Instruction Office
Program Plan

March 2007
# Instruction Office Program Plan

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Instruction Office
Program Plan
Executive Summary

The Instruction Office is dedicated to meeting the instructional needs of the students, faculty, staff, and the community by providing the highest quality leadership, communication, support, and coordination of the college’s academic affairs.

Instruction Office Mission Statement, 2007

During the fall quarter 2006 and winter quarter 2007, an Instruction Office Program Planning Committee was convened to undertake the process of reviewing the function and effectiveness of the Instruction Office through the formal program planning process. The team, comprised of staff, faculty, and administrators, examined the following:

- function and scope of the Instruction Office;
- the nature and quality of services and documents provided by the office;
- recommendations for the 2001 Instruction Office Program Plan;
- projections of needs into the near future; and
- the office’s contributions to student learning and success through faculty/staff and student surveys.

The efforts of the committee have produced a meaningful assessment of the Instruction Office. Of note are the goals of the Instruction Office which are outlined below:

1. Electronically enhance Instruction Office communication.
2. Enhance public contact role of Instruction Office.
3. Provide an effective learning environment for evening classes.
4. To the degree possible, create a one-stop approach to serving students.
5. Provide a more integrated, streamlined, and automated process for quarterly schedule production.
6. Provide increased support to key programs/functions.

The final recommendations emanating from the committee following extensive review, discussion, and analysis are as follows:

- Provide adequate staffing to support programs and services (i.e., distance education; faculty support, workload demands of the Instructional Scheduling Specialist and Administrative Assistants; receptionist; on-campus monitor; vocational education).
- Acquire an integrated operational software system to address the necessity for enhanced automation, greater functionality, and more robust data tracking and management for the following functions: quarterly schedule building, classroom management, curriculum management, and schedule and catalog production.
- Provide resources (e.g., staff) to more fully and effectively develop and utilize the Instruction Office webpage as a tool, resource, and archival site for faculty and staff use.
- Provide resources to support ongoing training and development of Instruction Office staff.
## Introduction

### Instruction Office

### Program Plan

During the fall quarter 2006 and winter quarter 2007, an Instruction Office Program Planning Committee was convened to undertake the process of reviewing the function and effectiveness of the Instruction Office through the formal program planning process. The committee members were:

- Julie Cathie, *Student Services Representative*
- Lori Gaskin, *Administrator Representative*
- Michael O'Laughlin, *Faculty Representative*
- Karen Owens, *Admissions and Records Representative*
- Jeanne Proto, *Instruction Office Representative*
- Diane Rosner, *Administrator Representative*
- Tim Stockton, *Faculty Representative*
- Lori Thorne, *Instruction Office Representative*

The committee met frequently throughout the two quarters and was thorough and thoughtful in its charge. The efforts of the committee have produced a meaningful assessment of the Instruction Office.
Instruction Office
Philosophy and Mission

The Instruction Office is dedicated to meeting the instructional needs of the students, faculty, staff, and the community by providing the highest quality leadership, communication, support, and coordination of the college’s academic affairs.

Instruction Office
Goals and Objectives

1. Electronically enhance Instruction Office communication.
   - Automate Instruction Office processes/procedures, as appropriate and feasible.
   - Provide electronic version of Instruction Office forms to users and electronic submission of such forms, as appropriate.

2. Enhance public contact role of Instruction Office.
   - Examine feasibility of centralizing public contact and information dissemination through the establishment of a college receptionist position.

3. Provide an effective learning environment for evening classes.
   - Examine options to the South Tahoe High School site for evening classes.

4. To the degree possible, create a one-stop approach to serving students.
   - Coordinate and cross-train with the staff of Admissions and Records and Student Services to serve students in an efficient manner with minimal referral to other offices (as appropriate).

5. Provide a more integrated, streamlined, and automated process for quarterly schedule production.
   - Obtain a new integrated software system that automates schedule production from initiator phase through production phase (including printed and online versions).

6. Provide increased support to key programs/functions.
   - Increase the Office Assistant position to full-time to address workload issues with the Instruction Office Administrative Assistants, the Instructional Scheduling Specialist, and the demands of curriculum.
   - Provide the coordination and infrastructure necessary to support the college’s distance education program.
   - Provide evening/Saturday support for faculty and students (e.g., on-campus monitor).
   - Provide clerical support for the instructional divisions.
   - Provide full-time support to the Director of Vocational Education.
Response to Recommendations from 2001 Instruction Office Program Plan

The 2001 Instruction Office Program Plan contained nine recommendations. These recommendations are noted below together with a status report for each.

1. Improve the accuracy and timely flow of Instruction Office information to other offices.

   **STATUS:** Effort has been made to ensure that information emanating from the Instruction Office is timely and accurate. Office staff use both electronic and manual systems to address the need to disseminate cyclical and recurring information in accordance with established timelines. Logs are maintained to ensure that Instruction Office records and data are correct. Cross-checking is done to validate information before it leaves the office. The college’s website is being used to provide accessible and timely Instruction Office information (e.g., office hours). While this recommendation continues to be an ongoing internal goal for the office, the team believes that these issues have been addressed in a satisfactory manner.

2. Provide additional classified support to the Instruction Office to meet both the growing workload demands and the necessity for clerical support for the Direction of Vocational Education.

   **STATUS:** Since the 2001 Program Plan, the part-time office assistant position in the Instruction Office has increased from 11.5 hours/week to 20 hours/week. The majority of this staff member’s time is spent working with curriculum. Despite the decline in enrollment the college has been experiencing since 2002-03, the workload demands in the office have not waned. New course offerings continue to increase. Course modifications to the 1,200 active courses are submitted on a six-year cycle. For the next three years, student learning outcomes will be integrated into existing and new courses. This particular effort, led by the Student Learning Outcomes Committee, is supported by clerical assistance from the office assistant. The office assistant is also being asked to relieve the Instructional Scheduling Specialist of some quarterly scheduling production tasks (e.g., generating off-campus contracts). Further, the growth of online course offerings and the necessity to implement an infrastructure (e.g., accessing quarterly course information to upload to various sites; ensuring flow of necessary information, forms, and paperwork to and from the online faculty) to support this effort are taxing existing Instruction Office staff and could be supported by increased office assistant support. Thus, it continues to be a goal of the Instruction Office to enhance the level of support provided by the office assistant.
Since the 2001 Program Plan, the Director of Vocational Education is now supported by a permanent, regular, 20 hour/week assistant. This assistant is also helping to support the Wilderness Studies program as well as occasionally updating the Instruction Office website and online classes web page. Additionally, the assistant is available to provide support to evening faculty on Monday through Thursday from 5:00 – 7:00 pm. Continued expansion of the vocational program areas, coupled with increasing workload within the Instruction Office, will necessitate full-time administrative support in the near-term. In recognition of the growing workload associated with several new vocational initiatives with the ski patrol program, fire science program, Barton Memorial Hospital, and allied health areas, the Admissions and Records department is seeking dedicated support to assist with these expanding areas.

3. **Pursue a higher level of automation for the critical and time-intensive functions of schedule production, catalog production, and room book scheduling. Examine and enhance the process for scheduling classrooms. Streamline the catalog production process. Continue to enhance the format and student-friendly nature of the catalog. Automate Instruction Office forms and processes as applicable.**

**STATUS:** Little progress has been made in the area of migrating from a manual- and labor-intensive process to a more integrated electronic process for schedule production and room book scheduling. Achieving a higher level of automation for these processes will necessitate acquisition of a new operational software system that provides coordination and integration of the registration, course scheduling, and curricular functions.

The annual catalog production process continues to entail manual inputting of the myriad of curricular and non-course copy changes that occur from one year to the next. The one area that has been improved since the last Instruction Office program plan has been the production of the annual Board of Trustees memo that details the curricular modifications and changes being recommended by the Curriculum Committee. In large part, this process has been automated via the Curriculum Management System (CMS).

Since the 2001 Instruction Office Program Plan, numerous changes have been implemented by the Catalog Committee to enhance the functionality and marketing appeal of the catalog. Results from several student surveys conducted over the past few years (e.g., accreditation self study survey; program planning survey carried out in fall 2006) indicate student satisfaction with the catalog.

It continues to be a goal of the Instruction Office to automate Instruction Office forms and processes. Staff workload prevents this from occurring at this time.
4. Implement the Curriculum Management System for the automation of new course proposals and course modifications.

STATUS: This project has been implemented. The software has been functional since 2001 and has undergone major and minor technical adjustments each year to enhance its functionality.

5. Provide for wider dissemination of two-year schedule of course offerings (e.g., publish in the college catalog).

STATUS: The two-year schedule of course offerings is disseminated in print form to Admissions & Records and Student Services. It is provided electronically to faculty 24/7 through the Curriculum Management System (CMS). It is a goal to place this document on the college’s website (rather than the college catalog) for ease of student access and reference.

6. Provide an effective learning environment for off-campus evening classes and examine options to the South Tahoe High School site.

STATUS: No progress has been made to date in finding an alternative location to South Tahoe High School for evening classes. However, with the addition of the new library building and the remodeling of the former library space, an additional 6-7 classrooms will become available on campus (two of these classroom spaces became available with the opening of the new library building in fall 2006; the remaining classrooms will become available in fall 2007). It is hoped to dramatically reduce our dependence upon the high school by relocating many evening classes into these new classroom spaces. Further, the Lake Tahoe Unified School District has an interest in relocating all LTCC evening classes from the high school to a dedicated space (i.e., not shared classroom space) at the former Al Tahoe Elementary School site. At this point, facility issues at this site are obstacles to this relocation plan.

7. Provide additional office space for the Instruction Office to accommodate adjunct faculty needs and an office for the Director of Vocational Education.

STATUS: A dedicated adjunct faculty office space adjacent to the mailroom was created in 2002. Computers workstations, phone, supplies, and lockable storage units are provided in the office.

Since the 2001 Program Plan, the Director of Vocational Education moved from the Title III trailer to a permanent office in the Physical Education building. Due to a surplus of office space, the Director of Vocational Education was able to move into the main building in fall 2006.
8. *Examine the feasibility of establishing a centralized point of public contact through a receptionist/information desk.*

**STATUS:** This recommendation has not been implemented and remains a high priority for the Instruction Office.

9. *Work with the Staff Development Committee to examine the staff development application process and associated funding cycles.*

**STATUS:** The staff development application process has been examined and remains essentially unchanged. The call for applications is sent out approximately one month in advance of the application deadline. A follow-up reminder notice is sent out as well. Forms are currently provided electronically to the entire campus and in hard copy form to adjunct faculty. Staff development forms are also available on the Instruction Office webpage. The Staff Development Committee transitioned from subdividing the available funds across each funding cycle to a more flexible set of funding cycles with no predetermined funding allocations attached to each time period.
As part of this program plan, the 2005 Accreditation Self Study was examined to determine if any of the planning agendas contained within the document pertained directly to Instruction Office responsibilities and functions. The following areas were noted:

- **Planning Agenda for Standard 1.B.1**
  
  The Program Plans, Educational Master Plan, and the Strategic Plan should be made more widely available in order to make these documents, as well as their goals and objectives, more accessible for consideration and evaluation.

  The College should evaluate the value and efficacy of putting important committee documents and minutes on the LTCC website.

**STATUS:** The Educational Master Plan and the Strategic Plan are accessible on the LTCC website within the library’s electronic repository of college document (i.e., the LTCC Online Documents Warehouse). There are also hard copies of these documents in the LTCC Library. Reference notebooks containing all the program plans are available in the Instruction Office and Library.

It continues to be a goal of the Instruction Office to place pertinent minutes (e.g., from Curriculum Committee meetings, Staff Development Committee meetings, Advisory Committee meetings) and completed program plans on the Instruction Office webpage. Staff workload prevents this from occurring at this time.

- **Planning Agenda for Standard 1.B.2**
  
  Program plans need to outline goals and objectives in a more clearly measurable way when appropriate.

**STATUS:** Each program plan’s goals and objectives are created by a program planning team following thorough review, analysis, and discussion of the program under study. These goals and objectives are carefully crafted by the team and are deemed to be an appropriate reflection of the future needs of the area.
• Planning Agenda for Standards II.A.1.c and II.A.2.b
The College will: (1) promote clarity of learning outcomes at the course and program levels and (2) formally assess learning outcomes at the course, program, and degree (that is, general education) levels with appropriate institutional research support.

Planning Agenda for Standard II.A.2.i
The College will develop explicit student learning outcomes for all program degrees and certificates, and these student learning outcomes will be included in the College Catalog.

Planning Agenda for Standard II.A.3
The College's general education philosophy statement implies student learning outcomes for the general education core pattern. However, explicit student learning outcomes should be created for the general education core pattern and be included in the College Catalog. Also, the College should ensure that courses in the general education core pattern assist in meeting the broad-based student learning outcomes in this standard.

STATUS: While the Instruction Office is not directly responsible for the development of student learning outcomes, it is committed to facilitating this effort through support for this faculty-led initiative. A Student Learning Outcomes Coordinator position was established in the summer 2006 and since that time, a faculty member has been provided with remuneration/release time to serve in this capacity. Through the Instruction Office, the SLO Coordinator has received support for professional development (i.e., travel/conference) to gain a thorough understanding of the student learning outcomes cycle. Additionally, the Instruction Office is providing clerical assistance to the SLO Committee (a committee of the Academic Senate) in support of their efforts to infuse student learning outcomes at the course level.

• Planning Agenda for Standards II.B.3 and II.B.3.a:
The College will enhance its efforts to publicize all services and provide comprehensive, appropriate, and reliable services to students at off-campus locations, particularly at the noncredit ESL sites.

STATUS: On any given day, the ESL Program at LTCC provides instruction to approximately 75-100 ESL students at off-campus locations. Currently Student Services provides the following: 4 hours per week of informal counseling; distribution of LTCC information intermittently; and a portion of the .50 FTE ESL Outreach Technician. While the quality of service is high, the ratio of service hours to the number of students in the ESL Program makes it difficult to provide the comprehensive services that could enable students to navigate a pathway to the college.
The 2001 Instruction Office Program Plan contains an historical record of the classified and administrative staffing structures that have been implemented over time in the Instruction Office. The current Instruction Office staffing level remains as it was when the 2001 program plan was written with the following changes:

- Office Assistant support has increased from 11.5 hours/week to 20 hours/week; and
- A part-time (20 hour/week), regular, permanent position has been added to provide direct support to the Director of Vocational Education.

Despite the decline in enrollment the college has been experiencing since 2002-03, the workload demands in the Instruction Office have not waned. Workload has been dramatically impacted by the following:

- **Curriculum**
  New course offerings continue to increase. Additionally, course modifications to the 1,200 active courses are submitted on a six-year cycle. This curriculum requires oversight, handling, and coordination to ensure effective and efficient tracking and processing from initiator through the Curriculum Committee to the Board. The magnitude of this effort can be gauged by the fact that 242 courses were processed through the Instruction Office and the Curriculum Committee in 2005-2006.

- **Student Learning Outcomes**
  For the next three years (at a minimum), student learning outcomes will be integrated into existing and new courses. This particular effort, led by the Student Learning Outcomes Committee, is immense and complex and is supported by clerical assistance from the office assistant.

- **Schedule Production**
  The Instructional Scheduling Specialist’s workload is becoming unmanageable given the lack of integration between the many operational software systems in use for registration, curriculum tracking, schedule building, and room coordination. Duplicate data entry into multiple databases, coupled with numerous manual processes and the limited functionality associated with the operational software, are taxing the ability of this position to produce an accurate quarterly schedule. The office assistant is also being asked to relieve the Instructional Scheduling Specialist of some of the more routine quarterly scheduling production tasks (e.g., generating off-campus contracts); however, the degree of this support is limited given the restricted hours the office assistant has available given her other responsibilities. The Instructional Scheduling Specialist position has had an unacceptable level of turn-over with three individuals occupying the position in the course of one year. There remains an urgent need to restructure the responsibilities of the Instructional Scheduling Specialist in order to create a more manageable and realistic workload.
Distance Education
The growth of online course offerings and the necessity to implement an infrastructure (e.g., accessing quarterly course information to upload to various sites; ensuring flow of necessary information, forms, and paperwork to and from the online faculty) to support this effort are taxing existing Instruction Office staff.

Faculty Support
Faculty express frustration with the level of non-teaching, routine workload demands they face (e.g., ordering textbooks, monitoring departmental budgets, contacting adjuncts, and the like). The provision of clerical support to the divisions to handle tasks such as these would alleviate many of the more routine aspects of overseeing a department or program and free the faculty to concentrate on non-clerical issues and responsibilities.

Fielding General Inquiries
As was discussed in the 2001 Instruction Office Program Plan, the Instruction Office fields a large number of walk-in inquiries on a daily basis from students and the public. The level of this activity is so intense that it oftentimes prevents the front office staff from being able to accomplish their work in an effective and timely manner. Additionally, the Instruction Office serves as backup to the switchboard. Together, the switchboard and general walk-ins create a working environment that can be characterized at times as chaotic and full of interruptions and allows little opportunity for staff to have focused time on task. The idea of a centralized receptionist was proposed in 2001 and remains a priority staffing need from the perspective of the Instruction Office staff.

Program Growth in Vocational Education
The Director of Vocational Education is now supported by a permanent, regular, 20-hour/week assistant. This assistant is also helping to support the Wilderness Studies program and the Instruction Office website and online classes web page. Additionally, the assistant is available to provide evening assistance to faculty Monday through Thursday from 5:00-7:00 pm. Continued expansion of the vocational program areas coupled with increasing workload in the Instruction Office will necessitate full-time administrative support in the near-term.

In addition to the above, there is concern that faculty teaching evening and Saturday classes are not being well supported given the lack of coverage during these instructional hours. It is felt that a part-time on-campus monitor (similar to our South Tahoe High School off-campus monitor) would be a valuable addition in support of our faculty and students who are involved in our evening and Saturday instructional program.

Given the points noted above, the program planning team has identified the following staffing needs:
- Increase the Office Assistant position to full-time to address workload issues with the Instruction Office Administrative Assistants, the Instructional Scheduling Specialist, and the growing demands of curriculum.
- Examine feasibility of centralizing public contact and information dissemination through the establishment of a college receptionist position.
- Provide the coordination and infrastructure necessary to support the college’s distance education program.
- Provide evening/Saturday support for faculty and students (e.g., on-campus monitor).
- Provide clerical support for the instructional divisions.
- Consider full-time support for the area of vocational education.
The Instruction Office currently offers services to the public, students and instructors, from 7:30AM to 5:00PM, Monday through Friday. In addition, the Instruction Office has extended hours during the first two weeks of every quarter to provide services to students and support to faculty and Admissions and Records. For these extended hours, the Instruction Office closes at 7:00PM rather than 5:00PM.

Currently the Instruction Office does not have evening or Saturday hours of coverage. This insufficient staffing level is due to budget constraints as a result of declining enrollment. It is recognized that services should be provided at these times due to the courses offered on main campus. To remedy the staffing shortfall during evening hours, the Instruction Office is currently working with the Vocational Education assistant who has been asked to serve as a contact person for students and faculty needing assistance after 5:00 PM. The Vocational Education assistant will be available to provide services from 5:00 PM until 7:00 PM, Monday through Thursday evenings beginning in early winter quarter 2007.

Admissions and Records (A&R) should also be commended for their efforts of currently stepping up to the plate in terms of answering student questions and general concerns that occur after 5:00PM. This is due to the fact that one of the employees in A&R works until 7:00PM. This has assisted students and faculty in a variety of different ways, thus lending support to the Instruction Office by handling concerns including the disbursement of limited supplies that A&R keeps on hand, and assisting instructors to check their mail in the Mail Room if they have forgotten their keys. This is only a sample of the services that A&R currently provides to the evening needs of instructors and students.

At this point in time, there is no plan to address the need for supporting the services necessary for Saturday courses that are being offered. Again, due to the tight budget constraints of the college, this remains a challenge in terms of meeting the demands for supporting our Saturday instructors and students.
The Instruction Office is responsible for the production of a number of essential college
documents. These are described below:

- **College Catalog**
  Working in concert with the Graphic Arts Specialist, Media Specialist, and
  Public Information Officer, the Instruction Office produces the College Catalog
  on an annual basis.

  The course copy section of the catalog is revised each year based upon action
  taken by the Curriculum Committee and approved by the Board of Trustees. This
  part of catalog production is most tedious as it require manual inputting and
  cross-checking of all pertinent curricular changes (including new courses and all
  modifications to existing courses and to degrees and certificates). This is an
  aspect of catalog production that needs to be automated and directly linked
  (electronically) to curricular changes that are made in CMS.

  The content of the non-course copy section of the catalog is overseen by the
  Catalog Committee comprised of representatives from Admissions & Records,
  Student Services, Media Services, and the offices of Instruction, Graphic Arts,
  and Public Information. This committee also provides guidance regarding the
  format of the catalog.

  Over the past several years, numerous changes have been implemented by the
  Catalog Committee to enhance the functionality and marketing appeal of the
  catalog. Ninety-two percent (306) of the respondents to the Instruction Office
  Student Survey conducted in fall 2006 agreed/strongly agreed that the college
  catalog is a useful document and helps students plan their course of study.

- **Quarterly Schedule of Classes**
  The Instruction Office is responsible for compiling and producing each quarterly
  schedule of classes. This is a monumental task requiring the skills, talents, and
  cooperation of the Graphic Arts Specialist, Public Information Officer, and
  Media Specialist.

  The course copy section of the schedule is the direct responsibility of the
  Instructional Scheduling Specialist working with course data provided by the
  faculty and deans. As discussed earlier in this document, this aspect of schedule
  production is onerous due to the lack of integration between the many
  operational software systems in use for schedule building and room coordination.
Duplicate data entry into multiple databases, coupled with numerous manual processes and the limited functionality associated with the operational software, are taxing the ability of this position to produce an accurate quarterly schedule. Nearly one-quarter of the respondents to the Instruction Office Faculty and Staff Survey conducted in fall 2006 disagreed/strongly disagreed that the schedule production process is efficient and meets their needs. The survey responses to this statement highlight the disjointed and inefficient nature of schedule building.

The non-course copy section of the schedule is overseen by a Non-Course Copy Committee comprised of representatives from the Instruction Office and the Graphic Arts Specialist, Public Information Officer, and Media Specialist. It is recognized that the schedule represents a primary marketing tool for the college and the non-course copy section is formulated with that goal in mind.

Final schedule review is open to all college employees. Participation in this review process is strongly encouraged to ensure accuracy of the published product.

An area of concern in the schedule building process is the tight timeline associated with the production of the winter and spring schedules. Each winter schedule must be built during fall quarter. Further, faculty input of courses for the spring schedule must take place during fall quarter. These compressed timelines impact both the Instructional Scheduling Specialist as well as the faculty. The nature of producing four schedules a year on the quarter system dictates the production calendar. There is little that can be done to address this compression short of building a year-long schedule or a multi-quarter set of schedules, both of which have disadvantages and problems.

A related area of concern centers around the interest that Admissions & Records and students have in being able to register for classes earlier than our schedule production process allows. For example, many community colleges around the state open fall enrollment during the spring term to enable students to confirm their schedule and courses well in advance of the upcoming term. Students have requested this; however, our current system and timelines of schedule production do not allow for this functionality. If we migrate to a new operational software system in the near future, we may wish to consider restructuring our schedule production process and timelines to allow for early registration.

Despite the production challenges noted above, ninety-one percent (302) of the respondents to the Instruction Office Student Survey conducted in fall 2006 agreed/strongly agreed that the schedule of classes is useful.

- Full-Time and Adjunct Faculty Handbooks
  Each summer, the Full-Time and Adjunct Faculty Handbooks are revised and updated to provide current and useful reference documents to faculty. Since the
handbooks include pertinent information from across campus, all departments and offices are asked to update their sections on an annual basis. The Instruction Office compiles these updates and publishes the handbooks each fall quarter. Both electronic and hard copy versions of the handbooks are made available to faculty.

Ninety-one percent (20) of the faculty respondents to the Instruction Office Faculty and Staff Survey conducted in fall 2006 agreed/strongly agreed that the faculty handbook meets their needs.

- **Two-year Schedule of Course Offerings**
The *Two-Year Schedule of Course Offerings* is a document developed by the faculty and Instruction Office for the purpose of providing students and counselors with projected course scheduling information for educational planning. Over the past two years, the process has been fully automated within CMS. The schedule is now available electronically through CMS. Additionally, hard copies are provided to Student Services, Admissions & Records, and the Instruction Office for staff and student reference. There is a need to develop a more user-friendly format to the hard copies. The Instruction Office is currently working with the CMS vendor to address this issue.

It is the program planning team’s assessment that the process for developing the *Two-Year Schedule of Course Offerings* is functioning effectively.

- **Curriculum Handbook**
The *Curriculum Handbook* was rewritten and substantially revised by the Instruction Office in summer 2005. It is now updated and published each fall. The *Handbook* is available both electronically and in hard copy form. The Curriculum Committee uses the *Handbook* as a reference and resource during meeting deliberations.

It is the program planning team’s assessment that the revised Curriculum Handbook is a useful resource for those involved in curriculum development and review.

- **Instruction Office Webpage**
Currently the Instruction Office webpage contains the office’s mission statement, pictures and titles of office staff, some documents and forms, the academic calendar, and schedule production information. A major goal for the Instruction Office is to use the website as a repository for more information and resources (including meeting agendas and minutes, wider array of forms, resource center for online instructors, and the like). Staff workload prevents more robust development and effective utilization of the Instruction Office webpage.
Instruction Office Contributions

to

Student Learning and Success

As the mission statement describes, the Instruction Office is dedicated to meeting the instructional needs of students, faculty, staff, and the community by providing the highest quality leadership, communication, support, and coordination of the college’s academic affairs. At its core, this effort focuses on student learning and success. Indeed, the Instruction Office is involved in supporting every aspect of teaching and learning that contribute to student success and student achievement of their academic goals.

A measure of the Instruction Office’s effectiveness in supporting student learning can be ascertained by examining the results of two surveys conducted in fall quarter 2006 as part of this program planning study. These surveys are described below.

Faculty and Staff Evaluation of Instruction Office Services

An Instruction Office survey was distributed to faculty and staff during the Fall 2006 quarter resulting in forty-eight total responses. Twenty-four questions were asked, ten of those questions directed toward faculty only. Overall, the survey indicated a very high degree of satisfaction with Instruction Office operations. Responses to the staff and faculty questions indicated that the great majority believe the Instruction Office represents the college in a professional manner, is accurate and responsive, clear and concise in the distribution of information, and meets the needs of those it is directed to serve. Only one question elicited a noteworthy minority opinion of 31 to 12 (12 disagree/strongly disagree) and this was in the area of the quarterly schedule production process being efficient and meeting needs. It is widely acknowledged that this is a complex and demanding process with many factors. The other aberration from the strong agreement/agreement assessment was under the question on the Staff Development Committee’s application process for funding being easy to understand and use, and here the aberration was not dissatisfaction with the process but rather a significant number (16) of respondents saying they had no basis for comment.

Under the ten questions designed exclusively for faculty, the respondents were again overwhelmingly positive, with the lone area of contention being the working conditions at the high school, specifically instructional needs being met, access to needed supplies. Other areas, such as curriculum processes, handbooks, instructional needs at the main campus, TLRC, and evaluations were overwhelmingly positive, almost exclusively so.

The written comments mirrored the survey responses. There were no negative comments, and they were heavily weighted in the area of laudatory praise for the Instruction Office personnel.
The surveys indicate a high degree of satisfaction with the Instruction Office. Areas for enhancement of efficiency include quarterly schedule processing and providing for instructional needs at the high school location.

The detailed survey results are included in Appendix A.

**Student Evaluations of Instruction Office Services**

A survey was distributed to students during the Fall 2006 term, and a total of 332 responses were received from students. A summary of the results follows:

Student feedback concerning the catalog and schedule of classes indicates that more than 90% believe both publications are useful and help students to plan their course of study. More than three-quarters of respondents believe that faculty evaluations are useful in assessing the quality of education at LTCC. A vast majority of students (96%) believe that the environment at the college’s main campus is conducive to learning.

Almost 90% of students believe that courses offered by the college provide them the opportunity to advance in their educational goals. While almost three-quarters of students indicated that courses are offered at convenient times, another twenty percent expressed concern about the scheduling of class times. Students made specific negative comments about class scheduling issues, including: classes being cancelled, particularly those offered in sequence; required courses being offered at the same time; and classes not being offered in both day and night sections. Many students cited work schedules and family responsibilities as being factors that contribute to their difficulty in finding a class schedule that works for them.

Students indicate that the Instruction Office staff is responsive to their requests, and that staff and administrators are courteous and helpful.

The detailed survey results are included in Appendix B.
Instruction Office
Staff Development/Professional Growth

The Instruction Office staff should be trained in the most current office procedures and techniques in order to appropriately support the multi-faceted functions of the office and to create an efficient working environment. In order to produce the highest quality documents and forms, the Instruction Office staff needs to be kept current on changes in rules of grammar and office procedures and be afforded the opportunity to learn and apply emerging office software in order to represent the college appropriately and professionally. Further, there is an ongoing need for professional development in specialty training (e.g., annual Curriculum Institute; workshops on dealing with difficult situations and people) for staff in the Instruction Office.
Instruction Office
Final Recommendations

- Provide adequate staffing to support programs and services (i.e., distance education; faculty support; workload demands of the Instructional Scheduling Specialist and Administrative Assistants; receptionist; on-campus monitor; vocational education).

- Acquire an integrated operational software system to address the necessity for enhanced automation, greater functionality, and more robust data tracking and management for the following functions: quarterly schedule building, classroom management, curriculum management, and schedule and catalog production.

- Provide resources (e.g., staff) to more fully and effectively develop and utilize the Instruction Office webpage as a tool, resource, and archival site for faculty and staff use.

- Provide resources to support ongoing training and development of Instruction Office staff.
APPENDIX A
Instruction Office Survey Results

48 Total Responses

The Instruction Office represents the college in an effective and professional manner:
- 26 Responses or 54.2% Strongly Agree
- 21 Responses or 43.8% Agree
- 0 Responses or 0.0% Disagree
- 0 Responses or 0.0% Strongly Disagree
- 1 Responses or 2.1% No Basis for Comment

The Instruction Office provides information to me or my office in a timely and accurate manner:
- 24 Responses or 50.0% Strongly Agree
- 24 Responses or 50.0% Agree
- 0 Responses or 0.0% Disagree
- 0 Responses or 0.0% Strongly Disagree
- 0 Responses or 0.0% No Basis for Comment

The Instruction Office has been responsive to my requests:
- 29 Responses or 60.4% Strongly Agree
- 18 Responses or 37.5% Agree
- 0 Responses or 0.0% Disagree
- 0 Responses or 0.0% Strongly Disagree
- 1 Responses or 2.1% No Basis for Comment

Instruction Office communication (using email, voice mail, and memos) meets my needs:
- 26 Responses or 54.2% Strongly Agree
- 20 Responses or 41.7% Agree
- 1 Responses or 2.1% Disagree
- 0 Responses or 0.0% Strongly Disagree
- 1 Responses or 2.1% No Basis for Comment

Information from the Instruction Office regarding instructional procedures (e.g., full-time faculty and adjunct faculty office hours, flex projects, forms) is clear and concise:
- 16 Responses or 33.3% Strongly Agree
- 26 Responses or 54.2% Agree
- 1 Responses or 2.1% Disagree
- 0 Responses or 0.0% Strongly Disagree
- 5 Responses or 10.4% No Basis for Comment

Follow-up responses regarding such items as budget requests, evaluations, and adjunct faculty office hours is satisfactory:
- 16 Responses or 33.3% Strongly Agree
- 20 Responses or 41.7% Agree
- 1 Responses or 2.1% Disagree
- 0 Responses or 0.0% Strongly Disagree
- 11 Responses or 22.9% No Basis for Comment

Instructional administrators are accessible:
- 22 Responses or 45.8% Strongly Agree
- 21 Responses or 43.8% Agree
- 3 Responses or 6.3% Disagree
- 0 Responses or 0.0% Strongly Disagree
- 2 Responses or 4.2% No Basis for Comment

I am aware of the Staff Development Committee’s application process for funding to support professional growth:
- 18 Responses or 37.5% Strongly Agree
- 26 Responses or 54.2% Agree
The Staff Development Committee’s application process for funding is easy to understand and use.
8 Responses or 16.7% Strongly Agree
18 Responses or 37.5% Agree
5 Responses or 10.4% Disagree
1 Response or 2.1% Strongly Disagree
16 Responses or 33.3% No Basis for Comment

The quarterly schedule production process is efficient and meets my needs.
8 Responses or 16.7% Strongly Agree
23 Responses or 47.9% Agree
9 Responses or 18.8% Disagree
3 Responses or 6.3% Strongly Disagree
5 Responses or 10.4% No Basis for Comment

Schedule changes communicated via email meet my needs.
19 Responses or 39.6% Strongly Agree
21 Responses or 43.8% Agree
1 Response or 2.1% Disagree
0 Responses or 0.0% Strongly Disagree
7 Responses or 14.6% No Basis for Comment

I am aware of the process for scheduling rooms for on-campus meetings.
12 Responses or 25.0% Strongly Agree
26 Responses or 54.2% Agree
1 Response or 2.1% Disagree
0 Responses or 0.0% Strongly Disagree
9 Responses or 18.8% No Basis for Comment

The process for scheduling rooms for on-campus meetings meets my needs.
13 Responses or 27.1% Strongly Agree
20 Responses or 41.7% Agree
4 Responses or 8.3% Disagree
0 Responses or 0.0% Strongly Disagree
11 Responses or 22.9% No Basis for Comment

The information provided in the catalog is accurate in representing the college and its instructional programs.
18 Responses or 37.5% Strongly Agree
27 Responses or 56.3% Agree
2 Responses or 4.2% Disagree
0 Responses or 0.0% Strongly Disagree
1 Response or 2.1% No Basis for Comment

THE FOLLOWING QUESTIONS ARE FOR FACULTY ONLY!

The curriculum development process is effective in meeting my needs.
3 Responses or 13.6% Strongly Agree
13 Responses or 59.1% Agree
4 Responses or 18.2% Disagree
0 Responses or 0.0% Strongly Disagree
2 Responses or 9.1% No Basis for Comment

CMS (our electronic curriculum management system) is an effective tool for curriculum development.
5 Responses or 22.7% Strongly Agree
11 Responses or 50.0% Agree
3 Responses or 13.6% Disagree
0 Responses or 0.0% Strongly Disagree
The Full-Time Faculty Handbook or the Adjunct Faculty Handbook meets my needs.
4 Responses or 18.2% Strongly Agree
16 Responses or 72.7% Agree
0 Responses or 0.0% Disagree
0 Responses or 0.0% Strongly Disagree
2 Responses or 9.1% No Basis for Comment

When I teach at the main campus, my instructional needs are met.
11 Responses or 52.4% Strongly Agree
9 Responses or 42.9% Agree
1 Responses or 4.8% Disagree
0 Responses or 0.0% Strongly Disagree
0 Responses or 0.0% No Basis for Comment

When I teach at the main campus, I have access to the supplies I need.
7 Responses or 33.3% Strongly Agree
13 Responses or 61.9% Agree
0 Responses or 0.0% Disagree
0 Responses or 0.0% Strongly Disagree
1 Responses or 4.8% No Basis for Comment

When I teach at the high school, my instructional needs are met.
0 Responses or 0.0% Strongly Agree
3 Responses or 14.3% Agree
6 Responses or 28.6% Disagree
2 Responses or 9.5% Strongly Disagree
10 Responses or 47.6% No Basis for Comment

The high school monitor is courteous and helpful.
1 Responses or 4.8% Strongly Agree
7 Responses or 33.3% Agree
0 Responses or 0.0% Disagree
0 Responses or 0.0% Strongly Disagree
13 Responses or 61.9% No Basis for Comment

When I teach at the high school, I have access to the supplies I need.
0 Responses or 0.0% Strongly Agree
2 Responses or 9.5% Agree
4 Responses or 19.0% Disagree
4 Responses or 19.0% Strongly Disagree
11 Responses or 52.4% No Basis for Comment

I have used the teaching resources that are available in the Teaching Learning Resource Center (TLRC) and have found them to be useful and effective.
2 Responses or 9.5% Strongly Agree
12 Responses or 57.1% Agree
1 Responses or 4.8% Disagree
0 Responses or 0.0% Strongly Disagree
6 Responses or 28.6% No Basis for Comment

The distribution and compilation of student evaluations is done in a timely manner.
6 Responses or 28.6% Strongly Agree
13 Responses or 61.9% Agree
1 Responses or 4.8% Disagree
0 Responses or 0.0% Strongly Disagree
1 Responses or 4.8% No Basis for Comment
Instruction office Survey Comments

Thanks a lot to the Instruction office staff. They have always there for me when I needed help.

Please note that some of my "No Basis for Comment" answers are due to the fact that I am a fairly new part-time employee and have not used certain programs from the Instructional Office. Thank you.

We need new system software to make curriculum and scheduling more effective.

The survey options didn't seem to to relate to all of the questions well. For example, to agree/disagree with being aware of something seemed strange. (Always, sometimes, never might be a better option.)

It was hard for me to make a true evaluation of the "instruction" office because it is made up of so many people. I would like to put a good word in for the classified staff in the instruction office - they do a great job.

Spring schedule deadline is too early. It would be helpful to know whether a course offered during winter is going to go before making spring course decisions.

The instruction office is efficient, kind, helpful, and actually fun! Could be the BEST admin. office on campus, but A&R is fabulous too...

I know that we are on the quarter system and tight on time, but it seems like we are given less time for the development of our department's schedule. The turn-around time is too quick.

I have had problems scheduling rooms on campus. The responsibility for this task needs to be consolidated and reside with one individual.

LTCC is great!!!

My communication is mostly with the assisants in the instruction office. They are very very helpful, and always respond in a timely manner to my requests/questions.

We have an outstanding Instruction Office with talented and dedicated staff. Thanks for being such great folks!

The classified staff in the IO are very helpful and knowledgable about the college.
They ALWAYS answer questions and concerns promptly and professionally. I am still confused as to how to schedule on campus meetings. Sometimes we are supposed to go through Pam and sometimes through maintenance. It seems as if it is always changing!

I think there should be mandatory meetings with adjuncts to allow for information to be communicated more effectively.

The instruction office staff is always professional, pleasant and extremely helpful. What a great team.
In our ongoing effort to provide students with a high quality educational experience, we are currently evaluating the services provided by the college's Instruction Office. Your responses to this brief survey will assist us greatly with this evaluation. Space is provided on the back for additional comments and feedback.

WE VALUE YOUR OPINION!!!

1. The college catalog is a useful document and helps me plan my course of study.
   - Strongly agree
   - Agree
   - No basis for comment
   - Disagree
   - Strongly disagree

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2. I find the schedule of classes to be useful in developing my quarterly class schedule.
   - Strongly agree
   - Agree
   - No basis for comment
   - Disagree
   - Strongly disagree

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3. I believe that the faculty evaluations that I complete are useful in assessing the quality of education provided by the college.
   - Strongly agree
   - Agree
   - No basis for comment
   - Disagree
   - Strongly disagree

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4. The courses offered by the college provide me the opportunity to advance in my educational goals.
   - Strongly agree
   - Agree
   - No basis for comment
   - Disagree
   - Strongly disagree

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5. Courses are offered at convenient times. (If you mark “disagree” or “strongly disagree”, please provide specific comments on the back of this form to help us more effectively meet your scheduling needs.)
   - Strongly agree
   - Agree
   - No basis for comment
   - Disagree
   - Strongly disagree

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6. The environment at the college’s main campus is conducive to learning.
   - Strongly agree
   - Agree
   - No basis for comment
   - Disagree
   - Strongly disagree

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7. The college’s Instruction Office is responsive to my requests for assistance or information.
   - Strongly agree
   - Agree
   - No basis for comment
   - Disagree
   - Strongly disagree

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8. The Instruction Office staff and administrators are courteous and helpful.
   - Strongly agree
   - Agree
   - No basis for comment
   - Disagree
   - Strongly disagree

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PLEASE FEEL FREE TO PROVIDE ADDITIONAL COMMENTS IN THE SPACE PROVIDED ON THE BACK OF THIS SURVEY:
Instruction Office Program Planning
Student Survey Comments
2006-2007

1. In regards to the college catalog, I’ve noticed several times that it reflects classes that do not appear on the quarterly schedule. This is very misleading. My only comment for a solution is that the classes be verified as being run before the catalog goes into print.

2. Regarding #5 (courses offered at convenient times) - the lab times are really hard for my job just because it splits my day class in the morning and lab at night.

3. I wish it could come out a little sooner, at least on line (catalog). I love the schedules. Not all classes that should be offered are offered. A full year schedule would be helpful for planning.

4. The librarians are very loud and sit and talk and it is VERY distracting! More classes need to be offered during the day. The 6:00 - 10:00 schedule of classes once a week are awful and need to be scheduled during the day. If a class is being offered online it also needs to be offered as a day class. Online class should never replace a meeting class.

5. It doesn’t tell you when each course will be offered (catalog)! Most of my classes are only offered at one time. This makes scheduling extremely difficult, and I sometimes am not able to take the classes I want due to conflicting times of the one time a class is scheduled. Please change this!

6. Classes seem to be offered at the exact same times. I usually have to choose between two classes because they are offered at the same time.

7. Since half of the students in chm 101 drop, there should be chm 101 offered in winter or spring quarter so you don’t have to wait a year to take it again.

8. Both in understanding and attitude and helpfulness (far too much paperwork for such a small school!!) I would strongly agree on some visits on others - it’s been a hassle. Some definitely are, others not (#8 Instruction Office staff and administrators).

9. Regarding #8 (Instruction Office staff and administrators) not too friendly, but okay. I know that class times for students aren’t always going to work, but classes with labs should be right after the other, not the day after.

10. It is inconvenient to only have classes offered once a year, such as chemistry or biology. For a lot of people, these are pre-reqs or required for a degree, and if something happens, you are stuck waiting a whole year to take it again!

11. Some classes are not offered in the afternoon and for people that work, its very hard. Also some classes are offered T & Th which makes it hard because they overlap other
classes. Also at the students services, there is a girl that works at the front desk - she is very rude and has an attitude. My day goes by better if someone doesn’t roll their eyes when I ask a question.

12. Though it is a little hard when a class is only offered at one specific time and it doesn’t fit with the other classes. Lots of areas to study around campus as well as in the library. Webreg makes it easy to register and see your schedule.

13. There could be more help picking a schedule.

14. Because the classes end up getting canceled (disagree with #1 - catalog useful document). I need to spend more time at LTCC because classes are not offered regularly or not offered so that I can transfer to a 4-year. The courses are never offered at convenient times. I either have to take all my courses in the fall, and then follow through until the spring or I can take incomplete parts of a series. I am unable to take all the classes in the fall. This is troublesome when I want to transfer in a reasonable amount of time but have to wait until the next fall to complete General Ed requirements. I just wish some classes, like CHM 101 & BIO 101, were offered multiple times throughout the year. (#7 Instruction Office responsive) - they are responsive, however they seem to be unable to do anything about my situation.

15. For #5 - I would be able to take more classes if there were more night classes and online classes available.

16. The availability of foreign language certificates/degrees could be better. A sign language program that goes higher than third level would be beneficial to many of the sign students here at LTCC.

17. Try to get some two hour classes at night instead of offering just one day a week for four hours.

18. Not enough times offered for math classes.

19. Some courses offered during the day are not offered at night; this is a problem.

20. Spread the times out more. I know teachers want prime times, but too many courses conflict with other "prime times."

21. There are not enough classes offered at different times. It seems all classes are offered on the same days at the same times.

22. Classes aren’t allowed in enough different times making it hard to set up the schedule you need. Classes are cancelled due to not enough students which puts a large hurt on the students who wish to attend the classes overall college schedule.

23. Need more classes at more times. Some are only offered at one time once a year. If I work days or nights, some classes I can’t take because they are only offered at night or
24. Regarding #1 - college catalog - don’t even know what it is for.

25. Once a student knows how to use it, it is very helpful (catalog). It’s good to hear that the instructors actually get the feedback from their students. A lot of personal experiences from the instructors are great. I had to petition an ENG 101 class and it was fantastic to get a response within a few weeks. Student Services and Admissions & Records - everyone has always been very helpful!

26. LTCC is fun!

27. It would be nice if we could get some more later in the night classes for some of us who work until 6 or 7:00.

28. Not enough morning classes (I work a lot at night).

29. I feel that a lot of the general ed classes that I need were offered at the same time. Seems to be a lot of classes offered T & Th at same time.

30. Keep the cafeteria open! Thanks!

31. There are certain classes that seem like they are only offered in the middle of the day and for me personally, night classes are the most convenient because I work in the day. An example of this class would be BIO 101. Also in some cases a class offered in the fall won’t be offered again until the spring which is very frustrating. This quarter my class was placed in the chemistry which was very hard because the seating situation was inconvenient and it smelled horrible!

32. Quit charging so much for printouts. 10 cents a page is a rip off. Lower the book prices too!

33. Everyone has to take math so it would be helpful if more classes were offered at more times. A lot of people have a hard time picking a math time to fit in with the rest of their schedule.

34. PLEASE!!! Add a law class that includes a mock trial, weekly!

35. The class schedule would be better if came out earlier or was online sooner. (WNCC online was out two weeks ago. Their catalog - one week ago. They register next week and classes start three weeks after LTCC does. Because of the nursing program and because I live in South Lake Tahoe, planning my course load is competitive and waiting is detrimental to planning ahead.) Suggestion is for bookstore to be online for purchasing. It can be paid for in advance and pick up is easy.

36. Sometimes the class I need isn’t offered and I end up having to take like 23 units in one
quarter.

37. Most of the times that I have needed, they have been very helpful.

38. Yoga should not be in the middle of the day. Thanks!

39. I really like it that the class are MW and TTH. Having Friday as a day separate unto itself is really useful for me as a non-traditional” student who needs a day during the week to attend to matters around the home.

40. The times given to take courses are not good for me. I am a single working mother and I cannot take more than one evening class/quarter and I try to get all of my day classes on the same days. The winter quarter schedule makes this impossible!!!

41. It would be better if math courses would be available each quarter so that the student does not have to double up when you get to pre-calc.

42. Temperature is uncomfortably hot in many class rooms.

43. PHI 104 is not being offered in winter. I need to take it instead of ENG 103.

44. Too many classes are at night. I don’t like how we have so many classes at night and at the high school. Why do we need other class locations, like the high school or Al Tahoe? No one is here at night anyway? I wish classes were on equal Mon and Wed and Tues and Thurs. Also I HATE how so many classes are online!

45. It would be easier to schedule a long (2.5 hour) class like Spanish 201, etc., if it was just in the morning or just in the afternoon - not 11-1:25.

46. I would like to see a class on digital cameras for windows.

47. No conversational Spanish classes offered in day.

48. In the catalog, it if wouldn’t take up too much space, maybe you could include the different education plans (ex: IGETC) and maybe even requirements for different (maybe most popular) AA degrees.

49. I think the school should work on more independent study programs readily available to replace needed classes that failure to achieve 8 students or seasonal availability might impair. I think increased awareness and advertising of independent options to needed classes would aid overall enrollment.

50. The ladies who work the front desk in the counseling office are never pleasant. They are very unhelpful and rude!

51. Student Services - the girls who sit at the front counter in counseling office are usually rude and unhelpful. The counselors all tell me different advice and all advise different
classes. They are very nice but not always knowledgeable.

52. Cause not all students are full time and not all fill time working students have time to accommodate their schedule. Not all employees are courteous and helpful especially in student services.

53. I know the college is small but offering only one time or maybe two is sometimes very difficult especially since a large number of people work and trying to fit work around classes that are from 1-4 for example is extremely difficult. I think more of the main courses should be offered in the evenings.

54. I would be better assisted with my classes and transferring if classes like BIO 203 were offered by more than one instructor or more than one class per quarter. I don’t believe faculty evaluations really create any changes. I have ever growing concern and myself don’t have a vote of confidence for our dean!

55. Wish quarterly and semester with other schools could coincide better. Why aren’t we a semester school?

56. The front desk staff is very rude and unhelpful at the student services office. The student advisors are very nice, but only helpful if transferring to certain schools.

57. Open night classes more. Not all employees are nice to everyone (student services). The hispanic pregnant lady was really rude to me and my mother. If you need answers to your questions, don’t ask her!! Thanks!

58. I have problems finding night classes.

59. Some classes are only offered once a year (chm 101).

60. Not enough evening classes for a ski town. People wanna ride in the day, study at night.

61. It seems that less and less classes are being offered and when they are offered, its only one session. We need more classes offered at different times.

62. It seems like a lot of classes are offered at the same time. I would like to see more room in the DRC for testing. We just have one room.

63. Most of the general ed classes are either all at the same time or only offered in the fall.

64. They need more computers in the library because when I want to use a computer, they are full.

65. Often classes I want to take are at the same time and often these classes are only offered in certain semesters which is annoying.
The organic chm and second year calc are offered at the same time and we have ½ the class that wants to take organic chm. So now we only have six people in math and three have to choose between calc and chm. If they choose chm then math will only have three people and that may make math not go through. I am a math major. The “smarter” student classes would be best offered if the smarter students could take them.

I tried three attempts to gain information before I actually got some, concerning financial aid grants and programs. The class schedule times are horrible for single, working mothers.

Maybe offering more winter classes and maybe even more evening classes that would help.

I don’t like that I have to wait a whole quarter to take a class I need; this sets me back a lot. I would like for all classes to be offered every quarter!

This has been a great facility to study in. I love the computer labs and the library.

The library is a great place to study (alone or in groups). The computer lab is my favorite though.

8:00am is too early for winter classes; roads aren’t even plowed that early. I think it ridiculous that there is one counselor in at most times. I hate how you can’t make appointments to see one you have to drop in and wait 30 minutes to an hour before you’re even seen. Most students are going from one class to another or from class to work so there’s not much time to be waiting around.

Standard courses or series of courses should all be offered at night. Many students work full time. This could be on an every other year basis. For example - CHM 102 this winter is only offered during the day taking fours days each week! If this standard course was offered at night and/or two days instead of four I would take it.

IT is sort of difficult to graduate when the classes you need are not offered or they do not have convenient times. I believe there could be more convenient times for classes so I do not have to choose between the two.

I do wish that more of the core classes were offered in the evening. Thank you.

#1 - catalog was not quite information enough. #4 - quarter system is confusing when transferring to a semester system. I don’t quite understand. #7 & 8 - Lake Tahoe is lovely, so is the staff. Classes fit snowboarders schedules well.

#5 - times are cluttered for ENG 103 and Euclidean Geometry. Many courses intertwine with others and is hard to get an intellectual schedule.

My science schedule made it difficult to take other classes, especially coming from the
North Shore. Earlier (a little) classes would be helpful, as well as the availability of same day labs.

79. More evening classes, especially PE classes. The new library is SO awesome, but wireless if you bring your own laptop is slow and unreliable - network doesn't work - all the desktop computers were full - it sucked!

80. I think there are a lot of conflicts.

81. Not enough courses transfer. Only offered once a year...they should be offered multiple times.

82. High school classes suck!

83. More night classes!

84. Conflicts. Lights are not conducive - brains shut down.

85. They are at too many different times and days to maintain a normal or manageable schedule.

86. #4 - advance my educational goals - not since Physics program was dropped.