

ACCREDITATION MIDTERM REPORT

Submitted by

Lake Tahoe Community College

One College Drive

South Lake Tahoe, CA 96150

to the

Accrediting Commission

for Community and Junior Colleges

of the Western Association

of Schools and Colleges

March 2009



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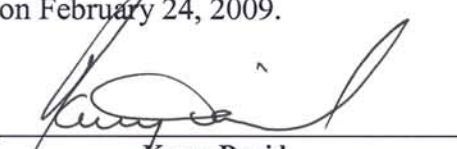
STATEMENT ON REPORT PREPARATION

In July 2008, the college's Accreditation Liaison Officer, Lori Gaskin (Vice President, Academic Affairs and Student Services), began the process of formally developing the college's *Accreditation Midterm Report*. The ALO assigned to each administrator responsibility to research and report on the college's progress in addressing the following: (1) recommendations from the 2006 visiting team; and (2) the institution's self-identified planning agendas as delineated in the self study.

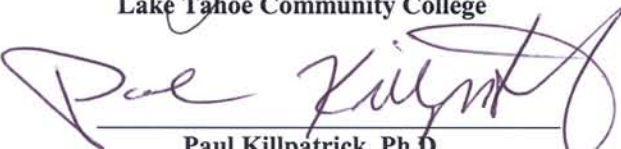
The responsible administrator then convened the appropriate campus faculty and staff to develop this status report. A list of those involved in researching and writing the responses are detailed below:

Standard	Report Preparation
Standard I	Cynthia Preston, Dean of Instruction
Standard II	Lori Gaskin, Vice President, Academic Affairs and Student Services Kurt Green, Faculty and SLO Coordinator Lisa Foley, Director of Library and Media Services Diane Rosner, Dean of Instruction Susan Middleton, Dean of Student Services
Standard III	Chris Janzen, Vice President, Business Services Susan Walter, Director of Human Resources Marc Sabella, Director of Fiscal Services Bill King, Director of Computer Services
Standard IV	Paul Killpatrick, Superintendent/President

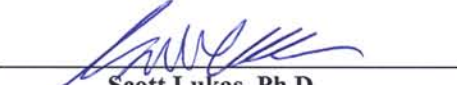
Upon completion of the draft version of the *Accreditation Midterm Report*, the document was submitted to the college's shared governance body, the College Council, for review and recommendation. On January 29, 2009, the College Council recommended the *Accreditation Midterm Report* to the Board of Trustees. The Board of Trustees approved the Midterm Report on February 24, 2009.


Kerry David
President, Board of Trustees
Lake Tahoe Community College

2/25/09
Date


Paul Killpatrick, Ph.D.
Superintendent/President


2/25/09
Date


Scott Lukas, Ph.D.
President, Academic Senate


2/25/09
Date


Janice Tait
President, Classified Employees Association

2/25/09
Date


Francois Inshaw
President, Associated Student Council

2/25/09
Date


Lori Gaskin, Ph.D.
Accreditation Liaison Officer
Vice President, Academic Affairs and Student Services

2/25/09
Date

RESPONSE TO 2006 VISITING TEAM RECOMMENDATIONS AND THE COMMISSION ACTION LETTER

The following identifies the nine recommendations from the 2006 visiting team. Each recommendation is accompanied by a status report detailing the efforts made to date to address the areas of concern noted by the visiting team. Given the interconnectedness of Recommendations 1 and 3, the college has chosen to respond in a holistic manner to the foundational concept embodied in each of these two recommendations – that being the development and implementation of student learning outcomes.

The reader is also encouraged to review the two Progress Reports (dated September 2007 and March 2008) which provide additional detail on the progress made in Recommendations 1, 2, 3, 4, 8, and 9.

Recommendation 1:

In order for the college to achieve substantial compliance with Standard I, the college must begin developing and implementing student learning outcomes (SLOs) for all of its courses, programs, degrees, and certificates. The team recommends that the college adhere to the October 2005 Academic Senate Resolution that mandates responsibility for the development and oversight of SLOs to the Academic Senate for all instructional units of the campus. The team further recommends the college develop mechanisms for measuring student learning outcomes and demonstrate how it uses these findings to improve student learning (I.B., I.B.2, I.B.3).

Recommendation 3:

In order for the institution to demonstrate substantial compliance with Standard II, it is recommended the college develop SLOs and a systematic process for the assessment of those SLOs, at the course and program level, and use the outcomes of that process in course and program improvement. Furthermore, it is recommended greater emphasis be placed upon documenting dialogue taking place in all the other aspects of the campus and making it more readily accessible to internal and external constituencies (II.A.2.a, II.A.2.b, II.A.2.c, II.A.2.f, II.A.3, II.A.5, II.A.6).

StatusOverview

The Academic Senate assumed the responsibility for these recommendations, and through the appointment of a faculty member as the Student Learning Outcomes Coordinator to oversee these efforts, developed a very aggressive yet achievable plan. The first part of the plan called for all course level SLOs to be written and submitted to the SLO Committee (composed of 5 faculty members, all from different disciplines) for review within 3 years. This was broken into 3 phases, one phase per year beginning with the 2006-2007 academic year, immediately following the Commission's March, 2006 visit. The second phase coincided with the 2007-08 academic year. We are currently in the middle of Phase III. In 2006, we had no course level SLOs. As of today, 921 courses have passed through our SLO review process. Seventy-five percent of our courses have been reviewed for SLOs and Methods of Assessing SLOs (MASLOs), and we fully expect to complete the final 25% (approximately 300 courses) before our deadline of April 1, 2009. After a year of planning and research, an assessment process was developed and put into place in 2007-2008. And after hiring an Institutional Researcher (September 2008), this fall we began assessing our SLOs. As with the SLOs, we developed a three-year, three phase assessment plan for assessing all of the institution's Student Learning Outcomes connecting these results to program improvement, institutional budgeting, and planning. This connection is made through our program plan (i.e., program review) process and demonstrates how we are using Student Learning Outcomes to complete the cycle of assessing and improving student learning.

Specifics

1. Writing Course and Program Level Student Learning Outcomes

We are currently completing our three-year cycle for writing course and program/degree level Student Learning Outcomes. The following is a list of the instructional departments by divisions and the status of student learning outcomes development as of February 2, 2009.

Humanities/Social Science Division

	<u>Completed</u>	<u>Due</u>
Anthropology	14	0
Art	83	1
Communications	2	2
Dance	36	4
Digital Media Arts	2	0
Education	0	6
English	35	4
ESL	0	4
Ethnic Studies	8	0
History	11	0
Humanities	7	0
Music	56	0
Philosophy	7	0
Political Science	2	0
Portuguese	3	0
Psychology	13	0
Religion	5	1
Sociology	8	0
Spanish	102	1
Speech	3	0
Theatre	52	0
World Languages	57	0
Totals	506	23

Vocational Education, Work Experience/Internship/Counseling Divisions

	<u>Completed</u>	<u>Due</u>
Health	22	0
Counseling	18	5
Construction	0	2
Criminal Justice	13	0
Early Childhood Ed	13	35
Fire Science	36	5
Forestry	0	2
General Studies	8	0
Horticulture	2	0
Hotel, Rest Mgmt	0	2
Med Office Assistant	10	1
Real Estate	7	0
Work Exp/Intern	2	0
Totals	131	52

Math, Science, Business, Physical Education Division

	<u>Completed</u>	<u>Due</u>
Biology	18	0
Business	33	2
Chemistry	5	1
Comp Apps/Office	43	16
Comp Info Science	15	13
Culinary Arts	44	7
Economics	2	0
Environmental Sci	3	2
Geography	11	0
Geology	13	0
Green Sustain Edu	5	0
Home Economics	12	1
Math	33	0
Physical Ed	22	0
PE - Health	8	0
PE - Fitness	87	4
PE - Theory	4	0
Physical Science	4	1
Physics	7	1
Wilderness Education	53	0
Totals	422	48

Overall Totals	1059	123
Percentages	90%	10%

2. Mapping Course/Program Level SLOs

In 2007, the Academic Senate developed and approved General Education Core Competencies for learning at Lake Tahoe Community College (see Appendix A). As well as completing all course level SLOs, by April 1, 2009, all course maps connecting courses, programs and degrees to these General Education Core Competencies will be complete. The following programs have completed this mapping process to date.

Completed Program Level SLOs and Maps to Core Competencies

Instructional:

- Business
- Early Childhood Education
- English
- Ethnic Studies
- Geography
- Geology
- Intensive Summer Spanish Institute
- Math
- Psychology
- World Languages

Student Support Services:

- Admissions and Records
- Career Services
- Counseling
- Disability Resource Center
- EOPS/CARE
- Financial Aid
- International Education
- Library
- Transfer Services
- Work Experience/Internship

3. Assessing Student Learning Outcomes

During 2006-2007, the Academic Senate passed an Assessment Plan to direct our assessment efforts. That assessment plan was described in the college's September 2007 and March 2008 Progress Reports. Now that we have an Institutional Researcher and since we have begun to actually assess our SLOs, we have recognized the need to modify our Assessment Plan. The following is the college's revised Assessment Plan as adopted by the Academic Senate on January 16, 2009.

The Assessment Process: Course SLOs

Instructional Process

1. Course SLOs are developed by faculty through collaboration within their respective departments.
2. Appropriate methods of assessing SLOs (MASLOs) are identified and both Course SLOs and MASLOs are submitted for approval by the SLO Committee. If the MASLO is a major exam or project, faculty examines specific groups of questions that address the SLO. MASLOs are assessed using a rubric that articulates specific standards and criteria.
3. Once approved, a certain percentage of Course SLOs are assessed each quarter, as determined by the faculty within each Department and outlined in their respective SLO Assessment Schedules.
4. Each quarter, faculty evaluate the results of the assessment activities, noting what student needs and issues were revealed and how the assignment or teaching activities could be altered to improve student learning.
5. Faculty submits the results of assessment, including a written narrative, each quarter to the Assessment Committee for review and recommendations. Submissions are due on the day that grades are due each quarter. The Assessment Committee then passes on the report, along with recommendations, to the appropriate Dean. i
6. Faculty dialogue about their results in department meetings, sharing their MASLOs, their evaluation of the results, and their ideas for improving and maintaining student learning, including recommendations for resources needed to achieve those goals. Recommendations that require funding are then incorporated into the departmental budgeting process, which culminates with a formal request for resources submitted through the annual budget development cycle.
7. Course SLOs are mapped to Program SLOs, Degree SLOs, and Certificate SLOs, as appropriate, to provide for the assessment of those higher-order SLOs.

Non-Instructional Process

In general, non-instructional programs are not required to develop Course SLOs, as these programs do not include courses. Those non-instructional programs that do offer courses will follow the instructional process outlined above.

The Assessment Process: Program (Department) SLOs

Instructional Process

1. Instructional Program SLOs are developed by faculty through collaboration within their respective departments, and represent the desired overarching learning outcomes for all students taking courses within that department.
2. Instructional Program SLOs are submitted for approval by the SLO Committee.
3. Course SLOs are mapped to Instructional Program SLOs to provide for their assessment. There is no direct assessment of Instructional Program SLOs in the Instructional Process.
4. Instructional Program SLOs are formally assessed through the Program Review process, and command a separate section within that document.
5. Instructional Program SLOs are mapped to institutional SLOs, known as the Core Competencies, to provide for the assessment of those higher-order SLOs.

Non-Instructional Process

1. Non-Instructional Program SLOs are developed by each non-instructional department through collaboration between the Director and/or Dean, and the staff and/or faculty within that department.
2. Non-Instructional Program SLOs are submitted for approval by the SLO Committee.
3. Non-Instructional Program SLOs represent the desired outcomes of student support activities.
4. Non-Instructional Program SLOs are directly assessed during the Program Review process, and command a separate section within that document.
5. When appropriate, Non-Instructional Program SLOs are mapped to institutional SLOs, known as the Core Competencies, to provide for the assessment of those higher-order SLOs. In all other cases, Non-Instructional Program SLOs are mapped directly to the Mission Statement of LTCC.

The Assessment Process: Degree & Certificate SLOs

Instructional Process

1. Degree and Certificate SLOs are developed by faculty through collaboration within the Department that is responsible for awarding the Degree and/or Certificate.
2. For degrees and/or certificates where numerous departments contribute courses to fulfill the requirements of the degree and/or certificate, SLOs are established through collaboration between representatives from each department and the appropriate Dean.
3. Degree and Certificate SLOs are submitted for approval by the SLO Committee.
4. Course SLOs are mapped to degree and/or certificate SLOs to provide for their assessment. There is no direct assessment of degree or certificate SLOs in the Instructional Process.

5. Degree and/or certificate SLOs are formally assessed through the Program Review process, and command a separate section within that document.
6. Instructional Program SLOs are mapped to institutional SLOs, known as the Core Competencies, to provide for the assessment of those higher-order SLOs.

Non-Instructional Process

Non-Instructional Programs are not required to develop Degree or Certificate SLOs, as these programs do not award Degrees or Certificates.

As of the date of this report, 30 departments/programs have submitted their Assessment Plans.

Submitted Assessment Plans

Instructional:

Anthropology
Art
Biology
Business
Chemistry
Computer and Information Sciences
Computer Applications and Office Technology
Early Childhood Education
Economics
English
Ethnic Studies
General Studies
Geography
Geology
History
Intensive Summer Spanish Institute
Math
Music
Physical Education
Psychology
Sociology
Theatre
Vocational Education
World Languages

Student Support Services

Admissions and Records
Career Services
Counseling
Disability Resource Center
Financial Aid/EOPS/CARE
Transfer Services

4. Student Learning Outcomes and Program Review

The Assessment Committee (separate from the SLO Committee) has recommended changes to Lake Tahoe Community College's Program Planning process and handbook to more clearly and effectively emphasize Student Learning Outcomes Assessment.

Proposed Change #1: Incorporate the following into the Program Planning process and handbook:

This section presents a discussion and analysis of Student Learning Outcomes within the program. It should include a list of courses for which SLOs have been written and course maps connecting these courses to department or major SLOs (if applicable). The map should plot the connection between course, major, and department SLOs to the General Education Core Competencies.

Assessment strategies should be discussed and applied, and the assessment results analyzed and summed up in the departmental SLO form. This data will then be used to support budget requests, program development, curriculum alignment, and staffing change.

STATUS: This change was approved by the Academic Senate in 2007/08 and included in the Program Planning Handbook commencing 2008/09.

Proposed Change #2: Rename “*Program Plan*” to “*Program Review*.”

STATUS: This change was approved by the Academic Senate in 2008/09 and will be implemented in 2009/10.

5. Student Learning Outcomes and the Budgeting Process

Student Learning Outcomes are integrated into Lake Tahoe Community College's planning process through our Academic Senate-adopted SLO assessment plan. Refer to pages 19-20 for a detailed discussion of the SLO linkage to planning.

Reflections

While there has been a little reluctance by some to fully engage in this activity, the faculty has embraced both the Commission's recommendations and the Academic Senate's responsibility to lead in this endeavor. We are almost three years into this process having started in the fall 2006 with no course level SLOs, few program level SLOs, and no assessment plan for Student Learning Outcomes at all. Today, we have course-level SLOs for 75% of our courses, program-level SLOs for our degrees and certificates, General Education Core Competencies, and an assessment plan and process. We have made substantial progress and this effort has led to a tremendous amount of dialogue at every level. Reflection is built into this process as departments assess their effectiveness during program review. For the past two years, our convocation activities have revolved around writing and assessing SLOs. Division meetings and flex activities have been focused on quality, improvement, and on-going assessment. Teams of faculty and the SLO Coordinator have participated in numerous state level workshops and conferences. Together with the SLO Coordinator, two campus committees have been formed to lead this substantial effort:

- Student Learning Outcomes Committee (5 faculty members and 1 support staff)
- Assessment Committee (5 faculty members, Institutional Researcher, and 1 student)

Student Learning Outcomes are transforming our campus. They are the topic of conversation, the issue at hand, and the goal of the institution. They are resulting in refinement of the college's mission statement. They are providing a focus for our planning and budget. And they are ensuring reflection and improvement to the learning at Lake Tahoe Community College.

Recommendation 2:

To obtain substantial compliance with Standard I, the visiting team recommends the institution revisit its established and published planning cycle and demonstrate the extent to which the planning process and cycle includes the establishment and measurement of SLOs and how these are linked to the mission statement, institutional research, planning, resource allocation, and evaluation (I.A.4, I.B.1, I.B.2, I.B.3, I.B.4, I.B.5, I.B.6, I.B.7).

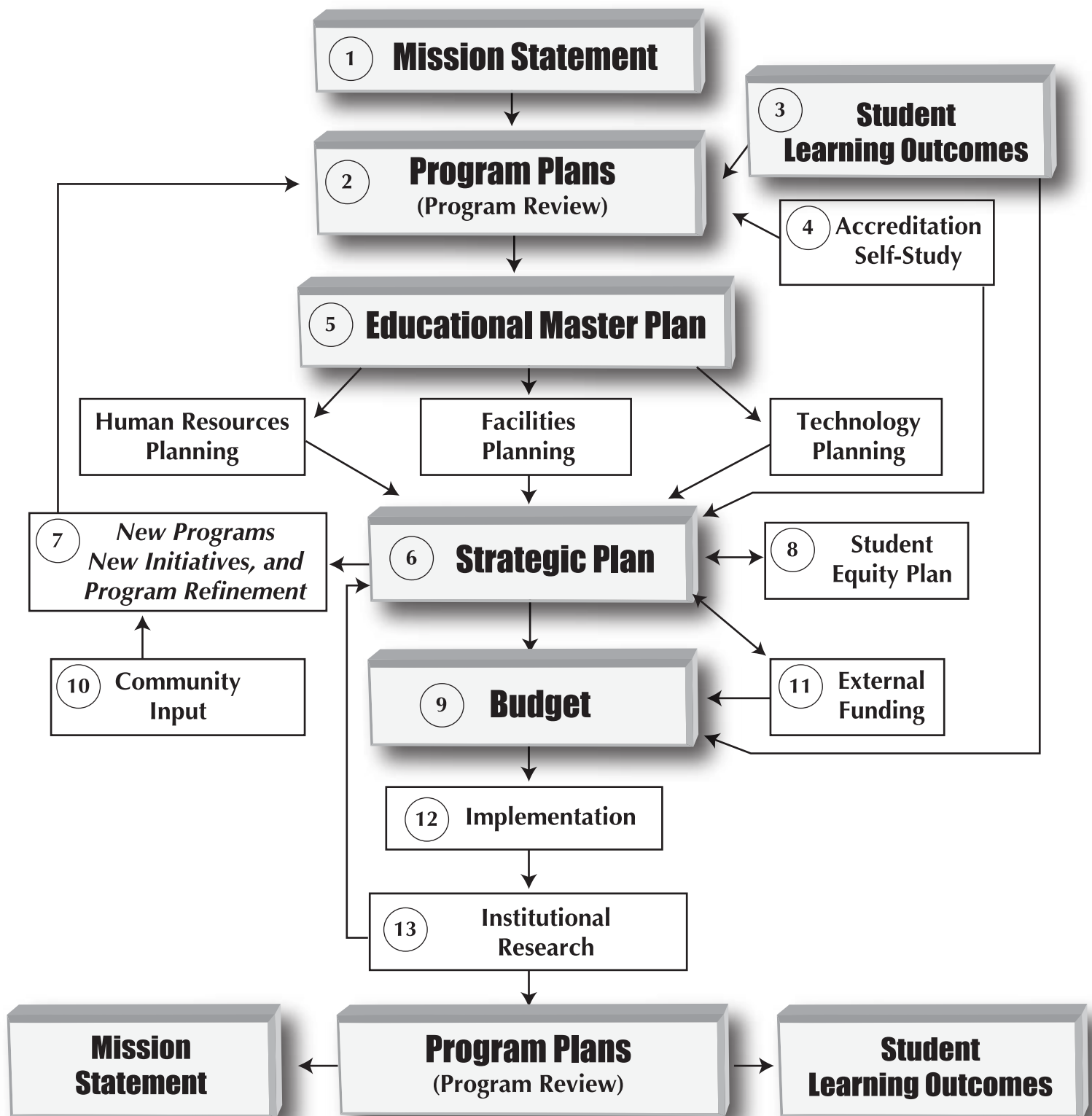
At the request of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, Lake Tahoe Community College submitted two progress reports during the 2007/08 academic year. The second progress report (dated March 2008) details the college's efforts to address the issues contained in Recommendation #2. This effort is described in similar detail in this *Accreditation Midterm Report* as it continues to accurately represent the college's processes in the areas of integrated and linked planning, research, resource allocation, outcomes assessment, and evaluation.

In order to demonstrate the linkages between SLO development, outcomes assessment, evaluation and institutional improvement, institutional planning, budget development, and resource allocation, the college has developed a set of graphical and narrative documents which explain the integration of these processes at Lake Tahoe Community College. These are described below:

- The flow chart on page 14 entitled ***Planning Linkages at Lake Tahoe Community College*** provides a graphical representation of our major planning processes on campus and the ways in which they link together. Each numbered process is accompanied by a brief descriptor found on pages 15-17.
- The flow chart on page 18 entitled ***Linking Resource Allocation to Planning: Budget Development and Implementation Process*** provides a detailed graphical representation of the budget process identified as Box #9 on the ***Planning Linkages at Lake Tahoe Community College*** flow chart (on page 14).
- Finally, the narrative on pages 19-20 entitled ***Student Learning Outcomes: Linkage to Planning*** utilizes our college's Student Learning Outcomes Assessment Plan as a means of demonstrating the linkage between our SLO implementation and assessment processes with college-wide planning, budgeting, and resource allocation.

We believe these documents accurately and genuinely capture the college's practices to integrate all aspects of institutional planning with (1) student learning outcomes development and implementation; (2) outcomes assessment and evaluation, (3) institutional improvement; and (4) resource allocation.

Planning Linkages at Lake Tahoe Community College



DESCRIPTORS:
PLANNING LINKAGES AT LAKE TAHOE COMMUNITY COLLEGE

These descriptors provide a brief explanation of the major planning processes and linkages delineated in the *Planning Linkages at Lake Tahoe Community College* flowchart on page 14.

Box #1: Mission Statement

- *The mission statement is re-evaluated on a periodic basis, typically in concert with Strategic Planning.*

The mission of the college drives all planning processes as well as institutional decision-making by defining the college's broad educational purposes, its intended student population, and its commitment to achieving student learning. The college is currently assessing the mission statement toward the goal of revising it to more explicitly incorporate student success and the achievement of learning outcomes into the statement.

Box #2: Program Plans (also known as Program Reviews)

- *Program planning is a recurring assessment and evaluative study of each college program conducted every six years.*

The college evaluates all programs through an on-going systematic review of their relevance, appropriateness, achievement of and/or contributions to student learning, currency, and future needs in the areas of human resources, facilities, and equipment, and technology.

Box #3: Student Learning Outcomes

- *The student learning outcomes process is an iterative and ongoing cycle of learning outcomes development, implementation, assessment, and improvement.*

Institutional, program level, and course level student learning outcomes form the basis for the assessment of student learning and institutional improvement. See pages 4-12 for details of the development, implementation and assessment of student learning outcomes and pages 19-20 for a discussion of their linkage to institutional planning.

Box #4: Accreditation Self Study

- *This comprehensive study is conducted every six years.*

The accreditation self study provides the opportunity for the college to evaluate its effectiveness in fostering and supporting student learning and in pursuing institutional excellence and improvement.

Box #5: Educational Master Plan

- *This planning document is updated on a periodic basis and utilizes the elements of the program plans as the core of these updates.*

The Educational Master Plan develops a map for the college's future by identifying and examining external factors impacting the institution, enrollment trends and projections, human resource needs, and facilities and technology plans.

Box #6: Strategic Plan

- *Strategic planning is typically developed for a three to five year period and is reviewed and adjusted as necessary every year.*

The Strategic Plan at Lake Tahoe Community College is designed to provide an ongoing, collegial, self-reflective dialogue about the continuous improvement for student learning and institutional effectiveness. Strategic planning at the college is driven by the mission statement and reflects campus-wide planning efforts through program review processes (locally known as program planning), the Education Master Plan, and the analysis of student learning outcomes to achieve the broad educational purposes and goals of the institution.

Box #7: New Programs, New Initiatives, and Program Refinement

- *This represents an ongoing process of new program development and refinement of existing programs.*

Existing programs are continuously assessed to ensure currency, quality, and effectiveness. Program development in new and emerging instructional and student support areas is evaluated in light of the goal of meeting the varied educational needs of our students and the community served by the college. New statewide initiatives are implemented in support of learning and enhancement of the success of our students.

Box #8: Student Equity Plan

- *This represents an ongoing process of institutional evaluation and improvement to ensure student access and success.*

This planning process examines metrics of access and success for certain population groups (i.e., ethnicity, students with disabilities, and gender) to identify potential barriers to access and success and to develop strategies to mitigate such barriers.

Box #9: Budget

- *This represents an ongoing process of resource allocation linked to planning.*

The annual budget plan effectively allocates human, physical, technological and financial resources to achieve the institutional mission, including implementation of student learning outcomes. See page 18 for a detailed flow chart of the budget development and implementation process.

Box #10: Community Input

- *This represents an ongoing process of community-based input and institutional assessment.*

Community input through environmental scans, surveys, and advisory committee feedback provides a connection to evolving community needs and input into future program development and refinement of existing programs.

Box #11: External Funding

External funds come from state and federal categorical sources that carry specific guidelines for the use of such resources and typically require annual planning and reporting. Due to matching requirements or associated institutional obligations, external funds frequently require the allocation of General Fund resources. These categorically funded programs generally require some type of program evaluation to provide evidence that they contribute to the achievement of student learning outcomes.

Box #12: Implementation

See page 18 for a detailed flow chart of the budget development and implementation process.

Box #13: Institutional Research

- *This represents as ongoing process.*

In order to measure the effectiveness of student learning and institutional performance and to create a data-informed campus culture, the college gathers, evaluates, and analyzes data that is subsequently used for ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

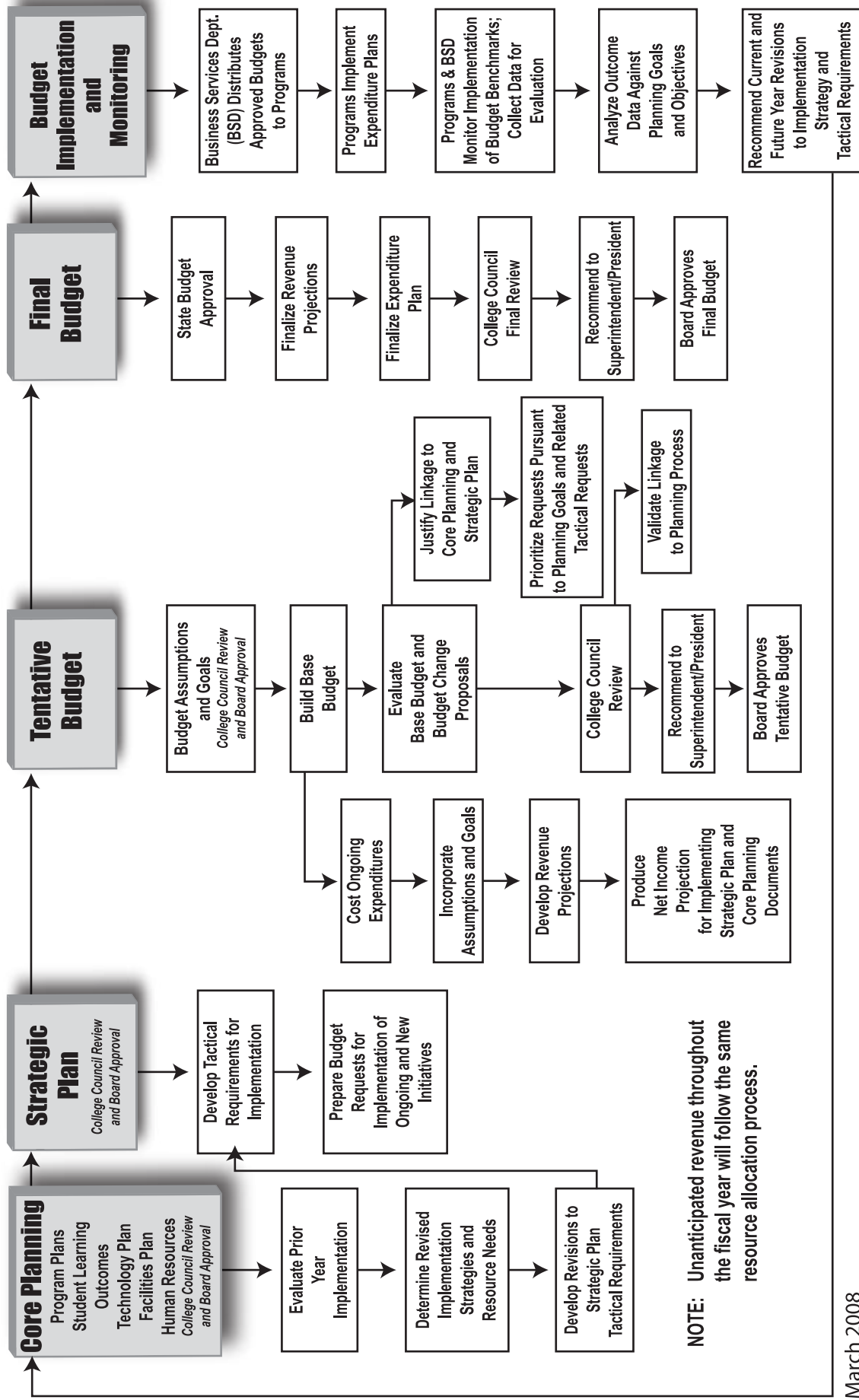
Linking Mission Statement and Student Learning Outcomes to Program Plans

Lake Tahoe Community College's planning process is cyclical by design and provides a feedback loop to our mission and our institutional planning processes.

LINKING RESOURCE ALLOCATION TO PLANNING

Lake Tahoe Community College

Budget Development and Implementation Process



NOTE: Unanticipated revenue throughout the fiscal year will follow the same resource allocation process.

March 2008

STUDENT LEARNING OUTCOMES: LINKAGE TO PLANNING

Student learning outcomes are integrated into Lake Tahoe Community College's planning process through our Academic Senate-adopted SLO Assessment Plan. This Assessment Plan is outlined below with some italicized, explanatory comments following each point.

- 1. Faculty develops their own course-based Student Learning Outcomes and map assignments designed to assess specific, desired outcomes.**

We are currently in the final year of our three-year cycle of developing course level SLOs. As of February 2, 2009, we have completed SLOs for 1059 of our 1182 courses. We are in year one of our assessment process and each fulltime faculty member is selecting a course to assess and developing a map to LTCC's General Education Core Competencies.

- 2. Choose a methodology and assess the SLO to corresponding aspects of one of the General Education Core Competencies or specific course SLOs.**

Each faculty member is selecting the methodologies most appropriate for their discipline and submitting this to Assessment Committee.

- 3. Assess the assignment using a rubric that articulates specific standards and criteria.**

This process is to be completed by the end of this academic year.

- 4. If the assignment is a major exam or project, faculty instead look at specific groups of questions that address the SLO or core competency.**

- 5. Faculty evaluate the results of the students' assessments, note what student needs and issues were revealed and how the assignment or teaching activities could be altered to improve student learning.**

This is where the connection to planning, budgeting, and resource allocation begins. Depending upon the discipline, departmental or interdepartmental faculty will meet to discuss student achievement of SLOs. Faculty comment on and summarize their assessments results and recommendations in their departmental Program Plan (also known as program review). These activities are the basis for step #6 below. This is also where individual course level SLOs become incorporated into established program level SLOs.

6. **Faculty dialogue about their results in department meetings, sharing their assignments, their evaluation of their results, and their ideas for improvement, including what assistance the college could provide to improve student learning.**

Recommendations for curricular or programmatic change and budget support are developed through these discussions and are summarized in a written report, copies of which are sent to the Assessment Committee for review. These recommendations are used as input into departmental program planning and strategic planning, and as the basis for annual budget development (see page 18 for a detailed flow chart of the budget development and implementation process).

7. **Findings are submitted to the institutional researcher who aggregates the data and reports institution-wide results in *Graphically Speaking*.**

As a result of discussion between the Academic Senate and the administration regarding SLOs and assessment, an Institutional Researcher position is being supported commencing 2008/09. This position was hired in September 2008 and is beginning to establish a systematic process for SLO assessment.

8. **Department chairs record the issues and suggestions that arise during the discussion on the Assessment Analysis form, which is forwarded to the SLO Committee.**

This data is compiled, reviewed, and analyzed on a departmental level. The recommendations are then forwarded to the Assessment Committee for Academic Senate review and following that, to the deans for administrative review. Once these steps have been completed, recommendations for planning and budgetary changes are made through the budget development process to the College Council. These changes will be used to improve student learning in association with achieving stated Student Learning Outcomes.

9. **Faculty then generates the assignments that will be assessed in the next sequence, and the process continues.**

This assessment plan is understood to be an on-going process. The ultimate goal is for recommendations for improvement emanating from the SLO assessment process to be continually incorporated into the annual departmental budget development process, departmental program planning process, through program planning to the educational master planning process, and ultimately to inform strategic planning.

We believe that this plan closes the loop of activities associated with Student Learning Outcomes. We also understand the dynamic nature of Student Learning Outcomes, and so we anticipate changes to our process as we fully engage in and review our findings.

Recommendation 4:

To ensure substantial compliance with Standard II, it is recommended Student Services develop and implement SLOs for all its component units, assess those measures, analyze the data, link the process to planning and budgeting, and use the results for continuous program improvement (II.B.4).

Recommendation 4 - Status

The Student Services programs have participated in campus-wide trainings conducted by the college and program-specific trainings attended by staff at a variety of conferences on the identification and measurement of student learning outcomes. Since the accreditation visit the following programs have established student learning outcomes (SLOs):

- Counseling
- Financial Aid
- Career Services
- Disability Resource Center
- Work Experience/Internships
- Orientation
- Transfer Services
- EOPS/CARE
- CalWORKS

Each program had several meetings throughout the year of establishing SLOs to discuss the outcomes they hoped to achieve for students as a result of the services being provided. In addition, they discussed the methods of assessment they would use to measure their effectiveness in achieving the stated student learning outcomes. Each area has established both SLOs and methods of assessment. In 2009, a timeline for conducting measurements in each program was established. The majority of programs have initial measurements taking place in the 2008/09 year with plans for review and assessment following shortly thereafter. The remaining programs in Student Services scheduled to establish SLOs in the 2008/09 year are the Tutoring and Learning Center and Matriculation.

Recommendation 5:

To ensure substantial compliance with Standard II, it is recommended the institution ensure, to the extent possible that sufficiently trained and certificated human resources are made available during the times of library operation, to maximize the benefit of opportunities provided to students by library services (II.C.1.c).

Recommendation 5 – Status

The college has responded to this recommendation by providing line item funding in support of the hiring of adjunct librarians to augment the full-time academic staffing of the library during its hours of operation. Given the tenuous fiscal state the college was in following three years of declining enrollment (2003-04, 2004-05, and 2005-06), the college started gradually in allotting funds to this staff position beginning in 2004-05 with 4 hours per week of adjunct library staffing. In Fall 2006, upon the opening of a much larger library facility, the college allocated 19 hours/week for the adjunct librarian position (which staffs the library during the evening and Saturday hours of operation). Adjunct librarian staffing has remained at this level.

Recommendation 6:

In order that the institution represent itself as committed to the principles embodied in Standard III, it is recommended the college incorporate student learning outcomes in the process of evaluation of faculty and other staff as applicable (III.A.1.c).

Recommendation 6 - Status

Establishing and measuring student learning outcomes (SLOs) has been infused into all planning at the college. Faculty have embraced the importance of meeting this standard and with the guidance of an SLO Coordinator and SLO Committee are diligently working to establish learning outcomes for their disciplines and individual courses. The faculty negotiating team and administration have worked together reviewing our evaluation processes and have made modifications to both the adjunct and full-time faculty evaluation forms to ensure faculty evaluations include adequate evaluation on the instructor's effectiveness in assisting students to achieve stated learning outcomes. During their evaluation period, full-time faculty write a self-assessment. Question two of our faculty self-evaluation form asks faculty to reflect upon how they are meeting student learning outcomes:

- ***Effects on students/contributions to student learning:***
Describe the effects which you believe your instruction, counseling, librarianship, directorship has on students and on student learning.

As appropriate and applicable, staff and administrator evaluations consider progress and effectiveness in producing student learning outcomes.

Recommendation 7:

To achieve substantial compliance with Standard III, it is recommended the institution adopt and publish a Board policy defining and delineating a code of ethics and conduct for faculty, staff, and administrators (III.A.1.d).

Recommendation 7 - Status

Codes of ethics for faculty, classified personnel and administrators were addressed by the respective constituent groups and have been incorporated into our Board Policy Manual and/or other appropriate institutional documents. The administrators' code of ethics is contained in Board Policy Manual, Section 2.02. The Classified Employee Association (CEA) Code of Ethics was developed and agreed upon by the CEA and has been published in Board Policy Manual, Section 5.13. The code of ethics is also included in the LTCC Classified Handbook and is covered as part of the new hire orientation process. The faculty code of ethics was developed by the Academic Senate and is published in our full-time and adjunct faculty handbooks. The codes of ethics for faculty, classified staff, and administrators are also included in this *Accreditation Midterm Report* in Appendix B.

Recommendation 8:

To achieve substantial compliance with Standard III, it is recommended, as soon as fiscally reasonable, the college address the issue of restoring and maintaining the Self Insured Retention (SIR) fund to a prudent level and to increase and maintain the General Fund Reserve to at least a minimum level as prescribed by and consistent with Board policy (III.D.2.c).

Recommendation 8 - Status

As a result of declining enrollment in academic years 2003-04, 2004-05, and 2005-06, the Board of Trustees approved the use of reserve funds to replace lost revenues rather than require personnel layoffs and the reduction of instructional and support services to our students. This was intended to be a temporary measure as faculty and staff positions were reduced through natural attrition. In the 2005-06 fiscal year, funds were identified to restore the general fund contingency reserve to 5 percent prior to the accreditation team's visit to the campus in March 2006. At its March 28, 2006 meeting, the Board of Trustees adopted Resolution Number 24-2005/06 to restore the general fund contingency reserve to 5 percent as prescribed by Board policy 7.02.E.1.b. Additional funds were subsequently identified and the contingency reserve has since been maintained at seven percent. Further, an additional reserve was established to help the college mitigate the fiscal impacts of any future declines in enrollment. In 2006-07, full-time equivalent students (FTES) increased by nearly seven percent over the previous year and 2007-08 continued the new trend of upward enrollment. Additionally, enrollment growth has continued into 2008-09.

The Self Insured Retention (SIR) fund has been historically maintained at no less than \$50,000 in the annual budget. This amount is sufficient to pay for any necessary insurance policy deductibles and other liability- or property-related expenses not directly covered under the district's insurance policies. During the difficult fiscal years of 2004-05 and 2005-06, the district budget did not appropriate funds to maintain the SIR at the \$50,000 level and the account decreased to approximately \$28,000. At its March 28, 2006 meeting, the Board of Trustees adopted Resolution Number 24-2005/06 to restore the SIR to the \$50,000 level. The adopted budget for fiscal years 2006-07, 2007-08, and 2008-09 each maintained the SIR at or above the \$50,000 level.

Recommendation 9:

To achieve substantial compliance with Standard IV and to increase the effectiveness of the institution's commitment to college wide dialogue and consultation, the team recommends that an institutional commitment be established to the development of Student Learning Outcomes from the course level to the institutional level. The team recommends that the administration, as part of the institution's overall assessment of its own quality and effectiveness, provide the appropriate level of resources and support to accomplish this task in a timely manner (IV.A.2.b, IV.A.3, IV.B.1.b, IV.B.1.c, IV.B.2.b).

Recommendation 9 - Status

The college began addressing the visiting team's recommendation #9 in spring 2006 by interviewing faculty who indicated an interest in becoming the lead for the SLO initiative. As a result, a Student Learning Outcomes Coordinator position was established with this coordinator receiving reassigned time (initially at 25% and since winter quarter 2007 at 50%) for leading the college's efforts in this area. Kurt Green, full-time faculty member in the English department, assumed the role of SLO Coordinator and has been functioning in this capacity since summer 2006. Since assuming this position, Mr. Green has sought out and attended numerous statewide conferences and workshops related to SLO development and assessment. He has convened the SLO Committee and the SLO Assessment Committee to spearhead the efforts in SLO development and assessment. Mr. Green, in concert with these committees, has conducted two all-faculty convocation workshops and has launched a series of trainings throughout the academic year focused on course- and program-level assessment and improvement. The SLO Coordinator meets regularly with the Vice President, Academic Affairs and Student Services to whom he reports.

In fall 2007, clerical support was provided to the SLO Committee in an effort to relieve the group of the more routine, bookkeeping processes associated with SLO review and approval. The support person also serves in a support capacity to the Curriculum Committee and thus has created an effective process bridge between the two entities.

RESPONSE TO SELF-IDENTIFIED PLANNING AGENDAS

STANDARD I INSTITUTIONAL MISSION AND EFFECTIVENESS

A. Improving Institutional Effectiveness

STANDARD I.B.1.

The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Planning Agenda

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, Strategic Plan, and minutes of the Board of Trustees, College Council, Curriculum Committee, and Advisory Committees are all available on the college website (specifically on the webpage of the office responsible for the document) and are widely accessible. Additionally, the library maintains a electronic document warehouse accessible through the library's website where many of these documents are archived. The Instruction Office launched a digital imaging project in the summer 2008, and other documents (for example, Program Plans - Lake Tahoe Community College's version of program review) have been scanned to enhance access. Once the scanning of the Program Plans is complete, these will be added to the Instruction Office webpage. Additionally, hard copies of these resources are available through the offices responsible for these documents.

STANDARD I.B.2.

The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Planning Agenda

Program Plans need to outline goals and objectives in a more clearly measurable way when appropriate.

Status

The college has made limited progress in this area. The newly hired Director of Institutional Research and Planning is examining and evaluating the program planning (also known as program review) process toward the goal of strengthening the outcomes emanating from the process. It is the goal to refine program planning so that the process leads to the establishment of more clearly measurable goals, objectives, and outcomes (particularly as these pertain to student learning).

STANDARD I.B.4.

The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness

Planning Agenda

In order to address continuing research needs, the College needs to enhance its research functions and data collection to support effective decision-making, planning, and assessment. However, until the state of California adequately funds smaller, rural community colleges, LTCC may not be able to meet these (nor the following) needs fully.

The College should assign the Director of Planning and the Researcher Programmer/Analyst as a support service to each program planning team.

The Researcher Programmer/Analyst position should be re-evaluated in terms of its workload distribution and its effectiveness, and more institutional members should be made aware of the specific resources available through the work of the individual in this position.

As a result of institutional research, the College should further develop a means to track students after they have left the College in order to measure the achievement of student learning outcomes.

Status

The college has recently launched our new research position to support a broad-based data-driven assessment and planning process. The college has made a long-term commitment to this goal by hiring the position of Director of Institutional Research and Planning that began in September 2008. This position has responsibility to work collaboratively to develop and implement a comprehensive research and planning agenda for the college including assessing institutional effectiveness, specifically in the areas of learning outcomes assessment, planning, accountability, as well as coordinating the college's strategic and master planning processes, and assuring the linking of planning to the resource allocation and budgeting process. The Director of Institutional Research and Planning will be supported with a half-time researcher programmer/analyst position.

STANDARD I.B.7.

The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instruction programs, student support services, and library and other learning support services.

Planning Agenda

The departments will annually review their Program Plans to evaluate the effectiveness of the goals and recommendations on the programs' success.

Status

The college has linked the Program Plans (Lake Tahoe Community College's version of program review) to the budget process (see response to Recommendation #2 on pages 13-20). During annual budget development, departments revisit their Program Plans to review programmatic goals, objectives, and recommendations. This has promoted a culture of annually reviewing the Programs Plans as a planning tool for requesting resources and as a means to systematically assess the progress the departments are making toward the goals, objectives, and recommendations outlined in their plans.

STANDARD II

STUDENT LEARNING PROGRAMS AND SERVICES

A. Instructional Programs

STANDARD II.A.1.c.

The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

STANDARD II.A.2.b.

The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs, including general and vocational education, and degrees. The institution regularly assesses student progress toward achieving those outcomes.

Planning Agenda

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) level with appropriate institutional research support.

Status

The reader is directed to the status report provided for the visiting team's Recommendations 1 and 3 on pages 4-12 of this *Accreditation Midterm Report*.

STANDARD II.A.2.i.

The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes

Planning Agenda

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.

Status

The reader is directed to the status report provided for the visiting team Recommendations 1 and 3 on pages 4-12 of this *Accreditation Midterm Report*.

STANDARD IIA.3.

The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general educational curriculum by examining the stated learning outcomes for the course.

General education has comprehensive learning outcomes for the students who complete it, including the following:

- a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.**
- b. A capability to be a productive individual and lifelong learner: skills include oral and written communication, information competency, computer literacy, scientific and qualitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.**
- c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, national, and globally.**

Planning Agenda

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

The reader is directed to the status report provided for the visiting team Recommendations 1 and 3 on pages 4-12 of this *Accreditation Midterm Report*.

B. Student Support Services

STANDARD II.B.3.

The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

STANDARD II.B.3.a.

The institution ensures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Planning Agenda

The College will enhance its efforts to publicize all services and provide comprehensive, appropriate, and reliable services to services at off-campus locations, particularly at the noncredit ESL sites.

Status

Efforts to provide services to off-campus locations, particularly at the noncredit ESL site have been enhanced. A bilingual counselor is onsite three days per week during the registration and assessment period. During the mid-quarter, the bilingual counselor is onsite 3.5 – 5 hours per week in addition to being present at most special events, the college tour, and end of the quarter celebrations. The bilingual Outreach Program Technician is onsite daily at the off-campus ESL site. Financial aid forms and assistance are provided onsite by the counselor. Each quarter a large group of noncredit ESL students comes to the college for a very popular campus tour, a college ID card, and an opportunity to meet bilingual staff in Admissions & Records, Financial Aid, and Student Services, to hear about programs and services, and to become familiar with the college environment.

Because the high school is located in close proximity (4 miles) to the main campus, the full range of services is not provided at the locale. However, efforts to enhance availability of information and services via the website have been a focus. Currently, counselors can be contacted through a link on the website and an online counseling model is under development. Two areas for future exploration are online tutoring and orientation to online students.

STANDARD II.B.3.c.

The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Planning Agenda

The College will research ways to enhance and improve data collection and student tracking in an effort to improve follow-up services.

Status

Limited improvement has been made in this area due to the college's cumbersome data collection and research capabilities. However, an institutional researcher was hired in September 2008 and the Student Services department will be working closely with that individual in developing an approach to better track the success rate of students utilizing support services. Within the counseling department, the ability to track services has been improved through more effective use of automated scheduling software. With the implementation of a new ERP scheduled to begin in July 2009, it is anticipated that access to data will be improved.

STANDARD II.B.4.

The institution evaluates student support services to ensure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Planning Agenda

The Student Services department will more clearly define the student learning outcomes of student support services in an effort to improve services for students.

Status

The Student Services programs were involved in campus-wide trainings conducted by the college and program-specific trainings attended by staff on the identification and measurement of student learning outcomes. Since the accreditation visit the following programs have established student learning outcomes (SLOs):

- Counseling
- Financial Aid
- Career Services
- Disability Resource Center
- Work Experience/Internships
- Orientation
- Transfer Services
- EOPS/CARE
- CalWORKS

Each program had several meetings throughout the year of establishing SLOs to discuss the outcomes they hoped to achieve for students as a result of the services being provided. In addition, they discussed the methods of assessment they would use to measure their effectiveness in achieving the stated student learning outcomes. Each area has established both SLOs and methods of assessment. By June 2009, a timeline for conducting measurements in each program will be established. The majority of programs will have initial measurements taking place in the 2008/09 year with plans for review and assessment following shortly thereafter. The remaining programs scheduled to establish SLOs in the 2008/09 year are the Tutoring and Learning Center and Matriculation.

C. Library and Learning Support Services

STANDARD II.C.1.b.

The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Planning Agenda

The College should establish a standard information competency component for the campus.

Status

The Director of Library and Media Services and the adjunct librarian provide classroom instruction (upon invitation from faculty members) on information competency and effective utilization of library resources to strengthen and augment students' learning experiences. Each presentation is tailored to the specific course (and course assignment, if applicable). On average, 20 classroom instructional sessions are provided by the library faculty each quarter.

Partnering together, ENG 103: *Critical Reasoning: Writing the Research Paper* instructors and the two librarians mentioned above provide an in-depth review of library research methods and information literacy in preparation for the student research assignment. Each section of ENG 103 includes information competency quizzes in the areas of resource selection, searching, and evaluation. These three content areas are an integral part of ENG 103 curriculum and are assessed throughout the course. ENG 103 is required for all degree-seeking students, meaning that all LTCC graduates will have information literacy curriculum and assessment.

Additionally, the library provides a "teaching station" at the reference desk where students have the opportunity to have individualized, hands-on instruction in accessing information. This one-on-one service is available to students whenever the library is open.

STANDARD II.C.1.c.

The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Planning Agenda

The College should explore ways to provide learning services support via electronic delivery methods in order to better assist students.

Status

Over the past three years, the college has built a robust online instructional program. However, the availability of online support services varies among the student support programs.

The library has a well-designed and prominent web presence (<http://library.ltcc.edu>) which provides an array of online resources for students including (but not limited to) reference materials (e.g., statistical portal, style guides, plagiarism, copyright information), “Ask a Librarian” email query service, information literacy tutorial, podcasts of faculty, authors, and other individuals of interest to the college community, online “Recommend a Purchase” service, and the ability to manage one’s library account.

Admissions and Records has developed an extensive online presence focused on providing students with necessary information to enroll in courses, access a host of forms for use in the admissions/registration process, access quarterly course-specific information, and register via the web.

Student Services (encompassing such services as counseling, financial aid, tutoring, services for students with disabilities, transfer, child development center, orientation/assessment, student activities) has extensive information available on the college’s website. The department has experimented with various methods of providing electronic access to counseling including email queries and live chat. The counseling staff will be piloting a new online delivery system during winter quarter which makes use of the California Community Colleges CConfer online infrastructure.

The college recognizes that our online services are not meeting the needs of students. During the fall 2008 quarter, a student survey was conducted as part of the Admissions & Records program planning process. The majority of student respondents (varying from 72.5% - 92.5%) indicated interest in having access to the following online services: electronic reminders about registration, online withdrawal capabilities, educational planning tools, online calendar populated with the student’s course information, waitlist function, and LTCC student email account. It is the goal of the college to provide online access to more services and to make the services that are currently available online even more effective from a user perspective. Toward this goal, the college spent last year developing a federal Title III grant proposal aimed at replacing the institution’s archaic operational software system. The college received notification in July 2008 that it was successful with this \$2 million, five-year grant. Activity has now geared up and is poised to launch an Enterprise Resource Planning (ERP) conversion project that will bring to the campus an integrated software system that will have the capability and the functionality to address the needs of students in a 24/7, online modality.

STANDARD II.C.1.e.

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and ensures the reliability of all services provided either directly or through contractual arrangement.

Planning Agenda

The College should examine opportunities for staff training or increased staffing to provide expertise and support for optimal maintenance of the Voyager online library system.

Status

Computer Services, the college department responsible for instructional and operational technology support, has assigned a portion of a full-time staff member's time to support the Voyager/Ex Libris Integrated Library System. Unfortunately, that staff member was on leave for approximately one year due to unforeseen circumstances. The Computer Services department attempted to fill the void with other part-time and full-time staff who were not fully trained on the system. During this period, the Director of Library and Media Services advocated for resources within the library budget to support technology training for library staff as well as funding to bring in consultants with expertise in the Voyager/Ex Libris system. For three years (2006-07, 2007-08, and 2008-09), line item funding has been provided toward the goals of (1) strengthening the technical competence of library staff members and (2) hiring consultants to work with staff to implement the more complex aspects of Voyager/Ex Libris. Given the importance of technology in the delivery of library services and the rapidity with which that technology changes, the Director of Library and Media will continue to advocate for ongoing annual funding within the library budget for library staff training and consulting resources.

STANDARD II.C.2.

The institution evaluates library and other learning support services to ensure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Planning Agenda

The College should explore options for systematizing evaluations of Library services, specifically in regards to collection development for traditional and electronic resources.

Status

On an annual basis, the library conducts a survey of students and library a means of gaining an understanding of the use of the library's resources. Survey questions query students and patrons on the following:

- frequency of use
- nature of use
- collection development (including books, magazines, computers, databases, videos, CDs, and DVDs)
- satisfaction with collection, services, hours of operation, and staff
- learning environment in the library
- use of library's website

Results from this survey are shared with library staff and dialog, reflection, and plans of action are encouraged by the Director of Library and Media Services.

Examples of recent survey feedback that led to improvements in library services include extending hours during finals week each quarter and ensuring a variety of media were made available for student checkout. The next student survey, focusing on how students' research and information literacy skills have improved as a result of exposure to college library usage and instruction, is scheduled for spring quarter 2010. These surveys will be offered regularly, at least every other year, thereafter.

STANDARD III

RESOURCES

A. Human Resources

STANDARD III.A.1.c.

Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Planning Agenda

Once the College has established student learning outcomes, it will incorporate effectiveness in assisting students to achieve those outcomes into the evaluation process for faculty and appropriate staff.

Status

Establishing and measuring student learning outcomes (SLOs) has been infused into all planning at the college. Faculty have embraced the importance of meeting this standard, and with the guidance of an SLO Coordinator and SLO Committee are diligently working to establish learning outcomes for their disciplines and individual courses. The faculty negotiating team and administration have worked together reviewing our evaluation processes and have made modifications to both the adjunct and full-time faculty evaluation forms to ensure faculty evaluations include adequate evaluation on the instructor's effectiveness in assisting students to achieve stated learning outcomes. During their evaluation period, full-time faculty write a self-assessment. Question two of our faculty self-evaluation form asked faculty to reflect upon how they are meeting student learning outcomes:

- ***Effects on students/contributions to student learning:***
Describe the effects which you believe your instruction, counseling, librarianship, directorship has on students and on student learning.

As appropriate and applicable, staff and administrator evaluations consider progress and effectiveness in producing student learning outcomes.

STANDARD III.A.1.d.

The institution upholds a written code of professional ethics for all of its personnel.

Planning Agenda

The College should develop and publish in the Board Policy Manual codes of ethics for faculty, classified personnel, and all administrators.

Status

Codes of ethics for faculty, classified personnel and administrators were addressed by the respective constituent groups and have been incorporated into our Board Policy Manual and/or other appropriate institutional documents. The administrators' code of ethics is contained in Board Policy Manual, Section 2.02. The Classified Employee Association (CEA) Code of Ethics was developed and agreed upon by the CEA and has been published in Board Policy Manual, Section 5.13. The code of ethics is also included in the LTCC Classified Handbook and is covered as part of the new hire orientation process. The faculty code of ethics was developed by the Academic Senate and is published in our full-time and adjunct faculty handbooks. The codes of ethics for faculty, classified staff, and administrators are also included in this *Accreditation Midterm Report* in Appendix B.

STANDARD III.A.4.

The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

STANDARD III.A.4.a.

The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Planning Agenda

The College should update the Faculty and Staff Diversity Plan in 2005/2006 following the state's model policy.

Status

The Chancellor's Office has not yet finalized their model policy for the required *Faculty and Staff Diversity Plan*, as a required comparison of applicant pools to availability data is now disputed. This has been a long and frustrating process, with many delays. As soon as this model policy is updated and available, and at least a few other California community colleges have updated their *Faculty and Staff Diversity Plan*, LTCC's Human Resources (HR) department will draft an updated plan. The plan will be based on this statewide model policy, and HR will provide thorough review and recommendations via our Faculty & Staff Advisory Committee, College Council, and finally approval by our Board of Trustees.

The Chancellor's Office has been criticized by most districts over their draft model plan as it incorporates comparing candidate pools to *availability data* for different positions. Human Resource directors argue that not only does this replicate our old affirmative action plans prohibited with *Proposition 209 (1996)* and the *Connerly v. State Personnel Board (2001)* decision, but more importantly, current availability data is flawed and fewer applicants are completing the optional demographic surveys indicating their sex and ethnicity. This necessitates comparing imprecise data to imprecise data, wasting time and leading to potentially inaccurate conclusions. In response to these criticisms, the Chancellor's Office awarded a grant to UCLA Asian American Studies Center to update current availability data to which colleges will compare applicant pools. Consequently, the state's model policy remains in draft form.

STANDARD III.A.4.c.

The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Planning Agenda

The College will investigate the reasons why some classified staff and full-time faculty believe they are not treated with integrity and respect.

Status

Starting in the spring of 2006 multiple efforts were undertaken to better understand both faculty and classified staff attitudes. These efforts included tailored surveys, facilitated meetings during convocation to discuss issues, open town hall meetings, and a newly formed President's Cabinet which focuses largely on a shared discussion of issues, including rumors and attitudes. In addition, when the self study survey was completed, faculty and staff salaries were well below salaries paid at other comparable California community colleges. Although salaries for our faculty and staff continue to remain low versus most other districts, LTCC has attempted to close this salary gap somewhat with real efforts to increase salaries in 2006/07 and 2007/08.

In January 2008, the district administered an "employee morale survey" and found what appear to be significant improvements in faculty and staff's belief that they are treated with dignity and respect. The great majority of all responding to this "Morale Survey for Faculty & Staff" felt they were treated with respect by all constituency groups, especially classified staff.

Do you feel that you are treated with respect by...	Yes	No	No basis for evaluation
Board of Trustees	66.7%	19.3%	14.0%
Superintendent/President	86.0	8.8	5.3
Vice Presidents and Deans	78.9	14.0	7.0
Direct Supervisor	87.7	8.8	3.5
Faculty	78.9	17.5	3.5
Staff	98.2	0	1.8

Efforts will continue at all levels to monitor employee morale across campus.

B. PHYSICAL RESOURCES

STANDARD III.B.1.b.

The institution ensures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to ensure access, safety, security, and a healthful learning and working environment.

Planning Agenda

The College will address parking adequacy issues as feasible.

Status

Parking on campus is adequate except for the two-week period at the beginning of each academic quarter. The college is currently reviewing space needs and may pursue capital funding for a warehouse facility. This facility would include additional parking to help alleviate the short-term pressure at the beginning of each quarter.

STANDARD III.B.2.

To ensure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

STANDARD III.B.2.a.

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Planning Agenda

The College should investigate the feasibility of fully implementing a Total Cost of Ownership model for decision-making.

Status

The college considers total cost of ownership when evaluating certain activities and procurements but does not have the resources to implement a formal, district-wide model. Improvements have been made to establish long-range planning for campus maintenance needs and a Campus Facility Improvement Plan, or CFIP, is expected to be adopted by July 2009 that includes a more comprehensive and coordinated facility planning effort. The hiring of a Director of Institutional Research in the fall of 2008 will also help long-range planning and data collection necessary to improve cost of ownership decision-making.

D.FINANCIAL RESOURCES

STANDARD III.D.1.c.

When making short-range financial plans, the institution considers its long-range financial priorities to ensure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Planning Agenda

Given the age of the buildings, it is recommended that the District increase the fund for building repairs, equipment replacement, and long-term maintenance as soon as funds allow. Priority should also be given to funding the District's long-term liability for retiree health benefits.

Status

Due to limited resources, the district has prioritized various academic needs over long-term investments in funds to support major equipment replacement and long-term maintenance needs. The district provides annual appropriations to support necessary maintenance, including minor building and equipment upkeep and repairs, to ensure short-term needs are met and to help address long-term maintenance needs. The district evaluated its long-term retiree health benefits costs and determined that the impact is reasonably and appropriately absorbed by annual maintenance per current budget practice. This is due to the district historically maintaining a low cost program for retiree benefits that does not have a significant foreseeable growth impact on future budgets as experienced in many other districts.

Standard III.D.2.c.

The institution has sufficient cash flow reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Planning Agenda

The institution should increase the contingency reserve level back to a minimum 5 percent and increase the SIR reserve account to the desired level of \$50,000 as soon as fiscally possible.

Status

The contingency reserve was increased to seven percent during fiscal year 2006-07 and was maintained at that level during fiscal year 2007-08. The reserve is budgeted at seven percent for fiscal year 2008-09. The SIR account was increased to over \$50,000 in fiscal year 2006-07 and has remained at that level ever since.

STANDARD III.D.2.e.

All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity and in a manner consistent with the mission and goals of the institution.

Planning Agenda

The College should review the current structure and organization of Food Services to decide whether or not it can continue in its present state.

Status

In the spring 2006, the food service operation implemented a revised business plan that reduced the cost to the General Fund (GF) to approximately \$85,000 from over \$105,000 per year. In January 2007, the business plan and staffing organization was revised again to reduce the GF cost to \$70,000 per an agreement reached during the budget development process with the College Council. Food service continues to improve and in fiscal year 2007-08 the GF cost was again reduced to approximately \$64,000. Changes in personnel practices, including compensation and training, has led to better employee retention and improved customer service. Currently, a campus-based ad hoc committee is studying improvements to the student center that would encourage greater student usage of the building and, by extension, increased sales in the food service operation. For the fall 2008, food service has implemented a more comprehensive system of tracking food costs, expanded its marketing effort to a broader audience, increased prices for the first time in three years, expanded menu options and improved customer service to increase customer volume and sales. Additionally, a critically needed point-of-sale (POS) system is currently under joint consideration with the Bookstore. The POS system would greatly enhance necessary sales and inventory data for improved business decisions.

STANDARD IV

LEADERSHIP AND GOVERNANCE

A. Decision-Making Roles and Processes

STANDARD IV.A.5.

The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to ensure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Planning Agenda

It is recommended that the Academic Senate reinstate and continue the model of the year-end report document. It is also recommended that the Classified Employees Association and the Associated Student Council conduct a self-evaluation. It is further recommended that all of these bodies include within their regular evaluations a consideration of the institution's governance and decision-making structures and processes to ensure their integrity and effectiveness.

Status

The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to ensure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

The president has consulted with the leadership of the Academic Senate, Classified Employees Association and the Associated Student Council and they have expressed interest in working with our institutional researcher to develop an evaluation instrument to help measure the institution's governance and decision making structures and processes to ensure the institution's integrity and effectiveness. There also appears to be interest in working with our researcher to help develop a self-evaluation survey for each group. The Academic Senate also appears amenable to producing a year-end report that lists their accomplishments. It is our desire that such a survey can be implemented spring, 2009

B. Board and Administrative Organization

STANDARD IV.B.1.d

The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Planning Agenda

The Board publishes the Board bylaws and policies as recommended by this standard; however, it recommended that the Board work with the Superintendent/President to ensure these documents are broadly distributed and maintained as up-to-date as possible including providing access through the College's website for the benefit of those on and off campus.

Status

The Board of Trustees' policy manual is available on the college's website. Effective, July 2007, the agendas and minutes of the Board of Trustees' meetings are available online as well.

STANDARD IV.B.1.g.

The governing board's self evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies and bylaws.

Planning Agenda

The Board of Trustees should consider adding to its self-evaluation process to ensure that the criteria for evaluating performance and effectiveness of both the Board as a whole and the individual members are clear to faculty, staff, administrators, students, and the public.

Status

The Board of Trustees does administer a self-evaluation during their annual board retreat. Scores are discussed and comments recorded. These evaluation instruments and the results are not shared with the public.

STANDARD IV.B.1.h.

The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Planning Agenda

The Board of Trustees should incorporate a clear policy for dealing with code violations into its code of ethics.

Status

A policy for dealing with code of ethics violations has been added to Board policy. The following is excerpted from *Board Policy Manual*, Chapter I, Section 1.06, referencing violations to the code of ethics:

B. Violations

1. If a trustee violates the Board's Code of Ethics, it may harm the Board and the College in a number of ways. Violating ethics laws may subject the Board and College to legal action, which can involve penalties and significant costs. Not addressing ethical and legal violations may cause the public and College employees to lose respect for and trust in the Board. The strategy a Board uses to address ethical breaches depends on whether the behavior violates related laws or the Board's own Code of Ethics.
2. Anyone claiming or expressing the possibility that a Board member has violated the Board's Code of Ethics shall make such violation known to the Board of Trustees.
 - a. In the event that the alleged violation constitutes a violation of the laws of the State of California, such violation shall be referred to the District Attorney or the Attorney General.
 - b. Other alleged violations shall be put on the Board's agenda for response by the accused Board member. This will be an opportunity for the trustee to explain his/her perspective and motives. If in fact it is the conclusion of the majority of the trustees that there has been a violation of this policy, the Board of Trustees may act in one of the following manners depending on the severity and intent of the violation.
 - (1) The Board President talks to the person about the implications of the perceived violation, including the negative impact the behavior will have on the College, the Board, and the individual trustee.
 - (2) An *ad hoc* committee may be appointed to look into the allegations and make a recommendation to the Board President or the Board as a whole.

- (3) The Board may hold a workshop or retreat on codes of ethics and the importance of upholding them. All trustees discuss interpretations of the code and reinforce expected behavior.
 - (4) The Board may, in a meeting, make a public statement of expected Board behavior, adopt a Board resolution about what expected behavior is, and/or publicly reaffirm the ethics policy. This course of action alerts the public that individual violations are not condoned by the Board.
 - (5) The Board may issue a public statement in which it expresses concern with an individual trustee's behavior. The statement would be made at a Board meeting.
 - (6) A last resort is a Board vote to censure the trustee's behavior. Censure distances the Board from the unethical behavior of one of its members and is a clear, public statement that unethical behavior is not condoned or tolerated.
3. If illegal or unethical behavior occurs during a Board meeting (such as remaining at the Board table when the trustee has a conflict of interest, engaging in debate or discussion with audience members on topics not on the agenda, attacking a speaker or not following the Board's meeting procedures), the chair can state what the expectations and standards are of Board behavior and/or state that the behavior or violation does not meet Board policy.

STANDARD IV.B.2.b.

The president guides institutional improvement of the teaching and learning environment by the following:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts.**

Planning Agenda

As the College formalizes its program of identifying and evaluating student learning outcomes, the research function will need to be more formally assigned. While there may not be resources that will allow the College to increase its research staff or associated support, the College will nevertheless need to identify those areas that require data and analysis to support the planning and evaluation cycle inherent in the student learning outcome process.

Status

Recognizing the need to more proactively support the growing research needs across campus and to promote the goal of cultivating a data-informed culture across the institution, the college community supported an allocation in the 2008-09 budget of ongoing funds for a full-time, permanent institutional researcher. In late summer 2008, the Board approved this hire and the individual selected for the position began in September 2008. This is notable in that this is the first time the college has had a full-time institutional researcher to spearhead efforts in institutional effectiveness, data-informed decision-making, planning and evaluation, and SLO assessment and institutional improvement.

APPENDIX A

Lake Tahoe Community College Core Competencies

Lake Tahoe Community College's General Education Core Competencies

I. Communication

Students will communicate effectively, which means the ability to:

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

II. Critical Thinking and Information Competency

Thinking critically is characterized by the ability to perform:

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

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

D. Problem Solving – Students demonstrate the ability to:

- Recognize whether a problem exists
- Identify components of the problem or issue
- Create a plan of action to resolve the issue
- Monitor, evaluate, and revise when necessary

III. Global Awareness

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

A. Scientific complexities – Students demonstrate an understanding of:

- The scientific method
- How experiments work
- The major differences between social, natural, and physical sciences

B. Social diversity and civics

- Interface with people from a variety of backgrounds
- Understand different cultural beliefs and behaviors
- Recognize important social and political issues in their own community

C. Artistic variety – Students have been exposed to:

- The visual and performing arts, including: drawing, painting, sculpture, photography, digital media, music, theatre and/or dance of multiple cultures
- Analytical techniques for understanding artist meaning, and they have
- Hands-on experience with creative endeavors

IV. Personal Responsibility and Professional Development

A. Self-Management and Self-Awareness – The student is able to:

- Accurately assess his/her own knowledge, skills, and abilities
- Motivate self and sets realistic goals
- Accept that taking feedback well is important to success
- Respond appropriately to challenging situations

B. Social and Physical Wellness – Students make an appropriate effort to:

- Manage personal health and well being
- Demonstrate appropriate social skills in group settings

C. Workplace Skills – Students understand the importance of:

- Being dependable, reliable, and accountable
- Maintaining a professional attitude

APPENDIX B

CODES OF ETHICS

Faculty

Classified Staff

Administration

Faculty Code of Ethics

The LTCC Senate has created the following Code of Ethics, modeled after the American Association of University Professors' Statement of Professional Ethics, with the goal that professionalism will be enhanced by making our values explicit and insisting on a campus culture that promotes and protects these values.

Section I. Responsibility to Seek and State the Truth

- A. We are obligated to develop and maintain scholarly competence.
- B. We are responsible for defending the right of free inquiry, and to respect the point of view of others, even though their perspectives may differ from our own.
- C. We are committed to practice intellectual honesty.

Section II. Obligation to the Free Pursuit of Learning

- A. We respect students as individuals.
- B. We serve as intellectual guides and advisors.
- C. We foster honest academic conduct and evaluate students according to their merit, and not personality, race, gender, religion, sexual orientation, political or personal beliefs, disability, or other non-academic criteria.
- D. We respect the confidential nature of the faculty/student relationship.
- E. We protect and advance the academic freedom of students.

Section III. Commitment to Collegial Conduct

- A. We defend the right of colleagues to engage in free inquiry.
- B. We demonstrate due respect for the opinions of others.
- C. We accept our share of faculty responsibility for governance of the academic institution.

Section IV. Dedication to Teaching and Scholarship

- A. We embrace our primary responsibility to the instructional role within the institution.
- B. We determine the amount and character of work done within the community.

Section V. Acceptance of Community Obligations

- A. We acknowledge that when an individual speaks they represent their personal opinion and not that of the college.
- B. We accept the obligation to promote conditions of free inquiry and to promote public understanding of academic freedom.

Classified Employee Association Code of Ethics

The classified employees of Lake Tahoe Community College affirm the ideals of life long learning, service to others, enrichment through diversity, commitment to excellence, collegiality, mutual respect and personal integrity. Our purpose is to provide the support needed for students to achieve an excellent educational experience.

The Classified employees will demonstrate and adhere to ethical standards in the following manner:

- A. Promote the institution's mission of pursuing excellence and inspiring achievement.
- B. Demonstrate dedication to the highest ideals of honor and integrity in all professional relationships to merit the respect, trust and confidence of all governing authorities, students, other employees and the public at large.
- C. Devote our time, skills, and energy to provide the highest quality of performance and service.
- D. Abide by all laws, college policies and regulations, approved practices and recommended standards.
- E. Maintain the confidentiality of educational and other official records and privileged information.
- F. Exercise prudence and integrity in the management of assets in our custody and in all activities.
- G. Preserve and properly utilize college property and resources for authorized activities.
- H. Ensure accountability in all aspects of our professional duties.
- I. Participate in the college shared governance process with a commitment to the best interests of our students and institution.
- J. Treat all members of the college community with equal consideration and respect regardless of age, race, gender, ethnicity, religion, sexual orientation or disability.
- K. Foster a collegial atmosphere through mutual respect, pride, integrity, professionalism, and truth, through communication with administration, faculty and students.
- L. Promote a college community based on these aforementioned shared purposes and values and protect the integrity of our professions and the institution we serve.

Code of Ethics for Administration

The administrators of Lake Tahoe Community College will demonstrate through their personal conduct and institutional leadership their belief that each faculty, staff and student member of the college community has a right to dignity and respect. The administrators will adhere to the highest ethical standards in the following manner:

1. Responsibilities to Administration, Faculty and Staff

- A. To respect both the personal integrity and professionalism of administrators, faculty and staff.
- B. To promote a college environment that fosters mutual support, caring, and open dialogue among all administrators, faculty and staff.
- C. To provide technical and managerial support so that others may accomplish objectives for which they are accountable.
- D. To provide accurate and complete information in a timely manner.
- E. To seek and respect the advice of administration, faculty and staff in matters pertaining to college life and governance.
- F. To acknowledge professional accomplishments and contributions to the college and community and to provide opportunities for personal growth.
- G. To treat all employees fairly and equally, to provide due process, and to allow adequate time for corrective actions.
- H. To avoid favoritism.
- I. To avoid actions that pressure employees into compromising their rights and values.

2. Responsibilities to Students

- A. To provide quality education and access to educational opportunities for all students.
- B. To provide accurate and complete descriptions of available academic programs and resources.

- C. To seek and respect contributions of students to college decisions.
- D. To serve as an advocate for students' rights and educational interests.
- E. To provide adequate student support and counseling to ensure a chance for all students to succeed and develop.
- F. To ensure that all students are treated with mutual respect and promote acceptance of diversity within the college community.
- G. To ensure that there is no discrimination in any aspect of student life.