



LAKE TAHOE COMMUNITY COLLEGE

ATHLETICS

Golden Valley Conference Program Review – Cycle 1

Spring 2017

Submitted by:

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Cover letter

4-21-2017

Dear Review Committee:

The comprehensive review process has given us the opportunity to fully assess our procedures and policies as they relate to athletics. While we feel that we have made great strides in the implementation of our program, we acknowledge that there are still items that need to be addressed moving forward. The review process has helped us to identify those specific areas that need further attention.

Because LTCC had not had any existing foundation for athletics prior to the start of the soccer program in 2014, every procedure and policy had to be developed. In consultation with other athletic programs and staff, we created all of our forms, handbooks, and other items. Each year, we continue to assess and evaluate our practices and procedures to improve our systems.

As we completed this review, we have answered all questions as fully and accurately as possible. We believe we were honest in our assessment of the program and where our shortcomings might be. Additionally, we have made progress in addressing identified areas this spring as a result of this review. We aspire to have sound and consistent policies and procedures to ensure compliance and efficiency within the program as well as to provide a memorable experience for our student athletes. We welcome any additional feedback in our journey to excellence.

Sincerely,

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Program Profile: A narrative statement on the profile of your institution.

The Lake Tahoe Community College Soccer Program proposal was formally approved by the LTCC Board of Trustees in 2013 and teams were ready for participation in the 2014 season. The program was proposed with three primary objectives which were aligned with the mission of the college:

- #1. To expand extracurricular opportunities for existing LTCC students.
- #2. To enhance student engagement and campus life.
- #3. To create a program designed to attract a more traditional matriculation population on campus in an effort to combat the negative impact of repeatability on enrollment.

In the three short years of the program history, the soccer teams have performed exceptionally well both in academic as well as in athletic arenas. The men's program has qualified for the playoffs all three years, with a Final Four appearance in 2015, and the women's team qualified for playoffs in 2014 and just missed qualifying for playoffs in 2016. The soccer athletes out-perform the LTCC general student achievement in academic success rates, and both squads continue to meet their participation projections each year. The college is extremely proud of the soccer program and of the athletes who participate. The soccer program has not only met the original goals established for the program, but has also positively impacted the college environment with some unexpected outcomes as well. Soccer has attracted an international population of athletes to Tahoe which has increased international student enrollment and further enhanced campus diversity. The program has also enriched relationships with the local community, as elementary schools are now hosting Coyote mascot appearances, attending home games, and increasing their participation in special events on campus. The program allows soccer athletes from South Tahoe High School to stay in South Lake to continue their education as well as pursue their soccer passion. Due to the success of the soccer programs, the college will be creating a task force in the 2017-2018 year to look at creating additional intercollegiate sports offerings. While the implementation of intercollegiate soccer has been a success for LTCC, there are some challenges that exist for the program and the participants. Due to the isolation of the South Lake Tahoe campus and the sometimes harsh and unpredictable weather, travel is an ongoing burden in terms of time and expense. The lack of housing and food service for student athletes is another challenge for the school. To address these, the college is exploring options for improved pre-season travel commitments, the purchase of a team bus, and recently conducted a housing feasibility study. These ongoing initiatives will help to continue to alleviate some of the hurdles which currently exist for the student-athletes. Overall, Lake Tahoe Community college is extremely proud of its soccer program. It certainly has been a successful and vibrant program for the college and the community.

Standard One: Adherence to the CCCAA Constitution and By-Laws and other rules and regulations of the state and conference.

1. In what manner is the Form R-1 and R-2 procedures completed on your campus?

Every summer quarter (normally in July), the entire athletics staff meets for compliance training. Staff members are encouraged to take the compliance exam as soon as possible. They are advised that they cannot have contact with the student-athletes until the compliance exam has been passed.

The athletic director (AD) is responsible for completing the R-1 and R-2 and securing the necessary signatures. This process is started in July and submitted to the California Community College Athletic Association (CCCAA) and Golden Valley Conference (GVC) Commissioner by the August 27 deadline. When necessary, the R-2 is updated and resubmitted to the CCCAA and GVC Commissioner.

2. Do all staff members have a current copy of the CCCAA Constitution and By-Laws?

Currently, all of the staff members have access to a link to the online version of the CCCAA Constitution and Bylaws. Only a couple staff members have a complete document printed. There are some staff members that have a partial document printed. There are also some that have no printed version. Every year, the AD will notify all athletics staff members about relevant legislation changes and updates to interpretations.

3. If your college violates the CCCAA Constitution and By-Laws what process is followed? Please outline the process.

If anyone at LTCC becomes aware that our athletics program has violated any part of the CCCAA Constitution and Bylaws, the AD and/or athletic administrator (Executive Dean of Student Services) should be notified immediately. The AD will notify the GVC commissioner as soon as possible. Then, the AD will collect pertinent information for submitting a report to the commissioner on the findings.

4. What additional steps are taken throughout the school year to insure that staff members are up to date with CCCAA and conference Constitution, By-Laws and other regulations?

Up to this point, little has been done formally to keep athletics staff members updated on CCCAA and GVC Constitution and Bylaws. The AD goes to the meetings and receives emails regarding changes and helpful interpretations of bylaws. Currently, the AD informally communicates to coaches any changes that may affect his/her sport. In order to better distribute updated information to the entire staff, the AD will:

- Create an email distribution list for all athletics staff
- Forward all agenda and minutes for CCCAA meetings

- Forward all agenda and minutes for GVC meetings
- Forward all interpretations
- Keep an online repository of those documents
- Schedule quarterly meetings with entire athletics staff (standing agenda item for compliance)

Standard Two: Adherence to the Golden Valley Conference Constitution, By-Laws, rules and regulations.

1. Do the appropriate members of your college have up to date copies of the conference Constitution and By-Laws?

Currently, all of the staff members have access to a link to the online version of the GVC Constitution and Bylaws. Only a couple staff members have a complete document printed. Most staff members have no printed version.

2. Do they receive agendas and minutes of conference meetings?

Up to this point, the athletics staff members have not been receiving agenda and minutes of the conference meetings. The AD will now forward all agenda, minutes, and other GVC documents to the entire athletics staff. Additionally, the AD will keep an online archive of these GVC documents that will be accessible to all athletics staff.

3. Do staff members participate in sport-specific Golden Valley Conference meetings?

Both of the LTCC head coaches have attended (via phone conference) GVC soccer meetings. When coaches are not available, the AD will attend GVC soccer meetings.

Standard Three: Adherence to the Golden Valley Conference philosophy statement and proof of activities that support and strengthen its tenants.

1. Please provide your college's athletic philosophy statement.

LTCC has an Athletics Mission Statement, but no philosophy statement. The mission statement is as follows:

It is the mission of the Lake Tahoe Community College Athletic program to provide our student-athletes with an opportunity to enhance their personal and professional growth through participation in intercollegiate athletics by integrating the core values of Respect, Integrity, Strength, and Excellence within the program.

Core Values:

Respect: Student Athletes will demonstrate respect for self and others both on and off their playing field.

Integrity: Student Athletes will exhibit ethical behavior in the choices they make.

Strength: Student Athletes will develop physically and mentally, becoming stronger each day.

Excellence: Student Athletes will strive for excellence in the classroom, on the field, and in their daily life actions.

2. Is your philosophy statement different than it was five years ago?

LTCC did not have athletics 5 years ago.

3. Do the members of your college administration and athletic department have a working knowledge of the conference and college philosophy?

The administration and athletics staff at LTCC do not have a working knowledge of the GVC and college athletic philosophy. In order to change that, the AD will post the LTCC Athletics Mission and the GVC philosophy online for the staff to access. At the annual compliance meeting, the AD will review the GVC and college athletic philosophy as a standing agenda item.

Standard Four: Activities related to processing Athletic Eligibility.

1. List the procedures used to complete Forms 1, 2, 3, and C.

Form 1 - Student Eligibility Report

- During the mandatory athlete orientation for each sport, student-athletes complete the information required on the form. The AD distributes the forms to the student athletes and gives instructions for completing them. Most of the athletics staff is at this meeting to assist athletes with questions that they may have. The information on the back of the form is presented to SAs to ensure understanding.
- The AD collects all of the forms and gives them to the Eligibility Specialist (ES). The ES checks forms for completeness, errors, and signatures.
- The ES looks for necessary tracer requests (Form 2) that are required for SAs that attended other colleges. The ES sends out those requests.
- The ES collects and attaches returned tracers, transcripts, and fall schedules to Forms 1s.
- The ES calculates GPA and units completed for every SA.
- The ES completes the lower section by selecting the appropriate check boxes.
- The AD selects the box for high school recruitment information.
- If the SA is eligible, the AD will sign and secure signatures from the coach and the registrar.
- Once completed and signed, the Form 1s are scanned and archived.
- The electronic file containing all of the team's Form 1s is emailed to the GVC Commissioner.
- The originals are kept in the AD's office.

Form 2 - Student Athlete Transfer Form

- The ES is responsible for completing Form 2 requests from other colleges, as well as sending Form 2 requests to other colleges.
- Generally, the ES or the AD will receive Form 2 requests from other colleges. If the AD receives the request, it is forwarded to the ES.
- The ES will normally complete Form 2 requests from other colleges and return within a day.
- The ES sends out Form 2 requests when necessary when determining athlete eligibility. The ES must sometimes follow up on requests when there is no response within a reasonable period.

Form C - Out of State - Student Contact Form

LTCC has an out-of-state-recruiting waiver. Therefore, LTCC is exempt from completing this form.

2. Who checks each form for completeness?

The ES and AD confirm completeness of forms. The AD is ultimately responsible.

3. Who “double-checks” all forms as a method of checks and balances in your eligibility process?

As previously mentioned, the ES (from Admissions and Records) and the AD confirm all eligibility forms.

4. Who is the person on campus ultimately responsible for student athletic eligibility?

The AD is ultimately responsible for student athletic eligibility at LTCC.

5. Where are eligibility forms kept? How long are they kept? Are they secured?

Blank eligibility forms are distributed from the AD’s office.

Electronic (scanned) versions of completed forms are kept on LTCC file servers indefinitely. The storage location is secure. Completed original forms are currently kept in the AD’s secured office indefinitely.

Standard Five: Activity showing the athletic staff, counselors, and other related personnel have a working knowledge of student-athlete recruiting regulations.

1. Are the recruiting rules explained to members of the college community?

Recruiting regulations are covered at the annual compliance training meeting with the entire athletics staff. The recruiting rules have been explained to and discussed with the whole athletics staff. However, there has been no communication to the college community as a whole regarding recruiting rules.

Recruiting discussions happen more frequently between the AD and the coaches. These discussions include questions and updates. The AD should confirm (via interview) all athletics staff members have a working knowledge of recruiting regulations.

2. How are the recruiting rules explained to student-athletes?

Recruiting rules are not currently explained to the student athletes. The AD will add a section on recruiting to the Athlete Orientation and Athlete Handbook.

3. Do your feeder high schools understand the recruiting rules?

LTCC has only one feeder high school, South Tahoe High School (STHS). It is not clear if STHS is familiar with the recruiting rules of the CCCAA. There has been no discussion on this topic. The AD from LTCC will communicate with the AD of STHS regarding these rules.

4. Are coaches and student-athletes aware of the penalties for recruiting violations?

The coaches are aware of the penalties for recruiting violations, as those violations and penalties are outlined in the CCCAA Constitution and Bylaws. However, the student-athletes are currently not aware of those penalties. The AD will add a section on recruiting to the Athlete Orientation and Athlete Handbook.

5. What role does your community college play in informing feeder high schools of the CCCAA recruiting and subsidization rules?

Currently, LTCC is not playing a role in informing the feeder high schools. The LTCC AD will meet with the STHS AD on an annual basis. Recruiting rules review will be a standing agenda item.

Standard Six: Participation in non-competitive activities related to athletic competition.

1. List the individuals at your college who have participated in the following types of activities:

Golden Valley Conference meetings, CCCAA meetings, workshops, conference committees, sports representatives, etc. Please include offices held and any special assignments within those activities and /or organizations.

The AD at LTCC goes to almost all GVC and CCCAA meetings. The President goes to one GVC meeting per year. Infrequently, the athletic administrator goes to these meetings. The coaches attend the sport specific meetings.

Currently, LTCC athletics staff members do not hold any offices or special assignments. It is the intent of the AD and coaches to become more engaged in these types of activities.

Standard Seven: Activities directed toward student-athlete academic support and matriculation.

1. List your college's activities directed toward student-athlete support and matriculation.

LTCC provides many activities directed toward support and matriculation of general students, and more specifically, student-athletes. Here is a list of those activities:

- All students are required to meet with a counselor before enrolling in classes.
- All students are required to attend an orientation before enrolling in classes.
- All students are required to take assessments in math and English before enrolling in classes.
- All student-athletes attend Athlete Orientation each year.
- All first-year student-athletes are required to take COU 146 – *Success for the Student Athlete*.
- All student-athletes are required to meet with a counselor every quarter before enrolling in the next term's classes.
- All students have access to tutoring, disability services, financial aid, and a variety of other student services.
- All student-athletes have priority registration for classes during sport season.

2. Describe services and/or interaction that the athletic department has with the counseling department.

The counseling department provides two counselors that specialize in athletics. One position is full-time and one position is part-time. Athletics counseling is not all of the job duties for those positions. The counselors proactively monitor the progress of the student-athletes throughout the academic year. They meet with each student-athlete every quarter to assess and discuss the individual education plan. Additionally, the counselors keep the student-athletes aware of potential eligibility dangers.

The AD meets with the athletic counselors on a regular basis as needed. The athletic advisors also meet with the AD and coaches during the first week of each quarter to discuss each athlete's progress toward eligibility.

3. Does your college provide a counselor assigned to counsel student-athletes? Is the assignment full-time?

The counseling department provides two counselors that specialize in athletics. One position is full-time and one position is part-time. Athletics counseling is not all of the job duties for those positions.

4. Are priority registration, tutoring or study tables available to your students?

There are tutoring and study tables available to all students at the college. There are not specific tutoring or study tables that are only available to the student-athletes. Priority registration is available to student-athletes for the term in which they are competing. It is important that the athletes can get into classes that work with team training and game schedules. At LTCC, the soccer student-athletes have priority registration for the fall quarter classes only.

5. Do you have a counseling and guidance class for student-athletes? Is the class mandatory?

All first-year student-athletes are required to take COU 146 – *Success for the Student-Athlete*.

6. Do all student-athletes have an individual educational plan on file?

The student-athletes must meet with a counselor before they can enroll in classes. At the initial meeting, an individual education plan (IEP) is developed. If possible, it is a comprehensive plan. Many times, it is not possible and an abbreviated plan is created. The student-athletes are required to meet with a counselor every quarter before enrolling in the next term's classes. By the end of the third meeting, a comprehensive plan is developed.

7. What process is used to follow-up and ensure that student-athletes, in fact, follow their IEP?

The student-athletes are required to meet with a counselor every quarter before enrolling in the next term's classes. During these meetings, the counselor will assess progress and appropriateness of the IEP.

8. Does your department have a policy addressing a student-athlete's need to miss a practice or contest in order to study or take a test?

There is not a formal policy addressing missing a practice or a game to study or take an exam. The AD will work with the athletic administrator to develop an official policy.

9. Is there a college policy related to missing classes by student-athletes when traveling or participating in scheduled contests?

There is not a formal college policy related to missing classes for athletic events. The AD will work with the Executive Dean of Student Services and the Academic Senate to develop these policies.

10. Are student-athletes able to add and drop classes without approval?

Student-athletes are able to add and drop class just like any other student at the college. There are no additional restrictions or privileges for the student-athletes.

11. Does the athletic department monitor full-time enrollment status during the term? Is so, how often? How is the monitoring accomplished?

The eligibility specialist (ES) monitors full-time enrollment status throughout the fall term. Each week, the ES runs an eligibility report before Tuesday at noon. The ES checks for the following: enrolled in at least 12 units, enrolled in the Athletics in-season class, and all classes have started. The ES emails a report of ineligible student-athletes to each of the coaches and AD.

12. Do student-athletes who have completed their athletic eligibility have access to the student athlete counseling program?

Any student-athlete that continues to attend LTCC after completing his/her athletic eligibility has access to all of the services that he/she had while competing.

13. Other significant information.

Standard Eight: Programs designed to foster good citizenship.

1. Does your college have a substance abuse program?

LTCC does not have a specific substance abuse program. There is personal counseling available to all students. Personal counseling can include substance abuse.

2. What is your college's athletic decorum policy?

LTCC Athletics uses the decorum policy adopted by the CCCAA and the GVC. All students at LTCC are governed by the *Student Conduct: Rights and Responsibilities* in the LTCC catalog.

3. If you have a decorum policy, how are your student-athletes made aware of this policy?

At the athlete orientation (and in the Athlete Handbook), all student-athletes are briefed on CCCAA decorum policies and the general *Student Conduct: Rights and Responsibilities* in the LTCC catalog.

4. Is decorum handled entirely within the athletics program or is campus student services involved?

All students that violate student conduct policies are handled by student services. There may be additional consequences imposed by the athletics staff.

5. Does your college provide safe and well-maintained athletic facilities?

There are four athletics facilities that are currently being used. These include soccer field, gymnasium, fitness education center (FEC) [weight/cardio room], and athletic training room. The field and gymnasium were both resurfaced in 2016. All facilities are well-maintained by Maintenance & Operations (M&O). All facilities are safe. The Department Chair of the Physical Education Department, the Director of M&O, the AD, and the instructors monitor these facilities for safety issues.

Standard Nine: Activities that demonstrate a level of commitment to balance men's and women's programs and opportunities.

1. What is your college's level of commitment to balance athletic opportunities for men and women?

LTCC is committed to balanced athletic opportunities for men and women. The athletic administrator and AD discuss and evaluate this on a regular basis. The athletic administrator manages the compliance of Title IX gender equity and reporting of Form R-4. Gender equity is important as LTCC considers adding sports.

Program budgets are equitable for both teams as the same "per athlete" dollar amount is allocated to each budget. Additionally, the coaching salaries for the head coaches and assistant coaches are the same for both programs.

2. Please list the sports you offer for men and women.

We have men's and women's soccer.

3. What is the gender balance of your current coaching staff? Please list the name and gender of head coaches and assistant coaches in each sport.

Both of our head coaches are men. LTCC has had both male and female assistant coaches in the past years, but it has been difficult to secure consistent assistants for the program due to low pay and limited number of qualified individuals in the local area.

Men's soccer head coach - Nick Arbelaez (male)

Men's soccer assistant coach - vacant

Women's soccer head coach - Jeremy Evans (male)

Women's soccer assistant coach - vacant

4. Describe how your athletic training facilities are utilized? Do any policies exist regarding the use and operation of athletic training services? Please list the name and gender of the head athletic trainer, assistant trainers and student trainers. Are there separate hours for training room by gender?

LTCC has an agreement/contract with the local hospital, Barton Health Services. Barton provides LTCC athletics with athletic training services. Currently, there is one trainer that services LTCC athletics part time. That trainer is also responsible for servicing a small local high school.

The trainer works with both coaches to set up office hours when the trainer will be on campus. The trainer has daily availability for training and works all home games. Hours are scheduled to best meet the needs of both the men's and women's teams.

We have just a male head trainer. His name is Jeremy Vandehurst. He is technically an employee of Barton.

All athletic training hours are available to both men and women.

5. When teams of both genders compete in a sport (i.e. Basketball) and use the same facility for practices and contests, how is the use of the facility divided? How are practice and competition times determined?

We have men's and women's soccer teams. We have just one soccer field. Each year the coaches and AD discuss the training schedule. Because these are the only two sports using that field, it is easy to find training times that work for both teams. Conference games are scheduled at the conference level and alternate men's and women's start times each year. For non-conference games, the men's and women's coaches schedule the games and workout game times between themselves. The relationship between the men's and women's head coaches at LTCC is very positive and collegial. Both coaches work very well together to assist in the operations of the program as a whole and consistently find amicable solutions to scheduling and other potential conflicts.

6. What is your college's philosophy for adding and dropping sports? What criteria are used when adding or dropping sports? Please list added and dropped sports over the past five years.

LTCC added men's and women's soccer starting in the 2014 season. It was the first sport at LTCC in over 15 years. After three seasons of soccer, LTCC is ready to consider adding more athletic teams. A task force has been identified and will start meeting to discuss viability of the available sports. This task force will make a recommendation of which sports to add (if any) and the priority of implementation. This recommendation would go through the governance process at LTCC to eventually end up at the Board of Trustees to make a decision.

There is currently not a formal college philosophy for adding or dropping sports. Also, there are no formal criteria used for adding or dropping sports. The task force will develop criteria which will be used for making its recommendations. Additionally, the Board has general criteria applicable to adding/dropping any college program.

For Athletics and other non-instructional programs, the college uses a program vitality assessment process which is very involved and data rich. Metrics include participation numbers, academic persistent rates, graduation rates, transfer rates, and fiscal viability. Additionally, a comprehensive program review is required for all non-instructional programs every six years. This review is published and routed through the various governance groups on campus and is ultimately approved by the Board of Trustees. New programs must undergo a special analysis

the first three years of existence. This includes a Program Update presentation to the Board of Trustees which is essentially a progress report of the program. The program must demonstrate viability and progress or it can be terminated.

7. If you are a multi-college district, what is the district philosophy about athletic teams for both genders at all colleges in the district?

Not applicable.

Standard Ten: Evaluation of the proportionate numbers of out of district and out of state student-athletes.

1. What was the number of participants on each team that your institution sponsors during the last academic year?

Men's soccer - 34

Women's soccer - 23

2. What was the number of out of recruiting area student-athletes on each team that your institution sponsors during the last academic year?

Men's soccer - 34

Women's soccer -16

3. What was the number of out of state student-athletes on each team that your institution sponsors during the last academic year?

Men's soccer - 31

Women's soccer -14

4. Compare the percentage of out of recruiting area and out of state student-athletes to the percentage of out of district and out of state students in the general student body?

Out of recruiting area

Men's soccer – 100%

Women's soccer – 70%

General student population – 46%

Out of state

Men's soccer – 91%

Women's soccer – 61%

General student population –5%

5. What impact, positive or negative, have out of recruiting area and out of state student-athletes had on your program?

Due to the remote location of LTCC and the limited recruiting area for in-state students, the need for out-of-state students is critical to the stability of the program. Out-of-area students, who would never have considered LTCC before, are now enrolling at the college to pursue their academic and athletic goals. This has resulted in some additional revenue for the college and provided more diversity on campus. These students provide cultural differences to the campus

and the classroom. This enriches the educational experience for all. LTCC is located in a city where half of the city is in Nevada, so the ability to bring to bring local Nevada students to the college is also helpful to the program. Being able to stay in their hometown to attend college and play soccer has been a huge benefit to our South Tahoe High School (CA) and Whittel High School (NV) students. The quality of the teams we have been able to produce with the addition of out-of-area students has contributed to our success on the field. This has brought positive attention to the college on a state and national level.

Challenges brought about by the increase in out-of-area students include adequate and affordable housing options, food service, and transportation. The harsh winter weather also poses some challenges for students not accustomed to snow.

Standard Eleven: Institutional fundraising controls, policies and procedures.

1. What institutional controls are in place to insure proper accounting and distribution of funds raised from foundations, trust accounts, booster clubs and donations?

The LTCC Foundation oversees restricted funds. A designated fund administrator can deposit or withdraw funds from the account with the approval of the foundation director. The fund administrator submits a signed transaction form, which the foundation director then signs and forwards to the fiscal services department to handle the banking side of the deposit or withdrawal. For payments, a senior college administrator reviews and signs checks up to \$500, and two signers review and sign for amounts over \$500. The Foundation hires an outside firm to audit the organization on an annual basis and prepare the foundation's tax return.

2. Does the athletic director have institutional control of all revenues and expenses generated from foundations, trust accounts, booster club and donations? If not, who does?

The control of revenues and expenditures are currently managed by the LTCC Athletics Committee. The committee consists of the Athletic Director, the two head coaches, the Executive Dean of Student Services, and the Foundation Director. To date, the process has worked well; however, moving forward, the college plans to expand the committee to an official Booster Club. The development of a true Booster Club is in progress and this group will then be responsible for fund-raising and expense approval process and procedures.

3. Are these accounting procedures in writing and if so, in what document do they appear? Attach documentation to the self-study.

These accounting procedures are in Board Policy (7.03 – *Accounting for funds*). That section is attached as a separate file.

4. Describe how revenue from foundations, trust accounts, booster clubs and donations are distributed to men's and women's athletics.

Currently, there are no policies and procedures for how revenues from the Coyote Club are distributed. A committee has been identified to develop these policies and procedures. The AD will ensure that the committee continues to meet and make progress on designing and implementing policies and procedures for distributing funds from the Coyote Club.