SUBSTANTIVE CHANGE PROPOSAL

Distance Education

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LAKE TAHOE COMMUNITY COLLEGE

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A. DESCRIPTION OF PROPOSED CHANGE

1. Brief description of the change.

Lake Tahoe Community College began offering online courses in spring 2006 in an attempt to provide access to students who could not attend traditional face-to-face courses. In a geographical area where snow and weather can seriously impact a student's ability to attend class, and in a 24 hour tourism based economy, courses offered in an online format have expanded student's access to their required courses. Since the inception of online courses, in response to the strong community demand and need, the online curriculum has expanded to number over 150 courses. As courses in an online format have been added, it has resulted in the ability for students to earn four certificate programs through online courses (also see Appendix 4):

- Business: Accounting Technician
- Computer Applications/Office Technology: Computer Applications
- Computer and Information Sciences : Web Development
- Early Childhood Education

In addition, fifty percent or more of the courses required for the following Associate in Arts degrees may be earned in an online setting (also see Appendix 4):

- Anthropology
- Business
- Computer and Information Sciences
- Early Childhood Education
- Humanities
- Liberal Arts - Arts & Humanities Emphasis
- Liberal Arts - Social Science Emphasis
- Psychology
- Social Science
- Sociology
- Visual Arts - General
- Visual Arts – Music
- Visual Arts - Theatre Arts

2. Evidence of a clear relationship to the institution's stated mission.

Lake Tahoe Community College Mission Statement (adopted in April 2010):

Lake Tahoe Community College (LTCC) provides access to higher education for the local community and to those who show an interest in our unique and supportive environment. LTCC focuses on enhancing the intellectual, cultural, and economic vitality of our diverse community by offering opportunities for students to achieve their educational, professional, and personal goals through the provision of:

> Developmental education to achieve basic foundational skills in English, including reading and writing, and mathematics, which are essential for students to succeed in the workforce and higher education.
>
> Professional and career education to achieve employment, and enhanced career and technical skills for job advancement, in order to stimulate the development of an increasingly diverse local economy, and to advance California's economic growth and global competitiveness.
>
> Lower division post-secondary education to achieve transfer to a four-year post-secondary educational institution and success in obtaining a degree.
>
> General education to achieve critical thinking and communication skills, global awareness, personal responsibility, and professional development.

LTCC is committed to fostering innovative and sustainable practices that contribute to institutional effectiveness and student success, verified by a process of assessment, and supported by integrated planning and resource allocation.

The Distance Education (DE) program at LTCC is consistent with providing access for the local community and applies specifically to the provision of:

- Professional and career education to achieve employment, and enhanced career and technical skills for job advancement, in order to stimulate the development of an increasingly diverse local economy, and to advance California's economic growth and global competitiveness.
- Lower division post-secondary education to achieve transfer to a four-year post-secondary educational institution and success in obtaining a degree.
- General education to achieve critical thinking and communication skills, global awareness, personal responsibility, and professional development.

3. Discussion of the rationale for the change.

While students enroll in LTCC's distance education offerings from other areas of California, the U.S. and overseas, the vast majority of our online students reside within our service area. The flexibility offered through pursuing course work online allows students to address work and family obligations and still pursue their educational goals. Two additional factors have made the offering of online education a critically important option for LTCC students:

1. inclement weather conditions including heavy snowfall can make attending class prohibitive
2. a 24-hour tourism based economy that finds students working non-traditional hours that do not correspond to traditional classroom schedules

The majority of courses offered online are transferable and many fulfill either major or general education requirements. Because of the growth in online course offerings, more students are able to complete their requirements for degrees, certificates, and transfer in a timely manner.

B. DESCRIPTION OF THE NEW PROGRAM

Not Applicable – the proposal does not involve a new educational program.

C. DESCRIPTION OF PLANNING PROCESS WHICH LED TO THE REQUEST FOR CHANGE

1. How the change relates to the institution's planning process and stated mission.

During the spring and fall of 2009, Lake Tahoe Community College revised its mission statement as part of a regular process of review and revision of the mission and direction of the college. Though not specifically mentioned in the mission statement, Distance Education (DE) is an essential component of the programmatic offerings at LTCC, as it affords "access to higher education" for students from the local community, region, state, and beyond. Additionally, the majority of course offerings through DE are in the areas of transfer and degree preparation and/or career and technical education, addressing two of the core educational areas outlined in the mission statement. Further, the provision of all general education, including that which is delivered through the utilization of DE, meets the Institutional Learning Outcomes for LTCC of 1) critical thinking and communication skills, 2) global awareness, 3) personal responsibility, and 4) professional development.

In support of the mission of the college, LTCC engages in a regular, annual cycle of strategic planning in order to align its goals, objectives, and activities with the direction outlined by the mission. During the strategic planning session that took place during the fall term of academic year (AY) 2009-10, the following goals, objectives, and activities specifically addressed distance education at LTCC:

Goal 1: Student Outreach, Access, and Enrollment

Objectives

1C: Multiple Delivery Methods

Explore an appropriate range of delivery methods to enhance access while maintaining and promoting high standards of academic rigor and excellence.

Activities	Lead	Timeline
1C.1 – Work to ensure the standards and consistency of online and hybrid courses.	VP – AA&SS, Deans Academic Senate	Immediate and Ongoing
1C.2 – Formulate an academic philosophy regarding the role of Distance Education in the college as a whole and, specifically, in terms of enrollment management.	Academic Senate	Spring 2011

Goal 2: Student Success and Readiness

Objectives

2D: Teaching and Learning Effectiveness

Support effective teaching and learning to enhance the quality, consistency, and rigor of academic programs to meet student needs.

Activities		Lead		Timeline
2D.3 – Create infrastructure and support network for a comprehensive set of services for Distance Education (DE).		VP – AA&SS Deans		2010-11
2D.4 – Support successful course completion rates DE courses.		Academic Senate		Ongoing
	AY 08-09 Baseline	AY 09-10	AY 10-11	AY 11-12
2D.5 – Track course completion rates for Distance Education (DE) courses.				
Activities		Lead		Timeline
2D.6 – Support training for faculty.		Distance Ed Coordinator		2009-10

As evidenced in the Strategic Plan 2009-2013 goals, objectives, and activities presented above, LTCC has been engaged in a thorough review of DE, with particular emphasis on both the quality and quantity of DE among the overall programmatic offerings of the institution, and the performance of students enrolled in DE. This focus and attention is not accidental, as DE represents a substantial proportion of course offerings at the college.

It is because of this attention, guided by the mission, and made explicit in the strategic plan, that a formal program review of DE was undertaken by the college; a process further outlined in the following section. The results of this program review are presented as evidence, and have directly led to this substantive change proposal. The results of the program review, and subsequent requests for action and resources, are tied to the specific strategic planning goals presented above.

2. The assessment of needs and resources which has taken place.

Assessment of needs and resources has been ongoing as the DE program has evolved and grown. Basic program needs such as personnel, supplies, and equipment have been taken into consideration and provided as the program expanded in course offerings. However, a more thorough examination was needed and the recent Distance Education Program Review (Appendix A) process and subsequent report have identified areas where resources and services have been adequate and areas in need of enhancement. Areas reviewed included student support, faculty support, institutional support, and staff support. Recommendations resulting from the program review were incorporated into the proposed 2010/11 budget.

Online Student Services

Online services available to both on-campus and online students include:

- Application for admission
- Course enrollment
- Schedule of classes
- Fee payment
- BOGW application
- FAFSA application
- View transcripts
- View grades
- 24/7 Online help desk
- Online study skills and hints
- Link from online classes page to Student Services, Library, Tutoring Center

LTCC offers its students website information regarding their readiness to take an online course. In addition, a minimum of two face-to-face online workshops are conducted each quarter so students are more familiar with the Etudes platform and the online environment.

The college is currently undergoing a transition to a new operational software system scheduled in 2011. The Datatel operational system will provide improved access for students to services and information critical to their success.

Online Counseling Services

The college has offered access to counselors online for over 3 years. A live chat format was piloted for a year but usage was minimal and did not justify the expense. Since that time, students have been able to link to counselor email from the website. Counselors are assigned review and response of student inquiries. With a revision to the college website scheduled in summer 2010, access to online counseling will link to a user friendly introductory page that will provide answers to frequently asked questions as well as allow students to link directly to counselor email.

Online Tutorial Services

Beginning with the 2009/10 academic year online tutoring has been offered in all English classes being taught online. Students enrolled in online English courses were notified via email of the online tutoring option. This was a pilot project to develop and enhance a model of online tutoring that could then be applied to all subjects offered online. The model was successful and efforts are underway to make access to online tutoring available in all subjects in which tutoring is offered on campus.

Online Library Services

The LTCC library supports distance *learners* in a number of ways:

- Hands-on, customized support, training, and instruction in accessing and completing courses
- Course reserves offered in print and online formats, linked directly through our online catalog
- Electronic resources, such as e-books and subscription databases, in all subject areas
- Toll-free phone reference service offered via the CCC Confer "LTCC Library Meeting Room" which is available anytime the library is open
- Online research tutorials available 24/7 from the library web site
- Electronic style guides for MLA, APA and other citation formats
- Email reference for Inter-Library Loans and other library services
- Online plagiarism prevention resources

The LTCC library supports DE *instructors* in a number of ways:

- Course reserve dual-format textbook set up and liaison with bookstore
- Research and 'extra credit' assignments expertise
- Assistance locating curriculum content in multi-media formats
- E-reference for Inter-Library Loans and other library services
- Materials purchasing services at faculty request
- Online plagiarism prevention resources, including Turnitin.com class set up and on-demand originality reports

All full-time library staff are ETUDES certified, and trained in using CCC Confer to provide hands-on research tutorials to individuals or groups via toll-free conference calls. In 2010 the library plans to develop its own online multi-media tutorials, using screen capture software, which will be available 24/7 from the library web site.

Student Authentication

Several assurances take place to ensure that the student who registers in a DE course is the same student who participates in and completes the course. This includes providing the majority of our DE courses with ETUDES, a secure course management system (CMS) that requires the student to "log-in" with a student ID number and an additional password. Only registered students are eligible to receive these log-in privileges.

LTCC ensures the protection of student privacy and will notify students at the time of class registration of any charges associated with verification of student identity.
LTCC has two additional CMS that are currently being used in DE courses. These are:

1) Moodle:
   - This CMS site is secure.
   - Students are required to login and have a password to participate.
   - Students must show a valid ID in order to take the face-to-face exams.
2) Yahoo Groups: A course management system uses Gradesource and this assigns each student a unique code that they have to use. As well, they log into Turnitin.com and Google Groups, thus providing redundancy in terms of verifying their identities.

3. The anticipated effect of the proposed change on the rest of the institution.

While the implementation of distance education at LTCC has had a positive impact on students and the college's fiscal stability, it has also required responsiveness by staff and faculty to new issues and operations. These changes have necessitated flexibility and innovative ways of providing information and services. For example, the staff in the Instruction Office has been trained to answer the most common questions students have as they begin the quarter in an online class. This allows a timely response not dependent on one staff person to answer. Overall, however the mission and purpose of the college does not change and instead is enhanced through this new direction.

4. A clear statement of the intended benefits that will result from the change.

There are two primary factors at Lake Tahoe Community College addressed through DE that are invaluable to our local students ability to complete requirements for degrees, certificates, and transfer in a timely manner:

1. inclement weather conditions including heavy snowfall can make attending class prohibitive
2. A 24-hour tourism based economy that finds students working non-traditional hours that do not correspond to traditional classroom schedules.

The options offered through DE allow students access to coursework that they may not otherwise have due to the unique challenges of the location and economy of Lake Tahoe. In addition, the flexibility offered through pursuing course work online allows students to address work and family obligations and still pursue their educational goals. Online education offers opportunities to LTCC students that facilitate the achievement of educational goals.

5. A description of the preparation and planning process for the change.

The first Distance Education (DE) courses began prior to the spring quarter, 2006 at Lake Tahoe Community College. From that date forward, the DE program continued to grow and experience success in terms of student enrollments and it provided the type of flexibility students desired to address their busy lives and their desire to continue with their educational pursuits. The Distance Education Committee was formed in fall 2009 to write the first Distance Education Program Review. The committee looked at the current support structure in place for the Distance Education program. In addition, the committee reviewed areas that are in need of additional support with the goal of providing a wide range of services to our Distance Education students. This resulted in a series of recommendations for enhanced effectiveness. Recommendations that had a budgetary impact were included in the proposed 2010/11 budget. After careful review, even in these difficult budget times funding was allocated to implement improvements and enhanced services for distance education students.

D. EVIDENCE OF SUFFICIENT RESOURCES

1. Evidence of sufficient and qualified faculty, management, and support staffing.

Faculty:
The online courses offered at LTCC have been developed and taught by both fulltime and adjunct faculty, all of whom follow the same hiring criteria procedures and meet minimum qualifications used to hire on-campus instructors. Faculty wishing to teach online are required to enroll in a mandatory online training offered by ETUDES, LTCC's Course Management System (CMS) provider. This training introduces faculty to the different components contained in the ETUDES CMS. This training must be successfully completed prior to an instructor actually teaching a course online. LTCC will reimburse instructors upon successful completion of the training course and the first time a course is offered online, the faculty member receives a weighted load compensation. Faculty who teach online are evaluated by a trained instructor. These evaluations follow the current face-to-face procedures contained in the Faculty contract. Student evaluations are also part of the evaluation process and contribute to the continual feedback that our online instructors receive. In addition, a fulltime faculty member has been released to provide support and training to online faculty.

Management:
All educational programs fall under the general supervision of the Vice President of Academic Affairs & Student Services, but the immediate oversight of the online program lies with the Dean of Instruction in Humanities and Social Science. This individual has been instrumental in bringing online education to LTCC and has mentored the other Dean of Instruction whose area is offering increased numbers of online courses. The lead Dean in this area serves on the Board of Directors for Etudes and thus has the most current information and can provide input to decisions that serve faculty and students well. The need for a half-time Distance Education Coordinator was identified in the program review and that position is proposed in the 2010/11 budget.

Support Staff:
A 24/7 Helpdesk is available to aid students with questions and problems they encounter. In addition, the Dean's Assistant and support staff in the Instruction Office have been trained to answer the most common questions. Clerical support to the program is provided through the Dean's assistant when necessary.

Evidence of appropriate equipment and facilities, including adequate control over any off-campus site:
Offering distance education has not required extensive facilities or equipment. Office space and access to computers is provided to the Distance Education Coordinator and faculty who are teaching online. Adjunct faculty usually use their own computers rather than college equipment, but the technology is available should they wish to access it at the college. As the program grows and additional staff are added, physical office space as well as technology will be provided.

2. Evidence of fiscal resources including the initial and long-term amount and sources of funding for the proposed change.

The college follows all applicable accounting and budgeting procedures and the district general fund provides the fiscal support to the distance education efforts including salaries, course management system, supplies, and technology. As the program has grown, the amount of funding provided has increased. Faculty salaries for teaching online are not included in the distance education budget but rather spread amongst the discipline areas. In 2009/10 the budget to cover direct program costs totaled $61,450; for 2010/11 the budget is projected at approximately $85,000. The 270 FTES generated in 2008/09 from online course offerings more than covers the expenses of the program.

3. Evidence of a plan for monitoring achievement of the desired outcomes of the proposed change.

All courses taught online must meet the same student learning outcomes as those offered fact-to-face. A cycle of assessment has been established college-wide and the online courses fall into that cycle. Faculty who teach online are evaluated by a trained instructor. These evaluations follow the current face-to-face procedures contained in the Faculty contract. Student evaluations are also part of the evaluation process and contribute to the continual feedback that our online instructors receive and are utilized in ensuring that learning outcomes are being achieved.

For the past two years, LTCC has supported the online faculty with a part-time Coordinator. This Coordinator is charged with the following responsibilities as the part-time position allows:

- **Faculty Support**
  - Handbook/orientation
  - Provide guidance
  - Field questions from potential online instructors and current online instructors
  - Establish user group
  - Provide trainings

These efforts also facilitate the monitoring and measuring of the identified course outcomes.

E. EVIDENCE OF NECESSARY INTERNAL OR EXTERNAL APPROVALS

1. A clear statement of what faculty, administrative, governing board, or regulatory agency approvals are needed, and evidence that they have been obtained.

The educational policies of LTCC require that the DE course offerings contain the same rigor and breadth stated in the face-to-face course outline of record that have been approved by the LTCC Curriculum Committee. In addition, the same Title V requirements are applied to DE courses. Academic Standards for online courses are the same as for all other face-to-face courses. In addition, the same academic freedom is awarded to all faculty either teaching online or in the traditional face to face mode.

A separate approval process is required for all courses offered by DE. This includes the following procedures:

- Faculty members interested in offering an existing course online must first speak with the Department Chair of the area and the Dean of Instruction.
- Faculty are required to complete the Distance Education form that is eventually approved by the Curriculum Committee.
- Prior to the Curriculum Committee reviewing the DE form, the faculty are required to meet with the Disability Resource Specialist to ensure that the course meets all Disability Resource requirements. The LTCC Disability Resource Center is aligned with the Chancellor's Office Regulations and Guidelines on Distance Education Guidelines dated 2008.
- Faculty are required to participate in the online training prior to being able to teach online. This applies to Etudes only.
- All DE addendum forms are reviewed by the Curriculum Committee every 6 years as course outlines of record come up for their cycle of Title V review.

Curriculum committee minutes document the adherence to the approval process prior to action to approve.

2. Evidence that any legal requirements have been met.

The curriculum development process listed above meets all legal and procedural requirements per ed code and Title 5.

3. Evidence of governing board action to approve the change and any budget supporting the change.

The District Board annually reviews curricular, degree, and program changes. In this capacity, they are informed of program change and the impact of DE to courses, programs, degrees, and certificates. Prior to catalog development, the Board must approve all curricular changes and by so doing take action to approve the DE impacts on curriculum. Through adoption of the annual budget which contains the expenses associated with operating DE, the Board approves any budgetary impacts associated with DE.

F. EVIDENCE THAT EACH ELIGIBILITY REQUIREMENT WILL STILL BE FULFILLED RELATED TO THE CHANGE

There is no anticipated impact on the eligibility requirements. Each eligibility requirement is addressed below:

1. **Authority:** Lake Tahoe Community College is part of the California Community Colleges, a system of 112 public two-year institutions authorized by the State of California to offer instruction at the lower division level and to award the Associate in Arts degree. On a state level, the governing body of the system is the Board of Governors of the California Community Colleges. On a local level, Lake Tahoe Community College operates under the authority of a locally elected Board of Trustees. Further, Lake Tahoe Community College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. A statement to this effect is published annually in the college catalog. The addition of online coursework does not affect the authority of Lake Tahoe Community College.

2. **Mission**: The goals and objectives of online education are consistent the college's mission (see discussion in Section A-2). The college's educational mission is defined by the regulations and laws of the State of California and is further defined by the local mission statement. The College's current mission statement was developed through a broad-based strategic planning process and adopted by the Board of Trustees in 2010. This statement is published annually in the college catalog and prominently displayed at the college.

3. **Governing Board**: The creation of online education does not change the relationship of the college to the governing board. The District has in place a Board of Trustees consisting of five members elected by the citizens in the Lake Tahoe Community College District and a student member elected by the Associated Student Body. The Board of Trustees is accountable to the voters of the Lake Tahoe Community College District to determine the direction and policies of the District in pursuit of its mission and to ensure the financial resources of the institution are used to provide a sound educational program. The Board members have no employment, family ownership, or other personal financial interest in the institution. Annually Board members file statements of economic interest pursuant to section 4 (B) of the Conflict of Interest Code with the Office of the Superintendent/President of the Lake Tahoe Community College District who transmits the statements to the El Dorado County Elections Department.

4. **Chief Executive Officer**: The chief executive officer of Lake Tahoe Community College is the college president, Dr. Paul Killpatrick. He assumed this responsibility on July 1, 2008 and has served in a full-time capacity in this position since that time. Dr. Killpatrick holds a B.S. in Social Studies Education from Oregon State University, a M.S. in Counseling from Western Oregon State University, and a Ph.D. in Postsecondary Education from Oregon State University. He holds credentials and meets minimum qualifications to serve as a faculty member, administrator and chief executive officer in the California Community Colleges. The president does not serve as a member of the governing board.

5. **Administrative Capacity**: A Dean of Instruction has general oversight responsibilities for the entire distance education program under the direction of the Vice President, Academic Affairs & Student Services who oversees all instructional programs and student support services. The administration is adequate in number, experience and qualifications to provide appropriate administrative oversight of online courses.

6. **Operational Status**: The College operates year-round with three primary academic quarters of 12 weeks in length and one summer session of 6 weeks duration. The College also offers courses and programs outside the set quarter-length terms and summer session. Schedules of course offerings are published four times per year in concert with the upcoming term or summer session. The DE program and courses operate within the existing academic structure.

7. **Degrees**: Courses offered through the DE program are degree applicable and depending on the specific course, may meet a combination of major preparation, general education, and/or electives. The College offers 41 different Associate in Arts degrees that require the completion of 90 quarter units each and 25 certificates of achievement requiring completion of a minimum of 27 quarter units. Each degree calls for coursework in general education, a major area, and electives. Certificates require focused coursework in the specific field of study. A significant proportion of the College's courses satisfy requirements for one or more of the Associate in Arts or certificate programs offered. Conversely, only 45 courses offered by the College are considered as non-degree applicable and these primarily serve the needs of students who are underprepared in the basic skills of mathematics, reading, and writing or who have special learning needs. The college catalog lists the degrees and certificates offered and the course and credit requirements for each.

8. **Educational Programs**: The College's Associate in Arts degrees are each designed to be a two-year program of study. The certificates of achievement are intended to be one-year programs of study. Each is congruent with the mission of the institution and the primary mission of the California Community Colleges. The Associate in Arts degrees are awarded in recognized higher education disciplines as well as interdisciplinary fields of study (e.g., mathematics, English, anthropology, natural science, liberal arts). Certificates of achievement are primarily awarded in occupational disciplines that contribute to workforce development and career preparation. Appropriate rigor and quality are assured through the College's curriculum development, review, and approval process. Departmental dialogue and subsequent Curriculum Committee review shape both the program content as well as the intended outcomes for degrees and certificates. Further, each degree and certificate is reviewed on a cyclical basis through the program review process. A key element in program review is the requirement that departments examine, reflect upon, and comment on measures of student learning within the program under review. Recently, a number of the program descriptions in the college catalog have been revised to incorporate defined learning outcomes.

9. **Academic Credit**: Credit awarded for courses reflects generally accepted norms in higher education. The College uses the Carnegie unit standard which was developed as

a measure of the amount of time a student has studied a subject. This measure conforms to state regulations regarding the awarding of credit as described in Title 5 of the California Code of Regulations. The specific number of quarter units awarded is based upon the scope of course content (as reflected in the course outline of record and quantified by the number of hours the course meets), as well as the type of learning involved, such as lecture and/or lab. Online courses must follow the same standards as traditional courses in ensuring time spent in studying the subject.

10. **Student Learning and Achievement**: Learning outcomes for all courses are embodied in the Student Outcomes section of the official course outline of record. In addition, faculty utilize a host of assessment strategies at the course level to gauge student learning in their courses and integrate the results into a plan for course improvement where needed. The college has made significant progress in integrating 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.

11. **General Education**: The general education requirements remain the same for all associate degree programs. The College requires recipients of Associate in Arts degrees to complete a general education pattern which includes demonstrated competence in writing and computational skills. Further, the College's general education philosophy states that general education requirements are "…intended to provide a broad yet integrated introduction to the skills, knowledge, and insights that are the foundation of a college education." Toward that goal, students fulfilling Lake Tahoe Community College's general education requirements must complete coursework in seven areas of study including: English communication, mathematical concepts and quantitative reasoning, fine arts and the humanities, the social sciences, physical and biological science, lifelong understanding and self development, and cultural pluralism.

12. **Academic Freedom**: Academic freedom will be maintained in the courses offered in an online format. The College protects freedom and communicates expectations regarding academic responsibility as evidenced by the adoption of *Board Policy* 4.06 which states: Academic freedom and academic responsibility are inseparable. Academic freedom is the right of instructors in their area of expertise to teach, conduct research, and to communicate one's knowledge to the academic community openly, honestly, and without interference. Academic responsibility is the acceptance on the part of the instructor while teaching, researching and communicating, to do so in a manner as not to bring discredit to the college, profession, or community. This statement is published in the college catalog and the *Adjunct Faculty* and *Full-Time Faculty Handbooks*.

13. **Faculty**: The number of adjunct faculty has increased in accordance with the creation of the DE program. College-wide, the number of full-time faculty is adequate to meet the needs of the instructional programs and student support services. To augment this core of full-time faculty, adjunct faculty are utilized extensively. This allows the College to offer a broad selection of courses and programs and to meet the needs in specific disciplines for which a full-time faculty load cannot be achieved. Faculty responsibilities are detailed in Board policy and include an expectation that both full-time and adjunct

faculty will be involved in the development and review of curriculum as well as the evaluation and assessment of learning. Further, the evaluation process for full-time faculty requires that faculty reflect upon and write about (in their self-assessment) the effects that their instruction, counseling, librarianship, or directorship has on students and on student learning.

14. **Student Services**: The college provides appropriate student services designed to support student learning and development. Recognizing that student success and achievement will be enhanced through assisting students with the challenges presented in pursuit of their academic goals, the college is providing and enhancing a broad range of academic and student support services for online students. Critical services accessible to students online include registration, class schedules, transcripts, financial aid status, counseling, tutoring, library services, and information on being an online student. With the transition to a new operational software system scheduled in 2011, access to critical information is expected to increase.

15. **Admissions**: As a California Community College, Lake Tahoe Community College is an open access institution. The college catalog states that all high school graduates as well as anyone 18 years of age or older (regardless of high school graduation status) are welcome to attend. International students and non-residents of California are also admitted. Admissions criteria and information are provided in the college catalog.

16. **Information and Learning Resources**: In September 2006 the college opened its 27,000 square foot library which provides resources, equipment, and services in support of the informational, instructional, and learning needs of students, faculty, staff, and the community. The library's collection has over 40,000 volumes as well as subscriptions to 10,000 print and online journals and newspapers, music on CD, as well as a DVD/video collection which supports the college curriculum. Information services are offered online or at the reference desk, or teaching station, where online research skills are taught one-on-one. The library's online resources, such as its catalog and online databases can be accessed online 24-hours a day. Course reserves are offered in print and online formats. And online research tutorials are available 24 hours/day from the Library website. Learning support services are provided through the Tutoring and Learning Center, consisting of the Learning Assistance Center, Math Success Center, Writing Center, and open computer labs. These facilities provide tutoring services to assist students in completing course assignments and in understanding and using discipline-specific subject material and computer software and resources. Online tutoring is underway through a successful pilot effort in 2009/10 that will be expanded in 2010/11.

17. **Financial Resources:** The financial resources supporting the DE program have allowed for the effective administration of the program. Since its inception in 2004/05 the budget for DE has grown to $96,053 as the program has evolved. Funding is allocated primarily to the Etudes platform and ancillary Etudes expenses and to faculty support and training. In recognition of program growth, ongoing funds have been set aside in 2010/11to address additional coordination responsibilities. The college will be considering the best structural format for that purpose and distribute the funds accordingly. The FTES generated from DE courses ensures its sustainability as the FTES surpasses the expenses of the program. The percentage of total FTES from DE has increased from .52% in 2004/05 to 17.6% in 2009/10. The college budget is adopted annually by the Board of Trustees in a public meeting and is available for public

inspection prior to and following board approval. The annual budget is developed from the prior year base using campus-wide input. Resources are allocated to meet programmatic and legal requirements to help ensure quality and effective academic programming and educational support services. The College operates within its budget and is audited each year for compliance with grant and categorical requirements and generally accepted accounting procedures. The budget for the College Foundation, which supports the educational programs of the College, is included in the budget development and approval process.

18. **Financial Accountability**: The College annually undergoes an external audit of all financial documents by an independent, certified public accounting firm that has expertise in public higher education. The report of the accounting firm is reviewed each year by the Board of Trustees, including an audit committee of the Board. The report is available for public inspection and appropriate documentation is provided to the State of California. Findings in the report are addressed in a timely manner and copies of prior year reports and responses are maintained in District files for subsequent inspection. All district allocations and expenses, including DE, are part of the audit process.

19. **Institutional Planning and Evaluation**. The DE program operates in accordance with the institution's established planning and evaluation procedures. The mission statement of the college directs the educational purposes of the institution and is the basis for an integrated and systematic planning process. Department planning begins with program review plans, which are reviewed annually and updated every six years. The program review plans address student learning and success, and they are the basis for the *Educational Master Plan.* The improvement of institutional structures and student achievement is addressed through the *Strategic Plan,* a comprehensive planning document that provides the direction for the future of LTCC in fulfilling its mission. A broad-based team consisting of representatives of the campus community - the Board of Trustees, full-time and adjunct faculty, classified employees, students, and administrators begins meeting each fall to evaluate and update the existing plan. The *Strategic Plan* and the program reviews are used in the development of the College's annual Budget Goals and Assumptions and are referenced on the budget worksheets.

20. **Public Information**: The option for students to participate in distance education will be listed in the college catalog, website, and quarterly schedules. College-wide, accurate and current information is published in the college catalog*,* quarterly schedules of classes, and other college documents. Included in these documents is general information regarding the college, admissions requirements, student fees, program and course offerings, and major policies affecting students. Both the college catalog and quarterly schedule of classes are available online through the college's website. Also available on the website is information regarding admissions, registration, course and program offerings, financial aid, student support services, and other pertinent resources for students.

21. **Relations with the Accrediting Commission**: The college represents itself honestly and truthfully to the Commission and adheres to the eligibility requirements and policies of the Commission. The college conducts the self study and accreditation process in accordance with the standards, guidelines, and practices set forth by the Commission. Further, the college complies with all Commission requests in a timely and appropriate manner, including the submission of annual and midterm reports.

G. EVIDENCE THAT EACH ACCREDITATION STANDARD WILL STILL BE FULFILLED RELATED TO THE CHANGE

Courses offered through online education will be held to the same high academic standard as all other courses at Lake Tahoe Community College.

Standard I:

The mission statement which guides Lake Tahoe Community College will equally apply to distance education efforts at LTCC. As stated earlier, the distance education coursework offered incorporates the college mission of:

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

- Lower division post-secondary education to achieve transfer to a four-year post-secondary educational institution and success in obtaining a degree.

- General education to achieve critical thinking and communication skills, global awareness, personal responsibility, and professional development.

Standard II:

IIA. The college assures the quality of the courses offered online. The educational policies of LTCC regarding the DE course offerings contain the same rigor and breadth stated in the face-to-face course outline of record that have been approved by the LTCC Curriculum Committee. In addition, the same Title V requirements are applied to DE courses. Academic Standards for online courses are the same as for all other face-to-face courses. In addition, the same academic freedom is awarded to all faculty teaching online or in the traditional face to face mode.

A separate approval process is required for all courses offered by DE. Courses adhere to the established course outlines with their associated student learning outcomes and continual assessment/improvement. All courses are taught with the most appropriate pedagogy for the curriculum and all sections adhere to the appropriate depth and rigor of those taught throughout the district. The process for offering an online course must follow the same curriculum scrutiny for approval as traditional courses.
Courses taught online have increased access to education to students both within and outside of the district. Information regarding online courses and their applicability to transfer, major requirements, and general education is available on the website, catalog, schedule of classes, and course specific printed materials.

IIB. Currently the student support services available at the college provide online students basic access to the college, guidance in the admissions and registration process, registration, financial aid assistance and application, academic counseling, 24/7 helpdesk, and an inventory measuring readiness for being an online student. Online tutoring has been piloted and will be expanding. Efforts to further enhance student support services in the form of enhancing user access through an institutional software conversion will be implemented in summer 2011.

Ensuring that DE courses (including all materials and resources) are accessible to students with disabilities is a shared institutional responsibility and taken very seriously at LTCC. The online faculty go through a rigorous process and work with the Disability Resource Center staff to ensure that their course content is explained thoroughly to the DRC specialist and that appropriate accommodations are made if a DRC student needs assistance. LTCC is in compliance with the American with Disabilities Act of 1990 and provides accessibility for persons with disabilities with reference to our online DE courses. LTCC follows the Chancellor's office "General Principles" in ensuring that DE courses are accessible to students with disabilities.

IIC. The Library provides a wide variety of learning resources to support the online student. Students may access library materials on campus or via the Internet and the library's online resources, such as its catalog and online databases can be accessed online 24-hours a day. Hands-on, customized support, training, and instruction in accessing and completing courses is provided in addition to

- Course reserves offered in print and online formats, linked directly through our online catalog
- Electronic resources, such as e-books and subscription databases, in all subject areas
- Toll-free phone reference service offered via the CCC Confer "LTCC Library Meeting Room" which is available anytime the library is open
- Online research tutorials available 24/7 from the library web site
- Electronic style guides for MLA, APA and other citation formats

Standard III:

IIIA. In hiring adjunct faculty, the college will maintains the same quality for online faculty as for all other courses offered. All adjunct faculty must meet the minimum qualifications for the discipline and undergo the same evaluation procedures as their counterparts teaching face-to-face courses. Formal evaluation is a requirement in the first quarter of instruction and thereafter every 3 years at a minimum. Effectiveness in achieving stated student learning outcomes is included in the evaluation. In addition, student evaluation forms are distributed to online faculty to administer in at least course per year. Training in the Etudes platform is required for online faculty and the distance education coordinator provides ongoing pedagogical training to online faculty to improve their effectiveness. .

IIIB. Offering distance education has not required extensive facilities or equipment to date. Office space and access to computers is provided to the Distance Education Coordinator and faculty who are teaching online. Adjunct faculty usually use their personal computers rather than college equipment, but the technology is available should they wish to access it at the college. The IT department at the college provides support to students, faculty and staff in DE as needed. As the program grows and additional staff is added, physical office space as well as technology will need to be provided.

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IIIC. The College strategic plan calls for promoting current and emerging technologies to increase efficiencies. Maintaining and upgrading computers and technology for faculty, staff, and students contributes to this effort. In addition, ensuring sufficient and well trained staff in IT is critical to supporting DE. Provision of a 24/7 helpdesk through Etudes, involvement in trouble shooting by the IT department as needed, and providing a point of contact through the Instruction Office enhances technological support to the DE program.

IIID. Fiscal support for DE has been provided through the District general fund and is offset by the apportionment income generated from the program. The institution's funding base, resources, and strategic plan are consistent with providing support to the DE program. The DE program review has called for increasing financial support due to the growth of the program. Following review by the college shared governance committee and the Board, this recommendation was supported in the development of the budget plan with additional funds accorded to the DE program.

Standard IV:

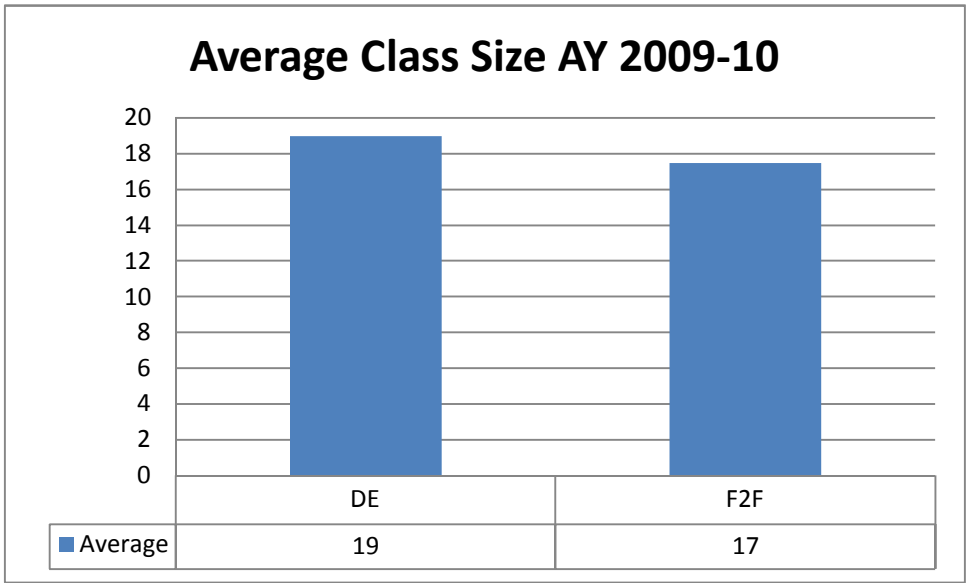
Through existing institutional governance structures and procedures, matters related to DE are considered as they are related to ensuring institutional effectiveness. Through able administrative leadership, a broad based group of impacted staff and faculty were convened to serve on the Distance Education program review in fall 2009 to closely examine the efforts, infrastructure, curriculum, policies, and procedures and to recommend ways to improve. Those recommendations were then shared with the Administrative team, College Council, Academic Senate, and the Board for review in the context of the college mission and strategic plan. These recommendations and institutional support have formed the direction for the DE program as it moves into the future.

H. Other Information Requested by the Commission

Student Success/Student Achievement Data

Data related to Distance Education (DE) at LTCC is presented below for the most recent academic year (AY) 2009-10. Where required, comparisons are made to face-to-face (F2F) courses.

Class Size



Student retention and withdrawal rates/data

Student retention is defined as the number of students who complete the course divided by the number of students enrolled at first census (see **TABLE 1** below).

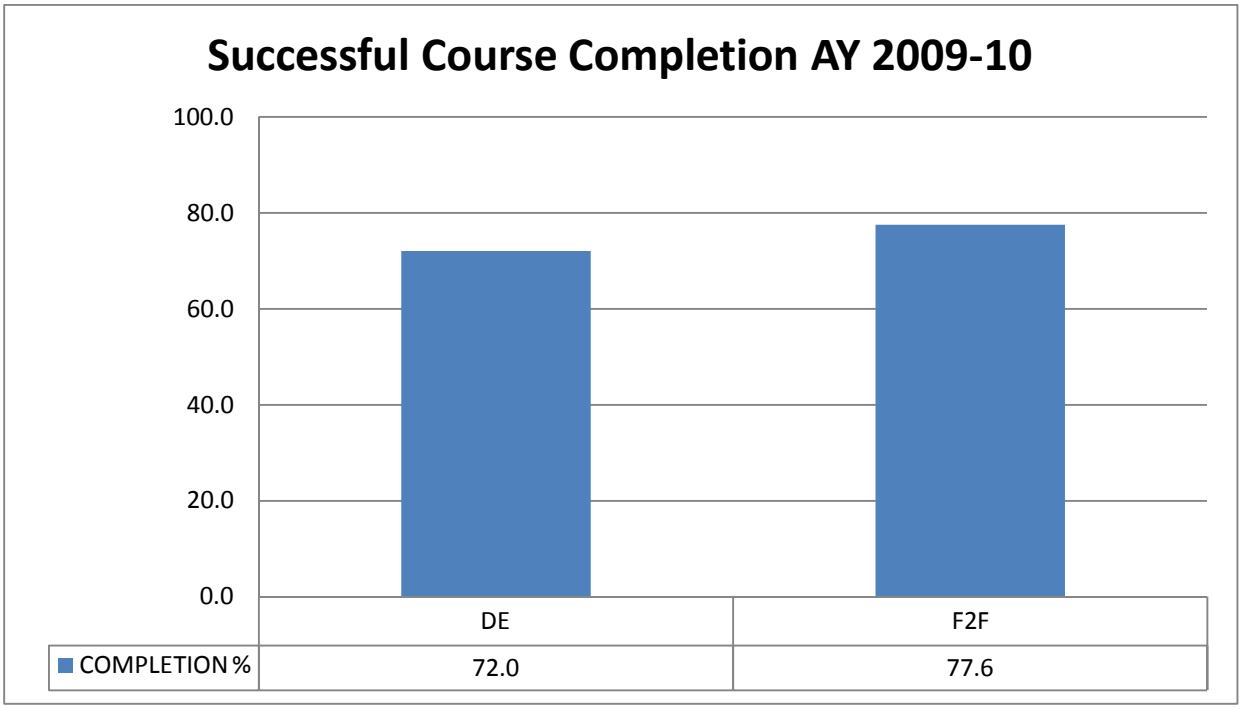
Academic Year (AY)	Student Retention
2008-09	88.6%
2009-10	91.3%

TABLE 1

*NOTE: Retention rates for DE courses exclude the summer session for each academic year presented.

Online pass rate compared with seat-time pass rate

Student pass rate, or successful course completion, is defined as the percentage of students who **successfully earn an A, B, C, or CR, divided by the total number of students who complete the** course.



Student data collection and analysis

Student data is collected on an ongoing basis, and stored in a SQL data warehouse for use in reporting and analysis. Annually, basic student data is presented in a Fact Book (previously known as Graphically Speaking). This presentation includes:

- Student Demographics
- Student Goals
- Student Success
- Student Achievement

Further, comprehensive College, Department, and Program data is presented in the annual Fact Book, including:

- FTES
- Student Success

Data is presented in cross-tab form for a number of comparisons, including break outs of Distance Education v. Fact-to-Face courses for all relevant student and college data.
As with all courses taught at LTCC, DE courses are also included in the student learning outcome (SLO) assessment process.

Use of student data for improvement

Student data related to Distance Education (DE) at LTCC is utilized for the continuous quality improvement of the program to ensure institutional effectiveness in the delivery of online course content. The revised LTCC Strategic Plan 2009-2014 included in its goals and objectives:

Goal 2: Student Success and Readiness

Objective 2D: Teaching and Learning Effectiveness

Support effective teaching and learning to enhance the quality, consistency, and rigor of academic programs to meet student needs.

- Activity 2D.4 – Support successful course completion rates DE courses.
- Activity 2D.5 – Track course completion rates for Distance Education (DE) courses.

Departments that include distance education among their course offerings are encouraged to integrate this objective into their respective Program Reviews, in order to maintain a focus on the academic integrity of DE course offerings, in relation to face-to-face offerings. The analysis of course completion rates, comparing DE and face-to-face courses, has lead to increased resources being devoted to the support of the DE program, as is evidenced in the DE Program Review.

Departments also incorporate SLO assessment information into the continuous improvement of the DE courses, in the same manner that it is incorporated into the continuous improvement of face-to-face offerings.

APPENDIX 1

DISTANCE EDUCATION PROGRAM REVIEW

DISTANCE EDUCATION PROGRAM REVIEW REPORT

March 2010

Prepared by:
Diane Rosner
Susan Middleton
Nancy Barclay
Tracy Thomas
Esta Lewin
Treva Thomas
Cheri Jones
Dave Burba
Sandi Jorgensen
Craig Brinkman

DISTANCE EDUCATION
EXECUTIVE SUMMARY

INTRODUCTION

The first Distance Education (DE) courses began prior to the spring quarter, 2006 at Lake Tahoe Community College. The motivation of establishing a DE program grew out of an attempt to provide "access" to students who could not attend the traditional face-to-face courses at our college.

From that date forward, the DE program continued to grow and experience success in terms of student enrollments and it provided the type of flexibility our students desired to address their busy lives and their desire to continue with their educational pursuits.

Today, LTCC offers a selection of courses from several different disciplines online to meet student demand. This strategic plan is written in order to provide a snap-shot of where our program is at this moment and what strategic plans and recommendations need to be made to enhance the DE program at LTCC. It is also written to underscore LTCC's commitment to financial and technical support that allows the DE program at LTCC to continue with substantial support.

The Distance Education Committee was formed in fall 2009 to write the first Distance Education Program Review. Committee members included:

Nancy Barclay, Distance Education Coordinator
Dave Burba, Technology Specialist
Sandi Jorgensen, Assistant to the Dean of Instruction
Tracy Thomas, Interim Dean of Student Services
Treva Thomas, Director of the Tutoring Learning Center
Esta Lewin, Counselor
Aaron McVean, Institutional Researcher
Cheri Jones, Director of Admissions and Records
Susan Middleton, Interim Vice President of Academic Affairs & Student Services
Diane Rosner, Dean of Instruction

The committee looked at the current support structure in place for the Distance Education program. In addition, the committee reviewed areas that are in need of additional support with the goal of providing a wide range of services to our Distance Education students.

Final Recommendations

After thorough review of the DE program at LTCC, several recommendations are offered to continue to move towards excellence with DE course offerings. These recommendations will also assist LTCC in providing integrated planning for the fiscal, technical and human resources needed to deliver DE courses. In addition, LTCC can use these recommendations as a guideline to provide ongoing and continuous evaluation that will lead to improvement of our DE program. These recommendations follow.

Strategic Goals based on Recommendations in DE Program Review

The goals listed below will become the "action plan" of the Distance Education Committee, once this Program Review is adopted and approved by the shared-governance bodies of LTCC. The timeline for implementation will be a 3 year period.

A. Student Support

GOAL #A1: Develop a comprehensive online tutoring program that offers online tutoring in all disciplines offered face-to-face. This could include possible resources like live chats through ETUDES, and online whiteboards for tutor/student interaction.

GOAL #A2: Develop a web portal for access by DE students to receive comprehensive student support services, assessment, financial aid, online student orientations, counseling, and library resources.

GOAL #A3: Develop a quarterly review process that assesses the level of technical support for online students. Analyze the collected findings from live or online student helpdesk "tickets" to streamline the process for students.

GOAL #A4: Develop a new online campus-like climate to support students and provide opportunities for them to feel part of the campus community.

GOAL #A5: Develop a procedure to improve retention of DE students. For example: electronic communication for "Early Alert" emails, and automated "SARS" (Student Automated Retention System) telephone calls.

B. Faculty Support

GOAL #B1: Provide programs, services, and the necessary additional technical support staff to assist faculty in the development, design, evaluation, and on-going maintenance of new and existing quality distance learning courses. This could include funding for faculty "mentors" to assist the current part-time Distance Education Coordinator.

GOAL #B2: Develop and implement a long-range plan for distance learning staffing and resource requirements.

GOAL #B3: Hire one full-time coordinator/director, to assist faculty in the development, design and on-going maintenance of distance learning courses. This new position could also identify new niche markets for online program development opportunities.

GOAL #B4: Establish methods to aid faculty in continuous evaluation of distance learning courses and programs to improve student performance and retention.

GOAL #B5: Identify resources for the establishment of continual funding to support faculty development for online faculty to enhance the interactive nature of their courses, building of community, and improve student retention. This could include funding for Webinars, Online Seminars and the annual Etudes Summit.

GOAL #B6: Identify, develop and promote models of best practice.

GOAL #B7: Conduct staff development seminars to highlight the quality distance learning courses developed by our LTCC faculty; highlight course components that are innovative and show exceptional academic rigor and pioneering techniques.

C. Institutional Support

GOAL #C1: Admissions and Records: With the support of the new ERP, implement the automated processes listed in the DE Program Review to provide DE students with the forms and waivers necessary to transact their business online.

GOAL #C2: Budget Review Process: Identify budgetary resources to support the infrastructure for the DE program. Evaluate the institutional commitment to support said infrastructure.

GOAL #C3: Academic Senate: Develop evidence of institutional effectiveness that will require LTCC to apply SLOs and Assessment strategies to all distance education courses.

GOAL #C4: Institutional Researcher: Develop a mechanism to systematically compare traditional face-to-face Assessments with those of DE courses.

GOAL #C5: VP of Instruction: Create an official portion of the College Catalog that documents and clearly explains the college's DE program.

GOAL #C6: Hire a part time Director of Distance Education in 2010/2011, who oversees and manages the DE program.

D. Staff Support

GOAL#D1: Support Staff: Hire adequate support staff specifically assigned to the Distance Education Program to provide help desk services and to interact regularly with online students in an effort to promote student engagement and retention.

GOAL#D2: Computer Staff: Provide adequate staffing in Computer Services to manage the technical aspects of supporting online students (e.g., data uploads).

GOAL#D3: Training: Provide regular comprehensive training and professional development to staff of the Distance Education Program in order to increase knowledge; improve services, and maintain technical proficiency.

GOAL#D4: General Training: Provide general training as needed to staff indirectly involved with the program to ensure a basic level of understanding of systems and offerings. The objective of this goal is to allow the staff of Admissions & Records, Student Services, Instruction Office, and instructional departments to provide general assistance and referral to the Distance Education Program staff.

GOAL#D5: Best Practice: Identify, develop, and promote models of best practice.

GOAL#D6: Long Range Plan: Develop a long-range plan for future staffing by identifying the FTES and/or enrollment breakpoints at which staffing needs to be adjusted. Because staffing changes are not automatically triggered by increases or decreases in course sections (which automatically causes the number of instructional faculty to be adjusted), the planning process is intended to promote adequate staffing levels and ensure that students receive exemplary support.

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Distance Education Program Review

1. Overview/Introduction

The first Distance Education (DE) courses began prior to the spring quarter, 2006 at Lake Tahoe Community College. The motivation of establishing a DE program grew out of an attempt to provide "access" to students who could not attend the traditional face-to-face courses at our college.

From that date forward, the DE program continued to grow and experience success in terms of student enrollments and it provided the type of flexibility our students desired to address their busy lives and their desire to continue with their educational pursuits.

Today, LTCC offers a selection of courses from several different disciplines online to meet student demand. This strategic plan is written in order to provide a snap-shot of where our program is at this moment and what strategic plans and recommendations need to be made to enhance the DE program at LTCC. It is also written to underscore LTCC's commitment to financial and technical support that allows the DE program at LTCC to continue with substantial support.

2. Definitions

Lake Tahoe Community College has adopted a definition of Distance Education which is consistent with the AACJC and the California Community College's Chancellor's Office definition. That definition is as follows:

Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology. All distance education is subject to the general requirements of this chapter as well as the specific requirements of this article. In addition, instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disability Act (42 U.S.C. Section 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended, (29 U.S.C. Section 794d).

NOTE: *Authority cited: Sections 66700 and 70901, Education Code. Reference: Sections 70901 and 70902, Education Code; Title 29 United States Code Section 795d, and Title 42 United States Code Section 12100 et seq.*

3. Members of the Strategic Planning Team

In an attempt to honor the Shared Governance structure at Lake Tahoe Community College, the members of the Distance Education Strategic Planning represent a wide range of participants to ensure that all aspects of the DE Strategic Plan are addressed. These members presently include:

- Nancy Barclay, Distance Education Instructional Support Coordinator (Instructional faculty)
- Dave Burba, Computer Services Support
- Cheri Jones, Director of Admissions and Records
- Treva Thomas, Tutoring and Learning Center Director (Instructional faculty)
- Tracy Thomas, Interim Dean of Student Services
- Esta Lewin, Student Services Counselor
- Susan Middleton, Interim Vice-President of Academic Affairs & Student Services
- Diane Rosner, Dean of Instruction
- Sandi Jorgensen, Assistant to the Dean of Instruction
- Renee Pegues, Assistant to the Dean of Instruction

The following individuals participate in monthly meetings to address areas of concern and provide recommendations to the DE program at LTCC.

4. Educational Policies regarding DE

The educational policies of LTCC regarding the DE course offerings are to contain the same rigor and breadth stated in the face-to-face course outline of record that have been approved by the LTCC Curriculum Committee. In addition, the same Title V requirements are applied to DE courses. Academic Standards for online courses are the same as for all other face-to-face courses. In addition, the same academic freedom is awarded to all faculty either teaching online or in the traditional face to face mode.

A separate approval process is required for all courses offered by DE. This includes the following procedures:

- Faculty members interested in offering an existing course online must first speak with the Department Chair of the area and the Dean of Instruction.
- Faculty are required to complete the Distance Education form that is eventually approved by the Curriculum Committee.
- Prior to the Curriculum Committee reviewing the DE form, the faculty are required to meet with the Disability Resource Specialist to ensure that the course meets all Disability Resource requirements. The LTCC Disability Resource Center is aligned with the Chancellor's Office Regulations and Guidelines on Distance Education Guidelines dated 2008.
- Faculty are required to participate in the online training prior to being able to teach online. This applies to Etudes only. (See Section 5, Faculty Training).
- All DE addendum forms are reviewed by the Curriculum Committee every 6 years as course outlines of record come up for their cycle of Title V review.

5. Faculty Training

Faculty wishing to teach online are required to enroll in a mandatory online training offered by ETUDES, LTCC's Course Management System (CMS) provider. This training introduces faculty to the different components contained in the ETUDES CMS. This training must be successfully completed prior to an instructor actually teaching a course online. LTCC will reimburse instructors upon successful completion of the training course.

ONGOING training is also provided by the Distance Education Coordinator. These trainings have been in the following manner:

- Face-to-face in-house trainings
- Online trainings
- Webinars
- Etudes Conferences (May 2009 in LA, May 2010, San Francisco)

The continual challenge for our small college is budget. Although a firm commitment has been made to support faculty trainings in regards to DE, the funding can remain a challenge.

Faculty who teach online are evaluated by a trained instructor. These evaluations follow the current face-to-face procedures contained in the Faculty contract. Student evaluations are also part of the evaluation process and contribute to the continual feedback that our online instructors receive.

Intellectual Property Rights policies and procedures are contained in the current Faculty negotiated contract and provide clear information regarding this topic.

6. Faculty Support

For the past two years, LTCC has supported the online faculty with a part-time Coordinator. This Coordinator is charged with the following responsibilities as the part-time position allows:

- **Faculty Support**
  - Handbook/orientation
  - Provide guidance
  - Field questions from potential online instructors and current online instructors
  - Establish user group
  - Provide trainings (e.g., John Reid and his streaming video; orientation to Etudes; what it's like to teach online)

- **Liaison with Vivian Sinou and Etudes**
- **Liaison with Help Desk Function**
- **Enhance our distance learning websites**
- **Become knowledgeable in online teaching best practices and regularly disseminate ideas to faculty**
- **Teach/arrange/organize Etudes workshops**
- **Develop expertise in ETUDES course management system.**
- **Develop a structure for new online faculty: training, implementing development sites, launching new sites.**
- **Orientation of new online faculty to the entire process for developing and launching a class online in an ETUDES platform.**
- **Serve as a resource for all online faculty in terms of emerging technology, pedagogical considerations in teaching in an online environment, best practices, retention strategies, and related areas. Regularly disseminate such information. Support should be oriented to (1) faculty considering teaching online; (2) faculty new to teaching online; and (3) veteran online faculty.**
- **Provide instruction design support to assist online faculty. Field questions from online faculty.**
- **Serve as the liaison with ETUDES and Computer Services.**
- **Conduct frequent communication with online faculty (e.g., emails).**
- **Work with A & R, Instruction Office, and Computer Services to facilitate communication with online faculty and ensure online faculty email distribution list is accurately maintained.**
- **Enhance and provide oversight of online course pages on website and update as needed.**
- **Provide pedagogical support to faculty for ETUDES course development.**
- **Each quarter, conduct introductory workshops for students new to online learning.**
- **Evaluate and refine "Student Readiness" self-assessment for students to take (off the Online Courses page). Create a means to reach out to potential online learners in terms of making them aware of what it takes to be a successful online student.**

- **Liaison with other departments to address support needs for online students (e.g., ordering of textbooks online).**
- **Develop a "how to" handbook for faculty seeking to teach online and/or create a web presence for faculty to explore online teaching (include assessing if teaching online is right for me; steps to get ready to teach online; resources for support; best practices; FAQs).**
- **Conduct at least one faculty training per quarter in emerging online strategies, good practices in teaching online, exploring online teaching for potential online teachers, and other issues related to online teaching and learning.**
- **Other duties as assigned.**

  Additionally, the LTCC faculty have access to the ETUDES "User Group" after their initial trainings. This "User's Group" provide assistance to online faculty by the ETUDES trainers and also allow online faculty to connect with other faculty around the state of California who use the ETUDES platform.

7. Student Training prior to taking a class online

LTCC offers its students website information regarding their readiness to take an online course. In addition, a minimum of two face-to-face online workshops are conducted each quarter so students are more familiar with the Etudes platform and the online environment.

It is felt that more could be done to assist the students in this area. Please see the Final Recommendations section of this report.

8. General Student Support

LTCC is committed to providing student support and counseling services to students to ensure their success with the online platform and success in achieving their educational goals. DE courses are structured to permit completion of Student Learning Outcomes and objectives in the same manner that traditional courses do. With that in mind, LTCC has provided the following in terms of student support services related to the DE courses:

- LTCC has purchased a 24/7 Helpdesk feature of ETUDES. This allows our students to be able to receive assistance 24/7.
- LTCC's Computer Services department is actively involved in trouble-shooting any issues that arise.
- The Instruction Office at LTCC serves as the point of contact for students who may be experiencing issues regarding their online course during the beginning of the quarter.
- The DE Coordinator is also informed of student issues, as is the Director of Computer Services and the Etudes CEO.
- Faculty hold online office hours to meet the needs of their online students.
- Adjunct faculty are encouraged to apply for online office hours to meet the needs of their students.
- LTCC ensures the protection of student privacy.

Admissions & Records has recognized the need to improve access to services for online students. During winter 2004, the campus piloted online registration. After a successful test of the online registration system, WebReg was launched for all students in spring 2004. Using this system, students could register for courses, drop courses until the drop with no record deadline, and pay fees via the Internet. A home-grown online admission application was also implemented to provide a mechanism for admission and application updates. The registration system was supplemented by the existing online schedule of courses. A student ID lookup form was created to allow secure, self-service retrieval of student ID numbers.

During summer 2006, new Admissions & Records content was developed in conjunction with a redesign of the LTCC Web site. The new Web site pages included detailed information on a variety of topics such as registration, residency, add/drop procedures, fees, forms, grades, and transcripts. The college catalog was also posted online on the new site. In May 2008, the CCCApply online admission application (common application of the California Community College system) was implemented to improve access and reduce issues associated with the home-grown application. In the fall of 2008, the online registration system was upgraded to allow students to declare the pass/no pass grading option online.

While online students outside the Tahoe area may use the forms available on the Website to conduct business by fax (or by e-mail with scanned signed documents), this process is cumbersome and needs to be improved. In 2008, the college was awarded a Title III grant which provided funding for the implementation of an ERP system. With the capabilities of this new system, the Admissions & Records Office hopes to automate the following processes in the future:

- Withdrawal (drop with a W notation)
- Late registration with instructor permission
- Late refund/drop/withdrawal petitions
- Incomplete grade forms (electronic process for student-instructor interaction to agree on condition of incomplete)
- Schedule conflict waivers
- Self-service change of basic demographic information which does not affect residency (e.g., e-mail address)
- Transcript/Enrollment verification requests
- Other petition processes are also being reviewed in conjunction with Student Services and the Instruction Office with the goal of potential automation.

9. Student Support: Counseling & Student Services Support

There are several services that are provided to our online students. They include the following:

- BOG application online
- FAFSA application online
- Registration services online
- Access to counselors online
- Online student orientation through Etudes
- Access to forms via A & R and Student Services

- Online technical support through ETUDES Student Help Desk and the Instruction Office
- Online catalog
- Online schedule
- Online office hours with online faculty
- Online Library services including online resources available to students
- Online bookstore services
- Online unofficial transcripts
- Online grades
- Online employment listings
- Online internship listings

LTCC is currently working on providing additional services to online students. Please see the "Final Recommendations" section of this report for specifics.

10. Disability Access

Ensuring that our DE courses (including all materials and resources) are accessible to students with disabilities is a shared institutional responsibility and taken very seriously at LTCC. The online faculty go through a rigorous process and work with the Disability Resource Center staff to ensure that their course content is explained thoroughly to the DRC specialist and that appropriate accommodations are made if a DRC student needs assistance. LTCC is in compliance with the American with Disabilities Act of 1990 and provides accessibility for persons with disabilities with reference to our online DE courses. LTCC follows the Chancellor's office "General Principles" in ensuring that DE courses are accessible to students with disabilities. (Please see Appendix "A" – Distance Education Guidelines, Chancellor's Office, California Community Colleges, Academic Affairs Division)

11. Library Support of Distance Education

The LTCC library supports distance *learners* in a number of ways:

- Hands-on, customized support, training, and instruction in accessing and completing courses
- Course reserves offered in print and online formats, linked directly through our online catalog
- Electronic resources, such as e-books and subscription databases, in all subject areas
- Toll-free phone reference service offered via the CCC Confer "LTCC Library Meeting Room" which is available anytime the library is open
- Online research tutorials available 24/7 from the library web site
- Electronic style guides for MLA, APA and other citation formats

- Email reference for Inter-Library Loans and other library services
- Online plagiarism prevention resources

The LTCC library supports DE *instructors* in a number of ways:

- Course reserve dual-format textbook set up and liaison with bookstore
- Research and 'extra credit' assignments expertise
- Assistance locating curriculum content in multi-media formats
- E-reference for Inter-Library Loans and other library services
- Materials purchasing services at faculty request
- Online plagiarism prevention resources, including Turnitin.com class set up and on-demand originality reports

All full-time library staff are ETUDES certified, and trained in using CCC Confer to provide hands-on research tutorials to individuals or groups via toll-free conference calls. In 2010 the library plans to develop its own online multi-media tutorials, using screen capture software, which will be available 24/7 from the library web site.

12. Authenticate Student Participation

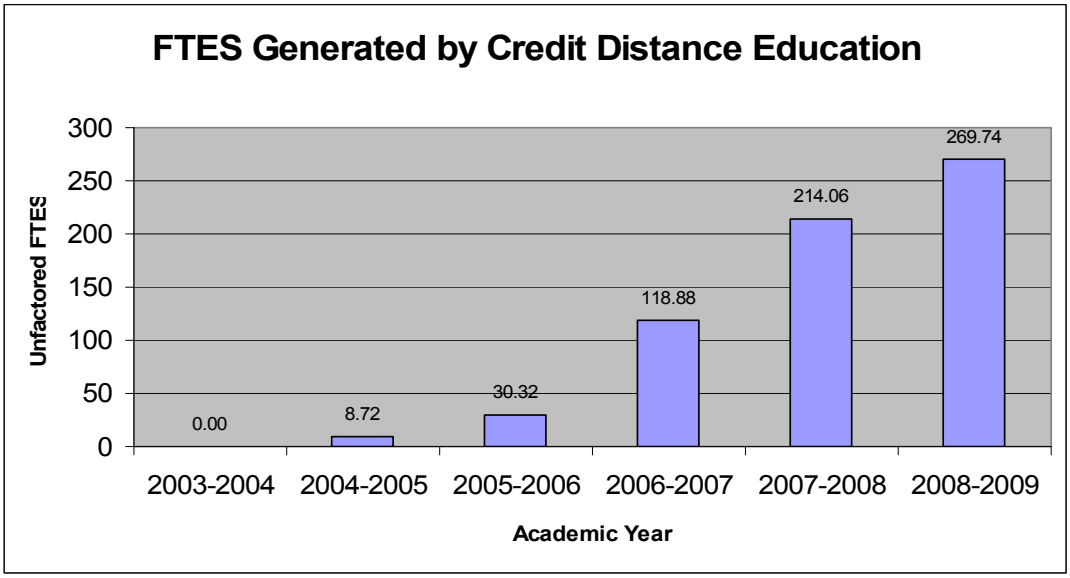
Several assurances take place to ensure that the student who registers in a DE course is the same student who participates in and completes the course. This includes providing the majority of our DE courses with ETUDES, a secure CMS that requires the student to "log-in" with a student ID number and an additional password. Only registered students are eligible to receive these log-in privileges.

LTCC ensures the protection of student privacy and will notify students at the time of class registration of any charges associated with verification of student identity.
LTCC has two additional CMS that are currently being used in DE courses. These are:

1) Moodle:
   - This CMS site is secure.
   - Students are required to login and have a password to participate.
   - Students must show a valid ID in order to take the face-to-face exams.
2) Yahoo Groups: Scott Lukas's course management system uses Gradesource and this assigns each student a unique code that they have to use. As well, they log into Turnitin.com and Google Groups, thus providing redundancy in terms of verifying their identities.

13. FTES Calculations

FTES is calculated in compliance with Title 5 regulations. Prior to regulatory changes which became effective in June 2008, there was a significant difference in the potential FTES generated in lecture courses compared to those courses with a lab component. The changes implemented allowed LTCC to utilize weekly student contact hours rather than credit hours in the calculations. This revision to the independent study accounting method reflected the equivalent student effort required regardless of whether the lab course was held on campus or in the virtual classroom.



14. Final Recommendations

After thorough review of the DE program at LTCC, several recommendations are offered to continue to move towards excellence with DE course offerings. These recommendations will also assist LTCC in providing integrated planning for the fiscal, technical and human resources needed to deliver DE courses. In addition, LTCC can use these recommendations as a guideline to provide ongoing and continuous evaluation that will lead to improvement of our DE program. These recommendations follow.

BACKGROUND:

The Distance Education Committee was formed in fall 2009 to write the first Distance Education Program Review. Committee members included:

Nancy Barclay, Distance Education Coordinator
Dave Burba, Technology Specialist
Sandi Jorgensen, Assistant to the Dean of Instruction

Tracy Thomas, Interim Dean of Student Services
Treva Thomas, Director of the Tutoring Learning Center
Esta Lewin, Counselor
Aaron McVean, Institutional Researcher
Cheri Jones, Director of Admissions and Records
Susan Middleton, Interim Vice President Academic Affairs & Student Services
Diane Rosner, Dean of Instruction

The committee looked at the current support structure in place for the Distance Education program. In addition, the committee reviewed areas that are in need of additional support with the goal of providing a wide range of services to our Distance Education students.

STRATEGIC GOALS based on RECOMMENDATIONS in DE Program Review

The goals listed below will become the "action plan" of the Distance Education Committee, once this Program Review is adopted and approved by the shared-governance bodies of LTCC. The timeline for implementation will be a 3 year period.

A. Student Support

GOAL #A1: Develop a comprehensive online tutoring program that offers online tutoring in all disciplines offered face-to-face. This could include possible resources like live chats through ETUDES, and online whiteboards for tutor/student interaction.

GOAL #A2: Develop a web portal for access by DE students to receive comprehensive student support services, assessment, financial aid, online student orientations, counseling, and library resources.

GOAL #A3: Develop a quarterly review process that assesses the level of technical support for online students. Analyze the collected findings from live or online student helpdesk "tickets" to streamline the process for students.

GOAL #A4: Develop a new online campus-like climate to support students and provide opportunities for them to feel part of the campus community.

GOAL #A5: Develop a procedure to improve retention of DE students. For example: electronic communication for "Early Alert" emails, and automated "SARS" (Student Automated Retention System) telephone calls.

B. Faculty Support

GOAL #B1: Provide programs, services, and the necessary additional technical support staff to assist faculty in the development, design, evaluation, and on-going maintenance of new and existing quality distance learning courses. This could include funding for faculty "mentors" to assist the current part-time Distance Education Coordinator.

GOAL #B2: Develop and implement a long-range plan for distance learning staffing and resource requirements.

GOAL #B3: Hire one full-time faculty coordinator/director, to assist faculty in the development, design and on-going maintenance of distance learning courses. This new position could also identify new niche markets for online program development opportunities.

GOAL #B4: Establish methods to aid faculty in continuous evaluation of distance learning courses and programs to improve student performance and retention.

GOAL #B5: Identify resources for the establishment of continual funding to support faculty development for online faculty to enhance the interactive nature of their courses, building of community, and improve student retention. This could include funding for Webinars, Online Seminars and the annual Etudes Summit.

GOAL #B6: Identify, develop and promote models of best practice.

GOAL #B7: Conduct staff development seminars to highlight the quality distance learning courses developed by our LTCC faculty; highlight course components that are innovative and show exceptional academic rigor and pioneering techniques.

C. Institutional Support

GOAL #C1: Admissions and Records: With the support of the new ERP, implement the automated processes listed in the DE Program Review to provide DE students with the forms and waivers necessary to transact their business online.

GOAL #C2: Budget Review Process: Identify budgetary resources to support the infrastructure for the DE program. Evaluate the institutional commitment to support said infrastructure.

GOAL #C3: Academic Senate: Develop evidence of institutional effectiveness that will require LTCC to apply SLOs and Assessment strategies to all distance education courses.

GOAL #C4: Institutional Researcher: Develop a mechanism to systematically compare traditional face-to-face Assessments with those of DE courses.

GOAL #C5: VP of Instruction: Create an official portion of the College Catalog that documents and clearly explains the college's DE program.

GOAL #C6: Hire a part time Director of Distance Education in 2010/2011, who oversees and manages the DE program.

D. Staff Support

GOAL#D1: Support Staff: Hire adequate support staff specifically assigned to the Distance Education Program to provide help desk services and to interact regularly with online students in an effort to promote student engagement and retention.

GOAL#D2: Computer Staff: Provide adequate staffing in Computer Services to manage the technical aspects of supporting online students (e.g., data uploads).

GOAL#D3: Training: Provide regular comprehensive training and professional development to staff of the Distance Education Program in order to increase knowledge; improve services, and maintain technical proficiency.

GOAL#D4: General Training: Provide general training as needed to staff indirectly involved with the program to ensure a basic level of understanding of systems and offerings. The objective of this goal is to allow the staff of Admissions & Records, Student Services, Instruction Office, and instructional departments to provide general assistance and referral to the Distance Education Program staff.

GOAL#D5: Best Practice: Identify, develop, and promote models of best practice.

GOAL#D6: Long Range Plan: Develop a long-range plan for future staffing by identifying the FTES and/or enrollment breakpoints at which staffing needs to be adjusted. Because staffing changes are not automatically triggered by increases or decreases in course sections (which automatically causes the number of instructional faculty to be adjusted), the planning process is intended to promote adequate staffing levels and ensure that students receive exemplary support.

Proposal for Distance Education Program Support
Year 1: 2010-11

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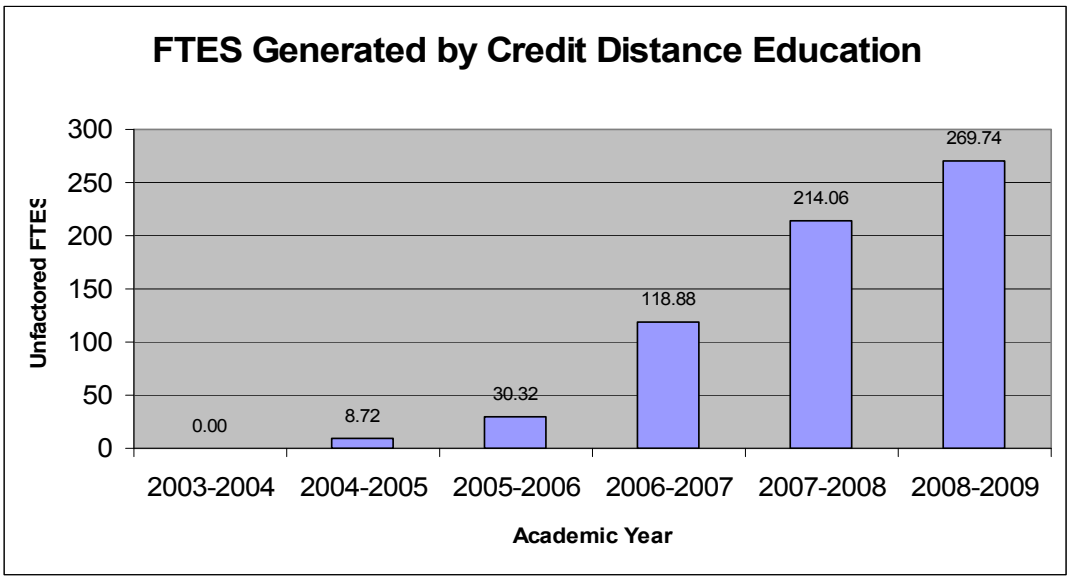
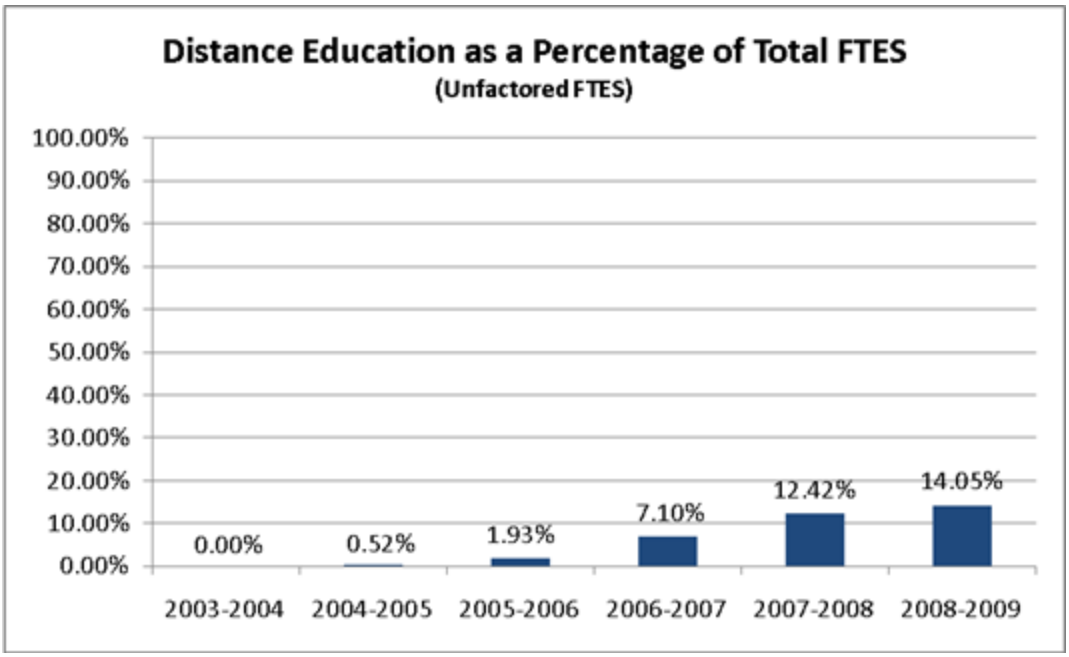
1. Background Support Information

During the 2009-10 academic year, the *Distance Education (DE) Program* Review committee participated in an extensive review of LTCC's current expanding *DE Program*. This proposal for additional support is based on the findings and *Final Recommendations* of the Committee's report. For additional background material, please review the attached *DE Program Review*. This proposal is also supported by the growing number of LTCC online students and FTES generated revenue as demonstrated by the chart below.





In addition, AACJC mandates that *DE programs* are supported by the institution and that quality oversight support and resources be allocated that demonstrate the institution's financial support to their DE program.

2. **Staffing Proposal**

Hire a part-time *Director of DE* in 2010-11 who oversees all aspects of the *DE program*. This person will:

a) Oversee and manage the *DE Program* in all aspects of its entirety
b) Interface with all departments on campus that are impacted by the *DE Program* including:
   - Student Services
   - Admissions & Records
   - Tutoring and Learning Center
   - Disability Resource Center
   - Instruction Office
   - Student Helpdesk
   - Library
   - Computer Services
c) Interface with the technological and ETUDES support of online students
d) Interface with the part-time faculty DE coordinator
e) Drive the student support side of the *DE Program*
f) Ensure that the *DE Program Review Final Recommendations* are being addressed

g) Participate and oversee accreditation requirements of ACCJC and assist with writing the self study document in coordination with the Dean of Instruction and the Accreditation Committee
h) Work with Academic Senate to alleviate concerns and promote a distance education program that showcases high quality, effective online instruction.
i) Confer with counterparts at other colleges to identify best practice models that can be adopted at LTCC.
j) Coordinate with the ERP Implementation Team to utilize the tools available in Datatel Colleague to best support online students and improve self-service options.
k) If TRIO grant is funded, work closely with the TRIO program staff to improve success of online students in the TRIO program.
l) Monitor and develop methods of improving retention rates in online courses.
m) Create web site content, schedule content, and messages to communicate with online students in an effort to enhance student engagement.

3. <u>Future support to implement in Year 2: 2011-12</u>

- Fund final recommendations not completed in year one
- Move Helpdesk out of Instruction Office and develop another model of student helpdesk support
- Conference/travel for part-time *DE Program* Director
- Professional development.
- Monitor effectiveness of implementing *DE Program Review Final Recommendations*

4. <u>Future support to implement in Year 3: 2012-13</u>

- Adjust budget and staffing to reflect changes in enrollment and FTES.

Cost Breakdown for DE Support

1) **CURRENT Expenses and Support as of 2009/2010 AY**
   - **a.** Etudes Licensing and Usage Costs $24,555.00
   - **b.** Etudes Helpdesk Support $ 8,300.00
   - **c.** DE Faculty Support part-time Coordinator $28,604.00

   TOTAL: **$61,450.00**

   Eliminate Helpdesk ? in 2010: **- 8,300.00**

   TOTAL Expenses for 2010: $53, 150.00

2) **NEW Proposal Expenditures for Additional Support**
   - **a.** 20 hours /week @ $34.88/hr for DE Director, Range 54, Step 1 (Per Susan Walter, February 2010)
   - **b.** 11 months/year (48 weeks)=**$33,484** x **5.229% Benes** = **$1,750.00.**
   - **c. TOTAL *NEW* Director Costs with Benes $35,234.00**
   - **d.** Office Supplies $ 200.00
   - **e.** Internet Marketing of LTCC's DE program $ 2,000.00
   - **f. Total Request for NEW Position:** **$37,434.00**

3) **NEW Proposed Total Expenses/Costs:** **$90,584.00**

4) **Revenue Source:** (Revenue generated by courses offered through Distance Education courses for 2009/10)

   TOTAL REVENUE: **$1,266,356.47**

Existing Support as a Percentage of FTES Revenue: **4.85%**

New Proposal and Existing Support as a Percentage Of FTES Revenue **7.15%**

*There are costs associated with the support of the DE program that is currently being absorbed by the Instruction Office.

APPENDIX 2

COURSE OUTLINE FORM WITH ONLINE ADDENDUM

Lake Tahoe Community College

Draft Print Date: 6/29/2010

Proposed New Course Outline for: ---

Course Title: Sample

Proposal Type: New
Original Special Topics #:

Lecture Hours	Lab Hours	Quarter Units	Total Hours	Repeatable	Grading Option
0	0		0		

Catalog Description

Schedule Description

Prerequisites

Corequisites

Course Advisories

Entrance Skills

Exit Skills Gained from Prerequisite/Corequisite Course(s)

Topics and Subtopics

Student Learning Outcomes

Methods of Assessing Student Learning Outcomes

Methods of Instruction

Appropriate Readings

Outside Assignments

Writing Assignments

Critical Thinking

Texts/Resources

Degree and Course Information

Course Type

☐ **Outline complies with all categories of Title V course standards**

AA Degree Program

Majors:

Subsections:

Certificate Program

Majors:

Subsections:

Evidence of need for proposed course or reason for modification of existing course (required)

College Impact (required):

☐ Reviewed/approved by Department (if applicable)
☐ Reviewed by the Advisory Committee (if applicable)

If proposal is likely to affect courses and/or programs taught by other departments, have other faculty been contacted (please explain)?

AA Information

Similar Community College Courses:

Course Number	College/University	Course Title	Catalog Year	Catalog Page

Proposed AA GE Area(s):

Area 1 English Communication (specify area below)

- ☐ Composition
- ☐ Communication

Area 2 ☐ **Mathematical Concepts, Quantitative Reasoning**

Area 3 Fine Arts (specify area below)

- ☐ Fine Arts
- ☐ Humanities

Area 4 Social Science (specify area below)

- ☐ Social Science
- ☐ US Studies

Area 5 Physical & Biological Sciences (specify area below)

- ☐ Physical Sciences
- ☐ Biological Sciences

Area 6 ☐ **Lifelong Understanding, Self Development**

Area 7 ☐ **Cultural Pluralism**

Transfer Information

Similar UC or CSU Courses:

Course Number	College/University	Course Title	Catalog Year	Catalog Page

Proposed CSU GE Area(s):

Area A Communication in the English Language, Critical Thinking (specify area below)

- ☐ Oral Communication
- ☐ Written Communication
- ☐ Critical Thinking

Area C Arts, Literature, Philosophy, Foreign Language (specify area below)

- ☐ Arts
- ☐ Humanities

Area D ☐ **Human Social, Political, Economic Institutions**

Area B Physical Universe, Its Life Forms

- ☐ Physical Universe
- ☐ Life Forms
- ☐ Mathematical Concepts

Area E ☐ **Understanding and Self Development**

Budget Code Information

TOPS Code:	
SAM:	
Discipline Assignment:	
Budget Code:	-----

Articulation Information

CAN Number:

- ☐ **U.C. Transfer**
- ☐ **U.N.R. Transfer**

Other Information

Classification Code:
Course Level Status:
Basic Skills Status:
Program Status:

Approval Notes for ---

Notes from Reviewers

There are no notes for this proposal from the reviewers.

--- - Sample

REVIEWED BY:

Initiator
Approve ☐ Disapprove ☐ NA ☐
adjunct faculty — Date

Full-time Faculty/Designee
Approve ☐ Disapprove ☐ NA ☐
☐ Online Addendum
Signature — Date

Student Learning Outcomes (SLO) Committee
Signature — Date

Articulation Officer
Pete Dixon — Date

Dean of Instruction
Approve ☐ Disapprove ☐ NA ☐
Signature — Date

Director of Computer Services
Bill King — Date

Director of Disability Resource Center
Bob Albrecht — Date

Director of Library and Media Services
Lisa Foley — Date

The Library has appropriate materials to support this course Yes ☐ No ☐ NA ☐

RECOMMENDATION:

Curriculum Committee
Approve ☐ Disapprove ☐
Signature — Date

Vice President
Approve ☐ Disapprove ☐
Susan Middleton — Date

Superintendent/President
Approve ☐ Disapprove ☐
Paul Killpatrick — Date

Board of Trustees
Approve ☐ Disapprove ☐
Signature — Date

LAKE TAHOE COMMUNITY COLLEGE
DISTANCE LEARNING COURSE OUTLINE ADDENDUM

(Form approved by Curriculum Committee: 5/26/06 – Revised 1/16/07)

INSTRUCTIONS:
This form is to be completed by the instructor or department prior to the first time a course is offered in an online format. It is not necessary to complete this addendum each time a new instructor teaches a previously approved online course.

Date:

Initiator:

Course Number:

Course Title:

1. **Distance Learning Instructional Method (check one):**
   _____ Online Hybrid. If hybrid, course may be taught up to _____% online.
   _____ Online
   _____ Other. If other, please describe:

2. **Will you the instructor be using ETUDES?**
   _____ Yes
   _____ No. If not, please describe the course platform you will be using:

3. **Regular Effective Instructor-Student Contact**

   a. To ensure that regular, effective instructor-student contact takes place, describe the type of interactions that will be utilized in this course:

   b. Describe how the instructor will assess the effectiveness of these interactions.

4. **In what ways may teaching this course in an online format pose special or unique learning challenges for students with disabilities? If there are likely to be challenges for students with disabilities, please consult with the Alternate Media Specialist in the Disability Resource Center (DRC) and complete the attached checklist.**

Lake Tahoe Community College
Distance Learning Checklist
(Revised January 16, 2007)

The checklist below concerns the accessibility of this distance learning course to students with disabilities. **Prior to responding to this checklist, please meet with the Alternate Media Specialist in the Disability Resource Center to review accessibility issues related to this proposed distance learning course.**

As this checklist is completed, if an explanation is necessary for any item, check the box marked "Expl" and attach the explanation. For more information on accessibility, see Access CVC (http://acvc.htctu.fhda.edu/) and the W3C Authoring Tool Accessibility Guidelines 1.0 at http://www.w3.org/TR/ATAG10/.

Yes	No	Expl	Requirement and *Purpose*
☐	☐	☐	1. Provide a text equivalent for all non-text elements such as images, animations, applets, objects audio/video files and ASCII art. *This will enable a screen reader to read the text equivalent to a blind student.*
☐	☐	☐	2. Provide descriptions for important graphics if they are not fully described through alternative text or in the document's content. *The description would inform a blind student of what a picture represented.*
☐	☐	☐	3. Ensure that information conveyed by the use of color is also understandable without color. *For example, so a blind or color-blind student could understand a color-coded representation of DNA.*
☐	☐	☐	4. If you are using either more than one language or words which are "imported" from another language (*such as faux pas*), ensure that any changes in language are identified by using the HTML "lang" attribute. *This enables Braille translation software to generate the correct characters (such as accented characters) and speech synthesizers that "speak" multiple languages to generate the proper pronunciation.*
☐	☐	☐	5. Provide textual equivalents to audio information (captioning). *The text will enable deaf students to know what others are hearing.*
☐	☐	☐	6. Provide an alternative audio description for multimedia presentations. *The sound will enable blind students to know what others are seeing.*
☐	☐	☐	7. Avoid flickering the screen and ensure that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen. *The movement can be distracting for students with certain disabilities.*
☐	☐	☐	8. Enable activation of page elements via keyboard or voice input, not just a pointing device (mouse). *This provides students with mouse-dexterity problems an alternative way to interact.*
☐	☐	☐	9. Identify, by labeling or other appropriate means, row and column headers. *The identification will enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns.*
☐	☐	☐	10. Provide title frames and include sufficient information as to their purpose and relationship to each other. *This will help blind students understand the organizational purpose of the frame.*
☐	☐	☐	11. Ensure, through "Bobby" http://cast.org/bobby or other appropriate verification, the usability of pages, and provide the Curriculum Committee with an evaluation printout.

REVIEWED BY:

Initiator: _____ Signature _____ Date

Approve ☐ Disapprove ☐

Department: _____ Signature _____ Date

Approve ☐ Disapprove ☐

Dean of Instruction: _____ Signature _____ Date

Approve ☐ Disapprove ☐

Alternate Media Specialist: _____ Signature _____ Date

Approve ☐ Disapprove ☐ N/A ☐

RECOMMENDATION:

Curriculum Committee: _____ Signature _____ Date

Approve ☐ Disapprove ☐

Vice President: _____ Signature _____ Date

Approve ☐ Disapprove ☐

APPENDIX 3

GENERAL EDUCATION CURRICULUM OFFERED ONLINE

ASSOCIATE IN ARTS GENERAL EDUCATION CURRICULUM
Lake Tahoe Community College 2010-2011

The following requirements are for the General Education of the Associate in Arts degree. Information on this sheet applies to students who began at LTCC during the 10-11 academic year. If you began before that time, check the catalog in effect at the time of enrollment for degree requirements. Meeting the General Education requirements for an A.A. degree does NOT satisfy requirements for a bachelor's degree. See *Transfer Information* in the catalog for more details. *Waivers, substitutions, or exceptions must be approved by the Vice President, Academic Affairs and Student Services of the College.* Students must earn a minimum of 90 units, to include general education, a major or concentration, and electives.

GENERAL EDUCATION PHILOSOPHY

The general education requirements for the A.A. degree at Lake Tahoe Community College are intended to provide a broad yet integrated introduction to the skills, knowledge, and insights that are the foundation of a college education. By exposing students to different areas of study we, as a College, seek through our general education offerings to foster a critical awareness of the variety of means through which people comprehend the past, present, and future. These requirements reflect the conviction of the College that those who receive their degree must possess certain basic principles, concepts, and methodologies both unique to and shared by the various disciplines. The general education experience enables students to use this knowledge when evaluating and appreciating the physical environment, the arts, the culture, and the pluralistic society in which they live. Through this broad spectrum of study, students discover the interdisciplinary nature of knowledge. Further, since learning is a lifelong process, general education should lead to better self-understanding and the capacity to adapt, respond, and grow in a changing world. Finally, general education instills in students the skills of logical thought and reasoning, clear and precise expression, intellectual inquiry, and critical analysis.

AREA 1: English Communication
a. Composition (1 course, minimum 4 units, grade of "C" or higher) ENG 101
b. Communication (1 course, minimum 4 units) ANT **108**, COM 122, ENG 102, 103; PHI 104; SPE 101, **102**, 104

AREA 2: Mathematical Concepts and Quantitative Reasoning (courses must be completed with a grade of "C" or higher) (choose 1 option)
Option 1: Assessment score above MAT 154A or MAT 154AA
Option 2: MAT 152B or MAT 152BB (can be satisfied through the assessment process), *and* MAT 153
Option 3: (1 course) MAT 154A, 154AA, 102, 103A, 103B, 104, 105, 106, 107, 109, 118, 201

AREA 3: Fine Arts and Humanities
(minimum 8 units; 1 course from Fine Arts, 1 from Humanities)
a. Fine Arts - ANT106; ART 101, 102, 103, 104, 105, 106, **107**, 111, 112, 113, 114, 115, 116, 117, 118, 141, 142, 143, 201, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 223, 233, 234, 242; MUS 101, 102, 103, 104A, 104B, 104C, 104D, 104E, 104F; THE 101, 104A, 105, 106A, 106B, 106C, 108, 112A, 112B, 112C, 114, 126
b. Humanities - ENG 102, **107**, 108, 113, 200, 201, 202, 205, 206, 207, 208A, 209, 212, 213, 214, 215, 216, 217, 218, 221; ETH **201**; FRE 101, 102, 103; GER 101, 102, 103; HUM 101, 102, 103, 105; ITA 101, 102, 103; JPN 101, 102, 103, 201, 202, 203; LAT 101, 102, 103; PHI 101, 103A, 103B, 205, 210, 218; REL 101, 102, **103**, 104, **105**, 107; SNL 101, 102, 103, 201, 202, 203; SPA 101,102, 103, **110**, 201, 202, 203, 210, 211, 212

AREA 4: Social Sciences
(minimum 8 units; 1 course from Social Science, 1 from US Studies)
a. Social Science - ANT 101, **102**, 104, 106, **107, 108**, 110; BSN 100, **215**; COM 122; CRJ 101; ECE 102, 103; ECO 101, 102; ETH **201**, **202A**, **202B**, **202C, 203A, 203B, 203C**; GEG **102**, **103**, 105, 106, 114; HIS 101, 102, 103; POL 107; PSY 101, 102, 103, 104, 107, 108, 202, 210, 211; SNL 108; SOC 101, 102, 103,104, 106, **107**, **111**, **114**
b. U.S. Studies - ETH **202B, 202C**; HIS 104, 105, **109**, **110**, 111, 112, 113; POL 101

AREA 5: Physical and Biological Sciences (at least 2 courses; 1 from Physical Science, 1 from Biological Science; 1 course must be a lab--labs are underlined)
a. Physical Science: CHM 100, 101, 102, 103, 116, 117, 201, 202; GEG 101, 105, 108, 113, 115; GEL 101, 102, 103, 108, 110; PHS 111, 116; PHY 104, 105, 106, 107, 108, 207, 208
b. Biological Science: ANT 103; BIO 101, 102, 103, 110, 111, 115, 116, 149, 201, 203, 204, 205, 210, 212; EVS 101; PSY 210

AREA 6: Lifelong Understanding and Self-Development (minimum 4 units)
COU 123; CUL 205; ECE 102; PEH 100, 101, 102, PET 100; HEC 105; PHI 205; PSY 101, 102, 103, 106, 107, 108, 111, 113; SOC 102, **107, 111, 114**
(Note: COU 101 or PET 101 can be combined with any DAN, PED, PEF, PEH 143A or approved WLD courses to meet 4 unit requirement - please see a counselor for list of WLD courses approved for Area 6.)

AREA 7: Cultural Pluralism (1 course, minimum 4 units)
ANT 102, 107, 108; ART 107; BSN 215; CUL 202; ENG 107; ETH 100, 201, 202A, 202B, 202C, 203A, 203B, 203C; GEG 102, 103; HIS 109, 110; REL 103, 105; SNL 108;SOC 107, 111, 114; SPA 110; SPE 102

*(**bolded** courses from above may be double counted in this area)*

Shaded Courses are offered ONLINE

APPENDIX 4

ASSOCIATES OF ARTS DEGREES AND CERTIFICATES OF ACHIEVEMENT

AVAILABLE 50% OR HIGHER ONLINE

Associate of Arts Degrees and Certificaties of Achievement available 50% or Higher Online

Associate of Arts Degrees		Units Required	Units available Online	Max % available Online
Anthropology		36.00	36.00	100%
Business	Core	35.00	19.00	
	Accounting	8.00	8.00	63%
	Finance	12.00	12.00	66%
	Management	12.00	4.00	49%
	General Business	12.00 - 13.00	13.00	68%
	Global Business	6.00	2.00	51%
Computer & Information Sciences	Web Development	30.00 - 31.00	23.00	77%
Early Childhood Education		36.00	28.00	78%
Humanities		32.00 - 34.00	34.00	100%
Liberal Arts	Arts & Humanities	27.00	27.00	100%
	Social Sciences	27.00	27.00	100%
Psychology		31.00	21.00	68%
Social Science		28.00	28.00	100%
Sociology		36.00	36.00	100%
Visual and Performing Arts	General	34.00 - 39.50	28.75	85%
	Music	24.00 - 32.00	24.75	100%
	Theatre Arts	23.00 - 32.75	24.75	100%

Certificates of Achievement		Units Required	Units available Online	Max % available Online
Business	Accounting Technician	31.00	20.00	65%
	Small Business Ownership	32.00	16.00	50%
Computer Applications/Office Technology	Computer Applications	37.00	21.00	57%
Computer & Information Sciences	Web Development	30.00 - 31.00	27.00	90%
Early Childhood Education		36.00	28.00	78%

APPENDIX 5

STRATEGIC PLAN

2009

Lake Tahoe
Community
College

[STRATEGIC PLAN]

This document represents the strategic plan for Lake Tahoe Community College (LTCC), providing an outline of strategic goals and objectives to strengthen the institution and guide it toward success and prosperity.

Lake Tahoe Community College Strategic Plan 2009-10 to 2013-14

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Lake Tahoe Community College Mission Statement

Lake Tahoe Community College (LTCC) provides access to higher education for the local community and to those who show an interest in our unique and supportive environment. LTCC focuses on enhancing the intellectual, cultural, and economic vitality of our diverse community by offering opportunities for students to achieve their educational, professional, and personal goals through the provision of:

- Developmental education to achieve basic foundational skills in English, including reading and writing, and mathematics, which are essential for students to succeed in the workforce and higher education.
- Professional and career education to achieve employment, and enhanced career and technical skills for job advancement, in order to stimulate the development of an increasingly diverse local economy, and to advance California's economic growth and global competitiveness.
- Lower division post-secondary education to achieve transfer to a four-year post-secondary educational institution and success in obtaining a degree.
- General education to achieve critical thinking and communication skills, global awareness, personal responsibility, and professional development.

LTCC is committed to fostering innovative and sustainable practices that contribute to institutional effectiveness and student success, verified by a process of assessment, and supported by integrated planning and resource allocation.

Lake Tahoe Community College Core Competencies

Communication

Students will communicate effectively, which means the ability to: read, write, listen, and speak and/or converse.

Critical Thinking and Information Competency

Thinking critically is characterized by the ability to perform: analysis, computation, research, and problem-solving.

Global Awareness

Demonstrate a measurable understanding and appreciation of the world: scientific complexities, social diversity and civics, and artistic variety.

Personal Responsibility and Professional Development

Self-management and self awareness, social and physical wellness, and workplace skills.

Strategic Plan Goals and Objectives – Instructional and Student Services

Below are the Lake Tahoe Community College (LTCC) Strategic Plan (SP) goals and objectives for the Instructional and Student Services Departments of the College, for academic year (AY) 2009-10 through AY 2013-14. The purpose of providing these goals is threefold:

1. They provide a framework for Program Reviews and other planning documents to align with, helping to direct and focus the efforts and activities of Instruction and Student Services at LTCC.
2. They provide measureable outcomes that can be used to evaluate progress made toward achieving stated objectives.
3. They direct budget and resource allocation toward programs and departments that support the goals and objectives.

It should be noted that the success of achieving objectives is constrained by the reality of available human and financial resources. Therefore, we as a college are committed to devoting needed resources to achieving the objectives contained within this plan.

Goal 1: Student Outreach, Access, and Enrollment

Objectives

1A: Awareness of LTCC as a Viable Option:

Encourage awareness of Lake Tahoe Community College as an option for students in the Tahoe basin.

Activities	Lead	Timeline
1A.1 – Improve outreach efforts to targeted student populations.	**VP – AASS, PIO, Student Services, CTE Director, ESL**	**Fall 2014**
1A.2 – Develop, review, and revise as necessary, a comprehensive and flexible outreach plan that responds to funding variables and recognizes the uniqueness of our local environment.	**VP – AASS, PIO, Dean – SS**	**Spring 2012**
1A.3 – Establish better communication and collaboration between LTCC and the LTUSD.	**VP - AASS**	**Spring 2012**

1B: Enhance student access and success at LTCC

Minimize barriers to student enrollment at Lake Tahoe Community College in order to provide open access to students.

Activities	Lead	Timeline
1B.1 – Work to improve the application, enrollment, and orientation processes for all incoming students in order to promote success.	**VP – AASS**	**2014**
1B.2 – Explore alternative enrollment and scheduling models.	**VP – AASS**	**Fall 2012**

1C: Multiple Delivery Methods

Explore an appropriate range of delivery methods to enhance access while maintaining and promoting high standards of academic rigor and excellence.

Activities	Lead	Timeline
1C.1 – Work to ensure the standards and consistency of online and hybrid courses.	**VP – AASS, Deans Academic Senate**	**Immediate and Ongoing**
1C.2 – Formulate an academic philosophy regarding the role of Distance Education in the college as a whole and, specifically, in terms of enrollment management.	**Academic Senate**	**Spring 2011**

1D: Institutional Capacity for Diversity

Support diversity and equity at Lake Tahoe Community College.

Activities	Lead	Timeline
1D.1 – Continue to support efforts to increase representation at LTCC of currently underrepresented groups, based on District demographics, and non-traditional groups.	**VP – AASS Dean – SS**	**Spring 2013**
1D.2 – Increase successful completion rate of underperforming groups.	**VP – AASS, Deans, Faculty**	**2014**
1D.3 – Foster multicultural awareness and participation in campus life.	**Dean – SS**	**Immediate and Ongoing**

1E: Engage in Effective Enrollment Management

Respond to changing demographics, economic, political, and institutional trends through effective enrollment management.

Activities	Lead	Timeline
1E.1 – Establish a process for the development of the Enrollment Management Plan (EMP) through collegial consultation with appropriate groups.	**VP – AASS Researcher Dir – A&R Academic Senate**	**Fall 2011**

Goal 2: Student Success and Readiness

Objectives

2A: Basic Skills

Ensure that basic skills development is a major priority of Lake Tahoe Community College.

Activities		Lead		Timeline
2A.1 – Provide support for faculty and staff in addressing basic skills needs.		**VP – AASS, BS Committee, Academic Senate, Students Services, Others**		**Immediate and Ongoing**
	AY 08-09 Baseline	**AY 09-10**	**AY 10-11**	**AY 11-12**
2A.2 – Support successful completion of basic skills courses.				
2A.3 – Support basis skills progression.				

2B: Intersegment Transfer

Ensure that Lake Tahoe Community College is fulfilling its mission of facilitating transfer to four year colleges and universities.

Activities		Lead		Timeline
2B.2 – Improve transfer preparedness.		**VP – AASS, Deans of Instruction & SS**		**2014**
	AY 08-09 Baseline	**AY 09-10**	**AY 10-11**	**AY 11-12**
2B.1 – Increase transfer rate to four-year institutions.				

2C: Student Learning Outcomes

Continue implementation and refinement of the Student Learning Outcome (SLO) and the SLO Assessment Processes.

Activities	Lead	Timeline
2C.1 – Continue implementing Student Learning Outcome (SLO) processes to attain proficiency in SLO assessment by 2012 as per ACCJC Standards.	**SLOAC, SLO Coordinators, Faculty Senate**	**2011-12**

2D: Teaching and Learning Effectiveness

Support effective teaching and learning to enhance the quality, consistency, and rigor of academic programs to meet student needs.

Activities		Lead		Timeline
2D.1 – Support successful course completion rates for face-to-face courses.		**Academic Senate**		**Ongoing**
	AY 08-09 Baseline	**AY 09-10**	**AY 10-11**	**AY 11-12**
2D.2 – Track course completion rates for face-to-face courses.				
Activities		**Lead**		**Timeline**
2D.3 – Create infrastructure and support network for a comprehensive set of services for Distance Education (DE).		**VP – AASS Deans**		**2010-11**
2D.4 – Support successful course completion rates DE courses.		**Academic Senate**		**Ongoing**
	AY 08-09 Baseline	**AY 09-10**	**AY 10-11**	**AY 11-12**
2D.5 – Track course completion rates for Distance Education (DE) courses.				
Activities		**Lead**		**Timeline**
2D.6 – Support training for faculty.		**Distance Ed Coordinator**		**2009-10**

2E: Degrees and Certificates

Identify effective practices for enhancing students' ability to attain degrees and certificates.

Activities		Lead		Timeline
2E.1 Support efforts to increase the number of students earning the associate degree.		**VP – AASS, Deans, Dean – SS, Dir – CTE**		**Immediate and Ongoing**
	AY 08-09 Baseline	**AY 09-10**	**AY 10-11**	**AY 11-12**
2E.2 – Increase number of degrees awarded.				
Activities		**Lead**		**Timeline**
2E.3 – Support efforts to increase the number of students earning certificates.		**VP – AASS, Deans, Dean – SS, Dir – CTE**		**Immediate and Ongoing**
	AY 08-09 Baseline	**AY 09-10**	**AY 10-11**	**AY 11-12**
2E.4 – Increase number of certificates awarded.				
Activities		**Lead**		**Timeline**
2E.5 – Align, where appropriate, local ROP with CTE programs at LTCC.		**Dir – CTE**		**Fall 2011**

2F: Student Enrichment

Ensure that LTCC is fulfilling its mission of facilitating life-long and community learning.

Activities	Lead	Timeline
2F.1 – Investigate community partnerships to advocate for local four year educational opportunities.	**President VP – AASS**	**2011**
2F.2 – Encourage vibrant student life and its contribution to student well-being and success.	**VP – AASS ASC**	**Ongoing**

Goal 3: Partnerships for Economic and Workforce Development

Objectives

3A: Career Pathways

Create links between academic and emerging career fields to provide clearly defined career pathways and opportunities.

Activities	Lead	Timeline
3A.1 – Ensure that CTE program curricula remain current in order to meet the needs of local employers and provide students with employable skills.	**Dean, Dir – CTE**	**Ongoing**
3A.2 – Enhance collaboration and cooperative practices with local partners to optimize educational opportunities.	**Dean, Dir – CTE**	**Ongoing**
3A.3 – Foster collaboration and alignment of local and regional CTE programs.	**Dean, Dir – CTE**	**Ongoing**

3B: Innovative Practices in Workforce Education

Establish the college as an essential workforce development resource for SLT and the region.

Activities	Lead	Timeline
3B.1 – Support innovation in workforce education to establish the college as an economic resource for South Lake Tahoe and the region.	**President Dir - CTE Dir – IRP**	**2011**

Goal 4: District Effectiveness

4A: Program Funding

Ensure that resource allocation mechanisms equitably address the infrastructure and staffing needs of the college.

Activities	Lead	Timeline
4A.1 – Develop and maintain funding systems to support the achievement of Strategic goals and objectives, as driven by the Program Review processes.	**VP – Business Services Dir – Foundation**	**Immediate and Ongoing**

4A.2 – Investigate the value of new growth programs in relation to Strategic goals and objectives, as driven by the Program Review processes.	**VP – AASS Researcher Academic Senate College Council**	**Immediate and Ongoing**

4B: Resource Sharing

Encourage inter-departmental collaboration.

4C: Leadership and Professional Development

Support learning and growth opportunities to enhance the skills and competencies of the Board of Trustees, administrators, staff, and faculty at the college.

Goal 5: LTCC's Community Role

Objectives

5A: Ensure that the college is a vibrant intellectual and cultural center.

Activities	Lead	Timeline
5A.1 – Support and enhance LTCC's role in the community.	**President, PIO**	**Ongoing**
5A.2 – Support and enhance college events.	**President, PIO**	**Ongoing**
5A.3 – Support efforts to increase participation in college events.	**President, PIO**	**Ongoing**

Strategic Plan Goals and Objectives – Operational and Business Services

Below are the Lake Tahoe Community College (LTCC) Strategic Plan (SP) goals and objectives for the Operational and Business Services within the College, for academic year (AY) 2009-10 through AY 2013-14. The purpose of providing these goals is threefold:

1. They provide a framework for Program Reviews and other planning documents to align with, helping to direct and focus the efforts and activities of Instruction and Student Services at LTCC.
2. They provide measureable outcomes that can be used to evaluate progress made toward achieving stated objectives.
3. They direct budget and resource allocation toward programs and departments that support the goals and objectives.

It should be noted that the success of achieving objectives is constrained by the reality of available human and financial resources. Therefore, we as a college are committed to devoting needed resources to achieving the objectives contained within this plan.

Goal 6: District Effectiveness

Objectives

6A: Business Process Improvements

Engage in the restructuring of departments and processes, with the goal of gaining efficiencies and cost savings.

Activities	Lead	Timeline
6A.1 – Consider alternative operational models to reduce costs and best meet student needs.	**VP – Business Services**	**Ongoing**
6A.2 – Promote current and emerging technologies in the college.	**ERP/Computer Services**	**Ongoing**
6A.3 – Analyze organizational structure to identify areas in which efficiency can be improved.	**President's Council**	**Ongoing**

6B: Human Resource Effectiveness

Encourage collaboration and networking between departments within the college.

Activities	Lead	Timeline
6B.1 – Encourage collaboration and networking between departments within the college to optimize district effectiveness.	**President's Council**	**Ongoing**
6B.2 – Provide opportunities for training and transfer of institutional knowledge.	**President's Council**	**Ongoing**

6C: Program Funding

Activities	Lead	Timeline
6C.1 – Ensure that resource allocations effectively address infrastructure and staffing needs that lead to the achievement strategic goals and objectives.	**VP – Business Services**	**Ongoing**

6D: Leadership and Professional Development

Activities	Lead	Timeline
6D.1 – Support learning and growth opportunities to enhance the skills and competencies of all faculty and staff of Lake Tahoe Community College.	**President's Council Academic Senate CEA**	**Ongoing**

6E: Accountability and Evaluation

Activities	Lead	Timeline
6E.1 – Demonstrate accountability among all aspects of the college through a regular process of evaluation as related to district effectiveness.	**President**	**Ongoing**

Goal 7: Resource and Budget Development

Objectives

7A: Resource Optimization

Ensure that existing resources are used efficiently in meeting District priorities**.**

Activities	Lead	Timeline
7A.1 – Establish a modified zero-based budget development process in order to allow the institution to prioritize resource allocations on an annual cycle.	**VP – Business Services**	**Winter 2010**

7B: Alignment of Budget Priorities with College Planning Documents.

Resources are used to implement the initiatives identified in the Strategic Plan.

Activities	Lead	Timeline
7B.1 – Utilize established participatory governance bodies to effectively align planning and resource allocation.	**President's Council Researcher Budget Managers College Council**	**Ongoing**

7C: Resource Diversification

Develop alternative sources of revenue to reduce overall reliance on state funding.

Activities	Lead	Timeline
7C.1 – Pursue grants to support development of the college's strategic objectives.	**President's Council**	**Ongoing**
7C.2 – Explore the development of contract education and community education as alternative resources.	**VP – AASS Deans**	**Ongoing**
7C.3 – Pursue resources through fundraising and other opportunities.	**President Foundation**	**Ongoing**

7D: Marketing of College Services

Effectively promote the college..

Activities	Lead	Timeline
7D.1 – Conduct outreach activities to prospective students.	**PIO, Student Services**	**Ongoing**
7D.2 – Promote the college as an integral part of the community.	**President**	**Ongoing**
7D.3 – Effectively promote the college to non-resident students.	**PIO Student Services Dir – A & R**	**Ongoing**

Goal 8: Partnerships for Economic and Workforce Development

Objectives

8A: Innovative Practices in Workforce Education

Support innovation to establish the College as a leader in economic development for South Lake Tahoe and the region.

Activities	Lead	Timeline
8A.1 – Explore alternative models of providing timely, industry oriented training and certification.	**Dir – CTE**	**Ongoing**
8A.2 – Develop partnerships to support education and training that contribute to economic vitality.	**President**	**Ongoing**

8B: Career Pathways

Activities	Lead	Timeline
8B.1 – Provide clearly defined career pathways that encourage and support a lifetime of employment opportunities.	**Dir – CTE**	**Ongoing**

Goal 9: Infrastructure Development and Space Utilization

Objectives

9A: Optimize the use of Space

Activities	Lead	Timeline
9A.1 – Develop and regularly update the Space Utilization Plan.	**President VP – Business Services**	**Ongoing**

9B: Upgrade and Sustain Campus Infrastructure

Activities	Lead	Timeline
9B.1 – Technology	**President VP – Business Services ERP/Computer Services**	**Ongoing**
9B.2 – Facilities	**VP – Business Services**	**Ongoing**

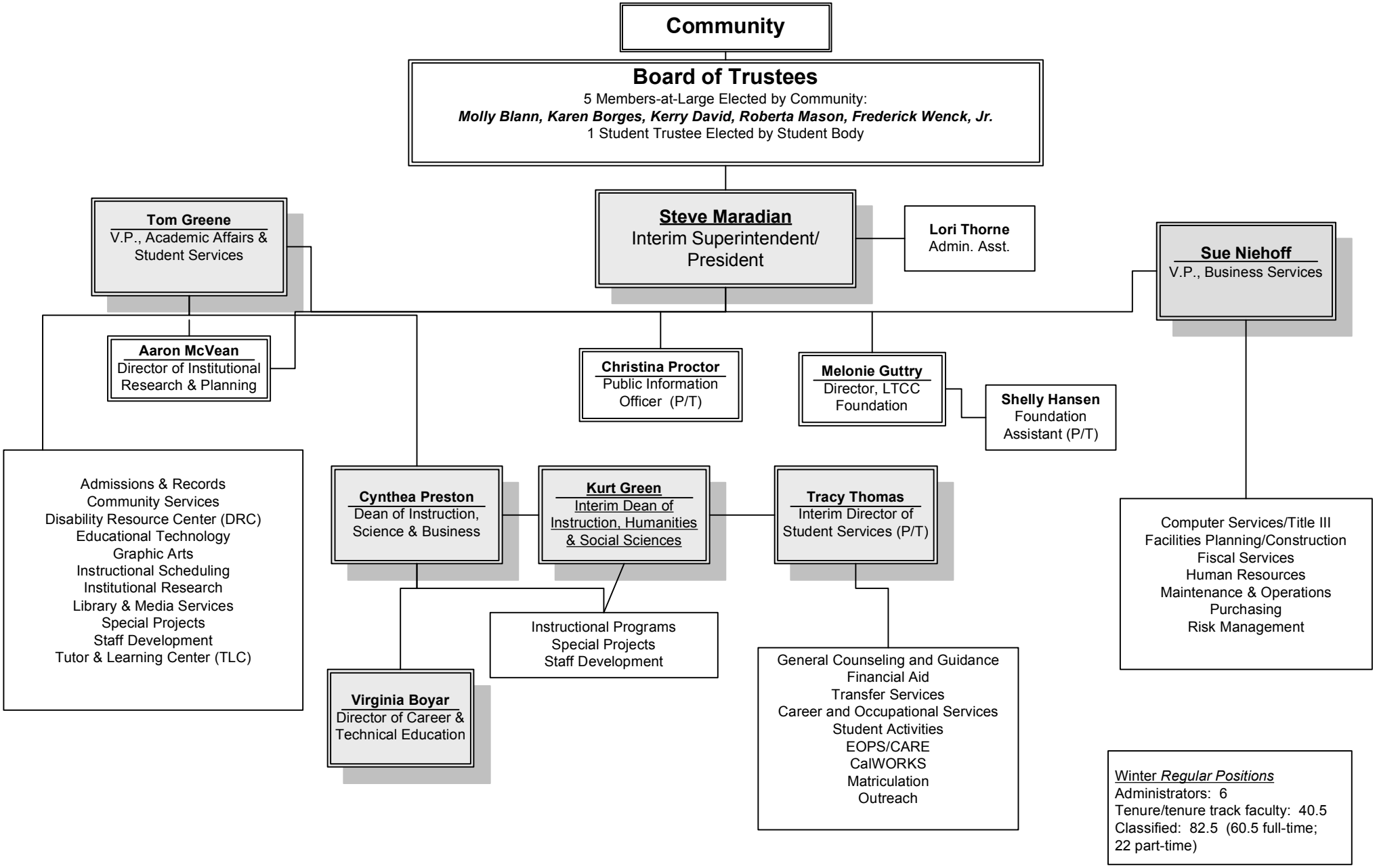
APPENDIX 6

LAKE TAHOE COMMUNITY COLLEGE

ORGANIZATIONAL CHART

Lake Tahoe Community College

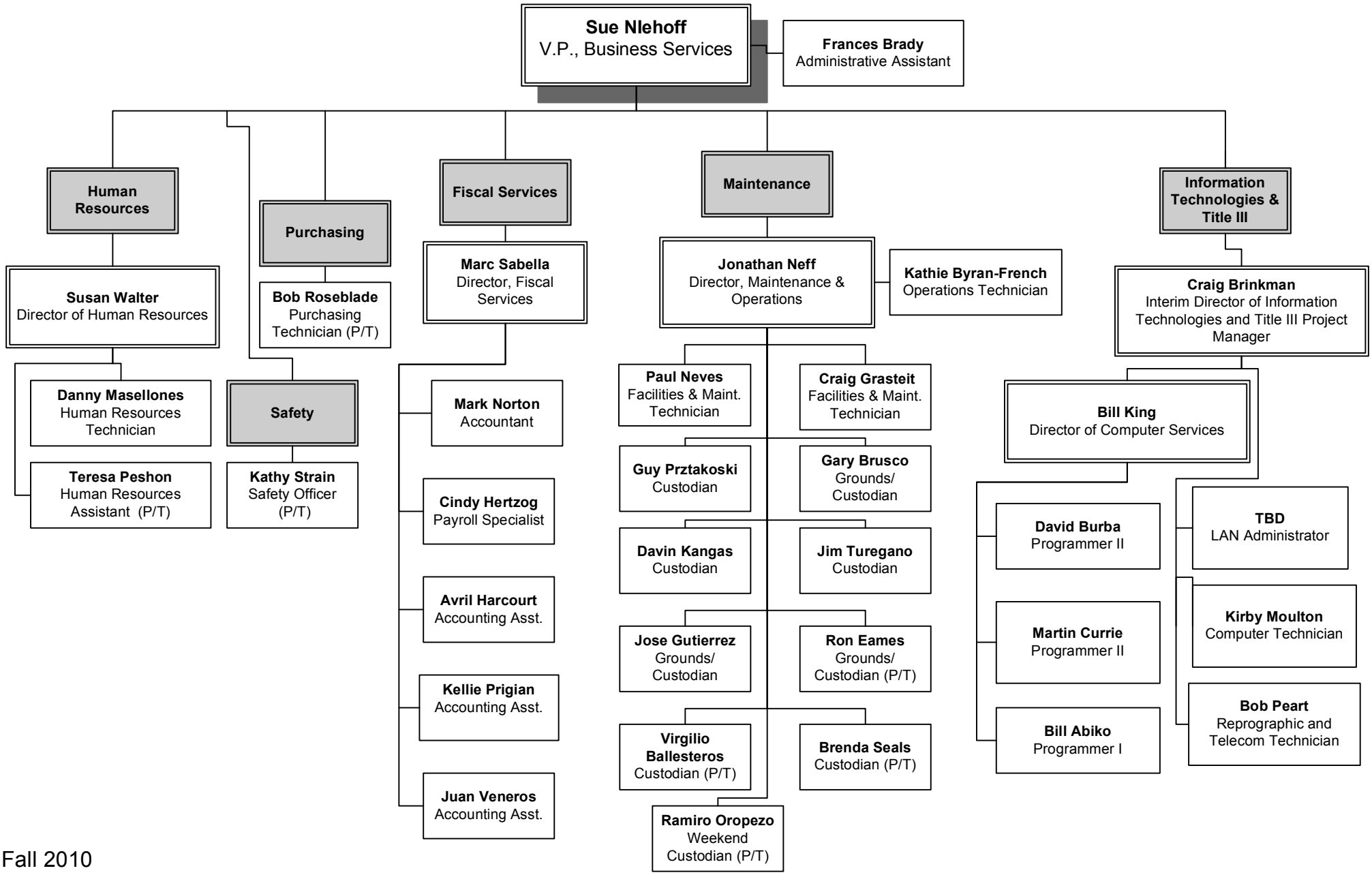
District Organizational Chart



Winter *Regular Positions*
Administrators: 6
Tenure/tenure track faculty: 40.5
Classified: 82.5 (60.5 full-time; 22 part-time)

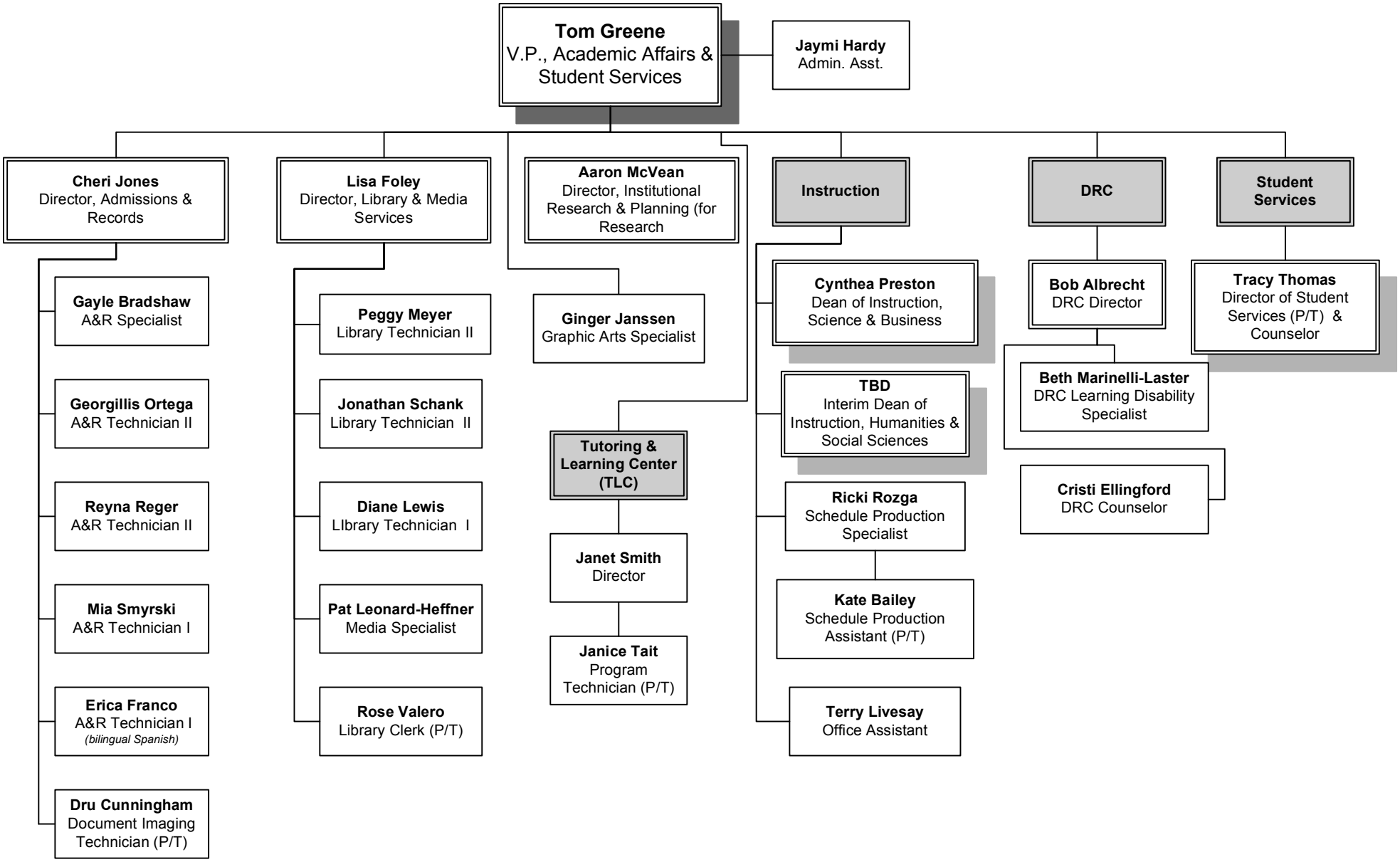
Fall 2010

Lake Tahoe Community College
Business Services



Fall 2010

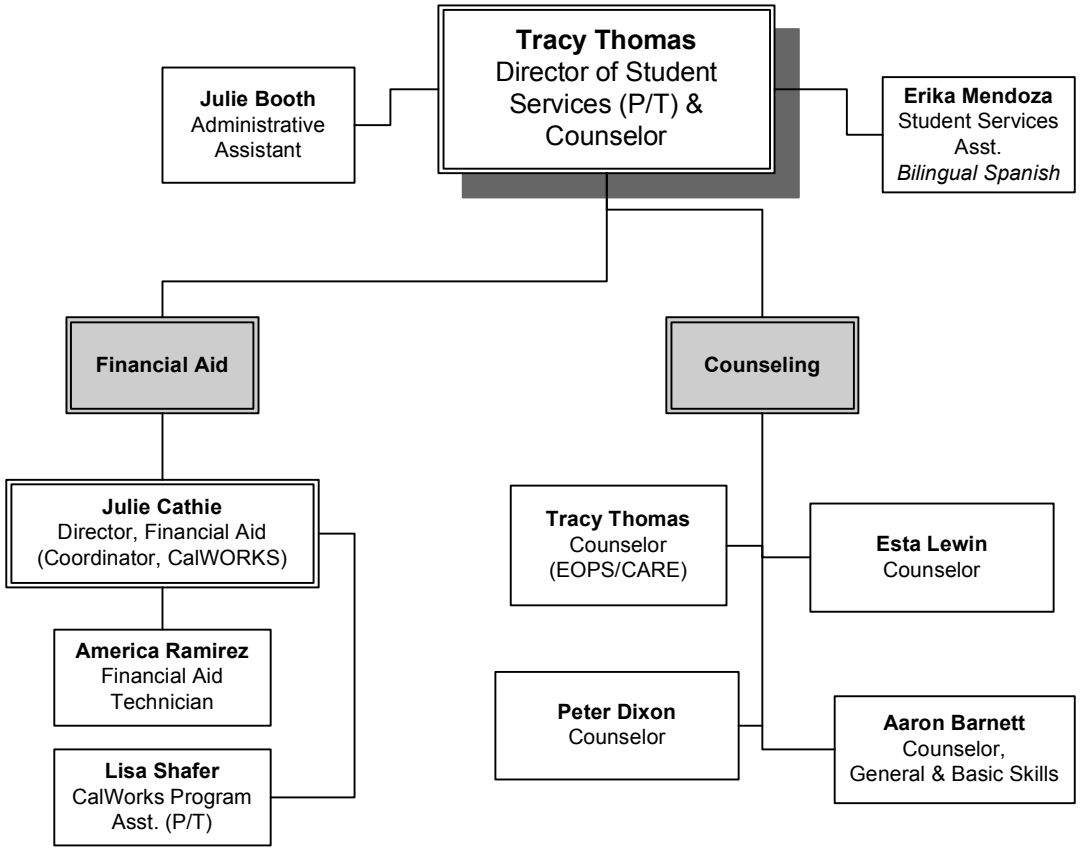
Lake Tahoe Community College
Instruction, Student Services, Admissions & Records, Library & Media Services, Graphic Arts, Institutional Planning



Fall 2010

Lake Tahoe Community College
Student Services

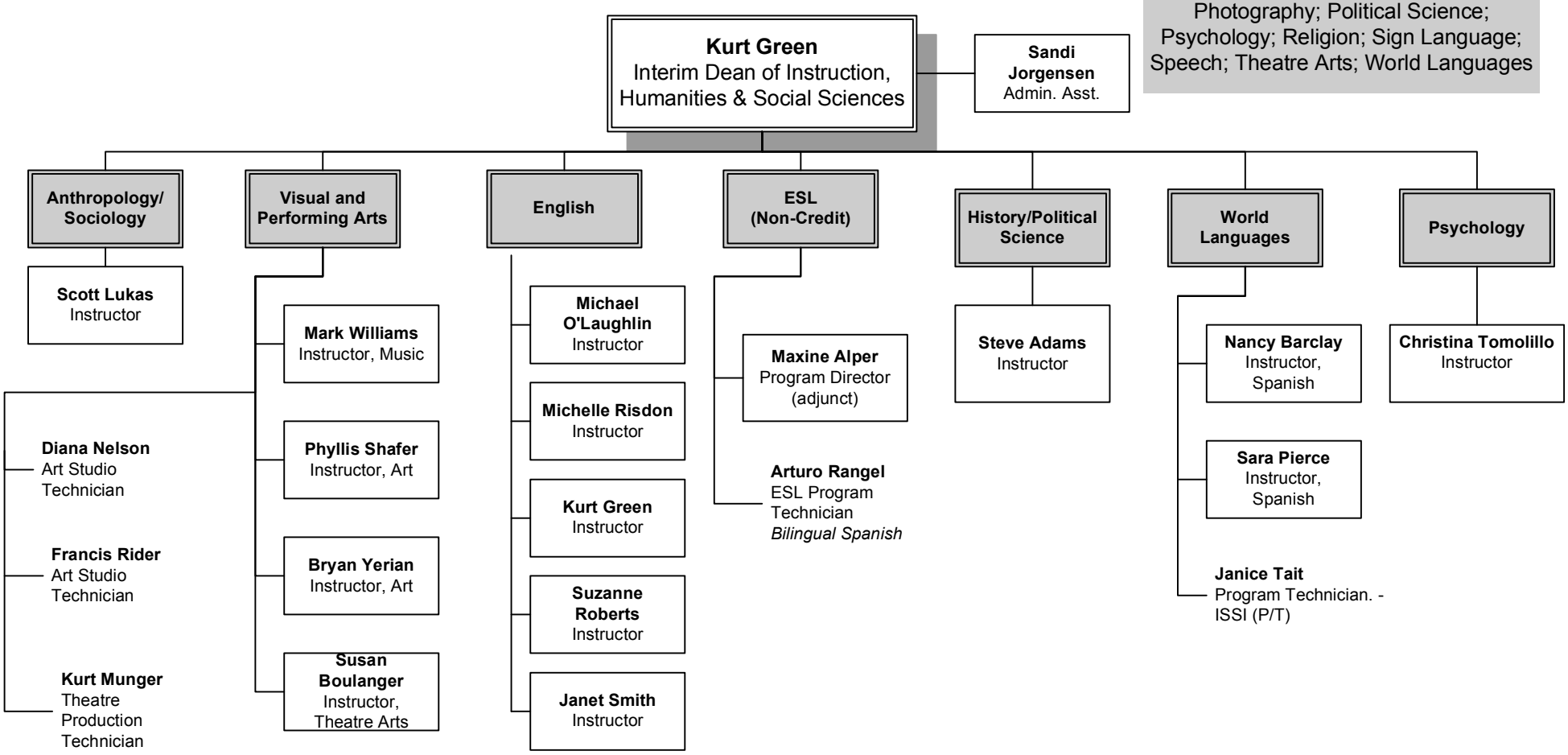
Academic Advising; Articulation; CalWORKS; Career Counseling; Counseling, Disability Resource Center (DRC); EOPS; Financial Aid; Job Development; Job Fair; Matriculation; Multicultural Affairs; Personal/Health Counseling; Outreach/Recruitment; Student Activities; Transfer Center



Fall 2010

Lake Tahoe Community College
Instruction
Humanities & Social Sciences

Anthropology; Art; Art Gallery; Communications; Dance; Digital Media Arts; Education; English; ESL; Ethnic Studies; Foster and Kinship Care; Foundational English; History; Humanities; International Education; ISSI; Kids' College, Music; Philosophy; Photography; Political Science; Psychology; Religion; Sign Language; Speech; Theatre Arts; World Languages



Fall 2010

Lake Tahoe Community College
Instruction
Science, Business and Occupational Programs

Accounting; Biology; Business; Child Development Center; Computer Applications/ Office Technology; Chemistry; Computer Information Sciences; Culinary Arts; Early Childhood Education (ECE); Economics; Environmental Science; Geography; Geology; Green Sustainable Education; Home Economics; Health; Math; Physical Education; Physical Science; Physics; Mono/Alpine County Classes; California Conservation Corps; Occupational Programs; Tahoe Parents Nursery School (TPNS); Wilderness Education; Workforce Development

Cynthea Preston
Dean of Science & Business

Renee Pegues
Admin. Asst.

Virginia Boyar
Director of Career & Technical Education

Jamie Rhone
Program Technician

Tracy Owens-Chapman
Work Experience Coordinator (adjunct)

Addiction Studies
Criminal Justice
Dental Assisting
Emergency Medical Technician (EMT)
Fire Science
Forestry
Horticulture
Medical Office Assistant
Nursing Assist. Training (NATP)
Real Estate
Tech Prep
VTEA
Allied Health
Economic & Business Comm. Development
Workforce Development

Biology, Chemistry

Martin Wallace
Instructor, CHM

Beatrice Orr
Instructor, BIO

Sue Kloss
Instructor, BIO

Kathy Strain
Lab Specialist - Science

Earth Science

Scott Valentine
Instructor, Earth Science

Physics

Cathy Cox
Instructor, PHY

Business, CAO, CIS

Jackie Lou
Instructor, CAO

Carol Merkley
Program Technician, Computer Technology P/T

Mike Spina
Instructor, CIS/ CAO

Steve Richardson
Instructor, MAT/ CIS

Eric Sturgess
Instructor, BSN

Jon Kingsbury
Instructor, BSN

Treva Thomas
Instructor, BSN
(Maybe ?)

Math

Larry Green
Instructor, MAT

Bruce Armbrust
Instructor, MAT

Helen Shen
Instructor, MAT

Steve Richardson
Instructor, MAT/ CIS

Physical Education/ Health

Rexanne Ring
Instructor, PEF, PET, PEH

Walter Morris
Instructor, PED, PEF, PET, PEH

Tim Johnson
Instructor, PEF, PET, PEH

Marla Sharp
Program Technician - Physical Education

Culinary Arts

Stephen Fernald
Instructor, CUL

ECE & Child Development Center (CDC)

Michelle Sower
Director CDC (50%)
ECE F/T Faculty (50%)

Karen Allen
CDC Operations Asst. (P/T)

CindyLu Robinson
Cook (P/T)

Shawna Sarver
Lead Teacher

Jennifer Bean
Infant Teacher (P/T)

Cristina Crazysnake
Infant Teacher (P/T)

Julia Nold
Preschool Teacher (P/T)

Diana Brown
Toddler Teacher (P/T)

Lisa Strauss (Riley)
Toddler Teacher (P/T)

TPNS

Jennifer Bronken
TPNS Coordinator (P/T)

Aileen Yure
TPNS Coordinator (P/T)

Fall 2010

APPENDIX 7

LAKE TAHOE COMMUNITY COLLEGE CATALOG

2010-11

http://www.ltcc.edu/data/ResourcePDF/2010_catalog.pdf