

# **Substantive Change Proposal**

South Bay Regional Public Safety Training Consortium

Lake Tahoe Community College District  
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## Contents

<b>A. Overview of Substantive Change .....</b>	<b>1</b>
A.1 Description of Proposed Change.....	1
A.2 Relationship to the Lake Tahoe Community College Mission.....	1
<b>B. Planning Process Leading to Request for Change .....</b>	<b>4</b>
B.1 Relationship to Planning, Evaluation and Stated Mission.....	4
B.2 Needs and Resource Assessment .....	5
B.3 Anticipated Effect of the Proposed Change on the Institution.....	5
B.4 Benefits Resulting from Change .....	6
<b>C. Institutional Resources, Process for Change and Quality</b>	
<b>Assurances .....</b>	<b>7</b>
C.1 Student Support Services .....	7
C.2 Sufficient and Qualified Faculty, Management, and Support Staffing .....	8
C.3 Professional Development.....	8
C.4 Appropriate Equipment and Facilities .....	9
C.5 Sustainable Fiscal Resources.....	9
C.6 Comparative Analysis of Budget, Enrollment, and Resources .....	10
C.7 Plan for Monitoring Achievement of Outcomes .....	11
C.8 Evaluation and Assessment of Student Success, Retention and Completion.....	11
<b>D. Evidence of Internal and External Approvals.....</b>	<b>12</b>
<b>E. Evidence of Maintenance of Eligibility Requirements .....</b>	<b>12</b>
E.1 Authority.....	12
E.2 Operational Status.....	13
E.3 Degrees .....	13
E.4 Chief Executive Officer .....	13
E.5 Financial Accountability .....	14
E.6 Governing Board.....	14
E.7 Administrative Capacity .....	15
E.8 Educational Programs.....	15
E.9 Academic Credit .....	15
E.10 Student Learning and Achievement.....	15
E.11 Academic Freedom.....	16

E.12 Faculty .....	16
E.13 Student Services .....	16
E.14 Admissions .....	18
E.15 Information and Learning Resources .....	18
E.16 Financial Resources .....	19
E.17 Institutional Planning and Evaluation.....	19
E.18 Integrity in Communication with the Public.....	19
E.19 Integrity in Relations with Accrediting Commission.....	20
<b>F. Accreditation Standards.....</b>	<b>20</b>
<b>Appendices .....</b>	<b>23</b>
Appendix A – Consortium Bylaws and Agreement .....	23
Appendix B – Consortium & Public Safety Program Enrollment Trends .....	31
Appendix C – Social/Demographic/Labor Market Snapshot .....	32
Appendix D – Organizational Charts.....	34
Appendix E – South Bay Regional PSTC History .....	36
Appendix F – Evidence of Internal Approval.....	38

## A. Overview of Substantive Change

### A.1 Description of Proposed Change

Lake Tahoe Community College (LTCC) is requesting a Substantive Change Review to seek approval for the additions related to the Public Safety Career Technical Training and Educational Program, known as South Bay Regional Public Safety Training Consortium (Consortium). This addresses **Section 3.3.2** of the Substantive Change Manual: **Establishing an Additional Location Geographically Apart from the Main Campus at which the Institution offers at least 50% of an Educational Program.**

Lake Tahoe Community College is offering Fire Science programming through the partnership with the South Bay Regional Public Safety Training Consortium. The program currently culminates in three Certificates of Achievement and three Associate's degrees: Fire Science, Fire Academy, and Fire Officer. The Fire Science program includes an in-service training program for local fire agencies (44.77 FTES in 2015-2016) as well as the coursework offered through the Consortium (239.99 FTES in 2014-2015). The first Consortium courses through LTCC were offered in Spring 2014.

The Consortium is a Joint Powers Agency comprised of the following nine community colleges: Cabrillo, College of San Mateo, Foothill, Gavilan, Hartnell, Lake Tahoe Community, Mission, Monterey Peninsula, and Ohlone. LTCC offers Chief Fire Officer, Company Officer, and Fire Academy programming through the Consortium. The program is self-contained with its own Administrative and Support Services staff. The program is currently housed on approximately 15,000 square feet of property including seven classrooms on the San Jose Evergreen site, soon to be relocated to the new Coyote Valley Site on Bailey Road in San Jose. The change of location will provide for additional space, approximately 28,800 square feet and one additional classroom, as well as support the delivery of additional Certificate and Degree applicable courses to public safety students. The Coyote Valley site provides opportunities to create a stronger nexus between the Consortium Career & Technical Education (CTE) training and public safety educational programs to the benefit of current and future Lake Tahoe Community College students.

### A.2 Relationship to the Lake Tahoe Community College Mission

**The College's mission statement is as follows:**

*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 in June, 2014.

The Consortium's mission is: *to meet the educational and training needs of public safety*

*students within the areas represented by the participating community college districts. Courses offered must meet a regional need of either small or large public safety agencies. Courses will also be carefully articulated with lower division academic programs and upper division transfer degree programs. Liaison will be maintained with the Region Six "Public Safety Training Committee" which is charged with the development of regional facilities and technology for skill development.*

*The mission will be accomplished in an effective and efficient manner to ensure the highest quality training for public safety professionals.*

## **Vision, Beliefs, and College Facts**

Lake Tahoe Community College's vision is "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

Opened in 1975, approximately 3,000 students walk through the doors at LTCC 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.

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. The college calendar is based on the quarter system, with each quarter 12 weeks long. Following the three quarters there is a six-week summer session.

Continued support of the Consortium 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](#).

The 2014-2020 LTCC [Facilities Master Plan](#) includes a vision for a state-funded capital project to construct a Regional Public Safety Training Center on the LTCC campus. This instructional center will be designed to allow for the integration and expansion of existing programs in support of Fire Science, Emergency Medical Technician (EMT), Paramedic, Criminal Justice, and Wilderness Education. Pending available funding, the

proposed facility includes an active municipal fire station, which would provide opportunities to host on-site training for the Fire Science, Fire Academy, and Fire Officer programs. This significant financial investment on the part of the community and the college (through [General Obligation Bond Measure F](#)) demonstrates the strong commitment to public safety programs as a part of LTCC's core mission and strategic priorities

Delivering the Consortium courses at the Coyote site provides opportunities to optimize enrollment for students interested in public safety career pathways. The Consortium Program is evolving from stand-alone and elective course delivery, to certificate and degree applicable core courses assisting students in achieving educational, career and personal goals. Relocating the Consortium public safety program to the 28,800 square foot Coyote Valley Site completes Phase One of the Coyote Valley project. Based upon population projection estimates from the Department of Finance (DOF) using the 2010 U.S. Census data, Coyote Valley will experience a population growth of approximately 1.6% from 2015-2020. Phase Two of the development will expand site construction to total 554,000 square feet of buildings, along with student services and course availability in specialty Science, Technology, Engineering and Mathematics (STEM) programs such as Engineering and additional Career Technical Education programs such as Computer Science and Information Systems.

Approximately 14% of LTCC's FTES is in its Fire programs. The Coyote Valley Site allows LTCC to expand accessibility and services for their students to the Consortium program. The Consortium has a proven history of facilitating collaboration between not only community college districts, but between communities, industry partners and governmental agencies.

The Consortium program is certified by both the Commission on Peace Officer Standards and Training (POST) and the State Fire Marshal as the Regional Training Center for law enforcement and fire services training from South San Francisco to King City. The Consortium provides basic training in law enforcement, fire services and EMT to students who will secure employment throughout the Greater Bay Area, the East Bay, the Central Valley and across Northern California. Data compiled through the Chancellor's Office Economic & Workforce Development projects over a 5% increase in entry-level law enforcement and fire service jobs in California over the next five years, and over 14% and 20% in corrections and EMT/paramedics, respectfully. The Consortium courses that are scheduled with LTCC serve the following California cities: San Pasqual, San Jose, Dublin, Sunnyvale, Davis, Salinas, Hollister, Santa Clara, Atascadero, Fremont, Redding, Mountain View, Campbell, Soledad, and Palo Alto.

In partnership with South Bay Regional Public Safety Training Consortium, Lake Tahoe Community College continues to develop and enhance educational degree and certificate opportunities in its Career Technical Education programs. The [Fire program](#) is one of the largest CTE programs at Lake Tahoe Community College and is designed to train students for rewarding careers in the fire service. As stated above, the program currently culminates in three Certificates of Achievement and three Associate's degrees (currently being revised as per the new regulations and standards issued from the State Fire Marshal's office): Fire Science, Fire Academy, and Fire Officer.

Since 1994, The Consortium has been located at a jointly-used training facility on the San Jose/Evergreen District property in San Jose. However, with changes in enrollment, the Consortium Program is being relocated. The JPA Agreement and Bylaws outline the requirement for a member college to provide qualitative and substantive support of the Consortium Program financially and/or physically through use of facilities or equipment (Appendix A). The Coyote Valley Site provides the requisite space and location to sustain the current program and offers opportunities for expansion. LTCC's Fire Science and Fire Academy programs, including the Consortium, enroll over 325 Full-Time Equivalent Students annually, generating approximately \$1.626M in apportionment revenue, annually. LTCC recognizes the Consortium's importance and contributions, and has prioritized our decisions to support the public safety program which will lead to degrees, transfers, certificate fulfillment, and career advancement for individuals enrolled in the programs

Labor market information is an important consideration for all CTE programs. The College has reported extensively on regional labor market factors and trends as well as taking a snapshot of employment and economic data in the [Educational Master Plan](#) report for 2011-2017.

## **B. Planning Process Leading to Request for Change**

Lake Tahoe Community College District maintains an integrated planning process to develop and evaluate programs. All planning efforts are derived from the mission and vision of the College. The Educational Master Plan referred to in this proposal provides the foundation and guiding principles to all other planning efforts, including the Lake Tahoe Community College Strategic Plan<sup>1</sup>.

### **B.1 Relationship to Planning, Evaluation and Stated Mission**

The LTCC [Strategic Plan](#), updated 7/28/16, 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

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<sup>1</sup> [Strategic Plan](http://206.169.223.67/_resources/pdfs/institutional_effectiveness/planning/ltcc_strategic_plan_1117_update_v4.pdf): [http://206.169.223.67/\\_resources/pdfs/institutional\\_effectiveness/planning/ltcc\\_strategic\\_plan\\_1117\\_update\\_v4.pdf](http://206.169.223.67/_resources/pdfs/institutional_effectiveness/planning/ltcc_strategic_plan_1117_update_v4.pdf)

the Strategic Plan since its initial adoption during the 2011-2012 academic year.

The Consortium facility will provide not only education and training for law enforcement, fire services, EMT, dispatch and corrections through traditional Certificate and Degree course delivery, but also offer pre-employment testing and training, and pre-employment courses that assist students in preparing for the JLE 100 and JFT 8 Basic Academy courses. The Consortium program also provides “perishable skills” update training so students can maintain the requisite skills, knowledge, and the professional certifications necessary to secure or maintain employment in the public safety professions as part of the Career Technical Education umbrella.

Phase Two of the development of the Coyote Valley Site will be to establish an Educational Center and provide comprehensive general education and basic skills class opportunities and specialty Science, Technology, Engineering, and Mathematics (STEM) programs within the Career Technical Education programs such as Computer Science and Information Systems. Phase Two also calls for the expansion of the campus through the construction of additional lecture halls, laboratories, and athletic fields.

The Consortium program is driven by the needs of the public safety industry and the needs of its member colleges. It was created to provide a higher quality of public safety education and training through a cooperative effort between the community colleges and public safety professionals. The collaborative nature of the organization, currently nine community colleges strong, creates stability and provides the support required to deliver approximately 1.35 million student contact hours annually.

## **B.2 Needs and Resource Assessment**

The Consortium program is comprised of 40 full-time and part-time staff, and over 200 part-time faculty members. The Consortium Board of Directors meet quarterly and review the program’s progress, needs, concerns and future challenges and opportunities. Should specific programmatic needs arise, Lake Tahoe Community College and all Consortium members will pool resources and/or funds to support the short and long-term goals of the organization.

In addition to the Consortium Board of Directors’ quarterly meeting, Consortium personnel engage in quarterly industry Advisory Committee meetings and monthly Training Manager meetings in San Mateo, Santa Clara, Santa Cruz, and Monterey Counties. The continued maintenance and acquisition of resources for the Consortium at the Coyote Valley site is supported through a separate funding mechanism established by the Consortium Board of Directors. Classrooms will be resourced using a combination of new, used and surplus furniture and equipment from member colleges and the Consortium’s stored inventories.

## **B.3 Anticipated Effect of the Proposed Change on the Institution**

This change increases access to educational opportunities for Northern California residents through LTCC that would otherwise be unavailable. As the Consortium

programs have expanded to include Degree applicable course delivery, the College has experienced an increase in Fire program enrollment and completers.

#### **B.4 Benefits Resulting from Change**

The primary benefit of the proposed change is increased access to education and to help fill in-demand jobs in the state. As the College expands learning opportunities with Fire programming with the Consortium, more students will be able to reach their career and educational goals. It is anticipated that this change will also have a continued positive impact on enrollment, retention and completion rates.

Fire education programs provide pathways to high-wage jobs. The publication *Advancing Student Success in California Community Colleges* reports that “California Community Colleges train 80% of firefighters, law enforcement personnel, and emergency medical technicians.” The Consortium is recognized and certified as the Regional Presenter of these programs by the two state agencies overseeing the professions: the Commission on Peace Officer Standards and Training (POST) and the State Fire Marshal.

The Consortium program at the Coyote Valley Site creates stability and ensures students continued access to public safety workforce education and training as well as associated certificate and degree programs. By offering general education courses in conjunction with the Consortium program courses, current and aspiring public safety employees will have access to all courses necessary to achieve their educational and professional goals.

The public safety profession is evolving with the changes in technology. The comingling of the CTE disciplines at the Coyote Valley Site will parallel the trend of new and emerging careers and professions in the public safety, emergency management, cyber security, and technology industries.

## C. Institutional Resources, Process for Change and Quality Assurances

### C.1 Student Support Services

Lake Tahoe Community College offers a wide range of campus resources programs that can help students and faculty achieve a high level of success:

[http://www.ltcc.edu/resources/pdfs/campusresources/ltccampusresources\\_english2016.pdf](http://www.ltcc.edu/resources/pdfs/campusresources/ltccampusresources_english2016.pdf)

Service	Description
<a href="#">Assessment Center</a>	Complete Math and English assessments with appointment needed.
<a href="#">Career Services</a>	Students can create a personalized career success plan
<a href="#">Disability Resource Center</a>	DRC Counselors are available to assist with student needs
<a href="#">New Student Orientation</a>	Students learn about the campus, resources, and tools necessary for success
<a href="#">Veterans</a>	Services to veterans including access and college success
<a href="#">Extended Opportunity Programs &amp; Services (EOPS)</a>	Extended Opportunities Programs and Services assist students with economic, linguistic, and educational challenges enroll and succeed in higher education
<a href="#">FKCE</a>	The Foster and Kinship Care Education program provides provisions of education and training to potential and existing foster parents and families
<a href="#">CalWORKS</a>	California Work Opportunity and Responsibility to Kids is a welfare program that gives cash aid and services to eligible needy California Families
<a href="#">CARE</a>	The Cooperative Agencies Resources for Education program is for EOPS students who are single parents receiving aid
SSSP/GPS	The Student Success and Support Program provides Community College students with support services necessary to assist them in their educational goal
<a href="#">Student Equity</a>	Student Equity is here to close achievement gaps in access and success in underrepresented student groups
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

[Registration](#) is fully online and does not require a campus visit. LTCC counselors are trained to help students attain their educational and career goals by providing career and academic counseling, helping students explore and select a major, and providing students with information to meet transfer and degree or certificate requirements. They also assist students with other issues which can impact their academic performance.

All courses approved for delivery at the Coyote Valley Site through the Curriculum Committee have a completed statement of accommodation. Students with disabilities can access services by contacting staff at the Coyote Valley site in the Administrative Office. The Consortium staff assist students needing reasonable accommodations within the courses they deliver directly. Each classroom is designed to accommodate students with disabilities and special accommodation requests are honored as reasonable.

## **C.2 Sufficient and Qualified Faculty, Management, and Support Staffing**

Faculty who teach Consortium courses are required to meet the same subject area minimum qualifications as all Lake Tahoe Community College faculty: Bachelor Degree plus 2 years' experience or an Associate Degree plus 6 years' experience. Currently, the Consortium Program is structured similarly to the College with a President, Vice Presidents and Program Coordinators, all of whom meet or exceed the minimum qualifications for instruction as designated by Title V. This staff functions in place of a full-time faculty member specifically for the public safety program. The staff also supervise and provide assistance to more than 200 part-time faculty and all Consortium students. They offer one-on-one technical support and courses/workshops. Additionally, the Consortium has an Instructional Services Support department comprised of five employees, and Fiscal Services staff of six full-time and two part-time employees. The Consortium also employs its own IT staff to support the needs of instructional staff and technical support. The Consortium maintains a bookstore (physical and online) for the convenience of students participating in the program. The Consortium bookstore will be blended with the Gavilan College bookstore on the Coyote Valley Site to serve faculty and students delivering/attending any of the courses onsite. Consortium staff will be available at the Coyote Valley site to assist students Monday through Friday 8 am to 5 pm, except holidays. (Appendix D)

## **C.3 Professional Development**

All faculty who teach in the Consortium courses meet minimum qualifications as established in title 5 sections 53400-53430 and the Discipline Lists published by the Chancellor's Office. All Basic Academy instructors are also required to complete the associated Instructor Certification courses as identified by the Commission on Peace Officer Standards and Training (POST), or the State Fire Marshal prior to providing any instruction to students. Faculty who teach any specialized topics are required to complete the requisite certified instructor courses for those topics, as well. All instructors are required to complete regular update training, minimally 8 hours of continued professional development every 3 years and meet minimum qualifications for Community Colleges.

The Consortium hosts professional development training in Administration of Justice and Fire Technology throughout the fiscal year. Both POST and the State Fire Marshal provide online and classroom-based professional development. Program Coordinators are in regular contact with faculty members, and training opportunities and resources are regularly posted on the Consortium website. These resources include information on the following: best practices, instructor handbook, regulatory concerns, pedagogical strategies, instructor preparation, technology tools, and more.

#### **C.4 Appropriate Equipment and Facilities**

The Consortium will be relocated with all currently utilized furnishings, equipment and resources. All classrooms will be equipped with tables and chairs conducive to the learning environment, ceiling and wall-mounted audio visual equipment, and dedicated and wireless internet capabilities. The Consortium will maintain all equipment necessary for manipulative lab exercises associated with the public safety courses, as well as first aid/CPR kits and safety equipment as required by the state regulatory agencies. The Consortium will maintain a Resource Center of text, videos and CDs at the Coyote Valley Site, as well as a bookstore for faculty and student supplies. For faculty and staff, the Consortium will maintain the latest technology to demo and check out, as well as have multimedia staff available to assist with the production of video or other content for their classes.

#### **C.5 Sustainable Fiscal Resources**

Strategic Issue #4 for LTCC addresses College Sustainability. Sustainability of LTCC requires strategic investments and innovation to develop the finances, facilities, technology, and human resources of the College. 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, 21st-century learning spaces as well as a highly-trained workforce to achieve its mission.

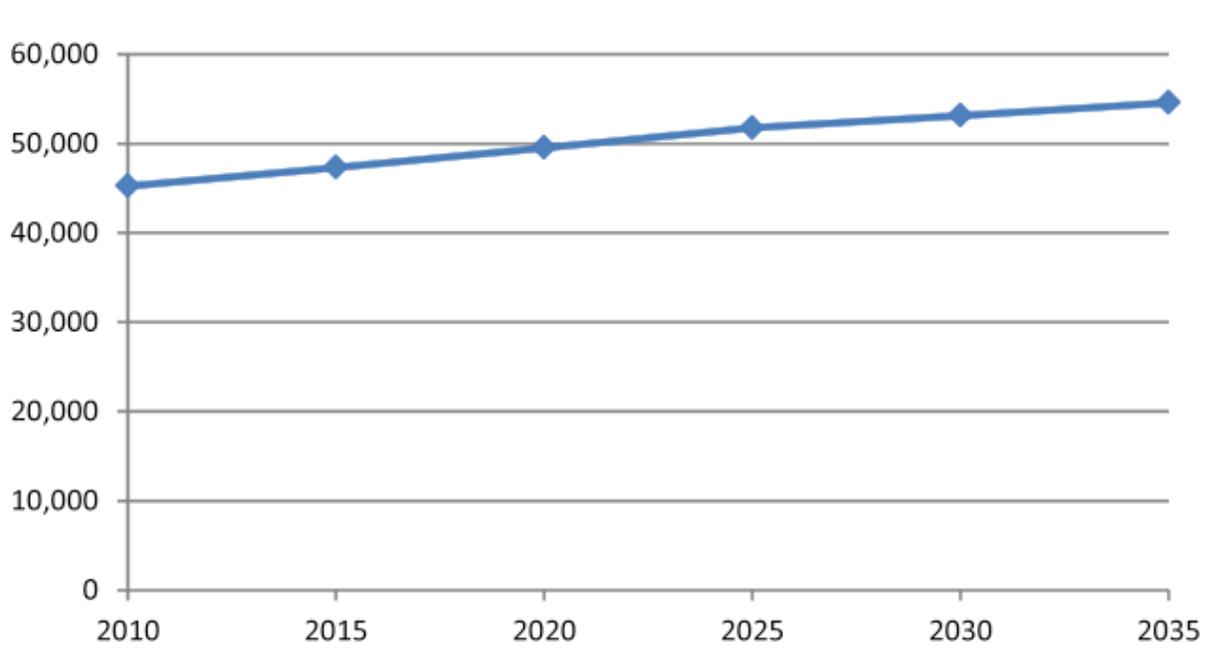
The foundational concept of the JPA requires shared expense and support of the Consortium program. The nine member colleges collaborate and cooperate through sharing of resources to provide quality education and training in a cost-efficient manner for all member colleges. As the host location for the Consortium administrative offices, Santa Clara County Regional Academy and associated continuing education courses, the Coyote Valley Site will benefit from the FTES the member colleges have dedicated to the program. The Consortium program will become a more integral part of the LTCC educational plan, expanding certificate, associate and career technical educational programs specific to public safety careers. The funding model of the JPA, ensures the sustainability of the program during the cyclical flush and lean student enrollment periods for the community colleges, without LTCC or any other member colleges bearing the full financial burden of success.

## C.6 Comparative Analysis of Budget, Enrollment, and Resources

The collaboration with the Consortium on Fire education programming does not present a significant cost for the College, and offers an opportunity for LTCC to assist in filling the high-wage, high need jobs in public safety available in California. Economic & Workforce Development staff through the California Community College Chancellor's Office project an additional 16,694 new and replacement entry-level jobs in law enforcement and 6,612 in Fire Services over the next five years. Lake Tahoe Community College currently dedicates 300 FTES to the Consortium program to meet the anticipated increase in enrollment associated with these positions. Additionally, the Economic & Workforce Development Report projects a total of 3,815 promotional positions within law enforcement and fire services over the next five years. The Consortium program not only provides the basic skills training, but also the promotional courses required by the State certification agencies in each discipline.

According to the Department of Finance the adult population in Morgan Hill and the adjacent area of Coyote Valley is predicted to increase over the next 25 years (see below)

Adult Population of Morgan Hill and Adjacent Communities



Enrollment trends have indicated that there are students who would benefit from expanded services in Coyote Valley, to include offering all courses in select degree and certificates, expanded computer lab systems to support tutorial needs, distance education, and information competency learning outcomes. Innovation and technology are transforming the manufacturing industries, in specialty, high value-added areas. These jobs require specialty technical and Career Technical Education and training that will be offered at the Coyote Valley Site during Phase two of the project.

## C.7 Plan for Monitoring Achievement of Outcomes

At Lake Tahoe Community College, all instructional programs, student service areas, and administrative or operational departments complete a Comprehensive Program Review (CPR) process on a 6-year cycle. These are reviewed by the College Learning and Enrollment Management Council (CLEMC), President's Council (PC), and Institutional Effectiveness Council (IEC) before being forwarded to the Board of Trustees for final review and approval. Additionally, instructional programs examine trends in enrollment, assess program-level outcomes, and revise or supplement ongoing goals each year through the Annual Program Review (APR) and Annual Unit Plan (AUP). LTCC completed the [Comprehensive Program Review](#) process for all educational Fire programs in 2016. Student completion and success data is shared with leadership for the purpose of improving student outcomes.

All Consortium courses offered are reviewed and approved by the Curriculum Committee to ensure courses meet the same learning outcomes, have the same rigor, and use appropriate instructional methodology. Institutional Research collects, analyzes, and disseminates data to measure the attainment of student learning outcomes and course success. All of the related programs are on a program review cycle. The Consortium completed a comprehensive review of learning outcomes associated with their courses in 2014-15.

## C.8 Evaluation and Assessment of Student Success, Retention and Completion

Student success and retention rates are monitored for all courses at Lake Tahoe Community College. The Director of Institutional Effectiveness shares information with the deans and vice presidents regarding success rates. This information is then used to develop appropriate support and interventions. Faculty are encouraged to use multiple measures of assessments in each course and are trained in the use of tools that enhance academic integrity such as test banks, timed tests, State standardized written and manipulative tests, scenario-based exercise, and skills demonstrations.

The most recent analysis over a three-year period (2012-13 through 2014-15) show average to above-average success rates for LTTC Fire program compared to overall College outcomes. Overall, success rates for Fire Science courses ranged from a low of 79.4% in 2012-2013 to a high of 93.9% in 2013-2014. This compares to a campus-wide average of 81.4%. Fire Academy courses experience extremely high course success rates, ranging from 95% in 2014-2015 to 98.7% in 2012-2013. The success rate for Fire Officer courses in 2014-2015 was 100%. While impressive, this statistic is not unusual for Fire Officer level courses. Students in this program are typically highly motivated and experienced firefighters who are interested in promoting within the fire service.

The addition of the Consortium program to LTCC Fire offerings fulfills one of the program's goals as identified on the most recent Comprehensive Program review. The Fire Technology component of the program has experience greater interest and enrollment over the past few years. The restructure of the Fire Fighter 1 Academy curriculum by the State Fire Marshal and the standardized testing component provides additional opportunities to expand the LTCC Fire Program. Establishing a Fire

Technology Associates Degree and Associates Degree for Transfer are in line with one of the program goals. The Economic & Workforce Development report on public safety estimates a more than 20% increase in EMT and Paramedic jobs over the next 5 years. One of the Consortium program goals includes researching the viability of a Paramedic program which would complement the Fire Technology, Fire Academy, Fire Officer and EMT programs already established.

## **D. Evidence of Internal and External Approvals**

The College Strategic Plan and [Educational Master Plan](#) both highlight the importance of supporting the Consortium offering LTCC Fire courses and programs. These plans were developed and approved through a collaborative process involving the Board of Trustees. All Consortium programming and individual courses have the same course outline of record and the approval process as all other Lake Tahoe Community College courses. The approval process includes the Curriculum Committee and the LTCC Board of Trustees, along with the California Community College Chancellor's Office. The JPA Consortium program was officially approved by the LTCC Board of Trustees on November 12, 2013 (Appendix G).

In addition to the LTCC Board of Trustees approval process, the Consortium program courses will be required to complete a recertification process with both the Commission on Peace Officers Standards in Training (POST), and the State Fire Marshal to ensure the facilities and delivery of curriculum are in compliance with state regulations. In addition, the Consortium reports to its Board of Directors, of which Dr. Murillo is currently a member, on a quarterly basis providing regular updates on FTES generation, trends, accomplishments and potential issues as they arise.

The Consortium Executive Staff keep current on relevant legal requirements related to public safety education and training by sitting on and attending POST Advisory Committee, State Fire Marshal Committee, and the Chancellor's Office Public Safety Advisory Committee Meetings as well as reviewing relevant Title 5 requirements.

## **E. Evidence of Maintenance of Eligibility Requirements**

### **E.1 Authority**

Lake Tahoe Community College is fully accredited by the [Accrediting Commission for Community and Junior Colleges](#), Western Association of Schools and Colleges (ACCJC), one of the regional accrediting bodies recognized by the U.S. Department of Education and the Council for Higher Education Accreditation.

LTCC was originally granted full accreditation in January 1979. Accreditation status has been maintained through a regular process of self-evaluation and review by the ACCJC. 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 Board of Trustees adheres to all eligibility requirements, accreditation standards and policies of the Commission as evidenced in the [2011-12 accreditation report](#).

The Consortium Program and courses are certified through the California Commission on Peace Officers Standards and Training, the Fire Technology Academy, the State Fire Marshal, and Santa Clara County EMSA. The program is approved for veterans' training and funding, as well as other career applicable funding sources for qualifying students. Students who enroll with LTCC can receive full credit for appropriate courses completed with a grade of "C" or better.

## **E.2 Operational Status**

Approximately 1,700 FTE (Full Time Equivalent) Students enroll in courses each year for all LTCC programs. Students primarily enroll in courses that lead to two-year degrees, transfer degrees, or certificates of achievement.

The Consortium Program enrolls approximately 2,600 FTE students annually for the nine member colleges. Between 250-300 FTES students are enrolled directly with LTCC through the Consortium. Consortium classes are held continuously throughout the year, and counseling services are available for all new and continuing students. Students are enrolled in a variety of courses that lead to a certificate and/or Associate of Arts degree in Fire Academy, Fire Officer, Fire Science

## **E.3 Degrees**

The majority of courses support degree programs as described in the Lake Tahoe Community College catalogue. Degree and transfer courses are identified in the catalog and listed on the College website.

Lake Tahoe Community College offers the Consortium Program through two types of career educational options: Associate Degree and Certificate of Achievement. Both offerings are approved and identified in the College catalogue and College website.

## **E.4 Chief Executive Officer**

The Superintendent/President of the College is selected by the Board of Trustees. Dr. Kindred Murillo, Superintendent and President of Lake Tahoe Community College District, is currently the Chief Executive Officer and co-chair of the Consortium board. Dr. Murillo recently accepted a position with Southwestern College. Mr. Jeff DeFranco has subsequently been selected by the Board of Trustees as the new LTCC Superintendent/President, effective January 24, 2017. The Superintendent/President operates with the full-time responsibility to administer Board policies and contribute to community activities that promote the College. Mr. DeFranco is the current LTCC Vice President of Administrative Services, and has attended Consortium board meetings in

the past, the transition is expected to be seamless.

Dr. Walter Tribley is the sitting Chair for the South Bay Regional Public Safety Training Consortium Board of Directors. Consortium President Steven Cushing was selected by the Consortium Board of Directors in 2006. President Cushing provides full-time oversight of the Consortium Programs and is responsible to the Consortium Chair and Board of Directors.

### **E.5 Financial Accountability**

The College is audited annually by certified public accountants. The audit includes expenses and income generated by all LTCC programs, including the Consortium. The [Audit Report](#) for Fiscal Year 2014-15 for the College is found on the website and hyperlinked herein.

The Consortium Program is audited annually by independent certified public accountants. The audit includes expenses and income generated by the Consortium which is reviewed and approved by the Board of Directors.

### **E.6 Governing Board**

Lake Tahoe Community College is governed by a five-member Board of Trustees elected by the citizens of the District. A student trustee is elected by the student body and is the official representative of the students to the Board. To be eligible for election, Board candidates must be at least 18 years of age, and must be a resident of and a registered voter in the District. In February 2014, a new system of Elections by Trustee Area was approved by the Board of Trustees.

The Lake Tahoe Community College Board of Trustees approved the creation of numerous Certificates of Achievement and Associate of Arts Degree programs which are delivered through the Consortium Program including: a Certificate of Achievement and Associate of Arts in Fire Science, a Certificate of Achievement and Associate of Arts in Fire Officer, and a Certificate of Achievement and Associate of Arts in Fire Academy. Lake Tahoe Community College offers these programs through the regular curriculum process on recommendation of the Curriculum Committee and Academic Senate. With this approval, the Board demonstrated responsibility for the quality and integrity of the instructional programs to be delivered through the Consortium.

The Consortium Board of Directors consists of one representative and one alternate representative from each member Community College or District who shall be appointed in accordance with the Consortium JPA Bylaws. The Consortium Bylaws were last reviewed and approved in August 2015. (Appendix A)

## **E.7 Administrative Capacity**

The administration is sufficient in number and qualifications to support the mission of the College. The Consortium Program Coordinators report directly to the Vice President of Academic Affairs, Linda Vaughn and Vice President of Law Enforcement Services, Gregg Giusiana. The LTCC Interim Vice President of Academic Affairs, Michelle Risdon, works closely with the Dean of Workforce Development and Instruction, Brad Deeds, who assists with oversight and guidance for the Consortium program. As the Consortium reports directly to its Board of Directors, the LTCC Superintendent/President participates in the oversight of the academic quality of the program.

## **E.8 Educational Programs**

Lake Tahoe Community College District certificate and degree programs are aligned with its mission, are based on recognized higher education fields of study, and are of sufficient content and length. All courses scheduled for delivery through the Consortium use the same course outline of record as those delivered on the South Lake Tahoe main campus and via distance education, and are designed to achieve the same student learning outcomes. Lake Tahoe Community College offers courses and programs oriented toward transfer and Career & Technical Education (CTE).

The Consortium program consists of three state-approved courses of study including Basic Academy training in Law Enforcement, Fire Services and Emergency Medical Technician. Students will receive the requisite skills and knowledge to enter into one of these public safety professions, provided they meet any and all other state-mandated requirements. The program also includes state-approved continued professional education courses required for promotion and career enhancement. This program meets the rigor and academic standard of all programs at Lake Tahoe Community College, and has met the requirements for student learning outcomes at the course and program levels.

## **E.9 Academic Credit**

Academic credit is based on Title 5 Section 55002.5 of the California Administrative Code of Regulations. The Curriculum Committee makes recommendations to the Board of Trustees regarding changes in the curriculum.

## **E.10 Student Learning and Achievement**

The Lake Tahoe Community College District identifies and assesses Student Learning Outcomes (SLOs) for all courses, Student Service programs, degrees and certificates, including the Consortium Program and its courses. In an effort to improve effectiveness, the college is on a continuous improvement cycle.

All LTCC Fire courses have SLOs and program SLOs have been recently mapped up to program level and institutional SLOs. Assessments occur on a regular basis within the required 3-year cycle. SLO assessments have generally resulted in increased student mastery. SLO assessments were completed for all courses offered in the 2015-16 academic year, including those offered through the Consortium.

The Consortium program learning outcomes are based upon state skills and knowledge requirements for each public safety discipline. The Program Learning Outcomes for each are stated in the LTCC catalog and website.

### **E.11 Academic Freedom**

Lake Tahoe Community College's academic freedom standards are defined in Board Policy BP 4030 – Academic Freedom. The policy ensures that all students and faculty members are entitled to freedom of expression and that also applies to all courses and programs delivered on campus, via distance education or through the Consortium.

### **E.12 Faculty**

The College has 33 full-time faculty and approximately 209 part-time adjunct faculty, which all meet the minimum qualifications of the respective disciplines as defined by LTCC and the California Community College Chancellor's Office. The names and degrees of full-time faculty are published on the college website. Faculty members are required to complete training prior to teaching online courses.

The Consortium employs over 200 part-time faculty who meet the minimum qualifications for the public safety disciplines as defined by Title 5 and the Academic Affairs Division of the California Community Colleges Chancellor's Office. The South Bay Consortium faculty have either an Associate's Degree and six years of experience or a Bachelor's Degree and three years of experience. All faculty are regularly evaluated. The Consortium Vice President of Academic Affairs and Vice President of Law Enforcement Services provide management oversight of the faculty assignment and evaluation.

### **E.13 Student Services**

Lake Tahoe Community College develops student service programs to meet the educational needs of the students. Programs and services are published in the catalogue and promoted on the College website. Students can apply to the College, apply for financial aid, register for classes, contact a counselor, go through orientation, and receive help with writing and research online.

Student Support at the Coyote Valley Site will include essential educational support services for students and faculty in two phases. Phase I will include immediate student

services required for initial instructional delivery. Phase II will offer enhanced services based on analysis of the first year of general and Career Technical Education instruction.

The following Phase I student services will be provided at the Coyote Valley Site:

Administrative: Basic administrative support will be provided Monday through Friday 8:00 am - 5:00 pm. for faculty and students at the Coyote Valley Site. The administrative office will provide staff services such as mail, reprographics and support for faculty needs. Services will include financial aid, counseling and registration services.

Bookstore: Space will be designated in the Coyote Valley Site for Bookstore functions. Vending machines with basic supplies such as Scantrons, green books, etc. can give students onsite access to these items.

Admissions and Records: Lake Tahoe Community College uses the OpenCCC system. Students begin the [online application](#) process by creating an OpenCCC account. During this process students are asked for the intended major and an educational goal, along with some basic personal, educational and residency information. After applying, students receive their Student ID Number to the email address provided in their application.

They can also access grades and unofficial transcripts. The Coyote Valley Site staff will assist students and provide follow up services. Application to the college is also online, through CCCApply.

Assessment: Lake Tahoe Community College adopted Multiple Measures as the method of assessment for English placement beginning in the Winter Term, 2017. The college had previously used ACT Compass for the English assessment but due to the state adoption toward the Common Assessment Initiative (CAI), ACT Compass discontinued the availability of the English assessment for colleges in October, 2016. LTCC was scheduled to be an early implementer for the CAI in the fall of 2016, but delays in the CAI instrument release required the college to look at other alternatives for this year and possibly into 2018. The Multiple Measures practice is statistically valid as results show that high school GPA is one of the strongest indicators in student success in college level courses. Therefore, the college adopted the Multiple Measures for English and the pilot phase began this winter. Counselors at LTCC were trained on the rubric for placement in using the Multiple Measures criteria and data will be collected during the winter and spring terms to evaluate effective placement.

The Assessment Process at Lake Tahoe Community College has been tailored to meet the unique needs of the students and the college. The Math Assessment instrument used is the MDTP (Mathematics Diagnostic Testing Project). The English Assessment involves the use of Multiple Measures and/or Accuplacer, and the ESL placement instrument is the CELSA (Combined English Language Skills Assessment).

In addition, South Bay Regional Public Safety Training Consortium provides pre-employment assessment, training, testing and courses to assist students to prepare for the public safety Basic Courses/Academies.

Counseling: General and categorical counselors will provide scheduled counseling appointments onsite at the Coyote Valley Site to assist students with registration, educational planning, and other counseling needs.

Security: The site will be under the jurisdiction of the County of Santa Clara Sheriff's Department.

Food Services: Limited food services (vending machines) will be available for the student and staff use. Restaurants, fast food and basic grocery establishments are available within a 5-mile radius of the Coyote Valley Site.

Transportation: The Coyote Valley Site will have access to the Santa Clara Valley Transit Authority (VTA) bus system. Mass transit will be emphasized, although sufficient parking is included in the plan. The campus is served by bus line 68, which runs along Santa Teresa Blvd from San Jose to Gilroy, giving students from throughout the district access to the Coyote Valley Educational Center. The VTA-68 also provides connections to the VTA light rail in San Jose, Cal train in Morgan Hill and Gilroy, local buses in Morgan Hill and Gilroy, and the San Benito County Express. Public Information, Marketing and Communications:

The Disability Resource Center (DRC): DRC will assist students with disabilities. These services include testing accommodations, access to assistive technology and alternative text publications. Lake Tahoe Community College technology is Section 508 compliant and accessible for all users.

## **E.14 Admissions**

Admissions policies are consistent with the College mission and conform to state law. The policies are codified in [Board Policy 5010](#) – Student Services, Admissions. They are published in the catalogue and on the LTCC website.

## **E.15 Information and Learning Resources**

The College has appropriate and sufficient information and learning resources to support student success. The physical resources include more than 42,000 books/subscribed e-books and audio-visual materials. The Library also subscribes to numerous [online databases](#) that provide access to hundreds of thousands of full-text articles. Research and support services are also available online. In addition, the Library maintains an open computer lab, laptops for checkout and group study rooms, and many other learning spaces where students can complete course work.

The Consortium will maintain a Resource Center with texts, videos and CDs and other educational resources at the Coyote Valley Site, as well as a bookstore for faculty and student supplies specific to the public safety program, as well as for all students at the

Coyote Valley Site.

## **E.16 Financial Resources**

Most College financial resources come from the State of California. Additional funding is obtained from federal, state, and private sources. All funds are tracked, documented and reported in accordance with best practices in accounting and fiscal stewardship. The College has allocated adequate financial resources to support the immediate and potential growth needs of the Consortium Program. The College maintains conservative financial management policies and practices that ensure continued fiscal stability for the foreseeable future.

Financial Aid: Coyote Valley Site staff will provide students with financial aid application information and assistance. Staff will inform students about the available federal, state and private funds available. These services will be provided on a drop-in basis or by appointment.

Categorical support programs: Referrals to specialized support services will be coordinated with local college programs and stakeholder services to enhance student access, retention and success. Students will be able to participate in student services such as CalWORKs, TRiO and EOPS. Programs to support foster youth, military veterans and TRIO and supportive services are also available.

## **E.17 Institutional Planning and Evaluation**

College plans are developed on an established yearly planning cycle. The cycle begins with individual program plans and reviews; and other input from various campus committees and councils such as the College Learning and Enrollment Management Council (CLEMC), President's Advisory Council (PAC), Curriculum Committee, and the Institutional Effectiveness Council (IEC), among others. The President's Council is responsible for integrating the division and area program plans into a cohesive, integrated strategic document. The integrated College plan includes support materials and data used by the divisions and areas in the development of their individual planning documents and recommendations.

## **E.18 Integrity in Communication with the Public**

The College's mission is articulated in the College's catalog, the Educational Master Plan and Strategic Plan. The College catalogue, schedule of classes and the Consortium Program are available via the LTCC website and provide current information on: degrees and curricular offerings, student fees, cost of degree and certificate estimates, financial aid, refund policies, admissions policies, transfer requirements, hours of operation and appropriate contact information. The College and Consortium also issue press releases and purchases newspaper, online, radio and television advertisements to make the public aware of important dates and special

events, and regularly dialogues with key stakeholder groups.

### **E.19 Integrity in Relations with Accrediting Commission**

The College is in good standing with the Accrediting Commission. The College consistently complies with all Commission requests for information. Additionally, all Fire programs at LTCC were reaccredited through the California State Fire Marshal's Office in 2015. Access to qualified instructors, modern training facilities and equipment is necessary in order to retain the accreditation status.

The Consortium programs are currently certified by the Commission on POST, State Fire Marshal, and Santa Clara County Emergency Management Services Agency (EMSA). The Consortium is in good standing with the certifying agencies and responds promptly to all requests for information or assistance.

## **F. Accreditation Standards**

Lake Tahoe Community College is a fully accredited institution. Its accreditation was reaffirmed in 2012. All courses and Consortium operations at the Coyote Valley Site will maintain the same standards as classes held on the main South Lake Tahoe campus. The Consortium program and others offered at the Coyote Valley Site will undergo the same program review process as all other programs in the college. Program reviews are completed by each department every three to five years and include a Program Plan. This process includes a self-study report by a validation process. The Consortium Program completed the process in 2014-15.

**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 Consortium incorporates the college mission of:

- Professional and career education to achieve employment, and enhanced career and technical skills for job advancement, in order to stimulate the development of an increasingly diverse local economy, and to advance California's economic growth and global competitiveness.
- 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.

**Standard II:**

**IIA.** The College assures the quality of the courses offered through the Consortium. The educational policies of LTCC regarding course offerings through the Consortium contain the same rigor and breadth stated in the face-to-face course outline of record that have been approved by the LTCC Curriculum Committee. In addition, the same Title V requirements are applied to Consortium courses. Academic Standards for courses offered through the Consortium 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, 24/7 helpdesk, and an inventory measuring student readiness. Student services through the Consortium are sufficient to help students meet their educational goals. Most matriculation requirements can be met through a combination of online and telephone services. Guidance through admissions, registration, financial aid, and counseling is available online, email and/or via telephone. The orientation has an online option and counseling offers telephone and online appointments.

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 go through a rigorous process and work with the Disability 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.

**IIC.** 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 as well as at the Consortium campus.

**Standard III.** All College faculty, including South Bay Regional Public Safety Training Consortium faculty are hired and evaluated using the same procedures. 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 an evaluation cycle. Consortium administrators and staff are on an annual evaluation cycle. Consortium staff will act as a liaison to the main college campus.

The facilities at the Coyote Valley Site are adequate for the courses, number of sections, and number of students served by the Consortium. The site, equipment and technology will be maintained by the Consortium to ensure the safety of the students and 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 Consortium meets with the Board on a quarterly basis and reports issues, concerns, accomplishments and updates on the program as necessary. The Consortium has a proven track record of producing successful public safety professionals for over 20 years. Formed out of a grant from the California Community College Chancellor's Office, the model has stood the test of time, expanding and evolving with the needs of the State, its member colleges, communities, and students. (Appendix E)

# Appendices

## Appendix A – Consortium Bylaws and Agreement

### BYLAWS

#### I. MEMBERSHIP OF

Membership in the Consortium shall consist of the following community college districts and/or individual colleges of a multi-college district: Gavilan College, San Jose Evergreen Community College District, Hartnell College, Monterey Peninsula College, College of San Mateo, Ohlone College, Foothill College, Mission College, Lake Tahoe Community College and Cabrillo College. Additional members may be added by two thirds vote of the Board of Directors

#### II. BOARD OF DIRECTORS

The JPA shall be governed and administered by a Board of Directors. The Board shall have and exercise all the powers of the JPA in a manner consistent with these Bylaws and the JPA Agreement.

- A. Selection of Board. The Board of Directors shall consist of one representative and one alternate representative from each member Community College or District who shall be appointed by the Governing Board of the member Community College or District, and who shall serve at the pleasure of the appointing Board. Only the designated representative (or the designated alternate in his/her absence) may cast the College/District's vote at a Board meeting. The designated representative or designated alternate may invite members of their agency's staff or consultants to attend meetings of the Board in an advisory capacity.
- B. Officers. The Board shall elect a Chair, a Vice Chair, and a Treasurer from among the member College/District representatives who shall each serve a two-year term. The Board may make these terms staggered so that they do not expire simultaneously.
- C. Actions of the Board. The Board shall act only through the vote of a majority of its members present and constituting a quorum cast at a duly-noticed meeting of the Board. A quorum shall consist of a majority of the members. Each member shall have one vote.
- D. Meetings. The Board shall meet a minimum of one (1) time per year, at locations within the boundary of the member College/Districts. All Board meetings shall comply with the notice, agenda, and other requirements of the Brown Act as defined by Government Code section 54950 et seq. The Board shall receive communications at the JPA's business office.

## E. Employees.

(1). President/Chief Executive Officer (CEO). The Board shall employ a President/Chief Executive Officer (CEO) pursuant to a written employment agreement. The President/CEO shall serve as the Secretary of the Board; shall attend all Board meetings; shall keep and maintain its minutes, resolutions and other writings reflecting Board action; and shall serve as the Chief Executive Officer of the JPA. The President/CEO shall report to, and be periodically evaluated by the Board, and shall have the following duties, among others; preparing agendas and other writings necessary for meetings, implementing Board policies and directives; supervising and evaluating managers who report to him/her; preparing budget documents for review and approval by the Board; preparing operational procedures for Board review and approval; communicating and coordinating with member Colleges/Districts and any other agencies regarding funding, certification of curriculum, College/District Board determinations of minimum qualification, and any other JPA business; establishing qualifications for hiring faculty and staff; facilities and equipment; review and recommendations to the Board regarding contracts and purchases; providing overall leadership to the JPA.

(2) Other Employees. The Board shall employ other persons to fill positions for administrative operational and instructional staff, on a full time, part time or such other basis as the Board determines, upon recommendation of the President/CEO.

## III. AMENDMENT OF BYLAWS

Bylaws may be amended by a 2/3rds vote of the Board of Directors.

## IV. FUNDING

Prior to April 14<sup>th</sup> of each year each member shall pledge to the JPA, on a form or document provided by the JPA, an amount of at least 25 FTES for courses to be offered by the JPA during the next ensuing fiscal year, using as a basis, a dollar amount equal to sixty percent (60%) of the College/District's previous year's funded apportionment rate as described on Exhibit C of the P2 Apportionment Notice. The Board may, upon two-thirds vote, waive some or all of a member College/District's annual 25 FTES minimum pledge in those instances where the requesting member provides substantive and quantitative support, either fiscally or physically, to the JPA and the community.

The JPA shall indicate acceptance of the pledge in writing. Once accepted each pledge shall be a contractual obligation of that member to the JPA. Each member College/District shall make payment so pledged to the JPA in ten (10) equal payments beginning on August 1<sup>st</sup> following the April pledge and ending with final payment on May 1<sup>st</sup> thereafter. Failure to make timely payment shall be grounds for disciplinary withdrawal of that member. The JPA shall assign enrollment to the pledging College/District reflecting its FTES pledge. Each member College/District

shall be responsible for capturing State apportionment funding for the FTES it has pledged to the JPA.

## **V. POWERS AND DUTIES OF THE TREASURER**

- A. The Treasurer shall perform the role of Chief Financial Officer under the agreement, and shall assume the duties described in Sections 6505.1, 6505.5 and 6505.6 of the California Government Code as follows:
  - 1. The Treasurer shall, pursuant to Government Code 6505.6, perform the duties of Treasurer and Auditor and shall comply with the duties and responsibilities set forth in subdivision (a) to (d), inclusive of Government Code section 6505.5
  - 2. The Treasurer shall receive and receipt all money of the agency and place it in the treasury of the SBRPSTC so designated in the appropriate account of the SBRPSTC.
  - 3. The Treasurer shall be responsible, upon his or her official bond, for the safekeeping and disbursement of all agency money so held by him/her.
  - 4. The Treasurer shall pay, when due, out of money of the SBRPSTC so held by him/her, all sums payable on outstanding claims authorized by the Board.
  - 5. The Treasurer shall pay any other sums due from the dissolution of this agreement as provided in the JPA Agreement and Bylaws.

## **VI. DISPUTE RESOLUTION**

Whenever an unresolved dispute arises as to any matter concerning SBRPSTC, it shall be submitted and referred as follows:

- 1. The matter shall first be presented to the President/CEO for resolution.
- 2. In the event that a matter remains unresolved, the matter shall be submitted to the Board for resolution. The Board's determination shall be final, subject to review only by of petition for writ of mandate in a Court of competent jurisdiction.

## **VII. DELEGATION**

The Board shall, by written resolution, periodically delegate to its President/CEO and such other administrative employees as it deems prudent, the authority to make contracts for the Board including the power to purchase goods and services; and the authority to countersign payroll warrants. Such delegation shall set forth the terms of and limitation upon the delegated powers, and the necessity for review and ratification by the Board of the exercise of delegated powers.

# South Bay Regional Public Safety Training Consortium

## JOINT POWERS AGREEMENT

This is a Joint Powers Agreement among those community college districts signatory to this Agreement for the purpose of establishing, operating, and maintaining public safety training under the "South Bay Regional Public Safety Training Consortium" a joint powers agency.

This Agreement is entered into pursuant to the provision of Section 6500, et seq., of the California Government Code for the benefit of the community college districts signatory hereto (and also those which may hereafter become signatory hereto), for the purpose of operating a Program to be known and designated as, "South Bay Regional Public Safety Training Consortium" hereinafter designated as "SBRPSTC "; and

WHEREAS, it is to the mutual benefit of the parties herein subscribed and in the best public interest of said parties to join together to establish this Joint Powers Agency to accomplish the purposes hereinafter set forth; and

WHEREAS, the signatories hereto have determined that there is a regional need to provide public safety training; and

WHEREAS, Section 6502 of the Government Code of the State of California authorizes joint exercise by two or more public agencies of any power common to them;

NOW, THEREFORE, FOR AND IN CONSIDERATION OF THE MUTUAL ADVANTAGES TO BE DERIVED THEREFROM, and in consideration of the execution of this Agreement by said community colleges, each of the parties hereto does hereby agree as follows:

1. CREATION OF THE SOUTH BAY REGIONAL PUBLIC SAFETY TRAINING CONSORTIUM Pursuant to Title I, Division 7, Chapter 5 of the Government Code, there is hereby created a public agency, separate and apart from the parties hereto, to be known as South Bay Regional Public Safety Training Consortium, hereinafter designated as SBRPSTC.

SBRPSTC shall have the powers common to the participating districts and is hereby authorized to do all acts necessary for the exercise of said common powers, including but not limited to, any or all of the following: to make and enter into contracts; to employ personnel, to incur debts, liabilities or obligations; to acquire, hold or dispose of property; to receive gifts, contributions, and donations of property, fund services, and other forms of assistance from persons, firms, corporations and any governmental entity; and to sue and be sued in its own name. Said powers shall be exercised in the manner provided in the law, and except as expressly set forth herein, subject only to such restrictions upon the manner of exercising such powers as are imposed upon community college districts in the exercise of similar powers.

2. PURPOSE - The purpose of SBRPSTC shall be to provide training and educational programs that will be responsive to the needs of public safety agencies within the region served by the JPA.
- 3.A. MEMBERSHIP - Each party to this Agreement must be eligible for membership in SBRPSTC as defined in the Bylaws, and is entitled to the rights and privileges, and is subject to the obligations of membership, all as are provided in this Agreement.
- 3.B. COURSE OFFERINGS - All members of SBRPSTC agree to the following: Not to offer additional courses in the discipline(s) assigned to the SBRPSTC in any format including credit, non-credit or contract instruction.
- 3.C. APPROVAL OF INSTRUCTIONAL PERSONNEL BY SBRPSTC MEMBER DISTRICTS - Instructional personnel recommended by the SBRPSTC staff to teach a course(s) offered through the Consortium shall be employed via a contract with one of the participating college districts. All personnel so approved via such contract, shall meet the minimum qualifications for teaching in the appropriate discipline(s) per Title Five of the California Administrative Code of Regulations. Such personnel shall be designated as the instructor of record for courses approved and offered by each member college.
4. EFFECTIVE DATE - This Agreement shall become effective on July 1, 1995.
5. TREASURER - This Agreement, pursuant to Government Code section 6505.6, herewith establishes the Office of Treasurer. The Office of Treasurer shall be selected as determined by the Board of Directors.
6. GOVERNANCE - Shall be governed by a Board of Directors selected according to the provisions of the Bylaws.
7. BYLAWS - The JPA shall be governed pursuant to those certain Bylaws, a copy of which is attached hereto as Exhibit A, which may be amended by the Board of Directors pursuant to the provisions set forth herein. Each party to this agreement is bound by their provisions, and further agrees that SBRPSTC shall be operated pursuant to this Agreement and said Bylaws.
8. AFFIRMATIVE ACTION POLICY STATEMENT - The SBRPSTC is committed to a policy of affirmative action in its hiring procedures, and with the assistance of all SBRPSTC staff, the Governing Board of the SBRPSTC assures that all employees and applicants for positions in the SBRPSTC will have equal opportunity for employment regardless of race, color, sex, religion, national origin, age, disability, status as Vietnam-era veterans, marital status, political beliefs, or sexual orientation.

9. ADDITIONAL PARTIES - Additional parties may become members of the SBRPSTC in accordance with the provisions of the Bylaws.
10. RECORDS - The Treasurer shall maintain records separately identifying the expenses incurred in the performance of the duties described herein. The Executive Director shall maintain records of the Minutes of the Board of Directors meetings and such other official records of the SBRPSTC as required by law.
11. TERM, TERMINATION, AND DISSOLUTION OF JOINT POWERS AGREEMENT.
  - A. Term and Extension. The Joint Powers Agreement shall become effective on July 1, 1995, and continue thereafter as determined by the participating members. A 2/3rds majority of the members of this Joint Powers Agreement may terminate this Joint Powers Agreement at any time provided all parties and all members have been notified at least 60 days in advance. In the event that training programs are in progress, the closing date shall be extended to the end of the (semester or quarter) for that training.
  - B. Withdrawal. Any party may withdraw from participation in this Agreement by providing written notice to the Board of Directors not less than 60 days prior to June 30th of any year. Withdrawal shall be effective on June 30 following delivery of said notice. Withdrawing parties shall be liable for their portion of costs and obligations up to the date of withdrawal. Withdrawing parties shall remain obligated to pay for any legal liabilities incurred and or originating prior to the effective date of withdrawal.
  - C. Dissolution. In the event this Joint Powers Agreement is dissolved, the distribution of any assets remaining after meeting all financial obligations, shall be distributed as determined by a 2/3rds majority vote of the Board of Directors. Should the Board of Directors not make such a determination, the cumulative FTES generated by each active member at time of dissolution shall determine that members proportionate share of such assets.
12. SEVERABILITY - Should any portion, term, condition or provision of this Agreement be decided by a court of competent jurisdiction to be illegal or in conflict with any law of the State of California, or be otherwise rendered unenforceable or ineffectual, the validity of the remaining portions, terms, conditions, and provisions shall not be affected thereby.
13. ASSIGNS - No party to this Joint Powers Agreement may sublet, assign, or transfer any interest in this Joint Powers Agreement without the written consent of all of the parties thereto.
14. HOLD HARMLESS - All parties to this Agreement shall indemnify, defend and

save harmless each other and their respective officers, agents, and employees from all loss, expense, claims, liability for injury or damage to any property arising out of, or in any manner connected with, the performance and operation of the terms of this Agreement.

15. DEBTS, LIABILITIES, AND OBLIGATIONS - The debts, liabilities and obligations incurred in the administration of this Agreement shall not constitute any debt, liability or obligation of any of the individual members to this Agreement.

The parties have caused this Joint Powers Agreement to be signed in their behalf by their duly authorized representatives on this First day of August, 1998, by the following signatory community college districts.

## Appendix B – Consortium & Public Safety Program Enrollment Trends

<b>Programs</b>	<b>2004-05</b>	<b>2005-06</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
<b>Law Enforcement</b>	1122	1329	1418	1631	1568	1521	1438	1243	1437
<b>Corrections</b>	156	126	362	207	359	260	109	67	29
<b>Dispatch</b>	75	65	95	153	152	73	122	89	64
<b>Fire Tech</b>	760	776	625	603	592	471	483	577	521

\*South Bay Regional Public Safety Training Consortium FTES totals

<b>Programs</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
<b>Fire Technology</b>	72	314	240

\* Lake Tahoe Community College Consortium Program FTES totals by TOP Code

<b>Programs</b>	<b>2013-14</b>	<b>2014-15</b>	<b>2015-16</b>
<b>Fire Technology</b>	445	1,166	901

\* Lake Tahoe Community College Consortium Program Unduplicated Student Headcount by TOP Code

## Appendix C – Social/Demographic/Labor Market Snapshot

### Social & Demographic Analysis of Service Area

South Bay Regional Public Safety Training Consortium is a Regional Training Consortium created in response to a California Community College Chancellor’s Office Grant. The South Bay Joint Powers Agency (JPA) has operated for approximately 20 years primarily in the greater Bay Area. The JPA currently includes 9 Community College Districts from the counties of El Dorado, Alameda, San Mateo, Santa Clara, San Benito to Monterey. Due to the vast service area, the student and general population covered by the Consortium is extremely diverse relative to its social and demographic complexion.

Overall, the population in the incorporated and unincorporated areas within the service region is approximately 50% white, 23-28% Hispanic or Latino, 10-23% Asian, 5-7 % African American, 1% Native Hawaiian, and 4-5% “two or more races”. 65% of the region residents are between the ages of 18 and 64 years with approximately 42% securing a higher degree or professional certificate. These figures are a snap-shot of the region and will vary between specific College districts (U.S. Census Bureau, 2010). The JPA’s service region boasts the highest level of ethnic diversity. Current analysis suggests the largest percentage increase will be in the Asian and Native Hawaiian communities followed the Hispanic or Latino community. Within the JPA region, Santa Clara County is the fastest growing county within the state. Predictions suggest it will grow by 47% in the next forty years. Monterey and San Benito counties are expected to realize substantial growth as well (ABAG, 2013).

White	Hispanic/Latino	Asian	African Amer	Native HI	2+ Races
50%	23-28%	10-23%	5-7%	1%	4-5%

\* Approximate demographics within the region.

Historically, the South Bay JPA has provided training to a similarly diverse student population. Due to the physical nature of the Public Safety Profession, as well as other legal requirements and restrictions (i.e. citizenship, educational requirements, criminal history), the South Bay JPA student base is skewed somewhat toward white male students yet trends closely with demographic of the region.

White	Hispanic	African Amer	Asian/Pac Isl	Native Amer
60%	21.6%	6.1%	9.6%	1.7%
	<b>Male</b>		<b>Female</b>	
	68%		32%	

\* Representative of the demographic over the last five-year period.

**Socioeconomic Profile of Service Area / Present & Future Labor Market (Area, Region, State)**

The Consortium’s vast service area also lends to a substantial variance in the economic profile. The communities incorporate new growing families and retirement residents. The per capita income for the counties in the region range from \$24,995 to \$45,458 with the statewide per capital income at \$29,551 (U.S. Census Bureau, 2012). It is noted there are large disparities between income levels relative to individual cities within the counties as well.

Approximately 34% of the population is foreign born nationals, which provide for challenges and opportunities. The multiplicity of languages, the under educated and difficult to employ population equates to additional social and education services for the JPA target populations and are expected to realize the greatest growth over the next decade. Generally, over the past ten years public safety professionals have experienced a steady decline of employment opportunities. Only recently has the market shown a slight increase in the employment opportunities, with most agencies experiencing annual vacancies, which will need to be filled, between 5% and 15% of their workforce; depending upon the agency and discipline.

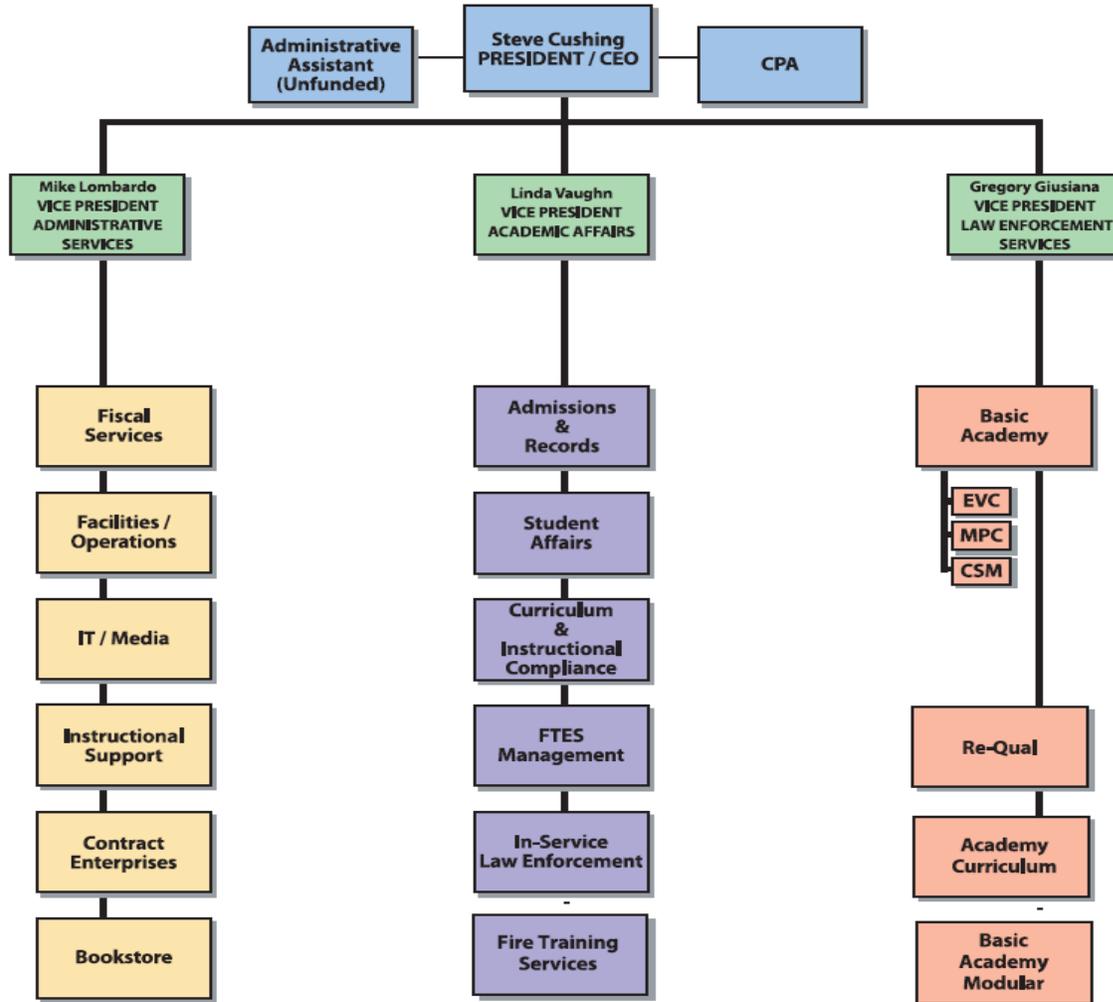
**Table 14: Public Safety Professions**

Professions	Law Enforcement Officer	Firefighter	Lifeguard (other health occupation)	Corrections	Homeland Security (other public protection)
Success	5,574	848	629	2,074	51
Retention	5,625	885	792	2,516	52
Grads / Certs	5,189	3,117	324	446	Not reported
Outlook 2010-2020 (CA)	54,600	27,800	1,300	26,000	1,180
Salaries	\$85,500	\$55,400	\$24,600	\$86,000	\$43,600
Salaries (2 years before)	\$23,972	\$26,504	\$15,923	\$26,738	\$21,643
Salaries (2 years after)	\$70,520	\$87,128	\$35,479	\$41,200	\$52,957

Success and retention data from [www.cccco.edu](http://www.cccco.edu), California State Salaries [www.careerinfonet.org](http://www.careerinfonet.org) 2-5 year salary comparison [www.salarysurfer.com](http://www.salarysurfer.com)

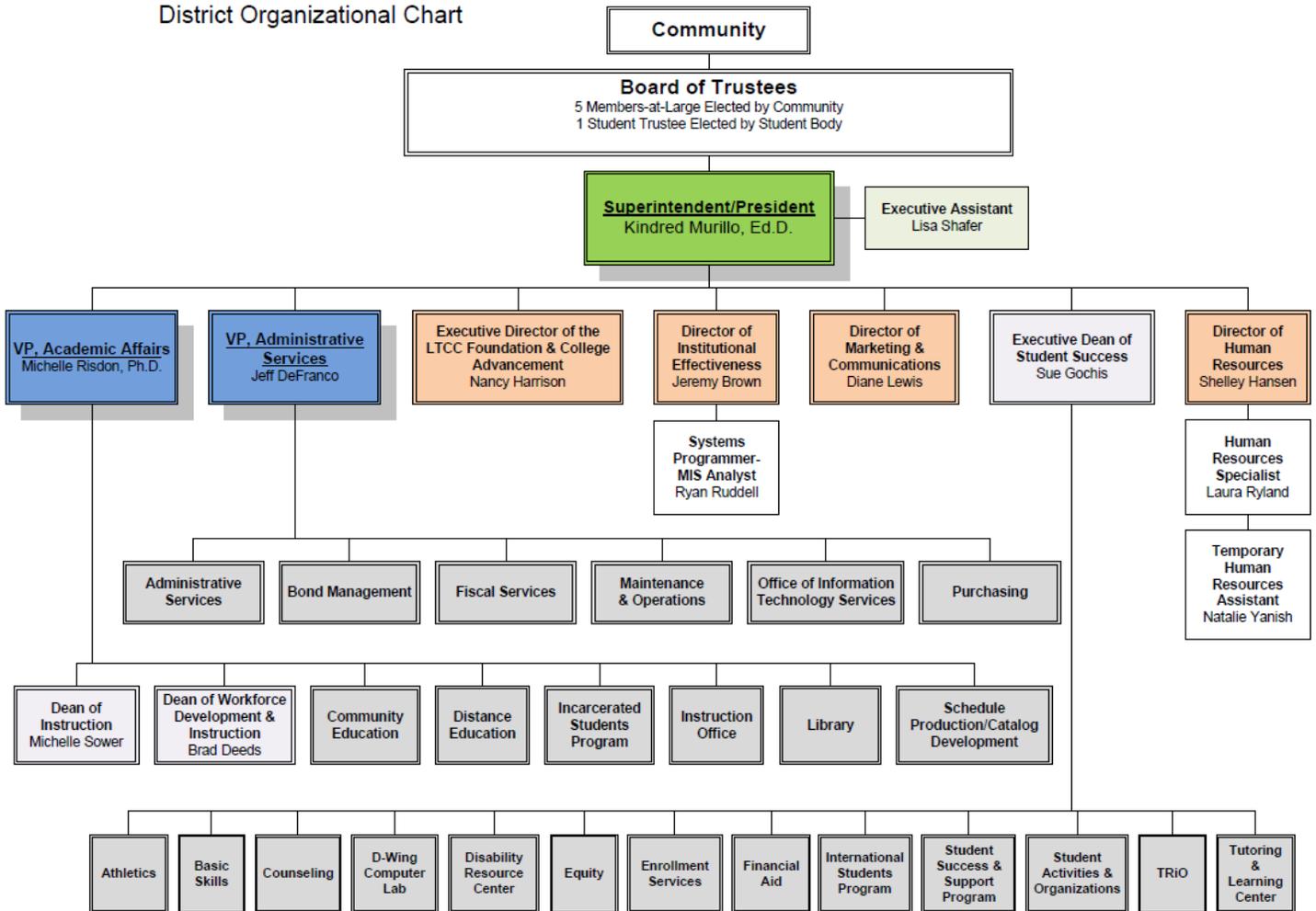
Appendix D – Organizational Charts

South Bay Regional PSTC



# Lake Tahoe Community College

## District Organizational Chart



Updated September 21, 2016

## Appendix E – South Bay Regional PSTC History

February 1992 in Assembly Concurrent Resolution No. 93, the community colleges were tasked with providing “sufficient public safety training courses to satisfy State-mandated training requirements, participate in regional consortiums of community colleges in order to minimize duplication of training courses, and make training programs more readily available.” The colleges had been offering these courses in standard Semester and Quarter term formats, generally failing to obtain the required attendance numbers to run the courses. Thus, active public safety personnel began to fall out of compliance with certifications and legal mandates.

As a result of this resolution and the issues with servicing the needs of the target student population, a Public Safety Committee was convened by the State of California, comprised of members from the Community Colleges, Police, Corrections, Hazardous Materials and Fire practitioners, and the State Chancellor’s Office. The Committee was tasked with identifying ways to deliver high quality training and education to entry level students and working professionals within the Public Safety professions. This committee initiated a State-wide Request For Applications (RFA) for grant funding through the Community College Chancellor’s Office Public Safety Educators Advisory.

In July, 1993 Evergreen Valley College, Criminal Justice Training Center was awarded a grant from the California Community College Chancellor’s Office to analyze the feasibility and develop “Public Safety Model of Education Program” in a “Regional Consortium”: Reference Project #93-0070. South Bay Regional Public Safety Training Consortium (SBRPSTC) was born out of this grant. Evergreen Valley College and Gavilan College were the first two colleges to enter into the Joint Powers Agreement on October 6, 1994, as a continuing pilot for an additional year. The Joint Powers Agreement provided SBRPSTC the “powers common to the participating districts” and “authorized (SBRPSTC) to do all acts necessary for the exercise of said common powers” pursuant to the provisions of Section 6500, et seq. of the California Government Code.

The pilot proved to be more successful for students and the colleges than expected and subsequently additional colleges joined the Consortium through the Joint Powers Agreement. By the end of the pilot the Consortium was five (5) colleges strong and negotiations were underway for additional colleges to partake. By August 1996, in a letter authored by Dr. Susan Oliviera to Dr. Leo Ruelas, SBRPSTC advised the California Community College Chancellor’s Office that the Consortium included seven (7) college districts, had been awarded additional Chancellor’s grant funding to develop and offer new training programs to meet the needs of the public safety students. At the recommendation of the Chancellor’s Office, all instructors recommended by SBRPSTC meet the minimum qualifications as designated through Title 5 and approved by “one of the participating SBRPSTC College Boards.” “The faculty are then considered approved by all the member colleges to teach in the SBRPSTC course offerings.”

SBRPSTC continued to prove to be beneficial in serving the public safety community, those seeking employment and those employed, as well as being more efficient and cost effective for the member colleges. During the 1994-95 pilot SBRPSTC successfully generated in excess of 615 FTES. Although the commitments from the colleges have fluctuated over the years, SBRPSTC has been able to maintain training and services to public safety students at all educational levels, and currently generates a combined total

of approximately 2400 FTES for the nine (9) member colleges.

The structure and efficiencies of organization have allowed SBRPSTC to expand the services offered to students not currently employed within the public safety profession. SBRPSTC is able to provide a single location to students for the pre-employment testing procedures (written and physical abilities) for law enforcement, dispatch and fire services. We offer pre-employment courses that assist the students in preparing for the Basic Academy, and the challenging employment processes including testing, interviewing and completion of required documents. In addition, we provide perishable skills update training so students can maintain the requisite skills and certifications necessary to secure employment, and keep current on the ever-changing legal implications associated with the public safety profession.

Since its creation, SBRPSTC has worked in concert with our member colleges to articulate courses, follow procedures and meet the needs of the student population in the most effective and efficient manner possible.

## Appendix F – Evidence of Internal Approval

1/2/2017

BoardDocs® LT Plus



### Agenda Item Details

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Meeting	Nov 12, 2013 - Lake Tahoe Community College District - Board of Trustees Meeting
Category	9. New Business - Action Items
Subject	9.11 SP - Consideration of Approval of Memorandum of Understanding and Joint Powers Agreement with the South Bay Regional Public Safety Training Consortium
Access	Public
Type	Action
Recommended Action	It is recommended the Board of Trustees approve the memorandum of understanding and joint powers authority agreement with the South Bay Regional Public Safety Training Consortium as presented.

### Public Content

The South Bay Regional Public Safety Training Consortium (SBRPSTC) was created in 1994 and operates under a Joint Powers Authority (JPA) with its nine college members to meet the educational and training needs of public safety students within the areas represented by the participating college districts. A couple of the college districts have not been actively participating in the consortium for a couple of years due to student demand in other areas or funding. This and other public safety training consortiums were formed to assist community colleges in running high cost training programs in order to meet public safety training needs in California.

### Discussion

Lake Tahoe Community College has been invited to join the SBRPSTC as a member college. Staff has worked with the SBRPSTC leadership to determine if joining the consortium is a viable option for LTCC. It has been determined the membership in the JPA is in alignment with the college's efforts to expand LTCC public safety training programs. Also of note, is LTCC has submitted a capital outlay proposal to the California Community Colleges Chancellor's Office for a regional public safety training facility.

The advantages of membership in the SBRPSTC are as follows:

- Participation provides a mechanism for LTCC to generate cost-effective full time equivalent students (FTES) in order to maximize apportionment revenue. The manner by which the SBRPSTC functions, moreover, provides flexibility in determining the amount of FTES that LTCC chooses to generate in any given academic year. Said flexibility serves to ameliorate the negative impact of unanticipated changes in enrollment.
- Participation in the SBRPSTC also provides LTCC with a means of providing cost-effective and more diverse public safety training to its local public safety agencies--an expansion that, in tandem with the expertise and resources of the SBRPSTC, supports the development of LTCC as a regional center of excellence in public safety training.
- Participation in the SBRPSTC will generate significantly higher public safety related FTES for LTCC than in years past. Increased FTES in this area serves to strengthen the case for state funding associated with the construction of a Public Safety Training facility, as growth in a program FTES increases the points assigned to a project.

Disadvantages include some loss of control or oversight of programs, and potential dependence on this revenue stream. Staff will need to provide diligent oversight of curriculum, enrollment, and adherence to Title 5 regulations.

**Projected Revenues and Costs of Participation:**

The direct, reimbursable cost to SBRPSTC represents approximately 55 percent of the revenue generated. After deducting this direct reimbursement, each FTES will generate approximately \$2,107 in revenue for the college. Potential revenue and cost projects are as noted:

**Projected Revenues and Costs**

<b>Year</b>	<b>FTES</b>	<b>Base Credit FTES Amount</b>	<b>Apportionment Revenue</b>	<b>JPA Costs</b>	<b>LTCC Cost</b>	<b>Net Revenue to LTCC</b>
FY 13-14	75	\$4,682.34	\$351,176	\$193,147	\$7,800	\$150,229
FY 14-15	200	\$4,682.34	\$936,468	\$515,057	TBD	\$421,411

Other direct costs will be assessed as part of managing the operational components associated with this membership.

Staff is recommending the Board of Trustees approve the [JPA Agreement](#) (attached), and the [Memorandum of Understanding](#) (attached). The SBRPSTC [By-laws](#) are attached as noted in section 7 of the JPA Agreement. Modifications to the MOU have been made to ensure that LTCC maintains maximum flexibility in the courses and programs it can continue to offer outside of the SBRPSTC. Also attached is a [document](#) that provides additional detail that relates to the SBRPSTC.