



**Academic Senate for Lake Tahoe Community College
Meeting for April 19, 2013
2:00 pm – 4:00 pm, Board Room
AGENDA**

- I. Call to Order
- II. Reading of the Minutes from the meeting of March 22, 2013
- III. Senate President's Report
- IV. Administration Report (5 mins)
 - A. President
 - B. Vice-President
 - C. Deans
- V. Unfinished Business, General Orders, and Discussion Items
 - A. **Integrated Planning Guide** (Aaron McVean) Action, Second Reading (15 mins)
- VI. New Business
 - A. **Proposal for Change to Student Evaluation Process** (Tom Greene) Action, First Reading (15 mins)
 - B. **Support for SB329** (Michelle Risdon) Action, First Reading (15 mins)
<https://portal.ltcc.edu/ltccresources/research/Documents/LTCC%20Integrated%20Planning%20Guide%20-%20DRAFT.pdf>
- VII. Other Officers' and Representative Senators' Reports (5 minutes)
 - Phyllis Shafer** (Vice President)
 - Jon Kingsbury** (Secretary)
 - Bruce Armbrust, Sue Kloss** (Mathematics, Physics, Biology, Chemistry, Geology, and Physical Education)
 - Nancy Barclay, Christina Tomolillo** (Anthropology/Sociology, Psychology, History/Political Science, English, Art, World Languages, Music, Theatre)
 - Lisa Foley** (Counseling, Disabilities Resource Center, Library)
 - Steve Fernald** (Early Childhood Education, Culinary Arts, Business, Computer and Information Sciences, Computer Applications)
 - Julie Ewing, Eric Hellberg** (Adjunct Faculty)

VIII. Reports of Standing Councils/Committees/Workgroups (5-minute limit per committee)

- A. College Learning Council
- B. Institutional Effectiveness Council
- C. Other Councils/Workgroups
- D. Curriculum Committee
- E. SLO/Assessment Committee
- F. Professional Development Committee
- G. Equivalency Committee
- H. Faculty Hiring Prioritization Committee
- I. Other Standing Committees

IX. Hearing of the Public on Items Not on the Agenda

(Members of the public may address the Senate on items not on the agenda subject to a five-minute time limit {groups to 15-minutes on any one topic or item} that may be extended by the President of the Senate or by Senate action. The Senate, however, cannot act upon any request or proposal unless the item is on the meeting agenda. You will be called upon by the President of the Academic Senate to speak.)

X. Announcements

XI. Good of the Order

XII. Adjournment

XIII. Disability Access

The Administration Building and Room L104 are wheelchair accessible. The following services are available when requests are made by 4:00 p.m. of the Tuesday before the Senate meeting: American Sign Language interpreters or use of a reader during a meeting; large print agenda or minutes in alternative format; assistive listening devices. Please contact, Jon Kingsbury, Secretary to the Academic Senate, (530) 541-4660 ext. 263, if you need assistance in order to participate in a public meeting or if you need the agenda and public documents modified as required by Section 202 of the Americans with Disabilities Act.



**Unadopted Minutes for the Academic Senate
Meeting for March 22, 2013
2:30 pm – 4:30 pm, Board Room**

Officers: Michelle Risdon, President; Treva Thomas, Vice President; and Jon Kingsbury, Secretary.

Representatives: Bruce Armbrust, Nancy Barclay, Julie Ewing (Adjunct Rep), Steve Fernald, Eric Hellberg (Adjunct Rep), Sue Kloss, and Christina Tomolillo.

Representatives Absent: Lisa Foley.

Other Faculty: Steve Richardson.

Guests: Tom Greene, Aaron McVean, and Kindred Murillo.

- I. **Call to Order:** The regular bi-weekly meeting of the Academic Senate was held on March 22, 2013 at 2:31:00pm with the President, Vice President, and Secretary present.
- II. **Reading of the Minutes from the Meeting of March 8, 2013:** Michelle noted one major change in her report. She did not attend the March 5th Tahoe Prosperity Center meeting and Jon was unable to explain why it was included so it was removed. The minutes, with the change noted, were approved by consensus.
- III. **Senate President's Report:** Michelle was unable to attend the most recent Board meeting where the Board approved the nomination of Lisa Shafer on Classified Employee of the Year and her nomination has now been forwarded to the Chancellor's Office for state-wide consideration. Also at the meeting, Esta Lewin presented on her PDL report and Jeff gave an update on the budget. For more details on these items, you can listen to podcast (http://library.ltcc.edu/whats_new/podcasts/podcasts.html). The Enrollment Management Team will present to the Senate on program vitality. SB 329, which would exempt from the nonresident tuition fee students who attend Lake Tahoe Community College and who have residence in one of several designated communities in Nevada, is moving forward.

Michelle noted that she heard only from Lisa on the plenary session so she will be going solo and will report out to the Senate. She reminded Senate members to remind faculty of the waitlist which begins in the spring quarter. She also suggested that we remind our students of the waitlist process and the need for them to check it regularly. Michelle reported on SB 520, introduced by Senator Steinberg, which is the proposed California legislation that would identify and approve a set of up to 50 online courses that the three public systems (UC, CSU, and CCC) would accept as credit for admitted students. Michelle mentioned Coursera, Udacity, and MOOCs as possible platforms and the

courses would include general education and basic skills types of courses. The Senate's election for Vice President (because of Treva's spring sabbatical) was suspended due to only one candidate, Phyllis Shafer, coming forward. Michelle noted that the Budget Council will need one position because of Treva's PDL and the Institutional Effectiveness council (IEC) will need another faculty member due to a scheduling conflict for Michael O'Laughlin.

IV. **Administration Report**

A. **President:** Kindred provided an update on SB 329 and noted that the CCLC (Community College League of California) has taken a position of support. She wanted to clarify that this proposal is not a unique situation as there are agreements with Colorado and Oregon. Kindred stated that she is seeking a letter of support from the Academic Senate. She mentioned the March 13 Future of LTCC meeting where several topics, including MOOCs, the increasing costs, and enrollment issues were discussed and that a sense of urgency was conveyed. Kindred explained that the College needs to get to 1750 FTES and it means a budget cut of \$750,000.

She also mentioned the Visionary Session which is scheduled for Saturday, June 01. The purpose of this session is to identify where the College wants to be in 5 years and to be able to direct that vision with the types of conversations that are happening now. As an example, Kindred noted the discussion on being a 4-year college and offered a clarification that no mechanism exists in California to move from a Community College to a 4-year school but there is a model called "University Center." Kindred mentioned the idea of sharing administrators, specifically in the technology area.

Nancy asked about the budget process and Kindred explained that she meets with Jeff and also noted the Budget Council, the IEC, and the President's Council are all involved in the process so she feels it has been a very inclusive process. Michelle asked about the AUP (Annual Unit Planning) being used to identify budget needs and prioritization. Kindred noted the 3.6% cut in the budget and the larger institutional initiatives. Steve F. asked when SB 329 would go into effect and Kindred said realistically mid-year 2013-14 or the fall of 2014. She noted the impact on LTCC is estimated to be 60 FTES. Steve F. asked about a downward trend and the idea of a "2+2" with the high school. Michelle asked about the 4-year proposal and where do faculty want to be in the process – at the front-end or later on with program development. Nancy asked about the likelihood of this happening and Kindred explained that it might be very likely with the "University Center" model. Tom suggested that faculty be involved early in the process with the development of programs to facilitate access to a baccalaureate degree. Sue asked for clarity on "University Center" model and it was noted that students stay in one location to complete a 4-year program, somewhat like a satellite campus. The specifics would depend on the individual program. This will come back as an agenda item.

B. **Vice-President:** Tom discussed budget cuts and provided an example of one area, the TLC, where Bob Albrecht would be the Director of the TLC. This would allow Jan Smith to go back into the classroom. Tom emphasized that he is seeking input from others. He also clarified that, at this time, the UC faculty will not support SB 520 and that there needs to be a closer look at the California system in order to migrate demand to available spaces between colleges.

C. **Deans:** No Deans were in attendance.

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

- A. **Rubric for Online Instruction.** (Second Reading – Risdon/Richardson). Michelle commented that Category #3, Instructional Design and Delivery could be used for all faculty members. Steve R. expressed an interest in having this as a formal evaluation but that it would have to be part of our negotiations. Julie mentioned the adjunct faculty feedback she received where some was positive and some had questions – Is it a formal evaluation tool? How does one judge as some of this is very subjective? Why have single set of criteria for online faculty v. F2F faculty? Nancy noted that she had no negative comments for either of these two action items. Tom commented that the current process is somewhat subjective. Jon mentioned the value of the rubric and how it can be an effective guide in making assessments. Steve F. recommended approving this action item and then having a discussion to move toward a rubric for our F2F faculty as well. Nancy first/Sue seconded, motion passed unanimously.
- B. **Online Hiring Procedures.** (Second Reading – Risdon/Richardson). Michelle commented on having faculty in the hiring process and suggested ‘and/or’ in #2b along with a change from ‘is’ to ‘if’ in #2b. Tom suggested ‘Adjunct’ in the heading – Online Adjunct Hiring Procedure (please see Attachment A at the end of these minutes). Sue first/Christina seconded, motion passed unanimously.

VI. **New Business**

- A. **Integrated Planning Guide.** (First Reading – McVean). Aaron shared a brief history of the process and the development of the guide from fall 2010 with the CPC (College Planning Council), a subcommittee of the College Council. He then went through the changes, including the CPR (Comprehensive Program Review) section (p.5) and more comprehensive changes addressing the APR (Annual Program Review) and AUP (Annual Unit Planning) process (p.5-6). Michelle had a question on the wording for the AUPs (p.6). The draft document can be reviewed at <https://portal.ltcc.edu/ltccresources/research/Documents/LTCC%20Integrated%20Planning%20Guide%20-%20DRAFT.pdf>. Aaron also reviewed the Budget Development Timeline (p.7) and the Appendices (p.8-13). Michelle commented on the role of the Academic Senate in the planning process. Aaron explained that in the CPR process, CPRs will come to the Academic Senate. A question was raised as to whether or not the Senate should see all of the CPRs or to review them as needed. Tom suggested that the Senate should look at all CPRs. Kindred commented that the soccer program can be viewed as an example of the process in action.

VII. **Other Officers’ and Representative Senators’ Reports (5-minute limit per person)**

- A. **Treva Thomas** (Vice President): No report at this time.
- B. **Jon Kingsbury** (Secretary): Jon noted that the spring meeting request should be coming out this week. With that in mind, Bruce noted a change in his schedule and that we could move senate meetings back to 2:00pm.
- C. **Bruce Armbrust, Sue Kloss** (Biology, Chemistry, Geology, Mathematics, Physical Education, and Physics): No reports at this time.
- D. **Nancy Barclay, Christina Tomolillo** (Anthropology/Sociology, Art, English, History/Political Science, Music, Psychology, Theatre, and World Languages): No reports at this time.
- E. **Lisa Foley** (Counseling, Disabilities Resources Center, and Library): Lisa was not in attendance.

- F. **Steve Fernald** (Business, Computer Applications, Computer and Information Sciences, Culinary Arts, and Early Childhood Education): Steve F. expressed his concern over the apparent increase in disturbing student behavior and is very troubled about the behavior. He commented that he was not sure what else to do other than reporting it to his Dean. Several faculty members shared similar past experiences and suggestions were offered. Tom and Michelle both mentioned the need for a workshop on classroom management techniques. It was also noted that the College does have resources available for students.
- G. **Julie Ewing and Eric Hellberg** (Adjunct Faculty): No reports at this time.
- VIII. **Reports of Standing Committees/Workgroups (5-minute limit per committee)**
- A. **College Learning Council:** No report at this time.
- B. **Institutional Effectiveness Council:** Jon noted Tom's request for IEC feedback on building a process for the various councils to incorporate guidance for the accreditation self study. He would like this process to begin before the year's end.
- C. **Other Councils:** No reports at this time.
- D. **Curriculum Committee:** No report at this time.
- E. **SLO/Assessment Committee:** No report at this time.
- F. **Professional Development Committee:** Treva noted the need for someone to replace her during her sabbatical in the spring and that funds are still available. Nancy mentioned the idea of the committee considering AETW (Adjunct Excellence in Teaching Workshop) funding for DE adjuncts.
- G. **Equivalency Committee:** No report at this time.
- H. **Faculty Hiring Prioritization Committee:** No report at this time.
- I. **Other Standing Committees:** No reports at this time.
- IX. **Hearing of the Public on Items Not on the Agenda**
- None
- X. **Announcements**
- **Michelle:** Reminded everyone of "Around the World in 80 Days" and its last few shows – Friday/Saturday, March 22-23, 7:30pm and a Sunday matinee, March 24, 2:00pm in the Duke Theatre.
 - **Nancy:** Announced that during March, Lori Gaskin, representing Santa Barbara City College, was at the White House to receive an award for Celebrating Excellence in Community Colleges from Dr. Jill Biden. You can see the article and picture at <http://www.whitehouse.gov/blog/2013/03/19/celebrating-excellence-community-colleges>.
- XI. **Good of the Order**
- **Sue:** Invited Senators to meet after the first meeting of spring (4/19) perhaps at the bowling alley and she will buy the first round!
 - **Michelle:** Wished Treva good luck on her sabbatical!
- XII. **Adjournment:** Adjourned at 4:30:27pm.

Attachment Follows.

Attachment A:

Online Adjunct Instructor Hiring Procedure

- 1 Applicants desiring to teach online for the district shall supply a portfolio of online courses they have taught as supplementary materials to their application.
- 2 The hiring committee shall include:
 - a The DE Coordinator
 - b A faculty member in the discipline if such exists, and/or the dean overseeing the discipline
- 3 The district shall inform such applicants that the following additional requirements must be met prior to their teaching online for the district:
 - a Completion of a three-week Etudes training course conducted by etudes.org
 - b Submission of the online course materials for the proposed course
- 4 The district shall supply applicants with:
 - a the district's *standards for evaluation*
 - b the district's *online course evaluation rubric*
- 5 Newly hired instructors shall have their courses evaluated in the first quarter they are offered.

ACADEMIC SENATE OF LAKE TAHOE COMMUNITY COLLEGE

REQUEST FOR AGENDA ITEM



Directions for completing electronic form: Type your information in the shaded field and then hit the TAB key to jump to the next field; to select Type of Consideration box(s) just click in the appropriate box(s).

Requested By: Aaron D. McVean, DIRP

Date: 4/19/2013

Subject: Integrated Planning Guide

Time Required for Discussion: 15 minutes

Type of Consideration:

- Action Item
 - First Reading Only
 - Second Reading/Action
 - First Reading/Action/Suspension of the Rule
- Discussion Item (No Actions)
- Information Item Only

Desired Outcome: State the Motion you want passed (Action Items) or the direction you need from the Academic Senate (Discussion Items)

First Reading - Integrated Planning Guide

It is requested that Senate review and approved the revised Integrated Planning Guide for LTCC.

Background:

The Integrated Planning Guide was developed by the ad hoc College Planning Council, a sub-committee of the former College Council, in the Fall of 2010. With the implementation of the new Governance Structure, a revision was undertaken in order to delineate the processes for integrated planning and resource allocation based on the new councils that make up that structure. The revised document is presented for consideration.

2013

Integrated Planning Guide

DRAFT

Office of Institutional
Research and Planning
(OIRP)

CONTENTS

Overview.....	3
Educational Master Plan (EMP)	3
Strategic Plan	4
Comprehensive Program Review (CPR)	5
Annual Program Review (APR) and Unit Planning (AUP) Process	5
Annual Unit Planning (AUP) Process	6
Resource Allocation Process	6
Appendix A – Terms and Definitions.....	8
Appendix B – LTCC Six Year Planning Cycle.....	9
Appendix C – LTCC Annual Planning and Resource Allocation Cycle.....	10
Appendix D – Departments at LTCC.....	12
Appendix E –Governance Process for Planning.....	13
Appendix F – Integrated Planning and Resource Allocation.....	14

INTEGRATED PLANNING GUIDE

LAKE TAHOE COMMUNITY COLLEGE (LTCC)

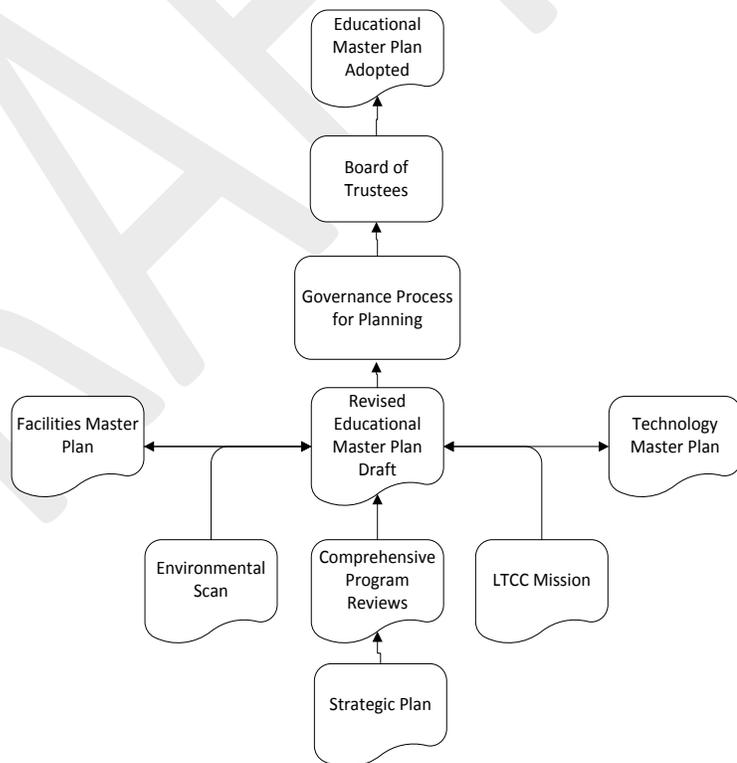
OVERVIEW

College planning represents a systematic process whereby institutional and individual inquiry and decision-making are prompted and supported by data about student learning, student achievement and institutional outcomes. The following *Integrated Planning Guide* describes College planning processes, the inter-relationship between various plans, and the means by which the planning process drives resource allocation both in the short- and long-term. Appendices are included to provide definition of the terms used in the planning process, diagrams of the individual as well as integrated processes, and an expanded timeline of the primary planning activities is provided in Appendix A.

EDUCATIONAL MASTER PLAN (EMP)

The Educational Master Plan (EMP) describes the strategic issues that the College must address over the next six years in order to continue to fulfill its mission. The foundation of the EMP is Program Review, the results of which, when considered collectively, describe the human, technology, and facilities issues/needs necessary to continually support College programs.

The Technology and Facilities Master Plans are components of the EMP that identify specific needs (i.e. expansion, replacement, refresh) and trends, and describe future directions related to technology and facilities. The EMP is both shaped by these two plans as well as prompts their review and revision.



The Technology Master Plan identifies both the necessary resources to support the ongoing technology infrastructure of the College, as well as any additional resources needed based on specific projects identified in Program Review. Further, program development, expansion, or reorganization prompted through the EMP process provides further guidance to the development of this plan.

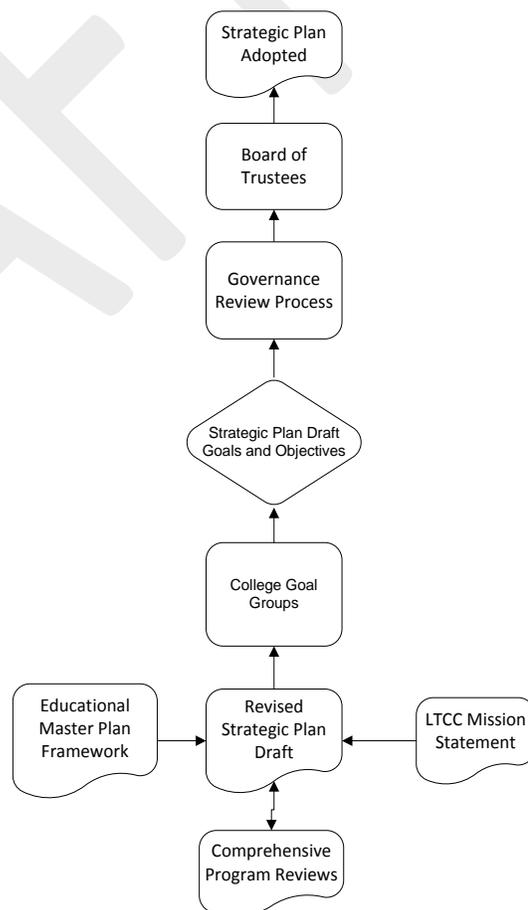
The Facilities Master Plan identifies both the necessary resources to maintain the physical infrastructure of the College, as well as any additional resources needed based on specific projects identified in Program Review, and program development, expansion, or reorganization prompted through the EMP process.

The Educational Master Plan also incorporates other data from both the College’s external and internal environment. The process of updating the Educational Master Plan involves collectively analyzing these data through a collaborative process in order to identify trends, opportunities, and challenges (i.e. Strategic Issues) that will shape the future of the College. These Strategic Issues are central to and form the basis of the EMP. Moreover, these Strategic Issues provide the framework for the strategic planning process, and thereby become the means by which the College aligns its master and strategic planning processes. The process of updating the EMP occurs every six years. However, the College has moved forward by two years, the next update of the EMP so that it no longer conflicts with the Accreditation Self-Study cycle.

STRATEGIC PLAN

The Strategic Plan is the vehicle by which the College establishes a small number of clear and succinct goals and corresponding objectives intended to address the Strategic Issues identified in the Educational Master Plan. These Strategic Goals and Objectives guide operational planning for each fiscal year at the Program and Unit level, as well as provide the performance indicators and benchmarks necessary to assess progress toward their achievement.

Strategic Goals and Strategic Objectives are identified through a collaborative process, beginning with a day-long retreat involving a representative group of faculty, students, staff, administrators, and board of trustee and community members. Through facilitated dialogue organized around the Strategic Issues identified in the Educational Master Plan, this large group identifies an initial or potential set of Strategic Goals. Subsequently, focus groups are formed around each Strategic Goal to further examine and clarify each goal, identify the specific Strategic Objectives related to each goal, and begin the process of identifying the performance indicators that will be used to measure progress toward their achievement. The culmination of this work is the College’s Updated Strategic Plan. The Strategic Plan is reviewed annually



each fall to assess progress toward meeting strategic goals and objectives. Comprehensive updates occur on a regular cycle (see Appendix B).

COMPREHENSIVE PROGRAM REVIEW (CPR)

Program review is a well-established process, with each department and program at the college participating in program review on a regular cycle. The Comprehensive Program Review (CPR) entails a complete analysis of an individual program as outlined in the Comprehensive Program Review Guide (2013), in order to establish program review goals and objectives that will guide the annual program review (APR) process and resource allocation requests over the subsequent program review cycle. Specific requests related to human, technology, and facility resources are identified for integration and prioritization through the master plans of the College.

Academic Programs undergo Comprehensive Program Review on a 6-year cycle. Beginning in the fall of the review year, the program or department organizes a committee to assist in the review process by providing feedback and additional perspective. The make-up of this committee is at the discretion of the chair of the program review process for the specific department or program, but should be sufficient in both size and character to provide necessary and useful input. The specific structure and contents of the Program Review document are outlined in the Program Review Guide.

The Career and Technical Education (CTE) Programs undergo Comprehensive Program Review on a 3-year cycle to maintain currency in the face of changing industry trends that can potentially influence the content and direction of the program. Similar to the process for academic programs, CTE programs form a committee to assist in the review. Specific to CTE programs, however, Community Advisory Boards (CABs) can be utilized for this process.

Administrative and Operational Departments undergo Comprehensive Program Review on a 6-year cycle. Administrative Units include the President's Office, Instruction Office, and Administrative Services while the Operational Departments consist of Information Technology Services, Maintenance and Operations, and Fiscal Services. The specific structure and contents of the Program Review document are outlined in the Program Review Guide.

Student Services Programs undergo Comprehensive Program Review on a 6-year or 3-year cycle in order to facilitate the adaptation to the constantly shifting environment of categorical funding of services and ever changing needs of students. The duration of the cycle for student services programs is determined through consultation with the appropriate administrator.

ANNUAL PROGRAM REVIEW (APR) AND UNIT PLANNING (AUP) PROCESS

The program review process includes an annual update designed to assess progress toward the achievement of previously established program review goals and objectives and allow for their modification or revision. The APR ensures that the planning process is ongoing and dynamic. As shown in Appendix C, there are parallel planning processes occurring each academic year. Beginning in the Fall

quarter, Fact Book and other data drive APR process, providing information related to student success and achievement. As part of the APR, the previous year's activities are reviewed based on relevant data and information is examined in order to determine their effectiveness.

ANNUAL UNIT PLANNING (AUP) PROCESS

The annual unit planning (AUP) process is the vehicle for establishing “actions” for further progress toward goals and objectives outlined in the CPR, and reviewed annually through the APR process. Actions are intended to be completed in the short-term and should be directly linked to goals and objectives from the CPR. Each action within a program/unit is prioritized and any resources necessary to accomplish the action are identified as part of the process.

New actions are identified for implementation during the successive year. Each of these actions and any corresponding resource/budget requests are prioritized in preparation for the annual budget process that begins in February each year. The review of budget requests at the department, division, and administrative area level focuses on the prioritization of resource allocation with the goals and objectives of the College outlined in the strategic plan and the alignment of program review and unit planning with those goals and objectives.

RESOURCE ALLOCATION PROCESS

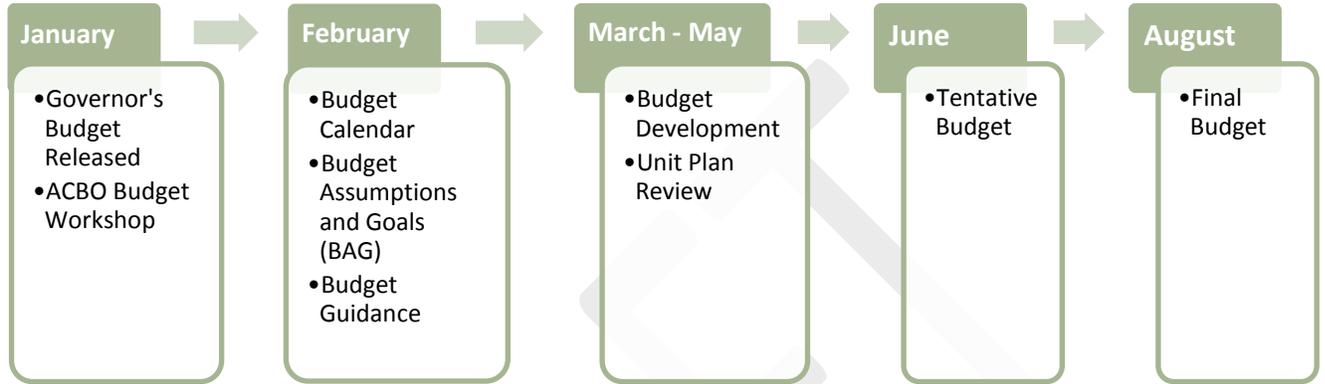
Each year after the presentation of the Governor's Budget in January, the Budget Council will review the best available information related to the Federal, State, and local fiscal environment in combination with the College's resource projections (e.g., FTES) in order to recommend the Budget Assumptions and Goals (BAG), Budget Calendar, and Budget Guidance to the Superintendent/President for review with the President's Council (PC). The documents are then reviewed by the Institutional Effectiveness Council (IEC) and a final recommendation is made to the Superintendent/President. By February of each year the Superintendent/President will present to the Board of Trustees the BAG, Budget Calendar, and Budget Guidance in compliance with Title 5 regulations. Budget Guidance is provided to the College budget managers to give direction on resource allocation, realignment, and reductions.

Unit Plans are submitted to the department heads for review and prioritization of resource requests based on the APR and AUP process. Department prioritization is further refined at the Division level. From there, each respective Administrative Area (i.e., Academic Affairs and Student Services, Administrative Services, and the President's Office) prioritizes budget augmentations, revisions, and reductions from the Division level. Prioritized requests for augmentations, realignments, and reductions will be presented to President's Council for review to ensure alignment with the Strategic Plan and fidelity to Budget Guidance.

Prioritized requests for augmentations, realignments, and reductions will be presented to the Budget Council for recommendations to the Institutional Effectiveness Council (IEC). The IEC will review the Budget Council recommendations and recommend to the Superintendent/President a Tentative Budget

(June) and Final Budget (August), which are subsequently recommended to the Board of Trustees for adoption (see Figure below).

BUDGET DEVELOPMENT TIMELINE



APPENDIX A – TERMS AND DEFINITIONS

In order to maintain consistency among the planning processes of LTCC, it is necessary to establish agreed upon definitions of terms used in those processes.

- **Administrative Area** – highest College collection of divisions; there are three Administrative Areas at LTCC: Academic Affairs and Student Services, Administrative Services, and District Services (Office of the Superintendent/President).
- **Division** – higher level College area that may contain departments, programs, and units.
- **Department** – individual instructional, student support or operational area within the College.
- **Program** – entity within the College that engages in the process of Program Review and may contain one or more specific units.
- **Unit** – the smallest entity within the College that engages in a planning process to establish actions linked to objectives and goals. Units are located within programs as defined through Program Review.
- **Strategic Issue** – an area of focus derived from the review of internal and external environmental scans used to guide lower level planning processes.
- **Strategic Goal** – general statements of desired direction and/or outcomes used to coordinate actions of the College in order to address Strategic Issues
- **Strategic Objective** – specific statements that include metrics, benchmarks, or other measureable outcomes used to evaluate progress toward achieving strategic goals and the effectiveness of actions of the College
- **Program Review Goal** – general statements of desired direction and/or outcomes used to coordinate actions of departments, programs, and units
- **Program Review Objective** – specific statement that include metrics, benchmarks, or other measureable outcomes used to evaluation progress toward achieving program review goals and the effectiveness of actions of the department, program, or unit
- **Actions**– specific activities to be carried out in order to achieve identified objectives.
- **Academic Departments** – instructional departments at the College.
- **Student Support Services** – programs and areas that provide primarily student support, including categorically funded, grant funded, and other areas.
- **Administrative Units** – administrative offices at the College that oversee operational and/or instructional departments.
- **Career and Technical Education (CTE) Programs** – programs that lead to a CTE certification and are primarily vocational in character.

APPENDIX B – LTCC SIX YEAR PLANNING CYCLE

Academic Year (AY)	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Accreditation	Self Study	Visit					Self Study	Visit				Self Study
Mission	Review	Review	Review	Review	Review	Review	Review	Review	Review	Review	Review	Review
EMP	Comprehensive Update	Review	Review	Comprehensive Update	Review	Review	Review	Review	Review	Comprehensive Update	Review	Review
Environmental Scan			Scan					Scan				
Student Survey		CCSSE			CCSSE			CCSSE			CCSSE	
Faculty/Staff Survey	FSES		FSES		FSES		FSES		FSES		FSES	
Strategic Plan	Comprehensive Update	Review	Review	Review	Comprehensive Update	Review	Review	Review	Review	Comprehensive Update	Review	Review
CPR – Academic and AUs		6 year Cycle	6 year Cycle	6 year Cycle	6 year Cycle		6 year Cycle	6 year Cycle	6 year Cycle	6 year Cycle	6 year Cycle	
CPR – CTE and SSS		3 year Cycle	3 year Cycle	3 year Cycle	3 year Cycle		3 year Cycle	3 year Cycle	3 year Cycle	3 year Cycle	3 year Cycle	
APR/AUP	APR/AUP	APR/AUP	APR/AUP	APR/AUP	APR/AUP	APR/AUP	APR/AUP	APR/AUP	APR/AUP	APR/AUP	APR/AUP	APR/AUP
Budget Development	Annual Budget	Annual Budget	Annual Budget	Annual Budget	Annual Budget	Annual Budget	Annual Budget	Annual Budget	Annual Budget	Annual Budget	Annual Budget	Annual Budget

Table 1 – NOTE: Data gathering efforts (e.g., CSSE, Environmental Scans) are timed to inform subsequent plan updates (e.g., EMP)

APPENDIX C – LTCC ANNUAL PLANNING AND RESOURCE ALLOCATION CYCLE

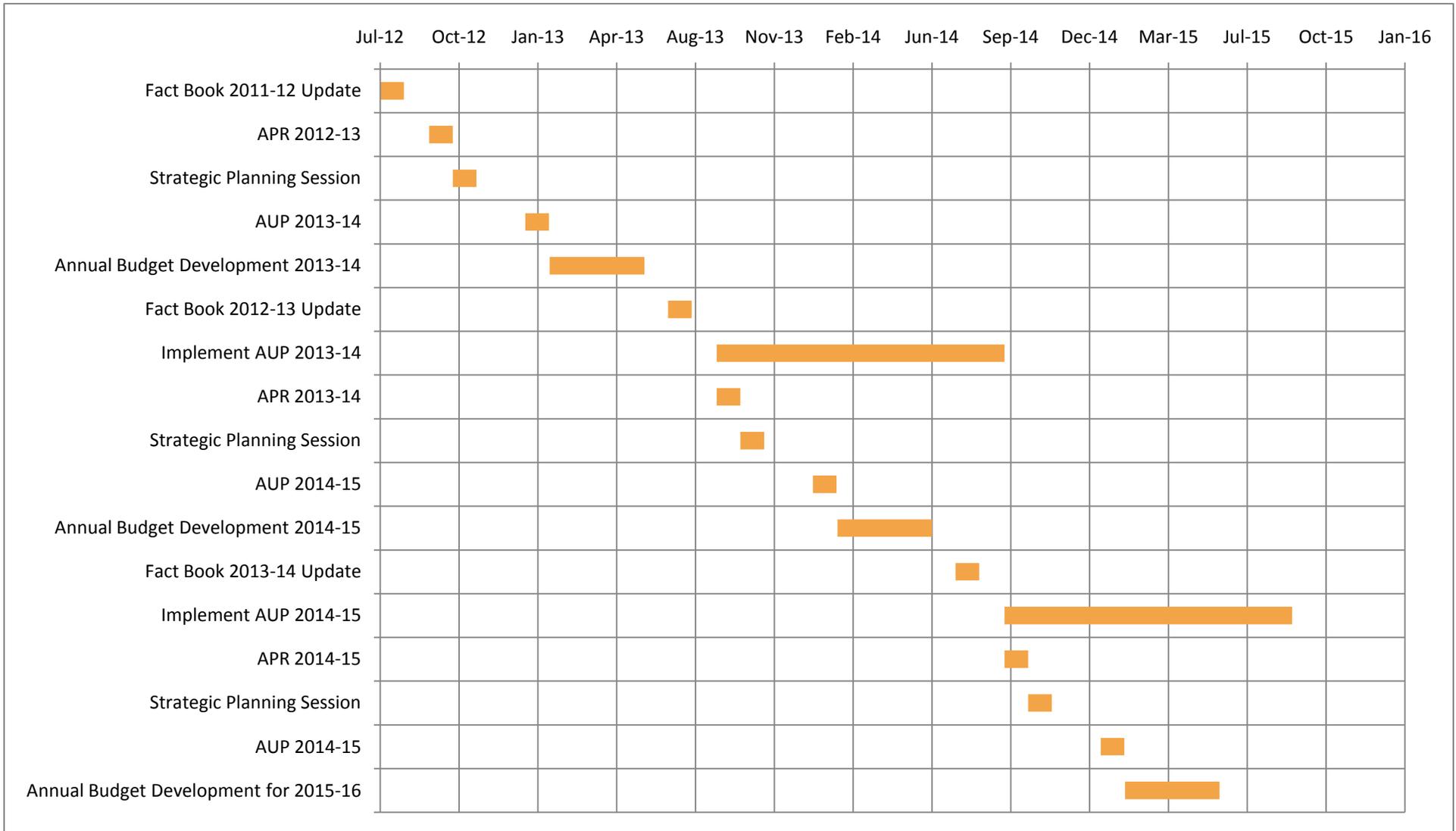


Figure 1

The start date and duration of annual planning activities is described in Table 2 below, and represented in Figure 1 above.

<u>Planning Activity</u>	<u>Start</u>	<u>Duration (Days)</u>	<u>Completion</u>
Fact Book 2011-12 Update	7/1/2012	30	31-Jul
APR 2012-13	9/1/2012	30	1-Oct
Strategic Planning Session	10/1/2012	30	31-Oct
AUP 2013-14	1/1/2013	30	31-Jan
Annual Budget Development 2013-14	2/1/2013	120	1-Jun
Fact Book 2012-13 Update	7/1/2013	30	31-Jul
Implement AUP 2013-14	9/1/2013	365	1-Sep
APR 2013-14	9/1/2013	30	1-Oct
Strategic Planning Session	10/1/2013	30	31-Oct
AUP 2014-15	1/1/2014	30	31-Jan
Annual Budget Development 2014-15	2/1/2014	120	1-Jun
Fact Book 2013-14 Update	7/1/2014	30	31-Jul
Implement AUP 2014-15	9/1/2014	365	1-Sep
APR 2014-15	9/1/2014	30	1-Oct
Strategic Planning Session	10/1/2014	30	31-Oct
AUP 2014-15	1/1/2015	30	31-Jan
Annual Budget Development for 2015-16	2/1/2015	120	1-Jun

Table 2

APPENDIX D – DEPARTMENTS AT LTCC

<u>Department</u>	<u>Department</u>
Addiction Studies	Philosophy
Allied Health	Physical Science
Anthropology	Physics
Art	Political Science
Biology	Psychology
Business	Religion
Computer Applications	Real Estate
Community Education	Sociology
Chemistry	Speech
Computer & Information Science	Theatre Arts
Construction Trades	Work Experience/Internship
Communications	Wilderness Education
Counseling	World Languages
Criminal Justice	Admissions and Records
Culinary Arts	Administrative Services
Dance	Child Development Center
Disability Resource Center	Information Technology Services
Early Childhood Education	Fiscal Services
Economics	Human Resources
Education	Instruction Office
English	Institutional Research and Planning
English as a Second Language	Library Services
Ethnic Studies	Maintenance and Operations
Environmental Science	Advancement Office
Fire Science	President's Office
Forestry	Reprographics
Geography	Student Services - Counseling
Geology	Student Services - Financial Aid
Green Sustainable Education	Student Services - TRIO
History	Tutoring and Learning Center
Hotel & Restaurant Management	Workforce Preparation Services
Humanities	
Mathematics	
Music	
Physical Education	

Table 3

APPENDIX E –GOVERNANCE PROCESS FOR PLANNING

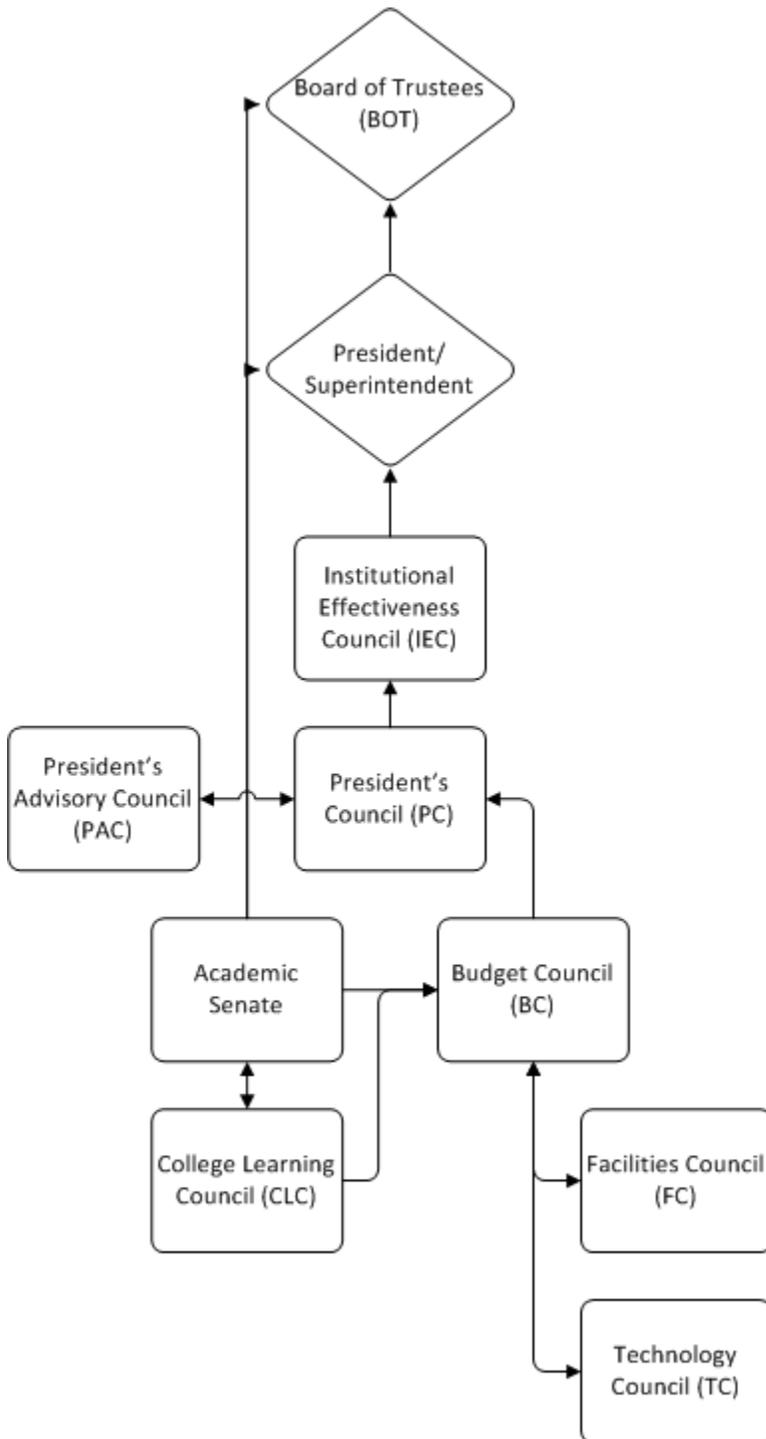


Figure 2: Governance process for planning

APPENDIX F – INTEGRATED PLANNING AND RESOURCE ALLOCATION

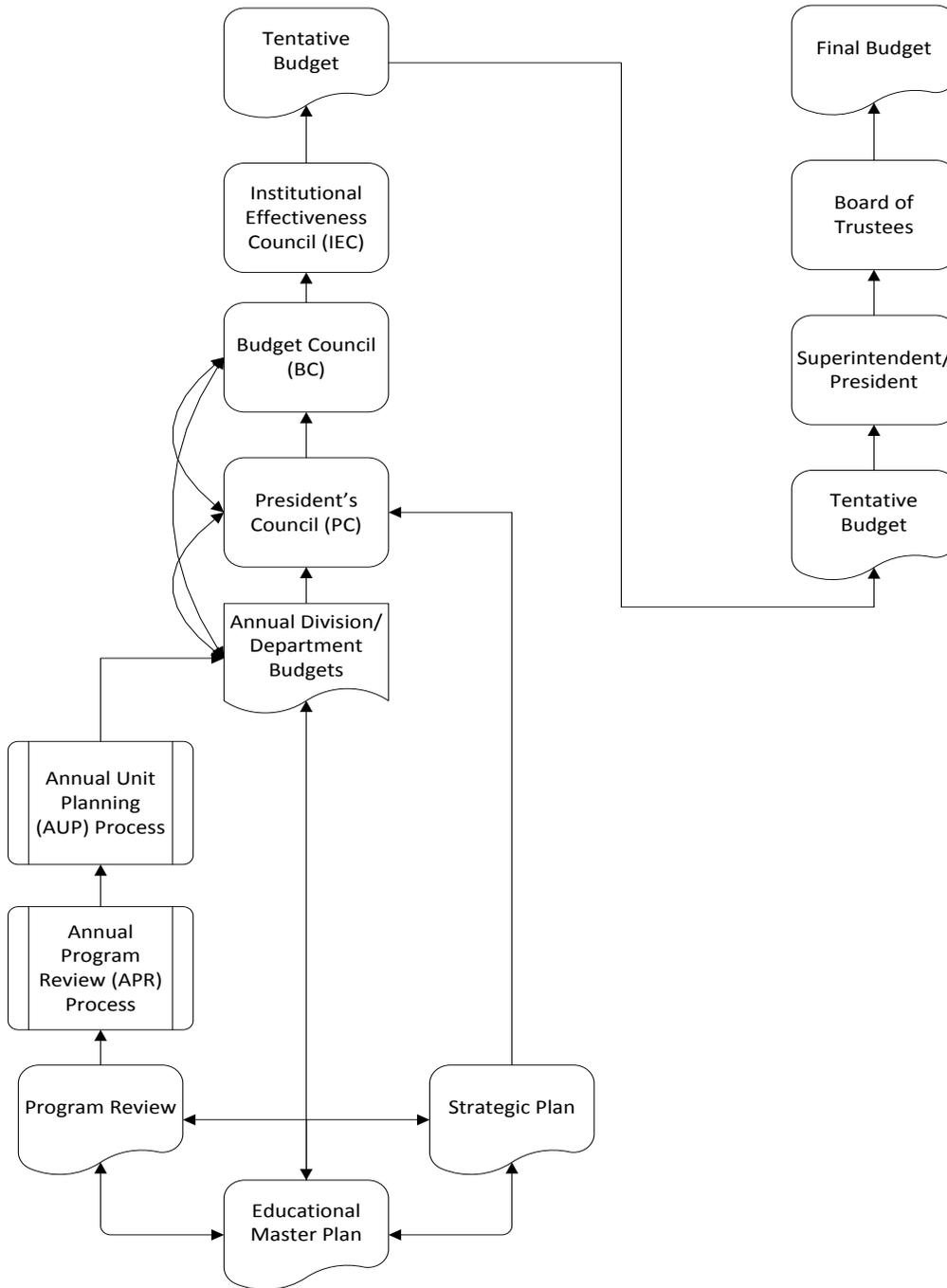


Figure 3: Annual Planning and Budget Process

ACADEMIC SENATE OF LAKE TAHOE COMMUNITY COLLEGE

REQUEST FOR AGENDA ITEM



Directions for completing electronic form: Type your information in the shaded field and then hit the TAB key to jump to the next field; to select Type of Consideration box(s) just click in the appropriate box(s).

Requested By: Tom Greene

Date: _____

Subject: Proposed change in the process by which students evaluate their classes.

Time Required for Discussion: 10 minutes

Type of Consideration:

- Action Item
 - First Reading Only
 - Second Reading/Action
 - First Reading/Action/Suspension of the Rule
- Discussion Item (No Actions)
- Information Item Only

Desired Outcome: State the Motion you want passed (Action Items) or the direction you need from the Academic Senate (Discussion Items)

Tom Greene and Shelley Hansen will share and solicit feedback on a proposed change to the process by which students evaluate their face-to-face courses.

Background:

Since inception, the College has conducted student course evaluations via a pencil-paper process using a scantron form. In Fall, 2012, the College began using student email to facilitate an electronic survey process for online classes. The College is now in a position to extend the use of this electronic survey process to all classes. Pros and Cons of this proposed change will be discussed.

STUDENT COURSE EVALUATIONS

Face to face course evaluations are currently conducted through a process where evaluation packets are prepared by the instruction office and distributed to instructors or, for more formal evaluations, an evaluator. These packets consist of ScanTron forms and pencils for each student in the class. Instructors of the evaluated class would need to leave the classroom while a student or evaluator issues the forms, gives time for completion, and collects the forms when students are finished. The student or evaluator would then turn in the evaluation packet to the instruction office for processing.

- The key advantage to this method is the student response rate which is every student who shows up to class that day.
- Disadvantages with this method include:
 - The amount of time needed by the instruction office in creating the evaluation packets.
 - The class time needed while the evaluation is being conducted.
 - Possible confidentiality issues:
 - Is the instructor being evaluated leaving the classroom?
 - Is the instructor being evaluated turning the completed evaluations into the instruction office?
 - Can the instructor being evaluated recognize the students' handwriting?
 - The amount of time needed by the instruction office in processing the completed evaluations.

Online course evaluations are conducted using online survey software known as Qualtrics. In the past, these evaluations were issued through Etudes. The instruction office would receive guest permission in a class and send out a personal message to the class with a link to the survey. In the fall quarter, the instruction office altered the way the online evaluations were issued to students. Instead of using Etudes, emails were sent out to each student in each online class. These emails were generated through the Qualtrics software and used embedded data to personalize each email sent students. Students received one email for each online class in which they were enrolled. The online Qualtrics software has the ability to filter students who have not completed the evaluation and therefore, two email reminders were sent to students who had not completed the evaluation after the initial email. During the winter quarter a notification email was sent to students before the initial evaluation email informing them of the upcoming evaluation.

- Advantages with this method include:
 - The amount of time needed by the instruction office in setting up the evaluations/emails.
 - No class time is required to conduct these evaluations.
 - Higher level of evaluation confidentiality.
 - Instructor is taken completely out of the equation.
 - All comments are typed.
 - Reporting capabilities due to the embedded date.

- Reports are made available on a variety of areas including totals for entire quarter, department, modality, or instructor.
- The key disadvantage to this method is the student response rate.
 - Student response rate in fall 2013 was 20%
 - Student response rate in winter 2013 was closer to 40%

Proposal #01

Beginning with spring quarter 2013 all student evaluations including face to face, hybrid, and online courses will be issued through the online Qualtrics software.

Proposal #02

Beginning with spring quarter 2013 all student evaluations including face to face, hybrid, and online courses except for those involved with tenured faculty evaluations will be issued through the online Qualtrics software.

Proposal #03

Beginning with spring quarter 2013 all student evaluations including face to face, hybrid, and online courses except for those involved with tenured faculty and formal adjunct evaluations will be issued through the online Qualtrics software.

Evaluation Response Incentive Opportunity: Each evaluation completed will receive one entry into a raffle for a \$50 Barnes & Noble gift card. Raffle will be communicated in Passport and through email notifications

Proposed Timeline for 1st six week courses and short-term courses ending in the 1st six weeks of the quarter:

- On the **fourth Monday** of the quarter, a notification email will be sent to students informing them of the upcoming evaluation.
 - Spring 2013 notification email will be sent Monday, April 29, 2013.
- On the **fourth Friday** of the quarter, initial evaluation emails will be sent to students.
 - Spring 2013 initial evaluation emails will be sent on Friday, May 3, 2013.
- On the **fifth Friday** of the quarter, the first email reminder will be sent to students who have not taken the evaluation survey.
 - Spring 2013 first reminder will be sent on Friday, May 10, 2013.
- On the **sixth Friday** of the quarter, the second and final email reminder will be sent to students who have not taken the evaluation survey.
 - Spring 2013 second reminder will be sent on Friday, May 17, 2013.
- The deadline for students to complete the evaluation survey will be on the **eleventh Friday** of the quarter,
 - Spring 2013 deadline is Friday, June 21, 2013.

Proposed Timeline for full quarter courses, 2nd six week courses, and short-term courses ending in the 2nd six weeks of the quarter:

- On the **eighth Monday** of the quarter, a notification email will be sent to students informing them of the upcoming evaluation.
 - Spring 2013 notification email will be sent Monday, May 27, 2013.
- On the **eighth Friday** of the quarter, initial evaluation emails will be sent to students.
 - Spring 2013 initial evaluation emails will be sent on Friday, May 31, 2013.
- On the **ninth Friday** of the quarter, the first email reminder will be sent to students who have not taken the evaluation survey.
 - Spring 2013 first reminder will be sent on Friday, June 7, 2013.
- On the **tenth Friday** of the quarter, the second and final email reminder will be sent to students who have not taken the evaluation survey.
 - Spring 2013 second reminder will be sent on Friday, June 14, 2013.
- The deadline for students to complete the evaluation survey will be on the **eleventh Friday** of the quarter,
 - Spring 2013 deadline is Friday, June 21, 2013.

1. The instructor communicates and maintains course structure, goals, and expectations.

#	Answer	Responses	%
1	Strongly Agree	165	51.89%
2	Agree	122	38.36%
3	Disagree	16	5.03%
4	Strongly Disagree	10	3.14%
5	Not Applicable	5	1.57%
	Total	318	100.00%

2. The instructor presents course material clearly and effectively.

#	Answer	Responses	%
1	Strongly Agree	169	53.48%
2	Agree	104	32.91%
3	Disagree	24	7.59%
4	Strongly Disagree	14	4.43%
5	Not Applicable	5	1.58%
	Total	316	100.00%

3. The instructor is knowledgeable and up-to-date in the subject.

#	Answer	Responses	%
1	Strongly Agree	179	57.19%
2	Agree	102	32.59%
3	Disagree	10	3.19%
4	Strongly Disagree	7	2.24%
5	Not Applicable	15	4.79%
	Total	313	100.00%

4. The instructor's teaching style keeps me actively involved and interested.

#	Answer	Responses	%
1	Strongly Agree	129	41.21%
2	Agree	113	36.10%
3	Disagree	38	12.14%
4	Strongly Disagree	20	6.39%
5	Not Applicable	13	4.15%
	Total	313	100.00%

5. The instructor demonstrates enthusiasm in teaching the course.

#	Answer	Responses	%
1	Strongly Agree	166	52.70%
2	Agree	94	29.84%
3	Disagree	24	7.62%
4	Strongly Disagree	14	4.44%
5	Not Applicable	17	5.40%
	Total	315	100.00%

6. The instructor is approachable and responsive to student needs.

#	Answer	Responses	%
1	Strongly Agree	151	48.40%
2	Agree	117	37.50%
3	Disagree	25	8.01%
4	Strongly Disagree	5	1.60%
5	Not Applicable	14	4.49%
	Total	312	100.00%

7. The course environment is appropriate and effective for learning (this includes outdoor and online environments and any equipment associated with the course).

#	Answer	Responses	%
1	Strongly Agree	152	48.56%
2	Agree	115	36.74%
3	Disagree	21	6.71%
4	Strongly Disagree	9	2.88%
5	Not Applicable	16	5.11%
	Total	313	100.00%

8. The instructor is available outside of class time.

#	Answer	Responses	%
1	Strongly Agree	123	39.05%
2	Agree	110	34.92%
3	Disagree	22	6.98%
4	Strongly Disagree	6	1.90%
5	Not Applicable	54	17.14%
	Total	315	100.00%

9. I feel free to raise questions.

#	Answer	Responses	%
1	Strongly Agree	157	50.00%
2	Agree	121	38.54%
3	Disagree	14	4.46%
4	Strongly Disagree	5	1.59%
5	Not Applicable	17	5.41%
	Total	314	100.00%

10. I feel that my opinions are valued and respected.

#	Answer	Responses	%
1	Strongly Agree	150	47.62%
2	Agree	132	41.90%
3	Disagree	12	3.81%
4	Strongly Disagree	5	1.59%
5	Not Applicable	16	5.08%
	Total	315	100.00%

11. I feel that I am being kept up-to-date on my progress in the class.

#	Answer	Responses	%
1	Strongly Agree	163	51.75%
2	Agree	116	36.83%
3	Disagree	16	5.08%
4	Strongly Disagree	17	5.40%
5	Not Applicable	3	0.95%
	Total	315	100.00%

Hansen, Shelley - Instruction Office

From: Instruction Office LTCC [noreply@qemailserver.com]
Sent: Wednesday, April 17, 2013 8:42 AM
To: Hansen, Shelley - Instruction Office
Subject: Evaluation for BSN-101-01, Introduction to Social Media with Mark Zuckerberg

From: LTCC Instruction Office

To: Shelley Hansen

Hello Shelley,

With the spring quarter at LTCC in full swing, it's time to evaluate **BSN-101-01**, Introduction to Social Media with Mark Zuckerberg. The survey is comprised of eleven questions (multiple-choice) followed by an opportunity to provide written comments. As always, your feedback remains anonymous. Instructor Zuckerberg will only receive aggregated survey results, and only after the end of the term.

We need to hear from you in order to continually improve online learning for all LTCC students. Please take just 3-4 minutes to complete this survey. Once you have completed your evaluation you will be entered into a drawing for a \$50 Barnes & Noble gift card. Winner will be selected after evaluation is closed on June 22, 2013

Thank you in advance for taking time to provide us with your feedback.

Instruction Office

Lake Tahoe Community College

Follow this link to the Survey:

[Take the Survey](#)

Or copy and paste the URL below into your internet browser:

[https://ltccir.qualtrics.com/WRQualtricsSurveyEngine/?Q_SS=8wzDxWZWer8gFGB_bCKswlRv0s6407z&_=
1](https://ltccir.qualtrics.com/WRQualtricsSurveyEngine/?Q_SS=8wzDxWZWer8gFGB_bCKswlRv0s6407z&_=)

This link will remain open through June 21, 2013 at midnight.

LTCC Email Manager identified this as **CLEAN**. Give feedback: [This is SPAM](#) · [More](#)

ACADEMIC SENATE OF LAKE TAHOE COMMUNITY COLLEGE

REQUEST FOR AGENDA ITEM



Directions for completing electronic form: Type your information in the shaded field and then hit the TAB key to jump to the next field; to select Type of Consideration box(s) just click in the appropriate box(s).

Requested By: Risdon

Date: 4-16-2013

Subject: Support for SB329

Time Required for Discussion: 10 minutes

Type of Consideration:

- Action Item
 - First Reading Only
 - Second Reading/Action
 - First Reading/Action/Suspension of the Rule
- Discussion Item (No Actions)
- Information Item Only

Desired Outcome: State the Motion you want passed (Action Items) or the direction you need from the Academic Senate (Discussion Items)

I would like to ask the Senate to pass the attached resolution in support of SB329.

Background:

See the resolution

ACADEMIC SENATE OF LAKE TAHOE COMMUNITY COLLEGE

Resolution to Support and Sponsor Senate Bill 329 – LAKE TAHOE BASIN RESIDENCY EXEMPTION

WHEREAS, Senator Ted Gaines of the 1st Senate District, State of California worked with Lake Tahoe Community College District and introduced Senate Bill 329 on February 19, 2013; and

WHEREAS, Senate Bill 329 provides legislation that will allow those who reside within the Lake Tahoe Basin, in specific communities in Nevada, to attend Lake Tahoe Community College at California resident rates under the provisions of Education Code Section 76140 (i) and (j); and

WHEREAS, access to higher education is essential to the well-being of a community and an informed and engaged citizenry; and

WHEREAS, Lake Tahoe Community College is committed to offering access to a quality educational experience to all of the people in the community in which it is located; and

WHEREAS, In June 2011 the Nevada Board of Regents voted to end the Good Neighbor Policy that had provided students who live in Nevada the ability to pay California resident rates of \$1,395 per year full-time, requiring new students from Nevada living in the Lake Tahoe Basin to pay \$7,650 per year full-time; and

WHEREAS, The Lake Tahoe Basin is a one-of-a-kind geographic, political and economic region comprised of two states, five counties, and multiple cities and municipalities, and

WHEREAS, The Lake Tahoe Community College is situated on the South Shore less than three miles from the California/Nevada border and the College's core community is divided by a state line, and the next nearest public institution of higher education is 25 miles away in Nevada, an hour's drive, or an impossible one depending on winter weather conditions, making LTCC the only public higher education institution in the Lake Tahoe Basin that serves the education and workforce development needs of the region; and

WHEREAS, Senate Bill 329 is critical to providing access to higher education and workforce training in a rural, isolated community, and

THEREFORE, BE IT RESOLVED that the Academic Senate of Lake Tahoe Community College supports Senate Bill 329 as introduced and amended by Senator Gaines.