
2010	Chemistry	Grader	Ongoing
2008	Financial Aid	Support Staff	Ongoing
2008	EOP&S	Support Staff	Ongoing
2009	Wilderness	Support Staff	Ongoing
2010	Tutoring & Learning Center	Support Staff (Online tutoring)	Ongoing
2010	Distance Education	Support Staff (Student Services)	Ongoing
2010	Distance Education	Support Staff (Technology)	Ongoing
2010	Biology	Tutors	Ongoing

TABLE 9: PROGRAM REVIEW HUMAN RESOURCE REQUESTS 2004-2010

Due to the budget situation in California, increased resources will be or will not be available in the short term to support these requests. However, the College will prioritize these requests in the eventuality that resources are available to resume hiring.

#### CONTRACTUAL OBLIGATIONS

Over the next five years, the College is planning for projected increases in salary and benefit costs associated with its contractual obligations to its current workforce. Conservatively, the combination of contractual step increases, longevity bonuses, and projected increases in health and welfare (H&W) benefits total at least \$1.1 million in additional expenditures above the base budget of FY 2010-11, over \$600,000 of which will be due to increases in H&W.

Category	FY 2011-12	FY 2012-13	FY 2013-14	FY 2014-15	FY 2015-16	Totals
Step Increase	\$146,046	\$94,847	\$89,722	\$69,941	\$80,423	\$480,979
H&W Increases	\$224,153	\$91,262	\$95,825	\$100,617	\$105,648	\$617,505
<b>Totals</b>	<b>\$370,199</b>	<b>\$186,109</b>	<b>\$185,547</b>	<b>\$170,558</b>	<b>\$186,071</b>	<b>\$1,098,484</b>

TABLE 10: INCREASES IN H&W BENEFITS<sup>2</sup>

<sup>2</sup> Increases in H&W benefits are based on a projected increase of 15% in FY 2011-12, and subsequent increases of 5% annually. Actual increases may vary, and 5% is an expected *minimum*.

SUCCESSION PLANNING

Although budget difficulties are projected to persist for 3-5 years, it is not feasible to expect that retirements will continue to not be

	Administration		Tenured/ Tenure Track Faculty		F/T Classified Staff		P/T Classified Staff	
	2010	2015	2010	2015	2010	2015	2010	2015
<b>Age</b>	(4)	(4)	(40.5)	(40.5)	(59.5)	(59.5)	(22)	(22)
<b>&lt;=34</b>	0%	0%	10%	0%	9%	0%	19%	14%
<b>35-39</b>	0%	0%	5%	10%	12%	9%	14%	5%
<b>40-44</b>	25%	0%	20%	5%	10%	12%	0%	14%
<b>45-49</b>	25%	25%	5%	20%	14%	10%	33%	0%
<b>50-54</b>	25%	25%	29%	5%	22%	14%	19%	33%
<b>55-59</b>	0%	25%	29%	29%	22%	22%	10%	19%
<b>60-64</b>	25%	0%	0%	29%	10%	22%	0%	10%
<b>65+</b>	0%	25%	2%	2%	0%	10%	5%	5%

replaced. As shown in Table 11 below, over the next five years, 30% (*n* = 13) of full-time faculty members will be of probable retirement age. Although this does not guarantee retirement, it does increase the likelihood that several full-time faculty members will retire during this time period. The College will prioritize replacements using established processes.

In addition to faculty who will reach probable retirement age, several full-time classified staff (32%; *n* = 19) will also be of probable retirement age within the next five years. This presents similar challenges as stated above in terms of prioritizing replacements, in addition to raising some other concerns.

Senior classified and skill positions are often difficult to replace. Historically, for example, there have been very few internal candidates who have an interest or possess the qualifications to assume the role of senior classified management (i.e., Director) positions, even on an interim capacity. In addition, the College often has difficulty in attracting qualified external applicants for management and skill positions due to a combination of salary levels and the high cost of living in South Lake Tahoe.

PROFESSIONAL DEVELOPMENT

To develop effective, engaged, and sustainable human resources, the College will continue to invest in the professional development of faculty and staff. As shown in Table 12 below, a persistent request to support professional development is derived from Program Review data. Travel and conference funds had been suspended; however, these were restored in FY 2010-2011 in the amount of \$30,000 for faculty, and

\$5,500 for classified staff. It is considered essential that professional development be supported with adequate and sustainable levels of funding.

Year	Department/Program	Resource Request	Duration
2010	Anthropology/Sociology	Professional Development	Ongoing
2008	Business	Professional Development	Ongoing
2008	Computer Applications/Office Technology	Professional Development	Ongoing
2004	Disability Resource Center	Professional Development	Ongoing
2009	English	Professional Development	Ongoing
2008	EOP&S	Professional Development	Ongoing
2010	History/Political Science	Professional Development	Ongoing
2010	Philosophy/Religion	Professional Development	Ongoing
2010	Speech/Communications	Professional Development	Ongoing
2010	Humanities	Professional Development	Ongoing
2009	ESL	Professional Development	Ongoing
2006	Reprographics	Professional Development	Ongoing
2007	Visual & Performing Arts	Professional Development	Ongoing
2009	Wilderness	Professional Development	Ongoing
2008	Business Services	Professional Development (Cross Training)	Ongoing
2007	Visual & Performing Arts	Professional Development (Safety Training)	Ongoing
2010	Distance Education	Professional Development (Training)	Ongoing
2009	Matriculation	Professional Development (Training)	Ongoing
2010	Tutoring & Learning Center	Professional Development (Training)	Ongoing

**TABLE 11: PROGRAM REVIEW REQUESTS FOR RESOURCES TO SUPPORT PROFESSIONAL DEVELOPMENT 2004-2010**

## TECHNOLOGY

Lake Tahoe Community College provides technology resources to promote student learning, enable faculty with tools to enhance instruction, foster organizational communication, support research capabilities, and maximize operational efficiency. Over the last six years, the College has focused on these resources by bringing technology innovation to its instructional and operational systems as a result of planning and program review.

### TECHNOLOGY: 2004 TO 2010<sup>3</sup>

*Instructional Support:* Most classrooms have been equipped with smart technology, and students receive instructional support through access to software applications in computer labs, database resources through the Library Web site, and instructional information posted on instructor Web sites. The College has also installed a number of new systems to extend the life of its current desktop (PC's) inventory. In 2010, the College upgraded two computer classrooms (D125 and D123) with new workstations and updated operating software (Windows 7) while another classroom (D121) had its existing three year-old plus hardware upgraded to accommodate Windows 7.

*Distance Education:* The College adopted a course management system and other technology solutions to support online students in response to the rapid expansion of the distance education program over the last six years.

*Assessment:* The commitment to continual improvement led to significant technology investments to support the development, assessment, and analysis of student learning outcomes. In 2010, for example, the college acquired TracDat with planned implementation to begin sometime during the 2011 year, a leading assessment management application that is being used to coordinate and manage assessment data so that these data are utilized to inform decisions and planning.

*Facilitating Communication:* The College has made significant efforts to improve communication through the use of technology. In 2006, the College Web site was redesigned and a content management system was acquired to allow quick posting of news, emergency information, and other items of interest.

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<sup>3</sup> See Appendix A for a listing of specific Technology accomplishments from 2004-2010.

*Operational Systems:* In 2008, Lake Tahoe Community College was awarded a Title III grant from the U.S. Department of Education which provided two million dollars over five years to implement an Enterprise Resource Platform (ERP). When the ERP is launched, the College anticipates enhanced student learning and support functions, a more user-friendly online schedule, portal-based instructional tools (e.g., class team sites), improved operational effectiveness, more robust communication options, expanded research capacity, and increased data analysis capability to inform decisions.

*Operational Effectiveness:* The College has continued to implement technology to foster improved operational effectiveness. The online registration system and faculty access system, first implemented in 2004, have been enhanced repeatedly and will be replaced by more robust applications in conjunction with the ERP project. A queue line phone system was added to Admissions & Records to handle the increased call volume experienced after registration was moved to a web-based format. Improvements also have occurred through collaboration and resource sharing across departments such as the implementation of a document imaging system in late 2007.

*Technology Support:* The College supports its users through both in-house and contract technical support. A new centralized help desk process was implemented recently that allows for more accessible and coordinated requests/responses using either the College Web site or telephone system. In addition, the College's Media Specialist continues to provide general support of instructional technology and assists instructors with smart classroom technology needs. The Program Technician assigned to the computer labs and lab assistants also provides support to instructors and students.

#### ORGANIZATIONAL STRUCTURE: COMPUTER SERVICES DEPARTMENT

Changes have occurred in the organization of the Computer Services Department. As a consequence of restructuring associated with the implementation of the Title III project, personnel changes, budget constraints, and a weak local pool of qualified candidates, this configuration has changed. In 2008, the College hired a Director of Research and Planning, a position that assumed the research responsibilities from the Director of Computer Services. At the beginning of 2009, the College hired a Title III Project Manager. Soon thereafter, and in order to allow the Director of Computer Services to support the ERP implementation, the Project Manager assumed many of the responsibilities of this person's position. At the same time, the computer services department assumed responsibility over the Reprographics Department as part of

consolidating peripheral devices and streamlining processes for the distribution of their consumables (paper, toner, etc.).

During this time period, staffing turnover and Title III Project implementation decisions required the College to outsource its network and systems support. Currently, the college utilizes outsourcing for server hosting, LAN administration, computer lab imaging, and helpdesk support.

As part of multiple evaluations of the Title III project, in January, 2011, the College eliminated the Title III Project Manager position and contracted with its current ERP vendor (Datatel) to provide required technical services. As of January, 2011, the Computer Services Department staffing consists of the following:

1- Director of Computer Services (Re-assessment of roles/responsibilities is being conducted currently)

3 - Programmer/Analyst (SQL/Legacy)

1 - LAN Technician

Outsourcing: Network and Systems Administration; Helpdesk Services; Server Hosting

#### TECHNOLOGY INFRASTRUCTURE

The College maintains an extensive inventory of technology in the instructional and operational areas. In addition, the College maintains various peripheral devices (i.e. scanners, printers, digital projectors, network copiers, telephone system, etc.) and a comprehensive server and network infrastructure.

Student and instructional resources include:

- **136** computers in **seven** instructional lab classrooms
- **75** computers in other student support areas, such as the Disability Resource Center, Tutoring and Learning Center (inclusive of the Learning Assistance Center, Math Center, and Writing Center), WebReg stations, and the Library
- **25** smart classrooms which are equipped with an instructor computer station, projector, wall-mounted screen, and VCR/DVD player.
- **2** additional smart rooms currently in use as the Teaching and Learning Resource Center and an employee training room for the ERP project.
- **8** mobile computer stations which can be relocated on demand to any classroom to meet instructional needs
- Internet access in all classrooms and Wi-Fi access throughout the campus

- A fully equipped High Tech Center provided through the Disability Resource Center is available to students who may benefit from using adapted technology including features such as screen enlargement, voice activation, and voice output
- Online library catalog and databases accessible 24/7 to support research

Faculty and staff resources include:

- Desktop computers assigned or available to permanent faculty and staff
- Secure remote access to applications and files through Terminal Server
- Access to networked printers and copiers in addition to copying services provided by Reprographics
- Departmental virtual desktops for access to department
- Support coordinated through an online help desk and emergency paging system

Software applications acquired and/or supported by the College include:

- Curriculum management system (CMS)
- Automated library system (Voyager)
- Discipline-specific instructional software such as After Effects (DMA), ArcView (Geography/GIS), SPSS (Psychology), or Power Japanese (World Languages).
- College or service-area specific software systems, including the following:

<u>Software Description</u>	<u>Area</u>
Datatel Colleague	College
Laserfiche	College
Office Software (MS Office, etc., SQL Server Management Studio)	College
Help Desk	College
Room Scheduling	College
TracDat Assessment Management	College
Student ID Attendance Tracking	College
Online Course Management System (ETUDES)	Instruction
Curriculum Management System (CMS)	Instruction
Voyager Automated Library System	Instruction
SARSGrid	Student Services
DISCOVER Career Search	Student Services
QSS/QCC Financial Tracking	Business Services
CCCApply	Admissions and Records
Research and Reporting (MS SQL Server Reporting and Analysis Services)	College Research

**TABLE 12**

## Strategic Issues

Numerous advancements have been achieved to strengthen the College's instructional and operational technology systems. In addition, the College has begun the process of rebuilding its underlying technology infrastructure through restructuring its network VLANs and upgrading its network switch systems. The College has also succeeded in extending the useful life of its technology systems. Through virtualization technology, for example, the College has consolidated its server farm from 40 to 8 servers. In 2008, it also deployed "Terminal Services"—an approach that centralizes the processing and storage operations of end user systems and more easily and securely allows for remote end-user access to these systems.

These efforts, however, are short-term solutions that have allowed the College to delay, rather than avoid, the investments necessary to continue rebuilding and strengthening its technology infrastructure. The College faces an aging IT infrastructure which requires significant, annual upgrades to provide the capacity to serve the growing instructional and operational needs of students, faculty, and staff, address growing system reliability issues, and meet the higher-level capacity needs associated with the implementation and maintenance of the new ERP system.

## END USER SYSTEMS

Over 90 percent of all faculty/staff PC's are nearing or at the end of their useful life (5 years) as are many of the student-dedicated end-user systems. The College will increase its annual investments in end-user technology to meet educational and administrative needs.

## SYSTEM REDUNDANCY, SECURITY AND THE SERVER FARM

The potential for severe local weather and the increased probability of power outages in tandem with an ever-growing reliance on web-based operational systems (web-based registration, communication, etc.) requires the college to increase reliability, redundancies, and security of its technology systems.

These vulnerabilities are enhanced due to an aging server farm. While the college has made great strides through server virtualization, many remaining servers are nearing the end of their useful life and, consequently, are more susceptible to service-disrupting damage when power outages occur. The College has several options for updating and maintaining its server farm and locating its corresponding data center (i.e. servers,

network infrastructure) to address its growing system capacity and reliability needs. It can invest resources to build and maintain an enhanced onsite datacenter, including a more robust system of back-ups and redundancies. Alternatively, it can utilize an offsite datacenter for its more critical systems through either renting server capacity (hardware and support) or building its own datacenter and locating it offsite.

**THE ERP SYSTEM: CAPACITY NEEDS**

In preparation for the new ERP system, the College will strengthen its underlying technology infrastructure (server capacity, network systems, etc.). This implementation may result in further organizational changes as well as augmentations to IT staffing. Lastly, the implementation of the ERP system requires support that exceeds the financial resources provided through the Title III grant. Due to budget constraints, the original implementation plan, that included over a \$1M institutional commitment, was modified to reduce and/or eliminate the need for these additional resources. However, with the recent Title III project evaluation is a realization that a successful implementation will require the recommitment of at least some, if not all, of these funds.

**PROGRAM REVIEW**

All programs are asked to identify any technology needs through the program review process. Ensuring that technology is sufficient to meet instructional needs and to support student learning is of the utmost importance. As such, sufficient resources must be consistently devoted to the support and improvement of technology on campus.

<u>Program Review Year</u>	<u>Department/Program</u>	<u>Need</u>	<u>Cost</u>	<u>One-time /Ongoing</u>
2010	Philosophy/Religion	Smart Classrooms		
2010	Library & Media Services	Equipment replacement	\$3,000	Ongoing
2010	Wilderness	Smart Classrooms		
2007	World Languages	Smart Classrooms		

**TABLE 13**

## FACILITIES

The campus has grown from a single 55,000 square foot facility in 1988 to a main campus of approximately 176,000 square feet today in response to its academic mission. The campus must be well organized, safe, and portray a physically distinctive setting specifically tailored to the unique area of which it is a part, and to the Lake Tahoe Community College (LTCC) mission. The campus' physical appearance is a direct reflection of the institution's ability to achieve excellence, and the Facility Master Plan provides guidance for a quality image and identity

The campus' general appearance is good due to the relative young age of the most of the facilities. A theatre and library, including an art gallery and board room, are probably the more aesthetic aspects of the campus. Much work goes into maintaining approximately 160 acres of mature national forest. The campus contains a demonstration garden supported mostly by donations. The garden utilizes several volunteer hours to maintain the appearance both for teaching as well as for community events such as memorials and weddings.

The LTCC parking lots provide adequate parking during a majority of the operating hours. Lake Tahoe has a significant amount of snowfall each winter which also creates a unique environment both for the removal of snow and slippery conditions. The current layout of the parking lot with several treed/grassy medians doesn't provide for ease of snow removal or safe easy travel for pedestrian foot traffic. The College must evaluate parking needs as an access issue.

The campus currently has one designated point of access. This "choke point" could become problematic during an emergency. A second emergency egress point is being considered on the South Tahoe Public Utility District adjacent property. This would allow for two emergency evacuation routes that would then allow for quicker egress off campus, if needed.

The College's enrollment, programmatic needs, and physical size will undoubtedly require, over time, new and/or improved facilities that support educational needs. The Facility Master Plan will be implemented over time while continually reinforcing the overarching planning principles of the college. The plan will provide a flexible framework that defines the general direction while maintaining the ability to respond to unanticipated opportunities.

## FACILITIES, SPACE CAPACITY, AND SCHEDULED MAINTENANCE

Although there are no current plans for the expansion of campus facilities, the College will continue to follow service area growth projections over the next 15 years and determine the overall direction and growth of the College.

A detailed scheduled maintenance plan is currently in progress. It will include a plan for building reserves for replacement of several key systems at the college (ex. Pneumatic controls of the HVAC system and the aging boilers).

## LONG-TERM AND SHORT-TERM GOALS AND OBJECTIVES

While the College has no current plans for expansion of campus facilities, it is pursuing a number of long and short term goals and objectives associated with its facilities infrastructure. These include:

- *Reduce Potential Liability* by identifying and correcting any perceived physical hazards.
- *Enhance Classroom Environment* by ensuring that all building systems are operating effectively and efficiently.
- *Reduce Energy/Maintenance Costs* by improving management operations and implementing energy-reduction systems to mitigate the impact of rising utility bills.
- *Minimize Wear and Tear* by developing appropriate maintenance cycles and operational tasks that ensure all building systems function at optimal levels.
- *Implement Sustainability Building Practices and Green Technology* in accordance with the Sustainability Policy and Energy Conservation Guidelines.
- *Maximize Space Utilization* by implementing an integrated space management system to better monitor classroom use and fully assess the instructional and community space needs.

## APPENDIX A - TECHNOLOGY

### SPECIFIC ACCOMPLISHMENTS: 2004 TO 2010

2004	• Initiated web registration
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	<ul style="list-style-type: none"> <li>• Acquired and implemented anti-spam and anti-spyware systems</li> <li>• Upgraded Internet to a DS3 connection</li> <li>• Implemented Faculty Access System</li> </ul>
2005	<ul style="list-style-type: none"> <li>• Helpdesk system implemented</li> <li>• Migrate from using student social security numbers to student I.D. numbers</li> </ul>
2006	<ul style="list-style-type: none"> <li>• Outsourced network projects to JFG Systems</li> <li>• 25 public computers, GoPrint system, wireless network installation (New Library Bldg.)</li> <li>• Network, computers, Tourmate system Installation (Art Gallery Opening)</li> <li>• Website transition from OnRamp113 to OLi</li> <li>• Adoption of Course Management System</li> <li>• Initiated network upgrades – core switch, firewalls, switch rack, server rack</li> </ul>
2007	<ul style="list-style-type: none"> <li>• Active Directory implementation</li> <li>• Upgrade email system to Exchange 2007 – webmail</li> <li>• Old Library remodel (TLC) - networking, assessment computers</li> <li>• Upgraded Registration system server</li> </ul>
2008-2009	<ul style="list-style-type: none"> <li>• Title III grant Application &amp; Award – Datatel Implementation</li> <li>• Initiated server virtualization</li> <li>• Title III Project Implementation</li> <li>• Outsourced Network Administration &amp; System Administration</li> <li>• Deployed Campus Wide Wireless Internet Access for Students and Faculty</li> <li>• Deployed Server Virtualization Infrastructure, 75% reduction in physical server needs</li> <li>• Deployed Datatel test environment in offsite datacenter. 5 Servers total</li> <li>• Restructured/cleansed Active Directory to accommodate Datatel Environment</li> <li>• Converted test Datatel Environment to Production use &amp; integration with LTCC Campus network</li> <li>• Rebuild of Network Firewall w/ increased security</li> <li>• Implemented new email SPAM filter</li> <li>• Restructured network VLANs for simplification and security</li> <li>• Upgraded Network switch infrastructure to gigabit HP switches campus wide</li> <li>• Built test environment for Terminal Services</li> <li>• Deployed campus wide network monitoring and centralized administration system</li> <li>• Installed 18 New Computers into D125</li> <li>• Deployed Windows 7 and Application Virtualization to D125 lab for testing</li> <li>• Established new lab imaging system based on Appsense and AppV along with newly deployed centralized administration system</li> <li>• Implemented backup and disaster recovery plan to offsite datacenter</li> <li>• Moved ltcc.edu webserver from back east outsource provider to same provider as Datatel.</li> </ul>
2010	<ul style="list-style-type: none"> <li>• Acquired air conditioner for server room</li> <li>• Title III: Continued implementation process (i.e. training, data migration and</li> </ul>

preparation)

- Moved Terminal Services into production and started campus wide deployment
- Deployed New Antivirus solution, AVG
- Established new imaging procedures for faculty/staff computers
- Installed secondary Internet connection from Charter
- Installed Internet usage reporting and content filter system.
- Implemented Sharepoint Portal with Datatel. 4 additional servers required at offsite facility.
- Installed 23 New Computers into D123 and upgraded to Windows 7
- Upgraded hardware on 20, D121 computers to accommodate Windows 7.
- Installed 2 new servers to campus server room to add capacity and replace older equipment.
- Outsourced LanAdmin Position to Sacramento IT Consulting Company
- Expanded Disaster Recovery plan to include offsite Email Continuity and DNS services.

**CALIFORNIA STATE UNIVERSITY  
GENERAL EDUCATION CURRICULUM  
2016-2017**

The CSU system allows students to complete lower-division general education requirements by following the pattern below. Students must have a minimum grade of “C” in Areas A1, 2, 3 and B4. Students must request **general education certification** from the Transfer Center prior to transferring.

✓	REQUIREMENTS	Course(s)	Units	Grade	Planned
<input type="checkbox"/>	<b>AREA A - Communication in the English Language and Critical Thinking</b> <i>(minimum 12 units)</i>				
<input type="checkbox"/>	<b>1. Oral Communication</b> <i>(minimum 3 units)</i> SPE 101, 104				
<input type="checkbox"/>	<b>2. Written Communication</b> <i>(minimum 3 units)</i> ENG 101				
<input type="checkbox"/>	<b>3. Critical Thinking</b> <i>(minimum 3 units)</i> ENG 102, 103; PHI 104				
<input type="checkbox"/>	<b>AREA B - Physical Universe and Its Life Forms</b> (minimum 13 units) <i>One <u>lab</u> course must be selected. Note: Lab courses are underlined in this section.</i>				
<input type="checkbox"/>	<b>1. Physical Universe</b> <i>(minimum 4 units)</i> CHM <u>100, 101, 102, 103, 116, 117</u> ; GEG 101, 108, 113; GEL 101, <u>102, 103, 108, 110</u> ; PHS <u>102, 111, 117</u> ; PHY <u>104, 105, 106, 107, 108, 207, 208</u>				
<input type="checkbox"/>	<b>2. Life Forms</b> <i>(minimum 4 units)</i> ANT 103; BIO <u>101, 102, 103, 110, 111, 112, 115, 149, 201, 203, 204, 205, 210, 212</u> ; EVS 102, 103; PSY 210				
<input type="checkbox"/>	<b>4. Mathematical Concepts</b> (minimum 4 units) MAT 102, 103A, 103B, 104, 105, 106, 107, 109, 118, 201, 202, 203, 204				
<input type="checkbox"/>	<b>AREA C - Arts, Literature, Philosophy and Foreign Languages</b> <i>3 courses; with at least 1 from Arts and 1 from Humanities (minimum 12 units)</i>				
<input type="checkbox"/>	<b>1. Arts</b> <i>(minimum 4 units)</i> ART 101, 102, 103, 106, 107, 111, 112, 113, 114, 115, 116, 118, 119A, 141, 210A, 211, 212, 213, 214, 220A; COM 130				
<input type="checkbox"/>	ENG 218; MUS 101, 102, 103, 104B; 104C, 104D, 104E, 104F; THE 101, 104A, 105A, 105D, 105E, 106A, 106B, 106C, 108A, 112A, 112B, 112C, 116				
<input type="checkbox"/>	<b>2. Humanities</b> <i>(minimum 4 units)</i> ANT 107; ENG 102, 108, 113, 200, 201, 202, 205, 206, 212, 213, 214, 215, 216, 217, 221; ETH 201, 202A, 202B, 202C, 203A, 203B, 203C; FRE 101, 102, 103; GER 101, 102, 103; HIS 109, 110, <b>111, 112, 113</b> , 127A, 127B, 127C; HUM 101, 102, 103, 105; ITA 101, 102, 103; JPN 101, 102, 103, 201, 202, 203; PHI 101, 103A, 103B, 205, 210, 218; REL 101, 102, 103, 104, 105, 107; SNL 101, 102, 103, 108, 201, 202, 203; SPA 101, 102, 103, 110, 201, 202, 203, 210, 211, 212				
<input type="checkbox"/>	<b>AREA D - Social, Political, and Economic Institutions and Behavior; Historical Background</b> <i>Courses must be selected from at least 2 subjects. (minimum 12 units)</i>				
<input type="checkbox"/>	ANT 101, 102, 106, 107, 108; BSN 100; COM 122, 125; CRJ 101;				
<input type="checkbox"/>	ECE 102,103; ECO 101, 102;				
<input type="checkbox"/>	ETH 201, 202A, 202B, 202C, 203A, 203B, 203C;				
<input type="checkbox"/>	GEG 102, 103, 106, 114, HIS 104, 105, 109, 110, <b>111, 112, 113</b> , 127A, 127B, 127C; POL <b>101</b> , 107, 204, 206; PSY 101, 102, 103, 104, 107, 108, 202, 211; REL 104; SOC 101, 102, 103, 104, 106, 107, 111, 114; SPE 102				
<input type="checkbox"/>	<b>AREA E - Lifelong Understanding and Self-Development</b> <i>(minimum 4 units)</i> COU 100, 108; ECE 100, 102; PEH 100, 101, 102; PET 100, 101, 102A, 104; PSY 101, 102, 103, 106, 107, 108, 111, 113; SOC 102, 114				
<input type="checkbox"/>	<b>US History, Constitution and American Ideals</b>				
<input type="checkbox"/>	<b>CSU Graduation Requirement</b> <i>(minimum 8 units)</i>				
<input type="checkbox"/>	<b>Bolded</b> courses in Areas C and D double count in this area only. POL 101 and one of the following: HIS 111, 112, 113				

Total Units \_\_\_\_\_

## INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM (IGETC) For Transfer to CSU and UC 2016-2017

Please consult with a counselor before planning your transfer curriculum. Students must request **general education certification** from the Transfer Center prior to transferring. All grades must be "C" or higher.

✓	REQUIREMENTS	Course(s)	Units	Grade	Planned
<input type="checkbox"/>	<b>AREA 1 - English Communication</b> CSU: Completion of Group A, B and C - 3 courses UC: Completion of Group A and B - 2 courses				
<input type="checkbox"/>	<b>Group A -English Composition</b> (1 course, minimum 4 units) ENG 101				
<input type="checkbox"/>	<b>Group B -Critical Thinking/English Composition</b> (1 course, minimum 4 units) ENG 103				
<input type="checkbox"/>	<b>Group C -Oral Communication</b> (CSU requirement only; 1 course, 4 units) SPE 101, 104				
<input type="checkbox"/>	<b>AREA 2 - Mathematical Concepts and Quantitative Reasoning</b> (1 course) MAT 103A, 103B, 105, 106, 107, 118, 201, 202, 203, 204				
<input type="checkbox"/>	<b>AREA 3 - Arts and Humanities</b> (at least 3 courses, minimum 12 units - with 1 from the Arts, 1 from Humanities) <b>A. Arts</b> (minimum 4 units) ART 101, 102, 103, 106, 107, 141; ENG 218; MUS 101, 102, 103, 104A, 104B, 104C, 104D, 104E, 104F; THE 101, 104A, 105A, 112A, 112B, 112C, 116 <b>B. Humanities</b> (minimum 4 units) ANT 107; ENG 102, 108, 113, 200, 201, 202, 205, 206, 212, 213, 214, 215, 216, 217, 221; ETH 201, 202A, 202B, 202C, 203A, 203B, 203C; HIS 109, 110, <b>111, 112, 113</b> , 127A, 127B, 127C; HUM 101, 102, 103, 105; JPN 201, 202, 203; PHI 101, 103A, 103B, 205, 210, 218; REL 101, 102, 103, 104, 105, 107; SNL 108, 201, 202, 203; SPA 110, 201, 202, 203, 210, 211, 212				
<input type="checkbox"/>	<b>AREA 4 - Social and Behavioral Sciences</b> (at least 3 courses, minimum 12 units, from at least 2 subjects) ANT 101, 102, 107, 108; COM 122; ECE 102; ECO 101, 102; ETH 201, 202A, 202B, 202C, 203A, 203B, 203C; GEG 102, 103, 106, 114; HIS 104, 105, 109, 110, <b>111, 112, 113</b> , 127A, 127B, 127C; POL <b>101</b> , 107, 204, 206; PSY 101, 102, 103, 104, 107, 108, 202, 210, 211; SOC 101, 102, 103, 104, 106, 107, 111, 114				
<input type="checkbox"/>	<b>AREA 5 - Physical and Biological Sciences</b> (at least 2 courses, minimum 9 units; with 1 from Physical Science, 1 from Biological Science; at least 1 must include a <u>lab</u> ) <b>A. Physical Science</b> CHM <u>100, 101, 102, 103, 116, 117</u> ; GEG <u>101, 113</u> ; GEL <u>101,102, 103, 108,110</u> ; PHS <u>102, 111, 117</u> ; PHY <u>104*, 105*, 106*, 107*, 108*, 207*, 208*</u> <b>B. Biological Science</b> ANT 103; BIO <u>101, 102, 103, 110, 111, 112, 149, 201, 203, 204, 205, 210, 212</u> ; EVS 102, 103;				
<input type="checkbox"/>	<b>AREA 6 - Language other than English (UC requirement only).</b> This requirement may be fulfilled by completion of two years of foreign language in high school with a grade of C or better, or equivalent proficiency demonstrated by college courses or performance on tests, such as earning a minimum score of 550 on an appropriate College Board Achievement Test in a foreign language or a score of 3 or higher on the Foreign Language Advanced Placement Test. (Note: Course must be completed through the 102 level or higher in order to satisfy UC language requirement) FRE 102; GER 102; ITA 102; JPN 102; SNL 102; SPA 102				
<input type="checkbox"/>	<b>CSU Requirement in U.S. History, Constitution and American Ideals</b> (Not part of IGETC, may be completed prior to transfer, minimum 8 units) <b>NOTE - Bolded courses in Areas 3B and 4 double count in this area only.</b> POL 101 <b>and</b> one course from HIS 111, 112, 113				

\* Courses marked with an asterisk indicate that transfer credit may be limited. Please consult with a counselor for additional information.

**Total Units** \_\_\_\_\_

# GENERAL EDUCATION CORE COMPETENCIES

## I. Communication

Students will communicate effectively, which means the ability to:

- A. Read – Students will be able to comprehend and interpret various types of written information in (1) prose and in (2) documentation, such as manuals and graphs
- B. Write – Students will demonstrate the ability to:
  - Communicate thoughts, ideas, information, and messages in writing
  - Compose and create documents, such as: letters, reports, memoranda, manuals, and graphs with correct grammar, spelling, punctuation, and appropriate language, style and format
  - Check, edit, and revise written work for correct information, appropriate emphasis, form, style, and grammar
- C. Listen – Students will be able to receive, attend to, interpret, and respond appropriately to (1) verbal and/or (2) non-verbal messages
- D. Speak and/or Converse – Students have the ability to:
  - Organize ideas and communicate verbal and non-verbal messages appropriate to audience and the situation
  - Participate in conversations, discussions, and group activities
  - Speak clearly and ask questions

## II. Critical Thinking and Information Competency

Thinking critically is characterized by the ability to perform:

- A. Analysis – including:
  - Applying rules and principles to new situations
  - Discovering rules and applying them in the problem solving process
  - Using logic to draw conclusions from information given
  - Differentiating between facts, inferences, assumptions, and conclusions
- B. Computation – demonstrated by an ability to:
  - Use basic numerical concepts, such as: whole numbers, percentages, estimates of math without a calculator
  - Use tables, graphs, charts, and diagrams, to explain, concepts or ideas
  - Use basic geometrical constructs, such as: lines, angles, shapes, and measurement
- C. Research – demonstrated abilities to:
  - Collect information
  - Identify the need for data
  - Obtain data from various sources
  - Organize, process, and maintain records of the information collected
  - Analyze and evaluate the information for relevance and accuracy

- Synthesize, evaluate, and communicate the results
- Determine which technology resources will produce the desired results
- Use current technology to acquire, organize, analyze, and communicate information

- D. Problem Solving – Students demonstrate the ability to:
  - Recognize whether a problem exists
  - Identify components of the problem or issue
  - Create a plan of action to resolve the issue
  - Monitor, evaluate, and revise when necessary

## III. Global Awareness

Students will demonstrate a measurable understanding and appreciation of the world including its:

- A. Scientific complexities – Students demonstrate an understanding of:
  - The scientific method
  - How experiments work
  - The major differences between social, natural, and physical sciences
- B. Social diversity and civics;
  - Interface with people from a variety of backgrounds
  - Understand different cultural beliefs and behaviors
  - Recognize important social and political issues in their own community
- C. Artistic variety – Students have been exposed to:
  - The visual and performing arts, including: drawing, painting, sculpture, photography, digital media, music, theatre and/or dance of multiple cultures
  - Analytical techniques for understanding artist meaning, and they have
  - Hands-on experience with creative endeavors

## IV. Personal Responsibility and Professional Development

- A. Self-Management and Self-Awareness – The student is able to:
  - Accurately assess his/her own knowledge, skills, and abilities
  - Motivate self and set realistic goals
  - Accept that taking feedback well is important to success
  - Respond appropriately to challenging situations
- B. Social and Physical Wellness – Students make an appropriate effort to:
  - Manage personal health and well being
  - Demonstrate appropriate social skills in group settings
- C. Workplace Skills – Students understand the importance of:
  - Being dependable, reliable, and accountable
  - Maintaining a professional attitude

# SOCIOLOGY

## Transfer Degree

This program offers a comprehensive approach to studying the social aspects of the human world, including attention to the small-scale (micro) and global (macro) perspectives of understanding humanity. With applications to contemporary society, including business, criminal justice, healthcare, international relations and politics, a student majoring in Sociology will be prepared for further work and study in the contemporary and changing world. The Sociology (AA-T) degree is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus, but not to a particular campus or major. Students completing the AA-T degree in Sociology will be able to transfer to the California State University system. More information can be found on page 49. Students are strongly encouraged to see a counselor if considering this transfer option.

### *Student Learning Outcomes for this major are:*

- Apply scientific methods of sociological research and analysis.
- Comprehend the major theoretical approaches of sociology, including conflict, functionalist, symbolic interactionist, and feminist versions.
- Develop knowledge of the interrelationships of individuals, social groups, institutions, and society.
- Consider and apply methods of sociological critical thinking, including principles of the sociological imagination.
- Appreciate the value of social diversity.

To obtain the Associates in Arts for Transfer degree in Sociology, students must complete the following requirements with a minimum cumulative grade point average (GPA) of 2.0.

- The Sociology AA-T major requirements below, completed with a grade of "C" or better.
- The California State University General Education – Breadth (CSU-GE) or the Intersegmental General Education Transfer Curriculum (IGETC) requirements.
- Any needed transferable electives to reach a total of 90 CSU transferable quarter units.

### A. GENERAL EDUCATION REQUIREMENTS

See pages 56-57 for details.

### B. REQUIRED COURSES

29-30 units distributed as follows

#### 1. All courses from the following (4 units):

SOC 101 Introduction to Sociology

#### 2. Two courses selected from the following (9-10 units):

MAT 201 Elementary Statistics

PSY 211 Research Methods and Design

SOC 103 Social Problems

#### 3. Two courses selected from the following (8 units):

*(may not be double counted in Requirement B.2. above)*

PSY 104 Social Psychology

SOC 102 Marriage, Families, and Intimate Relationships

SOC 103 Social Problems

SOC 106 Crime and Society

SOC 107 Race and Ethnic Relations

SOC 114 Gender

#### 4. Two courses selected from the following (8 units):

*(may not be double counted in Requirements B.2. or B.3. above)*

ANT 102 Cultural Anthropology

PSY 101 General Psychology

PSY 104 Social Psychology

SOC 102 Marriage, Families, and Intimate Relationships

SOC 103 Social Problems

SOC 104 Deviance

SOC 106 Crime and Society

SOC 107 Race and Ethnic Relations

SOC 111 Sociology of Popular Culture

SOC 114 Gender

### C. ELECTIVE UNITS to bring the total to 90.

**MEMORANDUM OF UNDERSTANDING**  
**By and Between**  
**FOLSOM LAKE COLLEGE and LAKE TAHOE COMMUNITY COLLEGE DISTRICT**

This Memorandum of Understanding (MOU) is entered into between Folsom Lake College (FLC) and Lake Tahoe Community College (LTCC) for the purpose of creating a partnership to serve specific educational needs in the FLC service area.

- I. **Purpose:** The purpose of this MOU is to foster collaboration and provide educational opportunities in specific program areas between FLC and LTCC, as FLC has first right of refusal for any program in its service area.
  
- II. **Terms of the MOU: FLC agrees to allow the LTCC to provide the following programs within the FLC area:**
  1. Incarcerated Student Program
    - i. Correspondence Program with face to face counseling resulting in an Associate of Arts degree for inmates
    - ii. Locations
      1. Folsom State Prison
      2. Folsom Women's Facility
      3. California State Prison - Sacramento
  
- III. **Responsibilities:** It is the responsibility of LTCC to update FLC on any changes in the programs noted in this MOU in the FLC service area. LTCC will not duplicate any programs or services provided by FLC, without ensuring FLC is provided first right of refusal.
  
- IV. **Liaison Contacts:**

Dr. Michelle Risdon, Vice President of Academic Affairs  
Lake Tahoe Community College  
One College Drive  
South Lake Tahoe, CA 96150  
Risdon@ltcc.edu  
530-541-4660, ext. 214

Dr. Virginia Berry, Dean of CTE and Instruction  
Lake Tahoe Community College  
One College Drive  
South Lake Tahoe, CA 96150  
Berry@ltcc.edu  
530-541-4660, ext. 225

Dr. Monica Pactoi, Vice President of Instruction  
Folsom Lake College  
10 College Parkway  
Folsom, CA 95630  
[pactolm@flc.losrios.edu](mailto:pactolm@flc.losrios.edu)  
916-608-6503

Dr. Kim Harrell, Dean of CTE  
Folsom Lake College  
10 College Parkway  
Folsom, CA 95630  
harrelk@flc.losrios.edu  
916-608-6686

- V. **Term of MOU:** This MOU is effective from July 2015 to June 30, 2020. This MOU may be renewed through agreement by all parties.
- VI. **Termination:** This MOU may be terminated, without cause, by either party upon thirty (30) days written notice of termination to the other party. Notice of termination shall be sent to the college president.
- VII. **Modification and Assignment:** This MOU may be modified at any time by written agreement signed by all parties. Any modification not in writing will not be effective.

*Rachel Rosenthal 7/30/15*

Dr. Rachel Rosenthal, President  
Folsom Lake College

*Kindred Murillo*

Dr. Kindred Murillo, President  
Lake Tahoe Community College

## ELIGIBILITY REQUIREMENTS

1. **Authority:** The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.
2. **Operational Status:** The institution is operational, with students actively pursuing its degree programs.
3. **Degrees:** A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.
4. **Chief Executive Officer:** The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.
5. **Financial Accountability:** The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

Additional financial accountability for eligibility applicants: The institution shall submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant or by an appropriate public agency, who has no other relationship to the institution, for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. An applicant institution must

not show an annual or cumulative operating deficit at any time during the eligibility application process.

6. **Mission:** The institution's educational mission is clearly defined, adopted, and published by its governing board consistent with its legal authorization, and is appropriate to a degree-granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to student learning and achievement. (Standard I.A.1 and I.A.4)
7. **Governing Board:** The institution has a functioning governing board responsible for the academic quality, institutional integrity, and financial stability of the institution and for ensuring that the institution's mission is achieved. This board is ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. Its membership is sufficient in size and composition to fulfill all board responsibilities.

The governing board is an independent policy-making body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. The board adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (Standard IV.C.1, IV.C.4, and IV.C.11)

8. **Administrative Capacity:** The institution has sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose. (Standard III.A.9 and III.A.10)
9. **Educational Programs:** The institution's principal degree programs are congruent with its mission, are based on recognized 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. (Standard II.A.1 and II.A.6)
10. **Academic Credit:** The institution awards academic credits based on generally accepted practices for degree-granting institutions of higher education and in accordance with statutory or system regulatory requirements. The institution provides appropriate information about the awarding of academic credit.

(Standard II.A.9 and II.A.10)

11. **Student Learning and Student Achievement:** The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program's expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met. (Standard I.B.2, 1.B.3, and II.A.1)
12. **General Education:** The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component includes an introduction to some of the major areas of knowledge. General education courses are selected to ensure students achieve comprehensive learning outcomes in the degree program. Degree credit for the general education component must be consistent with levels of quality and rigor appropriate to higher education. (Standard II.A.12 and II.A.5)
13. **Academic Freedom:** The institution's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution maintains an atmosphere in which intellectual freedom and independence exist. (Standard I.C.7)
14. **Faculty:** The institution has a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to achieve the institutional mission and purposes. The number is sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning. (Standard III.A.7 and III.A.2)
15. **Student Support Services:** The institution provides for all of its students appropriate student support services that foster student learning and development within the context of the institutional mission. (Standard II.C.1 and II.C.3)
16. **Admissions:** The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate

for its programs. (Standard II.C.6)

**17. Information and Learning Support Services:** The institution provides, through ownership or contractual agreement, specific long- term access to sufficient information and learning support services adequate for its mission and instructional programs in whatever format whenever and wherever they are offered. (Standard II.B.1 and II.B.4)

**18. Financial Resources:** The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability. (Standard III.D.1)

**19. Institutional Planning and Evaluation:** The institution systematically evaluates and makes public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes.

The institution provides evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution assesses progress toward achieving its stated goals and makes decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re- evaluation. (Standard I.B.9 and I.C.3)

**20. Integrity in Communication with the Public:** The institution provides a print or electronic catalog for its constituencies with precise, accurate, and current information concerning the following:

#### **General Information**

- Official Name, Address(es), Telephone Number(s), and Website Address of the Institution
- Educational Mission
- Representation of accredited status with ACCJC and with programmatic accreditors, if any
- Course, Program, and Degree Offerings
- Student Learning Outcomes for Programs and Degrees
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources

- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

### **Requirements**

- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer

### **Major Policies Affecting Students**

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance and Transfer of Credits
- Transcripts
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

### **Locations or Publications where Other Policies may be Found** (Standard I.C.2)

**21. Integrity in Relations with the Accrediting Commission:** The institution provides assurance that it adheres to the Eligibility Requirements, Accreditation Standards and Commission policies, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the Commission to achieve its accrediting responsibilities. The institution will comply with Commission requests, directives, decisions and policies, and will make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the Commission to impose a sanction, or to deny or revoke candidacy or accreditation. (Standard I.C.12 and 1.C.13)



**PROPOSAL TO ESTABLISH  
AN  
INCARCERATED STUDENT PROGRAM**

October 7, 2014  
Revision 4

# INCARCERATED STUDENT PROGRAM

## Background

In the United States today, 2.3 million Americans are currently incarcerated in a prison. Although the U.S. population accounts for 5% of the world's population, American inmates represent 25% of the world's prison population. On January 1, 2008, more than 1 in 100 adults in the United States were in prison or jail.(1,2) Since 1980 the incarcerated population in the U.S. has quadrupled. Violent crime was not responsible for the quadrupling of the incarcerated population. The prison population was increased primarily by public policy changes causing more prison sentences and lengthening time served, e.g. through mandatory minimum sentencing, "three strikes" laws and the national "war on drugs." The number of incarcerated drug offenders has increased twelvefold since 1980.(3)

California has the second highest prison population and the highest recidivism rate in the nation. California operates 37 prisons with a combined inmate population of 119,000 at a cost to the taxpayer of more than \$9 billion a year. The annual cost of housing an individual inmate is approximately \$47,000. California's prisons have a total capacity of 100,000, but they hold far more inmates. This situation has led the courts to order California to release 27% of the current prison population calling the overcrowded facilities "criminogenic."(4)

Most inmates have been sentenced for non-violent crimes and the majority of offenses are drug related. Recidivism rates are highest among the non-violent prison population. For example, second degree murderers have a recidivism rate of 10.3 percent while people convicted of vehicle theft have a 72.5 percent recidivism rate.(5)

A growing body of evidence based research indicates that educational programs reduce recidivism, prison reentry, and prison violence and increase employment success after release. National statistics reveal the following relationship between educational attainment and recidivism: (6,7)

<u>Education Level</u>	<u>Rate</u>
No education	67%
High School	24%
<b>Two-Year College</b>	<b>10%</b>
Four Years College	5.6%
Post Graduate	0%

Educational programs also help reduce costly and dangerous violence. The head of the National Council on Crime and Delinquency has noted that violence is less likely to erupt if educational programs are in place. The reduction in violence is one of the main reasons why most wardens, staff and guards prefer to have educational and rehabilitation programs in their institutions.

Changes in public policy notwithstanding, the California Community Colleges can play a critical role in reducing the human and economic cost of the prison population growth by offering educational programs that are specifically designed to be feasible and effective in the prison environment. One such college that has documented the success of this program is Feather River College. Feather River now enrolls almost 600 students each year in a complete Associate of Arts degree program. Their results have been impressive. The College conducts programs in 11 prisons statewide, provides 20 different college courses and has awarded 150 Associate Degrees in the past seven years.

The need for other community colleges to join a statewide network of program providers is acute. Long wait lists exist at the prisons that Feather River has the capacity to serve, and interviews with other prison officials indicate the need is recognized and worthy of their support. This proposal seeks to add Lake Tahoe Community College to a hopefully growing list of colleges that will step forward to provide educational programs to incarcerated students throughout California.

## Proposal

It is proposed that Lake Tahoe Community College develop and deliver a program for incarcerated students in the State of California. The program will be conducted in cooperation with the California Department of Corrections and Rehabilitation, local prison officials and in consultation with the network of community colleges offering similar programs.

The program will begin with a single institution and will serve approximately 35 students. The College will regularly expand the number of institutions and students served in the coming years matching demand to our capacity to deliver.

Upon approval, program planning can be initiated immediately. The program will unfold in an incremental way with enrollment levels and resource needs identified for three phases. The following steps will need to be completed prior to opening enrollment for the first time:

1. Appoint an interim director for the program. A position description is attached.
2. Hire and/or appoint support staff per phase one.
3. Identify faculty participants for the program
4. Create and/or adopt curriculum from Feather River College to provide coursework necessary to complete an Associate of Arts Degree in Liberal Arts with a Social Science emphasis or an Associate Arts Transfer degree in Sociology.
5. Resolve operational process issues such as registration, fees, record keeping and work space on campus.
6. Secure a Memorandum of Understanding with the prison institution where the program will be initially offered.

Feather River College has graciously offered its program design and materials as models for use by LTCC. Likewise, arrangements are available for shared use of course design and materials.

## Program Description

The Lake Tahoe Community College Incarcerated Student Program (ISP) will consist of 23-26 courses which will fulfill the requirements for an Associate of Arts in Liberal Arts or Associate Arts Transfer degree in Sociology plus necessary non-degree applicable basic skills courses. The courses will be fundamentally delivered via a correspondence course pedagogy, which allows students to complete the program entirely through the mail, augmented by stand-alone computer assisted instruction as technological arrangements are advanced. Books and supplies are provided to students at no cost and their tuition is waived through the Board of Governor's Fee Waiver program. Students enroll in a minimum of 3 courses per term and can complete the degree in nine terms. Program acceptance will be determined by educational staff at each correctional facilities. Upon acceptance into the program, students are placed into cohorts, groups of students enrolled in the same classes at the start of the program and, as much as possible, during the following terms. After registration and assessment testing is complete,

students receive “a course in a box” for each of their courses that includes all the books and course materials the student needs to complete the course successfully. All courses will be approved LTCC distance education courses and attendance accounting and reporting will follow prescribed state regulations.

Program – Phase One

1 prison location  
35 students/class  
3 terms/year

Program – Phase Two

2 – 5 prison locations  
30 – 40 students/class  
3 terms/year

Program – Phase Three

6 – 10 prison locations  
30 – 50 students/class  
3 terms/year

## PROPOSED COURSES FOR AN ISP PROGRAM

Note: Courses fulfill major, general education and elective unit requirements  
for an Associate in Liberal Arts Degree - Social Science Emphasis  
or an Associate in Arts Transfer degree in Sociology

Course	Units	Alternative/ Added Courses
ART 103	4	ART 101, 102
BIO 201 (lab)	5	BIO 149
BSN 104	4	BSN 105, BSN 215
COM 122	4	
COU 108	4	ECE 103
ENG 101	5	
ENG 102	4	PHIL 104
ENG 207	4	ENG 202, 205
ETH 201	4	SPA 101, 102, 103
GEG 101	4	
HIS 113	4	HIS 112, POL 101
HUM 103	4	
MAT 154A	4	MAT 201
THE 101	4	MUS 101
PHI 101	4	
PSY 101	4	ANT 102
PSY 102	4	PSY 103, 104, 111, 113
SOC 101	4	SOC 103, 107, 114

Unit Totals            74

Course Total        18

Course Total            24

Curriculum        26 Courses

23 degree applicable courses

3 non-degree applicable courses

2 math skills courses

1 English skills courses

# ISP SCHEDULING TEMPLATE

	Fall	Winter	Spring	
Year One	3 Classes	3 Classes	3 Classes	36 units
Year Two	3 Classes	3 Classes	3 Classes	36 units
Year Three	3 Classes	3 Classes	3 Classes	36 units
				108 units

	Fall	Winter	Spring
Year One	Sept - Dec	Jan - March	April - June
Year Two	Sept - Dec	Jan - March	April - June
Year Three	Sept - Dec	Jan - March	April - June

**LAKE TAHOE COMMUNITY COLLEGE**  
**Incarcerated Student Program**  
Phase 1

<b>Account Code</b>	<b>Account Title</b>	<b>Proposed Budget Request</b>
	Instructional Faculty *	\$ -
	Instructional Faculty Overload	\$ 7,661.00
	ISP Director (.5 FTE/12 months)**	\$ 68,320.00
	Instructional Part-time Faculty	\$ 11,491.00
	Classified Salary (.5 FTE/12months)***	\$ 19,104.00
	Instructional Aides	\$ -
	Classified Overtime	\$ -
	Instructional Aides Temporary	\$ -
	Fringe & H&W	Inc. \$ -
	Books	\$ 15,250.00
	Instructional Supplies	\$ 400.00
	Non-instructional Supplies	\$ -
	Consultants and Contracts	\$ 5,500.00
	Postage and Shipping	\$ 200.00
	Employee Travel Expense	\$ 1,900.00
<b>TOTAL</b>		<b>\$ 129,826.00</b>
<b>Revenue</b>		<b>\$ 135,128.00</b>
	3 classes - 4 units each	
	3 terms	
	35 students	
	28.0 FTES	
	\$4,826/FTES	

\* FT faculty teaching as part of load remain budgeted to their department

\*\* Calculated at 50% of average faculty  
for 12 months + benefits + hw

\*\*\* Calculated at 50% of Range 18-20 + benefits

**LAKE TAHOE COMMUNITY COLLEGE**  
**Incarcerated Student Program**  
Phase 2

<b>Account Code</b>	<b>Account Title</b>	<b>Proposed Budget Request</b>
	Instructional Faculty	\$ -
	Instructional Faculty Overload	\$ 38,304.00
	ISP Director	\$ 68,320.00
	Instructional Part-time Faculty	\$ 57,546.00
	Classified Salary	\$ 19,104.00
	Instructional Aides	\$ -
	Classified Overtime	\$ -
	Instructional Aides Temporary	\$ -
	Fringe & H&W	Inc. \$ -
	Books	\$ 26,250.00
	Instructional Supplies	\$ 2,000.00
	Non-instructional Supplies	\$ -
	Consultants and Contracts	\$ 2,200.00
	Postage and Shipping	\$ 800.00
	Employee Travel Expense	\$ 8,215.00
<b>TOTAL</b>		<b>\$ 222,739.00</b>
<b>Revenue</b>		<b>\$ 675,640.00</b>
	3 classes - 4 units each	
	3 terms	
	35 students	
	5 locations	
	140 FTES	
	\$4,826/FTES	

LAKE TAHOE COMMUNITY COLLEGE  
**Incarcerated Student Program**  
Phase 3

<b>Account Code</b>	<b>Account Title</b>	<b>Proposed Budget Request</b>
	Instructional Faculty	\$ -
	Instructional Faculty Overload	\$ 76,608.00
	Director	\$ 68,320.00
	Instructional Part-time Faculty	\$ 114,912.00
	Classified Salary	\$ 19,104.00
	Instructional Aides	\$ -
	Classified Overtime	\$ -
	Instructional Aides Temporary	\$ -
	Fringe & H&W	Inc.
	Books	\$ 57,500.00
	Instructional Supplies	\$ 2,850.00
	Non-instructional Supplies	\$ -
	Consultants and Contracts	\$ 2,200.00
	Postage and Shipping	\$ 3,700.00
	Employee Travel Expense	\$ 16,428.00
<b>TOTAL</b>		<b>\$ 361,622.00</b>
<b>Revenue</b>		<b>\$ 1,544,761.00</b>
	3 classes - 4 units each	
	3 terms	
	40 students	
	10 locations	
	320 FTES	
	\$4,826/FTES	

# **INCARCERATED STUDENTS PROGRAM DIRECTOR**

## Position Description

Under the direction of Vice President of Academic Affairs & Student Services, the ISP Director will direct, plan, organize, supervise, and evaluate the Lake Tahoe Community College Incarcerated Student Program; including program development, budget management, and recommendation of program instructors, and to perform related duties as assigned.

The ISP Director shall:

- A. Be responsible for the development and implementation of all services and programs to meet the Incarcerated Student Program and college objectives including development of a strategic plan for ISP in coordination with the ISP Steering Committee.
  - B. Maintain good working relationships with prisons.
  - C. Achieve specified enrollment targets as directed by CIO.
  - D. Draft policies and procedures for ISP including review of academic materials and evaluation of ISP instructors.
  - E. Coordinate instructors and faculty participating in the ISP to guarantee academic quality and integrity.
  - F. Participate in the performance evaluations of all ISP staff.
  - G. Develop, manage, and submit program budget and expenditures, provide overall fiscal management. Review budget tracking as maintained by the ISP Instructional Assistant.
  - H. Coordinate orientation and in-service training for ISP faculty and staff.
  - I. Serve as ISP and college liaison to target correctional facility administrators, other school personnel, and college departments.
  - J. Review ISP press releases and promotional materials as required.
  - K. Maintain thorough knowledge of admission requirements, distance education requirements, academic programs, transfer and career opportunities, and financial aid.
  - L. Serve on college committees, ad hoc committees, and teams that are related to ISP.
  - M. Provide annual report to the college on the status of the ISP.
  - N. Perform related duties for the ISP as assigned.
- 
1. The ISP Director works on a twelve month per year schedule and carry a load factor of .50 FTE.
  
  2. The ISP Director is to be appointed with the approval of the Superintendent/President and of the Vice President of Academic Affairs and Student Services. This appointment shall be for 2 fiscal/academic years, and shall be subject to renewal or non-renewal annually prior to May 15.

# INSTRUCTIONAL ASSISTANT – INCARCERATED STUDENT PROGRAM

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## DEFINITION:

Under general supervision of the Director of the Incarcerated Program, this position is responsible for the overall clerical coordination of the Incarcerated Student Program.

## DISTINGUISHING CHARACTERISTICS:

This position assists the faculty in the Incarcerated Student Program by providing the additional assistance necessary to maintain a safe and productive educational environment.

**ESSENTIAL DUTIES:** The following duties are typical of those performed by employees in this job title; however, employees may perform other related duties, and not all duties listed are necessarily performed by each employee in the job title.

- Under the general supervision of the Director of ISP, responsible for providing clerical or administrative support in the areas of operations, planning, and general coordination of the Incarcerated Student Program
- Assists the Director of ISP and Counseling/Advising in the planning of class offerings for ISP students, assist in scheduling faculty and associate faculty to teach the ISP classes, and work with the FRC Scheduler to get classes into the semester schedule
- Provide general budget tracking and support for ISP program. Support grant consultant on obtaining and administering grants to supplement the ISP budget Work with other college functional departments in the general administration of ISP program, including college administration, Student Services, Admissions and Records, Human Resources, Scheduling
- In conjunction with correctional facility educational administrators, determine student eligibility, assist with registration, and serve as a contact for questions concerning the operational logistics of the program
- Assists students participating in the program, provides referrals to appropriate services and provides tracking and resources for student transfers to other correctional centers
- Assist in the development of ISP forms and procedures as well as publicity materials and other informational materials used in the program
- Under the general supervision of the Director ISP, coordinate and/or monitor special projects, assignments, and activities
- Monitor, collect, and evaluate appropriate ISP program data. Maintain control files on cohorts in progress, including attendance and grade rosters in conjunction with Admissions and Records
- Support the Director of the ISP in planning and holding meetings with the ISP faculty

- Helps to determine student eligibility, assist with registration, and serve as contact for questions concerning operational logistics of the program
- Participate in orientation activities for new student cohorts
- Select, supervise, and evaluate student employee as assigned
- Review materials pertaining to the ISP and make recommendations for changes and improvements as appropriate
- Plan and participate in on-site visits to correctional facilities participating in the ISP program
- Provide students with institutional information about financial aid and college policies and procedures as appropriate when they are ready to leave the correctional facility
- Other duties as assigned

### **MINIMUM QUALIFICATIONS:**

#### Knowledge of:

- Methods and techniques of individual and group learning assistance
- Principles and practices of program budgeting and monitoring
- English grammar, spelling, punctuation and composition
- Modern office practices and procedures including filing, office equipment operation and reception
- Computer software and keyboard use

#### Skill in:

- Effective communication skills, both orally and written
- Establishing and maintaining effective working relationships with fellow staff members
- Operating standard computer software for Windows and Adobe based platforms such as: Word, Excel, PowerPoint, Outlook, and Page Maker
- Preparing and maintaining a variety of records, forms and reports

#### Other Requirements:

- An Associate of Arts or Associate of Science degree
- Must possess a valid California driver's license and have a satisfactory driving record

### **DESIRABLE QUALIFICATIONS:**

- Bachelor's Degree
- Community College experience
- Experience skills in instructing students in various topics in Liberal Arts, supporting a distance education program focused on correspondence education, and maintaining a professional environment in an office setting

**PHYSICAL CHARACTERISTICS:** The physical abilities involved in the performance of essential duties are:

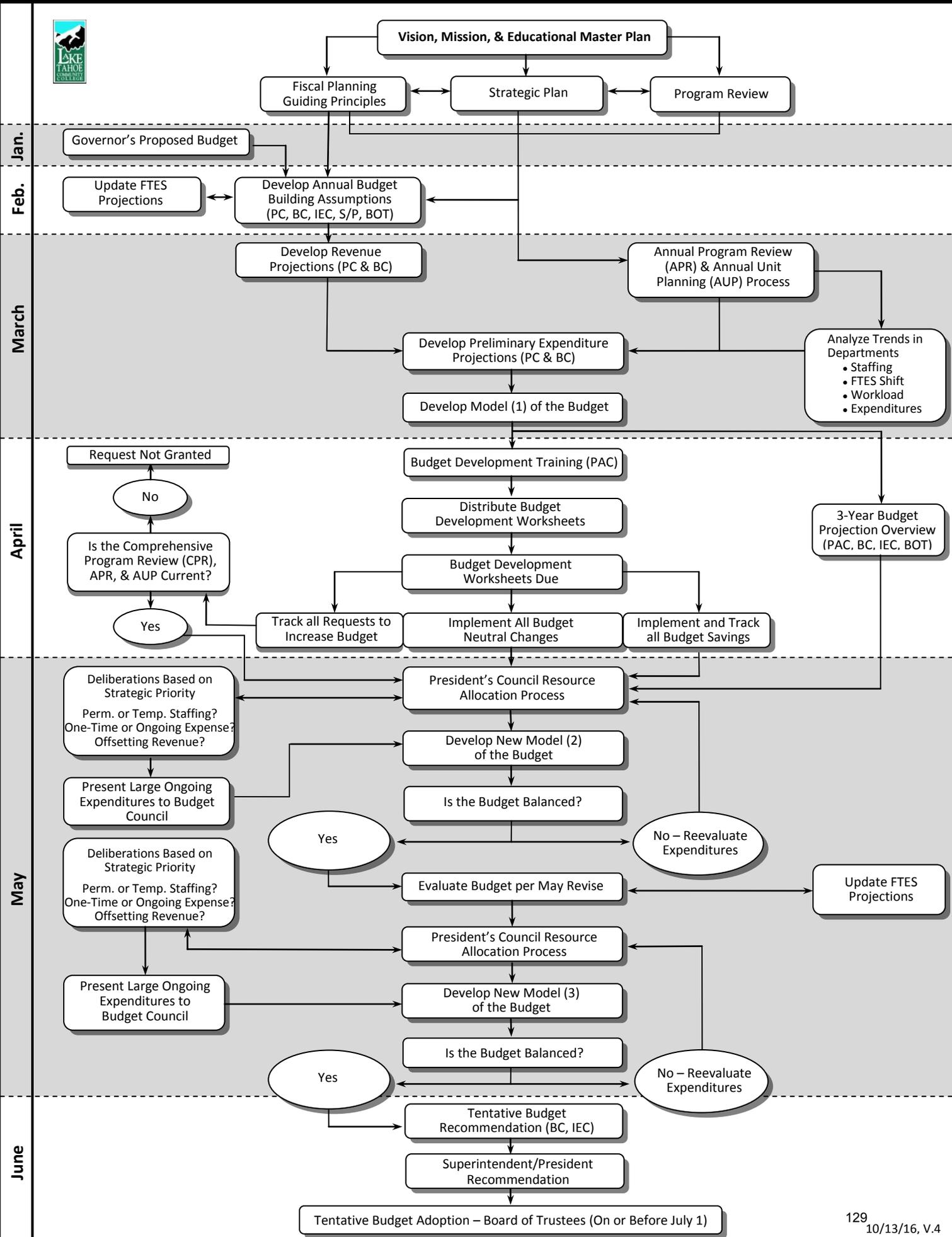
- Vision to read and review student work, administer and score tests and assist students with other academic materials
- Hearing and speech to understand and respond to questions and provide instructions and lead group instructional sessions
- Hand and finger dexterity to administer test, operate computer keyboards, and manipulate books, papers and files

This work is performed in a variety of settings on- and off-campus with occasional irregular hours or schedules.

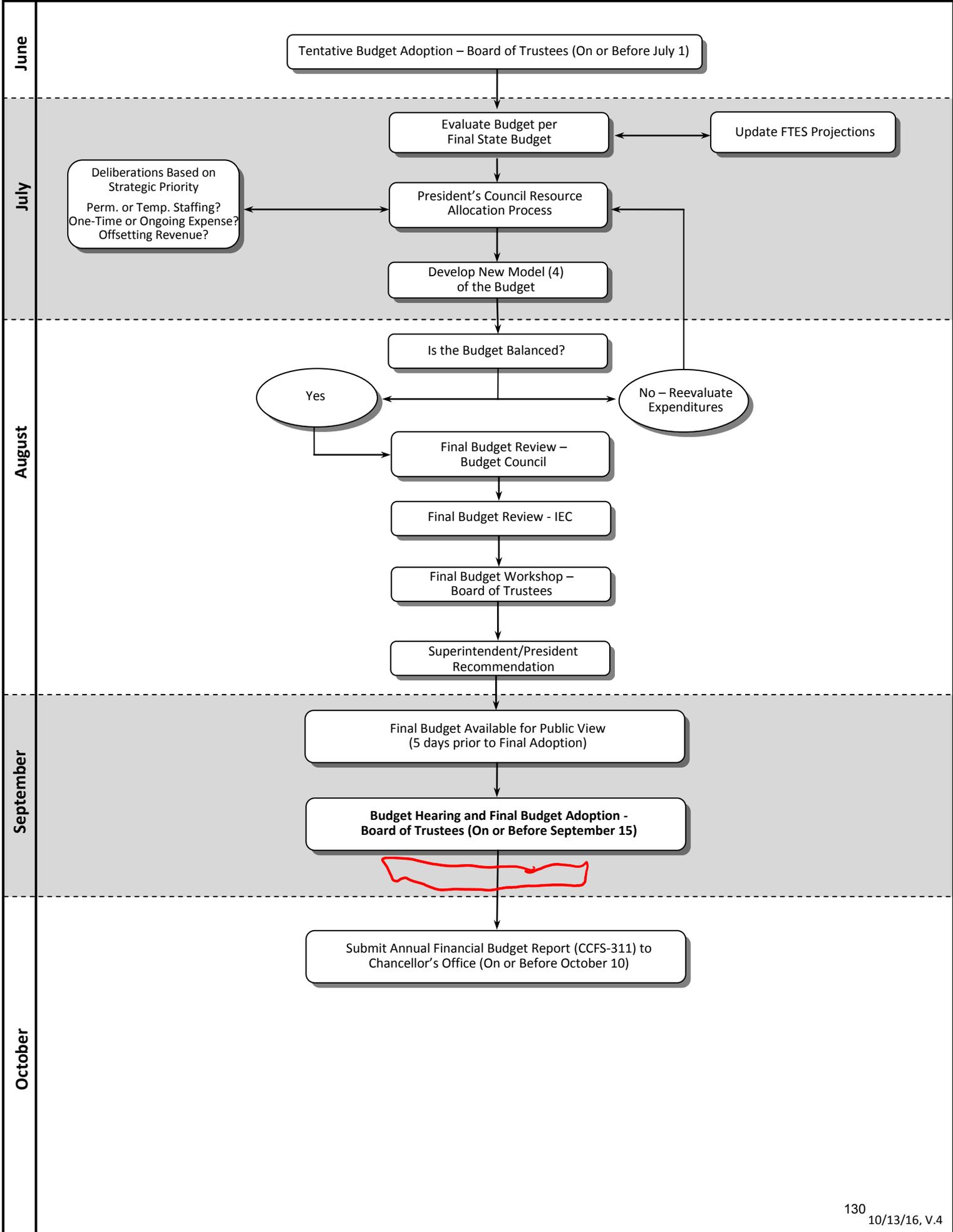
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3. "Drug Arrests by Age, 1970–2007". Bureau of Justice Statistics, US Department of Justice. Retrieved 2006-12-09. In Wikipedia
4. "Order for Population Reduction Plan". 2012. pg. 9, three-judge court convened by the Chief Judge of the United States Court of Appeals for the Ninth Circuit hearing *Plata v. Schwarzenegger* and *Coleman v. Schwarzenegger*. In Wikipedia.
5. California Department of Corrections and Rehabilitation. 2014. At [www.cdcr.ca.gov](http://www.cdcr.ca.gov)
6. National Institute of Justice Report to the U.S. Congress reported in "Why Educate the Incarcerated. 2013". Feather River College, By Joan Parkin
7. The Other Pipeline: From Prison to Diploma. 2012. CollegeBoard Advocacy & Policy Center. [www.collegeboard.org](http://www.collegeboard.org).

# LTCC BUDGET DEVELOPMENT PROCESS



# LTCC BUDGET DEVELOPMENT PROCESS (Continued)





# OFFICE HOUR REQUEST / ADVISING REQUEST

You may contact an LTCC counselor for academic advising if you have a question about how courses transfer, graduation requirements, or similar issues. Also, you may contact your instructor for a conversation about your coursework. This is an opportunity to pose additional questions or provide your thoughts about the subject matter. Please indicate what the purpose of this communication is by placing a check mark in one the circles below.

Is this an Advising Request?

Is this an Office Hour Request?

Inmate Information		
Last Name	First Name	Middle Name
Incarceration Number	Prison	LTCC Student ID

### Student Questions or Comments

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Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Counselor/Instructor Response

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Counselor/Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## LTCC NOTIFICATION OF TRANSFER/ RELEASE / MOVEMENT

We are using this form to gather information regarding your length of stay at your current location. This document helps us understand and forecast your educational pursuit with LTCC. This document, along with all documents you submit to LTCC is filed and locked in a secure location.

Student Information		
Last Name	First Name	Middle Name
Incarceration Number	Prison	LTCC Student ID

**My scheduled release date is:** \_\_\_\_\_

**My transfer date is:** \_\_\_\_\_

**I am currently enrolled in the following quarter:**

Summer  Fall  Winter  Spring

\_\_\_ **I have been notified about possible release and scheduled to attend committee.**

\_\_\_ **I have been put up for transfer and waiting endorsements.**

\_\_\_ **I have been endorsed at 3 locations:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

\_\_\_ **I am going out to court. Please send an office hour request with your plan and when you will be returning.**

**Please write in full sentences how we can assist you in your educational pursuit during your release / transfer. Please include the location, services, and how we can assist you.**

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**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



Incarcerated Students Program  
Lake Tahoe Community College  
1 College Drive  
South Lake Tahoe, CA 96150

Dear,  
STU:  
Location:  
CDCR:

In anticipation of the upcoming quarter we wanted to notify you of the classes we believe you are on track to take. On the second page of this communication is your registration form for the upcoming quarter. Based on your work to this point, you are \_\_\_ % complete with your studies at LTCC with a Grade Point Average of \_\_\_\_. Note that these tallies do not include the most recent quarter's grades or progress because they have not been finalized yet.

We want to remind you that our program is here to support you unconditionally in your academic goals this quarter and we encourage you to reach out whenever you can. At the beginning of the quarter you will receive materials to aid you throughout the quarter, including: an updated student education guide, quarter schedule with important dates, two pencils with erasers, loose leaf paper. To communicate with the program you will also receive an Add/Drop and Office Hour/Advising Request forms, and the latest edition of the LTCC student Pulse keeping you, the student connected to our campus in South Lake Tahoe.

\*Please keep this page (page number 1) for your records. Also, review, sign and return page 2 to the ISP office at LTCC. If you do not return the registration form signed or if the form returns with missing fields, this action will affect your registration.

Please note this course schedule is merely a projection of where you are and will be unique for each student. This is purely a notification to give you a better understanding of your academic progress, as well as to provide communication so you hold more responsibility over your own education. Ultimately, you make the decision about which classes you want to take.

**REMINDER: If you, the student, have not passed the appropriate prerequisites Enrollment Services will not be able to register you for the next level courses. Furthermore, if you need to retake classes you will need to authorize Enrollment Services to reenroll you in the necessary prerequisites by signing the on the next page.**

If you need clarification of prerequisites, please review your Education Guide. If you need an additional copy of your Education Guide, please contact the ISP office.

Best,  
ISP Staff

Student Information		
Last Name	First Name	Cohort Number
Student Number	Correctional Facility	CDCR Number

**Rank the classes in numerical order in the preference you would like to take them (Do not initial, just use numbers). You can take up to 3 classes out of the 4 listed. If you do not want to take a class, do not rank.**

**If you would like to take a class not listed on this form, you can include it on an Add Form attached with your Registration and counselors will consider making adjustments to your registration. Add forms are processed on a case-by-case basis and not a guarantee.**

	Courses for Spring 17	UNITS
	Total>	

**STOP!!!  
READ BELOW**

\*You will be enrolled in the courses listed above on the condition that you have passed all necessary prerequisites.

Initial if you would like to re-take a failed pre-requisite class in:

Math \_\_\_\_\_ English \_\_\_\_\_ Spanish \_\_\_\_\_ Psychology \_\_\_\_\_

Retaking a failed prerequisite will come before other classes.

*By signing below, I acknowledge that I understand that my enrollment is dependent on admission to Lake Tahoe Community College and acceptance into the Incarcerated Student Program. I also understand that all tuition and fees must either be covered by the BOG fee waiver for eligible students or paid by other arrangements made by the student. Furthermore, I acknowledge I may not be registered if I do not pass my pre-requests. I decline to pay the student representation fee under the provisions of California Education Code section 76060 and 76060.5.*

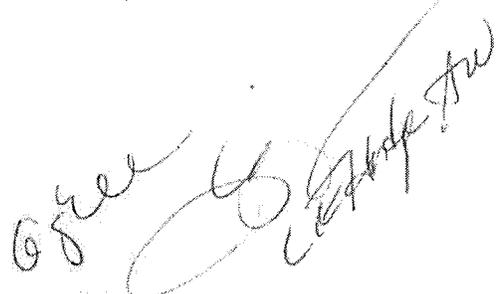
**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



OFFICIAL USE ONLY	
Quarter: Summer Fall Winter Spring	BOG - \$0 due
Section Block(s):	Other payment method – amount: \$
Student Cluster:	Initials: Date:



# Memorandum



Date : March 23, 2015  
To : Jeff Macomber, Warden  
From : California State Prison - Sacramento, P.O. Box 290002, Represa, CA 95671-0002  
Subject : **REQUEST TO APPROVE INSTRUCTIONAL AGREEMENT WITH LAKE TAHOE COMMUNITY COLLEGE DISTRICT**

We would like to expand the college opportunities available at CSP-SAC by adding Lake Tahoe Community College to our list of offerings. Please sign the attached agreement to provide college instruction to eligible inmates. This agreement should enable us to expand our student enrollment by 25 for the Summer Quarter and reduce the number of students on our waiting list.

Your support and assistance in this matter is greatly appreciated. Please contact me by e-mail [dale.hamad@cdcr.ca.gov](mailto:dale.hamad@cdcr.ca.gov) or by phone X3047 if you need additional information or have any questions.

  
D. HAMAD, Principal  
Granite Adult School  
Education Department

INSTRUCTIONAL AGREEMENT  
BETWEEN  
LAKE TAHOE COMMUNITY COLLEGE DISTRICT  
AND  
THE DEPARTMENT OF  
CORRECTIONS AND REHABILITATION  
CALIFORNIA STATE PRISON SACRAMENTO FOLSOM

It is the goal of this agreement to form a working relationship with California State Prison Sacramento (CSP-SAC) and Lake Tahoe Community College (LTCC). We will accomplish this by offering additional higher education opportunities to CSP-SAC. It is the goal of Lake Tahoe Community Colleges Incarcerated Student Program to provide a quality College education while honoring the safety and security of the institution. LTCC is looking forward to working with the education department at CSP-SAC.

In accordance with California Education Code, CSP-SAC and LTCC agree to allow inmates housed at CSP-SAC to participate in college courses offered through an accredited college liberal arts program. This program is defined as an academic transfer curriculum facilitated through correspondence education provided by LTCC. The scope of this instructional agreement will provide the inmates, housed at CSP-SAC, an opportunity to earn college credits while incarcerated within the California Department of Corrections and Rehabilitation (CDCR), at no negative fiscal impact to CDCR or CSP-SAC.

This agreement shall become effective upon the execution by all parties hereto and to commence summer of 2015, until such time either party determines that the agreement be terminated. Written notice shall be provided to the other party at a minimum of sixty (60) days prior to the start of the academic term by the party electing to terminate said agreement. Any changes, deletion, or additions to the agreement shall first be considered in a meet and confer with approved modifications documented in writing and signed by all parties prior to becoming effective. No oral understanding or agreement not incorporated herein shall be binding to any of the parties hereto.

It is the intention of LTCC to provide educational packets and services to the CSP-SAC that are not currently being met by other vendors, adding diversity in the educational programming offered. LTCC can provide such services for an agreed upon number of students for the Summer 2015 quarter.

This agreement is made and entered into by and between Lake Tahoe Community College District (hereinafter referred to as DISTRICT) and the Department of Corrections and Rehabilitation, California State Prison Sacramento (hereinafter referred to as AGENCY), for the purpose of outlining the duties and responsibilities of each party as they relate to providing affiliated educational courses for the Agency.

DISTRICT and AGENCY agree as follows:

I. RESPONSIBILITIES OF THE DISTRICT

- A. DISTRICT shall offer approved educational courses through its various programs to meet the needs of the AGENCY.
- B. DISTRICT shall appoint a Correspondence Program Director (the CIO or designee) who is responsible for the overall operation of the correspondence program at the AGENCY. The Correspondence Program Director will provide a schedule and time line to the AGENCY- (Educational Principal/Assistant Principal and College Coordinator) with a lead time of a minimum of two weeks. The coordinator shall act as the AGENCY'S Co-Director for all DISTRICT-affiliated educational courses. Under no circumstances, however, shall the coordinator have authority over the remaining operations of the AGENCY, including, but not limited to, personnel issues concerning AGENCY representatives, operational budget, or the use, maintenance, or scheduling of AGENCY facilities.
- C. DISTRICT will ensure, whenever possible, that ancillary and support services are provided for the students (e.g., Counseling and Guidance, Placement Assistance).
- D. DISTRICT shall assist the AGENCY in registration and other support services to students in order to manage and control its course offerings adequately.
- E. DISTRICT shall approve of the selection of instructors and facilitators and evaluate the quality of instruction to ensure that it meets the needs of the students and the accreditation requirements of the DISTRICT.
- F. DISTRICT shall ensure that course offerings meet all appropriate State of California Code of Regulations Title 5 (hereinafter referred to as Title 5) and State of California Education Code (hereinafter referred to as Education Code) requirements.
- G. DISTRICT shall consult the AGENCY on any revisions to existing DISTRICT courses, initiation of new courses, or any other changes, in order to ensure the quality of education services and to meet the needs of the AGENCY.
- H. DISTRICT has the right to control and direct the instructional activities of the instructor and shall demonstrate control and direction through such actions as providing the instructor of record an orientation, instructor's manual, Title 5 course outlines, curriculum materials, testing and grading procedures, and any other materials and services it would provide its hourly instructors on campus.
- I. By signing this agreement, the DISTRICT certifies that it does not receive full compensation for direct education cost of the course from any public or private agency, individual, or group.
- J. DISTRICT employees shall cooperate with AGENCY authorities by observing and complying with all CDRC rules and regulations presently enforced.
- K. DISTRICT employees shall not cause undue interference with the operations of the AGENCY.
- L. No picketing is allowed on State property.
- M. The DISTRICT agrees that while on AGENCY grounds, all agents, employees, and/or representatives of the DISTRICT shall be professionally and appropriately attired and clothing shall be distinct from what worn by the inmates at the institution,

DISTRICT employees will not wear blue or gray denim jeans/pants/trousers or chambray shirts, as this is inmate attire. DISTRICT employees shall not wear orange/red/yellow jumpsuits or rainwear. District employees are to follow the agency's dress code policy. These requirements apply when entering and exiting the institution through all entrance gates. No cell phones, electronic communication devices, or computers will be allowed inside the secure perimeter.

- N. DISTRICT employees may enter the AGENCY only when escorted by agency personnel and after clearance procedures have been completed.
- O. All DISTRICT employees shall remove ignition keys from their vehicles when they are out of the vehicle. Unattended vehicles shall be locked. In order to maintain prison security, searches on-site may become necessary, and keys must be furnished to provide access to all locked areas.
- P. DISTRICT will provide student status report to AGENCY prior to midpoint of courses.
- Q. District will provide unopened transcripts to the Agency Principal/Assistant Principal upon the students' finishing courses to be placed in the students' records. Furthermore, the students will also receive an unofficial transcript for their personal record keeping from the District.

## II. RESPONSIBILITY OF THE AGENCY

- A. AGENCY shall provide classroom space at the AGENCY for use as an off-campus site by the DISTRICT, free of charge.
- B. AGENCY shall assist in day-to-day management support, and all other related overheads necessary to conduct the DISTRICT'S affiliated education programs.
- C. AGENCY shall cooperate with the DISTRICT to ensure that all personnel, equipment, and materials used in carrying out its responsibilities under this contract conform to Education Code and Title 5 mandated standards governing instructional programs including minimum qualifications for instructors.
- D. AGENCY shall assist the DISTRICT in collecting lost or damaged textbook material fees associated with the class offerings under this contract.
- E. AGENCY shall assist the DISTRICT in maintaining records of students' attendance and achievement. The AGENCY will assist the DISTRICT in maintaining the confidentiality of all student records. Should any request for disclosure of student record information be made to the AGENCY or to any AGENCY employee or representative of the AGENCY, that request shall immediately be forwarded to the DISTRICT.
- F. By signing this agreement, the AGENCY certifies that the instructional activity to be conducted will not be fully funded by other sources.
- G. The AGENCY will provide each student a copy of course syllabus in keeping with the approved course outline. The AGENCY will ensure that students enrolled under this agreement will be engaged in educational activities required of such students and shall be under the immediate supervision and control of qualified faculty of the DISTRICT as authorized by 5 CCR 58058(b) and as immediate supervision and control is defined 5 CCR 58056.

- H. The AGENCY will inventory all textbooks and ensure an Inmate Trust Withdrawal is signed for each book issued to inmates.
- I. Prior to the beginning of the new quarter, the AGENCY will make a list of possible new students. AGENCY will contact DISTRICT'S Correspondence Program Director to convey the number of applicants. The DISTRICT will inform AGENCY of the number of inmates it can support for the upcoming quarter.
- J. Upon completion of the quarter, AGENCY will inventory all books and will have responsibility for securing the books until the beginning of the next quarter or return the books to the DISTRICT.

### III. THE EDUCATIONAL PROGRAM

- A. The DISTRICT is responsible for the educational program that is the subject of this Agreement.
- B. Any instructor used for service under this Agreement shall possess the minimum qualifications for instruction in the course and shall have any other applicable qualifications that are consistent with the teaching requirements of any similar course which is given by the DISTRICT. The DISTRICT shall have the right to control and direct the activities of said instructor while he/she is performing services under this Agreement.
- C. The DISTRICT and AGENCY ensure that courses selected do not require or provide any non-instruction approved tool, software, or equipment. Books, paper materials (non-spiral metal bound notebooks), worksheets, pencils (non-mechanical), and non-programmable solar powered calculators are acceptable. No video-conferencing or online computer coursework will be offered.
- D. Coursework packets transferring between the DISTRICT and the AGENCY will contain class-related material only. Should the DISTRICT receive any correspondence from inmates that is not course related, the DISTRICT will immediately notify the AGENCY Education Department by telephone calling 916.985.8610 Ext. 6943, 7608, 3047, and 3046.
- E. All courses under this Agreement must have met any applicable approvals and standards including any applicable approval by the Board of Trustees and the State Chancellor's office.
- F. All courses offered under this agreement must be conducted on an individual correspondence basis; however, group instructional activities may be offered when AGENCY deems it appropriate.
- G. The DISTRICT will provide funding to develop and maintain a learning library that will include textbooks, tutorial CDs, videotapes, and other instructional materials that the AGENCY will approve that will help students.
- H. The DISTRICT and AGENCY shall ensure all qualifying inmate students are registered and that proctored mid-term and final evaluations are conducted.
- I. The DISTRICT shall provide an orientation in a group format (may be provided by a video tape presentation). The DISTRICT in coordination with the AGENCY shall be responsible for ensuring that visiting DISTRICT staff members have proper gate clearance, and will provide visit date requests to AGENCY. Visitor information will

be given to the education coordinator three weeks in advance allowing time to process gate pass information or until a state issued volunteer card can be issued (brown card)?

- J. The DISTRICT will pick up and deliver materials, books, videos, and supplies at a designated location. The AGENCY will inspect and approve all material in accordance with the AGENCY'S Policy and Procedure.
- K. The DISTRICT and AGENCY are responsible to ensure there is a DISTRICT staff member available during all registration periods and evaluation sessions. This would be considered a "special function" and may be accomplished on state time the same way as GED graduation and other special functions/activities are conducted.
- L. In the event the facility or housing unit is under lock-down or a modified program, all exams and closed book quizzes may be rescheduled until after the facility returns to normal programming.
- M. The rules and regulations governing the withdrawal of students prior to completion of courses under this Agreement shall be stated in the LTCC catalog when the student is enrolled in the course.

#### IV. PAYMENT FOR SERVICES

- A. DISTRICT will only enroll students who qualify for a Board of Governors waiver, no fee will be collected.
- B. DISTRICT shall pay the AGENCY for mutually agreed upon tasks based on the submission of valid invoices.
- C. Instructional hours are defined as those hours that are reported on the DISTRICT'S CCFS 320, California Community Colleges Apportionment Attendance Reports, and are subject to audit by the DISTRICT's independent auditor and the California Community Colleges Chancellor's Office.

#### V. STUDENT REQUIREMENTS

- A. A student who has attempted at least 12 quarter units shall be placed on academic probation if the student has earned a grade point average below 2.0.
- B. A student on academic probation shall be removed from probation when the student's cumulative grade point average is 2.0 or higher.
- C. A student who is on academic probation shall be subject to dismissal if the student has completed 30 units with a cumulative grade point average of less than 2.0 in each of three consecutively enrolled quarters.
- D. A student wishing to appeal placement on achievement probation, progress probation, or dismissal may submit a written request to the DISTRICT.
- E. A student requesting to return to college after being dismissed may file a Petition for Reinstatement with the Dean of Student Services and work with an LTCC Counselor to develop a Student Success Contract. This request may be made after at least one quarter has elapsed since the time of dismissal.

#### VI. MISCELLANEOUS

- A. If any of the provisions of this contract are found to be, or become contrary, to State law or regulations or court decisions, DISTRICT and AGENCY agree that the contract shall be renegotiated as it relates to said provisions, without affecting the balance or intent of this contract.
- B. The DISTRICT agrees to indemnify and hold harmless the AGENCY and its authorized agents, officers, volunteers, and employees against any and all claims or actions arising solely from DISTRICT'S acts, errors or omissions and for any cost or expense incurred by the AGENCY on account of any claim therefore arising out of or alleged to arise out of or in any way connected with making or performance of this Agreement.
- C. The AGENCY agrees to indemnify and hold harmless the DISTRICT and its authorized agents, officers, volunteers, and employees against any and all claims or actions arising solely from AGENCY'S acts, errors, or omissions and for any cost or expense incurred by the DISTRICT on account of any claim therefore arising out of or alleged to arise out of or in any way connected with the making or performance of this Agreement.
- D. The term of this agreement shall be for a period of time commencing on Summer Quarter, 2015. This agreement may be extended for additional periods of one (1) year upon agreement in writing by both parties. Notwithstanding the foregoing, this Agreement may be terminated at any time by the DISTRICT, with or without cause, upon at least 60 days written notice given to the AGENCY prior to the start of the quarter. This Agreement may be terminated by the AGENCY, with or without cause, effective at the end of the term in which classes are currently in session upon at least 60 days written notice given to the DISTRICT prior to the start of the quarter. Neither the DISTRICT nor the AGENCY shall cancel during any instructional session. Neither party shall incur any liability to the other by reason of such termination.
- E. If any DISTRICT staff needs to enter an institution, the DISTRICT shall sign the "Digest of Laws Related to Association with Inmates," (CDCR 181) incorporated by reference, and ensures that all employees are aware of and abide by these rules. Employees of the DISTRICT while upon state grounds are subject to search of their person, property, and vehicle (Section 3288 of the CDCR Director Rules).

The individual executing this agreement on behalf of each party warrants that he/she is authorized to execute the agreement on behalf of the respective agency and that the agency will be bound by the terms and conditions herein. The understanding between all parties is that there are no funds obligated under this agreement.

Any and all notices required to be given hereunder shall be deemed given hereunder shall be deemed given when personally delivered or deposited in the U.S. Mail, certified, postage prepaid to the following address:

DISTRICT: Lake Tahoe Community College District  
One College Drive

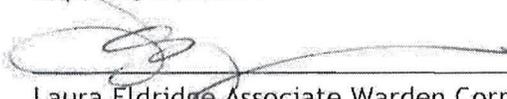
South Lake Tahoe, CA 96150  
Attn: M. Risdon

AGENCY: California State Prison- Sacramento  
300 Prison Rd  
Represa, CA 95671  
Attn: D. Hamad

3-23-15  
Date

D. Hamad  
D. Hamad, Principal  
Education Department  
California State Prison- Sacramento  
300 Prison Rd  
Represa, CA 95671

0324/15  
Date

  
Laura Eldridge Associate Warden Correctional  
Associate Warden - C-Facility  
California State Prison- Sacramento  
300 Prison Rd  
Represa, CA 95671

3.27.15  
Date

  
Jeff Macomber  
Warden  
California State Prison- Sacramento  
300 Prison Rd  
Represa, CA 95671

April 9, 2015  
Date

  
J. DeFranco, Vice President, Administrative Service  
Lake Tahoe Community College  
One College Drive  
South Lake Tahoe, CA 96150

INSTRUCTIONAL AGREEMENT  
BETWEEN

LAKE TAHOE COMMUNITY COLLEGE DISTRICT  
AND  
THE DEPARTMENT OF  
CORRECTIONS AND REHABILITATION  
FOLSOM STATE PRISON

It is the goal of this agreement to form a working relationship with Folsom State Prison (FSP) and Lake Tahoe Community College (LTCC). We will accomplish this by offering additional higher education opportunities to FSP. It is the goal of Lake Tahoe Community Colleges Incarcerated Student Program to provide a quality College education while honoring the safety and security of the institution. LTCC is looking forward to working with the education department at FSP.

In accordance with California Education Code, Folsom State Prison (FSP) and Lake Tahoe Community College (LTCC), agree to allow inmates housed at FSP to participate in college courses offered through an accredited college liberal arts program. This program is defined as an academic transfer curriculum facilitated through correspondence education provided by LTCC. The scope of this instructional agreement will provide the inmates, housed at FSP, an opportunity to earn college credits while incarcerated within the California Department of Corrections and Rehabilitation (CDCR), at no negative fiscal impact to CDCR or FSP.

This agreement shall become effective upon the execution by all parties hereto and to commence on April 1, 2015 until such time either party determines that the agreement be terminated. Written notice shall be provided to the other party at a minimum of sixty (60) days prior to the start of the academic term by the party electing to terminate said agreement. Any changes, deletion, or additions to the agreement shall first be considered in a meet and confer with approved modifications documented in writing and signed by all parties prior to becoming effective. No oral understanding or agreement not incorporated herein shall be binding to any of the parties hereto.

It is the intention of LTCC to provide educational packets and services to the FSP that are not currently being met by other vendors or the designated college for the Folsom State Prison area. LTCC can provide such services for an agreed upon number of students.

This agreement is made and entered into by and between Lake Tahoe Community College District (hereinafter referred to as DISTRICT) and the Department of Corrections and Rehabilitation. Folsom State Prison (hereinafter referred to as AGENCY), for the purpose of outlining the duties and responsibilities of each party as they relate to providing affiliated educational courses for the Agency.

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- C. DISTRICT will ensure, whenever possible, that ancillary and support services are provided for the students (e.g., Counseling and Guidance, Placement Assistance).
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- E. DISTRICT shall approve of the selection of District's instructors and facilitators and evaluate the quality of instruction to ensure that it meets the needs of the students and the accreditation requirements of the DISTRICT.
- F. DISTRICT shall ensure that course offerings meet all appropriate State of California Code of Regulations Title 5 (hereinafter referred to as Title 5) and State of California Education Code (hereinafter referred to as Education Code) requirements.
- G. DISTRICT shall consult the AGENCY on any revisions to existing DISTRICT courses, initiation of new courses, or any other changes, in order to ensure the quality of education services and to meet the needs of the AGENCY.
- H. DISTRICT has the right to control and direct the instructional activities of their instructor and shall demonstrate control and direction through such actions as providing the instructor of record an orientation, instructor's manual, Title 5 course outlines, curriculum materials, testing and grading procedures, and any other materials and services it would provide its hourly instructors on campus.
- I. By signing this agreement, the DISTRICT certifies that it does not receive full compensation for direct education cost of the course from any public or private agency, individual, or group.
- J. DISTRICT employees shall cooperate with AGENCY authorities by observing and complying with all CDRC rules and regulations presently enforced.
- K. DISTRICT employees shall not cause undue interference with the operations of the AGENCY.
- L. No picketing is allowed on State property.
- M. The DISTRICT agrees that while on AGENCY grounds, all agents, employees, and/or representatives of the DISTRICT shall be professionally and appropriately attired and clothing shall be distinct from what worn by the inmates at the institution,

DISTRICT employees will not wear blue or gray denim jeans/pants/trousers or chambray shirts, as this is inmate attire. DISTRICT employees shall not wear orange/red/yellow jumpsuits or rainwear, and District Employees are to follow the agency's dress code policy. The Director of Incarcerated Student Programming (ISP) will take part in New Employee Orientation (NEO) consisting of 24 hours of onsite training followed by 12 hours of annual training. The ISP director will then train and debrief his/her staff to the rules and regulation learned in the trainings. These requirements apply when entering and exiting the institution through all entrance gates. No cell phones, electronic communication devices, or computers will be allowed inside the secure perimeter.

- N. DISTRICT employees may enter the AGENCY only when escorted by agency personnel and after clearance procedures have been completed.
- O. All DISTRICT employees shall remove ignition keys from their vehicles when they are out of the LTCC vehicle. Unattended vehicles shall be locked. In order to maintain prison security, searches on-site may become necessary, and keys must be furnished to provide access to all locked areas.
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- B. AGENCY shall assist in day-to-day management support, and all other related overheads necessary to conduct the DISTRICT'S affiliated education programs.
- C. AGENCY shall cooperate with the DISTRICT to ensure that all personnel, equipment, and materials used in carrying out its responsibilities under this contract conform to Education Code and Title 5 mandated standards governing instructional programs including minimum qualifications for instructors.
- D. AGENCY shall assist the DISTRICT in collecting lost or damaged textbook material fees associated with the class offerings under this contract. Furthermore, CDCR has no financial obligation to lost or stolen materials, but will hold the DISTRICT'S best interest in regard to the assistance of supply collection.
- E. AGENCY shall assist the DISTRICT in maintaining records of students' attendance and achievement. The AGENCY will assist the DISTRICT in maintaining the confidentiality of all student records. Should any request for disclosure of student record information be made to the AGENCY or to any AGENCY employee or representative of the AGENCY, that request shall immediately be forwarded to the DISTRICT.
- F. By signing this agreement, the AGENCY certifies that the instructional activity to be conducted will not be fully funded by other sources.

- G. The AGENCY will provide each student a copy of course syllabus in keeping with the approved course outline. The AGENCY will ensure that students enrolled under this agreement will be engaged in educational activities required of such students and shall be under the immediate supervision and control of qualified faculty of the DISTRICT as authorized by Title 5 of the California Code Regulation and Education Code (5 CCR 58058(b) and as immediate supervision and control is defined Title 5 CCR 58056).
- H. The AGENCY will inventory all textbooks and ensure an Inmate Trust Withdrawal is signed for each book issued to inmates.
- I. Prior to the beginning of the new quarter, the district will provide the courses offered each quarter, the AGENCY will make a list of possible new students. AGENCY will contact DISTRICT'S Correspondence Program Director to convey the number of applicants. The DISTRICT will inform AGENCY of the number of inmates it can support for the upcoming quarter.
- J. Upon completion of the quarter, AGENCY will inventory all books and will have responsibility for securing the books until the beginning of the next quarter or return the books to the DISTRICT.

### III. THE EDUCATIONAL PROGRAM

- A. The DISTRICT is responsible for the educational program that is the subject of this Agreement.
- B. Any instructor used for service under this Agreement shall possess the minimum qualifications for instruction in the course and shall have any other applicable qualifications that are consistent with the teaching requirements of any similar course which is given by the DISTRICT. The DISTRICT shall have the right to control and direct the activities of DISTRICT instructor while he/she is performing services under this Agreement.
- C. The DISTRICT and AGENCY ensure that courses selected do not require or provide any non-instruction approved tool, software, or equipment. Books, paper materials (non-spiral metal bound notebooks), worksheets, pencils (non-mechanical), and non-programmable solar powered calculators are acceptable. No video-conferencing or online computer coursework will be offered.
- D. Coursework packets transferring between the DISTRICT and the AGENCY will contain class-related material only. Should the DISTRICT receive any correspondence from inmates that is not course related, the DISTRICT will immediately notify the AGENCY Education Department by telephone calling 916.985.2561 ext. 4807,4550,4262,3039
- E. All courses under this Agreement must have met any applicable approvals and standards including any applicable approval by the Board of Trustees and the State Chancellor's office.
- F. All courses offered under this agreement must be conducted on an individual correspondence basis; however, group instructional activities may be offered when AGENCY deems it appropriate.

- G. The DISTRICT will provide funding to develop and maintain a learning library that will include donated textbooks, tutorial CDs, videotapes, and other instructional materials that the AGENCY will approve that will help students.
- H. The DISTRICT and AGENCY shall ensure all qualifying inmate students are registered and that mid-term and final evaluations are conducted.
- I. The DISTRICT shall provide an orientation in a group format (may be provided by a video tape presentation). The DISTRICT in coordination with the AGENCY shall be responsible for ensuring that visiting DISTRICT staff members have proper gate clearance, and will provide visit date requests to AGENCY.
- J. The DISTRICT will pick up and deliver all materials, books, videos, and supplies at a designated location. The AGENCY will inspect and approve all material in accordance with the AGENCY'S Policy and Procedure.
- K. The DISTRICT and AGENCY are responsible to ensure there is a DISTRICT staff member available during all registration periods and evaluation sessions. This would be considered a "special function" and may be accomplished on state time the same way as GED graduation and other special functions/activities are conducted.
- L. In the event the facility or housing unit is under lock-down or a modified program, all exams and closed book quizzes may be rescheduled until after the facility returns to normal programming.
- M. The rules and regulations governing the withdrawal of students prior to completion of courses under this Agreement shall be stated in the LTCC catalog when the student is enrolled in the course.

#### IV. PAYMENT FOR SERVICES

- A. DISTRICT will only enroll students who qualify for a Board of Governors waiver, no fee will be collected.
- B. DISTRICT shall pay the AGENCY for mutually agreed upon tasks based on the submission of valid invoices.
- C. Instructional hours are defined as those hours that are reported on the DISTRICT'S CCFS 320, California Community Colleges Apportionment Attendance Reports, and are subject to audit by the DISTRICT'S independent auditor and the California Community Colleges Chancellor's Office.

#### V. STUDENT REQUIREMENTS

- A. A student who has attempted at least 12 quarter units shall be placed on academic probation if the student has earned a grade point average below 2.0.
- B. A student on academic probation shall be removed from probation when the student's cumulative grade point average is 2.0 or higher.
- C. A student who is on academic probation shall be subject to dismissal if the student has completed 30 units with a cumulative grade point average of less than 2.0 in each of three consecutively enrolled quarters.
- D. A student wishing to appeal placement on achievement probation, progress probation, or dismissal may submit a written request to the DISTRICT.

- E. A student requesting to return to college after being dismissed may file a Petition for Reinstatement with the Dean of Student Services and work with an LTCC Counselor to develop a Student Success Contract. This request may be made after at least one quarter has elapsed since the time of dismissal.

VI. MISCELLANEOUS

- A. If any of the provisions of this contract are found to be, or become contrary, to State law or regulations or court decisions, DISTRICT and AGENCY agree that the contract shall be renegotiated as it relates to said provisions, without affecting the balance or intent of this contract.
- B. The DISTRICT agrees to indemnify and hold harmless the AGENCY and its authorized agents, officers, volunteers, and employees against any and all claims or actions arising solely from DISTRICT'S acts, errors or omissions and for any cost or expense incurred by the AGENCY on account of any claim therefore arising out of or alleged to arise out of or in any way connected with making or performance of this Agreement.
- C. The AGENCY agrees to indemnify and hold harmless the DISTRICT and its authorized agents, officers, volunteers, and employees against any and all claims or actions arising solely from AGENCY'S acts, errors, or omissions and for any cost or expense incurred by the DISTRICT on account of any claim therefore arising out of or alleged to arise out of or in any way connected with the making or performance of this Agreement.
- D. The term of this agreement shall be for a period of time commencing on April 1, 2015. This agreement may be extended for additional periods of one (1) year upon agreement in writing by both parties. Notwithstanding the foregoing, this Agreement may be terminated at any time by the DISTRICT, with or without cause, upon at least 60 days written notice given to the AGENCY prior to the start of the quarter. This Agreement may be terminated by the AGENCY, with or without cause, effective at the end of the term in which classes are currently in session upon at least 60 days written notice given to the DISTRICT prior to the start of the quarter. Neither the DISTRICT nor the AGENCY shall cancel during any instructional session. Neither party shall incur any liability to the other by reason of such termination.
- E. If any DISTRICT staff needs to enter an institution, the DISTRICT shall sign the "Digest of Laws Related to Association with Inmates," (CDCR 181) incorporated by reference, and ensures that all employees are aware of and abide by these rules. Employees of the DISTRICT while upon state grounds are subject to search of their person, property, and vehicle (Section 3288 of the CDCR Director Rules).

The individual executing this agreement on behalf of each party warrants that he/she is authorized to execute the agreement on behalf of the respective agency and that the agency will be bound by the terms and conditions herein. The understanding between all parties is that there are no funds obligated under this agreement.

Any and all notices required to be given hereunder shall be deemed given hereunder shall be deemed given when personally delivered or deposited in the U.S. Mail, certified, postage prepaid to the following address:

DISTRICT: Lake Tahoe Community College District  
One College Drive  
South Lake Tahoe, CA 96150  
Attn: M. Risdon

AGENCY: Folsom State Prison  
P.O Box 71  
Represa, CA 95671  
Attn: Carlos Galindo

4/ D. Adams  
Principal Education  
P.O. Box 71  
Represa, CA 95671

3/18/15  
Date

Chalito

R.J. Rackley  
Warden  
Folsom State Prison  
300 Prison Rd  
Represa CA95671

3/23/15  
Date

RJR

J. Defranco,  
Vice President, Administrative Service  
Lake Tahoe Community College  
One College Drive  
South Lake Tahoe, CA 96150

3-26-15  
Date

JUD

**MEMORANDUM OF UNDERSTANDING**

**Between**

**THE DEPARTMENT OF CORRECTIONS and REHABILITATION**

**and**

**LAKE TAHOE COMMUNITY COLLEGE**

**For provision of College Courses at Growlersberg Conservation Camp**

Agreement No. DRP-MOU# 3 Dated: September 19, 2016

This Memorandum of Understanding (MOU) is made and entered on September 19, 2016, by and between the California Department of Corrections and Rehabilitation (CDCR) and Lake Tahoe Community College (LTCC) for the provision of educational courses at Growlersberg Conservation Camp (GCC). CDCR and GCC are collectively referred to herein as the "Parties."

**RECITALS**

Whereas, Senate Bill No. 1391, Approved by Governor and filed with Secretary of State September 27, 2014, allows California Community Colleges (CCCs) to receive full funding for credit-course instruction offered in correctional institutions and seeks to expand the offering of such courses. This legislation amends Education Code Section 84810.5 and adds new Education Code Section 84810.5 and is in compliance with Penal Code Sections 2053-2054 to provide rehabilitative education services to California inmates;

Whereas, Section 84810.5 waives open course provisions in statute or regulations to allow a community college district to provide classes to inmates of CDCR and allows state funding for such courses;

Whereas, Section 84810.7(a) authorizes and directs that CDCR and the Office of the Chancellor of the California Community Colleges (CCCCO) shall enter into an interagency agreement to expand access to community college courses that lead to degrees or certificates that result in enhanced workforce skills or transfer to a four-year university. The courses for inmates in a state correctional facility developed as a result of this agreement will serve to supplement, but not duplicate or supplant, any adult education course opportunities offered at that facility by the Office of Correctional Education of the Department of Corrections and Rehabilitation;

Whereas, this program is subject to the oversight by the California Rehabilitation Oversight Board (C-ROB) in accordance to Section 6141 of the Penal Code. CDCR and CCCCCO agrees to operate with and assist the C-ROB as requested.

Whereas CDCR and LTCC desire and agree to establish college courses by LTCC to be offered to inmates of CDCR at GCC, with each Party to bear their own respective costs thereof.

## AGREEMENT

IT IS HEREBY AGREED THAT:

### 1. Course Offerings and Services to be Provided by LTCC at GCC.

LTCC agrees to:

- A. Establish at least one college course as agreed upon with CDCR which will be offered at GCC each Quarter. For each course LTCC agrees to:
  - (1) Provide CDCR at least 30 days prior to commencement of each course a list of all materials, tools, and equipment needed for each course. LTCC agrees to design and organize each course offering for presentation at GCC to ensure that such courses do not require or provide any non-institution approved tool, software, equipment, or supplies.
  - (2) And submit a list of instructors and their qualifications to CDCR upon request. Ensure that each instructor used for service under this Agreement shall possess the minimum qualifications stated in the Board of Governors of the California Community Colleges "Minimum Qualifications for Faculty and Administrators in California Community Colleges." Furthermore, LTCC shall have the right to control and direct the activities of said instructor while he/she is performing services under this Agreement.
  - (3) Assist CDCR in rigorously screening and choosing final inmate participants nominated by CDCR for enrollment in each course.
  - (4) Register approved students, keep and maintain attendance and performance records and process applications for scholarships, fee waivers, and financial aid for students as needed or appropriate.
  - (5) Provide each inmate student with the textbooks and supplies required for each course.
  - (6) Provide alternative and make-up hours of instruction as needed, and at such time as approved by CDCR, where the established schedule is interrupted due "Lock Down" or "Modified Program," or other event(s), that prevent(s) the students or instructor from conducting class(es) at the scheduled time(s).
  - (7) Provide appropriate certificates to participating students who satisfactorily complete the course of instruction, for industry standard certifications or Associate of Arts Degree.
  - (8) Provide Extended Opportunity Programs and Services (EOPS) to the extent possible to all eligible students.
  - (9) LTCC will provide success/completion rates to GCC to quantify the accomplishments of the student population.
- B. Ensure that all instructors (including substitutes) who are appointed to teach at GCC are fully vetted to ensure that they meet all CDCR requirements for conduct of educational services at GCC, and that they each receive all necessary training and advice for the performance of instruction to inmates at GCC.

- C. Perform all educational services provided by in conformance with the SB 1391 STANDARDS AND METRICS which is attached hereto and incorporated herein by this reference.
  - D. LTCC will bear cost of all educational materials, books, supplies face-to-face tutoring and administrative presence to support student success.
  - E. Comply with all relevant laws and regulations necessary for the purpose of providing college courses at GCC.
- 2. Services to be provided by CDCR and GCC.**
- A. CDCR and GCC agree to:
    - (1) Provide an adequate classroom facility for course instruction free of charge.
    - (2) Assist in day-to-day management support, and all other related duties necessary to conduct LTCC's affiliated education programs.
    - (3) Provide security for instructors while at GCC.
    - (4) Select a proposed group of student candidates, and work with LTCC to rigorously screen and choose the final inmate participants for each course.
    - (5) Work together with LTCC in the registration of the inmate students and processing of applications for scholarships, fee waivers, and financial aid.
    - (6) Work with LTCC to provide make-up sessions missed because the facility or the housing unit is "Locked Down" or on a "Modified Program," to ensure that students receive the required hours of instruction for completion of their course requirements.
    - (7) Comply with all relevant laws and regulations necessary for the purpose of providing college courses at GCC.
    - (8) Ensure inmate student retention for the duration of the course unless paroled or transferred under extenuating circumstances.
    - (9) In the case of transferal to another facility of a student receiving services under this agreement, ensure that all LTCC material is returned to LTCC for inspection and check-in.
    - (10) Assist LTCC in collecting lost or damaged textbook material fees associated with the class offerings under this contract.
    - (11) Inventory all books upon completion of each quarter and ensure an Inmate Trust Withdrawal is signed for each book and/or calculator issued to inmates. Secure books until the beginning of the next quarter and/or return the books to LTCC.
    - (12) CDCR will provide CDCR employees to proctor all LTCC testing.
    - (13) Once LTCC staff has been cleared for visitation GCC will work with LTCC to provide a long term gate clearance if appropriate.
  - B. Ensure LTCC ability to conform to the SB 1391 STANDARDS AND METRICS which is attached hereto and incorporated herein by this reference.

- C. Bear all costs and expenses of the performance of its scope of services under this Agreement.
- D. Comply with all relevant laws and regulations necessary for the purpose of providing its inmates access to college courses at GCC.

### 3. Payment for Services

- A. LTCC will only enroll students who qualify for a Board of Governors waiver. No fee will be collected for courses or material used in the pursuit of a transferable degree.
- B. Instructional hours are defined as those hours that are reported on LTCC's CCFS 320, California Community Colleges Apportionment Attendance Reports, and are subject to audit by LTCC's independent auditor and the California Community Colleges Chancellor's Office.

### 4. Student Requirements

- C. A student who has attempted at least 12 quarter units shall be placed on academic probation if the student has earned a grade point average below 2.0.
- D. A student on academic probation shall be removed from probation when the student's cumulative grade point average is 2.0 or higher.
- E. A student who is on academic probation shall be subject to dismissal if the student has completed 30 units with a cumulative grade point average of less than 2.0 in each of three consecutively enrolled quarters.
- F. A student wishing to appeal placement on achievement probation, progress probation, or dismissal may submit a written request to the district.
- G. A student requesting to return to college after being dismissed may file a Petition for Reinstatement with the Dean of Student Services and work with an LTCC Counselor to develop a Student Success contract. This request may be made after at least one quarter has elapsed since the time of dismissal.

### 4. Term of Agreement.

This Agreement shall become effective upon the execution by all parties hereto and shall continue in effect unless terminated by one of the Parties by at least 60 days written notice to the other party. Such notice shall provide for completion of any courses commencing within 30 days of such notice or in progress at the time of the giving of such notice.

### 4. Indemnification by LTCC

LTCC agrees to defend, indemnify and hold CDCR and GCC, including all employees of CDCR, free from and against any and all liability, claims, losses, damages, or expenses, including attorneys' fees, arising from obligations of LTCC to pay payroll taxes, provide employee benefits, including insurance, and reimbursement of expenses, or as otherwise required under terms of agreement with each instructor employed by LTCC.

**5. Indemnification by CDCR.**

CDCR agrees to defend, indemnify and hold LTCC including its officers, officials, employees, agents and volunteers, free from and against any and all liability, claims, losses, damages, or expenses, including attorneys' fees, arising from obligations of CDCR and GCC under this agreement.

**6. Amendment.**

Any changes, deletions, or additions to this agreement shall first be considered in a meet and confer with approved modifications documented in writing and signed by all parties prior to becoming effective. No oral understanding or agreement not incorporated herein shall be binding on any of the parties hereto.

**7. No Assignment Without Prior Written Consent.**

This Agreement may not be assigned, in whole or part by either party without the express prior written agreement of the other party, which consent may be refused in such party's sole discretion. Any such consent shall not relieve either party from full and direct responsibility for all services performed and obligations incurred by each respective party prior to the effective date of assignment.

**8. Notices.**

All notices pursuant to this agreement shall be by Express Mail or Express Delivery (2day) services to the Parties at the following addresses:

CDCR: Jenny Nguyen, Associate Governmental Program Analyst, CDCR Office of Correctional Education, 1515 S. Street, Suite 400-S, Sacramento, CA 95811

COLLEGE: Lake Tahoe Community College,

One College Drive

South Lake Tahoe Ca

96150

**9. Remedies of Parties.**

- A. In the event of a dispute over the performance or alleged non-performance or breach of this agreement each party agrees to engage in mediation prior to the filing of any action for its enforcement.
- B. All disputes that remain unresolved after reasonable efforts at mediation shall be resolved by submission of the dispute to the Office of Administrative Hearings (OAH) which shall appoint an arbitrator for hearing and determination of the dispute. The rules and regulations of the OAH shall govern.
- C. Venue of all proceedings shall be in Sacramento County, California.
- D. Except as determined by final order upon arbitration of a dispute, each party shall bear their own attorney fees and costs incurred in the exercise of the remedies provided by this Agreement.

**10. Governing Law.**

This Agreement is established and administered in accordance with the legislation SB1391 and all related statutory provisions; this Agreement shall incorporate subsequent legislative changes into its provisions.

**11. Authority of Signatories.**

The individuals executing this agreement on behalf of each party warrants that he/she is authorized to execute the agreement on behalf of their respective agencies and that the agency will be bound by the terms and conditions herein. The understanding between all parties is that there are no funds obligated under this agreement.

Lake Tahoe Community College

9-29-16  
Date

by J. DeFranco  
J. DeFranco, Vice President, Administrative Services  
Lake Tahoe Community College  
One College Drive  
South Lake Tahoe Ca, 96150

CDCR

9/19/16  
Date

by Brant R. Choate  
**Brant R. Choate**  
Superintendent  
Office of Correctional Education  
Division of Rehabilitative Programs  
California Department of Corrections and Rehabilitation

## **SB 1391 STANDARDS AND METRICS**

### STANDARDS AND METRICS TO ASSESS PROGRAM QUALITY FOR COLLEGES PROPOSING EDUCATION PROGRAMS IN CALIFORNIA STATE PRISONS

1. Orientation (Student Success and Support Program (SSSP) Core Service)
  - a. Orientation materials and content should reflect and respond to the unique situation of students in custody. Academic expectations should be made clear.
2. Assessment (SSSP Core Service)
  - a. Consistent and high-quality assessments should be administered to potential students prior to the start of any education program.
  - b. Assessment should determine college readiness as well as accurate placement in appropriate courses.
  - c. An assessment test should comply with CCCCCO requirements, including that the test be validated and approved and should use multiple measures.
  - d. Assessments should be administered to all students, including those who enter the program with prior units from a California Community College, unless a comparable recent assessment is available.
3. Counseling, Advising, and Education Planning (SSSP Core Service)
  - a. Education planning should recognize that the vast majority of these students will be released at some point, and plans should incorporate their continuing education opportunities upon release.
  - b. Education planning should be unique to the student, rather than provided by a generic booklet or text written for all students in custody.
  - c. Counseling, advising and education planning should be in-person or through a real-time interactive method
4. Follow-up for At-Risk Students (SSSP Core Service)
  - a. Additional support should be provided to at-risk students, defined as those students who are enrolled in basic skills courses, have not identified an education goal or course of study, and who are on academic or progress probation or facing dismissal.
5. High-Quality Education
  - a. In-person education delivery or a strong showing of non-feasibility combined with interactive distance education should be required.
  - b. High-quality developmental education should be provided for students who are not college ready.
  - c. Programmatic development of soft skills – such as persistence, resilience, and study skills – should be provided. Examples include cohort model, peer mentors, peer tutors. Soft skills are fostered through in-person interaction with instructors, tutors and counselors, and fellow students; providing students with a text or booklet is not sufficient. This component of a proposed program may require buy-

in from the Warden and Principal as it may incorporate demands for space, staff and inmate management beyond the classroom time.

- d. Stackable or transferrable academic or career-technical courses should be required, so that students may build upon their education in the future. All courses should build to a degree or credential, and they should be credit-bearing whenever feasible.
  - e. All courses should be of the same quality as those offered to students in the community. All teaching staff should be fully academically qualified.
  - f. Career-technical programs should demonstrate the feasibility of that career for an individual with a prior felony; licensing requirements and other barriers should be addressed.
6. Costs to students (particularly the cost of textbooks) should be acknowledged and addressed. Programs should determine whether Extended Opportunity Programs and Services (EOPS) resources can be utilized for students. College costs or fees not covered by the Board of Governors (BOG) Fee Waiver should be explicit. Students should be assisted in applying for BOG Fee Waivers, EOPS, and any other available financial assistance.
  7. Potential learning disabilities among the students should be recognized, and a plan for addressing those learning challenges should be developed, including determination of whether Disabled Student Program and Services (DSPS) resources may be used for these students.
  8. Teaching staff should demonstrate both an understanding of the security needs of the institution and cultural competence regarding their students. A process should be developed to identify and remove potential teaching staff with a missionary or voyeuristic attitude.
  9. Compliance with all requirements of the Student Success Act should be demonstrated (orientation, assessment, counseling and education planning, assistance with the education plan, follow-up services to evaluate academic progress, referrals to support services insofar as those are available within CDCR, curriculum offering include basic skills).

INSTRUCTIONAL AGREEMENT  
BETWEEN

LAKE TAHOE COMMUNITY COLLEGE DISTRICT  
AND  
THE DEPARTMENT OF  
CORRECTIONS AND REHABILITATION  
HIGH DESERT STATE PRISON

SPRING 2015

In accordance with California Education Code, High Desert State Prison (HDSP) and Lake Tahoe Community College (LTCC), agree to allow inmates housed at HDSP to participate in college courses offered through an accredited college liberal arts program. This program is defined as an academic transfer curriculum facilitated through correspondence education provided by LTCC. The scope of this instructional agreement will provide the inmates, housed at HDSP, an opportunity to earn college credits while incarcerated within the California Department of Corrections and Rehabilitation (CDCR), at no negative fiscal impact to CDCR or HDSP.

This agreement shall become effective upon the execution by all parties hereto and to commence on February 1, 2015, until such time either party determines that the agreement be terminated. Written notice shall be provided to the other party at a minimum of sixty (60) days prior to the start of the academic term by the party electing to terminate said agreement. Any changes, deletion, or additions to the agreement shall first be considered in a meet and confer with approved modifications documented in writing and signed by all parties prior to becoming effective. No oral understanding or agreement not incorporated herein shall be binding to any of the parties hereto.

It is the intention of LTCC to provide educational packets and services to the HDSP that are not currently being met by other vendors. LTCC can provide such services for up to 40 students for the Spring 2015 quarter, and additional numbers as the program and agreement allow in subsequent terms.

This agreement is made and entered into by and between Lake Tahoe Community College District (hereinafter referred to as DISTRICT) and the Department of Corrections and Rehabilitation, High Desert State Prison (hereinafter referred to as AGENCY), for the purpose of outlining the duties and responsibilities of each party as they relate to providing affiliated educational courses for the Agency.

DISTRICT and AGENCY agree as follows:

- I. RESPONSIBILITIES OF THE DISTRICT
  - A. DISTRICT shall offer approved educational courses through its various programs to meet the needs of the AGENCY.

- B. DISTRICT shall appoint a Correspondence Program Director (the CIO or designee) who is responsible for the overall operation of the correspondence program at the AGENCY. The Correspondence Program Director will provide a schedule and time line to the AGENCY, (Educational Principal/Vice-Principal or College Coordinator) with a lead time of a minimum of two weeks. The coordinator shall act as the AGENCY'S Co-Director for all DISTRICT-affiliated educational courses. Under no circumstances, however, shall the coordinator have authority over the remaining operations of the AGENCY, including, but not limited to, personnel issues concerning AGENCY representatives, operational budget, or the use, maintenance, or scheduling of AGENCY facilities.
- C. DISTRICT will ensure, whenever possible, that ancillary and support services are provided for the students (e.g., Counseling and Guidance, Placement Assistance).
- D. DISTRICT shall assist the AGENCY in registration and other support services to students in order to manage and control its course offerings adequately.
- E. DISTRICT shall approve of the selection of instructors and facilitators and evaluate the quality of instruction to ensure that it meets the needs of the students and the accreditation requirements of the DISTRICT.
- F. DISTRICT shall ensure that course offerings meet all appropriate State of California Code of Regulations Title 5 (hereinafter referred to as Title 5) and State of California Education Code (hereinafter referred to as Education Code) requirements.
- G. DISTRICT shall consult the AGENCY on any revisions to existing DISTRICT courses, initiation of new courses, or any other changes, in order to ensure the quality of education services and to meet the needs of the AGENCY.
- H. DISTRICT has the right to control and direct the instructional activities of the instructor and shall demonstrate control and direction through such actions as providing the instructor of record an orientation, instructor's manual, Title 5 course outlines, curriculum materials, testing and grading procedures, and any other materials and services it would provide its hourly instructors on campus.
- I. By signing this agreement, the DISTRICT certifies that it does not receive full compensation for direct education cost of the course from any public or private agency, individual, or group.
- J. DISTRICT employees shall cooperate with AGENCY authorities by observing and complying with all CDRC rules and regulations presently enforced.
- K. DISTRICT employees shall not cause undue interference with the operations of the AGENCY.
- L. No picketing is allowed on State property.
- M. The DISTRICT agrees that while on AGENCY grounds, all agents, employees, and/or representatives of the DISTRICT shall be professionally and appropriately attired and clothing shall be distinct from what worn by the inmates at the institution, DISTRICT employees will not wear blue or gray denim jeans/pants/trousers or chambray shirts, as this is inmate attire. DISTRICT employees shall not wear orange/red/yellow jumpsuits or rainwear. These requirements apply when entering and exiting the institution through all entrance gates. No cell phones, electronic communication devices, or computers will be allowed inside the secure perimeter.

- N. DISTRICT employees may enter the AGENCY only when escorted by agency personnel and after clearance procedures have been completed.
- O. All DISTRICT employees shall remove ignition keys from their vehicles when they are out of the vehicle. Unattended vehicles shall be locked. In order to maintain prison security, searches on-site may become necessary, and keys must be furnished to provide access to all locked areas.
- P. DISTRICT will provide student status report to AGENCY prior to midpoint of courses.

II. RESPONSIBILITY OF THE AGENCY

- A. AGENCY shall provide classroom space at the AGENCY for use as an off-campus site by the DISTRICT, free of charge.
- B. AGENCY shall assist in day-to-day management support, and all other related overheads necessary to conduct the DISTRICT'S affiliated education programs.
- C. AGENCY shall cooperate with the DISTRICT to ensure that all personnel, equipment, and materials used in carrying out its responsibilities under this contract conform to Education Code and Title 5 mandated standards governing instructional programs including minimum qualifications for instructors.
- D. AGENCY shall assist the DISTRICT in collecting lost or damaged textbook material fees associated with the class offerings under this contract.
- E. AGENCY shall assist the DISTRICT in maintaining records of students' attendance and achievement. The AGENCY will assist the DISTRICT in maintaining the confidentiality of all student records. Should any request for disclosure of student record information be made to the AGENCY or to any AGENCY employee or representative of the AGENCY, that request shall immediately be forwarded to the DISTRICT.
- F. By signing this agreement, the AGENCY certifies that the instructional activity to be conducted will not be fully funded by other sources.
- G. The AGENCY will provide each student a copy of course syllabus in keeping with the approved course outline. The AGENCY will ensure that students enrolled under this agreement will be engaged in educational activities required of such students and shall be under the immediate supervision and control of qualified faculty of the DISTRICT as authorized by 5 CCR 58058(b) and as immediate supervision and control is defined 5 CCR 58056.
- H. The AGENCY will inventory all textbooks and ensure an Inmate Trust Withdrawal is signed for each book issued to inmates.
- I. Prior to the beginning of the new quarter, the AGENCY will make a list of possible new students. AGENCY will contact DISTRICT'S Correspondence Program Director to convey the number of applicants. The DISTRICT will inform AGENCY of the number of inmates it can support for the upcoming quarter.
- J. Upon completion of the quarter, AGENCY will inventory all books and will have responsibility for securing the books until the beginning of the next quarter or return the books to the DISTRICT.

III. THE EDUCATIONAL PROGRAM

- A. The DISTRICT is responsible for the educational program that is the subject of this Agreement.
- B. Any instructor used for service under this Agreement shall possess the minimum qualifications for instruction in the course and shall have any other applicable qualifications that are consistent with the teaching requirements of any similar course which is given by the DISTRICT. The DISTRICT shall have the right to control and direct the activities of said instructor while he/she is performing services under this Agreement.
- C. The DISTRICT and AGENCY ensure that courses selected do not require or provide any non-instruction approved tool, software, or equipment. Books, paper materials (non-spiral metal bound notebooks), worksheets, pencils (non-mechanical), and non-programmable solar powered calculators are acceptable. No video-conferencing or online computer coursework will be offered.
- D. Coursework packets transferring between the DISTRICT and the AGENCY will contain class-related material only. Should the DISTRICT receive any correspondence from inmates that is not course related, the DISTRICT will immediately notify the AGENCY Education Department by telephone calling (530 251-5100 extension 5052, 5709 or 6480).
- E. All courses under this Agreement must have met any applicable approvals and standards including any applicable approval by the Board of Trustees and the State Chancellor's Office.
- F. All courses offered under this agreement must be conducted on an individual correspondence basis; however, group instructional activities may be offered when AGENCY deems it appropriate.
- G. The DISTRICT will provide funding to develop and maintain a learning library that will include textbooks, tutorial CDs, videotapes, and other instructional materials that the AGENCY will approve that will help students.
- H. The DISTRICT and AGENCY shall ensure all qualifying inmate students are registered and that mid-term and final evaluations are conducted.
- I. The DISTRICT shall provide an orientation in a group format (may be provided by a video tape presentation). The DISTRICT in coordination with the AGENCY shall be responsible for ensuring that visiting DISTRICT staff members have proper gate clearance, and will provide visit date requests to AGENCY.
- J. The DISTRICT will pick up and deliver all materials, books, videos, and supplies at a designated location. The AGENCY will inspect and approve all material in accordance with the AGENCY'S Policy and Procedure.
- K. The DISTRICT and AGENCY are responsible to ensure there is a DISTRICT staff member available during all registration periods and evaluation sessions. This would be considered a "special function" and may be accomplished on state time the same way as GED graduation and other special functions/activities are conducted.
- L. In the event the facility or housing unit is under lock-down or a modified program, all exams and closed book quizzes may be rescheduled until after the facility returns to normal programming.

- M. The rules and regulations governing the withdrawal of students prior to completion of courses under this Agreement shall be stated in the LTCC catalog when the student is enrolled in the course.

IV. PAYMENT FOR SERVICES

- A. DISTRICT will only enroll students who qualify for a Board of Governors waiver, no fee will be collected.
- B. DISTRICT shall pay the AGENCY for mutually agreed upon tasks based on the submission of valid invoices.
- C. Instructional hours are defined as those hours that are reported on the DISTRICT'S CCFS 320, California Community Colleges Apportionment Attendance Reports, and are subject to audit by the DISTRICT's independent auditor and the California Community Colleges Chancellor's Office.

V. STUDENT REQUIREMENTS

- A. A student who has attempted at least 12 quarter units shall be placed on academic probation if the student has earned a grade point average below 2.0.
- B. A student on academic probation shall be removed from probation when the student's cumulative grade point average is 2.0 or higher.
- C. A student who is on academic probation shall be subject to dismissal if the student has completed 30 units with a cumulative grade point average of less than 2.0 in each of three consecutively enrolled quarters.
- D. A student wishing to appeal placement on achievement probation, progress probation, or dismissal may submit a written request to the DISTRICT.
- E. A student requesting to return to college after being dismissed may file a Petition for Reinstatement with the Dean of Student and Academic Support Services and work with an LTCC Counselor to develop a Student Success Contract. This request may be made after at least one quarter has elapsed since the time of dismissal.

VI. MISCELLANEOUS

- A. If any of the provisions of this contract are found to be, or become contrary to, State law or regulations or court decisions, DISTRICT and AGENCY agree that the contract shall be renegotiated as it relates to said provisions, without affecting the balance or intent of this contract.
- B. The DISTRICT agrees to indemnify and hold harmless the AGENCY and its authorized agents, officers, volunteers, and employees against any and all claims or actions arising solely from DISTRICT'S acts, errors or omissions and for any cost or expense incurred by the AGENCY on account of any claim therefore arising out of or alleged to arise out of or in any way connected with making or performance of this Agreement.
- C. The AGENCY agrees to indemnify and hold harmless the DISTRICT and its authorized agents, officers, volunteers, and employees against any and all claims or actions arising solely from AGENCY'S acts, errors, or omissions and for any cost or expense incurred by the DISTRICT on

account of any claim therefore arising out of or alleged to arise out of or in any way connected with the making or performance of this Agreement.

- D. The term of this agreement shall be for a period of time commencing on February 1, 2015. This agreement may be extended for additional periods of one (1) year upon agreement in writing by both parties. Notwithstanding the foregoing, this Agreement may be terminated at any time by the DISTRICT, with or without cause, upon at least 60 days written notice given to the AGENCY prior to the start of the quarter. This Agreement may be terminated by the AGENCY, with or without cause, effective at the end of the term in which classes are currently in session upon at least 60 days written notice given to the DISTRICT prior to the start of the quarter. Neither the DISTRICT nor the AGENCY shall cancel during any instructional session. Neither party shall incur any liability to the other by reason of such termination.
- E. If any DISTRICT staff needs to enter an institution, the DISTRICT shall sign the "Digest of Laws Related to Association with Inmates," (CDCR 181) incorporated by reference, and ensures that all employees are aware of and abide by these rules. Employees of the DISTRICT while upon state grounds are subject to search of their person, property, and vehicle (Section 3288 of the CDCR Director Rules).

The individual executing this agreement on behalf of each party warrants that he/she is authorized to execute the agreement on behalf of the respective agency and that the agency will be bound by the terms and conditions herein. The understanding between all parties is that there are no funds obligated under this agreement.

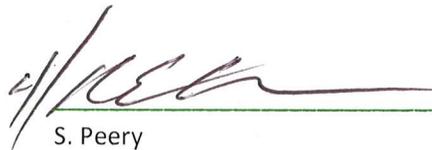
Any and all notices required to be given hereunder shall be deemed given when personally delivered or deposited in the U.S. Mail, certified, postage prepaid to the following address:

DISTRICT: Lake Tahoe Community College District  
One College Drive  
South Lake Tahoe, CA 96150  
Attn: M. Risdon

AGENCY: High Desert State Prison  
P.O. Box 750  
Susanville, CA 96127  
Attn: D. Kraft

Date

3/5/15



S. Peery  
Warden (A)  
High Desert State Prison  
Susanville, CA 96137

2-2-2015  
Date

  
J. DeFrando, Vice President, Administrative Services  
Lake Tahoe Community College  
One College Drive  
South Lake Tahoe, CA 96150

### LTCC Incarcerated Students Program Budget

Object	FY14-15 Actual	FY14-15 FTE	FY15-16 Adopted	FY15-16 Actual	FY15-16 FTE	FY16-17 Adopted	FY16-17 FTE
<b>Academic Salaries</b>							
1110 Full-Time Instructor *	\$ 11,448		\$ -	\$ 128,228	1.6600	\$ 119,636	1.5000
1212 Counselor	\$ -		\$ 17,805	\$ 16,321	0.2500	\$ 10,993	0.1333
1310 Adjunct Faculty	\$ 7,768	0.3112	\$ 212,420	\$ 157,664	5.9670	\$ 187,200	7.5000
1390 Other Instructional Salaries	\$ (2,565)		\$ 28,828	\$ 1,844		\$ 27,895	
1399 Instructor Substitutes	\$ -		\$ 6,302	\$ 1,409		\$ 6,302	
1460 Faculty Stipend	\$ -		\$ -	\$ 3,165		\$ -	
1499 Other Non-Instr. Acad. Sal	\$ 3,844		\$ -	\$ -		\$ -	
<b>Total Academic Salaries</b>	<b>\$ 20,495</b>	<b>0.3112</b>	<b>\$ 265,355</b>	<b>\$ 308,631</b>	<b>7.8770</b>	<b>\$ 352,026</b>	<b>9.1333</b>

\* In FY15-16 full-time instructor salaries were transferred to ISP to reflect the actual cost of the program

<b>Classified Salaries</b>							
2120 Part-Time Reg. Classified	\$ -		\$ 26,570	\$ 16,765	0.7000	\$ 23,485	0.7000
2150 Classified Supervisor	\$ 21,823	1.0000	\$ 55,741	\$ 55,746	1.0000	\$ 63,807	1.0000
2310 Classified Overtime	\$ -		\$ 2,500	\$ 2,300		\$ 2,000	
2340 Part-Time/Temp. Classified	\$ -		\$ 3,750	\$ 4,064	0.1000	\$ 29,674	1.0000
2350 Student Workers	\$ 531		\$ 2,508	\$ 606	0.5500	\$ 2,706	0.5500
<b>Total Classified Salaries</b>	<b>\$ 22,354</b>	<b>1.0000</b>	<b>\$ 91,069</b>	<b>\$ 79,481</b>	<b>2.3500</b>	<b>\$ 121,672</b>	<b>3.2500</b>

<b>Total Employee Benefits</b>	<b>\$ 15,893</b>		<b>\$ 80,458</b>	<b>\$ 104,490</b>		<b>\$ 112,486</b>	
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<b>Supplies &amp; Materials</b>							
4310 Instructional Supplies	\$ 879		\$ 11,000	\$ 8,757		\$ 12,000	
4510 Non-Library Books/Mags **	\$ -		\$ 79,724	\$ 55,625		\$ 80,000	
4550 Non-Instructional Supp & Mat	\$ -		\$ 2,000	\$ 2,069		\$ 2,200	
<b>Total Supplies &amp; Materials</b>	<b>\$ 879</b>		<b>\$ 92,724</b>	<b>\$ 66,451</b>		<b>\$ 94,200</b>	

\*\* The ISP program received \$80,000 in FY16-17 from Student Equity for textbooks

<b>Operating Expenses</b>							
5120 Contract Services	\$ -		\$ 4,000	\$ 644		\$ 1,500	
5210 Technology Allowance	\$ -		\$ -	\$ 500		\$ 500	
5211 Mileage Reimburse	\$ 620		\$ 10,047	\$ 4,283		\$ 8,061	
5213 Conference / Travel	\$ 1,548		\$ 4,800	\$ 8,539		\$ 27,104	
5217 Training	\$ -		\$ 1,800	\$ -		\$ 500	
5530 Postage & Courier Services	\$ -		\$ 10,000	\$ 8,532		\$ 10,000	
<b>Total Operating Expenses</b>	<b>\$ 2,168</b>		<b>\$ 30,647</b>	<b>\$ 22,498</b>		<b>\$ 47,665</b>	

<b>Capital Outlay</b>							
6470 Computer Hardware, New	\$ -		\$ 400	\$ -		\$ -	
<b>Total Capital Outlay</b>	<b>\$ -</b>		<b>\$ 400</b>	<b>\$ -</b>		<b>\$ -</b>	

<b>Total Incarcerated Student Program</b>	<b>\$ 61,789</b>	<b>1.3112</b>	<b>\$ 560,653</b>	<b>\$ 581,551</b>	<b>10.2270</b>	<b>\$ 728,049</b>	<b>12.3833</b>
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<b>FTEs</b>	17		112		140
<b>Funding Per FTEs</b>	\$ 4,676		\$ 4,725		\$ 5,004
<b>Total Revenue</b>	\$ 79,490		\$ 529,155		\$ 700,595
<b>Cost per FTEs</b>	\$ 3,635		\$ 5,192		\$ 5,200



**Unadopted Minutes for the Academic Senate  
Meeting for October 24, 2014  
11:00 am – 1:00 pm, Board Room**

**Officers:** Sara Pierce, President; Bruce Armbrust, Vice President; and Jon Kingsbury, Secretary.

**Representatives:** Maxine Alper (Adjunct Rep), Nancy Barclay, Cristi Ellingford / Beth Marinelli-Laster (Co-Reps), Julie Ewing (Adjunct Rep), Albert Ponce, Mike Spina, Wynn Walker, and Mark Williams.

**Representatives Absent:** None.

**Other Faculty:** Susan Boulanger and Lisa Foley.

**Guests:** Jenna Palacio, Michelle Risdon, and Joe Stanton (Student Rep).

- I. **Call to Order:** The regular bi-weekly meeting of the Academic Senate was held on October 24, 2014 at 11:06:40am with the President, Vice President, and Secretary present.
- II. **Reading of the Unadopted Minutes from the October 03, 2014 meeting:** The minutes from the meeting on October 03, 2014 were adopted by consensus. Jon also noted the change in the format for reporting the voting results for resolutions where it details the votes for each Senator. This was instituted in accordance with changes in the Brown Act and SB 751 effective January 1, 2014.
- III. **Senate President's Report:** Sara reported on the Board meeting of 10/07 where the FTES predictions were discussed and Phil noted that enrollments were down for the fall. However, he did note that we will meet our goals due JPA. Sara also mentioned that the Comprehensive Program Reviews for Music and World Languages were presented and that the Board asked some in-depth questions, wanting to know more about the programs. She said that they passed with flying colors. Mark expressed some confusion as he was not alerted to the meeting to be present to respond to any questions. Sara mentioned that another Board meeting will be held next Tuesday, 10/27. Sara reported that she was going, with Kindred, to Grossmont College for an accreditation visit next week. Sara also mentioned the bond oversight committee members and introduced Jenna Palacio as the new Internship/Work Experience Coordinator.
- IV. **Administration Report**
  - A. **President:** Kindred was not in attendance.
  - B. **Vice-President:** Phil and Jeff were not in attendance.
  - C. **Deans:** Virginia was not in attendance. Michelle reminded faculty that today is the deadline for changes to spring 2015 schedule and that she is here to help you if you

need assistance. Michelle also mentioned that she can get 3-year data on enrollment for anyone, not just for faculty in her departments. Wynn asked if it is possible to make significant changes and Michelle says it is still early enough to do so. She also noted that it is much harder to add than to remove classes. Michelle commented on the email on SLOs and Virginia’s email on maximum online enrollment. She clarified that it is a maximum of 40 students per contract but if you want to top off at 30, please let them know. Nancy asked how we got to the 40-limit and Michelle said it is in our contract. She also stated that the question is more how it got to the 30-limit. Michelle mentioned that the benefit of the 40-limit is that it eliminates the waitlist. Sara asked about the Program SLO Coordinator and Michelle reported that Sarah Gasporra will be the Program SLO and SLO Assessment Coordinator for the remainder of the year.

**V. Unfinished Business, General Orders, and Discussion Items**

**A. Incarcerated Students Pilot (ISP).** (Risdon – First Reading/Action/Suspension of the Rule). Michelle reported some changes based on our previous discussions including budget and position changes along with the course listings and keeping it as a DE model. Mike asked about the wording in the contract and if it is online or DE. Michelle will check on this and negotiators will need to be involved. Mark asked about Internet access. Lisa stated that the inmates have no Internet or CD access, just textbooks. Michelle noted the possibility of tablets being used. She also commented that the course list is based on a GE pattern. Sara mentioned Scott’s suggestion to include SOC 106: Crime and Society, and Michelle said that they would need to discuss this with prison officials. Lisa noted that it had not yet been requested but it should be offered. Cristi asked about the consideration for disability students. Michelle reported on the assessment process and Cristi noted the difference between assessments for Math and English vs. disabilities. A discussion ensued about the process and need for DRC services. Michelle explained some details of the budget and that the cost is based on the adjunct rate for overload since adjuncts would be needed to back fill other classes. Nancy moved/Albert seconded and Mark moved/Albert seconded to suspend the rule. The ISP Proposal passed unanimously:

Members	“Yes” Vote	“No” Vote	Abstained	Not Present
Sara Pierce	X			
Bruce Armbrust	X			
Jon Kingsbury	X			
Wynn Walker	X			
Albert Ponce	X			
Mark Williams	X			
Cristi Ellingford	X			
Mike Spina	X			
Nancy Barclay	X			
Maxine Alper	X			
Julie Ewing	X			

The Academic Senate thanked Michelle and Lisa for all their hard work. Lisa appreciated the faculty involvement. Michelle mentioned that the Board will receive the proposal next Tuesday.

**B. Proposed Modifications to the PVA Process.** (Pierce – Second Reading). Sara deferred to Mark on suggestions to revise document. It was first noted that the

involved faculty should have the right to attend meetings. This was followed by a discussion about how to schedule meetings involving the faculty of the program and the members of the PVA committee and about the overall role of the involved faculty in the PVA process. Mike commented on the proposed changes being considered due to the uncomfortable nature of the existing process. Mike then proposed that since the “trigger” for the PVA initially comes from the VP-AASS, Dean, and/or the involved faculty, have them do the process of collecting and assessing the program data followed by the development of their recommendation. The idea is to remove other faculty from the process and thus eliminating the uncomfortable situation. The Academic Senate would then be presented with the final recommendation for approval. Sara moved/Mike seconded to postpone the proposed modifications to the PVA Process. The postponement was approved unanimously:

Members	“Yes” Vote	“No” Vote	Abstained	Not Present
Sara Pierce	X			
Bruce Armbrust	X			
Jon Kingsbury	X			
Wynn Walker	X			
Albert Ponce	X			
Mark Williams	X			
Cristi Ellingford	X			
Mike Spina	X			
Nancy Barclay	X			
Maxine Alper	X			
Julie Ewing	X			

C. **Baccalaureate Degree Pilot Proposal.** (Murillo – Discussion). Kindred was not in attendance so Sara gave a review of the meeting. She noted that the deadline is 11/12 for our Letter of Intent and she reviewed some of the RFP (Request for Proposal) items. Sara provided details of the spreadsheet where the results indicated two main programs appeared viable – Culinary Arts and Public Safety Administration (PSA). She noted the next step for the 11/04 meeting is researching each program in more depth. Albert mentioned that the timeline is tight but that this proposal will be a benefit to all of us as the students will need GE pattern courses. Sara expressed concern on the faculty overload with the existing OEI (Online Education Initiative) and ISP (Incarcerated Students Pilot) projects and Jon also had concern about the LTCC budget and its institutional support for these various proposals. Sara mentioned that the plan is for 15 pilots / one per district that represent the state. Nancy asked about the faculty involved and Sara noted Steve Fernald in the culinary arts area. Mark asked how we got to PSA and not just Fire Science. Sara explained that the interdisciplinary aspect of the PSA program would be more attractive. Mike asked about a BS or BA for the Culinary Art or Science and Albert noted that we need to offer something unique. Julie asked if we know what other schools are doing and Sara mentioned that Kindred was doing some research with her counterparts at other schools. Sara said that LTCC is unique in that we are a small college and we are the farthest community college from a CSU.

## VI. **New Business**

A. **Prioritizing our work in the Classroom.** (Green/Walker – First Reading/Action/Suspension of the Rule). Wynn reported that the impetus for this resolution is the

AFM (All Faculty Meeting) on Friday, 11/14. She noted the faculty is being required to attend but that some cannot due to teaching conflict. Wynn noted that the Math faculty is hit particularly hard with high-level courses scheduled on Fridays and with no adjunct qualified to cover for them. Sara noted Michelle’s follow-up email clarifying the initial communication. Michelle mentioned the regulations where faculty cannot be forced to cancel class for a flex activity. Mike commented on the regulations being ignored so this resolution is worthwhile. Bruce expressed his concern over the wording of initial email and that the intent may not have been to force faculty to find substitutes but that is not how it was received. Mike expressed his concern about faculty not being respected and not being treated professionally. Sara moved/Mike seconded and the resolution passed:

Members	“Yes” Vote	“No” Vote	Abstained	Not Present
Sara Pierce	X			
Bruce Armbrust	X			
Jon Kingsbury	X			
Wynn Walker	X			
Albert Ponce	X			
Mark Williams	X			
Cristi Ellingford			X	
Mike Spina	X			
Nancy Barclay	X			
Maxine Alper			X	
Julie Ewing	X			

**VII. Other Officers’ and Representative Senators’ Reports (5-minute limit per person)**

- A. **Bruce Armbrust** (Vice President): Bruce had no report at this time.
- B. **Jon Kingsbury** (Secretary): Jon reported that the Outlook mailing error has been fixed and that he has re-sent the request for the remaining fall Senate meetings. He will be doing the same with the winter and spring meetings this afternoon. He reminded everyone that the meetings will be held on Fridays from 11:00am to 1:00pm in the Board Room. Jon noted that the next Academic Senate meeting will be held on Friday, November 07, 2014. [Since then it had been canceled.]
- C. **Wynn Walker** (Biology, Chemistry, Geology, Mathematics, Physical Education, and Physics): Wynn had no report at this time.
- D. **Albert Ponce, Mark Williams** (Anthropology/Sociology, Art, English, History/Political Science, Music, Psychology, Theatre, and World Languages): Albert and Mark had no reports at this time although Mark did report that the interviews for the VP-AASS position will be held on Monday/Tuesday of next week.
- E. **Cristi Ellingford / Beth Marinelli-Laster (Co-Reps)** (Counseling, Disabilities Resources Center, and Library): Cristi had no report at this time.
- F. **Mike Spina** (Business, Computer Applications, Computer and Information Sciences, Culinary Arts, and Early Childhood Education): Mike had no report at this time.
- G. **Nancy Barclay** (At-Large Senator): Nancy had no report at this time.
- H. **Maxine Alper and Julie Ewing** (Adjunct Faculty): Maxine and Julie had no reports at this time.

**VIII. Reports of Standing Committees/Workgroups (5-minute limit per committee)**

- A. **College Learning Council**: Bruce reported on the meeting on 10/09 where the ISP proposal was presented just as it was here. There was also an OEI update on the

- choosing of the CMS (Course Management System) and that Butte College will house the infrastructure. Mike asked if we would be forced to use it and Bruce noted that we would keep existing system and only those courses that are part of the OEI will use the new CMS and those courses were identified.
- B. **Institutional Effectiveness Council:** Jon reported that IEC had a meeting yesterday, October 23, and the agenda covered, among other items, the change in the Student Representative Fee from \$1 to \$2 per term; the Student Outreach and Equity Director Position, a categorical-funded classified position; and due to recent and upcoming retirements, the staff reorganization of Administrative Services/Fiscal Services.
  - C. **Budget Council:** Mike reported on the first meeting of the year with a new faculty representative, Scott Valentine, who was given an introduction to the process which was a refresher to other members. Mike noted that Jeff does a good job of running the Council. Sara mentioned that we want to have a faculty as co-chair. Mike held this position last year and plans to do so again this year.
  - D. **Technology Council:** Sara reported on having a meeting but was unable to attend.
  - E. **Other Councils/Workgroups:** Jon reported that the Operations Group met this week and discussed among other items the changes in the waitlist notification process to students and faculty, and the possible outsourcing of the financial aid process to save money and man hours in Fiscal Services.
  - F. **Curriculum Committee:** Susan B. reported that they met this morning and reviewed a multitude of courses and curriculum.
  - G. **SLO/Assessment Committee:** Sara reminded everyone on the emails and that she is working with Terry on MASLOs. She asked that we use please them. She also mentioned the 12-minute video on how to work with Tracdat which can be seen at: <http://www.ltconline.net/pierce/Assessment%20Stuff/Assessment.htm>. Mark noted that we need to list the MASLOs in our Title V updates.
  - H. **Professional Development Committee:** No report at this time.
  - I. **Equivalency Committee:** No report at this time.
  - J. **Faculty Hiring Prioritization Committee:** Jon reminded the faculty that FHP applications for 2015-16 are due a week from today, Friday, October 31.
  - K. **Online Education Initiative (OEI) Committee:** The Steering Committee gave us a list of five courses, including Math and Psychology.
  - L. **Baccalaureate Steering Committee:** See agenda item, V.C., above.
  - M. **Other Standing Committees:** Susan B. reported that the Marketing Committee met and discussed possible taglines for the college, redoing the billboard on HWY 50 and the website, and having one developed for soccer.
  - N. **Faculty Association:** No report at this time.
- IX. **Hearing of the Public on Items Not on the Agenda**
    - None
  - X. **Announcements**
    - **Mike:** Tianna Carrington is working with Diane Lewis and is the top scorer for the women's soccer team!
  - XI. **Good of the Order**
    - **Sara:** Heard Susan B. on radio in support for Measure F.
  - XII. **Adjournment:** Adjourned at 1:12:06pm.

LAKE TAHOE COMMUNITY COLLEGE

*INSTITUTIONAL EFFECTIVENESS COUNCIL*

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Thursday November 6, 2014  
1:00-3:00 p.m.  
Board Room

**MINUTES**

**PRESENT:** Jeff DeFranco, Tim Johnson, Dr. Jon Kingsbury, Pat Leonard-Heffner, Kurt Munger, Lori Thorne, Dr. Mark Williams

**ABSENT:** Shelley Hansen, Harvey Gunderman , Joe Stanton,

**STAFF:** Lisa Shafer

**GUESTS:** Dr. Michelle Risdon

**Call to Order** Dr. Jon Kingsbury called the meeting to order at 1:14 p.m.

**College Updates** Dr. Kingsbury reported out on his meeting with President Murillo regarding the Fiscal Department Reorganization, which had prompted questions at the last meeting of the IEC. Because salary is a negotiated item, the specific budget implications, called to question, do not fall under the purview of the IEC.

Tim Johnson made a soccer update, announcing the team made it into the finals. The “team spirit” and excitement generated by the soccer team is fabulous. Howls and showing off of Coyote stickers ensued.

**Reports & First Readings**

**Baccalaureate Degree Update** The Baccalaureate Degree Steering Committee has had two meetings, one on October 21, 2014 and the second on November 4, 2014. Dr. Jon Kingsbury provided the IEC with an overview of the discussions and plans of the steering committee.

It was noted that the committee is a well-rounded group pulling from campus constituencies. The committee reviewed the 12 point criteria to be used in the review of two programs under consideration for submission for the Baccalaureate Pilot Program. The two programs under review: Culinary Arts and Public Safety Administration, both of which would be interdisciplinary degrees. The deadline for a “Letter of Intent” to the Chancellor’s Office is due on November 12, 2014.

**LAKE TAHOE COMMUNITY COLLEGE DISTRICT**  
**BOARD OF TRUSTEES**

REGULAR  
MEETING

Tuesday, November 11, 2014  
Lake Tahoe Community College  
Room L104  
5:30 p.m. Closed Session  
6:15 p.m. Open Session

**MINUTES**

Present: Trustee Molly Blann, Trustee Dr. Karen Borges, Clerk Kerry David, Board President Roberta Mason, Trustee Dr. Fritz Wenck, Student Trustee Gina Niceforo

Absent:

Staff: Jeff DeFranco, Sue Gochis, Dr. Kindred Murillo, Sara Pierce, Dr. Michelle Risdon, Lisa Shafer

Guests: Michelle Sweeney, Jeff Cowen

***Call to Order*** Board President Roberta Mason called the meeting to order at 5:30 p.m. and announced the items to be discussed in Closed Session.

***Hearing of the Public on any Closed Session Agenda Items*** None

***Recess to Closed Session*** The meeting recessed to Closed Session at 5:30 p.m.

***Recess*** Board President Roberta Mason called a recess at 6:15 p.m.

***Reconvene to Open Session*** The meeting reconvened to Open Session at 6:20 p.m.

***Announcement of Reportable Actions Taken by Board of Trustees in Closed Session*** None

***Opening Ceremonies*** Board President Roberta Mason led the Pledge of Allegiance and welcomed guests in the audience.

**Hearing of the Public on Items Not on the Agenda** None

**Reports:**

**Advisory Committee Schedule Changes** At the October 7, 2014 Board of Trustees meeting, the Board reviewed and assigned Liaisons to the Advisory Committees. Due to changes in meeting schedules, the item is brought back for review and confirmation of availability.

Trustee Fritz Wenck will attend the EOPS/CARE/CalWORKs Advisory Committee meeting.

Trustee Karen Borges will attend the Foster & Kinship Care Education Advisory Committee meeting.

**Link to Materials** [http://www.boarddocs.com/ca/ltcc/Board.nsf/files/9QN4T9057504/\\$file/Advisory%20Committee%20Meeting%20Dates%20Liaisons%20v2.pdf](http://www.boarddocs.com/ca/ltcc/Board.nsf/files/9QN4T9057504/$file/Advisory%20Committee%20Meeting%20Dates%20Liaisons%20v2.pdf)

**Board Discussion Regarding the Citizen's Oversight Committee for Measure F**

On November 4, 2014, Lake Tahoe Community College District passed Measure F, a \$55 million general obligation bond by an approximately 56.73% (subject to final ballot counts) favorable vote. Proposition 39 bonds require certain accountability requirements with specific timelines. The following provides an overview of the requirements of the Citizen's Oversight Committee (COC).

In November of 2000, California voters approved Proposition 39, the Smaller Classes, Safer Schools, and Financial Accountability Act (School Facilities; 55% Local Vote; Bonds, Taxes; Accountability Requirements). Within the text of Proposition 39 various accountability requirements, including requirements for certain types of audits, were specifically required.

The California Legislature passed and Governor Davis signed, Assembly Bill 1908 which provided additional requirements relative to school district general obligation bond elections. Those requirements included provisions for school districts conducting Proposition 39 elections to have a COC as required by Education Code Sections 15278, 15280, and 15282. Key excerpts are included below:

- (a) If a bond measure authorized pursuant to paragraph (3) of subdivision (b) of Section 1 of Article XIII A of the California Constitution and subdivision (b) of Section 18 of Article XVI of the California Constitution is approved, the governing board of the school district or community college shall establish and appoint members to an independent citizens' oversight committee, pursuant to Section 15282, within 60 days of the date that the governing board enters the election results on its minutes pursuant to Section 15274.

(b) The purpose of the citizens' oversight committee shall be to inform the public concerning the expenditure of bond revenues. The citizens' oversight committee shall actively review and report on the proper expenditure of taxpayers' money for school construction. The citizens' oversight committee shall advise the public as to whether a school district or community college district is in compliance with the requirements of paragraph (3) of subdivision (b) of:

Section 1 of Article XIII A of the California Constitution. The citizens' oversight committee shall convene to provide oversight for, but not be limited to, both of the following:

(1) Ensuring that bond revenues are expended only for the purposes described in paragraph (3) of subdivision (b) of Section 1 of Article XIII A of the California Constitution.

(2) Ensuring that, as prohibited by subparagraph (A) of paragraph (3) of subdivision (b) of Section 1 of Article XIII A of the California Constitution, no funds are used for any teacher or administrative salaries or other school operating expenses.

(c) In furtherance of its purpose, the citizens' oversight committee may engage in any of the following activities:

(1) Receiving and reviewing copies of the annual, independent performance audit required by subparagraph (C) of paragraph (3) of subdivision (b) of Section 1 of Article XIII A of the California Constitution.

(2) Receiving and reviewing copies of the annual, independent financial audit required by subparagraph (C) of paragraph (3) of subdivision (b) of Section 1 of Article XIII A of the California Constitution.

(3) Inspecting school facilities and grounds to ensure that bond revenues are expended in compliance with the requirements of paragraph (3) of subdivision (b) of Section 1 of Article XIII A of the California Constitution.

(4) Receiving and reviewing copies of any deferred maintenance proposals or plans developed by a school district or community college district, including any reports required by Section 17584.1.

(5) Reviewing efforts by the school district or community college district to maximize bond revenues by implementing cost-saving measures, including, but not limited to, all of the following:

- (A) Mechanisms designed to reduce the costs of professional fees.
- (B) Mechanisms designed to reduce the costs of site preparation.
- (C) Recommendations regarding the joint use of core facilities.
- (D) Mechanisms designed to reduce costs by incorporating efficiencies in school site design.
- (E) Recommendations regarding the use of cost-effective and efficient reusable facility plans.

15280. (a) The governing board of the district shall, without expending bond funds, provide the citizens' oversight committee with any necessary technical assistance and shall provide administrative assistance in furtherance of its purpose and sufficient resources to publicize the conclusions of the citizens' oversight committee.

(b) All committee proceedings shall be open to the public and notice to the public shall be provided in the same manner as the proceedings of the governing board. The citizens' oversight committee shall issue regular reports on the results of its activities. A report shall be issued at least once a year. Minutes of the proceedings of the citizens' oversight committee and all documents received and reports issued shall be a matter of public record and be made available on an Internet website maintained by the governing board.

15282. (a) The citizens' oversight committee shall consist of at least seven members to serve for a term of two years without compensation and for no more than two consecutive terms. While consisting of a minimum of at least seven members, the citizens' oversight committee shall be comprised, as follows:

- (1) One member shall be active in a business organization representing the business community located within the district.
- (2) One member shall be active in a senior citizens' organization.
- (3) One member shall be active in a bona fide taxpayers' organization.
- (4) For a school district, one member shall be the parent or guardian of a child enrolled in the district. For a community college district, one member shall be a student who is both currently enrolled in the district and active in a community college group, such as student government. The community college student member may, at the discretion of the board, serve up to six months after his or her graduation.

(5) For a school district, one member shall be both a parent or guardian of a child enrolled in the district and active in a parent-teacher organization, such as the Parent Teacher Association or school site council. For a community college district, one member shall be active in the support and organization of a community college or the community colleges of the district, such as a member of an advisory council or foundation.

(b) No employee or official of the district shall be appointed to the citizens' oversight committee. No vendor, contractor, or consultant of the district shall be appointed to the citizens' oversight committee. Members of the citizens' oversight committee shall, pursuant to Sections 35233 and 72533, abide by the prohibitions contained in Article 4 (commencing with Section 1090) and Article 4.7 (commencing with Section 1125) of Division 4 of Title 1 of the Government Code.

Staff is recommending the Board publicly solicit volunteers for the Measure F Citizen Oversight Committee through advertising the appointments and personally connecting with interested community members. It is anticipated the Board will need to appoint the members at the last Board meeting in January 2015.

Superintendent/President Kindred Murillo reviewed the Citizens' Oversight Committee and discussed the role and purpose of the committee, as well as the scope of their purview, and committee make-up requirements, and asked the Board to provide direction.

Discussion from the Trustees included suggestions for the development of an application and the use of public notices and outreach to the community in order to recruit interested parties.

***Hearing of the Public Guidelines for Items ON the Agenda***

None

***Approval of Minutes of October 28, 2014***

Moved: **BLANN**/Seconded: **BORGES**

Passed unanimously to approve the minutes of October 28, 2014 as presented.

Votes	
Molly Blann	Y
Dr. Karen Borges	Y
Kerry David	Y
Roberta Mason	Y
Dr. Fritz Wenck	Y

***Link to Materials*** [http://www.boarddocs.com/ca/ltcc/Board.nsf/files/9QN4LK029AE2/\\$file/2014%2010%2028%20BOT%20Minutes%20FINAL%20with%20LNKS.pdf](http://www.boarddocs.com/ca/ltcc/Board.nsf/files/9QN4LK029AE2/$file/2014%2010%2028%20BOT%20Minutes%20FINAL%20with%20LNKS.pdf)

**Consent Agenda:**

Moved: **DAVID**/Seconded: **BLANN**

Passed unanimously to approve the Consent Agenda as presented.

Votes	
Molly Blann	Y
Dr. Karen Borges	Y
Kerry David	Y
Roberta Mason	Y
Dr. Fritz Wenck	Y

- Ratification of Regular Payroll for the month of October 2014
- Ratification of Supplementary Payrolls for the Month of October 2014
- Ratification of Warrant Batch Number 5032 from Revolving Cash Fund Reimbursement Report Number 5

**Link to Materials** [http://www.boarddocs.com/ca/ltcc/Board.nsf/files/9QCTUZ79229C/\\$file/RCF\\_Warrant\\_Batch\\_5032.pdf](http://www.boarddocs.com/ca/ltcc/Board.nsf/files/9QCTUZ79229C/$file/RCF_Warrant_Batch_5032.pdf)

- Ratification of Regular Warrant Batch Numbers 5031, 5033, 5035-5039 and 5041

**Link to Materials** [http://www.boarddocs.com/ca/ltcc/Board.nsf/files/9QCTLP77EAA9/\\$file/REG\\_Warrant\\_Batches\\_5031\\_5033\\_5035-5039\\_5041.pdf](http://www.boarddocs.com/ca/ltcc/Board.nsf/files/9QCTLP77EAA9/$file/REG_Warrant_Batches_5031_5033_5035-5039_5041.pdf)

- Ratification of Student Financial Aid Warrant Batch Numbers 5034 and 5040
- Review and Receipt of the Quarterly Financial Status Report (CCFS-311Q) and Financial Statements for the Quarter Ended September 30, 2014

**Link to Materials** [http://www.boarddocs.com/ca/ltcc/Board.nsf/files/9QMS9U717DDA/\\$file/1st%20QTR%20-%20Financial%20Statements%2014-15.pdf](http://www.boarddocs.com/ca/ltcc/Board.nsf/files/9QMS9U717DDA/$file/1st%20QTR%20-%20Financial%20Statements%2014-15.pdf)

[http://www.boarddocs.com/ca/ltcc/Board.nsf/files/9QMS9Z718184/\\$file/1st%20QTR%20-%20311Q%20-20First%20QTR%20ended%209-30-14.pdf](http://www.boarddocs.com/ca/ltcc/Board.nsf/files/9QMS9Z718184/$file/1st%20QTR%20-%20311Q%20-20First%20QTR%20ended%209-30-14.pdf)

- Consideration of Approval to Purchase Computers for the Technology Master Plan Refresh Cycle with Hewlett Packard/RTI
- Approval of Additional Fee for Winter Quarter 2014
- Approval of Personnel Action Number 6-2014/15

**Link to Materials** [http://www.boarddocs.com/ca/ltcc/Board.nsf/files/9QK3EA067A55/\\$file/Short%20Term%2C%20Non-Academic%2011-11-14.pdf](http://www.boarddocs.com/ca/ltcc/Board.nsf/files/9QK3EA067A55/$file/Short%20Term%2C%20Non-Academic%2011-11-14.pdf)

**New Business –  
Action Items:**

**Consideration of Approval of the Budget Adjustments to the FY14-15 Budget for the New Student Equity Program**

Moved: **BORGES**/Seconded: **WENCK**

Passed unanimously to approve Budget Adjustments to the FY14-15 Budget for the New Student Equity Program as presented.

Votes	
Molly Blann	Y
Dr. Karen Borges	Y
Kerry David	Y
Roberta Mason	Y
Dr. Fritz Wenck	Y

**Link to Materials**

[http://www.boarddocs.com/ca/ltcc/Board.nsf/files/9QEUQS7D3273/\\$file/Equity%20Budget%20Proposal%2014-15.pdf](http://www.boarddocs.com/ca/ltcc/Board.nsf/files/9QEUQS7D3273/$file/Equity%20Budget%20Proposal%2014-15.pdf)

[http://www.boarddocs.com/ca/ltcc/Board.nsf/files/9QKQ3W675AF6/\\$file/SSSP%20and%20Student%20Equity%20At%20A%20Glance.pdf](http://www.boarddocs.com/ca/ltcc/Board.nsf/files/9QKQ3W675AF6/$file/SSSP%20and%20Student%20Equity%20At%20A%20Glance.pdf)

**Consideration of Approval of the Budget Adjustments to the FY14-15 Budget for Additional Student Success and Support Program (SSSP) Funding**

Moved: **WENCK**/Seconded: **BLANN**

Passed unanimously to approve Budget Adjustments to the FY14-15 Budget for Additional Student Success and Support Program (SSSP) Funding as presented.

Votes	
Molly Blann	Y
Dr. Karen Borges	Y
Kerry David	Y
Roberta Mason	Y
Dr. Fritz Wenck	Y

**Link to Materials**

[http://www.boarddocs.com/ca/ltcc/Board.nsf/files/9QHQKF68BCED/\\$file/SSSP%20Budget%20Proposal%2014-15.pdf](http://www.boarddocs.com/ca/ltcc/Board.nsf/files/9QHQKF68BCED/$file/SSSP%20Budget%20Proposal%2014-15.pdf)

[http://www.boarddocs.com/ca/ltcc/Board.nsf/files/9QHVS58212FB/\\$file/SSSP%20and%20Student%20Equity%20At%20A%20Glance.pdf](http://www.boarddocs.com/ca/ltcc/Board.nsf/files/9QHVS58212FB/$file/SSSP%20and%20Student%20Equity%20At%20A%20Glance.pdf)

**Consideration of Approval of Addendum to the Master Agreement with AP Architects for LTCC's 2014-15 Scheduled Maintenance HVAC Repairs/Replacement Project**

Moved: **BORGES**/Seconded: **DAVID**

Passed unanimously to approve the Addendum to the Master Agreement with AP Architects for LTCC's 2014-15 Scheduled Maintenance HVAC Repairs/Replacement Project as presented.

Votes	
Molly Blann	Y
Dr. Karen Borges	Y
Kerry David	Y
Roberta Mason	Y
Dr. Fritz Wenck	Y

**Consideration to Review and Accept the 2013/14 CCFS-311 Annual Financial and Budget Report**

Moved: **DAVID**/Seconded: **WENCK**

Passed unanimously to Accept the 2013/14 CCFS-311 Annual Financial and Budget Report as presented.

Votes	
Molly Blann	Y
Dr. Karen Borges	Y
Kerry David	Y
Roberta Mason	Y
Dr. Fritz Wenck	Y

**Link to Materials**

[http://www.boarddocs.com/ca/ltcc/Board.nsf/files/9QLUDK729B64/\\$file/CCFS-311%202013-2014%20actual%202014-2015%20budget%20final.pdf](http://www.boarddocs.com/ca/ltcc/Board.nsf/files/9QLUDK729B64/$file/CCFS-311%202013-2014%20actual%202014-2015%20budget%20final.pdf)

**Consideration of Designation of Retirement Board Member Appointee by the Board of Trustees**

Moved: **WENCK**/Seconded: **BORGES**

Kerry David was designated as the Retirement Board Member Appointee by the Board of Trustees. Passed unanimously.

Votes	
Molly Blann	Y
Dr. Karen Borges	Y
Kerry David	Y
Roberta Mason	Y
Dr. Fritz Wenck	Y

**Consideration of Approval of Incarcerated Student Program**

Moved: **BLANN**/Seconded: **BORGES**

Passed unanimously to approve the Incarcerated Student Program as presented.

Votes	
Molly Blann	Y
Dr. Karen Borges	Y
Kerry David	Y
Roberta Mason	Y
Dr. Fritz Wenck	Y

The Board expressed thanks to Michelle Risdon and Lisa Foley for their work on this project.

**Link to Materials**

[http://www.boarddocs.com/ca/ltcc/Board.nsf/files/9QHULG7C8D08/\\$file/ISP%20Proposal%20Rev%205.pdf](http://www.boarddocs.com/ca/ltcc/Board.nsf/files/9QHULG7C8D08/$file/ISP%20Proposal%20Rev%205.pdf)

**Consideration of Approval of Community Education Course Curriculum and Associated Fees**

Moved: **BLANN**/Seconded: **WENCK**

Passed unanimously to approve the Community Education Course Curriculum and Associated Fees as presented.

Votes	
Molly Blann	Y
Dr. Karen Borges	Y
Kerry David	Y
Roberta Mason	Y
Dr. Fritz Wenck	Y

**Consideration of Approval of Notice of Intent for Baccalaureate Degree Pilot to Chancellor's Office**

Moved: **BLANN**/Seconded: **WENCK**

Passed unanimously to approve Notice of Intent for Baccalaureate Degree Pilot to Chancellor's Office as presented.

Votes	
Molly Blann	Y
Dr. Karen Borges	Y
Kerry David	Y
Roberta Mason	Y
Dr. Fritz Wenck	Y

Lake Tahoe Community College will submit the Notice of Intent on November 12, 2014 for a Public Safety Administration Degree.

**Consideration of Approval of Resolution Number 2 - 2014/15, Honoring Wendy David for Service to Lake Tahoe Community College and South Lake Tahoe**

Moved: **DAVID**/Seconded: **BLANN**

Passed unanimously to approve Resolution Number 2 - 2014/15, Honoring Wendy David for Service to Lake Tahoe Community College and South Lake Tahoe as presented.

Votes	
Molly Blann	Y
Dr. Karen Borges	Y
Kerry David	Y
Roberta Mason	Y
Dr. Fritz Wenck	Y

**Link to Materials**

[http://www.boarddocs.com/ca/ltcc/Board.nsf/files/9QN2Q87AFF26/\\$file/Resolution%20%20-%20Wendy%20David%20FINAL.pdf](http://www.boarddocs.com/ca/ltcc/Board.nsf/files/9QN2Q87AFF26/$file/Resolution%20%20-%20Wendy%20David%20FINAL.pdf)

**Consideration of  
Approval of  
Resolution Number 3 -  
2014/15, Honoring  
Molly Blann for  
Service to Lake Tahoe  
Community College**

Moved: **BORGES**/Seconded: **WENCK**

Passed with one abstention from Molly Blann to approve Resolution Number 3 – 2014/15, Honoring Molly Blann for Service to Lake Tahoe Community College as amended.

Votes	
Molly Blann	abstain
Dr. Karen Borges	Y
Kerry David	Y
Roberta Mason	Y
Dr. Fritz Wenck	Y

The amended Resolution will include a reference to Molly Blann’s leadership as Board President during challenging times for the campus.

**Link to Materials** [http://www.boarddocs.com/ca/ltcc/Board.nsf/files/9QN4PV041D1C/\\$file/Resolution%203%20-%20Molly%20Blann%20FINAL.pdf](http://www.boarddocs.com/ca/ltcc/Board.nsf/files/9QN4PV041D1C/$file/Resolution%203%20-%20Molly%20Blann%20FINAL.pdf)

**Consideration of  
Approval of  
Resolution Number 4 -  
2014/15, Honoring  
Roberta Mason for  
Service to Lake Tahoe  
Community College**

Moved: **BORGES**/Seconded: **WENCK**

Passed with one abstention from Roberta Mason to approve Resolution Number 4 - 2014/15, Honoring Roberta Mason for Service to Lake Tahoe Community College as amended.

Votes	
Molly Blann	Y
Dr. Karen Borges	Y
Kerry David	Y
Roberta Mason	abstain
Dr. Fritz Wenck	Y

The amended Resolution will include a reference to Roberta Mason’s 1990 Association of Community College Trustees (ACCT) recognition for Trustee of the Year.

Jeff Cowen, as a member of the public, offered thanks for years of service and recognized Roberta Mason’s dedication. She will be inspiration for his years of service to Lake Tahoe Community College as Trustee.

**Link to Materials** [http://www.boarddocs.com/ca/ltcc/Board.nsf/files/9QN3S4806095/\\$file/Resolution%204%20-%20Roberta%20Mason%20FINAL.pdf](http://www.boarddocs.com/ca/ltcc/Board.nsf/files/9QN3S4806095/$file/Resolution%204%20-%20Roberta%20Mason%20FINAL.pdf)

**Consideration of Approval of the University Center Charitable Pledge Agreement**

Moved: **DAVID**/Seconded: **BLANN**

Passed unanimously to approve the University Center Charitable Pledge Agreement as presented.

Votes	
Molly Blann	Y
Dr. Karen Borges	Y
Kerry David	Y
Roberta Mason	Y
Dr. Fritz Wenck	Y

Board President Roberta Mason discussed the Lisa and Robert Maloff University Center donation, dedicated to the creation of a stand-alone University Center. The Maloff's are long time Tahoe residents and college supporters. Lisa Maloff is excited for the project to move forward, and while she does not want to remain anonymous, she wants the donation to remain low-profile.

This is a Brown Act item and requires action on open session. Because of this donation, the college will have the resources to build a stand-alone University Center, rather than remodel an area of our existing campus as outlined in the Measure F project list. The Center will be about 5,500 square feet, including class rooms, meeting rooms, counseling and storage areas, and associated site improvements. The timeline is dependent on a number of items including site studies, permits and Chancellor's Office review.

**Announcements & Comments:**

**Board Member Comments**

Student Trustee Gina Niceforo commented on the following items:

- Feels lucky to be here for the passage of tonight's Resolutions. Thankful for the opportunity to serve with Roberta and Molly
- Measure F passed – YEAH
- Student Senate is attending General Assembly this weekend with 5 students and Danny Masellones (advisor)
- Fundraising is the focus of Senate for this year, as well as community service

Board Clerk Kerry David commented on the following items:

- Congratulations to Jeff Cowen
- Thanks to the community for approving the bond and staff who worked on Measure F. Passed with 57%
- Michelle Sweeney is currently ahead by 37 votes. Best of luck with final counts
- Molly – you are most appreciated! You will be tapped for special projects in the future. Enjoyed working with you over the years
- Roberta – you're really going to be missed!

Trustee Karen Borges commented on the following items:

- Many things to be thankful for: Measure F, University Center donation, Wendy, Molly, and Roberta
- Thanks to Roberta - you've been a great mentor
- Lisa Foley and Michelle Risdon - the ISP is going to make a big difference across the state, creating potential for our students far and wide
- Congratulations Jeff Cowen

Trustee Molly Blann commented on the following items:

- Feels strongly about higher education and feels honored to be in the company of amazing Trustees. Grateful to be able to serve and feels confident in the future of the institution. Thanks for the Resolution
- Thanks to Roberta Mason - a great mentor and an honor to work with her over the years
- Measure F and University Center Donation is a wonderful legacy

Trustee Fritz Wenck commented on the following items:

- Very happy about the passage of Measure F. It's so easy to say "no" to new taxes – we really had to fight the nay-sayers! Great work!
- Attended the CRJ (Criminal Justice) Advisory Committee meeting. They are very excited about the PSA Baccalaureate Degree
- Molly – you were a welcome addition to the Board in 2005. You brought a kindness and generosity to the Board that was very appreciated
- Roberta – Thanks so much! Roberta held my hand the first 10 years. A fantastic mentor, she has done so much for LTCC at the local, state, and national level – with the CCCT Board of Trustees – a profound influence. All will miss her, but especially me!
- Welcome to Jeff Cowen

Board President Roberta Mason commented on the following items:

- Thank you for the successful passage of the Bond. So many worked so hard – Wendy David and Bob Novasel chaired the committee, the LTCC Foundation gave great support, Julie Booth, Sarah Segal and Lisa Shafer organized phone banking (and "Fun" banking with Jeff DeFranco) -those phone calls may have made a difference. Kelsey Davinson and Harvey Gunderman were remarkable student representatives. All the hard work paid off - it wasn't easy. Thanks to our fearless leader, Kindred Murillo (and Michael) who kept us moving forward. Thanks to all of the faculty and classified staff who helped– a total effort and it paid off. All can be proud because

it's a great thing for our community. Special thanks to Lori Thorne – she and Roberta passed out candy (and Bond information) at the Halloween event – never saw so many children!

- Soccer playoffs for Men and Women's teams on the 22<sup>nd</sup> of November. Never imagined we would be so successful in our first year
- Thanks to the Baccalaureate Degree Steering Committee – knows the work is not done yet and looks forward to the future
- Thanks to Kerry for the Measure F celebration party at his house. Thinking back on the first day at the Motel and wondering, "Is anyone going to come?" to the progress made and the future ahead. The Board always must do what is best for the community.
- Truly excited by the University Center. What a great opportunity for the future of the college and for the community.
- It has been such a pleasure working with Molly – her calming manner has been needed; her years as president were great for the college. Thanks so much!
- Fritz – we've learned so much through the years!
- Kerry – so stalwart! Served as president for two years, he stepped into it and got the job done
- Karen - such energy and passion

#### ***Academic Senate***

Academic Senate President Sara Pierce commented on the following items:

- Congratulations on the passage of Measure F. So impressed by the students' efforts. Not too long ago, schools were closing and people thought the town was dying. What a great opportunity
- University Center – WOW!
- Would like to publicly thank the faculty for all of their efforts. There are a lot of pilot programs and projects going on right now. Senate is quiet because we're so busy with Organizational Structure Committee, eTudes, OEI, ISP, and Baccalaureate Degree. Very proud of the faculty – they are best in the state!
- Roberta – looking at where you started and where you ended... what a vision for our community! Thank you!

#### ***Administrator Comments:***

Dean Michelle Risdon commented on the following items:

- Eagerly awaiting the final-final results for the Bond election. It was great to see how everyone came together on this
- Students were incredible – they walked neighborhoods!!
- Thanks to phone bankers!
- Roberta – everything is coalescing – you've set up for a grand exit and found for the right person to come into your place (Jeff Cowen). Molly – enjoyed the last 9 years of working together. Do all Boards have tear-jerker meetings for all the right reasons? Thanks for all your hard work!

- This Friday, “Leading Ladies” at the Theater. New, free performance for college and high school students on the 20<sup>th</sup> while seats are available
- Music Department and Tahoe Choir performing Christmas and Holiday tunes on Dec. 6 and 7

Dean Sue Gochis commented on the following items:

- The soccer paly-off game for the Men’s Team is at home and the Women’s Team will travel.
- Soccer Awards Banquet is December 3.
- “Ditto” on all the appreciation directed to the Board! Not all Boards are this great. Appreciate the professionalism, care and love

Dean Virginia Boyar commented on the following items:

- N/A

Vice President Jeff DeFranco commented on the following items:

- Most touching meeting in my career. Great to see the comradery, dedication, commitment, and vision of our Board
- Roberta is sprinting to the finish line, as she is at even more events now. She will be missed! Roberta is a great editor – may even have a part-time job for her! Molly – thanks for your service. You will be missed. The continuity of our Board is enviable
- Welcome to Jeff Cowen
- Thankful for all the progress made since last June. We have a lot to celebrate – soccer, University Center, the Bond passage, the new Coyote mascot, and the “Ascending” sculpture to name a few.
- We will be moving as fast as we can on Bond projects. Bear with us as we navigate the public sector

***President’s  
Comments:***

President Kindred Murillo commented on the following items:

- Congratulations to Jeff Cowen. The other race is very close and we’ll know the results soon
- December 9<sup>th</sup> there will be a reception for Molly and Roberta and to welcome the new Trustees
- This is a special college with good staff, faculty and trustees

***Next  
Meeting  
Date***

The next regular Board of Trustees meeting will be held in room L104.

***Adjournment***

The meeting adjourned at 8:20 p.m.

Signed by Kindred Murillo  
Secretary  
Board of Trustees  
Lisa Shafer

ADOPTED AND ORDERED INTO THE MINUTES

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Kindred Murillo, Secretary

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Date

**LAKE TAHOE COMMUNITY COLLEGE DISTRICT**  
**BOARD OF TRUSTEES**

REGULAR  
MEETING

Tuesday, September 8, 2015  
Lake Tahoe Community College  
Room L104  
5:30 p.m. Closed Session  
6:15 p.m. Open Session

**MINUTES**

Present: Trustee Dr. Karen Borges, Trustee Jeff Cowen, President Kerry David, Trustee Michelle Sweeney, Clerk Dr. Fritz Wenck, Student Trustee Antonio Benitez

Absent:

Staff: Dr. Virginia Berry, Jeff DeFranco, Sue Gochis, Pat Leonard-Heffner, Dr. Kindred Murillo, Dr. Michelle Risdon, Sara Pierce, Lisa Shafer, Michelle Sower, Kathy Strain

Guests:

**Call to Order** Board President Kerry David called the meeting to order at 5:30 p.m. and announced items to be discussed in Closed Session.

**Hearing of the Public on any Closed Session Items** None

**Recess to Closed Session** The meeting recessed to Closed Session at 5:30 p.m.

**Recess** Board President Kerry David called a recess at 6:24 p.m.

**Reconvene to Open Session** The meeting reconvened to Open Session at 6:30 p.m.

**Announcement of Reportable Actions Taken by Board of Trustees in Closed Session** No reportable actions were announced.

**Opening Ceremonies** Board President Kerry David led the Pledge of Allegiance and welcomed guests in the audience.

**Hearing of the Public for Items NOT on the Agenda** None

**Recess of Regular Meeting for Public Hearing** Board President Kerry David called a recess of the Regular Meeting and opened the Public Hearing.

**Public Hearing on the Proposed 2015/16 Final Budget** Pursuant to California Code of Regulations, Title V, Section 58301, The Board of Trustees must annually hold a public hearing for the proposed final budget of each fiscal year on or before the 15th day of September and at least three days after the budget becomes available for public inspection. The public hearing for the proposed 2015/16 final budget will be held on Tuesday, September 8, 2015 at approximately 6:15 p.m.

The proposed final budget was made available for public inspection beginning Friday, September 4, 2015. The budget must be made available to the public during or before the first week of September. The proposed final budget can be adopted only after the completion of the public hearing.

There were no comments from the public. The Public Hearing was adjourned at 6:35 p.m.

**Reconvene to Regular Meeting**

**Reports:**

**New Employee Introduction** The following list includes the employee, job title, and classification.

Full-Time Faculty:

Sean Ryland – Chemistry

Vice President of Academic Affairs, Dr. Michelle Risdon, introduced Sean Ryland and shared his educational background and teaching experience.

**Professional Development Leave - Dr. Larry Green** Larry Green has a Ph.D. in Mathematics and has been a full-time faculty member in the math department since 1996. Dr. Green's spring 2015 PDL provided the opportunity to catalog the math applications that occur in other disciplines in order to prove the point to students that you do need math in life. Dr. Green viewed over 1000 hours of University lecture videos to find instances of mathematics use. Dr. Green will be in attendance at the Board meeting on September 8, 2015, to report on his experience and how it will directly impact his instruction at LTCC.

Dr. Green thanked the Board for their support of sabbatical projects and described the value of professional development.

The access of online lectures from top-tier universities from around the world allows for access to lectures on a variety of subjects. By accessing these lectures and connecting the use of math in a variety of subject areas, Dr. Green is able to share with students real-life mathematic applications. A review of Dr. Green's website, a video example, and a description of how his work will benefit the Math Department and LTCC students was shared.

**Link to Materials:** [https://www.boarddocs.com/ca/ltcc/Board.nsf/files/A22RE56BC477/\\$file/Larry%20Green%20PDL%20Report.pdf](https://www.boarddocs.com/ca/ltcc/Board.nsf/files/A22RE56BC477/$file/Larry%20Green%20PDL%20Report.pdf)

[https://www.boarddocs.com/ca/ltcc/Board.nsf/files/A22STL743B20/\\$file/Larry%20Green%20PDL%20Project%20\(1\).pdf](https://www.boarddocs.com/ca/ltcc/Board.nsf/files/A22STL743B20/$file/Larry%20Green%20PDL%20Project%20(1).pdf)

### **Community Play Field Update**

Staff has been working with the City of South Lake Tahoe (City) and Lake Tahoe Unified School District (LTUSD) to finalize language and agreements for a Joint Powers Authority. An agreement and timeline parameters will be presented in the Board of Trustees meeting, as details are finalized.

President Murillo described the meeting with Dr. Tarwater (LTUSD) and Nancy Kerry (City) and reviewed the preliminary agreements arrived at through that meeting.

The Board asked clarifying questions relating to boundary lines, long-term ownership, land swap options, and a "sunset clause" to the agreement. Maintenance fees and scheduling were also discussed.

Superintendent/President Kindred Murillo will share the concerns of the Board with the attorney working on the joint powers agreement (JPA), and will provide the JPA language to the Board for review and discussion at future meetings. President Murillo also discussed timelines for agreements to be addressed.

**Link to Materials:** [https://www.boarddocs.com/ca/ltcc/Board.nsf/files/9ZHTSY7880A8/\\$file/ISSI%202015%20Demographics.pdf](https://www.boarddocs.com/ca/ltcc/Board.nsf/files/9ZHTSY7880A8/$file/ISSI%202015%20Demographics.pdf)

### **Items for Future Consideration:**

#### **Board Retreat Agenda**

The Board of Trustees (Board) has scheduled a Board Retreat on September 24, 2015. The Board made several suggestions at the August 11, 2015 meeting, which were requested for inclusion on the agenda. The following is a recommended agenda based on that input:

- 8:00 – 8:30 a.m. - Coffee and continental breakfast
- 8:30 – 9:00 a.m. - Marketing Plan and Updates – Diane Lewis
- 9:00 – 11:00 a.m. - Becoming a More Effective Board – Donna Miller facilitator
- 11:00 - 12:00 p.m. - Policies and Procedures – Board and President discussions

- 12:00 - 12:30 p.m. - Lunch Break
- 12:30 – 2:00 p.m. - Vision, Mission, Strategic Plan and Legacy Principles Integration; Strategic Indicators Integration with Student Success Scorecard, and Institutional Effectiveness Partnership Initiative; and integration with Board of Trustees Goals
- 2:00 – 3:00 p.m. - Board of Trustee Initiatives for Focus:
  - University Center
  - Student Equity
  - Connectivity Language to the Community for the Bond
  - Others
- 3:00 - 4:00 p.m. - Closed Session - Evaluation of Superintendent/ President

The Board asked that the focus of the retreat be on thoughtful interaction and included plenty of time for facilitator Donna Miller.

The Board also asked that the marketing presentation be reviewed at a future meeting and asked for a presentation on campus safety in the near future.

***Hearing of the Public for Items ON the Agenda***

None

***Acceptance and Approval of Minutes:***

Moved: **BORGES** / Seconded: **BENITEZ**

Passed unanimously to approve the minutes of August 11, 2015 and August 25, 2015 as presented.

Votes	
Dr. Karen Borges	Y
Jeff Cowen	Y
Kerry David	Y
Michelle Sweeney	Y
Dr. Fritz Wenck	Y

***Link to Materials:*** [https://www.boarddocs.com/ca/ltcc/Board.nsf/files/9ZYW5L83C4CF/\\$file/2015.8.11%20BOT%20Minutes%20Final%20with%20LINKS.pdf](https://www.boarddocs.com/ca/ltcc/Board.nsf/files/9ZYW5L83C4CF/$file/2015.8.11%20BOT%20Minutes%20Final%20with%20LINKS.pdf)  
[https://www.boarddocs.com/ca/ltcc/Board.nsf/files/9ZZ2DD01A7AC/\\$file/2015.8.25%20BOT%20Minutes%20Final%20with%20LINKS.pdf](https://www.boarddocs.com/ca/ltcc/Board.nsf/files/9ZZ2DD01A7AC/$file/2015.8.25%20BOT%20Minutes%20Final%20with%20LINKS.pdf)

**Consent Agenda:**

Moved: **COWEN** / Seconded: **BORGES**

Passed unanimously to approve the Consent Agenda as presented.

Votes	
Dr. Karen Borges	Y
Jeff Cowen	Y
Kerry David	Y
Michelle Sweeney	Y
Dr. Fritz Wenck	Y

- Approval of Additional Fees for Fall Quarter 2015
- Ratification of Regular Payroll for the Month of August 2015
- Ratification of Supplementary Payrolls for the Month of August 2015
- Ratification of Clearing of June 2014/15 Trust Fund Balances

**Link to Materials:** [https://www.boarddocs.com/ca/ltcc/Board.nsf/files/9ZQVQ481CAFB/\\$file/June%202015%20Clearing%20Memo.pdf](https://www.boarddocs.com/ca/ltcc/Board.nsf/files/9ZQVQ481CAFB/$file/June%202015%20Clearing%20Memo.pdf)

- Ratification of Regular Warrant Batch Numbers 6003, 6004, 6006, 6007 and 6009-6014
- Approval of Declaration of Surplus Property

**Link to Materials:** [https://www.boarddocs.com/ca/ltcc/Board.nsf/files/9ZQUL7798EF6/\\$file/Reg%20Warrant%20Batches%206003-6004\\_6006-6007\\_6009-6014.pdf](https://www.boarddocs.com/ca/ltcc/Board.nsf/files/9ZQUL7798EF6/$file/Reg%20Warrant%20Batches%206003-6004_6006-6007_6009-6014.pdf)

- Ratification of Student Financial Aid Warrant Batch Numbers 6005 and 6008
- Approval of Contract with Judy Breza for Fiscal Services Consulting Services
- Approval of Agreement with Amador Stage Lines, Incorporated for Athletics Transportation
- Approval of Recommendation to Award Energy Management System Repairs - Physical Education Building Phase 1 Continuation to L&H Airco

**Link to Materials:** [https://www.boarddocs.com/ca/ltcc/Board.nsf/files/9ZRMQ35C1ED5/\\$file/LH%20Airco\\_Exclusive%20Authorized%20ASI\\_2015-03-02\\_LTCC.pdf](https://www.boarddocs.com/ca/ltcc/Board.nsf/files/9ZRMQ35C1ED5/$file/LH%20Airco_Exclusive%20Authorized%20ASI_2015-03-02_LTCC.pdf)

- Approval of Personnel Action Number 4 - 2015/2016

**Link to Materials:** [https://www.boarddocs.com/ca/ltcc/Board.nsf/files/9ZWRYPB703EA6/\\$file/Short%20Term%2C%20Non-Academic%202015-16%2009-08-2015.pdf](https://www.boarddocs.com/ca/ltcc/Board.nsf/files/9ZWRYPB703EA6/$file/Short%20Term%2C%20Non-Academic%202015-16%2009-08-2015.pdf)

[https://www.boarddocs.com/ca/ltcc/Board.nsf/files/9ZWRYPB703EA6/\\$file/Short%20Term%2C%20Non-Academic%202015-16%2009-08-2015.pdf](https://www.boarddocs.com/ca/ltcc/Board.nsf/files/9ZWRYPB703EA6/$file/Short%20Term%2C%20Non-Academic%202015-16%2009-08-2015.pdf)

**New Business - Action Items:**

**Consideration of Approval of Community Education Workshops and Associated Fees**

Moved: **WENCK** / Seconded: **COWEN**

Passed with one abstention to approve Community Education Workshops and Associated Fees as presented.

Votes	
Dr. Karen Borges	Abstain
Jeff Cowen	Y
Kerry David	Y
Michelle Sweeney	Y
Dr. Fritz Wenck	Y

**Consideration of Approval of Selection of Vendor for Coffee/Food Service**

Moved: **SWEENEY** /Seconded: **BORGES**

Passed unanimously to approve the Selection of Vendor for Coffee/Food Service as presented.

Votes	
Dr. Karen Borges	Y
Jeff Cowen	Y
Kerry David	Y
Michelle Sweeney	Y
Dr. Fritz Wenck	Y

**BOND -Consideration of Adoption of Resolution Number 10 - 2015/16 Authorizing Investment of Monies in the Local Agency Investment Fund**

Moved: **WENCK** /Seconded: **SWEENEY**

Passed unanimously to adopt Resolution Number 10 - 2015/16 Authorizing Investment of Monies in the Local Agency Investment Fund as presented.

Votes	
Dr. Karen Borges	Y
Jeff Cowen	Y
Kerry David	Y
Michelle Sweeney	Y
Dr. Fritz Wenck	Y

**Link to Materials:** [https://www.boarddocs.com/ca/ltcc/Board.nsf/files/9ZRNQ660E980/\\$file/Resolution%2010%20-%202015-16%20Authorizing%20Investment%20of%20Monies%20in%20the%20Local%20Agency%20Investment%20Fund.pdf](https://www.boarddocs.com/ca/ltcc/Board.nsf/files/9ZRNQ660E980/$file/Resolution%2010%20-%202015-16%20Authorizing%20Investment%20of%20Monies%20in%20the%20Local%20Agency%20Investment%20Fund.pdf)

[https://www.boarddocs.com/ca/ltcc/Board.nsf/files/9ZXREC6D52BB/\\$file/LAIF%20%20Program%20Description.pdf](https://www.boarddocs.com/ca/ltcc/Board.nsf/files/9ZXREC6D52BB/$file/LAIF%20%20Program%20Description.pdf)

[https://www.boarddocs.com/ca/ltcc/Board.nsf/files/9ZXREH6D552D/\\$file/LAIF%20Investment%20Policy.pdf](https://www.boarddocs.com/ca/ltcc/Board.nsf/files/9ZXREH6D552D/$file/LAIF%20Investment%20Policy.pdf)

[https://www.boarddocs.com/ca/ltcc/Board.nsf/files/9ZXREN6D5752/\\$file/LAIF%20Current%20Performance%20Report.pdf](https://www.boarddocs.com/ca/ltcc/Board.nsf/files/9ZXREN6D5752/$file/LAIF%20Current%20Performance%20Report.pdf)

[https://www.boarddocs.com/ca/ltcc/Board.nsf/files/9ZXRET6D5A1D/\\$file/LAIF%20Historical%20Performance.pdf](https://www.boarddocs.com/ca/ltcc/Board.nsf/files/9ZXRET6D5A1D/$file/LAIF%20Historical%20Performance.pdf)

**Consideration of Adoption of Resolution Number 9 - 2015/16 Determination of 2015/16 Appropriations Limit**

Moved: **WENCK** /Seconded: **SWEENEY**

Passed unanimously to adopt Resolution Number 9 - 2015/16 Determination of 2015/16 Appropriations Limit as presented.

Votes	
Dr. Karen Borges	Y
Jeff Cowen	Y
Kerry David	Y
Michelle Sweeney	Y
Dr. Fritz Wenck	Y

**Link to Materials:** [https://www.boarddocs.com/ca/ltcc/Board.nsf/files/9ZRMJG5ACF53/\\$file/Resolution%20No%209%202015-16%20Appropriations%20Limit.pdf](https://www.boarddocs.com/ca/ltcc/Board.nsf/files/9ZRMJG5ACF53/$file/Resolution%20No%209%202015-16%20Appropriations%20Limit.pdf)

**Consideration of Adoption of the Fiscal Year 2015/16 Final Budget (Second Reading)**

Moved: **WENCK** /Seconded: **BENITEZ**

Passed unanimously to approve the Fiscal Year 2015/16 Final Budget as presented.

Votes	
Dr. Karen Borges	Y
Jeff Cowen	Y
Kerry David	Y
Michelle Sweeney	Y
Dr. Fritz Wenck	Y

**Link to Materials:** [https://www.boarddocs.com/ca/ltcc/Board.nsf/files/9ZZ8SD1FAF04/\\$file/LTCC budget Proposed 15 16 electronic.pdf](https://www.boarddocs.com/ca/ltcc/Board.nsf/files/9ZZ8SD1FAF04/$file/LTCC budget Proposed 15 16 electronic.pdf)

**Consideration of Approval of Resolution Number 1 - 2015/16, Addition of Employee Titles to Livescan Background Check**

Moved: **SWEENEY** /Seconded: **BORGES**

Passed unanimously to approve Resolution Number 1 - 2015/16, Addition of Employee Titles to Livescan Background Check as presented.

Votes	
Dr. Karen Borges	Y
Jeff Cowen	Y
Kerry David	Y
Michelle Sweeney	Y
Dr. Fritz Wenck	Y

**Link to Materials:** [https://www.boarddocs.com/ca/lccc/Board.nsf/files/9ZVV9D7F9360/\\$file/RESOLUTION%20ONE%202015-2016%20v.2.pdf](https://www.boarddocs.com/ca/lccc/Board.nsf/files/9ZVV9D7F9360/$file/RESOLUTION%20ONE%202015-2016%20v.2.pdf)

**Approval of Contract with Michael Ward of HighBar Global Consulting for the Adult Education Block Grant Consortium Project Facilitation**

Moved: **COWEN** /Seconded: **BENITEZ**

Passed unanimously to approve Contract with Michael Ward of HighBar Global Consulting for the Adult Education Block Grant Consortium Project Facilitation as presented.

Votes	
Dr. Karen Borges	Y
Jeff Cowen	Y
Kerry David	Y
Michelle Sweeney	Y
Dr. Fritz Wenck	Y

**Consideration of Approval of Modification to the Lake Tahoe Community College Funding Commitment 2015-2016 to the South Bay Regional Public Safety Training Consortium**

Moved: **WENCK** /Seconded: **BORGES**

Passed unanimously to approve Modification to the Lake Tahoe Community College Funding Commitment 2015-2016 to the South Bay Regional Public Safety Training Consortium as presented.

Votes	
Dr. Karen Borges	Y
Jeff Cowen	Y
Kerry David	Y
Michelle Sweeney	Y
Dr. Fritz Wenck	Y

**Board Member Comments:**

Student Trustee Antonio Benitez commented on the following items:

- Thanks to Dr. Larry Green for the excellent presentation and his website; it has helped him and several other statistics students
- Congratulations and welcome to Sean Ryland, the new chemistry faculty
- Congratulations to Jeff DeFranco and team for a job well done (on the final budget). It was nice to be able to understand the budget, as a first-time reviewer
- Attended Senator Gaines breakfast with Dr. Wenck. It was informative and nice to learn from Dr. Wenck
- Thanks to Lisa Shafer for helping with any questions or concerns about the Trustee meetings

Trustee Karen Borges commented on the following items:

- Welcome to new Dean, Michelle Sower, and Classified Employees Union representative, Pat Leonard-Heffner
- Echoed Student Trustee Antonio Benitez's comments, especially those around the budget

Trustee Michelle Sweeney commented on the following items:

- Excellent work on the budget
- Thank you to Jeff DeFranco for all the efforts on the soccer field project

Trustee Jeff Cowen commented on the following items:

- Echoed appreciation for efforts of staff
- Commented on having a full table at tonight's meeting
- Welcome to Dean, Michelle Sower, and to Shawna Sarver (not present) as Director of the Child Development Center

Board Clerk Fritz Wenck commented on the following items:

- Welcome to Dean Sower
- Attended three soccer games over the weekend
- Enjoyed the Senator Gaines meeting; Antonio Benitez was the star. Introduced as a first generation college student and was asked to be an intern in Senator Gaines office. Thanked the Senator for his support of the Tahoe Basin and SB 605

Board President Kerry David commented on the following items:

- Attended the Lake Tahoe Summit with CA Senator Feinstein and NV Senator Heller
- Attended men's soccer game
- Had lunch with former Trustee Roberta Mason, who talked about her role on the Citizen's Oversight Committee (COC) and the great job staff is doing at keeping the COC informed
- Welcome to Michelle Sower; looking forward to seeing Pat Leonard-Heffner or Kathy Strain at future meetings
- Good job to the Administrative Services Team for their work on the budget

***Academic Senate  
Comments:***

Academic Senate President Sara Pierce commented on the following items:

- Welcome to Sean Ryland
- Incarcerated Student Program is keeping faculty working all summer long, and so is the online migration from Etudes to Canvas for distance education (DE) courses
- Working on a great Convocation agenda
- Thanked the Board for approval of the new faculty salary schedule at the end of last academic year. Thanks so much!

**Classified Employees  
Union Comments:**

Classified Employees Union (CEU) Representative Pat L-H commented on the following items:

- Thanks for having CEU back at the table
- Enjoyed a great staff development meeting last week. A lot of classified staff had a chance to work together and get to know each other. It was great. Thanks to all those involved

**Administrator  
Comments:**

Dean Michelle Sower commented on the following items:

- Thank you for the warm welcome! First meeting as an Administrator; excited to be in the new role. Ready to go, and is already learning a lot. Looking forward to working with the team

Dean Sue Gochis commented on the following items:

- Will be starting the application process for dual enrollment at South Tahoe High School. Real effort, but looking forward to program's success
- "Super Saturday" registration day on the 19<sup>th</sup> as well as a parade (you can join us), a men's soccer game, and Equity Day event, "Mexican Independence Day" at the college.
- Awesome job Dr. Larry Green!! Great presentation

Dean Virginia Berry commented on the following items:

- Dean Michelle Sower will bring a new vibrancy to the team
- Excited to have Sean Ryland on board; he is a great addition to the faculty
- Get Focused, Stay Focused Dual Enrollment is starting. "Shout-out" to Dean Sue Gochis and Director of Enrollment Services, Alysa Borelli, for implementation of the dual enrollment program. LTCC is being considered as a show-case college!
- Thanks for making us look so good Jeff DeFranco; fabulous job on the budget

Vice President of Academic Affairs Michelle Risdon Commented on the following items:

- Echoed all previous comments and welcomed Dean Michelle Sower
- Sean Ryland and Larry Green are a great reflection on our faculty
- Thanks to President Murillo, the Administration Team, and the staff that worked on staff development day. Excellent participation and engagement with a great focus on equity
- Will send convocation activities invitation to the Board

Vice President of Administrative Services Jeff DeFranco commented on the following items:

- Thank you for kind comments on the budget
- Full staffing levels for the first time in a year; excited to see the energy

President Kindred Murillo commented on the following items:

- SB 605 will be going to the Assembly tomorrow and then to the Governor's desk from there; will be sending a coalition letter with logos and signatures urging Governor Brown's support
- Welcome to Dean Michelle Sower and welcome back Pat Leonard-Heffner
- Thanks to the Connect Team for Staff Development Day activities. Lots of employee with tons of knowledge; incredible to see the collective wisdom of the classified employees. Investing in staff development is always worth it
- Excited at the stability and energy leading into the year ahead. This is the first year really feeling that way; the team, budget, and FTES are in a stable place

***Next Meeting  
Date***

The next regular Board of Trustees meeting will be held in room L104.

***Adjournment***

The meeting adjourned at 8:30 p.m.

Signed by Kindred Murillo  
Secretary  
Board of Trustees  
Lisa Shafer

ADOPTED AND ORDERED INTO THE MINUTES

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Kindred Murillo, Secretary

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Date



VISION:  
"California's premier destination community college"

### **Agenda Item Details**

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Meeting	Feb 28, 2017 - Lake Tahoe Community College District - BUSINESS MEETING - Board of Trustees Meeting
Category	3. New Business - Action Items
Subject	3.1 AA - Accrediting Commission for Community and Junior Colleges - Substantive Change Proposal - Incarcerated Student Pilot Program
Access	Public
Type	Action
Recommended Action	It is recommended the Board of Trustees approve the Accrediting Commission for Community and Junior Colleges Substantive Change Proposal - Incarcerated Student Pilot Program as presented.

### **Public Content**

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The Accrediting Commission for Community and Junior Colleges (ACCJC) expects accredited institutions to undertake change responsibly and to continue to meet the Eligibility Requirements, Accreditation Standards, and ACCJC policies even as they make changes. To provide assurance of institutional quality to the public and to maintain Title IV financial aid funds for students of the institution, a **Substantive Change Proposal** must be reviewed and acted upon by the ACCJC's Committee on Substantive Change, or the ACCJC as a whole.

The Board of Trustees (Board) approved the proposal for the Incarcerated Student Pilot Program at its November 11, 2014, meeting to determine if this program was a viable addition to Lake Tahoe Community College (LTCC). LTCC hired a director of the program February 2, 2015. The Board received an update on the program in September 2016. College administration has reviewed and evaluated this program and determined this program meets and enhances the mission of the college. Upon the Board's approval, the Substantive Change Proposal will be submitted to ACCJC for consideration at their April commission meeting. This is the final Substantive Change Proposal the college is seeking to get approved prior to the upcoming accreditation process.

Attached is the Substantive Change Proposal for Board review.

### **Attachments**

1. Substantive Change Proposal Incarcerated Student Pilot Program

### **Administrative Content**

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## **Executive Content**

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**MISSION:**

Lake Tahoe Community College serves our local, regional and global communities by promoting comprehensive learning, success, and life-changing opportunities. Through quality instruction and student support, our personalized approach to teaching and learning empowers students to achieve their educational and personal goals.

# **Incarcerated Student Program**

## **Student Education Guide**



## What has changed?

### Board of Governors' Waivers

- California Community Colleges Board of Governors Approves Changes to Fee Waiver Provisions. Chancellor Brice W. Harris says new standards will help student success.
  - The new policy, which takes effect in fall of 2016, is a key component of the Board of Governors' Student Success Initiative. The new regulations will work in concert with statewide enrollment priorities that will go into effect in fall 2016 to encourage students to focus on their classes and seek help when they face difficulties. Community colleges are putting in place more counseling and other support services to help students define their educational and career goals and stay on track to achieve them. For more information, please see attached.
- On page 9 of the student guide, we have made some alteration to the course schedule; it's projected through summer 2017.
- Reclassified courses. Two courses have been restructured, they are COU 102 and MAT187A/B. MAT 187A/B initially were two, two-unit courses. Now the course is MAT187, it is one, four-unit course. COU102 has changed from a two-unit course to COU100, a four-unit course.
- We have included a new schedule with your quarterly material. This new calendar projects the 2016-2017 school year. It has all projected start dates, midterms and finals for the entire year.
- We are introducing a new barcoding system to track books. The book(s) you have received have been scanned into our system under your student name and number. If you are transferring, please reach out to the ISP office using the new "LTCC Notification of /Transfer/ Parole/ Movement" form so we can clear the book checked out to you.
- We have introduced a new form to this program. It is called the "LTCC Notification of /Transfer/ Parole/ Movement."

## About the Lake Tahoe Community College

Lake Tahoe Community College (LTCC) opened in 1975 and is located in the Sierra Nevada Mountains of California. Classes are offered in a variety of formats: on campus in traditional classrooms, outdoors in field-based settings, online via the Internet, and through a correspondence program for inmates. While most LTCC students come from South Lake Tahoe or the surrounding region, the College also attracts students from throughout the United States and across the globe.

Approximately 150 LTCC students graduate with an associate degree each year. Many students continue their education by transferring to a California State University or University of California campus.

### Accreditation

LTCC is fully accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC), one of the regional accrediting bodies recognized by the U.S. Department of Education and the Council for Higher Education Accreditation.

### Instructional Quality

The College employs approximately 38 full-time and 150 adjunct (part-time) faculty to help students achieve their educational goals. These educators are not only excellent instructors, but are also recognized in their fields as published authors, artists, performers, and scientists.

### Incarcerated Student Pilot Program (ISP)

The Incarcerated Student Pilot Program was started in 2015 to serve inmates of California correctional facilities. Higher education provides inmates with a pathway to a more productive future and greater likelihood of post-release employment. Incarcerated students are able to achieve their associate's degree through one on one enhanced instruction facilitated through the community college.

### Mission

Lake Tahoe Community College serves our local, regional and global communities by promoting comprehensive learning, success, and life-changing opportunities. Through quality instruction and student support, our personalized approach to teaching and learning empowers students to achieve their educational and personal goals.

### Vision

"California's premier destination community college."

### Beliefs

We at Lake Tahoe Community College believe:

- Students come first
- An educated citizenry is fundamental
- Learning enhances the quality of life
- Innovation, integrity, high standards and the pursuit of excellence are essential
- Diversity enriches
- We make a difference

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## Welcome Letter

*Greetings Students,*

*Let us start by recognizing and congratulating you on taking the first step in your educational journey. We realize that approaching this decision to further your education may have been difficult, but let me assure you, advancing your education through Lake Tahoe Community College (LTCC) is an effective way to scaffold your future. Education (combined with the right attitude) has the potential to open many doors and form lasting relationships.*

*It is our goal here at LTCC to meet your educational needs while providing a college experience that nurtures long-lasting knowledge, skills, and tools that you will use throughout the rest of your life.*



*LTCC is committed to advancing the Incarcerated Student Pilot Program (ISP) while holding your success and growth as our highest priority. We here at LTCC know it is our duty as an institution of higher learning to provide you with a quality education. We are dedicated to working directly with you to empower you as an individual and as a student.*

*Although this is a one-on-one enhanced learning module it is of paramount importance to us that we deliver the same standard of excellence as we do in our on-campus educational programs.*

*We will be offering classes that you need to obtain an Associate in Arts Degree in Social Sciences, with hopes for you to transfer to other higher education programs (for four-year degrees and even graduate programs) with the goal of a successful transition to life outside of incarceration.*

*During your educational experience at LTCC, we encourage you to connect and collaborate with fellow students while corresponding with instructors for feedback and growth.*

*Over the course of each term, the ISP Director, Counselors, and Faculty will be traveling to your location. These visits are excellent opportunities to ask questions about your pursuit of higher learning and to work out any logistical issues regarding LTCC's program.*

*We hope your time spent with LTCC is a rewarding opportunity and one that will be used as a stepping stone to your future.*

*Sincerely,*

*S.C. Reynolds*  
Director, Incarcerated Student Pilot Program

## You Can Succeed

A college degree opens the doors of opportunity. College graduates are able to secure better jobs and earn better wages than individuals with only a high school or equivalent degree. Get a fresh start and earn your college degree through Lake Tahoe Community College (LTCC) while you are incarcerated.

Once you successfully complete all of the courses, you will graduate and receive a diploma that shows the degree that you have achieved.

## How the Program Works

Lake Tahoe Community College is currently offering the Social Science Associate in Arts degree through the Incarcerated Student Pilot Program (ISP). This degree can be completed entirely through one-on-one enhanced coursework. An Associate in Arts degree is granted by community colleges to students who have finished general education courses, major requirements, and electives. An associate degree typically allows a student to transfer to a four-year university as a junior.

LTCC operates on the quarter system, which is different from most community colleges in California and provides advantages to you as a student. You will take fewer courses per term and complete courses more quickly than is possible on a typical semester calendar.

After applying to join the program, accepted students are placed into groups. You and the other students in your group will enroll in essentially the same classes each quarter as you work towards your degree. Course modules with materials and assignments will be sent to you prior to the start of the quarter. A typical quarter would include three classes. Most classes take twelve weeks (a full quarter) to complete.

There are typically six modules for each course. You will be expected to finish on average one module every two weeks, though those time frames slightly adjust each quarter. Once you return the module to the ISP Office, your instructor will grade your work and send feedback to you. At the end of the course, your instructor will determine the final grade you have earned based on all modules, midterms and final exams. You will receive a final grade report for all courses attempted after the end of the quarter.

Most students are able to have all of their enrollment fees waived by qualifying for the Board of Governors fee waiver. If you qualify, the courses will be free. All of the course materials will be provided to you. There are no costs for textbooks; They are provided to you by LTCC.

In the middle of each quarter, you will also receive registration forms for your next set of classes. Once you indicate that you want to continue, the next set of class modules will be prepared for you. You will receive the next set of modules and begin your second quarter shortly after finishing your classes for the quarter. The entire degree can be completed in just nine quarters if a student is motivated and passes the necessary classes.

Want to learn more about the program? In the following pages you will find all the details including degree requirements, course descriptions, and timelines.

## Degree Programs: Social Science Associate in Arts

The Social Science degree provides students with an understanding of human behavior, mental processes, and social institutions that are important in contemporary society. The degree provides skills that are valuable in a wide range of careers including business, government, social services, and education. The degree offers students a foundational understanding of the social sciences.

Student Learning Outcomes for this major are:

- Apply critical thinking skills to major social, historical, political, and psychological issues
- Develop open-mindedness to various social, historical, political, and psychological perspectives and opinions, as well as a tolerance for ambiguity
- Apply research methods and theories to major social science issues
- Develop an appreciation and understanding for human diversity

To earn this degree, a student must complete a specific combination of general education coursework, 28 quarter units required within the major, and elective coursework to bring the total to at least 90 degree-applicable quarter units.

## Sample Educational Plan

Below is a sample course plan for a typical student. You may be able to skip some courses based on assessment scores or previous college coursework. After being admitted to the program, your LTCC counselor (academic advisor) will provide you with a personalized plan.

1 <sup>st</sup> Quarter	Units
MAT-187	4.00
COU-100	4.00
or	
ENG-191AK	2.00
ENG-152	5.00
	15.00

5 <sup>th</sup> Quarter	Units
GEL103	5.00
SOC-101	4.00
MAT-201*	5.00
	14.00

9 <sup>th</sup> Quarter	Units
PSY-103	4.00
SPE-104*	4.00
PSY-210	4.00
	13.00

2 <sup>nd</sup> Quarter	Units
MAT-152A	4.00
ENG-101	5.00
MUS-101	4.00
	13.00

Summer 16	Units
REL-103	4.00
	4.00

Summer 17	Units
PSY-104	4.00
SOC-102	4.00
	8.00

3 <sup>rd</sup> Quarter	Units
HIS-113	4.00
MAT-152B	4.00
SPA-101*	5.00
	13.00

7 <sup>th</sup> Quarter	Units
PSY-101	4.00
SOC-103	4.00
SOC-106	4.00
	12.00

4 <sup>th</sup> Quarter	Units
BSN-100	4.00
MAT-154A	4.00
SPA-102*	4.00
	12.00

8 <sup>th</sup> Quarter	Units
ETH-202C	4.00
POL-101	4.00
PHI-104	4.00
	12.00

*\*These and two additional courses are required to complete the AA-T in either Sociology or Psychology. Also, it is up to student to track themselves. Starting Summer2016 LTCC will be offering a condensed summer quarter which will be a six-week period. Unless you have a 3.25 or above you will be limited to one course for the condensed summer quarter*

## PREREQUISITES, COREQUISITES, AND ADVISORIES:

Many courses and educational programs of study have enrollment conditions such as prerequisites, co-requisites, or advisories on recommended preparation. These faculty-approved conditions are considered necessary and appropriate to ensure that students are adequately prepared to succeed in the course or educational program.

### What is a prerequisite?

A prerequisite is a condition of enrollment that a student is required to meet in order to demonstrate current readiness for a course or educational program. Prerequisites completed at LTCC with a “C” or better will be automatically approved when students register for the course. Students who have completed prerequisites at another college may be cleared by an LTCC counselor. Students that do not have the required prerequisite for a course will not be admitted into the course. **Classes that are prerequisite based: English, Math, Spanish.**

### What is a co-requisite?

A co-requisite is a condition of enrollment consisting of a course that students are required to complete simultaneously (or prior to) in order to enroll in another course. **Classes that are co-requisite based: English 191AK (co-requisite of English 152, must be taken at the same time).**

### What is an advisory?

An advisory is a recommended course or skill level students are advised, but not required, to possess prior to enrollment in a specific course.

## DROPPING/WITHDRAWING

Students may drop or withdraw classes. Students must file a drop form; no record of the course appears on the student’s transcript. After a certain date, students must complete a withdrawal form. A withdrawal is indicated by a “W” symbol on student’s transcripts. Students who remain enrolled past the deadline to withdraw will receive a letter grade. See the Academic Planner insert for specific dates and deadlines.

It is always the student's responsibility to drop or withdraw from classes. While instructors may drop students for non- participation, students should never assume that this was done by the instructor. In extenuating circumstances clearly beyond the control of the student, such as extended illnesses or prison transfer, a student may petition for a grade of “W” beyond the deadline.

### **ACADEMIC PROBATION AND DISMISSAL**

A student who has attempted at least 12 quarter units will be placed on academic probation if the student has earned a cumulative grade point average below 2.0. Students on academic probation intending to take more than 3 units are required to receive authorization from an LTCC counselor prior to registering for the next quarter. A student on academic probation for a grade point deficiency will be removed from probation when the student's cumulative grade point average is 2.0 or higher. A student who is on academic probation will be subject to dismissal if the student has completed 30 units with a cumulative grade point average of less than 2.0 in each of three consecutively enrolled quarters.

### **PROGRESS, PROBATION, AND DISMISSAL**

A student who has enrolled in a total of at least 18 quarter units will be placed on progress probation when the percentage of all units in which a student has enrolled and for which entries "W" or "NP" has been recorded reaches or exceeds 50% of the total units. Students on academic probation intending to take more than 3 units are required to receive authorization from an LTCC counselor prior to registering for the next quarter.

A student on progress probation will be removed from probation when the percentage of units in this category drops below 50% of the total units. A student who has been placed on progress probation for at least 5 consecutive quarters will be subject to dismissal. Students who have previously taken courses through Lake Tahoe Community College may have received "I" (Incomplete) grades. These incompletes would also be included in the calculation of adequate progress.

### **COURSE REPETITION AND WITHDRAWAL**

Most courses are not repeatable unless a student receives a non-passing grade. A student who receives a "D" or "F" may repeat the course the next time it is offered. The grades for both attempts will appear on the student's transcript, but only the best grade will be used in the GPA calculation. Withdrawals count as an attempt of the course. Students may be unable to repeat if they have withdrawn from the same course more than once.

### **FINANCIAL AID: BOG WAIVER**

Inmates may qualify for the Board of Governors (BOG) Fee Waiver if residency and income requirements are met. The fee waiver covers all enrollment fees. Students must re-apply each spring to be qualified for a new fee waiver for the upcoming academic year.

## **WITHHOLDING SERVICES FOR NONPAYMENT**

Grades, transcripts, diplomas and registration privileges, or any combination thereof, will be withheld from any student or former student who has been provided with written notice that he or she has failed to pay a proper financial obligation due to the Lake Tahoe Community College District. This includes failure to return textbooks to the ISP Office. Any item or items withheld will be released when the student satisfactorily meets the financial obligation (Education Code Section 72237).

## **GENERAL EDUCATION PATTERN**

Different patterns of general education courses are recommended or required depending on the type of degree the student is pursuing and the student's intent to transfer. LTCC offers three patterns:

- LTCC General Education
- CSU General Education (transfer to CSU)
- IGETC (transfer to CSU or UC)

General education requirements of most Associate in Arts (AA) degrees can be satisfied through all three patterns. The Associate in Arts for Transfer (AA-T) and the Associate in Science for Transfer (AS-T) require either the CSU or IGETC pattern.

## **NON-DISCRIMINATION**

It is the policy of the Lake Tahoe Community College District not to discriminate on the basis of race, sex, physical handicap, religion, color, creed, national origin, language, or age in any of its educational and employment programs, activities, policies, practices and procedures.

## College Policies and Procedures

**ADMISSION** Lake Tahoe Community College admits high school graduates, as well as adults who have not graduated and no longer attend high school, but can benefit from the community college experience. Students interested in the ISP program should complete the ISP Admission Packet to apply for admission. Admission to Lake Tahoe Community College as well as program requirements are governed by the laws of the State of California and regulations prescribed by Board of Governors.

Note: Correctional institutions may have additional criteria for determining which inmates are eligible to participate in specific educational activities while incarcerated.

### **GRADES AND GRADE POINT AVERAGE**

Grades from the following grading scale will be averaged on the basis of the point equivalencies to determine a student's grade point average. The highest grade will receive four points, and the lowest grade will receive zero points, using only the following evaluative symbols:

<b>SYMBOL</b>	<b>DEFINITIONS</b>	<b>GRADE POINT</b>
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Passing, less than satisfactory	1
F	Failing	0
P	Pass – at least satisfactory	
NP	No Pass – less than satisfactory/failing	
W	Withdrawal	
I	Incomplete	

An overall GPA of 2.0 is required for graduation from Lake Tahoe Community College.

### **INCOMPLETE AND WITHDRAWAL GRADES**

The grade of "W" is authorized for students who withdraw from a class prior to the last day to

withdraw. Withdrawal requests must be submitted to Enrollment Services. Students are limited to two withdrawals and/or substandard grades per course. Under certain circumstances, a student may petition for one additional enrollment. Please contact ISP for more information if necessary.

- For quarter-length (12 week) courses, students may withdraw between the end of the second calendar week and the last business day of the seventh calendar week of classes (See the Academic Planner insert for specific dates and deadlines.)
- For all other courses, the last day to withdraw is generally prior to the 58% point of the course. No notation shall be made on the academic record of the student who withdraws from a class or classes prior to the beginning of the period of time for which a grade of "W" is authorized. The academic record of a student who remains in a class or classes beyond the time authorized to give a grade of "W" must reflect a grade other than "W." (See the Academic Planner insert for specific dates and deadlines.)
- In extenuating circumstances clearly beyond the control of the student, such as verified accidents or extended illnesses, a student may petition for a grade of "W" beyond the authorized time for such a grade. The "W" shall not be used in calculating grade point average, but excessive "W's" shall be used as factors in probation and dismissal procedures. Withdrawals may be counted as a repeat for the course. Lake Tahoe Community College grade point average (GPA) is computed using only grade points and units for courses completed graded "A-F." The grade of "P" and the units earned in such a course will not be counted in calculating grade point average, but will count in determining probation status. An overall GPA of 2.0 is required for graduation from Lake Tahoe Community College.

The “I” symbol shall not be used in calculating units attempted nor for grade points. If a student has incomplete academic work because of unforeseeable, emergency, and/or justifiable reasons at the end of the term, he/she may consult with the instructor and request the instructor issue an “I” (Incomplete) on the student’s record. The condition for removal of the “I” shall be stated by the instructor in a written record. (The form is available in Enrollment Services.) This record shall specify the conditions for removal of the “I” and the grade assigned in lieu of its removal. This record must be signed by both the student and instructor, with each keeping a copy. The original will be kept on file with the Director of Enrollment Services until the “I” is made up or the time limit has passed. A final grade shall be assigned when the work stipulated has been completed and evaluated, or when the time limit for completing the work has passed. The “I” must be made up no later than one academic year following the end of the term in which it was assigned. A student may petition the appropriate Dean for a time extension due to circumstances which are unusual or beyond the student’s control.

#### **UNITS OF CREDIT**

LTCC operates on the quarter system and credit is awarded in quarter units. Each quarter unit of academic credit is equivalent to 2/3 of a semester unit.

#### **GRADE CHANGES**

The determination of the student’s grade by the instructor will be final in the absence of mistake, fraud, bad faith, or incompetency (Title

5, §55025). A student who feels that an instructor has given an evaluative grade based on one or more of these conditions, and has evidence to substantiate the claim, may pursue an appeal within one year from the end of the quarter in which the grade was issued. For a copy of the appeal procedures, please contact the ISP Office.

#### **LTCC TRANSCRIPTS**

Transcripts are provided to students from the Admissions and Records Office. Students may also request their official transcripts by completing and submitting a transcript request form. Up to two transcripts will be sent to each student, free of charge. A fee will be required for each further additional transcript. Please contact the ISP Office for more information and an ISP Transcript Request Form.

#### **TRANSFER OF CREDITS INTO LTCC**

The College recognizes that students have the opportunity to earn credits from a variety of institutions during the educational process and has established mechanisms for the equitable transfer of credit. In order to maintain the quality and integrity of its academic programs, credits transferred to the College are accepted only upon careful evaluation of official transcripts from regionally-accredited institutions. If you have taken classes at other colleges, please have your official transcripts sent to:

**Lake Tahoe Community College  
ATTN: ISP  
One College Drive  
South Lake Tahoe, CA 96150**

## Course Description

The courses described below are the anticipated offerings at the time of publication. Alternate courses which meet the same degree requirements may be substituted based on instructor availability, curriculum changes, or other factors.

### **ART 114 BEGINNING DRAWING FROM OBSERVATION**

*Lecture 2, Lab 4, Units 4*

This course is an introduction to various principles, elements, and practices of drawing, employing a wide range of subject matter and drawing media. Students will focus on perceptually based drawing, perspective, observational skills, technical abilities, and creative responses to materials and subject matter. **Transfers to CSU, UC**

### **BSN 100 INTRODUCTION TO BUSINESS**

*Lecture 4, Lab 0, Units 4*

This course provides an overview of the basic functions of business and how they interrelate. Topics to be covered include global business, e-business, entrepreneurship, human resources, marketing, management, logistics, accounting, finance, and investment. **Transfers to CSU, UC**

### **COU 102 COLLEGE SUCCESS**

*Lecture 2, Lab 0, Units 2*

This course is designed to provide students with the knowledge and skills for academic success in college. This course will include topics such as basic study skills, college life and requirements; an introduction to the services, programs and individuals available to assist students at the two-year college level; academic policies; development of an individual educational plan; and post-secondary educational systems. Also included in the course is a critical thinking component that will emphasize an understanding and ability to use critical thinking skills through written and verbal communication. **Transfers to CSU, UC**

### **ENG 101 READING AND COMPOSITION**

*Lecture 5, Lab 0, Units 5*

This course stresses development of mature skills in reading, writing, and critical thinking with emphasis on expository and argumentative prose. **Transfers to CSU, UC**

**PREREQUISITE:** ENG 152 with a grade of "C" or better or appropriate skills as demonstrated through the English assessment process.

### **ENG 102 INTRODUCTION TO LITERATURE**

*Lecture 4, Lab 0, Units 4*

This course is an introduction to literature, exploring genres such as short stories, poetry, drama, and literary nonfiction. Students will read fiction, drama, essays, and poetry in order to develop skills in critical reading and writing. Writing assignments emphasize expository analysis of the reading material. **Transfers to CSU, UC**

**PREREQUISITE:** ENG 101 with a grade of "C" or better or equivalent.

### **ENG 152 CRITICAL READING AND WRITING**

*Lecture 5, Lab 0, Units 5*

This course emphasizes the development of critical reading and writing skills. Focus is on the organization, development, and analysis of ideas through both reading and written assignments.

### **ENG 191AK SPECIAL TOPICS: SUPPORT FOR SUCCESS IN ENGLISH 152**

*Lecture 2, Lab 0, Units 2*

This workshop is available to students who would like additional support and instruction to help them be more successful in English 152. Time will be spent working on the fundamental writing and critical thinking tasks students are pursuing in English 152.

**COREQUISITE:** ENG 152

**NOTE:** *Non-Degree Applicable course.*

### **ETH 202C MEXICAN-AMERICAN HISTORY: 1960 TO PRESENT**

*Lecture 4, Lab 0, Units 4*

This course, the third of a three-part series, covers the major socio-historic and political events and continuing tensions of the southwestern United States from the 1960's to the present from the Mexican-American perspective. Events to be covered include the emergence of political and educational opportunities for Mexican-Americans, the L.A. high school walkouts, César Chávez and the United Farmworkers Union, the struggle for a separate identity, and the advent of Mexican-American (Chicano) Studies. **Transfers to CSU, UC ADVISORY:** ENG 152 or equivalent.

### **GEL 103 HISTORY OF THE EARTH AND ITS LIFE**

*Lecture 4, Lab 3, Units 5*

This course studies the development of the Earth and its life through examination of the rock and fossil record. In addition, geologic processes, geologic maps, and fossil structures will be studied while tracing the changes in the configuration of the Earth. **Transfers to CSU, UC**

### **HIS 113 HISTORY OF THE UNITED STATES IN THE 20<sup>TH</sup> CENTURY**

*Lecture 4, Lab 0, Units 4*

This course covers the history of the United States during the 20th century with particular attention paid to the social, political, economic, and cultural forces that have shaped the modern state. **Transfers to CSU, UC**  
**ADVISORY:** ENG 101 and ENG 103 or equivalent.

### **MAT 152A BASIC ALGEBRA (PART I)**

*Lecture 4, Lab 0, Units 4*

This course is designed as an introduction to algebra. Topics covered include the four basic operations with positive and negative numbers and with polynomials, solving and graphing linear equations, an introduction to functions and sets, and properties of integral exponents.

**PREREQUISITE:** MAT 187B with a grade of “C” or better or equivalent or appropriate skills demonstrated through the math assessment process.

### **MAT 152B BASIC ALGEBRA (PART II)**

*Lecture 4, Lab 0, Units 4*

This course is a continuation of MAT 152A or MAT 152AA. The material covered includes factoring, operations, and equations with rational expressions, linear equations and inequalities with absolute values, solving systems of linear equations and inequalities, operations with exponents and radicals, solving radical equations, and solving quadratic equations.

**PREREQUISITE:** MAT 152A or MAT 152AA with a grade of “C” or better or equivalent or appropriate skills demonstrated through the math assessment process.

### **MAT 154A INTERMEDIATE ALGEBRA**

*Lecture 4, Lab 0, Units 4*

This course is a continuation of MAT 152B or MAT 152BB and covers algebraic tools commonly used in business, science, and math. Students will learn to solve applications with quadratic equations and

systems of quadratic equations. Students will be introduced to the definition of a function and its inverse, exponential and logarithmic functions, sequences and series, and conic sections.

**PREREQUISITE:** MAT 152B or MAT 152BB with a grade of “C” or better or equivalent or appropriate skills demonstrated through the math assessment process.

### **MAT 187 BASIC ARITHMETIC**

*Lecture 4, Lab 0, Units 4*

This basic arithmetic course covers general areas of arithmetic which include whole numbers, fractions, decimals, percentages, and signed numbers. Included is an additional study skills/counseling component to assist students in being successful in this course as well as future math courses. **ADVISORY:** Appropriate skills demonstrated through the math assessment process.

### **MUS 101 MUSIC LISTENING AND APPRECIATION**

*Lecture 4, Lab 0, Units 4*

This course gives a comprehensive overview of the elements and styles of music from 1600 to the present. Study will focus on guided listening to compositions by selected composers. Emphasis will be placed on the understanding of various types of instrumental and vocal music including the symphony, concerto, sonata, vocal genres, classical twentieth century music, and Jazz styles.

**Transfers to CSU, UC**

### **POL 101 UNITED STATES GOVERNMENT**

*Lecture 4, Lab 0, Units 4*

This course is a study of the formation and development of the United States national government, the Constitution, and the national government’s organization, function, and powers. Particular attention is given to the study of United States political thought and philosophy. Emphasis will be given to California state and local government as examples of Federalism.

**Transfers to CSU, UC**

**ADVISORY:** ENG 101 and ENG 103 or equivalent.

### **PSY 101 GENERAL PSYCHOLOGY**

*Lecture 4, Lab 0, Units 4*

This course is an introduction to the theories and methodological approaches in psychology. The subject matter will include such topics as learning, memory, sensation, perception, cognition, social behavior, personality, motivation, emotion, human

development, abnormal behavior, and the physiological bases of behavior. **Transfers to CSU, UC**  
**ADVISORY:** ENG 101 or equivalent.

### **PSY 102 CHILD AND ADOLESCENT GROWTH AND DEVELOPMENT**

*Lecture 4, Lab 0, Units 4*

This course examines the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. There will be an emphasis on interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences, and analyze characteristics of development at various stages.

**Transfers to CSU, UC**

**ADVISORY:** ENG 101 or equivalent.

### **PSY 103 ADULT DEVELOPMENT**

*Lecture 4, Lab 0, Units 4*

This course completes the psychology series on human development which started with Child and Adolescent Development. The course covers the developmental sequence from young adulthood to late adulthood. These stages of adult development will be studied from physical, social, emotional, and cognitive perspectives. The course will also include issues of death and bereavement.

**Transfers to CSU, UC**

**ADVISORY:** ENG 101 and PSY 101 or equivalent.

### **PSY 104 SOCIAL PSYCHOLOGY**

*Lecture 4, Lab 0, Units 4*

This course is an introduction to the theories and methodological approaches in social psychology. The course will examine how people think about, influence, and interact with others. The topics covered in class will include person perception, attitude formation and change, interpersonal attraction, persuasion and influence, prejudice and stereotyping, aggression, and prosocial behavior.

*Transfers to CSU, UC*

**ADVISORY:** ENG101andPSY101orequivalent.

### **PSY 210 INTRODUCTION TO BIOLOGICAL PSYCHOLOGY**

*Lecture 4, Lab 0, Units 4*

This introductory course examines the contemporary research and theory dealing with the relationship between the brain and psychological factors. The course will cover such topics as neuronal activity, the effects of drugs, the nervous system, hormones and

sexual behavior, the effects of brain damage, emotional behaviors and stress, and brain chemical imbalances in individuals who suffer from mood disorders and schizophrenia. **Transfers to CSU, UC**  
**PREREQUISITE:** PSY 101 with a grade of "C" or better or equivalent.

**ADVISORY:** ENG 101 or equivalent.

### **REL 103 WORLD RELIGIONS**

*Lecture 4, Lab 0, Units 4*

This course is an intensive analysis of religions as cultural systems. The origin, history, and interpretation of religious ideas in the major religions of the Eastern and Western worlds will be discussed, emphasizing the contributions each has made to the cultural development of humankind. Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam will be studied.

**Transfers to CSU, UC**

**ADVISORY:** ENG 101 or equivalent.

### **SOC 101 INTRODUCTION TO SOCIOLOGY**

*Lecture 4, Lab 0, Units 4*

This course is an introduction to the basic principles of sociological inquiry. It includes analysis of social structures and social behavior, including socialization, social institutions, race, class, gender, deviance, and social change. As well, students will be exposed to the basic theoretical and methodological approaches of the discipline. **Transfers to CSU, UC**

**ADVISORY:** ENG 101 or equivalent.

### **SOC 102 MARRIAGE, FAMILIES, AND INTIMATE RELATIONSHIPS**

*Lecture 4, Lab 0, Units 4*

This course is a study of the family as a social unit and

institution, with emphasis on the various forms and functions of the family, as well as the family as a social problem. Cross-cultural families and non-traditional family forms, such as the gay and lesbian family and single-parent form, will be compared with more traditional forms like the nuclear family. Additional emphasis will be placed on patterns of dating and the variety of intimate relationships in society as well as the construction of the family in politics, media, and popular culture. **Transfers to CSU, UC**

**ADVISORY:** ENG 101 or equivalent.

### **SOC 106 CRIME AND SOCIETY**

*Lecture 4, Lab 0, Units 4*

This course is an introduction to the study of crime as a social problem and a social construction. Topics such as violent crime, victimology, corrections, law enforcement, white collar crime, and social policies towards crime will be analyzed in the context of major criminological and sociological theories and approaches. Special attention will be given to the social construction of crime in the media. **Transfers to CSU, UC**

**ADVISORY:** ENG 101 or equivalent.

### **SPA 101 ELEMENTARY SPANISH I**

*Lecture 5, Lab 0, Units 5*

This beginning course is an introduction to the speaking, reading, writing, and understanding of elementary Spanish. Elementary grammatical structures as used in the context of oral communication will be introduced and studied, which will aid the student in developing effective, competent, and grammatically correct

communication skills. This course contains a cultural component that will allow the student to develop an appreciation of the culture of Spanish-speaking countries. **Transfers to CSU, UC**

### **SPA 102 ELEMENTARY SPANISH II**

*Lecture 5, Lab 0, Units 5*

This course, a continuation of SPA 101, is designed to continue building elementary grammatical structures that focus on the speaking, reading, writing, and understanding of elementary Spanish. Students will continue to build their communication skills through the introduction of new vocabulary and more complex grammatical structures, including the present and past tenses. Students will continue to develop an appreciation of the culture of Spanish-speaking countries.

**Transfers to CSU, UC**

**PREREQUISITE:** SPA 101 with a grade of "C" or better/equivalent.

## **Course Options/Electives**

**Additional courses may be offered to enrich the educational experience and provide an opportunity for students to earn additional units. Below is a representative list of courses.**

### **SPE 104 SPEECH COMMUNICATION**

*Lecture 4, Lab 0, Units 4*

This course is an introduction to speech communication, including learning to listen effectively, non-verbal communication, interpersonal communication, small group discussion, and speaking to an audience. Emphasis will be placed on building self-confidence and developing the student's ability to communicate with others. **Transfers to CSU, UC**

**ADVISORY:** ENG 152 or equivalent.

**PREREQUISITE:** MAT 154A or MAT 154AA with a grade of "C" or better or equivalent or appropriate skills demonstrated through assessment process.

### **MUS 101 MUSIC LISTENING AND APPRECIATION**

*Lecture 4, Lab 0, Units 4*

This course gives a comprehensive overview of the elements and styles of music from 1600 to the present. Study will focus on guided listening to compositions by selected composers. Emphasis will be placed on the understanding of various types of instrumental and vocal music including the symphony, concerto, sonata, vocal genres, classical twentieth century music, and Jazz styles. **Transfers to CSU, UC**

### **MAT 201 ELEMENTARY STATISTICS**

*Lecture 5, Lab 0, Units 5*

The use of probability techniques, hypothesis testing, and predictive techniques to facilitate decision-making. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance, chi-square and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Applications using data from disciplines including business, social sciences, psychology, life science, health science, and education.

**Transfers to CSU, UC**

### **PHI 104 CRITICAL THINKING**

*Lecture 4, Lab 0, Units 4*

This course examines the methods and principles used for distinguishing cogent reasoning from faulty reasoning. Topics include deductive and inductive reasoning, common fallacies, language, and impediments to cogent reasoning. Emphasis will be on developing abilities to analyze, construct, and evaluate arguments that are relevant to everyday life experiences, politics, economics, society,

advertising, the media, and important current affairs. **Transfers to CSU, UC**  
**ADVISORY:** ENG 101 or equivalent.

### **REL 103 WORLD RELIGIONS**

*Lecture 4, Lab , Units 4*

This course is an intensive analysis of religions as cultural systems. The origin, history, and interpretation of religious ideas in the major religions of the Eastern and Western worlds will be discussed, emphasizing the contributions each has made to the cultural development of humankind. Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam will be studied. **ADVISORY:** ENG 101 or equivalent. **NOTE:** Students taking online courses must log in during the first week of the course or make special arrangements with the instructor to avoid being dropped.

**Transfers to CSU, UC**

### **PSY 211 RESEARCH METHODS AND DESIGN**

*Lecture 4, Lab 3, Units 5*

This course introduces students to research methodologies in the social and behavioral sciences. Students will examine design and implementation issues of both experimental and non-experimental research, descriptive and inferential statistical analysis, hypothesis testing, and ethical considerations when conducting research.

**Transfers to CSU, UC**

**PREREQUISITE:** MAT 201 and PSY 101 with a grade of "C" or better or equivalent.

**ADVISORY:** ENG 101 or equivalent.

### **SOC 103 SOCIAL PROBLEMS**

*Lecture 4, Lab 0, Units 4*

In this course, sociological perspectives will be used to understand social problems in the United States and selected world societies. The course will focus on social institutions and the problems and inequalities they produce, including racism, sexism, poverty, crime, violence, crimes against the environment, and white collar crime.

**Transfers to CSU, UC**

**ADVISORY:** ENG 101 or equivalent.

### **SOC 106 CRIME AND SOCIETY**

*Lecture 4, Lab 0, Units 4*

This course is an introduction to the study of crime as a social problem and a social construction. Topics such as violent crime, victimology, corrections, law enforcement, white-collar crime, terrorism, cybercrime, and social policies towards crime will be analyzed in the context of major criminological and sociological theories and approaches. Special attention will be given to the social construction of crime in the media and popular culture. **ADVISORY:** ENG 101 or equivalent. **NOTE:** Students taking online courses must log in during the first week of the course or make special arrangements with the instructor to avoid being dropped.

**Transfers to CSU, UC**

## **Transfer Planning**

Most LTCC courses offered through ISP correspondence will transfer to the California State University (CSU) and University of California (UC) systems. The transfer status of each course is listed in the course description. Courses which prepare students for college coursework by building foundational skills in Math and English are not transferable. Many other public and private universities throughout the country also accept LTCC coursework.

We encourage you to talk to your LTCC counselor (academic advisor) about pursuing a bachelor's degree in the future. The counselor can assist you to plan your coursework based on your educational goals. LTCC also may offer additional degree options in the future for students who intend to transfer to a California State University campus.

## ISP Logistics: What You Can Expect

### ISP Office

All of your interactions with LTCC instructors, counselors, and staff will be coordinated through the ISP Office. The ISP Director oversees the day-to-day operations of the program and is the liaison to the college coordinator at your correctional institution. The director handles all mail delivery, recordkeeping, prison visits, and assists with student concerns. You may contact the ISP Office through your on-site college coordinator.

### Correspondence Education

All of the coursework in this academic program will be conducted by correspondence using the same course outlines that are used to teach classes at the LTCC campus. The instruction you receive and your interaction with LTCC will occur by mail.

While not a required part of the program, you may have the opportunity to meet and receive tutoring from ISP instructors or staff during occasional prison visits.

### Getting Started

Your first step will be to complete the admission packet, which includes all the forms you need for program acceptance. It also includes the registration form for your first set of classes and the Board of Governors fee waiver application.

Shortly after your admission packet has been processed, you will receive a letter with your LTCC student identification number to be used throughout the program.

### Residency, BOG Waiver, and Fees

When your admission application is processed, your residency status will be determined based on the information you supply about the location of your previous home, immigration status, and other factors. Inmates who are determined to be California residents are likely to be eligible to have their fees waived under the BOG waiver application.

If you are determined to be a non-resident, you will be contacted for more information. Some non-residents are also eligible based on prior California high school attendance. If you are unable to qualify for the fee waiver, you would only be able to enroll in the program if you can arrange to pay nonresident tuition and other fees.

### Guidance and Planning for Success (GPS)

The GPS program can assist you in navigating your educational journey by providing free services for new ISP students. Through GPS, you are able to:

- Take math and English assessments to assist with correct placement into courses
- Receive a personalized education plan tailored to your needs by an LTCC counselor (academic advisor)
- Take an orientation on college and the ISP program, to better prepare for a successful educational experience

### Registration Procedures

Partway through each class, you'll receive a registration form for the upcoming quarter. It will list the courses the ISP program expects you to take. You will sign and return the form to indicate your intent to continue. After the registration form is processed, you will be notified of your exact schedule for the quarter. Occasionally a course listed on the registration form will be removed by LTCC staff due to instructor availability, missing prerequisites, or other reasons.

### Coursework

ISP staff will either mail or deliver materials to the prison sites. Materials distributed will include:

- Student envelopes
- Books
- Course materials

For each class in which you enroll, you will receive a course packet. These envelopes will be labeled with your name, CDCR#, LTCC student ID#, and the name of the course. In this envelope you will find important dates and details for the quarter, and your individual class schedule.

Every two weeks, it is your responsibility to turn in a module (assignment) from each course. You will sign and date the back of the envelope before giving it to the on-site prison coordinator. The coordinator will then mail the envelopes for all students to the LTCC ISP Office. The ISP Office will date stamp the envelope upon receipt and distribute it to the appropriate instructor. Please do not write over the dates on the envelopes as they are used to track assignments. The entire process can take 2-3 weeks to complete before you will receive feedback. During this time, you may continue to work on the other modules in the course.

### Assignment Sheets

You will be provided with assignment sheets which must be included in the envelope whenever you turn in your work. On this sheet, you will write the course name, student name, quarter, delivery date, due date, module number, and assignment name. You can also include any comments regarding your assignment that you would like to provide to your instructor.

### Exams

For each course, you will take midterm and final exams. Each exam has its own set of guidelines. Most will be proctored by an education official at your prison facility.

### Tutoring

If you need extra help to understand the course material, please use the Office Hour Request Form to contact your instructor. Ask specific questions so that your instructor can provide feedback to help you progress through your course modules.

### Book Return

Each time that you register for classes, you will sign a statement saying that you agree to return the books for your course to the ISP Office. If you do not return your books, you will not receive your grade report and may be unable to take classes in the future.

### Grade Reports

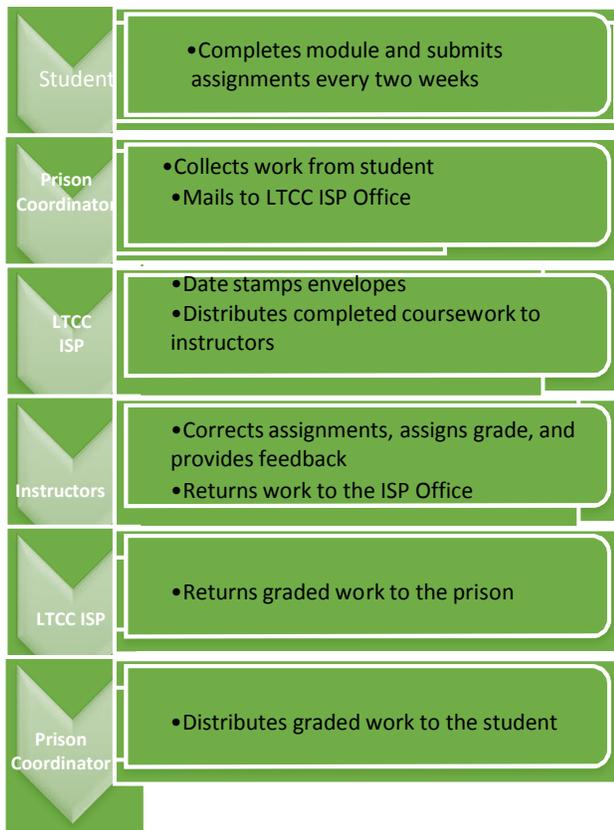
You will receive a grade report after the end of each quarter. The grade report will show the classes you completed during the quarter, the grade for each course, the GPA for the quarter, and the cumulative GPA for all classes taken through Lake Tahoe Community College.

### Petition to Graduate

When you have three quarters left to complete, you will submit a Petition for Graduation.

### Commencement Ceremony

LTCC celebrates the achievement of our students. We are looking forward to the opportunity to recognize the effort you demonstrate while pursuing your educational goals. Once you have earned your degree, your accomplishment will be honored at an ISP commencement ceremony.



## Expectations and Responsibility

Just like students in LTCC's online and face-to-face students, ISP students need to be responsible for their own education. For some, it will be a new experience to have to attend classes, do coursework, and take tests, and we understand there will be some getting used to the program. But attending college is a serious commitment and we need students to understand they need to take their work and their experience in the program seriously. We need students to take charge of their education so they can guide themselves through the program when ISP is not on grounds to assist with their immediate needs. These are the ways in which the ISP expects students to be responsible for their education:

- Make sure you have all the materials you need (pencils, paper, correct coursework, etc.) before the ISP visits your facility for the first time. After this initial visit, there will be a natural delay in getting you needed materials that may affect your work.

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***Turn in modules on time, which are due every two weeks. If teachers do not receive work by your first due date, it is possible you could be dropped from the class.***

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- Send your modules in the appropriate envelopes that are provided to every student. Do not put multiple modules into one envelope (Modules 1,2, and 3 put into Module 1 envelope) nor send in material that is not enclosed in an envelope. Also make sure you are putting the correct work in the correct envelope. (For example: Do not put Module 1 for Eng-101 in Math 187 A's envelope.) Instructors may deduct points from homework for these types of infractions.
- Write your full name on all materials. If you send in material without a name attached to it anywhere, we won't know who it belongs to, nor where it needs to go, and you may not receive credit for the work.
- Develop time management strategies so that you complete work in a timely manner. Use the calendar with important dates provided in this packet to help schedule time to do work.
- Stay organized so that you do not lose or misplace important material.
- If you need help or have questions, do not hesitate to go to your college coordinators and get an Office Hour Request Form to send to the LTCC ISP. We want to help and have solutions for you, but we cannot help if we do not know there is problem. Asking for help when you need it is an indication to us that you're a responsible student, and we do not perceive it as a sign of weakness or vulnerability.

## Forms

Forms are the main way students are able to communicate with the faculty and administration of the ISP. It is very important to know the purpose of each form so that you can communicate effectively and efficiently. Below are explanations of the function of each form, and in this packet you will find copies of each form that you can use throughout the quarter. If you ever run out of forms, please contact your college counselor.

Things to keep these things in mind when using and filling out forms:

**PLEASE FILL OUT REGISTRATION FORMS CAREFULLY.** Registration forms are very important for communicating with your professors and administrators. Please take your time and fill out all the required spaces on forms to ensure they get processed and responded to as quickly as possible. Make sure to double check you are filling out the right form for your situation.

**PLEASE WRITE BOTH FIRST AND LAST NAMES ON FORM.** Writing just your first name or just your last name is not an acceptable way to fill out forms. Filling the form with abbreviations (“John. D” or “J. Doe”) is also unacceptable. We are a growing program with over 150 students actively registered; we are not going to know who you are if you give us only a part of your name. Forms with incomplete first and last names are going to take longer to process and they may be returned to the facility and not processed if we cannot determine who you are.

**PLEASE BE PROFESSIONAL.** When communicating with professors or administration via forms please remember to be professional. You are now college students and have a responsibility to yourself and to the people you interact with to behave like college students. What this means is to write in complete sentences and complete thoughts, use correct grammar and punctuation, do not write personal messages to your professors, do not draw illustrations and related types of behavior.

**PLEASE RESPECT DELAY TIME.** Be mindful that communication with the ISP is going to naturally be delayed due to the nature of this program. All communication is done by mail and it takes teachers at least a couple days to grade material before we can send it back you. This delay is even greater when prisons experience lockdowns and materials are not allowed to going in or out of the facility. The only exception to this lockdown rule is if ISP representatives are present at a prison and can physically go around and collect and return materials.

### **Drop/Withdrawal Form**

You may drop from any class that you do not wish to complete. By dropping a class, it means you will not receive credit for the class. Specific dates and deadlines for drop and withdrawal requests can be found in the Academic Planner insert. A drop or a withdrawal does not negatively impact your grade point average (GPA), but you definitely do not want too many drops or withdrawals on your transcript. If the deadline to submit a withdrawal form has not been met by the student, they will receive a grade for this class.

If you feel like your grades are suffering because you are taking too many classes or you know that you will fail a class that is very important to your degree, it may be a wise decision to consider dropping or withdrawing from a class and retaking it at a later time.

### **Office Hour Request Form**

You may contact your course instructor or ISP faculty for a conversation about your coursework. This is an opportunity to pose additional questions, comments or concerns regarding your work, a class you are taking, circumstances that may be affecting your work and any other related topics. This is your chance to clarify any aspect of the program or its classes that you do not fully understand.

### **Advising Request Form**

You may contact LTCC for academic advising if you have question about how courses transfer, graduation requirements, projected education plan, graduation requirements or similar issues.

### **Transcript Request Form**

You may request a copy of your transcripts which show all coursework completed at LTCC. Please expect that it will take several weeks for your transcript to reach the ISP Office, be distributed to Admissions & Records, be processed and then mailed to you. Please hold onto this form if you expect to be transferred to another prison or moved out of the prison system all together.

## Frequently Asked Questions

### **1. I took classes at another college. Can I use those credits?**

Ask your former college to send your official transcripts to LTCC for evaluation. We will determine which courses apply to your current degree program. Transcripts can be sent to:

**Lake Tahoe Community College  
ATTN: (ISP)  
One College Drive  
South Lake Tahoe, CA 96150**

### **2. How much will my classes cost?**

The Board of Governors Fee Waiver covers all fees for most students. This means your classes would be free if you qualify. You'll find an application for the fee waiver in your admission packet. If you do not qualify, you may still participate if you can make arrangements to pay tuition and fees. The nonresident rate is approximately \$170 per unit.

### **3. What if I decide I don't want to continue taking classes?**

You are allowed to drop or withdraw from your current classes. Fill out the Drop/Withdrawal Form and return the materials. If you don't want to take any additional classes in the future, you may also withdraw completely from the program. Please reach out to your academic advisor at LTCC for assistance in making such decisions.

### **4. How can I get my LTCC transcripts?**

While you are incarcerated, you may contact the ISP Office for an ISP Transcript Request Form. This form can be used to order unofficial or official transcripts. After you are released, you can contact the Admissions & Records Office directly or download a transcript request form from the LTCC web site.

### **5. Can I continue the program if I get transferred to another prison?**

Possibly. If LTCC offers correspondence classes at your new correctional facility, you may be able to resume your studies.

### **6. Can I continue the program if I'm released?**

The correspondence program is limited to inmates, but other options are available. You may be able to finish your degree online through LTCC or by taking the remaining courses at your local community college. Please contact LTCC after you are released to explore your options.

### **7. Do I have to buy textbooks?**

LTCC will supply textbooks and materials for the courses. It is not necessary to purchase textbooks.

### **8. Is there someone else I can contact about the program?**

You may contact staff from the LTCC ISP Office through your prison coordinator. Please limit your questions or comments to items related to your courses or the program. Staff will not respond to personal questions or other non-educational inquiries.

## Hints and Tips for Success

### Academic Honesty

When you take advantage of the opportunity to get your college degree, you also commit to embrace your education with honesty and integrity. You are expected to honor this commitment by submitting original work and completing your own assignments. Cheating and plagiarism (representing someone else's work as your own) is strictly prohibited.

### Assignment Sheets

Always include the assignment sheet with your homework submission. Use the comment section to ask questions and problem solve with your instructors. You can communicate struggles you are having with your studies, but please do not use your assignment sheet as a place to "vent" frustrations. Its purpose is to provide you with a direct line of communication so that your instructor can give you individualized feedback and offer his/her professional expertise.

### Registration

Please complete your registration forms for each quarter promptly and thoroughly. The sooner you return your forms, the more likely it is that your first module will arrive before the first day of class.

### Mail Processing

Each envelope includes a label which identifies the course. ISP staff use these labels to quickly sort incoming assignments for distribution to instructors. Please make sure you place your coursework in the correct envelope to avoid delaying the feedback from your instructor. For example, your assignment won't be routed to the correct instructor if you place your PSY-101 assignment in the envelope for REL-103.

### GRADUATION REQUIREMENTS

**A student who is within three to four quarters of completing his or her coursework should submit a Petition for Graduation. The student's coursework from Lake Tahoe Community College and any other colleges attended will be evaluated to determine whether the student is eligible for graduation. To be eligible, a student must meet the following criteria:**

- Successfully complete all courses required for his/her degree program including general education courses, major courses, and electives.
- Complete the appropriate general education pattern for the degree type.
- Earn a minimum of 90 degree applicable quarter units
- Complete courses within the major with a "C" or better.
- Meet Math and English competency requirements.
- Take at least 18 units of coursework through Lake Tahoe Community College.
- No more than 12 units earned on a pass/fail basis (at any college) may be applied.

After completing the evaluation, the ISP Office will notify the student of any missing requirements. Official transcripts must be on file for all coursework taken at other regionally accredited colleges. These transcripts will be reviewed by Enrollment Services to determine whether the courses meet the standards necessary for graduation. For more information about graduation requirements, please contact the ISP Office for an Advising Request Form which will allow you to submit your questions to an LTCC Counselor.

### **ACADEMIC DISHONESTY AND PLAGIARISM POLICY**

Academic dishonesty and plagiarism are major concerns in higher education. Lake Tahoe Community College is committed to promoting honesty, integrity, and originality in all aspects of the classroom. Lake Tahoe Community College defines academic dishonesty as:

1. Cheating on examinations, quizzes, or other forms of classroom assessment. Cheating includes copying off of another student's work in class or verbally getting answers or assistance from another student in class.
2. Having another person complete work for a class and submitting that as one's own.
3. Using data storage or transmission devices, including cell phones, audio devices (iPods), Blackberrys, PDAs, or cheat sheets, to cheat or to complete work in the class.
4. Any other act that constitutes cheating or dishonesty in the classroom.

### **Lake Tahoe Community College defines plagiarism as:**

1. Using another's language, work, ideas, or other original material without giving proper credit to the original source, whether done accidentally or on purpose. It includes written work, ideas, graphs, artwork, music, maps, statistics, diagrams, scientific data, software, films, videos and the like. It includes work from published or unpublished sources, including the Internet.
2. Attempting to blur the line between one's own ideas or words and those taken from another source. Even if only bits and pieces of outside sources are used or if published work is rewritten, it still constitutes plagiarism unless the source is adequately cited and all quoted materials are enclosed in quotation marks.
3. Carelessly or inadequately citing ideas or words from another source.
4. Having another person complete a written or other classroom assignment and submitting that work as one's own, such as through the use of "paper mill" Web sites or having another person ghostwrite the assignment. It does not matter if ideas are stolen, bought, or downloaded from the Internet or written by someone else, it still constitutes plagiarism.
5. Using a paper, work, or assignment from a previous class, whether at Lake Tahoe Community College or not, and submitting that work as a new assignment, unless otherwise authorized by the faculty member.

### **Responsibility**

There are few offenses more serious in an educational environment than academic dishonesty and plagiarism. Students have the ultimate responsibility for avoiding plagiarism in all of their class work. Violations of the Lake Tahoe Community College Academic Dishonesty and Plagiarism Policy may result in any number of disciplinary action. This policy applies to all LTCC classes including those offered through the ISP program.

## Annual Notices

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) ANNUAL NOTICE**

The Family Educational Rights and Privacy Act requires educational institutions to provide students (or their parents, if the students are under 18 and have provided written consent) access to education records directly related to the student. An opportunity is provided for a hearing to challenge the contents of the records. The College is required to obtain the written consent of the student before releasing personally identifiable information about them from records to other than a specified list of persons and agencies (see last paragraph). These rights extend to present students and to former students of the College as of September 1975. Education records generally include material related to admissions, enrollment in classes, grades and related academic information. These records are available to school officials who have legitimate educational interest. School officials may include individuals contracted to perform services for the college. Such records will be made available for inspection and review by presently and formerly enrolled students following completion and filing of a request form with the Records Officer. All attempts to provide records will be made immediately, but in no instance will the waiting period be more than fifteen (15) working days. In case of a dispute concerning contents of the records, procedures have been established (Student Grievance Procedure) for a hearing, and the President of the College, or her designee, will make the final decision as to action to be taken.

The act provides that the College may release certain types of information (directory information). To withhold disclosure, written notification must be received in the Office of Admissions and Records prior to the first day of the quarter the student is attending. Forms requesting the withholding of directory information are available in Admissions and Records. Lake Tahoe Community College assumes that failure on the part of any student to specifically request the withholding of categories of "Directory Information" indicates individual approval for disclosure.

Lake Tahoe Community College designated the following items as Directory Information:

- student name
- major field of study
- dates of attendance
- degrees, awards, and honors received
- participation in officially recognized activities and sports
- weight and height of members of athletic teams
- most recent previous school attended

The College may disclose any of those items without prior written consent unless notified in writing to the contrary by the first day of the quarter the student is currently attending. In addition, the following items have been designated as Limited Directory Information which may be released to the specified entities and/or for the specified purposes listed below:

- mailing address, phone number, and official college email address - may be released to facilitate communication from college departments or the Lake Tahoe Community College Foundation
- date of birth - may be released to educational institutions and official agencies as necessary for matching student records
- residence address, mailing address, phone number, and date of birth - may be released at the discretion of the Vice President of Academic Affairs and Student Services to assist local law enforcement
- likenesses (such as photographs or videos) - may be released for use in publications, web content, marketing campaigns, and press releases initiated or approved by Lake Tahoe Community College
- student employment records - may be released by Human Resources or Financial Aid to verify employment of current and former students to potential employers, landlords, and companies providing credit

Additional information is available in the College's administrative procedures (Board Regulation 3.22). Students have the right to file a complaint with the U.S. Department of Education concerning alleged failures to comply with FERPA requirements. Students with questions or concerns about FERPA and privacy of educational records may send a written request for further information to the director of the Admissions and Records Office.

# **Incarcerated Student Program**

New Student Admissions Packet  
Spring 2017



Hello Prospective Student,

Congratulations on wanting to further your education and we appreciate you wanting to do it with the Incarcerated Student Program (ISP) at Lake Tahoe Community College! The first step is filling out a new Admission Packet to get you enrolled in the college. It can sometimes be intimidating registering for college and filling out a packet with a lot of different types of questions, but this form is here to hopefully ease that process as much as possible. It is also very important that your Admission Packet is filled out fully and correctly to ensure as efficient a registration process as possible. **When packets are not filled out correctly they will be sent back to the student so they can finish the packet. You will not be enrolled into the college until your packet is filled out correctly, which means incomplete packets will delay your enrollment.**

Furthermore, it is important to note that your information is protected by The Family Educational Rights and Privacy Act (FERPA). It is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education and our college deals with thousands of pieces of private information for thousands of students.

Below are a couple points in the registration packets that we have had issues with students filling out incorrectly or incompletely, please take note.

<b>SSN</b>	Must be given
<b>Birthdate</b>	Must be given
<b>Legal/Permanent address</b> – “Please list your last street address prior to being incarcerated. Do not use a P.O. Box”	Must be given and <u>cannot</u> be the facility at which you currently live. “Homeless” or “no prior address to incarceration” is valid.
<b>In which state were you living before being incarcerated?</b>	Must be in California in order to be eligible for LTCC.
<b>When did you begin living in that state?</b>	<ul style="list-style-type: none"> <li>• Year needed</li> <li>• If the year is 2015, a month is needed as well.</li> <li>• If you have ever at any time lived in another state (college, moved, etc) different from the state you lived in before being incarcerated, you need to factor that into your answer. For example, if you were born in 1978 in California, then lived in Arizona in 2012, then moved back to California in 2013 at which time you became incarcerated, you began living in California in 2013.</li> </ul>
<b>Have you done any of the following in a state other than CA in the LAST TWO YEARS?</b>	This needs to be answered. These questions apply to the <b>LAST TWO YEARS</b> only.
<b>Foster Care Status</b>	These two are often left unanswered. Need to answer
<b>Military status</b>	
<b>Signatures/Dates</b>	Everything, even the very first page, has to be signed and dated. Not a very common issue but happens once in a while.



# LTCC NOTIFICATION OF TRANSFER/ RELEASE / MOVEMENT

We are using this form to gather information regarding your length of stay at your current location. This document helps us understand and forecast your educational pursuit with LTCC. This document, along with all documents you submit to LTCC is filed and locked in a secure location.

Student Information		
Last Name	First Name	Middle Name
Incarceration Number	Prison	LTCC Student ID

My scheduled release date is: \_\_\_\_\_

My transfer date is: \_\_\_\_\_

**I am currently enrolled in the following quarter:**

Quarter  Summer  Fall  Winter  Spring

\_\_\_ I have been notified about possible release and scheduled to attend committee.

\_\_\_ I have been put up for transfer and waiting endorsements.

\_\_\_ I have been endorsed at 3 locations:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

\_\_\_ I am going C- over- C. Please send a drop form.

\_\_\_ I am going out to court. Please send an office hour request with your plan and when you will be returning.

\_\_\_ I am paroling. Please send an office hour request with your plan and how we can assist you

Please write in full sentences how we can assist you in your educational pursuit during your release / transfer. Please include the location, services, and how we can assist you.

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Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_





# APPLICATION FOR ADMISSION

Thank you for applying to Lake Tahoe Community College. Please complete each section of the application and sign the certification on the last page.

Inmate Information			
In which facility (prison) are you currently incarcerated?			
Social Security Number	CDCR Number	Date of Birth	Gender <input type="checkbox"/> Male <input type="checkbox"/> Female
Last Name	First Name	Middle Name	
Please fill in your last Legal/Permanent Address ( not your current location)			
Street	City, State, Zip		County
Mailing Address ( Your current location )			
Street or P.O. Box	City, State, Zip		County
Other Contact Information			
Primary Phone	Other Phone		

Citizenship and Ethnicity																													
<b>Citizenship (check only one)</b> <input type="checkbox"/> U.S. Citizen <input type="checkbox"/> Permanent Resident <input type="checkbox"/> Temporary Resident <input type="checkbox"/> Refugee/Asylee <input type="checkbox"/> Student Visa (F-1 or M-1) <input type="checkbox"/> Other Visa – specify type: _____ <input type="checkbox"/> Other Status	<b>INS Number (if permanent or temporary resident)</b>  <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Date of Issue</td> <td style="width: 50%; padding: 5px;">Expiration Date</td> </tr> <tr> <td style="height: 30px;"></td> <td></td> </tr> </table> <b>Country of Citizenship (if not U.S. Citizen)</b>  	Date of Issue	Expiration Date																										
Date of Issue	Expiration Date																												
<b>Ethnicity (Mark All That Apply)</b> <table style="width: 100%; border: none;"> <tr> <td style="width: 25%;"><input type="checkbox"/> Asian: Cambodian</td> <td style="width: 25%;"><input type="checkbox"/> Central American</td> <td style="width: 25%;"><input type="checkbox"/> Filipino</td> <td style="width: 25%;"><input type="checkbox"/> American Indian</td> </tr> <tr> <td><input type="checkbox"/> Asian: Chinese</td> <td><input type="checkbox"/> Mexican, Chicano, or Mexican-American</td> <td><input type="checkbox"/> Pacific Islander: Guamanian</td> <td><input type="checkbox"/> Alaskan Native</td> </tr> <tr> <td><input type="checkbox"/> Asian: Japanese</td> <td><input type="checkbox"/> South American</td> <td><input type="checkbox"/> Pacific Islander: Hawaiian</td> <td><input type="checkbox"/> White Non-Hispanic</td> </tr> <tr> <td><input type="checkbox"/> Asian: Korean</td> <td><input type="checkbox"/> Hispanic: Other</td> <td><input type="checkbox"/> Pacific Islander: Samoan</td> <td><input type="checkbox"/> Other Non-White</td> </tr> <tr> <td><input type="checkbox"/> Asian: Laotian</td> <td></td> <td><input type="checkbox"/> Pacific Islander: Other</td> <td><input type="checkbox"/> Unknown or Decline to State</td> </tr> <tr> <td><input type="checkbox"/> Asian: Vietnamese</td> <td></td> <td><input type="checkbox"/> African-American Non-Hispanic</td> <td></td> </tr> <tr> <td><input type="checkbox"/> Asian: Other</td> <td></td> <td></td> <td></td> </tr> </table>		<input type="checkbox"/> Asian: Cambodian	<input type="checkbox"/> Central American	<input type="checkbox"/> Filipino	<input type="checkbox"/> American Indian	<input type="checkbox"/> Asian: Chinese	<input type="checkbox"/> Mexican, Chicano, or Mexican-American	<input type="checkbox"/> Pacific Islander: Guamanian	<input type="checkbox"/> Alaskan Native	<input type="checkbox"/> Asian: Japanese	<input type="checkbox"/> South American	<input type="checkbox"/> Pacific Islander: Hawaiian	<input type="checkbox"/> White Non-Hispanic	<input type="checkbox"/> Asian: Korean	<input type="checkbox"/> Hispanic: Other	<input type="checkbox"/> Pacific Islander: Samoan	<input type="checkbox"/> Other Non-White	<input type="checkbox"/> Asian: Laotian		<input type="checkbox"/> Pacific Islander: Other	<input type="checkbox"/> Unknown or Decline to State	<input type="checkbox"/> Asian: Vietnamese		<input type="checkbox"/> African-American Non-Hispanic		<input type="checkbox"/> Asian: Other			
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<input type="checkbox"/> Asian: Other																													

Enrollment	
<b>Academic Program/Major:</b> <input checked="" type="checkbox"/> Social Science Associate in Arts Degree	
<b>Enrollment Status (mark one):</b> <input type="checkbox"/> New – first time enrolled at any college <input type="checkbox"/> Transfer – attended another college previously <input type="checkbox"/> Other – current/former LTCC student or other status	<b>Educational Goal:</b> <input checked="" type="checkbox"/> Obtain a community college academic degree

**Education Level (mark highest level completed):**

Not a high school graduate and not enrolled in high school

Currently attending K-12 school

Currently enrolled in Adult School

Received high school diploma

Passed the GED or received a High School Certificate of Equivalency or Completion

Received a Certificate of California High School Proficiency

Received Foreign Secondary School Diploma/Certificate of Graduation

College graduate – received Associate Degree

College graduate – received Bachelor’s Degree or higher

High Schools Attended			
Name of High School	City, State	From	To
Name of High School	City, State	From	To

Colleges and Universities Attended			
Name of College or University	City, State	From	To
Name of College or University	City, State	From	To
Name of College or University	City, State	From	To

Parents’ Education Level (First Generation)	
<p><b>Father:</b></p> <p><input type="checkbox"/> High school diploma or GED</p> <p><input type="checkbox"/> Some college, no degree</p> <p><input type="checkbox"/> Associate degree</p> <p><input type="checkbox"/> Bachelor’s degree</p> <p><input type="checkbox"/> Master’s degree or higher</p> <p><input type="checkbox"/> Other /Unknown</p>	<p><b>Mother:</b></p> <p><input type="checkbox"/> High school diploma or GED</p> <p><input type="checkbox"/> Some college, no degree</p> <p><input type="checkbox"/> Associate degree</p> <p><input type="checkbox"/> Bachelor’s degree</p> <p><input type="checkbox"/> Master’s degree or higher</p> <p><input type="checkbox"/> Other /Unknown</p>

Military Information	
<p><b>Military status:</b></p> <p><input type="checkbox"/> Currently active military</p> <p><input type="checkbox"/> Dependent spouse or child of currently active military</p> <p><input type="checkbox"/> Currently in Reserves</p> <p><input type="checkbox"/> Currently in National Guard</p> <p><input type="checkbox"/> Discharged within the last year (veteran)</p> <p><input type="checkbox"/> Discharged over a year ago (veteran)</p> <p><input type="checkbox"/> None apply to me – skip remainder of military status questions</p>	<p><b>Military State of Legal Residence :</b></p> <p><b>Home of Record:</b></p>
<p><b>Date of Discharge (if applicable)</b></p>	<p><b>Are you currently stationed in California?</b></p> <p>Yes    No</p>

Foster Care Status
<p><input type="checkbox"/> I have never been in foster care.</p> <p><input type="checkbox"/> I am currently in foster care in California.</p> <p><input type="checkbox"/> I was previously in foster care in California and aged out or was emancipated from the system. I</p> <p><input type="checkbox"/> am currently in foster care in a system outside of California.</p> <p><input type="checkbox"/> I was previously in foster care in a system outside of California and aged out or was emancipated from the system.</p> <p><input type="checkbox"/> I was previously in foster care, but did not age out or emancipate from the system.</p>

Residency Information			
In which state were you living <u>before</u> being incarcerated?			
When did you begin living in that state?		Month	Year
Have you done any of the following in a state <u>other than California</u> in the last two years? <ul style="list-style-type: none"> <li>• Obtained a driver's license? <input type="checkbox"/> Yes <input type="checkbox"/> No</li> <li>• Registered to vote? <input type="checkbox"/> Yes <input type="checkbox"/> No</li> <li>• Filed state income tax? <input type="checkbox"/> Yes <input type="checkbox"/> No</li> <li>• Petitioned for divorce? <input type="checkbox"/> Yes <input type="checkbox"/> No</li> <li>• Attended college or another educational institution as a resident of that state? <input type="checkbox"/> Yes <input type="checkbox"/> No</li> </ul>			
→ If you lived at your last address prior to being incarcerated for <u>less than two years</u> , please list the other addresses where you lived during that period.			
Street	City, State, Zip	From	To
Street	City, State, Zip	From	To
Street	City, State, Zip	From	To

Supplemental Residency Information – Complete Only If Under Age 19			
Have you ever been married? <input type="checkbox"/> Yes <input type="checkbox"/> No			
With whom did you last reside before being incarcerated? <input type="checkbox"/> Both parents <input type="checkbox"/> Father only <input type="checkbox"/> Living alone or with other individuals <input type="checkbox"/> Mother only <input type="checkbox"/> Legal guardian(s)			
Are your parents deceased? <input type="checkbox"/> No <input type="checkbox"/> Yes, both parents <input type="checkbox"/> Yes, mother only <input type="checkbox"/> Yes, father only			
Answer these questions based on the parent/guardian with whom you lived most recently:		State	Month/Day/Year
• Does your parent/guardian have a driver's license or state issued ID card?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
• Did your parent/guardian file state income tax?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
• Is your parent/guardian registered to vote?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
• What is your parent/guardian's citizenship status?	<input type="checkbox"/> U.S. Citizen <input type="checkbox"/> Permanent Resident <input type="checkbox"/> Temporary Resident <input type="checkbox"/> Refugee/Asylee <input type="checkbox"/> Student Visa (F-1 or M-1) <input type="checkbox"/> Other Visa – specify type: _____		
		INS Number (if permanent or temporary resident)	
		Date of Issue	Expiration Date
→ Please list your parent or legal guardian's addresses for the last two years.			
Street	City, State, Zip	From	To
Street	City, State, Zip	From	To

Last Name	First Name	Middle Name
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**CERTIFICATION – TO BE READ AND SIGNED BY APPLICANT**

***I declare under penalty of perjury that all information on this admission application is correct. I understand that falsification, withholding information, or failure to report a change in residence may result in my dismissal. Under the provisions of California Education Code sections 76060 and 76060.5, I also decline to pay the student representation fee.***

***I understand that the information I provided will be reviewed by college officials and that I may be asked to provide additional documentation.***



**Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_**



# PRIVACY RELEASE

Educational records such as grades are confidential. In general, these records are only released with the written permission of the student. This form is used to authorize Lake Tahoe Community College to provide your information to prison officials so that you can participate in this program.

Inmate Information		
Last Name	First Name	Middle Name
CDCR Number	Correctional Facility	Date of Birth

***I hereby grant permission for Lake Tahoe Community College to release my records to the educational staff members (proctors, education coordinators, and other personnel) within the state and/or federal correctional institution in which I am incarcerated. These records may include, but are not limited to, my admission status, registration records, education plans, financial aid or billing information, instructor feedback, grades, and transcripts.***



**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*Note: Students who would like to authorize release of records to a family member or other individuals outside of the prison may submit a separate request in writing to the Admissions & Records Office. The request must be signed by the student. It should specify the following information:*

- student's name, identification number, and date of birth
- name of the person to which records may be released, relationship to the student, date of birth, and phone number
- type of records to be released (e.g., registration records)



**California Community Colleges 2016-17 Board of Governors Fee Waiver Application**

This is an application to have your ENROLLMENT FEES WAIVED. If you need money to help with books, supplies, food, rent, transportation and other costs, please complete a FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA) or the California Dream Application (for eligible AB 540 students) immediately. The FAFSA is available at www.fafsa.gov and the Dream Application is available at https://dream.csac.ca.gov. Contact the Financial Aid Office for more information.

**IMPLEMENTATION OF Assembly Bill 1899: Victims of Trafficking, Domestic Violence and other Serious Crimes**

AB 1899, chaptered in September of 2012, provides for a non-resident enrollment fee exemption for "Victims of trafficking, domestic violence and other serious crimes". In addition, the legislation allows these students to apply for and, if eligible, receive financial aid from programs administered by public postsecondary institutions or the state of California. Finally, the legislation provides that enrollment fees shall be waived for these students who apply for and are eligible to receive Board of Governor enrollment fee waivers.

*This FEE WAIVER application is for California residents, eligible AB 540 students, and eligible AB 1899 students, as determined by the Admissions or Registrar's Office. If you have not had your California residency or eligibility status determined by the Admissions or the Registrar, please see one of those offices to obtain the valid determination. Fee waiver eligibility cannot be determined until your status has been verified.*

Has the Admissions or Registrar's Office determined that you are a California resident?  Yes  No

If no, has the Admissions or Registrar's Office determined that you are eligible for a non-resident tuition exemption as an AB 540 student?  Yes  No

If no, has the Admissions or Registrar's Office determined that you are eligible for a non-resident tuition exemption granted as a result of you residing in the United States with a "T" or "U" visa (immigration status under Section 1101(a)(15)(T)(i) or (ii), or Section 1101(a)(15)(U)(i) or (ii), of Title 8 of the United States Code)?  Yes  No

Name: \_\_\_\_\_ Student ID # \_\_\_\_\_  
Last First Middle Initial

Email (if available): \_\_\_\_\_ Telephone Number: (\_\_\_\_) \_\_\_\_\_

Home Address: \_\_\_\_\_ Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_  
Street City Zip Code

**IMPLEMENTATION OF THE CALIFORNIA DOMESTIC PARTNER RIGHTS AND RESPONSIBILITIES ACT**

The California Domestic Partner Rights and Responsibilities Act extends rights, benefits, responsibilities and obligations to individuals in domestic partnerships registered with the California Secretary of State under Section 297 of the Family Code. If **you** are in a Registered Domestic Partnership (RDP), or legal same sex marriage, you will be treated as an Independent married student to determine eligibility for this Enrollment Fee Waiver and will need to provide income and household information for your domestic partner. If you are a dependent student and your parent is in a Registered Domestic Partnership, or legal same sex marriage, you will be treated the same as a student with married parents and income and household information will be required for the parent's domestic partner.

**Note: These provisions apply to state student financial aid ONLY, and not to federal student financial aid.**

Are you or your parent in a Registered Domestic Partnership with the California Secretary of State under Section 297 of the Family Code? (Answer "Yes" if you or your parent are separated from a Registered Domestic Partner but have **NOT FILED** a Notice of Termination of Domestic Partnership with the California Secretary of State's Office.)  Yes  No

If you answered "Yes" to the question above, treat the Registered Domestic Partner as a spouse. You are required to include your domestic partner's income and household information or your parent's domestic partner's income and household information in Questions 4, 11, 12, 13, 14, 15, 16, 17.

**Student Marital Status**

Single  Married  Divorced  Separated  Widowed  Registered Domestic Partnership

## DEPENDENCY STATUS

The questions below will determine whether you are considered a Dependent student or Independent student for fee waiver eligibility and whether parental information is needed. If you answer "Yes" to **ANY** of the questions 1-10 below, you will be considered an **INDEPENDENT** student. If you answer "No" to all questions, you will be considered a Dependent student thereby reporting parental information and should continue with Question 11.

1. Were you born before January 1, 1993?  Yes  No
2. As of today, are you married **or** in a Registered Domestic Partnership (RDP)? (Answer "Yes" if you are separated but not divorced or have not filed a termination notice to dissolve partnership.)  Yes  No
3. Are you a veteran of the U.S. Armed Forces **or** currently serving on active duty for purposes other than training?  Yes  No
4. Do you have children who will receive more than half of their support from you between July 1, 2016 - June 30, 2017, **or** other dependents who live with you (other than your children or spouse/RDP) who receive more than half of their support from you, now and through June 30, 2017  Yes  No
5. At any time since you turned age 13, were both your parents deceased, were you in foster care, or were you a dependent or ward of the court?  Yes  No
6. Are you or were you an emancipated minor as determined by a court in your state of legal residence?  Yes  No
7. Are you or were you in legal guardianship as determined by a court in your state of legal residence?  Yes  No
8. At any time on or after July 1, 2015, did your high school or school district homeless liaison determine that you were an unaccompanied youth who was homeless  Yes  No
9. At any time on or after July 1, 2015, did the director of an emergency shelter or transitional housing program funded by the U.S. Department of Housing and Urban Development determine that you were an unaccompanied youth who was homeless?  Yes  No
10. At any time on or after July 1, 2015, did the director of a runaway or homeless youth basic center or transitional living program determine that you were an unaccompanied youth who was homeless or were self-supporting and at risk of being homeless?  Yes  No

• If you answered "Yes" to any of the questions 1 - 10, you are considered an **INDEPENDENT** student for enrollment fee waiver purposes and must provide income and household information about yourself (and your spouse or RDP if applicable). Skip to Question #13.

• If you answered "No" to all questions 1 - 10, complete the following questions:

11. If your parent(s) or his/her RDP filed or will file a 2015 U.S. Income Tax Return, were you, or will you be claimed on their tax return as an exemption by either or both of your parents?  Will Not File  Yes  No
12. Do you live with one or both of your parent(s) and/or his/her RDP?  Yes  No

• If you answered "No" to questions 1 - 10 and "Yes" to either question 11 or 12, you must provide income and household information about your PARENT(S)/RDP. Please answer questions for a **DEPENDENT** student in the sections that follow.

• If you answered "No" or "Parent(s) will not file" to question 11, and "No" to question 12, you are a dependent student for all student aid except this enrollment fee waiver. You may answer questions as an **INDEPENDENT** student on the rest of this application, but please try to get your PARENT information and file a FAFSA so you may be considered for other student aid. You cannot get other student aid without your parent(s)' information.

13. Are you (the student **ONLY**) currently receiving monthly cash assistance for yourself or any dependents from:
- TANF/CalWORKs?  Yes  No
- SSI/SSP (Supplemental Security Income/State Supplemental Program)?  Yes  No
- General Assistance?  Yes  No
14. If you are a dependent student, are your parent(s)/RDP receiving monthly cash assistance from TANF/CalWORKs or SSI/SSP as a primary source of income?  Yes  No

If you answered "Yes" to question 13 or 14 you are eligible for an **ENROLLMENT FEE WAIVER**. Sign the Certification at the end of this form. You are required to show current proof of benefits. Submit application and documentation to the financial aid office.

**METHOD B ENROLLMENT FEE WAIVER**

15. **DEPENDENT STUDENT:** How many persons are in your parent(s)/RDP household? (Include yourself, your parent(s)/RDP, and anyone who lives with your parent(s)/RDP and receives more than 50% of their support from your parents/RDP, now and through June 30, 2017.) \_\_\_\_\_
16. **INDEPENDENT STUDENT:** How many persons are in your household? (Include yourself, your spouse/RDP, and anyone who lives with you and receives more than 50% of their support from you, now and through June 30, 2017.) \_\_\_\_\_

**17. 2015 Income Information**

(Dependent students should not include their own Income information for Q 17, a and b below.)

- a. Adjusted Gross Income (If 2015 U.S. Income Tax Return was filed, enter the amount from Form 1040, line 37; 1040A, line 21; 1040EZ, line 4).
- b. All other income (Include **ALL money** received in 2015 that is not included in line (a) above (such as Disability, child support, military living allowance, Workman's Compensation, untaxed pensions.)
- TOTAL Income for 2015 (Sum of a + b)

**DEPENDENT STUDENT:  
PARENT(S)/RDP  
INCOME ONLY**

\$ \_\_\_\_\_

\$ \_\_\_\_\_

\$ \_\_\_\_\_

**INDEPENDENT STUDENT:  
STUDENT (& SPOUSE'S/  
RDP) INCOME**

\$ \_\_\_\_\_

\$ \_\_\_\_\_

\$ \_\_\_\_\_

The Financial Aid Office will review your income and let you know if you qualify for an **ENROLLMENT FEE WAIVER** under Method B. Submit application and documentation to the financial aid office.

If you do not qualify using Method A or Method B, you should file a FAFSA (for U.S. citizens or eligible non-citizens) or the California Dream Application (for undocumented AB 540 students). **The FAFSA is available at [www.fafsa.gov](http://www.fafsa.gov) and the Dream Application is available at <https://dream.csac.ca.gov/>.** Contact the Financial Aid Office for more information.

**SPECIAL CLASSIFICATIONS ENROLLMENT Fee Waivers**

18. Do you have certification from the CA Department of Veterans Affairs that you are eligible for a dependent's fee waiver? Submit certification.  Yes  No
19. Do you have certification from the National Guard Adjutant General that you are eligible for a dependent's fee waiver? Submit certification.  Yes  No
20. Are you eligible as a recipient of the Congressional Medal of Honor or as a child of a recipient? Submit documentation from the Department of Veterans Affairs.  Yes  No
21. Are you eligible as a dependent of a victim of the September 11, 2001, terrorist attack? Submit documentation from the CA Victim Compensation and Government Claims Board.  Yes  No
22. Are you eligible as a dependent of a deceased law enforcement/fire suppression personnel killed in the line of duty? Submit documentation from the public agency employer of record.  Yes  No

- If you answered "Yes" to any of the questions from 18-22, you are eligible for an **ENROLLMENT FEE WAIVER** and perhaps other fee waivers or adjustments. Sign the Certification below. Submit application and documentation to the financial aid office. Contact the Financial Aid Office if you have questions.

**CERTIFICATION FOR ALL APPLICANTS: READ THIS STATEMENT AND SIGN BELOW**

I hereby swear or affirm, under penalty of perjury, that all information on this form is true and complete to the best of my knowledge. If asked by an authorized official, I agree to provide proof of this information, which may include a copy of my and my spouse/registered domestic partner and/or my parent's/registered domestic partner's 2015 U.S. Income Tax Return(s). I also realize that any false statement or failure to give proof when asked may be cause for the denial, reduction, withdrawal, and/or repayment of my waiver. I authorize release of information regarding this application between the college, the college district, and the Chancellor's Office of the California Community Colleges.

I understand the following information (please check each box):

- Federal and state financial aid programs are available to help with college costs (including enrollment fees, books & supplies, transportation and room and board expenses). By completing the FAFSA or the California Dream Application, additional financial assistance may be available in the form of Cal Grants, Pell and other grants, work study and other aid.
- I may apply for and receive financial assistance if I am enrolled, either full time or part time, in an eligible program of study (certificate, associate degree or transfer).
- Financial aid program information and application assistance is available in the college financial aid office.

Applicant's Signature

Date

Parent Signature (Dependent Students Only)

Date

**CALIFORNIA INFORMATION PRIVACY ACT**

State and federal laws protect an individual's right to privacy regarding information pertaining to oneself. The California Information Practices Act of 1977 requires the following information be provided to financial aid applicants who are asked to supply information about themselves. The principal purpose for requesting information on this form is to determine your eligibility for financial aid. The Chancellor's Office policy and the policy of the community college to which you are applying for aid authorize maintenance of this information. Failure to provide such information will delay and may even prevent your receipt of financial assistance. This form's information may be transmitted to other state agencies and the federal government if required by law. Individuals have the right of access to records established from information furnished on this form as it pertains to them.

The officials responsible for maintaining the information contained on this form are the financial aid administrators at the institutions to which you are applying for financial aid. The SSN may be used to verify your identity under record keeping systems established prior to January 1, 1975. If your college requires you to provide an SSN and you have questions, you should ask the financial aid officer at your college for further information. The Chancellor's Office and the California community colleges, in compliance with federal and state laws, do not discriminate on the basis of race, religion, color, national origin, gender, age, disability, medical condition, sexual orientation, domestic partnership or any other legally protected basis. Inquiries regarding these policies may be directed to the financial aid office of the college to which you are applying.

**FOR OFFICE USE ONLY**

- |  |                                  |  |   |  |
|--|----------------------------------|--|---|--|
| <input type="checkbox"/> BOGFW-A       | <input type="checkbox"/> BOGFW-B | <input type="checkbox"/> Special Classification                          | RDP                                     | <input type="checkbox"/> Student is not eligible |
| <input type="checkbox"/> TANF/CalWORKs | _____                            | <input type="checkbox"/> Veteran   | <input type="checkbox"/> National Guard | <input type="checkbox"/> Student                 |
| <input type="checkbox"/> GA            |                                  |  | Dependent                               | <input type="checkbox"/> Parent                  |
| <input type="checkbox"/> SSI/SSP       | <input type="checkbox"/> BOGFW-C | <input type="checkbox"/> Medal of Honor                                  | <input type="checkbox"/> 9/11 Dependent |  |
|  |                                  | <input type="checkbox"/> Dep. of deceased law enforcement/fire personnel |   |  |

Comments: \_\_\_\_\_

Certified by: \_\_\_\_\_ Date: \_\_\_\_\_

## NEW STUDENT REGISTRATION

Listed below are the courses in which our newest students in the Social Science degree program enroll in during their first quarter at Lake Tahoe Community College. Once you have completed your assessment test, LTCC will determine if the English and Math courses are the appropriate for your placement. Some courses may be removed/added if you assess at a higher level.

Inmate Information		
Last Name	First Name	Middle Name
CDCR Number	Correctional Facility	Date of Birth

Please indicate which sequence of courses you would like to register for by placing your initials in the box labeled "Student Initials". If you would like a full load, place your initials next to sequence one. If you would like a reduced load, please place your initials next to sequence two or sequence three.

**CHOOSE ONE SEQUENCE ONLY**

Students initials	SEQUENCE ONE: COURSE NUMBER & TITLE OF CLASSES	UNITS
	MAT-187 BASIC ARITHMETIC	4.00
	COU-100 COLLEGE SUCCESS	4.00
	ENG-152 CRITICAL READING AND WRITING	5.00
	ENG-191AK SPECIAL TOPICS: SUPPORT FOR SUCCESS IN ENGLISH 152	2.00
Students initials	SEQUENCE TWO: COURSE NUMBER & TITLE OF CLASSES	UNITS
	ENG-152 CRITICAL READING AND WRITING	4.00
	ENG-191AK SPECIAL TOPICS: SUPPORT FOR SUCCESS IN ENGLISH 152	2.00
	COU-100 COLLEGE SUCCESS	4.00
Students initials	SEQUENCE THREE: COURSE NUMBER & TITLE OF CLASSES	UNITS
	MAT-187 Basic Arithmetic Basic Arithmetic	4.00
	COU-100 COLLEGE SUCCESS	4.00

*By signing below, I acknowledge that I understand that my enrollment is dependent on admission to Lake Tahoe Community College and acceptance into the Incarcerated Student Program. I also understand that all tuition and fees must either be covered by the BOG fee waiver for eligible students or paid by other arrangements made by the student. My registration form must be accompanied by a signed privacy release to allow participation in this program. I also decline to pay the student representation fee under the provisions of California Education Code section 76060 and 76060.5.*

***BOOK RETURN: I also agree that I will return my books and course materials as soon as my courses are finished. I understand that failure to return these items will result in my grades being withheld and may jeopardize my ability to enroll in more classes at Lake Tahoe Community College.***

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

OFFICIAL USE ONLY	
Quarter:    Summer    Fall    Winter    Spring	BOG - \$0 due
Section Block(s):	Other payment method – amount: \$
Student Cluster:	Initials:                      Date: <span style="float: right;">245</span>



# GPS ADVISING INFORMATION

The Guidance and Planning for Success (GPS) assists students in navigating their educational journey by providing services to new students. Each ISP student will:

- Take math and English assessments to assist with correct placement into courses
- Receive a personalized education plan tailored by an LTCC counselor (academic advisor)
- Prepare for a successful start with an orientation to college and the ISP program

This form will be provided to your LTCC counselor (academic advisor) to provide information about your previous education.

Inmate Information		
Last Name	First Name	Middle Name
CDCR Number	Correctional Facility	Date of Birth

**Previous College Coursework (Mark One)**

- I have never attended college.
- I have attended college, but did not complete any of the courses listed for this program.
- I have attended college and think I may have already taken some of the courses that are listed for this program.

If you marked the last box above, please complete the section below. This information will be used during the GPS process. You will also need to have your other colleges send your official transcripts to Lake Tahoe Community College.

Name of College/University	Course Title



**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **What Happens Next**

**After your admission packet has been processed, you can expect to receive a letter which will tell you if you've been accepted to the program. It will also provide your student identification number and other important information.**

**Your first set of courses will begin soon after you are accepted to the program. The first module for each course will include instructions from your instructor. Read the material carefully and complete your assignments. Once you finish a module, you can move on to the next module while you wait for your instructor's feedback.**

**Approximately six weeks into the quarter, you will receive a registration form for your next set of courses. Complete the form and return it to enroll in more courses from Lake Tahoe Community College.**

**Congratulations on taking the first step of your educational journey!**

Status	Standing	LTCC ID	Prison ID	Last Name	Cohort	ERPD	Prison	GPA	% Complete	MAT-187A	MAT-187B	MAT-187	ENG-152	COU-100
INACTIVE					2015SU		FMAX	0.00	0.0%	DR	DR		DR	
INACTIVE	Academic Probation (2nd)				2015SU		FMAX	0.97	6.7%	C				
ACTIVE	Good Standing				2015SU	08/15/2026	FMAX	2.11	26.7%	C	B		B	17WI
ACTIVE	Good Standing				2015SU		FMAX	2.40	20.0%	T	T		A	
ACTIVE					2017WI	Life	FMAX	0.00	0.0%			17WI		17WI
INACTIVE					2015SU		FMAX	0.00	0.0%	DR	DR		DR	
INACTIVE	Academic Probation (2nd)				2015SU		FMAX	1.83	16.7%	A	B			
ACTIVE	Good Standing				2015SU	2027	FMAX	2.83	46.7%	B	B		A	
INACTIVE	Academic Probation (1st)				2015SU		FMAX	0.74	3.3%					
ACTIVE	Academic Probation (2nd)				2015SP	Life	FMAX	1.72	16.7%	C	C			
ACTIVE	Good Standing				2016FA	N/A	FMAX	1.00	3.3%			17WI	DR	C
INACTIVE	Good Standing				2016WI		FMAX	1.05	3.3%	A				
INACTIVE	Good Standing				2015SU		FMAX	2.31	10.0%	C	C		W	
ACTIVE					2017WI	1/7/2020	FMAX	0.00	0.0%				17WI	17WI
ACTIVE					2017WI	2/22/2017	FMAX	0.00	0.0%			17WI		17WI
INACTIVE	Good Standing				2015SU		FMAX	1.07	3.3%	B				
ACTIVE					2017WI	06/10/17	FMAX	0.00	0.0%			17WI	17WI	17WI
INACTIVE	Good Standing				2016SP		FMAX	0.36	0.0%	DR	DR			
INACTIVE	Good Standing				2015SU		FMAX	0.00	0.0%				DR	
INACTIVE	Academic Probation (1st)				2015SU		FMAX	1.62	23.3%	C	C		C	
INACTIVE	Good Standing				2015SU		FMAX	0.00	0.0%				DR	
INACTIVE	Academic Probation (1st)				2015SU		FMAX	1.89	16.7%	B	B		C	
INACTIVE	Good Standing				2015SU		FMAX	2.44	6.7%	C	DR		W	
INACTIVE	Good Standing				2016WI		FMAX	1.00	3.3%	DR	DR		DR	
ACTIVE					2017WI	4/29/2017	FMAX	0.00	0.0%			17WI	DR	17WI
INACTIVE	Academic Probation (2nd)				2015SU	2031	FMAX	1.64	20.0%	A	A			
ACTIVE	Good Standing				2015SU	2019	FMAX	3.45	20.0%	A	A		DR	
INACTIVE	Good Standing				2015SU		FMAX	0.96	3.3%		DR			
ACTIVE	Academic Probation (2nd)				2015SU		FMAX	1.53	23.3%	B	B		C	
INACTIVE	Good Standing				2015SU		FMAX	0.00	0.0%	DR	DR		W	
INACTIVE	Good Standing				2016WI		FMAX	2.74	13.3%	C	B		B	
INACTIVE					2015SU		FMAX	0.00	0.0%					
ACTIVE	Good Standing				2016SP		FMAX	0.80	3.3%	T	T		DR	
ACTIVE	Good Standing				2015SU	12/21/2017	FMAX	2.81	26.7%	C	DR		B	
INACTIVE	Good Standing				2015SU		FMAX	0.00	0.0%	DR	DR		DR	
ACTIVE	Good Standing				2016SU	6/2026	FMAX	3.00	6.7%			C	DR	A
INACTIVE	Good Standing				2015SU		FMAX	0.00	0.0%	DR	DR			
ACTIVE	Academic Probation (1st)				2016SP	8/7/2018	FMAX	0.00	0.0%		DR		DR	
INACTIVE	Good Standing				2015SU		FMAX	0.00	0.0%	DR	DR		DR	
INACTIVE	Good Standing				2015SU		FMAX	0.00	0.0%	DR	DR			
ACTIVE	Academic Probation (1st)				2015SU		FMAX	1.96	20.0%	A	A		C	
INACTIVE	Good Standing				2015SU		FMAX	0.44	0.0%		DR		DR	
ACTIVE	Good Standing				2016WI	2024	FMAX	0.53	3.3%	C	17WI			17WI
INACTIVE	Academic Probation (1st)				2016WI		FMAX	1.66	16.7%	C			B	

# THE PULSE

December 26<sup>th</sup>, 2016

*Welcome to the ISP Pulse. As LTCC students, we want to keep you up-to-date on events on campus and in ISP.*

## Recent News

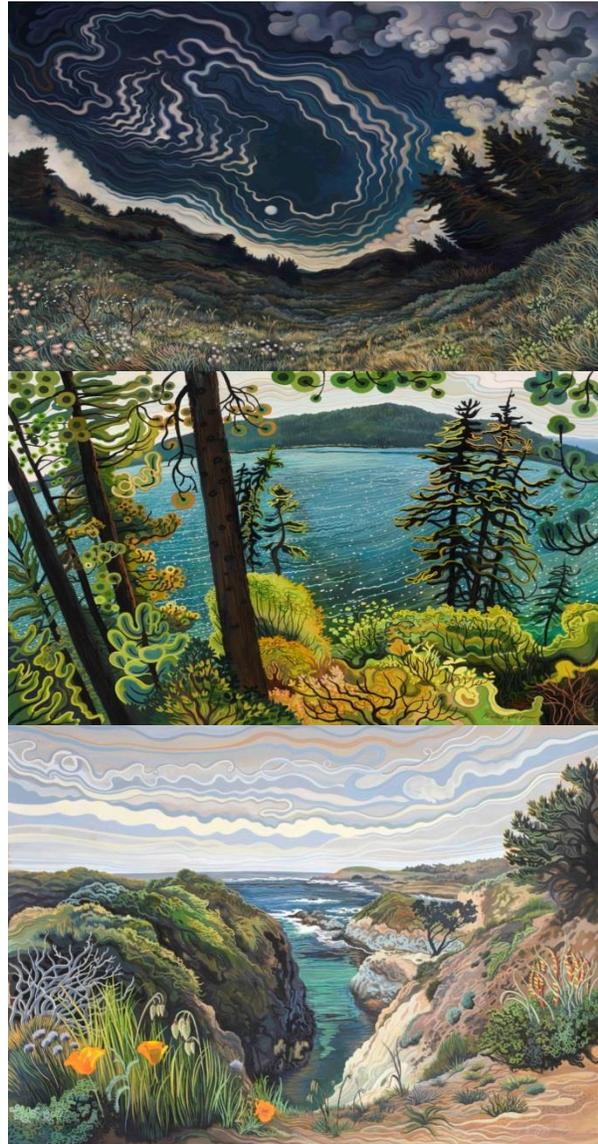
- ISP is happy to report that the Winter 2017 quarter will have the largest enrollment of students that it has had in its history as a program, at over 210 students. This shows continued growth of the program even since the previous quarter, Fall 2016, which had the distinction of being the largest enrollment of students at that point, at just over 200 students. Multiple factors have contributed to the program's success, but it should be noted that the work you do as students and the examples you set at your locations as college students is a big part of ISP's growth. Students want to get into the program because they want to be like you, someone taking control of your education and setting yourself up on a positive track. Keep up the good work!

- On November 3<sup>rd</sup>, spoken word artist David Romero performed at LTCC. David A. Romero is a Mexican-American spoken word artist from Diamond Bar, CA. Romero has performed and led workshops at over 50 colleges and universities in over 15 states in the USA. Romero is the second poet to be featured on All Def Digital, a YouTube channel from Russell Simmons. Romero has opened for Latin Grammy winning bands Ozomatli and La Santa Cecilia. Romero's work has been published alongside poet laureates Luis J. Rodriguez, Jack Hirschman, Alejandro Murguia, and Lawrence Ferlinghetti. Romero has won the Uptown Slam at the historic Green Mill in Chicago; the birthplace of slam poetry. Romero has appeared in-studio numerous times on multiple programs on KPFK 90.7 FM Los Angeles. Romero's poetry deals with family, identity, social justice issues, and Latin culture.

- Artwork from an LTCC instructor was recently shown at galleries across Reno and Carson City. Some of their artwork that was shown can be viewed on the right. Inspired by the never ending majesty of landscapes the artist compiled their show with material from 3 years worth of work traveling into the nature of Lake Tahoe and greater California and interpreting the landscapes. Their art tries to appreciate the idiosyncrasies found in nature and explore the idea of personal narratives as they apply to the world around them. They hope their paintings become less about specific places and more of an emotional or interior landscape.

- In soccer, the women's team came in #2 in the Golden Valley Conference with a record of 11-5-4, improving in both wins and overall strength. The men's team also came in #2 in the Golden Valley Conference with a record of 12-5-6. They lost in the first round of the state playoffs to Evergreen Valley College.

- Turn over to the opposite side to get the college administration's thoughts on the 2016 Presidential Election.



### Important Dates To Remember

**Note: Midterm and Final Dates are Subject To Change**

Start of the Quarter: December 26<sup>th</sup>

Midterms: January 30<sup>th</sup>-February 3<sup>rd</sup>

Finals: March 13<sup>th</sup>-17<sup>th</sup>

End of the Quarter: March 17<sup>th</sup>

In response to concerns expressed by students locally and nationwide, the Lake Tahoe Community College District is sharing the following letter reaffirming its commitment to protecting student rights and ensuring a safe learning environment for all:

*Dear LTCC Students,*

*We are writing to assure you in the wake of the 2016 election that Lake Tahoe Community College stands alongside the California Community Colleges Chancellor's Office in championing the values of inclusiveness and diversity. This college is committed to the success of all of our students and to ensuring that a safe environment, both on campus and online, is available to everyone who relies on our college to learn, grow, and succeed.*

*There has been a recent rise in student fear nationally, and particularly among the undocumented, members of the LGBTQ community, Muslims, and other vulnerable groups. These fears are certainly understandable: reports of incidents motivated by hate have risen since Election Day. Please know that LTCC stands in solidarity against these incidents and welcomes all of our campus community members to join the call to embrace a college environment that is inclusive, respectful, and civil – one that embraces diversity in all its forms. We hope this is a sentiment and direction you can readily agree with and take part in.*

*Furthermore, we want to remind all of our students, including undocumented students, that financial aid remains available for them to pursue their educational goals. At LTCC, in-state enrollment fees and state financial aid, including fee waivers, Cal Grants and privately funded institutional scholarships, are available to qualifying undocumented students. These benefits are protected by California law.*

*We want you all to know that LTCC will always view diversity and inclusion as fundamental to our mission. As a public institution of higher education, we will continue to work to ensure that our entire community has full access to the college and to the support students need to succeed in their studies. We are also deeply committed to protecting the rights of all students who attend this college. On behalf of Lake Tahoe Community College's Board of Trustees, faculty, administrators, and staff, know that we will do our very best to support all of you. We are proud to have you as part of our student body, and we will do everything in our power to ensure your success.*

*Sincerely,*

*Dr. Kindred Murillo, LTCC Superintendent/President  
Dr. Mark D. Williams, LTCC Academic Senate President  
Dr. Michelle Risdon, Interim Vice President of Instruction  
Jeff DeFranco, Vice President of Administrative Services  
Dr. Fritz Wenck, LTCC Board of Trustees President  
Sue Gochis, Executive Dean of Student Success*

# THE PULSE

January 22<sup>nd</sup>, 2016

*Good afternoon ISP Faculty and Administration. Welcome to the 5th installment of "The Pulse," our ISP newsletter giving you updates on the program and what is happening with students.*



## Recent News

-Shane, Dr. Walker, and Professor Armbrust visited our three facilities last week. On Monday, Shane and Dr. Walker were able to visit the students at FSP, where Dr. Walker's positive outlook and engaging tutoring style was once again welcomed by the students. Shane was able to meet with students at CSP-SAC to answer any questions and be an overall positive force with the students. He was encouraged by the progress the students had made and looks forward to continuing the evolving relationship with them.

-Shane and Professor Armbrust visited HDSP on Thursday and Friday. A-yard was on modified program and B-yard was on lockdown, which meant Shane and Professor Armbrust had to go cell-to-cell to meet with our students. It was two long days of walking around HDSP, but they were able to visit every single student at the facility, and their work was greatly appreciated by the students. Check out Reflections from Bruce Armbrust for more details.

-Garrett and Dr. Walker will be traveling to FSP and CSP-SAC on Monday to visit and tutor students.

-In the last edition of "The Pulse" we mentioned the steps the program had taken to improve the overall student experience, from a more streamlined registration process to personalized materials to being the only college program within the prison system that has a call-in-based component to the foreign language classes. We are happy to announce that the improvements have been received very, very well by the students. On our visits we have noticed faces beaming with pride as they handle their materials and have been thanked by numerous students who claim something as simple as a folder with their name on it means so much to them. The students truly appreciate the service we are providing for them as well as our execution of it. It is very encouraging to hear we are making a difference in their lives, and it inspires us to continue to seek improvements. Our goal in the ISP program is to provide unconditional, positive support for our students, and we will continue to strive for that as our program continues to grow and evolve.

-To further highlight the way in which our program is having a substantial impact on our student's lives, Shane relayed a story to from his trip HDSP. One student from L.A. knew he was going to be transferred soon and looked into where he might be going. Instead of transferring to a facility near his home and family in L.A., he elected to be transferred to CSP-SAC so he could continue his studies with our program. It is hard to understate how incredible it is to have one of our students pick our program over closer proximity to his family and

home. This is the impact we are having on our students' lives, and the program was touched by his candid resolve to continue with us.

## Reflections from Bruce Armbrust

Visiting HDSP to tutor mathematics has been a very eye-opening and rewarding experience for me. Working with students in the classroom has let me see the positive impact our program is having on them. But sometimes these same students don't get to come to the classroom.

On our most recent visit, one of the yards was on "lock down," which means that the students are confined to their cells. When this occurs, we take our tutoring door-to-door. Working with the students through a steel door with a small glass window is challenging, but we make it work. While not as effective as a traditional tutoring session, it is still a positive experience. Not only do we help them with the math, we also let the students know we truly care about them and want them to succeed. One of the students even told me, "you don't know how much you helped me out just now."

For me, visiting door-to-door has given me a chance to experience a different aspect of what life is like for these students. Seeing their living area and experiencing their studying environment (ask me about birdbaths sometime) just adds to my resolve to serve this student population. It has also made me realize that many of my traditional students may have issues that I don't see when in the classroom.

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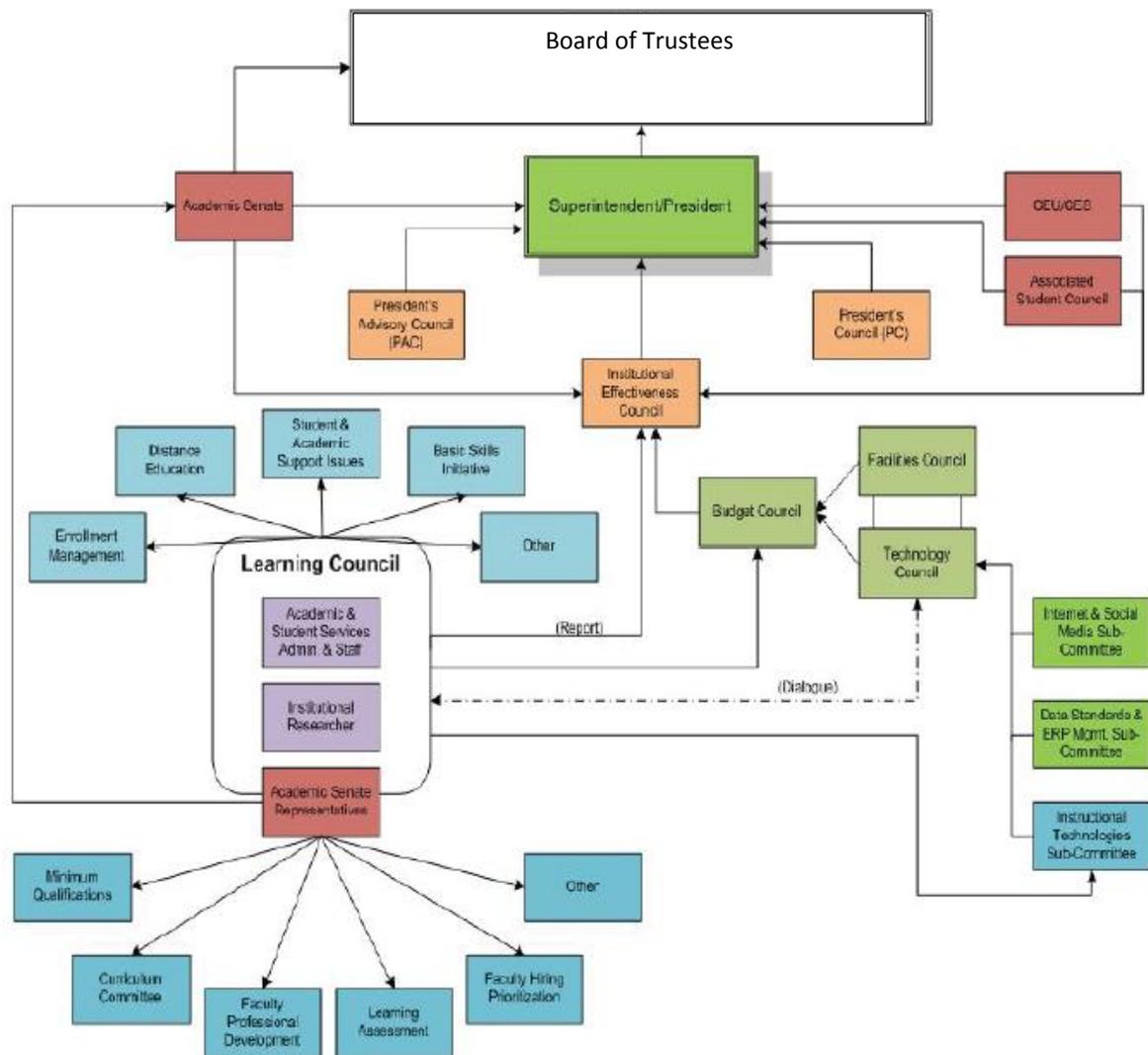
We are now in our 5<sup>th</sup> week of the program and we are getting a steady stream of materials from students. Please stop by the office and check your boxes, and for teachers off-campus, we will be sending your materials this week.

## Important Dates to Remember

Midterms: 2/1-2/5  
Finals: 3/7-3/11

Please contact the ISP office if you have any questions or concerns regarding any aspect of the program.





# Lake Tahoe Community College

## Incarcerated Student Program Organizational Chart

